STUDENT ACADEMIC SUPPORT POLICY AND PROCEDURE

Sydney Institute of Traditional Chinese Medicine

Student Academic Support Policy and Procedure	
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VERSION HISTORY

Version	Updated by	Approval Date	Details
1.0	AB	29 May 2019	New document.
1.1	PRG	27 Sep 2019	"Intervention Strategy" renamed "Academic Support Plan".
1.2	PRG	5 Nov 2019	Support procedure for Stage 1 at-risk students clarified. Online academic support options added. "Support for Medical or Disability Reasons" section expanded to reflect the *Disability Standards for Education 2015*.
1.3	PRG	19 Dec 2019	Section 2.2.6 (Disadvantaged Groups) added.
1.4	PRG	6 Feb 2020	Clarified the definition of Stage 1 and Stage 2 at-risk.
1.5	PRG	18 Nov 2020	Clarified monitoring responsibilities and Stage 2 at-risk meeting attendance requirements, added the Health Pracatitioner Report.

PURPOSE AND SCOPE

The aim of this policy is:
- Outline how SITCM identifies students who need academic support.
- Define students who are 'at-risk'.
- Outline the academic support available to students at SITCM.
- Outline the support available to students for medical or disability reasons.

This policy applies to all students in the Bachelor of Traditional Chinese Medicine (BTCM) and VET courses at the Sydney Institute of Traditional Chinese Medicine (SITCM).

1 OVERVIEW

The Sydney Institute of Traditional Chinese Medicine (SITCM) is responsible for ensuring that appropriate student academic support services are provided to assist students in advancing in their course. To ensure that students are made aware of the academic support available, all staff in SITCM are required to understand their responsibilities in providing students with support and, where necessary, referral to others for appropriate advice.

This policy has been informed by the *Higher Education Standards Framework (Threshold Standards) 2015*, particularly Section 1.3 Orientation and Progression.

For information about non-academic student support please consult the *Student Support Policy and Procedure*.

2   POLICY

2.1   IDENTIFYING STUDENTS IN NEED OF ACADEMIC SUPPORT

2.1.1   SITCM IDENTIFIED ACADEMIC SUPPORT
SITCM will use a number of methods to identify students in need of academic support:
1) Students with a medical condition, learning disability or other disability will be identified during the admissions process.
2) SITCM will encourage self-referral by students who encounter learning difficulties.
3) Lecturers and tutors will identify when a student is having difficulty and refer them to student support staff.
4) Academic performance will be monitored each semester against the minimum academic standards and students who are fail to meet these standards will be identified as at risk.

2.1.2   SELF-REFERRED ACADEMIC SUPPORT
Students can self-refer themselves for academic support at any time.
1) Students will be advised about available academic support during the enrolment process and at Orientation.
2) Students who would like to receive academic support must approach an Academic Support Officer.

2.1.3   SUPPORT FOR MEDICAL OR DISABILITY REASONS
Students with a medical condition or disability that may affect their ability to meet minimum academic standards are encouraged to disclose.
1) The *Higher Education Enrolment Application Form* Section 9 asks students if they have any medical condition or disability that may affect their study.
2) During Orientation, new students are requested to notify staff if they have a condition that may require additional support.

2.2   AVAILABLE SUPPORT

2.2.1   ACADEMIC SUPPORT OFFICERS
1) The Academic Support Officer is responsible for providing academic support to SITCM students.
2) The Academic Support Officer provides academic support through a meeting process:
    a. They schedule a meeting with a student who needs or requests academic support.
    b. In the meeting, they assess the type and amount of support needed by the student and make any necessary academic support plans.
    c. They record the meeting in accordance with Section 2.4.
3) The Academic Support Officer may support the student:
    a. Themselves, through one-on-one academic literacy or English language support sessions.
    b. Through referral to a consultation with academic staff (see Section 2.2.2).
    c. Through the arrangement of additional tutoring by the student's lecturer or tutor (see Section 2.2.3).
    d. Through referral to an SITCM workshop (see Section 2.2.4).
    e. Through directing the student to review relevant online information (see Section 2.2.5).

       f.   Through referral to an external support if SITCM is unable to provide the support needed.

4) The Academic Support Officer reports to the Dean.

2.2.2 STUDENT CONSULTATION
1) Student can also access academic support from SITCM's academic staff in accordance with the *Student Consultation Policy and Procedure*.

