

Program Progress Policy and Procedure

Document

Document Name	Program Progress Policy and Procedure
Brief Description	This policy and procedure provides guidelines for the expected duration of studies, monitoring students' program progress, identifying of students at risk of not achieving satisfactory program progress and implementing intervention strategies for such students of Sydney Institute of Business and Technology (SIBT).
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Version Control

Date Approved	Version No.	Summary of Changes	Approver
14/4/26	16	Review of Exclusion clauses 7, 8 and 9 and Appendix C and to ensure align with Admissions Policy and Navitas Advantage 'Students First' approach. Endorsed by LTC 25/3/26.	Academic Board

Related Documents

Name	Location
Academic Integrity Policy	SIBT Website
Admissions Policy	SIBT Website
Assessment Policy	SIBT Website
Attendance Policy	SIBT Website
Student Code of Conduct	SIBT Website
Student Complaints and Appeals Procedure	SIBT Website
Support for Students Policy	SIBT Website
Higher Education Support Act 2003	https://www.legislation.gov.au/
Higher Education Standards Framework (Threshold Standards) 2021	https://www.legislation.gov.au/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/
National Code of Practice for Providers of Education and Training to Overseas Students 2018	https://www.legislation.gov.au/



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1. Purpose

- a) This Policy outlines:
- i. Acceptable levels of academic performance;
 - ii. Early intervention strategies for students who are identified as being at risk;
 - iii. Attendance and progress conditions for all SIBT students; and
 - iv. The expected duration of study to complete the program as specified in the Confirmation of Enrolment (international students).

2. Definitions

Term	Meaning
Academic Census Date	The final date students can withdraw from a unit without academic penalty is the last teaching day in week eight (8).
Academic Reasonable Adjustment Plan (ARAP)	A plan developed as a result of consultation between a student and their student counsellor, outlining the 'reasonable adjustments' or academic strategies to support them in completing their academic work while managing their condition. The ARAP is implemented by various departments including teachers, administration, student services and support staff.
Academic Success Plan (ASP)	An individual support plan, based on an individual student needs assessment, that specifies SIBT academic and wellbeing support and the commitment and engagement required by the student.
Attendance	Calculation of student attendance in scheduled classes within a study period.
Case Manager	A staff member assigned to provide regular support and guide a student who is at risk of not completing a unit or program.
eCoE	Electronic Confirmation of Enrolment.
Exclusion	When SIBT cancels a student's enrolment and excludes them from their program for a period of 12 months (three (3) study periods).
Financial Census Date	The final date students can apply for or withdraw from units without incurring a debt is the last teaching day in week four (4). The Census date is a minimum of 20% of the way through a unit.
Intervention Strategy	An identified approach to mitigating risk to program completion which is aimed at supporting the student to succeed in their studies.
Program Progress	Students' overall progress in successfully completing all the units in their program of study.
Reasonable Adjustment	An administrative, environmental, or procedural assistance, action, or measure that SIBT takes to reduce or eliminate unnecessary barriers for people with a disability (or other needs) so that they can access and participate in the learning as far as possible on the same basis as others.
Satisfactory Academic Progress	Passing at least 50% of enrolled units in a study period.
Scheduled Class	A class in which a student is currently enrolled.
Student At Risk	A student that exhibits single or multiple risk factors which could inhibit academic success.
Unsatisfactory Academic Progress	Failing more than 50% of enrolled units in a study period. Failing the same unit twice or more.

3. Application

- a) This Policy applies to all SIBT staff and students.
- b) This Policy is supported by the Support for Student Policy and Support for Students Procedure.

4. Policy Statement

- a) SIBT considers both academic performance and attendance as critical to successful achievement of progress requirements and completion of the qualifications.
- b) SIBT is committed to ensuring that:
 - i. Academic performance and attendance are monitored throughout each study period to identify students at risk of not completing their subjects so that strategies can be implemented to strengthen success;
 - ii. Processes are implemented and students are supported to complete their studies within the specified time limits.
- c) Student progress is considered to be satisfactory when:
 - i. Passing grades have been achieved in at least 50% of units in which a student is enrolled in any study period; and
 - ii. Attendance levels remain satisfactory and in accordance with the Attendance Policy.

