



## SECTION 2 — QUALITY AREA 2: STUDENT SUPPORT POLICY

*This section addresses Outcome 2: VET students are treated fairly and properly informed, supported and protected.*

Document Detail	Information
Policy Title	Student Support Policy
Policy Number	SSP-001
Version	1.0
Effective Date	1 July 2025
Next Review Date	July 2026
Replaces	Intervention Strategy Policy v3.1 Student Support Policy v3.1 & v4.0 Monitoring Course Progress Policy v4.1 Deferring Suspending or Cancelling Enrolment Policy v3.1 Orientation Content (incorporated as Section 12)
Standards Reference	2025 RTO Outcome Standards (F2025L00354) — Quality Area 2   ESOS Act 2000   National Code 2018
Legislation	NVR Act 2011; ESOS Act 2000; National Code 2018; Privacy Act 1988; Disability Standards for Education 2005; Australian Consumer Law
Policy Owner	Student Support Manager
Approved By	CEO



## 1. Purpose, Scope and Guiding Principles

### 1.1 Purpose

This policy sets out Melbourne Advanced Commerce Institute's (MACI) commitment to providing comprehensive, accessible and high-quality support to all VET students throughout their enrolment. It consolidates MACI's student support obligations into a single, integrated policy aligned with:

- The 2025 RTO Outcome Standards (F2025L00354), Quality Area 2 — VET Student Support (Standards 2.1–2.8), effective 1 July 2025
- The Education Services for Overseas Students (ESOS) Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code), Standards 6, 8, 9 and 10
- The Disability Standards for Education 2005 (Cth) and Australian Consumer Law

This policy replaces the following predecessor documents: Student Support Policy v3.1 and v4.0; Intervention Strategy Policy v3.1; Monitoring Course Progress Policy v4.1; and Deferring, Suspending or Cancelling Enrolment Policy v3.1. Orientation content is incorporated as Section 12.

### 1.2 Scope

This policy applies to all enrolled and prospective VET students (domestic and international), all MACI staff, and any third parties delivering services on MACI's behalf.

### 1.3 Guiding Principles

Principle	Commitment
Student-Centred	Every student receives personalised, respectful and timely support throughout their training journey.
Equity & Inclusion	All students receive equitable access to support, with targeted strategies for diverse needs.
Proactive	MACI identifies support needs from pre-enrolment — not when students are already in crisis.
Accurate & Transparent	All information provided to students — including marketing — is truthful, current and not misleading.
Confidentiality	Student information is handled strictly in accordance with the Privacy Act 1988.
Continuous Improvement	Feedback, complaints and outcomes inform ongoing improvements to MACI's services.



## 2. Marketing Accuracy and Information Integrity

NEW SECTION — 2025 RTO Compliance Standards & Australian Consumer Law

This section addresses marketing accuracy obligations that were identified as a gap in MACI's previous policies.

Legislative basis: 2025 RTO Compliance Standards (F2025L00355); Australian Consumer Law; Standard 2.1 Outcome Standards.

### 2.1 Policy Statement

MACI is committed to ensuring that all marketing, advertising and promotional materials — whether produced by MACI directly or by any third party acting on its behalf — are accurate, lawful, and do not mislead or deceive prospective students. This obligation applies across all channels including the MACI website, social media, printed brochures, course guides, education agents, and any other platform used to promote MACI's services.

### 2.2 Mandatory Marketing Requirements

All MACI marketing and advertising materials must:

- Include MACI's full legal name, RTO registration code (32471) and CRICOS code (03490G), or a direct link to MACI's entry on the National Register ([training.gov.au](http://training.gov.au))
- Include the full nationally recognised training product code and title as published on the National Register (e.g., BSB50620 Diploma of Marketing and Communication)
- Accurately represent the training products on MACI's current scope of registration — only products currently on scope with enrolments open may be marketed
- Clearly distinguish between Nationally Recognised Training (NRT) — which leads to AQF certification — and any non-accredited short courses or professional development activities
- Display the NRT logo only in accordance with the NRT Logo Conditions of Use Policy
- Accurately represent MACI's actual facilities, resources and delivery modes — photographs must reflect what students will actually experience
- Not make misleading claims about employment outcomes, income prospects, course duration, or the ease of achieving a qualification
- Not market course durations that are unrealistically short in a way that could compromise training integrity or result in unexpected extension costs for students
- Only represent that completion of a training product leads to a licensed or regulated outcome where this has been confirmed in writing by the relevant industry regulator
- Identify any third-party providers involved in delivery — students must know which parts of their training are delivered by a third party
- Comply with the Australian Consumer Law, including the prohibition on false, misleading or deceptive conduct

### 2.3 Marketing Governance Procedure

Step	Action	Responsible	Timing	Supporting Document
1	Marketing Officer drafts new or revised marketing material	Marketing Officer	As required	Marketing draft



Step	Action	Responsible	Timing	Supporting Document
2	Compliance Officer reviews for accuracy, regulatory compliance and NRT logo usage	Compliance Officer	Prior to publication	Marketing Materials Checklist
3	Academic Manager reviews all training product-specific content for accuracy	Academic Manager	Prior to publication	Training product details from TGA
4	CEO authorises material for publication	CEO	Before release	Authorisation log
5	Marketing Manager publishes and records in Marketing Information and Content Register	Marketing Manager	Upon authorisation	Marketing Information & Content Register
6	Quarterly review of all published materials for continued accuracy and currency	RTO Manager & Marketing Manager	Every quarter	Marketing Information & Online Content Review Tool
7	Outdated materials are withdrawn and third parties are notified to destroy/replace them	Marketing Manager	Immediately upon change	Third-party notification log

