



## STUDENT SUPPORT

### Policy

#### DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

**Academic Support:** The assistance provided by the ACC for improving student study skills and enhancing their academic performance, including but not limited to English language proficiency, academic writing, computer literacy, library utilisation, assignment presentation and examination preparation.

**Personal Support:** The assistance provided by the ACC which relates to a student's social, health and emotional well-being, including counselling and psychological services, medical and/or disability support services, career development services (for part time/ casual work), student housing and financial aid.

**Support Services:** Services provided by the ACC, or are available externally, which are designed to provide student academic and personal support (as defined in this Policy).

**Student Support Positions:** Professional and Academic staff positions within ACC which include within their responsibilities the provision of student academic and/or personal support.

**Unit (or Unit of Study):** An element of a subject (as defined above), that has specified student learning outcomes and requires satisfactory performance in assessments that measure student performance regarding learning outcomes.

**Subject or Unit Coordinator:** The academic staff member who is responsible for the design, delivery and assessment of a scientific or professional discipline or body of knowledge which forms an essential part of the degree program curriculum.

**Program (or Degree Program):** The Bachelor of Chiropractic Degree.

#### PURPOSE

The purpose of this Policy is to outline the ACC's approach and commitment to student support services that help enable students to realise their full academic potential.

#### SCOPE

The Policy applies to all enrolled students and staff at the ACC.

## POLICY

### 1. Overview and Guiding Principles

The ACC is committed to providing a nurturing educational environment that focuses on student engagement and the provision of a range of exceptional support services to achieve quality experiences and outcomes for students. This commitment is embedded in the ACC's *Strategic Plan* and the resourcing of dedicated in-house student support positions is a key part of the ACC's operations

The *Student Support Policy* therefore provides staff and students with guidance on their responsibilities and aims to ensure adequate support for students for both their academic and personal needs. It aims to proactively assist with the early identification of students including international/overseas students, who may require additional support and to ensure the availability of appropriate services and timely intervention.

The ACC's approach to student support operates within the context of a mutual responsibility framework. Students are responsible for their own learning, with active support from the ACC where appropriate. The ACC aims to foster an environment that encourages student independence in learning, while taking steps to identify and respond to personal and academic issues that may negatively impact students' educational outcomes.

Principles guiding the ACC's *Student Support Policy* and approach include:

- Students are responsible for their own learning, while the ACC seeks to actively support student needs.
- Strategies aim to identify and respond to potential barriers to learning as early as possible.
- Information about available support is promoted and made readily accessible to students.
- A range of initiatives operates to promote the wellbeing of the ACC's student body.
- Staff are supported to inform and promote understanding and awareness of effective practices in relation to student support.
- Effective policies and procedures are in place to address student incidents.
- Interventions to provide additional support are respectful, timely, equitable, consistent and procedurally fair.
- All mechanisms used to identify and manage students who may have specific support needs must comply with privacy and confidentiality requirements.

The ACC notes that, while it is committed to providing a supportive environment, there are limits to the extent of the support that can be provided by the ACC and that a range of services already exists in the community, to which students may be referred.

The ACC has policies and procedures for good conduct and to safeguard academic standards that apply to all students, regardless of individual support needs or circumstances.

### 2. Student responsibilities

Students at the ACC are expected to:

- Be aware of student conduct and behavior requirements;
- Make informed and considered choices in relation to unit selection for part-time study.
- Seek out relevant support where a personal issue is impacting or is likely to impact their educational progress;
- Seek and follow advice from academic staff teaching them and fulfill academic requirements, including expectations for progression;
- Inform the ACC of any impediments to completing their academic requirements in a timely way; and
- Contact the ACC in a timely manner if they receive any formal notifications from the ACC concerning their progress and/or meeting requirements.

### 3. Identification and provision of additional academic support

Information about ACC's approach to identifying and supporting students at risk is set out below and, for clarity, in the *Student At Risk Policy* which is governed by the Academic Board and by state and federal government legislation. A student may be identified as requiring additional academic support if they are not progressing satisfactorily in their studies (or are at significant risk of not progressing satisfactorily), or where their welfare is reasonably considered to warrant some form of intervention by the ACC.

A student may require additional academic support due to a number of factors, such as:

- Medical illness, injury, psychological condition or disability;
- Family or carer responsibilities;
- Behaviour which is consistently disruptive, volatile or otherwise in breach of the ACC Values and codes of conduct and is considered to be academic misconduct;
- Level of English language proficiency;
- Concerns regarding academic capacity or achievement which might be reflected by:
  - Provisional enrolment or pattern of deferral;
  - Early alert student indicators (e.g. EASI Connect) – provision of information to teaching staff on which students may be struggling throughout the term, based on systems data such as, prior fails and pass/fail rates, combined with individual student engagement with unit content on the student learning platform (e.g. Moodle);
  - Demonstrable academic difficulties as identified early in a unit;
  - Failure of 50% or more assessment items within a unit;
  - Failure to attend compulsory teaching and assessment components;
  - Failure to complete a required assessment element or practicum;
  - Unsatisfactory attendance record; or
  - Minimal class participation/engagement (as identified by either the academic teaching staff or via data collection obtained by the student learning platform, e.g. Moodle).

The ACC systems for identifying students requiring additional academic support may include:

- Student Readiness Questionnaire (administered at Orientation) – a mandatory questionnaire used to assist academic and support staff to identify students who may require early support or intervention strategies;
- Standard student reports upon enrolment, such as:
  - Students with disabilities
  - Provisional or probationary students
  - Students who are educationally overloaded;
- Student reports throughout unit enrolment that support identification include:
  - Academic action lists /students placed on warning
  - Academic progress reports collated, reported and reviewed every semester;
- Surveys or diagnostic tools, including first year diagnostic tasks and English Language assessment;
- Informal mechanisms such as advice from teaching staff based on multiple requests for extensions, absences, and low levels of class engagement;
- Student self-reporting - students who are aware that they are finding it difficult and need additional academic support and bring this to the attention of staff.

