Support for Students Procedure

Document

Document Name	Support for Students Procedure
Overarching Policy	Support for Students Policy
Brief Description	The Support for Students Procedure provides the structure and process for providing students of the Sydney Institute of Business and Technology (SIBT) with bespoke support to enable them to meet their academic and personal goals.
Responsibility	Director of Student and Academic Services
Delegated Approver	Senior Management Team
Initial Issue Date	10 February 2022
Date for Next Review:	1 April 2025

Version Control

Date Approved	Version No.	Summary of Changes	Approver
10/02/2022	1	Initial Issue. Adopted from the Academic Success Framework	Senior Management Team
14/3/2024	2	The Intervention Strategy Framework was transferred to a procedure template and broadened to include non-academic and supplementary support, clarity on procedures and responsibilities. Update nomenclature to be more supportive.	Senior Management Team

Related Documents

Name	Location
Attendance Policy	SIBT Website
Program Progress Policy	SIBT Website
Student Code of Conduct	SIBT Website
Student Complaints and Appeals Policy	SIBT Website
Student Wellbeing and Welfare Support Policy	SIBT Website
Support for Students Policy	SIBT Website
SIBT Communications Templates	Navigate

Name	Location
Academic Success Register	Smartsheet
Academic Success Template	L Drive
Privacy Act 1988	https://www.legislation.gov.au/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/
National Code of Practice for Providers of Education and Training to Overseas Students 2018	https://www.legislation.gov.au/
Higher Education Support Act 2003	https://www.legislation.gov.au/
Higher Education Standards Framework (Threshold Standards) 2021	https://www.legislation.gov.au/
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023	Federal Register of Legislation - Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023

Contents

1. Purpose

a) SIBT is committed to supporting students to succeed in their studies, through a range of academic, non-academic and supplementary support mechanisms and strategies.

b) The support offered is relevant and appropriate to individual student needs including age, culture, sexuality and gender identity, disability, and other equity considerations, and is trauma informed.

c) The purpose of the Support for Students Procedure is to give academic and professional staff at SIBT guidance on how to best support students to improve their academic outcomes and wellbeing.

2. Application

a) The Support for Students Procedure applies to all staff and students.

3. Definitions

Term	Meaning
Academic Census Date	The final date students can withdraw from units without academic penalty is the last campus day in week eight (8).
Academic Success Plan (ASP)	An individual support plan, based on an individual student needs assessment, that specifies SIBT academic and wellbeing support and the commitment and engagement required by the student.
Academic Progress	A student's movement through a course satisfying assessment requirements at each stage.
Case Manager	Staff member who is assigned to students identified as 'at-risk' and are responsible for academic success plan implementation and communication with the student for the duration where they are considered 'at-risk'
Counsellor	A trained and appropriately registered professional who works with students experiencing a wide range of emotional and psychological problems to help them bring about effective change and/or enhance their wellbeing.
Financial Census Date	The final date students can apply for or withdraw from units, without incurring a debt (financial penalty) is the last campus day in week four (4). The Census date is a minimum of 20% of the way through a unit.
Intervention Strategy	An identified approach to mitigating risk to program completion which is aimed at supporting the student to succeed in their studies.
Student At Risk	A student whose behaviour and/or circumstances, through predicted and/or observed risk, render them vulnerable to not achieving satisfactory academic progress.

4. Procedural Statements

a) The application of support strategies under this procedure must be in accordance with the principals set out in the Support for Students Policy.

b) The procedure captures all existing interventions and support mechanisms and ensures alignment and consistency across all teams.

c) An Academic Success Plan (ASP) is put in place to give students a clear support pathway to follow and keep them accountable.

d) The procedure has been developed in line with the Higher Education Standards Framework (Threshold Standards) 2021; National Code of Practice for Providers of Education and Training to Overseas Students 2018; the Higher Education Support Act 2003 (Cth); and the Higher Education Provider Guidelines 2023.

e) Staff will make all attempts to offer the identified support mechanisms as set out in this procedure, and monitoring and reporting on the effectiveness of support offered to inform continuous improvements and best outcomes for SIBT students.