## 2.4 Third-Party Marketing Oversight

Where MACI engages education agents, brokers or other third parties to market or recruit students on its behalf, MACI ensures that:

- A written agreement is in place with each third party outlining their marketing obligations and MACI's standards
- Third parties are provided with only current, approved marketing materials
- Third parties are explicitly prohibited from using MACI's branding in a way that misrepresents MACI's services or conceals the role of the third party
- MACI reviews third-party marketing materials and online content as part of the quarterly review process
- Any third party found to be using misleading materials is directed to immediately withdraw them

## 2.5 Risks to Avoid

Risk	Example	Control
Superseded product marketing	Advertising a qualification that has been removed from MACI's scope	Quarterly register review; training product expiry alerts
Misleading duration claims	Advertising an 'express' pathway that cannot	Academic Manager sign-off on all duration claims



Risk	Example	Control
	realistically be completed in the stated time	
False employment outcome claims	Guaranteeing employment after course completion	Compliance Officer checklist — no guaranteed outcome language
Unbranded third-party materials	Agent website marketing MACI courses without RTO code	Third-party agreement; quarterly audit of agent websites
Facilities misrepresentation	Using photographs of facilities not available to students	Photo library reviewed annually against current campus



## 3. Information and Transparency (Standard 2.1)

Standard 2.1 Outcome: VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

### 3.1 Pre-Enrolment Information

Before enrolment and before any fees are collected, MACI provides each prospective student with a Pre-Enrolment Pack containing written documentation covering:

- Training product code, title, duration, mode of delivery, delivery location, commencement dates and scheduling
- Assessment requirements and any licensing or occupational licence requirements applicable to the training product
- Details of any third-party arrangements for training delivery
- All available training support services and wellbeing support services, and how to access them
- Complete fee schedule including all tuition and non-tuition fees, payment terms, refund policy, and any available government subsidies or entitlements
- Student obligations: USI requirements, equipment/IT requirements, work placement requirements, and costs associated with withdrawal or deferral

The Pre-Enrolment Pack includes: Letter of Offer and Written Agreement; Student Handbook; Training Product Brochure/Guide. The Written Agreement must be signed by the student — and by a parent or guardian if the student is under 18 — before enrolment is finalised and before any fees are collected.

### 3.2 Notifying Students of Changes

MACI notifies all affected students in writing within five (5) business days of becoming aware of any material change to training products, fees, delivery arrangements, staff, or MACI's operations. For changes affecting international students' visa conditions, MACI also notifies the relevant government agency via PRISMS as required.

### 3.3 Responsibilities

Role	Responsibility
Administration Manager	Maintain pre-enrolment documentation; issue Written Agreements; notify students of changes
Student Support Manager	Ensure support service information is current in all pre-enrolment materials
Compliance Officer	Review all information for accuracy and regulatory compliance before publication
CEO	Authorise all material changes to course delivery or fees before student notification



# Melbourne Advanced Commerce Institute

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## 4. Pre-Enrolment Suitability and English Proficiency (Standard 2.2)

Standard 2.2 Outcome: VET students are advised, prior to enrolment, about the suitability of the training product, taking into account the student's skills and competencies — including LLN, digital literacy, and English proficiency.

NOTE: Under the 2025 Standards, ALL suitability assessment must occur BEFORE enrolment and before any fees are collected.

### 4.1 Policy Statement

MACI conducts a structured Pre-Enrolment Assessment for every prospective student prior to confirming enrolment. This ensures each student makes an informed decision about whether a training product is suitable for them given their existing skills, English proficiency, LLND capabilities, and any support needs. No enrolment is finalised and no fees are collected until this process is complete.

### 4.2 Pre-Enrolment Assessment Procedure

1

#### Provision of pre-enrolment information

The Admissions Officer provides the prospective student with the full Pre-Enrolment Pack (Section 3.1) and allows adequate time for review. The student is advised of the training product entry requirements including English language proficiency requirements.

2

#### English Language Proficiency Review (International Students)

All international students must demonstrate English language proficiency meeting the entry requirements of the training product, in line with Department of Home Affairs (DHA) guidelines. See Section 4.3 for full requirements.

3

#### LLND and Digital Literacy Screening

All prospective students complete a Language, Literacy, Numeracy and Digital (LLND) screening assessment using a validated, nationally recognised tool (e.g., ACER Core Skills Profile for Adults or LLN Robot). Results are compared against ACSF levels relevant to the training product and reviewed by the Student Support Manager or a qualified trainer.

4

#### Skills, Qualifications and Experience Review

The Academic Manager or a qualified trainer reviews the student's prior learning, formal qualifications, work experience, and any applicable RPL or Credit Transfer entitlements in accordance with MACI's RPL and Credit Transfer Policies.

5

#### Disability and Additional Needs Identification

Prospective students are invited — but not required — to disclose any disability, health condition, or other factor that may affect their study. Disclosure is voluntary and strictly confidential. Where disclosed, the Student Support Manager identifies potential reasonable adjustments (see Section 6).