5. Expected Duration of Study to Complete the Program

	Foundation Standard	Foundation Extended	Accelerated Diploma	Diploma
Full time study load	34 weeks	52 weeks	34 weeks	52 weeks
Part time study load	68 weeks	104 weeks	68 weeks	104 weeks

- a) Expected duration times are calculated starting from the first day of the study period that commences the program and include any variation to enrolment.
- b) Variations of enrolment that may affect expected duration of study include:
 - Change of program;
 - Withdrawal from program;
 - Leave of absence;
 - Transfer of provider;
 - Change to program enrolment.
- c) Expected duration times may be exceeded upon a student's written request and at the discretion of SIBT.

5.1 International Students – Exceeded Duration of Study

- a) SIBT ensures that:
 - i. The duration of an eCoE does not exceed the expected duration of study approved on CRICOS (the Commonwealth Register of Institutions and Courses for Overseas Students);
 - ii. The start and end date of an eCoE will match the start and end date of the relevant SIBT program, in accordance with the approved Academic Calendar;

- iii. An appropriate study load of a minimum three (3) units in any given study period is maintained. Students who wish to enrol in a reduced study load will:
 - Attend an interview with an authorised SIBT staff member;
 - Be enrolled manually in their units.
- iv. A student's progress is continually monitored to allow the completion of the program within expected time limits and as specified on their eCoE;
- b) SIBT will not manually enrol a student in less than three (3) units unless the student:
 - Has no more than two (2) units left to complete their program; or
 - Has been identified as 'At Risk' and/or on conditional enrolment and therefore, is required to undertake a reduced study load; or
 - Is identified as having extenuating (compelling or compassionate) circumstances warranting a reduced study load, as set out in [Appendix A: Extenuating \(compelling or compassionate\) circumstances](#).
- c) SIBT may amend an international student's program duration and issue a new eCoE if:
 - i. Intervention strategies have commenced for a student deemed to be at risk of failing to meet program progress requirements and thus requiring an extension;
 - ii. A student has elected to fast track their program and therefore must have an eCoE to reflect early completion;
 - iii. A student has failed to re-enrol, without formally applying to vary their enrolment;
 - iv. It is evident that the student will not complete their program within the expected duration specified on the student's eCoE as a result of extenuating (compassionate and compelling) circumstances. Please refer to [Appendix A](#) and [Appendix B](#).
- d) Where there is a variation to an international student's study load, which may affect the student's expected duration of study, SIBT will record the variation and the reasons for it on the student's electronic file and notify the Government via the Provider Registration and International Student Management System (PRISMS). SIBT will issue a new eCoE when the students approved variation/s supports extending their expected duration of study.
- e) Where duration is to be amended, reporting on the eCoE is conducted through PRISMS.

6. Program Progress Monitoring and Academic Success Strategies

- a) SIBT offers a wide range of intervention strategies to maximise each student's chance of success.
- b) Academic Success Strategies may be implemented as early as at the application stage or at any point during a study period and will be developed on a case-by-case basis in consultation with the student, the Program Convenor (or nominee) and any other support person(s).
- c) During each study period, teachers monitor the participation, engagement, and progress of the students in their class, implementing early intervention if necessary to enable students to achieve academic success.

6.1 Early Period Identification of 'At Risk' Students

- a) A student may be identified as being at risk as early as during the application stage having:
 - i. Disclosed their special needs and/or extenuating circumstances;
 - ii. Been previously excluded from SIBT; or/and
 - iii. Been admitted solely on the basis of their work and life experience.
- b) Early intervention strategies that identify and support at-risk students include:
 - i. Advising students during orientation that if difficulties are experienced with study load, withdrawal from one or more units can be requested. Dates for withdrawal without financial or academic penalty are highlighted and international students are advised of the need to also maintain a full-time study load where applicable, as per student visa conditions;
 - ii. Meeting with an SIBT counsellor and developing an Academic Reasonable Adjustment Plan (ARAP) to support students with disabilities and other needs to reach their full academic potential. Students with a temporary injury may also be eligible for assistance;
 - iii. Contacting those students via phone and email who, at the end of week two (2), are not attending classes or completing pre-class activities, to determine the reason and promote meetings with student support and/or attendance at support workshops;
 - iv. Conducting early assessment tasks to provide students and staff with an opportunity to assess learning to date and, where required, provide early intervention to promote student success. Students identified as having performed poorly in the early assessment task are contacted and advised of strategies for improvement;
 - v. Automated notification via the Student Portal to students who are at risk of not attending 80% of their classes, thus potentially compromising their ability to succeed; and
 - vi. Group support workshops for students who appear to be (or have been identified as) struggling or those simply seeking additional academic support either generally or for specific subjects e.g., maths literacy.