2.2.3 ADDITIONAL TUTORING
1) Additional tutoring by the lecturer or tutor may be arranged. This is not guaranteed and will depend on lecturer and tutor availability.

2.2.4 SITCM WORKSHOPS
1) SITCM provides at least two academic skills workshops each semester.
2) The topics of these workshops will be decided by the Academic Support Officer, taking into account current student needs.
3) Information about workshops is provided to students by email, on the learning management system Moodle, on the SITCM website's Events page and in the student newsletter.

2.2.5 ONLINE INFORMATION
1) As a way of providing readily accessible academic support to all students, the following pages are maintained on the SITCM website:
    a.   An Effective Study Tips page.
    b.   An APA Referencing Essentials page.
    c.   A Writing Guide: Basic Sentences page.
2) As a way of providing readily accessible academic support to all students, the following files are available on the learning management system Moodle:
    a.   A Guide to Writing a Case Study Analysis.
    b.   A Guide to Wrtiting a Literature Review.
    c.   An APA Referencing Style Guide.

2.2.6 DISADVANTAGED GROUPS
1) The Dean will closely monitor the academic performance of students from disadvantaged groups as outlined in the *Diversity and Equity Policy and Procedure*, and will take any necessary actions to ensure that these students are receiving the support they need to successfully complete their studies.
2) Necessary actions could include (but are not limited to):
    a.   Arranging meetings with the Student Support Officer or Academic Support Officer.
    b.   Providing access to appropriate external support services.

2.3 AT-RISK STUDENTS
1) Stage 1 at-risk: A student who is at risk of failing one or more units that they are currently enrolled in, as determined by the Academic Support Officer due to one or more of the following reasons:
    a.   The lecturer and Academic Support Officer have deemed that the student does not meet academic writing standards following a mandatory writing task completed in Week 1 of the student's first semester.

b. The Administration Office has identified the student as being at risk from monitoring their assessment results during the semester, and notified the Academic Support Officer.

2) Stage 2 at-risk: A student who is deemed at risk of failing one or more units that they are currently enrolled in, as determined by the Dean due to one or more of the following reasons:

a. The Administration Office has identified that the student failed a particular unit of study more than once in the most recent study period.

b. The Administration Office has identified that the student failed 50% or more of the units attempted in the most recently completed study period.

3) For information about students who are at risk of not meeting attendance requirements, refer to the *Attendance Policy*.

2.3.1   ACADEMIC SUPPORT FOR STAGE 1 AT-RISK STUDENTS

1) All Stage 1 at-risk students are asked to attend a meeting with an Academic Support Officer.

2) The meeting will involve:

a. Discussing the reasons for the risk of failure to reach the minimum academic standards.

b. Outlining the support available to the student.

3) The Academic Support Officer will monitor the student's progression for as long as they are classified as Stage 1 at-risk.

4) If the Academic Support Officer and the Dean and/or Course Coordinator believe the student should be placed on an *Academic Support Plan*, they may create an *Academic Support Plan* together with the student.

2.3.2   ACADEMIC SUPPORT FOR STAGE 2 AT-RISK STUDENTS

1) All Stage 2 at-risk students must attend a compulsory meeting with an Academic Support Officer, and the Dean and/or Course Coordinator.

2) At the meeting, an *Academic Support Plan* will be created through the agreement of the student and the Dean and/or Course Coordinator. This process will involve:

a. Discussing the reasons for the failure to reach the minimum academic standards.

b. Outlining the support available to the student, which may include but is not limited to:

i. Academic skills support;
ii. Additional English support;
iii. Additional tutoring/study group;
iv. Additional clinic practice support;
v. Attend regular meetings with a Support Officer;
vi. Personal Counselling;
vii. Reduction in study load;
viii. Referral to workshops or other professional services; and
ix. Reduced study load for those students who satisfy the National Code Part D, Standard 9 criteria.

c. Outlining the responsibilities of the student, including to attend at least one (1) additional scheduled monitoring meeting in the semester.

d. Creating a monitoring schedule for the *Academic Support Plan*.

3) The Academic Support Officer will monitor the student's progression with at least one (1) additional scheduled meeting in the semester.

4) Continued failure to meet minimum academic standards may lead to cancellation of enrolment in accordance with the *Student Progression Policy and Procedure*.