5. Roles and Responsibilities

Position	Acronym
Academic Director	AD
Program Convenor	PC
Teacher	TCH
Student and Academic Services Manager (Student Administration)	SAM
Student Learning and Welfare Support Manager	SSM
Student and Academic Services Manager (Academic Support)	SASM
Academic Success Coordinator	ASC
Student Administration Officer	SAO
Student Learning Advisor	SLA
Student Counsellor	SC
Sponsored Students Officer	SSO
Student	Std
Case Manager	CM

6. Types of Risk Factors (RF)

Risk Type	Meaning
Academic	Low performance level in assessments / exams, not submitting or completing assessments / exams.
Attendance	Overall attendance dropping below 80% each study period; missing classes; regularly late or leaving classes early.
Engagement	Low level or no engagement in class, low level or no involvement in group work activities.
Language, Literacy and Maths Support	Low level of English language, academic writing, or numeracy skills
Behavioural	Complaint about behaviour that impact the student's progress and/or fellow students.; misconduct allegations.
Disability	Disclosed learning or physical disability, chronic health condition or temporary injury impacting studies.

Risk Type	Meaning
Monitored Student Groups	Sponsored Students, First Nations Students, students excluded from previous institutions, students in self-isolation, students with ongoing case management, students under 18 years of age, students identified by the student counsellor as a vulnerable person, or whose welfare is considered at risk.
Other	Students in self-isolation, students with ongoing case management, Under 18 Students, students identified by the student counsellor as vulnerable persons (including but not limited to Under 18), or whose welfare is at risk.

7. Identification of "At Risk" Students Procedure

7.1 Stage 1 – Early Identification

a) This stage allows for early identification and implementation of appropriate support strategies from application to Financial Census Date (week 4).

b) A student can be identified as 'At Risk' at any stage of their study journey with the first identification being at the application stage.

c) Students can be identified as "At Risk" by any academic or professional staff member through diagnostic or formative assessments, or due to low academic performance, lack of engagement or low attendance.

d) Students who disclose disability or equity group status are identified by the admissions team and referred for support to the Student Learning and Welfare Support Manager prior to enrolment, who proactively contacts them and informs them of available supports. These students then advise what support they wish to access.

e) Timeline for the Stage 1:

   i. **Step 1** – Week 0 to 4 identification of support at this stage allows for early identification and implementation of appropriate support strategies for individual students prior to Financial Census Date and may include:

   - Identification of those identified at admissions stage for non-academic support, such as disability, or equity group status, by appropriate staff (e.g., Student Counsellor for reasonable adjustments, Student Learning Advisor for general study plan);

   - Students placed on an Academic Success Plan (ASP) or identified as "At Risk" in the previous session (by the Board of Examiners) are identified to the Student Support Team from week 1 and are sent an email by the Academic Success Coordinator to request they access the support offered;

   - Student Administration reminds students "At Risk" of the Financial Census date at each study period via regular communication and is reiterated by the support team prior to census;

   - Teachers can refer students directly to the Student Support team for immediate support from week 1;

   - Where a teacher has concern for a student's academic progress, they identify risk factors via Student Management System (SMS) which provides pre-determined risk factors based on objective, identified risk indicators including:
     - Academic;

- o Academic Literacy;
- o Attendance;
- o Assessment;
- o Maths Skills;
- o Participation;
- o Wellbeing.

This aims to identify as early as possible any students that may be "At Risk" of not successfully completing units in the current study period.

    ii. **Step 2** – As soon as the student is identified for support:
- The Student Learning and Welfare Support Manger, delegates to appropriate staff the implementation of support plans for those identified at admissions stage with non-academic risk factors, such as disability or equity group status.
- The Academic Success Coordinator reviews those with academic risk factors (prior exclusion, identified at BoE or by teacher referral) and assigns to a Case Manager.

7.2   Stage 2 – Academic Concern Process (ACP)

a) This stage allows for mid-study period identification and implementation of appropriate support strategies between week 5 and 8 and prior to the Academic Census Date to ensure optimal academic success in weeks 9 to 13.

b) The Academic Success Coordinator generates the Risk Report that aims to identify as early as possible, in this stage, any students that may be "At Risk" of not successfully completing units in the current study period.

c) Timeline for Stage 2:
    i. **Step 1** – Week 5: The Risk Report is generated from navigate and data is collated. Additional relevant information on each student is added from:
- Outcome of the Board of Examiners report for continuing students (conditional enrolments);
- Student is in a monitored subgroup;
- Attendance records.

The risk report is reviewed by the Academic Success Coordinator who then assigns Case Managers to each student appropriate to presenting concerns.

    ii. **Step 2** – Week 6: Lists are distributed to Case Managers and contact is made with students. This process can take up to two (2) weeks with students prioritised based on level of risk.
    iii. **Step 3** – Week 7: All students have been contacted and interactions recorded in the Risk Report and where appropriate, the Student Management System.
    iv. **Step 4** – Week 7: Where relevant, the Case Manager will advise the student of the Academic Census Date being the last day to withdraw without academic penalty and the academic implications for them.
    v. **Step 5** – Week 8: Case Managers send Teachers updates on students identified by them, via email detailing follow-up for students where required. Case Managers maintain accurate and up-to-date student records in the Risk Report and where appropriate, the Student Management System.
    vi. **Step 1** – Week 9: The Academic Success Coordinator provides a summary report to teaching staff, Program Convenors, and the Academic Director

regarding the outcome of the process each session. Opportunity is given for feedback from academic and student support staff to contribute to continuous improvement of the process. This stage allows for the re-evaluation of the level and support strategies as well.