6.2 Mid-study Period Identification of 'At Risk' Students

- a) A student is identified as being at risk of unsatisfactory program progress when the active mid-study period monitoring process finds that a student is:
 - iv. 'Displaying language, cognitive, or other skills lower than normally required for successful completion of the unit.
 - v. Not attending classes regularly (flagged after missing two (2) consecutive classes);
 - vi. Being inattentive or disruptive in class;
 - vii. Not participating in class discussions;
 - viii. Not logging into, and consequently not engaging with, the Learning Management System (flagged after not participating for two (2) consecutive weeks);
 - ix. Not accessing the prescribed e-texts or other online resources (flagged after not accessing for two (2) consecutive weeks);
 - x. Not submitting low-risk early formative assessment tasks (flagged after missing one (1) to two (2) assessments, where applicable);

- xi. Achieving a fail mark in low-risk early formative assessment tasks (flagged after failing two (2) assessments);
 - xii. Not submitting compulsory assessment tasks (flagged after missing one (1) assessment); and/or
 - xiii. Achieving a fail mark in compulsory summative tasks (flagged after failing two (2) assessments).
- b) Student support staff will contact at-risk students to arrange an appointment with a Case Manager for a meeting and/or to develop a personalised Academic Success Plan (ASP) and/or Academic Reasonable Adjustment Plan (ARAP), and to discuss the situation with each student on any one or more of the following:
- i. Revising enrolment patterns, study load or course of enrolment;
 - ii. Attending academic skills workshops;
 - iii. Attending language support sessions;
 - iv. Attending additional lectures, workshops, or other educational forums;
 - v. Accepting the free offer of personal coaching in the unit of study;
 - vi. Accepting assistance in accessing the Learning Management System, the prescribed e-text or online databases;
 - vii. Attending counselling or obtain referral to other support services;
 - viii. Seeking mentoring;
 - ix. Reviewing accommodation and other support services.
- c) An appropriate intervention strategy for each individual student will be determined and documented for ongoing management.

6.3 End of Study Period Identification of 'At Risk' Students

- a) At the end of each study period, after grades are finalised by the Board of Examiners, academic standing is determined for each student in accordance with this policy, together with the level of academic standing at the end of the previous study period.
- b) The Board of Examiners considers each case individually and determines appropriate intervention strategies to support the student to succeed in their next study period.
- c) The student will meet with their Case Manager to develop an Academic Success Plan (ASP) and/or an Academic Reasonable Adjustment Plan (ARAP) specific to their circumstances, including a discussion on the issues related to poor attendance or poor academic progress. The ASP and/or ARAP may involve, but is not limited to, any one or more of the following:
 - i. Referral to English language support workshops;
 - ii. Attendance at academic study skills workshops;
 - iii. Requirement to complete an Academic Integrity Module (AIM);
 - iv. Regular meetings with lecturer, Student Learning Advisor and/or Program Convenor;
 - v. Review of time management skills and preparation of a study timetable;
 - vi. Referral to personal welfare support and counselling;
 - vii. Support from Student Learning Advisors where disabilities or wellbeing or medical conditions are impacting on the student's ability to participate or progress (in which cases, referral to other types of external support may be required); and/or
 - viii. Referral to an academic staff member for additional instruction/advice; and/or
 - ix. Reduced study load in a study period; and/or

- x. Specifying attendance, participation, or online engagement requirements; and/or
 - xi. Creating a study plan describing the order of subjects to be completed over the course duration; and/or
 - xii. Other intervention as appropriate to the case.
- d) Students who are subject to an intervention strategy will be placed on a conditional enrolment until such time as they satisfy the program progress requirements in accordance with this policy. Refer to [Appendix C](#).
- e) Students who do not meet the program progress requirements may have their enrolment cancelled. Refer to [Appendix C](#).
- f) International students will be advised of the possible consequences of not improving their academic performance including the risk of having their eCoE cancelled, which may result in their student visa being cancelled by the Department of Home Affairs (DHA).
- g) The notice of intention to cancel the enrolment, which is communicated to the student in writing, includes information about the student's right to request a review of the decision within 20 working days by lodging a formal appeal as per the [Student Complaints and Appeals Policy](#).