6

### Suitability Advice

Based on the outcomes of Steps 1–5, the Admissions Officer or Student Support Manager provides the prospective student with documented written advice on: (a) whether the training product is suitable for them; (b) the support MACI can provide; and (c) where relevant, alternative pathways including ELICOS, Foundation Skills, or other preparatory programs that may better suit the student's current capabilities.

7

### Documentation and Enrolment Confirmation

All Pre-Enrolment Assessment outcomes and the suitability advice are documented on the Pre-Enrolment Review Form and retained on the student's file in the Student Management System. The Letter of Offer and Written Agreement is issued only after this process is complete.

## 4.3 English Language Proficiency Requirements (International Students)

All international students must demonstrate English language proficiency that meets the entry requirements of their intended training product prior to enrolment. MACI accepts the following as evidence:

Test / Evidence	Minimum Score / Requirement	Notes
IELTS (Academic or General)	Overall band score as specified in the Course Guide for each training product	Results must be within 2 years of course commencement
TOEFL iBT	Score as specified in the Course Guide for each training product	Results must be within 2 years
PTE Academic	Score as specified in the Course Guide for each training product	Results must be within 2 years
Cambridge C1 Advanced (CAE)	Score as specified in the Course Guide	Results must be within 2 years
Prior study — English-medium country	Completion of at least 5 years' study in English in Australia, UK, USA, Canada, NZ, South Africa or Republic of Ireland	Documentary evidence required
AQF qualification completed in Australia	Completion of an AQF Level IV or higher qualification taught in English at an Australian institution within the past 2 years	Official transcript required
Senior Secondary Certificate	Completion of the Australian Senior Secondary Certificate of Education (in English) within the past 2 years	Official results required
ELICOS enrolment at MACI	Concurrent enrolment in a standalone ELICOS program at MACI	Must be assessed as reaching required level before commencing VET course

Exemptions from English test evidence apply to citizens holding passports from the United Kingdom (note: BNO passport holders may still require evidence), United States of America, Canada, New Zealand, or the Republic of Ireland.



Where an applicant cannot provide verifiable test results, the Admissions Officer may administer an internal English proficiency assessment. Where proficiency does not meet course requirements, the applicant is referred to an appropriate ELICOS program and a record of this guidance is retained on the student's file.

## 4.4 LLND Needs — Guidance

Where LLND screening identifies a gap, MACI provides honest written advice about the nature and extent of the gap; the LLND support MACI can provide during the course (Section 5.3); and, where the gap is significant, recommended preparatory pathways before commencing the training product. All advice and decisions are documented on the Pre-Enrolment Review Form.

## 4.5 Responsibilities

Role	Responsibility
Admissions Officer	Administer LLND screening; review English proficiency evidence; issue suitability advice; maintain pre-enrolment records
Student Support Manager	Oversee pre-enrolment process; review LLND outcomes; coordinate needs identification
Academic Manager	Review skills and competency assessment outcomes; advise on course suitability; conduct trainer interviews where needed
Administration Manager	Ensure no enrolment is confirmed until pre-enrolment assessment is documented and complete



## 5. Training Support Access (Standard 2.3)

Standard 2.3 Outcome: VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

### 5.1 Policy Statement

MACI provides all enrolled students with timely, individual access to training support services, trainers, assessors and support staff throughout their entire enrolment. Training support is an ongoing obligation — it is determined individually for each student and responds to their evolving needs.

### 5.2 Training Support Services

Support Type	Description	How to Access
Academic / Trainer Support	One-on-one or group support from qualified trainers on course content, assessment tasks and skill development	During class, consultation hours, or by appointment
Study Skills Support	Time management, assignment planning, exam preparation, effective study strategies	Student Support Officer; available at orientation
LLND Support	Language, Literacy, Numeracy and Digital literacy support based on identified needs (see §5.3)	Student Support Officer; external referral to Skills Explorer ( <a href="http://skillsexplorer.com.au">skillsexplorer.com.au</a> )
Reassessment Support	Students are provided with reassessment opportunities in accordance with MACI's Training and Assessment Policy, which outlines the applicable reassessment timeframe, conditions and limits. Any applicable reassessment fees are outlined in the Fees Policy and the student's Written Agreement.	Trainer or assessor, coordinated by Academic Manager
Course Progress Support	Intervention planning for at-risk students (see Section 9-Course Progress Monitoring and Intervention Strategy)	Academic Manager; initiated through monitoring process
RPL and Credit Transfer Advice	Support to apply for Recognition of Prior Learning or Credit Transfer	Administration; forms from Student Support team
Work Placement Support	Coordination, placement monitoring, and support during mandatory work placement	Student Support Officer and relevant trainer
Disability and Adjustment Support	Reasonable adjustments via the ISAP process (see Section 6)	Student Support Officer; confidential

### 5.3 LLND Support Procedure

Students identified as having LLND needs — whether at pre-enrolment or during the course — receive: an Individual LLND Support Plan; one-on-one or small group sessions; access to assistive



technology and modified materials; external referral where needed; and regular progress monitoring against the LLND Support Plan.

## 5.4 Staff Access and Response Timeframes

Contact Type	Timeframe
General student queries (email or in-person)	Response within 2 business days
Urgent welfare or safety concerns	Same business day; call 000 if immediate risk to life
Formal complaints and appeals	Acknowledgement within 5 business days; outcome within 20 business days
At-risk student initial contact attempt	Within 3 business days of identification; phone follow-up if no response within a further 3 business days
Assessment reassessment guidance	Within the reassessment timeframe stated in MACI's Training and Assessment Policy and relevant Training and Assessment Strategy.
AQF certification documentation issuance	MACI issues AQF certification documentation to students who have been assessed as competent in accordance with the requirements of the training product. Certification is issued within 30 calendar days of the student being assessed as competent and all applicable fees being paid. Where a student withdraws or does not complete the full qualification, a Statement of Attainment will be issued for any successfully completed units of competency.