The ACC provides a range of academic support services to assist students who are struggling with their study demands. These include:

- Academic advisory support (an academic adviser appointed by the Academic Dean);
- Academic Tutoring;
- Computing support (Library services);
- Library support (Library services);
- Misconduct advisory support.

Students may be referred by a staff member or be a self-referral. Students who are identified as potentially benefitting from additional support based on academic performance are not compelled to access particular support services.

The ACC's *Student Academic Progress Policy* provides criteria for unsatisfactory academic progression as well as structured procedures available and circumstances in which the Academic Board may discontinue enrolment based on continuous unsatisfactory progress.

#### **4. Identification and provision of additional personal support**

A student may be identified as requiring personal support and intervention where their psychological or medical welfare is reasonably considered to warrant some form of intervention by the ACC.

All staff and students are encouraged to be alert to the possibility of unstable psychological states and behaviours of ACC students.

Students identified as requiring additional personal support can be referred to ACC Student Services who can provide support and/or advice on referral pathways for the following support areas:

- Counselling and psychological services;
- Medical services;
- Disability support;
- International student support;
- Career development services (for part time/ casual work); and
- Student housing and financial aid.

If a staff member is seriously concerned about the personal welfare/mental health of a student after an interaction, it is recommended that they notify the Corporate Services Manager. Security will also complete an incident form if they have been contacted regarding the incident.

All staff should take action in cases where students are exhibiting signs of distress. However, how a staff member's response to an individual student will depend upon the nature and level of their distress. Staff should be aware of their own personal and professional limitations. Academic and professional staff members are encouraged to consult with psychological services staff for advice about the appropriate management of any student.

#### **5. International/Overseas Student Support**

In line with Standard 6 of the National Code of Providers of Education and Training to Overseas Students 2018 (National Code 2018), there will be at least one designated member of staff to support the needs of international/overseas students as they are living and studying in unfamiliar environments.

ACC will provide new international students with a dedicated orientation program as detailed in the Recruitment, Admissions, and Orientation Policy and access to ongoing support and guidance from the designated International Student Support Officer who will refer students to available in-house and appropriate affordable external academic (as well as other) support structures.

ACC will ensure through regular in-house staff induction and training, as detailed in the Staff Induction and Professional Development Policy, that all members of staff who interact directly with overseas students are aware of their obligations under the Education Services for Overseas Students (ESOS) framework and the potential implications for overseas students arising from the exercise of these obligations.

### **IMPLEMENTATION and MONITORING**

The Board of Directors has responsibility for overseeing the *Student Support Policy* and its review.

The Academic Board oversees the *Student Academic Progress Policy* and implementation of structured academic support for students at risk.

The Academic Registrar is responsible for leading the development and review of the *Student Support Policy* and for overall management of student support services, systems and processes for the College. The ACC has resourced in-house positions to lead the coordination and/or provision of academic and wellbeing support for students.

The Academic Dean and Subject Coordinators (responsible for all units that comprise their subject) will include an early assessment component or other diagnostic task in all first-year undergraduate units. Subject Coordinators will identify students who may benefit from additional support based on performance in assessment or other diagnostic tasks. These students will be contacted by the Subject Coordinator, a member of the teaching staff for the unit, or, at the request of teaching staff, a relevant professional staff member to ensure they are aware of support services they may find useful to access.

Academic staff are expected to implement processes for monitoring the progress of students including:

- English language proficiency;
- Progression rates;
- Overall progress towards completion of the degree program;
- Failure to attend or to complete academic units, practical placements, assessments; and
- Allegations of misconduct.

Teaching staff in any unit who form the view that a student may benefit from additional support due to factors such as poor class attendance, participation, progress or behaviour, or due to issues raised by the student, will ensure that the student is aware of support services available to assist the student.

## POLICY REVIEW

The ACC's *Student Support Policy* is normally reviewed every three years.

It is a policy of the ACC that any Policy or Procedure may be reviewed earlier as indicated by internal or external factors (including but not limited to such factors as changes in the guidelines of regulatory authorities, accreditation/registration requirements of the profession, or relevant legislation at state or federal level) as determined the Board of Directors and/or Academic Board.

## RELATED POLICIES/DOCUMENTS

- Student At Risk Policy
- Student Academic Progress Policy and Procedure
- Grievance Management – Students
- Ethics and Code of Conduct
- Academic Integrity Policy and Procedure
- Staff Induction and Professional Development Policy
- Recruitment, Admissions, and Orientation Policy
- the National Code of Providers of Education and Training to Overseas Students 2018

## VERSION CONTROL

<b>Document:</b> S004 Student Support Policy		
<b>Responsible Officer:</b> Academic Registrar		
<b>Initially Approved by:</b> Board of Directors		<b>Date:</b> 26 October 2018
<b>Reviewed and endorsed by:</b> Academic Board		<b>Date:</b> 2 September 2020
<b>Reviewed and approved by:</b> Board of Directors		<b>Date:</b> 1 October 2020
<b>Version:</b> V1.1	<b>Replaces Version(s):</b> V1.0	<b>Next Review:</b> March 2022
<b>Nature of Change</b>	<ul style="list-style-type: none"> <li>• Minor spelling, other text and formatting edits.</li> <li>• Addition of Definitions</li> </ul>	