6.4 Ongoing Review and Assessment of Program Progress

- a) It is important the student understands and agrees to the intervention strategy via an Academic Success Plan (ASP), which sets out the enrolment conditions a student is expected to meet.
- b) The ASP records the devised intervention strategy and must be dated and signed by the student to acknowledge their acceptance. A copy of all documentation, decisions, and outcomes are kept on the student's file.
- c) Ongoing review and assessment will continue throughout the study period and follow-up support meetings will be arranged with the student to review and monitor their progress.
- d) If the ASP is not being adhered to and/or program progress or attendance continues to be unsatisfactory, a written notice will be issued to the student to advise them of the implications of the situation on their course enrolment, and for international students, their visa conditions.
- e) To ensure effectiveness, the ASP may be adjusted over time as the student progresses through their program and will remain in place until the student demonstrates they no longer require the assistance.

7. Exclusion

- a) Exclusions are assessed and approved by the Board of Examiners who may take extenuating circumstances (refer Appendix A) into account.
- b) A student meets the criteria for exclusion if they:
 - i. Fail to make satisfactory progress for a third time (achieves less than a 50% overall pass rate over three (3) study periods).
 - ii. Fails the same unit on three (3) separate occasions.

- c) Where exclusion is approved the student will be advised in writing that SIBT intends to cancel their enrolment and exclude them from their program for a period of one study period.
- d) Students who have met the criteria under 7 b) but are approved to continue their program at SIBT will be required to meet with the Student Learning Advisor, placed on CON3 (refer Appendix C), and attend regular meetings and/or support throughout the next session.

8. Appeal

- a) Students can appeal decisions made under this policy. For further details, please refer to the [Student Complaints and Appeals Policy](#).
- b) Students who experience extenuating circumstances are referred to Appendix A and will need to be able to prove their claim with supporting evidence as outlined in appendix B.
- c) International students on a Student Visa will be notified that they may be reported to the Department of Home Affairs (DHA).
- d) Students will be informed that they can access SIBT's [Student Complaints and Appeals Policy](#) to appeal the decision within 20 working days.
 - i. Where the student has appealed and the Student Appeals Committee decision supports the student, they will be permitted to continue with their studies at SIBT.
 - ii. Where the student has chosen not to access the appeals process within the 20-working day period or withdraws from the process, or the process is completed and results in the student being excluded, SIBT will:
 - Withdraw the student from any enrolled units as Withdrawal Without Financial Penalty (WWFP);
 - Advise the student in writing of the final decision to exclude, including details of the reasons; and
 - File a copy in the student's enrolment record on the Student Management System.

9. Readmission after Exclusion

- a) When a student seeks readmission to SIBT, they must apply at least four (4) weeks prior to the commencement of the study period in which the student seeks to resume study under the conditions specified in the Admissions Policy.

10. Review

- a) SIBT monitors the effectiveness and appropriateness of the terms under this Policy to identify continuous improvement opportunities and risk identification and mitigation and to inform updates to the policy.
- b) This Policy will be reviewed by the Responsible Officer and the Quality and Compliance Manager a minimum of every three (3) years, or when there are updates to the regulatory compliance requirements, legislation, regulation, and guidelines.

Appendix A: Extenuating (Compassionate and Compelling) Circumstances

- a) Extenuating (compassionate and compelling) circumstances are unusual or abnormal events or situations that:
 - i. Occurred on or after the Financial Census Date, or the impact of which was realised on or after Financial Census Date;
 - ii. Are beyond a student's control and could not reasonably have been foreseen or prevented; and
 - iii. Have been severe enough to prevent a student from successfully completing their unit of study.
- b) Extenuating (compassionate and compelling) circumstances include, but are not limited to:
 - i. Serious illness or injury, including deterioration of a pre-existing health condition;
 - ii. Family or personal circumstances which have severely impacted the student's ability to continue with study;
 - iii. Bereavement of close family members such as parents or grandparents;
 - iv. Major political upheaval or natural disaster. In the case of international students, this may include such situations occurring in their home country requiring emergency travel where this has impacted on the international student's studies;
 - v. A traumatic experience, which could include:
 - Involvement in, or witnessing of a serious accident; or
 - Witnessing or being the victim of a serious crime, and this has impacted on the student (which cases should be supported by reports from police or a psychologist);
 - vi. Where SIBT was unable to offer a pre-requisite unit, or the international student has failed a pre-requisite unit, and therefore faces a shortage of relevant units for which they are eligible to enrol.
- c) Other circumstances may include but are not limited to:
 - i. Severe disruption to domestic arrangements;
 - ii. Relationship breakdown;
 - iii. Religious observance or obligations;
 - iv. Formal legal commitments;
 - v. Jury duty;
 - vi. Military or/and emergency service;
 - vii. Service with a recognised emergency management service;
 - viii. Participation in significant national or international events; and
 - ix. Contributing factors deemed appropriate by the Academic Director or Board of Examiners.
- d) Students are encouraged to seek assistance from Student Support or other professional services and attach supporting documentation obtained from them along with appropriate supporting documentation (see Appendix B) to support their claim for extenuating (compassionate and compelling) circumstances.

