



Academic Progress and Student at Risk Policy and Procedures

Version 1.2

Overview and Scope

This policy outlines how AIM Institute monitors academic progress and identifies, supports, and manages students who may be at risk of not successfully completing higher education qualifications at AIM Institute.

In alignment with the *Higher Education Standards Framework (Threshold Standards) 2021*, AIM Institute monitors student progression, retention, and completion to inform continuous improvement of learning and teaching.

AIM Institute recognises that students enter higher education with diverse backgrounds, expectations, and responsibilities. Particular attention is given to supporting students in their transition into higher education and into the construction and project management discipline. The Institute is committed to providing a supportive, engaging, and professionally relevant learning environment that enables students to succeed.

While not all students will complete their course, AIM Institute is committed to ensuring that those who are motivated to succeed are supported through high-quality teaching, accessible resources, and targeted interventions.

This policy applies to all students and all academic and professional staff involved in teaching, learning, and student administration.

Principles

Academic empowerment	Students have access to their academic records and relevant policies to support informed decision-making about their progress and study pathways.
Clear expectations	Expectations regarding assessment, progression, and academic standards are clearly communicated through unit outlines, the student handbook, orientation, and teaching activities.
Supportive and responsive environment	AIM Institute recognises that academic difficulty can arise from a range of factors. Students are supported through accessible academic and wellbeing services while maintaining appropriate academic standards.
Focus on completion	The Institute is committed to supporting students to complete their course within the expected timeframe wherever possible.

Fairness and consistency	All students are treated equitably, with consistent application of this policy. Students are informed of risks to their progress in a timely manner.
Proactive monitoring and intervention	Student progress is actively monitored throughout each teaching period. Data is used to identify trends and cohorts that may require targeted support.
Student-centred approach	Students are encouraged to take responsibility for their learning, supported by staff who provide guidance, feedback, and intervention where required.
Transparency	Students have access to their academic information and the policies governing their progression.

Policy and Procedure

Monitoring Academic Progress

Student progress is monitored continuously using a combination of academic performance data and engagement indicators.

Assessment design within units enables early identification of students who may be experiencing difficulty. This includes early formative assessments, beginning in week 3 or 4 of all units, ongoing feedback, and structured summative tasks aligned with learning outcomes.

Academic staff review student performance following assessment activities and take early action where concerns arise.

Enrolment patterns and study load are also monitored to ensure students are progressing appropriately through the course.

Satisfactory progress is normally achieved where a student passes at least half of the units attempted within a teaching period and demonstrates ongoing progression through the course.

Students are also monitored to ensure completion within the expected duration of the course. Where risks to timely completion are identified, students are provided with advice and support.

Indicators of Academic Risk

Students may be identified as at risk of unsatisfactory academic progress based on a range of indicators, including but not limited to:

- Attendance falling below 80%
- No engagement with the learning management system for 3 weeks
- A score under 50% in early or formative assessment tasks
- Multiple (more than one) requests for an extension per unit
- Failure of one or more assessment tasks
- Repeated minor misconduct concerns
- Concerns being raised by academic staff regarding engagement in classes



•

AIM Institute also recognises that external factors, including personal, financial, or health circumstances, may impact student performance.

Identified Subgroups

In order to provide appropriate support, AIM Institute will monitor for student subgroups that require unique or specific support mechanisms. There is an established tradition of acknowledgement for equity groups that include Aboriginal and Torres Strait Islander people, students from lower socio-economic backgrounds, people with disability, people from rural or remote areas, first in family students, international students, and women in under-represented areas such as trades and construction.

AIM Institute will monitor data trends of students who are identified at risk to identify any non-established equity groups that may emerge within the institution's cohort.

Early Intervention and Support

Where a student is identified as at risk, early intervention is initiated. This may include:

- Direct contact from academic staff
- Academic skills support, including study and language assistance
- Referral to student wellbeing or support services
- Additional feedback and guidance on assessment
- Adjustments to study load where appropriate

Commented [1]: Will there be an intervention plan

Regardless of whether intervention is initiated by the institute, all students are encouraged to actively engage with support services and participate in sessions designed to improve their academic outcomes.

Commented [2]: Optional?

Intervention Planning

Where risk indicators persist or academic performance declines, a structured Intervention Plan is developed.

Intervention Plans are tailored to individual student needs and may include:

- Regular meetings with academic or support staff
- Participation in academic skills workshops
- Additional academic or language support
- Adjustments to enrolment or study patterns
- Ongoing monitoring and review of progress

Students are expected to engage with agreed interventions and maintain communication with relevant staff.