7.3 Stage 3 – Board of Examiners (BoE) End of Study Period Process

a) At the end of each study period, after grades are finalised by the Board of Examiners, academic standing is determined for each student in accordance with the Program Progress Policy, together with the student's existing level of academic standing from the previous study period (where applicable).

b) In the case of students who have not met program progression requirements, the BoE may instruct on the implementation of a Conditional Enrolment and/or an Academic Success Plan in accordance with the SIBT Program Progress Policy.

c) A quality assurance process is conducted prior to the Academic Director signing off on the Student Administrations BoE decisions action plan.

7.4 Stage 4 – Implementing Board of Examiners Decisions

a) The BoE decisions action plan is implemented by Student Administration and may include grade adjustment, enrolment block, type of communication to be sent to a student and students identified for an ASP.

b) Timeline for Stage 5:
   i. **Step 1** – Communications advising 'at-risk' students of SIBT decisions, updates to the SMS, including blocking enrolment functionality and results are completed within 3 days of the BoE decision.
   ii. **Step 2** – Session commencement minus 1 week: – Students identified for an ASP are sent a Letter of Acknowledgement, requiring them to agree to: being on an ASP, which includes attending regular meetings with the SLA and selecting all the other support mechanisms (academic and non-academic) they want/need.
   iii. The student's session cycle is complete, and they start the new session cycle as per Stage 1, Step 1 as appropriate.

8. Support Mechanisms and Strategies

a) SIBT has a range of strategies that are integrated to provide a bespoke solution to improve an individual student's academic progress.

b) Strategies are monitored for effectiveness and adapted as required to ensure student success.

c) Students identified for an Academic Success Plan are advised of the various support strategies, able to identify the support that best suits their needs, formalise these within the plan and monitored to ensure support is accessed in a structured way and improvements is made to academic performance as per the agreed plan.

8.1 Academic Success Plans

a) When a student is identified as requiring an Academic Success Plan, the Academic Success Coordinator contacts the student via email to sign the Letter of Acknowledgment and identify required support strategies.

b) The selected strategies are documented in the student's Academic Success Plan (ASP) which is informed by a Letter of Acknowledgment accepted and signed by the student.

c) Support strategies could include, but are not limited to, the following:
   i. Non-Academic Support;
   ii. Academic Support;
   iii. Supplementary Support;
   iv. Monitoring Attendance and Engagement.

d) If student does not sign the Letter of Acknowledgment within two (2) weeks, the case will be closed, and relevant stakeholders notified.

e) After the student agrees to engage and signs the Letter of Acknowledgment, a Case Manager is assigned to the student and updates the Academic Success Register. The Case Manager is allocated by the Academic Success Coordinator (or nominated delegate) and their role is to contact the student and evaluate the student's level of risk, by completing the following steps:
   i. Contact the student (phone call or email) and if required, set up a meeting (face to face or via Zoom);
   ii. Discuss the student's situation with them and based on information provided, decide if an Academic Success Plan (ASP) needs to be put in place;
   iii. If an Academic Success Plan is required, the Case Manager is to discuss the requirements with the student and put the plan in writing using the ASP template. The student must agree to the ASP and sign it;
   iv. If during the conversation with the student the Case Manager discovers that the matter is beyond their area of responsibility, the Case Manager is to refer the student to the relevant staff member or the line manager in writing for further assessment of the level of risk and appropriate intervention strategy.
   v. Case Manager will set up a review/follow-up meeting with the student;
   vi. Notes from each meeting are added to the Academic Success Register;
   vii. Notes and a copy of the ASP must be saved on the student enrolment record and in the Academic Success Register. Relevant staff members involved in the ASP must be notified;
   viii. If a date has been scheduled to review the ASP (and booked in both the student and staff's calendar), the Case Manager will meet with the student and discuss progress against the ASP. At this meeting, the Case Manager can determine if the ASP needs to be extended:
      - If YES, the student must agree to the extension, notes must be put in the Student Management System, the ASP is to be updated to reflect any changes, and relevant staff must be notified;
      - If NO, ASP can be closed. Notes must be put in the Student Management System and relevant staff must be notified.
   ix. Academic Success Register to be updated after each communication and meeting with a student.
   x. Students who do not engage with SLAs will be reported to the Academic Success Coordinator. The Academic Director will be informed before the case is closed.

