

Program Progress Policy

1. Purpose

This policy outlines the acceptable levels of performance, early intervention strategies for students who are identified as being at risk, attendance, and progress conditions for all SIBT students.

2. Application

This policy applies to all SIBT students and is supported by the Intervention Strategy Framework.

3. Policy Statement

SIBT considers that both academic performance and attendance are critical to successful achievement of progression requirements at the College. On this basis, both factors are monitored throughout each teaching period to identify students at risk and implement intervention strategies to strengthen success.

Student progression is considered to be satisfactory while:

- passing grades have been achieved in at least 50% of units in which a student is enrolled in any teaching session;
- attendance levels remain satisfactory and in accordance with the Attendance policy;
- a student is achieving a minimum GPA of 'Pass'.

4. Early Intervention Strategies

SIBT offers a range of strategies to maximise each student's chance of success. In addition to support workshops to develop academic, numeracy and study skills, early intervention strategies that identify and support at-risk students include:

- 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;
- contacting those students who, at the end of week two, 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;
- 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;
- automated notification via the portal to students who are at risk of not attending 80% of their classes, thus potentially compromising their ability to succeed; and
- group support workshops for those students who appear to be (or have been identified as) struggling or those simply seeking additional academic support.

5. Program Progression Monitoring

5.1 Early teaching period monitoring

Academic intervention may be implemented at any point during a teaching 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) if the student is identified early as being at risk of not making satisfactory progress.

During each teaching 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.

5.2 Identifying students at risk in early teaching period

A student is identified as being at risk of unsatisfactory program progression when the following active monitoring process finds that a student is:

- not attending classes regularly (flagged after missing two classes);
- being inattentive or disruptive in class;
- not participating in class discussions;
- not logging into, and consequently not engaging with, the Learning Management System (flagged after not participating for two weeks);
- not accessing the prescribed e-texts or other online resources (flagged after not accessing for two weeks);
- not submitting low-risk early formative assessment tasks (flagged after missing one to two assessments, where applicable);
- achieving a fail mark in low-risk early formative assessment tasks (flagged after failing two assessments);
- not submitting compulsory assessment tasks (flagged after missing one assessment); and/or
- achieving a fail mark in compulsory assessment tasks (flagged after failing two assessments).

Student support staff will contact at-risk students to arrange an appointment for a personalised intervention strategy meeting, to discuss the situation with each student, and to counsel them to either:

- revise enrolment patterns, study load or course of enrolment;
- attend academic skills workshops;
- attend language support sessions;
- attend additional lectures, workshops, or other educational forums;
- accept the free offer of personal coaching in the unit of study;
- accept assistance in accessing the Learning Management System, the prescribed e-text or online databases;
- attend counselling or obtain referral to other support services;
- seek mentoring;
- review accommodation and other support services; or
- a combination of the above.

An appropriate intervention strategy for each individual student will be determined and documented for ongoing management.

5.3 End of teaching period monitoring and formal review

At the end of each teaching 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.

The Board of Examiners considers each case individually and determines appropriate intervention strategies to support the student to succeed in their next study period.

The student will meet with their case manager to develop an intervention strategy specific to their circumstances, including a discussion on the issues related to poor attendance or poor academic progress. The strategy may involve, but not be limited to:

- referral to English language support workshops;
- attendance at academic study skills workshops;
- requirement to complete an Academic Integrity unit;
- regular meetings with lecturer, Student Learning Advisor and/or Program Convenor;
- review of time management skills and preparation of a study timetable;
- referral to personal welfare support and counselling;
- support from Student Learning Advisors where disabilities, wellbeing or medical conditions are impacting on the student's ability to participate or progress (in these cases, referral to other types of external support may be required);
- referral to an academic staff member for additional instruction/advice;
- reduced study load in a study period;
- specifying attendance, participation or online engagement requirements;
- creating a study plan describing the order of subjects to be completed over the course duration; or
- other intervention as appropriate to the case.

Students who are subject to an intervention strategy will be placed on a conditional enrolment until such time they satisfy the program progress requirements in accordance with this policy. Students who do not meet the program progress requirements for two consecutive teaching periods may have their enrolment cancelled.

Domestic students must meet the 50% pass rate of their total attempted units across their program of study (once they have completed four or more units) to remain eligible to access FEE HELP.

Domestic students who do not maintain satisfactory progress will be informed of their eligibility to access FEE HELP, if applicable, in subsequent teaching periods. Students not eligible for FEE HELP will be required to pay their own fees until their pass rate improves sufficiently to be eligible for FEE HELP once more.