2.3.3 SUPPORT FOR MEDICAL OR DISABILITY REASONS

1) The Registrar will identify students who have a medical condition or disability that may affect their ability to meet satisfactory academic standards during the admissions process, and:
   a. Inform them of what support is available to them;
   b. Notify both the Dean and the Administration Office that this student is from a disadvantaged group; and
   c. Arrange a support meeting between the student, the Academic Support Officer and the Dean and/or Course Coordinator.

2) Such a student may also be identified by any SITCM staff member while the student is enrolled at SITCM, in which case:
   a. The staff member will notify the Dean that this student is from a disadvantaged group; and
   b. The Dean will notify the Administration Office and will also arrange a support meeting between the student, the Academic Support Officer and the Dean and/or Course Coordinator.

3) The student will be required to provide a copy of a *Health Practitioner Report* (with the original sighted by the Administration Office) that explains their medical condition and the impact of the medical condition.
   a. The *Health Practitioner Report* is available from the Administration Office and the "Forms" page on Moodle.
   b. The documentation must be:
      i. Less than two years old; in English; and
      ii. Signed and dated by an appropriate medical practitioner, specialist or professional.

4) At a support meeting, a *Support Plan for Medical or Disability Reasons* may be created to assist the student in meeting satisfactory academic standards.

5) The types of support available under the *Support Plan for Medical or Disability Reasons* may include, but is not limited to:
   a. Mentoring.
   b. Individual additional tutorial.
   c. Extension for submission of assessments.
   d. Extension of time to complete exams and tests.
   e. Special equipment used during assessments.
   f. The use of a support person.
   g. Monitoring of progress.

6) In accordance with the *Disability Standards for Education 2015*, SITCM will make an adjustment to support a student who has a medical condition or disability that may affect their ability to meet minimum academic standards, provided such an adjustment is reasonable.
   a. In determining whether an adjustment is reasonable, the Dean and/or Course Coordinator will consider:
      i. The student's disability or medical condition.
      ii. The student's wishes.
      iii. The effect of the adjustment on the student's ability to meet minimum academic standards.
      iv. The effect of the adjustment on other parties, including SITCM, staff and other students.

v.   The costs and benefits of the adjustment.

vi.   Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

b.   The Dean and/or Course Coordinator will only make a decision about whether an adjustment is reasonable after consulting with the student.

c.   The Dean and/or Course Coordinator will ensure that a reasonable adjustment is made within a reasonable time.

7) Every time a *Support Plan for Medical or Disability Reasons* is created, the case must be entered into the *Support Register for Medical or Disability Reasons* by the Academic Support Officer.

8) The student will be monitored for as long as they have a medical condition or disability that may affect their studies, in accordance with the procedure outlined in the *Diversity and Equity Policy and Procedure*.

2.4   RECORDS

1)   Information about academic support is maintained in registers:

a.   Academic support provided for a Stage 1 at-risk student is recorded in either an *Academic Support Form* or an *Academic Support Plan*, and in the *Academic Support Register*.

b.   Academic support provided for a Stage 2 at-risk student is recorded in an *Academic Support Plan* and in the *Academic Support Register*.

c.   Academic support provided for a student who self-refers is recorded in either an *Academic Support Form* or an *Academic Support Plan*, and in the *Academic Support Register*.

d.   Support provided for medical or disability reasons is recorded in a *Support Plan for Medical or Disability Reasons* and in the *Support Register for Medical or Disability Reasons*.

2)   The Academic Support Officer records all new entries in these registers.

3)   These registers are reviewed at every Teaching and Learning Committee meeting.

3   PROCEDURES

3.1   ACADEMIC SUPPORT (STAGE 1 AT-RISK)

1)   The Administration Office or a lecturer identifies that a student may be at Stage 1 at-risk.

2)   The Academic Support Officer is notified and sends the student an email requiring them to attend a meeting with the Academic Support Officer.

3)   At the academic support meeting, the reasons the student is at risk of failing to meet minimum academic standards are discussed. The student is informed of the support options available.

4)   The Academic Support Officer completes the *Academic Support Form*.

a.   If the Academic Support Officer believes an *Academic Support Plan* is needed, they may create one with the student as an alternative to completing an *Academic Support Form*.

5)   The Academic Support Officer updates the *Academic Support Register*.

6)   The Academic Support Officer monitors the student's progression until they are no longer classified as Stage 1 at-risk .