8.2 Non-academic Support

a) SIBT offers various non-academic support services (including mental health support) to ensure students can be proactively assisted as needs arise.

b) SIBT monitors access to support regularly so resources for non-academic support can be increased as required to ensure timely delivery on support requests.

c) Meetings with non-academic support staff are scheduled and monitored as follows:

 i. Regular meetings with Counsellor – set up regular/weekly/fortnightly face-to-face or Zoom sessions up to two (2) weeks in advance;

 ii. Regular meetings with Student Learning Advisor – set up regular/weekly/fortnightly face-to-face or Zoom sessions two (2) weeks in advance;

 iii. Referral to other support services (internal) as required – student is provided with contact details and where necessary, assisted with making an appointment;

 iv. Referral to other support services (external) as required – student is provided with contact details and where necessary, assisted with making an appointment;

 v. Assignment of a Student Mentor/Buddy – student is assisted with the initial meeting and subsequent engagement is monitored regularly;

 vi. Assistance with settlement in Sydney and transition to study as needed, including practical welfare support, counselling and wellbeing support, study planning and academic skills support and supplementary support;

 vii. Student Welfare and Advocacy support – scheduled as needed. Available for students requiring assistance with navigating internal or external systems and policies, including those with misconduct allegations, experiencing employment issues, or requiring support to access housing, financial or other support services.

8.3 Academic Support

a) Individualised Academic Support is available to all SIBT students, regardless of their academic performance level. SIBT offers students who are experiencing difficulty academically, or have missed or failed major or minor assessments or exams forms of academic support that includes, but is not limited, the following:

 i. Enrolment in support units: Study Skills 100 (SS100), Study Skills 200 (SS200), Math for Higher Education (BMTH), Math for Higher Education for Statistics (BMTHSTA), Engineering Math Support Unit (EMSU);

 ii. Regular one-on-one math, language or academic skills support with Student Learning Advisor – set up weekly or fortnightly face-to-face or Zoom sessions, scheduled two (2) weeks in advance;

 iii. Regular one-on-one dedicated Math Support Learning Advisor.

 iv. Regular meetings with Program Convenor or Teacher – set up weekly or fortnightly face-to-face or Zoom sessions three (3) weeks in advance;

 v. Additional one-on-one or group classes or workshops with the Teacher;

 vi. Participation in the Academic Skills workshops;

 vii. Reduced study load for current study period as recommended by Program Convenor or Academic Director;

      viii.   Prescribed personalised study plan for the current and/or subsequent study periods;

      ix.   Academic reasonable adjustment arrangements for students with verified disabilities or health conditions, as per the SIBT Reasonable Adjustment Policy, which may include but is not limited to extensions, additional time in examinations, rest breaks and separate small group space for assessments as appropriate, alternative modes of assessment;

      x.   English Language and Study Assistance Programs.

b)   SIBT will monitor and increase resources for academic support as required to ensure timely delivery on support requests.

8.4   Supplementary Support Mechanisms

a)   SIBT offers various support mechanisms, which may act as a mitigation strategy. These include (but are not limited to):

      i.   Student Ambassadors who are senior students able to guide commencing and newer students through routine, basic queries about daily life in Sydney and their studies;

      ii.   Assistance in understanding policies and procedures, like special consideration application, complaints and appeals process or extension requests;

      iii.   Advocacy where student require support to navigate processes such as misconduct allegations, or appeals;

      iv.   Advice for accommodation, employment, and financial issues;

      v.   Help in contacting free legal services and other support agencies;

      vi.   Help in adjusting to studying and living in Australia;

      vii.   English Conversation Groups;

      viii.   Library Services to assist student with accessing learning resources and access study spaces;

      ix.   Peer mentoring support via SIBT Buddy programs;

      x.   Specialised learning materials and accessible technology.

8.5   Monitoring Attendance and Engagement

a)   Monitoring is required for Foundation studies and Under 18 international students as per the Attendance Policy. In addition, attendance is monitored for students on an ASP with a low attendance record or lack of engagement.

b)   In-class attendance monitoring – teachers follow up class absences with students via email in the Student Management System, or College based communication channels, to encourage attendance and offer support to ensure they remain on track in their studies. Teachers may also report low attendance to the relevant PC.

c)   Students with an ASP should have regular meetings with SLA to monitor attendance – SLA sets up regular/weekly/fortnightly face-to-face or Zoom sessions, two (2) weeks in advance. Frequency to be determined by Case Manager and can be adjusted should attendance improve.

d)   SAO provide regular reporting to the Under 18 Coordinator for U18 students whose attendance has fallen below 85%. Students are then required to ensure regular registration at reception with SAO until attendance returns to minimum 90%.

e)   Participation in student activities to improve engagement – students are referred to Student Experience Officer who will encourage/support students to participate in

activities that are of interest to them and may improve their engagement with campus, on a strictly voluntary basis.

    f) Attendance warning letters are issued regularly by SAO. Refer to the Attendance Policy.