## 5.5 Individual Training Support Determination

At enrolment, the Student Support Manager reviews each student's Pre-Enrolment Assessment outcomes and determines which training support services are appropriate. This determination is documented and the student's support plan is reviewed: at the commencement of each new term; following any NYC result; when the student is identified as at-risk; and at the student's request at any time.



## 6. Disability and Reasonable Adjustments (Standard 2.4)

Standard 2.4 Outcome: Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.  
Framework: Disability Standards for Education 2005 (Cth).

### 6.1 Policy Statement

MACI provides equitable access to training and assessment for all students with disability. Reasonable adjustments are made consistently with the Disability Standards for Education 2005 (Cth) to ensure students with disability can participate on the same basis as students without disability.

### 6.2 Disclosure and ISAP Process

Students may disclose a disability or health condition at any time — including pre-enrolment, at orientation, or during their course. Disclosure is voluntary and strictly confidential. Upon disclosure, the Student Support Manager meets with the student and develops an Individual Support and Adjustment Plan (ISAP) in consultation with the student and their trainer(s).

Where a requested adjustment cannot be made because it would compromise the integrity of the training product or is not reasonably practicable, the Student Support Manager informs the student in writing as soon as reasonably practicable, explaining the reasons and identifying any alternatives or alternative courses. This decision may be appealed under Section 13.

### 6.3 ISAP Requirements

ISAP Element	Detail
Student Name and ID	Full name and student number
Nature of Need	Description of disability/condition and how it affects learning (student's own words where possible)
Adjustments Agreed	Specific adjustments to training delivery, assessment tasks, and/or physical environment
Responsible Staff	Named person(s) responsible for implementing each adjustment
Review Dates	Minimum once per term
Signatures	Student and Student Support Manager — dated
Confidentiality	Statement confirming the ISAP is confidential and stored securely on the Student Management System



## 7. Diversity, Inclusion and Cultural Safety (Standard 2.5)

Standard 2.5 Outcome: The learning environment promotes and supports the diversity of VET students. The RTO explicitly fosters a culturally safe environment for First Nations people.

### 7.1 Policy Statement

MACI values and celebrates the diversity of its student community. MACI is committed to creating a learning environment that is safe, respectful, and free from discrimination, harassment and bullying — and that is explicitly and actively culturally safe for First Nations (Aboriginal and Torres Strait Islander) students.

### 7.2 First Nations Cultural Safety Strategy

- Acknowledgement of Country is embedded in formal MACI events, commencement ceremonies, and orientation sessions
- All training materials are reviewed for cultural safety and to ensure they do not contain content that may be harmful or offensive to First Nations students
- All MACI staff complete cultural awareness training as part of induction and annual professional development, covering unconscious bias and strategies for culturally safe environments
- First Nations students are offered culturally appropriate support pathways and connection to community organisations upon request
- First Nations student feedback on cultural safety is actively sought via surveys and advisory input and used to improve practices
- Any concerns raised about cultural safety are treated as a priority and addressed without delay

### 7.3 Anti-Discrimination

MACI maintains a zero-tolerance policy for discrimination, harassment, bullying or vilification — whether student-to-student, staff-to-student, or third-party-to-student. Proven incidents may result in disciplinary action up to and including suspension or cancellation of enrolment or employment. Students may report incidents to the Student Support Officer or through the formal complaints process (Section 13).



## 8. Student Wellbeing (Standard 2.6)

Standard 2.6 Outcome: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support those needs. Students are advised of available wellbeing support services.

### 8.1 Policy Statement

MACI takes a proactive, cohort-informed approach to wellbeing. The Student Support Manager, in consultation with trainers and management, reviews each training product and student cohort at least annually to identify likely wellbeing risks and document targeted response strategies in the Wellbeing Needs Register.

### 8.2 Wellbeing Strategies by Cohort

Student Group	Key Wellbeing Risks	MACI Strategies
International Students	Homesickness; cultural adjustment; financial pressure; visa compliance stress; isolation	Dedicated orientation; peer-buddy program; welfare check-ins; connection to Melbourne Council social events; Study Melbourne referrals
Students with Disability	Anxiety about disclosure; inaccessible materials; assessment stress	Confidential ISAP; reasonable adjustments; anti-stigma staff training
Work Placement Students	Workplace conflict; fatigue; safety concerns	Pre-placement briefing; dedicated contact during placement; workplace risk assessment
LLND-Challenged Students	Academic frustration; low confidence; disengagement risk	Early LLND identification; LLND Support Plan; peer support; progress check-ins
All Students	Assessment anxiety; financial hardship; time management	Study skills sessions; assessment preparation; referral to financial support services; National Debt Helpline

### 8.3 Wellbeing Services Directory

Service	Contact	Available To
MACI Student Support Officer	On-campus; via reception or admin email	All students — free and confidential
Lifeline Australia	13 11 14 (24/7)	All students — crisis and suicide prevention
Beyond Blue	1300 22 4636 (24/7)	All students — mental health support
Headspace	headspace.org.au   1800 650 890	Students aged 12–25
1800RESPECT	1800 737 732 (24/7)	Family violence and sexual assault support