A sample intervention plan is included as Appendix I



Unsatisfactory Academic Progress

Unsatisfactory academic progress may be identified where a student meets one of the following:

- Fails more than 50% of enrolled units
- Repeats failure in the same unit
- Is at risk of not completing within the required timeframe

Where unsatisfactory progress is identified, students are formally notified and provided with an opportunity to respond and seek support.

Academic Progress Review

Students who demonstrate ongoing unsatisfactory progress may be subject to formal academic review.

This process provides students with the opportunity to explain their circumstances and present evidence of factors affecting their performance.

Outcomes may include:

- Continued enrolment with conditions
- Revised study plan
- Additional support requirements
- In serious cases, exclusion from the course for a defined period with the option to apply for readmission

All decisions are made in accordance with principles of procedural fairness and are documented.

Appeals and Student Rights

Students have the right to appeal decisions related to academic progress in accordance with the Student Complaints and Appeals Policy.

Students are informed of their rights, timelines, and processes for appeal.

Re-admission

Students who have been excluded may apply for re-admission after a specified period.

Applications must demonstrate that the factors contributing to previous academic difficulties have been addressed and that the student is prepared to successfully re-engage with their studies.

Continuous Improvement

AIM Institute monitors academic progress data across cohorts to identify trends and inform improvements to curriculum design, teaching practices, and student support services.

Outcomes of monitoring and interventions are reported through academic governance structures and used to enhance student success in the Bachelor of Construction Project Management.

Academic results, including student at risk data, is reported to the Academic Board each trimester. This reporting provides the AB with appropriate information to observe trends in the data on student outcomes, achievement and results and ensures the Academic Board can evidence its self-assurance and improvement activities are successful.

Commented [3]: More on reporting

Intervention Plan Process for Commencing Students

Student's First Trimester	
<i>Week 4</i>	When any of the following occurs, a commencing student will be considered as at risk: Class attendance is 50% or less Result of first assessment task is 50% or less Poor use of the Learning Management System
<i>Week 5</i>	Student is sent an <i>At Risk letter</i> advising of their status and directing attendance at an Intervention Meeting to identify issues that may hinder student performance and to develop an Intervention Plan
<i>End of trimester progress check</i>	When a student fails to complete or pass at least 50% of units as determined by the Academic Board, a <i>First Warning Letter</i> will be sent
Student's Second Trimester	
<i>Week 4</i>	When any of the following occurs, a second trimester student will be considered as at risk: Class attendance is 50% or less Result of first assessment task is 50% or less Poor use of the Learning Management System
<i>Week 5</i>	If the student received a first warning letter in their first trimester, <i>student is sent a second Warning Letter</i> advising of their status and the likely consequences of poor performance.

<i>End of second consecutive trimester</i>	When a student fails to complete or pass at least 50% of units as determined by Academic Board for a second consecutive trimester, an Intention to Report letter is sent advising of likely visa cancellation in the case of an international student or a decision to exclude in the case of a domestic student. Students will be advised of their rights to initiate an appeal within 20 business days.
--	---

Intervention Plan Process for Continuing Students

<i>Week 4</i>	When any of the following occurs, a continuing student will be considered as at risk: Class attendance is 50% or less Result of first assessment task is 50% or less Poor use of the Learning Management System
<i>Week 5</i>	Student is sent a <i>First Warning letter</i> advising of their status and directing attendance at an Intervention Meeting to identify issues that may hinder student performance and to develop an Intervention Plan
<i>End of trimester progress check</i>	If a student fails to complete or pass at least 50% of units as determined by the Academic Board, a <i>Second Warning Letter</i> will be sent
The following trimester	
<i>Week 4</i>	When any of the following occurs, a continuing trimester student will be considered as at risk: Class attendance is 50% or less Result of first assessment task is 50% or less Poor use of the Learning Management System
<i>Week 5</i>	If the student received a warning letter in their first trimester, <i>student is sent a Final Warning Letter</i> advising of their status and the likely consequences of poor performance.
<i>End of second consecutive trimester</i>	When a student fails to complete or pass at least 50% of units as determined by Academic Board for a second consecutive trimester, an Intention to Report letter is sent advising of likely visa cancellation in the case of an international student or a decision to exclude in the case of a domestic student. Students will be advised of their rights to initiate an appeal within 20 business days.

Review

This policy will be reviewed every three years, or earlier if required due to changes in regulatory requirements, institutional operations, or student cohort profile.