7)   The *Academic Support Register* is reviewed at the next Teaching and Learning Committee meeting.

3.2 ACADEMIC SUPPORT (STAGE 2 AT-RISK)
1) The Administration Office identifies that a student may be at Stage 2 at-risk, and notifies the Dean.
2) The student receives an email informing them of their failure to meet minimum academic standards and requiring them to attend a meeting with the Academic Support Officer, and the Dean and/or Course Coordinator.
   a. If the student does not attend the scheduled academic support meeting, they may face suspension or expulsion from SITCM.
3) At the academic support meeting, an *Academic Support Plan* is agreed upon between the student, the Dean and/or Course Coordinator and the Academic Support Officer.
   a. The student keeps a copy of the *Academic Support Plan*.
   b. The Academic Support Officer keeps a copy of the *Academic Support Plan* on file to monitor the progress of the academic support and the student.
4) The Academic Support Officer updates the *Academic Support Register*.
5) The Academic Support Officer monitors the student's progression with no less than two (2) scheduled meetings in the semester.
6) The *Academic Support Register* is reviewed at the next Teaching and Learning Committee meeting.

3.3 ACADEMIC SUPPORT (SELF-REFERRAL)
1) A student arranges a meeting with the Academic Support Officer by contacting either the Administration Office or the Academic Support Officer directly.
2) The Academic Support Officer meets with the student and provides all academic support requested by the student (including organising follow up meetings).
3) The Academic Support Officer either completes the *Academic Support Form* or, if the student wishes to have an *Academic Support Plan*, the Academic Support Officer creates such a plan.
4) The Academic Support Officer updates the *Academic Support Register*.
5) The *Academic Support Register* is reviewed at the next Teaching and Learning Committee meeting.

3.4 SUPPORT FOR MEDICAL OR DISABILITY REASONS
1) A student is identified as needing support due to medical or disability reasons.
   a. If this occurs during the admissions process, the Registrar sends the student an email asking them to attend a meeting with the Academic Support Officer and the Dean and/or Course Coordinator.
   b. If this occurs while the student is enrolled, the Dean will ensure that the student receives an email asking them to attend a meeting with the Academic Support Officer and the Dean and/or Course Coordinator.
2) The student is required to provide a copy of a *Health Practitioner Report* to the Administration Office, with an original report sighted by the Administration Office.
3) At the meeting, a *Support Plan for Medical or Disability Reasons* may be agreed upon between the student and the Dean and/or Course Coordinator.
   a. The student keeps a copy of the *Support Plan for Medical or Disability Reasons*.
   b. The Academic Support Officer keeps a copy of the *Support Plan for Medical or Disability Reasons* to monitor the progress of the student.
4) To put support services in place, the Academic Support Officer notifies the student's current lecturers and tutors of the type of support the student requires as outlined in the plan.
   a. If the lecturer needs assistance in providing the alternative arrangements, they will contact the Academic Support Officer.

    b. If the lecturer has any issues with the alternative arrangements, they will discuss them with the Dean and/or Course Coordinator.

5) The Academic Support Officer updates the *Support Register for Medical or Disability Reasons*.

6) The *Support Register for Medical or Disability Reasons* is reviewed at the next Teaching and Learning Committee meeting.

7) When the student re-enrols in the next study period, the Academic Support Officer will notify the student's lecturers and tutors for that semester of the type of support as outlined in the plan.

8) The student will be monitored for as long as they have a medical condition or disability that may affect their studies, in accordance with the procedure outlined in the *Diversity and Equity Policy and Procedure*.

4 RELATED POLICY AND OTHER DOCUMENTATION

1) Higher Education Standards Framework (Threshold Standards) 2015.
2) E2.02 Student Support Policy and Procedure.
3) Academic Support Plan.
4) A1.10 Student Consultation Policy and Procedure.
5) E2.04 Diversity and Equity Policy and Procedure.
6) A1.21 Attendance Policy.
7) Disability Discrimination Act 1992.
8) Higher Education Enrolment Application Form.
9) A1.09 Student Progression Policy and Procedure.
10) Health Practitioner Report.
11) Disability Standards for Education 2015.
12) Support Plan for Medical or Disability Reasons.
13) Support Register for Medical or Disability Reasons.
14) Academic Support Form.
15) Academic Support Register.