Service	Contact	Available To
AMES Australia	ames.net.au	International and migrant students
Study Melbourne	studymelbourne.vic.gov.au	International students
St Vincent's Hospital	(03) 9288 2211	Medical emergencies
Royal Melbourne Hospital	(03) 9342 7000	Medical emergencies
National Debt Helpline	1800 007 007	Students in financial hardship
Victoria Legal Aid	1300 792 387   legalaid.vic.gov.au	Legal advice
Translating & Interpreting Service	13 14 50	Students needing language assistance
Emergency Services	000	Life-threatening emergencies

## 8.4 Critical Incident Management

MACI maintains a Critical Incident Management Plan. A critical incident includes: serious injury or death, physical or psychological assault, fire or explosion, natural disaster, severe verbal abuse, sexual assault, drug-related incident, or missing student. In the event of a critical incident:

- Call 000 immediately if there is any threat to life, safety, or if a law has been breached
- Notify the CEO or most senior staff member on duty immediately
- A Critical Incident Team is formed to coordinate response, communication, and support
- MACI ensures affected students and staff receive timely counselling, cultural assistance, and external referrals as needed
- Family members and embassies are contacted where appropriate and in accordance with privacy obligations
- A Critical Incident Report is completed and the plan reviewed following each activation



## 9. Course Progress Monitoring and Intervention Strategy

This section consolidates the Monitoring Course Progress Policy v4.1 and Intervention Strategy Policy v3.1. Applies to ALL students. International students are also subject to ESOS Act / National Code Standard 8 obligations.

### 9.1 Policy Statement

MACI monitors the progress of all enrolled students on an ongoing basis and implements timely, tailored intervention strategies for any student identified as being at risk of not meeting satisfactory course progress requirements or completing within the expected course duration. Intervention is a free service to all students.

### 9.2 Satisfactory Course Progress Definition

Term	Definition
Satisfactory Course Progress	A student obtains a Competent (C) result in at least 50% of the total number of units assessed in any given study period (term).
Study Period	One term as per the MACI intake schedule (approximately 11 weeks).
Not Yet Competent (NYC) or Not Competent (NC)	A result given when a student does not meet the required standard for an assessment, including where assessment is not submitted.
At Risk	A student not meeting satisfactory course progress requirements or displaying indicators of risk as described in §9.4.
Unsatisfactory Course Progress	A student failing to achieve at least 50% competency in two consecutive study periods (2 terms). This constitutes a breach for international students.
Special Consideration	A process by which a student experiencing serious illness, bereavement, trauma, or psychological incapacitation may apply to have those circumstances considered in assessment determinations.

### 9.3 Recording Student Progress

All student assessment results (Competent or Not Yet Competent/Not competent) are recorded by trainers/assessors in the Student Management System (SMS) as each assessment is completed. The Administration Manager is responsible for ensuring the SMS is kept accurate and up to date. All assessment records are maintained on each student's file.

### 9.4 At-Risk Monitoring — Triggers

The Academic Manager and Administration Manager monitor student progress through the SMS every five (5) weeks. A student is identified as at-risk when one or more of the following occur:

- Course progress falls below 50% of units scheduled for the current term to date
- Two or more NYC results in a study period



- Two or more overdue assessments without an approved extension
- Attendance falls below 80% of scheduled contact hours in any period (see also Section 10 — Attendance)
- A trainer reports disengagement, personal difficulties, or other welfare concerns
- The student self-identifies as struggling or requests additional support

## 9.5 Course Progress Warning and Intervention Procedure

Stage	Trigger	Action	Student Rights
Initial Notification	Course progress falls below 50% within a term to date (identified at 5-week review)	Administration Manager issues Unsatisfactory Course Progress Notification Letter. Student is advised to seek support. Intervention encouraged but not yet compulsory. Academic Manager informed.	Right to access Student Support services and make an appointment with the Academic Manager.
First Official Warning	Course progress falls below 50% at the end of a completed term	Administration Manager issues First Official Warning Letter. Meeting with Academic Manager is compulsory. Individualised Intervention Plan developed and documented on Intervention Report. Intervention is compulsory from this point.	Right to access complaints and appeals process. Must respond within 5 working days or Administration Manager contacts by phone.
Second Official Warning (if applicable)	Continued below 50% progress following First Warning, but student engaged with intervention	Second Warning Letter issued. Academic Manager escalates to CEO. Further intervention meeting held. Course duration extension considered.	Right to access complaints and appeals process.
Breach Recorded Letter	Progress below 50% for 2 consecutive completed terms	Administration Manager issues Breach Recorded Letter. Student informed of the intention to report to DHA via PRISMS (international students). 20 business days to access complaints and appeals process.	20 business days to lodge internal appeal before PRISMS report is submitted.