Appendix B: Acceptable Supporting Documentation

Circumstances	Documents
Visa Delay/Refusal	<ul style="list-style-type: none"> A letter advising that the applicant has not been able to obtain a visa yet issued by Department of Home Affairs (DHA); Visa refusal letter issued by Department of Home Affairs (DHA).
Failure to meet academic and/or English entry requirements	<ul style="list-style-type: none"> IELTS (or similar) test results; or High school results (or similar)
Medical and Health	<ul style="list-style-type: none"> An original certificate/letter/report from a doctor or registered treating health professional on a letterhead, including signature or providers stamp, provider's number, and a statement that the student was unable to attend classes; A medical certificate stating just "illness" or "medical condition" or "medical reason" may not be sufficient.
Personal and Welfare	<ul style="list-style-type: none"> A statement from a doctor, counsellor, social worker, or independent member of the community (e.g., A Justice of the Peace or a Minister of Religion); A certificate from a funeral director; A death certificate; A certified call to Australian Defence Forces; A letter/report describing the nature of emergency attended by the State Emergency Service or Country/Rural Fire Service; A copy of an accident report; A court summons or similar.
Academic	<ul style="list-style-type: none"> A copy of any academic advice received from their program convenor or a student learning advisor.

- a) Supporting documentation for extenuating (compassionate or compelling) circumstances must be from an independent source or authority, and clearly indicate:
 - i. What the special circumstances were;
 - ii. When they occurred;
 - iii. How long they lasted; and
 - iv. The level of impact of the special circumstances.
- b) A personal statement from a student or their friend or family member outlining their circumstances is not sufficient evidence to demonstrate extenuating (compassionate and compelling) circumstances.
- c) For international students, a lack of funds is not accepted by the Department of Home Affairs (DHA) as an extenuating (compassionate and compelling) reason to defer or take leave. It is a condition of a student visa that students have access to funds to cover their tuition fees and cost of living for their first year of study in Australia. International students should not rely on income from paid employment while in Australia to cover their fees and living expenses during this period. Students



experiencing an unexpected and unforeseeable change in circumstances should meet with student support to discuss their situation.

- d) Supporting documentation must be in English (or accompanied by a certified translation), on official letterhead (if relevant), signed, and dated.

Appendix C: Conditional Enrolment Statuses

Conditional Enrolment	Scenario	Action
CON 1	<ul style="list-style-type: none"> Student fails more than 50% of their enrolled units for the 1st time (all units, OR 2 out of 3, OR 3 out of 4). 	<ul style="list-style-type: none"> 3 units maximum per study period; and Implementation of ASP.
CON 2	<ul style="list-style-type: none"> Student fails more than 50% of their enrolled units for the 2nd time (all units, OR 2 out of 3, OR 3 out of 4). 	<ul style="list-style-type: none"> 3 units maximum per study period; and Review of ASP to determine if further intervention strategies are required to improve academic progress.
	<ul style="list-style-type: none"> Student fails the same unit for the 2nd time. 	<ul style="list-style-type: none"> 3 units maximum per study period; and Implementation of ASP.
CON 3	<ul style="list-style-type: none"> Student returns from exclusion from SIBT or another education provider; or Student fails more than 50% of their enrolled units for the 3rd time (all units, OR 2 out of 3, OR 3 out of 4); or Student fails the same unit for the 3rd time. 	<ul style="list-style-type: none"> Reduced study load (2 units maximum per study period); and Review of ASP to determine if further intervention strategies are required. Regular Check-ins with an SLA