

Course Progress and Attendance Monitoring Policy

Policy area	ESOS Compliance Framework
Standards	ESOS Act 2000, ESOS Regulations 2019, National Code 2018,
Responsibility	CEO, CRICOS Manager

1. Purpose of the Policy

This policy establishes how Heaton Institute of Technology monitors international students' course progress and attendance to ensure compliance with:

- ESOS Act 2000
- ESOS Regulations 2019
- National Code 2018

The policy aims to:

- Support students to complete their courses within the duration of their CoE.
- Identify students at risk early.
- Provide timely support and intervention.
- Maintain visa compliance and full-time study requirements.
- Ensure decisions are fair and evidence-based.
- Support accurate PRISMS reporting.
- Promote continuous improvement.

2. Key Definitions

Course Progress

A student's advancement towards completing their course.

Satisfactory Course Progress

Students complete required assessments according to the approved schedule.

Unsatisfactory Course Progress

Students fail to complete required assessments at a formal review point.

Monitoring Period

A study block or term during which progress is reviewed.

Intervention Strategy

Documented support measures provided to students at risk.

Attendance Risk Categories

Attendance Rate	Risk Level
80% or above	Low Risk
70%–79.9%	Moderate Risk
Below 70%	High Risk

Attendance is considered an indicator of risk rather than a separate reporting requirement.

3. Policy Approach

Heaton Institute of Technology adopts an integrated approach where:

- Course progress is the primary measure.
- Attendance is used to identify engagement and emerging risks.
- Attendance and assessment outcomes are considered together.
- Students receive support before escalation or reporting occurs.

The policy focuses on:

- Early identification of problems.
- Timely intervention.
- Fair and transparent decisions.
- Compliance with PRISMS reporting requirements.

4. Integrated Monitoring Model

Course progress and attendance are monitored through one framework.

Principles

- Course progress and attendance are interconnected.
- Attendance helps assess risk.
- Attendance alone does not determine satisfactory progress.
- Both factors help identify students needing support.

Benefits of the approach include:

- Early detection of issues.
- Appropriate support.
- Avoiding decisions based solely on attendance.
- Holistic assessment of student circumstances.

5. Course Progress Monitoring

Formal reviews generally occur every three months.

At each review point, the Institute determines whether students have:

1. Completed required assessments.
2. Progressed according to the course schedule.
3. Participated sufficiently in learning activities.

Decisions are based on:

- Assessment outcomes.
- Submission records.
- Approved delivery schedules.

Effort or attendance alone does not constitute satisfactory course progress.

6. Attendance Monitoring

Attendance is monitored because:

- It forms part of full-time study requirements.
- It supports skill development and assessment readiness.
- It helps identify students at risk.

Attendance is used to:

- Detect declining engagement.
- Trigger early intervention.
- Support student welfare.

However:

- Attendance itself is not an automatic reporting trigger.
- The Institute focuses on understanding reasons behind poor attendance and providing support.

7. Attendance Procedures

Attendance applies to:

- On-campus classes.
- Approved virtual classes.
- Work placement activities.

It does not apply to:

- Self-paced study.
- Independent learning activities.

Recording Attendance

- Minor lateness does not automatically count as absence.
- Arriving after the midpoint of the day is considered absent.
- Leaving before the midpoint of the day is considered absent.

Attendance records reflect actual participation and are not changed because of explanations provided later.

8. Illness and Absence Management

Students absent for two or more consecutive training days may be required to provide a medical certificate.

Medical certificates:

- Explain absences.
- Do not convert absences into attendance.

The Institute may verify certificates by examining:

- Practitioner details.
- Dates covered.
- Authenticity and consistency.

Repeated illness-related absences may trigger:

- Welfare reviews.
- Consideration of suspension or alternative arrangements.

The following are not counted as absences:

- Public holidays.
- Cancelled classes.
- Provider-rescheduled classes.

9. Use of Attendance Data and Identification of Risk

Attendance thresholds:

Low Risk

Attendance $\geq$ 80%

Moderate Risk

Attendance between 70% and below 80%

- Counselling required.

High Risk

Attendance below 70%

- Formal intervention required.

Students may be identified as at risk when they show:

- Missed assessments.
- Frequent extension requests.
- Irregular attendance.
- Lack of engagement.

Risk indicators are considered collectively rather than individually. The aim is early support rather than immediate reporting.

10. Risk-Based Intervention and Reporting

Stage 1 – Early Warning and Informal Support

Applies to students who:

- Have moderate attendance risk (70–79.9%).
- Show declining attendance.
- Miss assessments.
- Demonstrate reduced engagement.

Actions include:

- Contacting the student.
- Clarifying expectations.
- Offering support.
- Documenting agreed actions.

Stage 2 – Formal Intervention

Applies to:

- High attendance risk students (below 70%).
- Students who fail to improve.
- Students showing multiple risk factors.

Actions include:

- Written warning.
- Intervention strategy.
- Academic support.

- Language support.
- Study skills assistance.
- Monitoring progress.

Stage 3 – Unsatisfactory Course Progress

Where improvement has not occurred:

- Progress is formally deemed unsatisfactory.
- Evidence and previous interventions are reviewed.
- Students receive a Notice of Intention to Report (NOIR).
- Students are informed of their appeal rights.

Stage 4 – Reporting and Enrolment Conclusion

After appeals are exhausted or no appeal is lodged:

- The student is reported through PRISMS.
- Appropriate student course variation is recorded.
- The Confirmation of Enrolment (CoE) is cancelled.
- Enrolment is concluded.

Attendance information supports these decisions but does not independently trigger reporting.

Overall Principles

Heaton Institute of Technology:

- Places student welfare and support at the centre of its processes.
- Uses course progress as the primary measure of success.
- Uses attendance as an indicator of engagement and risk.
- Provides staged intervention before reporting.
- Makes decisions based on evidence and fairness.
- Ensures compliance with ESOS requirements and PRISMS obligations.
- Promotes continuous improvement and protects the integrity of the international student program.