## 9.6 Intervention Plan — Content

The Intervention Plan is developed collaboratively with the student and documented on the MACI Intervention Report form, signed by both the student and the Academic Manager. It may include any combination of:

- Extra tuition and one-on-one sessions with the trainer
- Timetable adjustments
- Study skills coaching and time management support
- LLND support referral (Section 5.3)
- Review and adjustment of assessment strategies
- Reduced enrolment load



- Reassessment opportunities
- Wellbeing referrals (Section 8)
- Adjustment to course duration (where warranted — see Section 10 for international students)
- Peer mentoring or study buddy arrangement

## 9.7 PRISMS Reporting — International Students

MACI reports unsatisfactory course progress to the Department of Home Affairs via PRISMS under section 19(2) of the ESOS Act only after one of the following conditions is met:

- The internal and external complaints processes have been completed and the outcome does not support the overseas student
- The overseas student has not accessed the internal complaints and appeals process within 20 working days of the Breach Recorded Letter
- The overseas student has chosen not to access the external complaints and appeals process
- The overseas student has withdrawn from the internal or external appeals process in writing

The Administration Manager reports the breach via PRISMS within 5 business days of the applicable condition being met and notifies the student in writing.

## 9.8 Special Consideration

A student experiencing serious illness, psychological incapacitation, bereavement, or trauma may apply for Special Consideration. Students must make an appointment with the Student Support Team to be assessed for eligibility. Supporting evidence (medical certificate, death certificate, police report, or psychologist's report as applicable) is required. Approved Special Consideration adjusts the student's course progress calculation accordingly and is documented on the student's file.

## 9.9 Assessment Integrity

All MACI assessments are conducted honestly and ethically. Suspected academic misconduct is managed in accordance with MACI's Academic Integrity and Training and Assessment policies. Outcomes and sanctions are determined proportionate to the nature and severity of the misconduct. AI-generated content submitted without disclosure or attribution may constitute academic misconduct and will be managed in accordance with MACI's Academic Integrity and Training and Assessment policies.



## 10. Attendance (International Students — ESOS / National Code Standard 8)

NOTE: Attendance monitoring for domestic students is NOT mandated by the 2025 RTO Outcome Standards. This section applies specifically to international students on a student visa, pursuant to the ESOS Act 2000 and National Code of Practice 2018, Standard 8.

### 10.1 Policy Statement

Attendance is monitored as an indicator of student engagement and to support the early identification of students at risk of not meeting satisfactory course progress requirements. For VET students, MACI primarily assesses compliance with student visa requirements based on course progress in accordance with the ESOS Act and National Code Standard 8.

### 10.2 Attendance Requirement

MACI monitors attendance as one of several indicators of student engagement and considers it together with course progress data to identify students who may be at risk of not achieving satisfactory course progress.

Attendance information is reviewed alongside:

- assessment outcomes (Competent / Not Yet Competent or Not Competent)
- assessment submission patterns (including non-submission or late submission)
- participation in scheduled training and assessment activities
- trainer observations of engagement and progression

Where attendance patterns indicate reduced engagement, MACI will:

- review the student’s overall course progress status
- determine whether there is a risk to satisfactory course progress in accordance with Section 9
- take appropriate action in line with the Course Progress Monitoring and Intervention Strategy (refer Section 9)

Attendance alone does not constitute a breach of student visa requirements. Decisions relating to student visa compliance and PRISMS reporting are based on course progress outcomes in accordance with the ESOS Act and National Code Standard 8.

All attendance records are maintained as supporting evidence of student engagement and any actions taken.

### 10.3 ELICOS Students — Attendance Monitoring and Reporting

International students enrolled in ELICOS programs are required to maintain satisfactory attendance of at least 80% in accordance with the ESOS Act and applicable ELICOS standards. MACI monitors attendance for ELICOS students and applies the following staged intervention and reporting process:

Threshold / Trigger	Action Taken	Outcome	Responsibility
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<p>Absent for 5 consecutive days without approval</p>	<ul style="list-style-type: none"> <li>• A Warning Letter – Poor Attendance (5 consecutive days absence) is issued</li> <li>• A welfare check is conducted. Student Support may attempt to contact the student via phone, email or other available communication methods</li> <li>• The student is encouraged to re-engage</li> <li>• Where appropriate, the student may be invited to attend a support meeting to discuss any issues affecting attendance</li> </ul>	<ul style="list-style-type: none"> <li>• If the student re-engages, attendance is monitored</li> <li>• If required, an informal intervention may be implemented, including additional support or monitoring arrangements</li> <li>• If the student does not respond, continued non-engagement may result in further attendance breaches and progression to formal attendance management stages</li> </ul>	<p>Student Support Team and ELICOS Trainer</p>
<p>Attendance falls below 90%</p>	<ul style="list-style-type: none"> <li>• First Warning is issued (Warning Letter – Poor Attendance)</li> <li>• The student is advised to improve attendance and access support services</li> <li>• Student attendance is monitored for improvement</li> <li>• The student may be required to attend a meeting with Student Support and/or the ELICOS Trainer</li> <li>• An intervention strategy may be implemented to support improvement in attendance</li> </ul>	<ul style="list-style-type: none"> <li>• If attendance improves, monitoring continues</li> <li>• If attendance does not improve, the matter is escalated to the next stage</li> <li>• Intervention strategies may include additional support, counselling, or agreed attendance improvement actions</li> </ul>	<p>Student Support Team and ELICOS Trainer</p>
<p>Attendance falls below 80%</p>	<ul style="list-style-type: none"> <li>• MACI implements a staged intervention approach for ELICOS students to support attendance improvement prior to any reporting action.</li> <li>• An Intention to Report – Failure to Meet Course</li> </ul>	<ul style="list-style-type: none"> <li>• If the student accesses the complaints and appeals process, the matter is managed in accordance with the Complaints and Appeals Policy</li> </ul>	<p>Student Support Team, ELICOS Trainer and Administration Manager</p>



	<p>Attendance Requirement letter is issued</p> <ul style="list-style-type: none"> <li>The student is informed of the reason for the intended report and of their right to access the complaints and appeals process within 20 working days</li> </ul>	<ul style="list-style-type: none"> <li>If the student does not access the complaints and appeals process within 20 working days, withdraws from the process, or the appeal outcome supports MACI, the student is reported via PRISMS and enrolment may be cancelled.</li> <li>Where appropriate, the student may be advised to extend course duration to support meeting attendance requirements, subject to regulatory and visa requirements.</li> </ul>	
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MACI may decide not to report an ELICOS student for breaching the attendance requirement only where the student is still attending at least 70% of scheduled course contact hours and provides genuine evidence of compassionate or compelling circumstances.