Related legislation	Higher Education Standards Framework, 2021 ESOS Act National Code
Related documentation	Assessment Policy Moderation and Results Policy Student Support and Wellbeing Policy Student Complaints and Appeals Policy

Document Approval

Endorsed by:	Academic Board		
Date endorsed:	16/06/2026		
Effective date:	16/06/2026		
Version number:	1.2		
Last amendment date/by:	22/04/2026, TW, 10/06/2026 TW		
Review due date:	16/06/2029		
Related documents:			
Alignment to HESF	1.3 Orientation and Progression	3.3 Learning Resources and Ed.Support	1.4 Learning Outcomes and Assessment
Responsibilities:			
Contact:	info@aiminstitute.nsw.edu.au +61 02 4505 1924		

Document Change and Review log

Version	Updated by	Approval date and body	Details
0.1	TWEIR	Choose an item.	draft
1.0	TWEIR		Updated following AB consultation
1.1	TW		Updated following O'Brien expert report



1.2	TW		Updated following AB input
-----	----	--	-------------------------------



Intervention Plan (Sample)

Version 0.1

AIM Institute

Student Intervention Plan (Sample Template)

Overview

1. Student Details

Item	Information
Student Name	[Insert Name]
Student ID	[Insert ID]
Course	Bachelor of Construction Project Management
Study Period	[SP1 / SP2 / SP3]
Date of Plan	[Insert Date]
Case Manager	[Academic / Support Staff Name]

2. Reason for Intervention

- ☐ Declining academic performance
- ☐ Missed assessments / late submissions
- ☐ Low engagement or attendance concerns
- ☐ Language or academic skills challenges
- ☐ Personal or wellbeing factors impacting study
- ☐ Other: _____

Summary of Concern:

Brief description of identified issue(s), e.g.:

Student has failed to submit two consecutive assessments and has demonstrated reduced engagement in LMS activity and class participation. Early indicators suggest risk of non-completion if no intervention is implemented.



3. Student Strengths (Protective Factors)

[e.g. Regular attendance in earlier study periods]
[e.g. Strong participation in group work]
[e.g. Demonstrated practical industry experience]
[e.g. High engagement in specific units]

4. Intervention Objectives

This plan aims to:
Improve academic performance and progression
Re-establish consistent engagement with study requirements
Provide targeted academic or language support
Support successful completion of enrolled units
Reduce risk of academic failure or withdrawal

5. Agreed Intervention Strategies

The following supports have been agreed between AIM Institute and the student:

5.1 Academic Support

- ☐ Scheduled weekly/fortnightly meetings with academic staff
- ☐ One-on-one academic skills coaching
- ☐ Assignment planning and feedback sessions
- ☐ Referencing and academic writing support

5.2 Learning Support

- ☐ Attendance at academic skills workshops
- ☐ Study planning and time management support
- ☐ LMS navigation and submission guidance
- ☐ Language and communication support (if applicable)

5.3 Study Load Adjustments (if required)

- ☐ Reduction in unit load for next study period
- ☐ Re-sequencing of units
- ☐ Deferred assessment arrangements where applicable
- ☐ Extension of enrolment duration (if approved)

5.4 Wellbeing and External Support (if applicable)

- ☐ Referral to student wellbeing services
- ☐ Referral to external counselling or support services
- ☐ Financial or personal hardship support referral

6. Student Commitments

The student agrees to:

- Attend all scheduled support meetings
- Actively participate in recommended academic support activities
- Submit assessments by revised deadlines
- Communicate promptly with nominated staff regarding issues affecting study
- Follow the agreed intervention plan in good faith

7. Monitoring and Review Schedule

Review Point	Date	Responsible Staff
Initial Review	[Date + 2 weeks]	[Name]
Mid-Point Review	[Date + 4–6 weeks]	[Name]
Final Review	[End of intervention period]	[Name]

Progress indicators to be monitored:

- Assessment submission status
- Academic performance outcomes
- Attendance / engagement levels
- LMS activity / participation
- Student wellbeing check-ins

8. Outcomes of Intervention

At review points, the following outcomes may be determined:

- ☐ Intervention successful – student returned to satisfactory progress
- ☐ Continued intervention required (plan extended or modified)
- ☐ Escalation to formal academic progress process
- ☐ Recommendation for reduced load or suspension of studies
- ☐ Other: _____

9. Non-Compliance with Intervention Plan

If a student does not engage with the agreed intervention plan:

The case may be escalated to formal academic monitoring processes

Enrolment status may be reviewed in accordance with AIM Institute policies

Further support may still be offered where appropriate



10. Acknowledgement

Student Declaration

I acknowledge that I have participated in the development of this Intervention Plan and agree to engage with the outlined support strategies.

Student Signature: _____

Date: _____

Staff Declaration

I confirm that this Intervention Plan has been explained to the student and support arrangements have been agreed.

Staff Name: _____

Signature: _____

Date: _____

11. Confidentiality

This Intervention Plan is a confidential document and will be stored securely in accordance with AIM Institute's Records, Data and Information Management and Security Policy.

Document Change and Review log

Version	Updated by	Approval date and body	Details
0.1	TWEIR	Choose an item.	First edition