International students will be advised of the possible consequences of not improving their academic performance including the risk of having their COE cancelled, which may result in their student visa being cancelled by the Department of Home Affairs.

The notice of intention to report/enrolment cancellation letter includes information about the student's right to request a review of the decision within 20 working days by lodging a formal complaint as per the *Student Complaints and Appeals Policy*.

5.4 Ongoing review and assessment of program progression

It is important the student understands and agrees to the intervention strategy via a learning

agreement, which sets out the enrolment conditions a student is expected to meet.

The *learning agreement* 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 to be kept on the student file.

Ongoing review and assessment will continue throughout the teaching period and follow-up support meetings will be made with the student to review and monitor their progress.

If the intervention strategy is not being followed and/or course progress or attendance continues to be unsatisfactory, notices will be issued to notify the student of the implications of the situation on their course enrolment, and for international students, their visa conditions.

To be effective, the intervention strategy will remain in place until the student demonstrates they no longer need the assistance of the intervention. The intervention strategy may be adjusted over time as the student progresses through their program.

6. Exclusion

6.1 Exclusion due to unsatisfactory program progression

If a student fails to meet satisfactory progression for a third time, they will be advised in writing that SIBT intends to exclude them from their program for a period of 12 months (three teaching periods).

6.2 Exclusion for repeated fail of unit(s)

A student who fails a unit twice may be required to appeal in writing to 'show cause', as per the Student Complaints and Appeals Policy, as to why they should be allowed to enrol in a unit for a third time. If the appeal is approved, the student may be placed on an appropriate intervention strategy to foster student success in this area of study.

A student who fails the same unit, or its equivalent, on three separate occasions will be excluded from study for a period of one teaching session.

7. Appeal Against Exclusion

Please refer to the Student Complaints and Appeals Policy.

International students on a Student Visa will be notified that they may be reported to the Department of Home Affairs. Students will be informed that they can access SIBT's Student Complaints and Appeals Policy to appeal the decision within 20 working days (see www.sibt.nsw.edu.au/policies).

Where the student has chosen to access the Student Complaints and Appeals Policy and the process results in a decision supporting the student, they will be permitted to continue with their enrolment at SIBT.

Where the student has chosen not to access the Student Complaints and Appeals Policy within the 20-working day period, withdraws from the process, or the process is completed and results in the student being excluded, SIBT will 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.

8. Readmission after exclusion

Students who have been excluded from SIBT due to unsatisfactory program progression must be absent from SIBT for the required exclusion period as specified in Section 6 of this policy.

When a student seeks readmission to SIBT they need to apply at least four weeks prior to the commencement of the teaching period in which the student seeks to resume study. The application for readmission will be assessed by the Academic Director.

9. Definitions

Academic Progress: Meeting all the assessment requirements of a unit and overall performance within the study period in which the student is currently enrolled

Program Progress: Students' overall progress in successfully completing all the units in the program of study.

Student at Risk: A student that exhibits single or multiple risk factors which could inhibit academic success.

Intervention Strategy: Process of identifying and supporting students to promote academic success and wellbeing.

Attendance: Calculation of student attendance in scheduled classes within a teaching period.

Scheduled Class: A class in which a student is currently enrolled.

10. Related Documents

- Student Complaints and Appeals Policy
- Admissions Policy
- Attendance Policy
- Intervention Strategy Framework

11. Amendment History

Department:	Academic	
Approval Authority:	Academic Board	
Initial Approval Date:	10 May 2010	
Date for Next Review:	October 2022	
Revision Date	Version	Summary of changes
10/05/10	1	Details transferred onto new template.
06/10/11	2	Updated formatting in line with UPD
19/06/12	3	Added statement - SIBT may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).
09/11/12	4	All references to DEEWR replaced with DIISRTE
30/07/13	5	Complete review of policy to align to current process
01/09/14	6	Updated DIAC to Department of Education-DIBP
17/11/14	7	The policy was reviewed and amended to include the importance of attendance to improve course progress and steps to be taken to review, monitor and address poor performance.
11/03/16	8	The policy was updated and reviewed. Endorsed at SMT on 10/3/16 and approved at Academic Board 11/3/16. The title of the policy was changed (Course to Program)
04/04/17	9	The policy was updated and reviewed to simplify language so students can better understand the conditional enrolment.
04/12/18	10	The policy was updated and reviewed to reflect the program changes at SIBT.
24/10/2019	11	Clarified information regarding Provisional Entry
15/09/2021	12	Major review, which included deletion of references to Provisional Entry support unit ACES100 and three-tier enrolment conditions process.