All decisions are made on a case-by-case basis and are documented on the student file.

Attendance records, warning letters and all related actions are maintained as evidence of compliance and intervention.

## 11. Deferment, Suspension and Cancellation of Enrolment

This section consolidates the Deferring, Suspending or Cancelling Enrolment Policy v3.1. Applies to all students. Additional ESOS / National Code obligations apply to international students. National Code 2018 Standards 7, 9 and 10.

### 11.1 Student-Initiated Deferment or Suspension

Students may apply to defer (before course commencement) or suspend (after commencement) their studies only on compassionate or compelling grounds. MACI will not grant deferrals or suspensions as a matter of routine convenience.

Compassionate or compelling circumstances include (but are not limited to):

- Serious illness or injury where a medical certificate confirms the student was unable to attend
- Bereavement of a close family member (parent, grandparent, sibling, or child) — death certificate required where possible



- Major political upheaval or natural disaster in the student's home country requiring emergency travel
- A traumatic experience such as involvement in or witnessing of a serious accident or crime — supported by a police or psychologist's report
- Inability to commence on the course commencement date due to a student visa processing delay
- Where MACI was unable to offer a prerequisite unit

Students must complete a Deferment, Suspension or Cancellation Request Form and submit it with supporting documentary evidence to Student Administration. Requests from students in arrears with fees or in breach of the Student Code of Conduct may be denied.

## 11.2 Deferment / Suspension Decision Procedure

- 1 Application review**  
Administration Manager reviews the application within 3 working days and assesses whether compassionate or compelling circumstances exist. The CEO is consulted for complex cases.
- 2 Written notification**  
The student is informed in writing of the outcome within 3 working days. Approved deferrals include the revised commencement date. International students are advised that the deferral or suspension may affect their student visa and are instructed to contact DHA.
- 3 PRISMS update (international students)**  
The Administration Manager notifies DHA via PRISMS if the approved deferral or suspension is for 14 days or more, in accordance with section 19 of the ESOS Act. A revised CoE is issued where required. The student must collect the revised CoE from MACI.
- 4 If application is rejected**  
The student is informed in writing and advised of their right to access the Complaints and Appeals process (Section 13 — Feedback, Complaints and Appeals). The student's enrolment remains active.

## 11.3 Student-Initiated Cancellation

Students wishing to cancel their enrolment must complete a Deferment, Suspension or Cancellation Request Form and submit it to Student Administration. All outstanding tuition fees for the current study period must be paid before cancellation is processed. Students are referred to the Fees and Refund Policy for details of applicable refund arrangements. The Administration Manager notifies DHA via PRISMS of the cancellation.

## 11.4 Provider-Initiated Deferral

The CEO may defer enrolment commencement where a course cannot be offered at the proposed date, site, or for any other reason the CEO deems necessary. In such cases a full refund is processed or an alternative course offered in accordance with the Fees and Refund Policy.



## 11.5 Provider-Initiated Suspension or Cancellation

MACI may suspend or cancel a student's enrolment on the following grounds:

- Misbehaviour or breach of the Student Code of Conduct
- Failure to pay fees as required under the Written Agreement
- Breach of course progress or attendance requirements (in accordance with National Code Standard 8)
- The student no longer holding a valid student visa
- Evidence that the student is not a genuine/bona fide student

Before imposing a provider-initiated suspension or cancellation, MACI must notify the student in writing of: the intention to suspend or cancel and the reason; the student's right to access the complaints and appeals process within 20 working days; and (for international students) MACI's obligation to notify DHA via PRISMS after the 20-day period. The suspension or cancellation does not take effect until the 20-day period has elapsed, unless extenuating circumstances relating to student welfare apply.

Circumstances where MACI may act before the appeal period expires include: a student who is at risk of committing a criminal offence; actual or threatened behaviour posing a risk to others; medical or psychological problems affecting the student's own safety; or where the student cannot be located.

If MACI cancels an international student's CoE, the student must contact DHA within 28 days with relevant documentation (including any new CoE or plans to depart Australia).



## 12. Student Orientation and Induction

This section incorporates the orientation content previously covered in MACI's Orientation PowerPoint (v4.0). Orientation is a key moment for delivering Standard 2.1 information and Standard 2.3 support access requirements.

### 12.1 Pre-Commencement Orientation

All students attend a formal orientation session before or on their first day of study. Orientation is delivered by the Student Support Officer and covers the following:

Category	Information Provided
Welcome & Introduction	RTO overview; campus location (Level 1, 382 Lonsdale Street, Melbourne VIC 3000); campus tour; key staff introductions including Student Support Team contacts
Key Staff Contacts	CEO; Academic/Training Manager; Administration Manager; Student Support Officer; Compliance Officer — names, phone and email provided
Facilities	Classrooms; computer lab (open 7 days — login required, do not share access); student kitchen/microwave areas; toilets; first aid kit location
Health, Safety & Emergency	Emergency procedures including evacuation routes; emergency assembly points; fire drills; dial 000 for fire, police, ambulance; no smoking policy
Campus Rules	No food or drinks in classrooms or labs (water excepted); respect MACI property; keep kitchen and toilet areas clean; carry student ID card at all times
Student Responsibilities	Attendance; academic conduct; academic integrity and plagiarism; code of conduct; no harassment, bullying or discrimination
Training Product Overview	Course structure; units of competency; timetable; assessment types; submission procedures; reassessment arrangements (including available opportunities and applicable fees as outlined in the Training and Assessment Policy and Fees Policy)
Course Progress Requirements	50% competency per term; at-risk process; warning letter stages; 20-working-day appeal window before PRISMS reporting
Credit Transfer & RPL	Process for applying; who to contact; how overseas qualifications may be considered
Deferment & Suspension	Valid and invalid grounds; formal application requirement; PRISMS reporting for deferrals of 14+ days; group change may be required for deferrals of 2+ months
Fees & Refunds	Total fees; payment schedule; Fee and Refund Policy; withdrawal procedures; outstanding fee obligations
Complaints & Appeals	How to lodge; internal process; 20-working-day rule for PRISMS matters; external escalation options
Support Services	Student Support Officer availability; academic support; LLND support; wellbeing services; emergency contacts



Category	Information Provided
Privacy & Confidentiality	Privacy Act obligations; how personal data is used; confidentiality of support disclosures
International Student Requirements	Contact detail update obligation (students must notify MACI in writing within 7 days of any change to their address, phone number, email address or emergency contact details, in accordance with ESOS and National Code requirements); working rights (48 hours per fortnight during term; no restriction during breaks); OSHC; visa conditions; PRISMS
Working in Australia	Students are provided with current information regarding work rights, Tax File Number requirements, superannuation and minimum wage, and are directed to the relevant official government sources for the most up-to-date requirements.
Practical Living Information	Public transport (ptv.vic.gov.au, myki); accommodation options (homestay, share house, student accommodation); banking; foreign currency; health insurance options

## 12.2 Training Commencement Induction

At the commencement of each new training product, trainers deliver a training-specific induction covering: detailed course structure and packaging rules; weekly timetable and key dates; assessment requirements, due dates and submission procedures; trainer contact details and consultation hours; work placement schedule (if applicable); and reasonable adjustment request process.

## 12.3 Orientation Records

Attendance at orientation is recorded. Students who cannot attend are provided with orientation materials in writing and scheduled for an individual induction session with the Student Support Officer as soon as practicable. A record of this alternative induction is maintained on the student's file.



## 13. Feedback, Complaints and Appeals (Standards 2.7 & 2.8)

Standard 2.7: Feedback and complaints management addresses concerns and informs continuous improvement.  
Standard 2.8: Effective appeal processes are available to VET students where decisions adversely affect them.

### 13.1 Policy Statement

MACI operates a fair, transparent and accessible feedback, complaints and appeals system. Students are actively supported to provide feedback and raise concerns without fear of reprisal. All complaints and appeals are managed with procedural fairness for all parties. This system covers MACI, any third parties delivering services on MACI's behalf, and any person employed or contracted by MACI. Information about this process is publicly available on the MACI website and in the Student Handbook.

### 13.2 Complaints Procedure

1

#### Informal resolution

Raise concerns informally with your trainer, Student Support Officer, or Academic Manager. Most concerns can be resolved quickly at this stage.

2

#### Formal complaint

If not resolved informally, complete and submit a Complaints and Appeals Form to the Student Support Officer. Forms are available from reception, the Student Support Officer, and on the MACI website.

3

#### Acknowledgement

MACI acknowledges receipt in writing within 5 business days, including a reference number and expected resolution timeframe.

4

#### Investigation

An impartial investigation is conducted including review of evidence and the opportunity for all parties to respond. Procedural fairness is applied throughout.

5

#### Outcome

A written outcome is provided to all parties within 20 business days of receipt of the formal complaint, including findings, reasons, and any remedial actions.

6

#### Internal appeal

If unsatisfied, the student may appeal to the CEO in writing within 10 business days. The CEO provides a final internal decision within 10 business days.

7

#### External review

If still unresolved, students may access independent external review at no cost:



Student Type	External Body	Contact
International students	Overseas Students Ombudsman (OSO)	<a href="http://ombudsman.gov.au">ombudsman.gov.au</a>   1300 362 072
Domestic students	Commonwealth Ombudsman (private RTOs) or relevant State VET regulator	<a href="http://ombudsman.gov.au">ombudsman.gov.au</a>   1300 362 072
All ASQA-regulated RTOs	Australian Skills Quality Authority (ASQA)	<a href="http://asqa.gov.au/complaints">asqa.gov.au/complaints</a>   1300 644 844

For matters relating to PRISMS reporting (unsatisfactory course progress, attendance, non-payment of fees): a formal internal appeal must be lodged within 20 working days of notification of the intention to report. The student's enrolment remains active while the appeal process is underway. MACI does not report to DHA until all appeal avenues have been exhausted or the student has declined to exercise them.