8.6 Conditional Enrolment (CON)

a) Students on an Academic Success Plan may be placed on conditional enrolment until such time they satisfy progression requirements in accordance with the Program Progress Policy.

b) Students who do not meet progression requirements for two consecutive study periods may have their enrolment cancelled.

c) If a student fails to meet satisfactory academic progress for a third time, they will be advised in writing that SIBT intends to exclude them from their program for a period of 12 months (three study periods).

d) If a student fails a unit twice, they will receive a warning email.

e) If a student fails the same unit, or its equivalent, on three separate occasions, they will be excluded from study for a period of 12 months (three study periods).

f) Conditional enrolment can be implemented either:
    i. At the beginning of a student's enrolment, if they are returning from a SIBT imposed exclusion period or have been excluded by another provider;
    ii. After a study period where the BoE has imposed the condition based on progression, as per the SIBT Program Progress Policy; or
    iii. When a student fails to comply with any of the conditions outlined in the Academic Success Plan (ASP).

Conditional Enrolment	Scenario	Action
CON 1	• Student fails more than 50% of their enrolled units for the 1st time (all units, OR 2 out of 3, OR 3 out of 4).	• 3 units maximum per study period; and • Implementation of ASP.
CON 2	• Student fails more than 50% of their enrolled units for the 2nd time (all units, OR 2 out of 3, OR 3 out of 4); or • Student does not comply with previously implemented ASP; or	• 3 units maximum per study period; and • Review of ASP to determine if further intervention strategies are required to improve academic progress.
	• Student fails the same unit for the 2nd time.	• 2 units maximum per study period; and • Implementation of ASP.

Conditional Enrolment	Scenario	Action
CON 3	• Student returns from exclusion or suspension from SIBT or another education provider; or • Student fails more than 50% of their enrolled units for the 3rd time (all units, OR 2 out of 3, OR 3 out of 4); or • Student fails the same unit for the 3rd time; or • Student does not comply with previously implemented ASP.	• Reduced study load (2 units maximum per study period); and • Review of ASP to determine if further intervention strategies are required. This is the student's final progress warning and may result in exclusion.

8.7   Administration Process for Academic Success Plan Implementation

a)   **Step 1** – Student is identified as "At Risk".

b)   **Step 2** – Students are informed via emails/SMS.

c)   **Step 3** – Student agrees to implementing the Academic Success Plan and signs the Letter of Acknowledgment (unblock students from enrolment).

d)   **Step 4** – Student is added to the Academic Success Register.

e)   **Step 5** – A Case Manager is assigned by the Academic Success Coordinator.

f)   **Step 6** – Case Manager makes contact with student using templates where appropriate.

g)   **Step 7** – Case Manager prepares a draft Academic Success Plan, based on the student's presenting risk factors and support requested in the Letter of Acknowledgement.

h)   **Step 8** – Case Manager and student meet to discuss proposed Academic Success Plan and agree on intervention strategies.

i)   **Step 9** – The student agrees and signs the Academic Success Plan.

j)   **Step 11** – Case Manager notifies the person who identified the student as "At Risk" and referred them for support, that the ASP has been put in place, within bounds of appropriate confidentiality.

k)   **Step 12** – Case Manager records the ASP in the Academic Success Register, uploads a copy onto the student's enrolment record and makes relevant notes in the Student Management System, and sets up the meetings and reminders as agreed.

l)   **Step 13** – Case Manager monitors adherence to the ASP by maintaining regular contact with student.

m)   **Step 14** – If student does not adhere to agreed Academic Success Plan, the Case Manager will refer the student back to Step 4 and report to the manager if appropriate.

n)   **Step 15** – If the student is following the ASP and has met all agreed conditions, the case can be closed, and notes are entered into the Student Management System and Academic Success Register.

o)   **Step 16** – Case Manager will, through the Academic Success Register, communicate the outcome to all relevant stakeholders and close the case.

p)   **Step 17** – If a student is not attending their meetings, then the Case Manager informs all stakeholders and close the case.

9.   ASP Templates and Registers

9.1   Academic Success Plan Template

a)   Academic Success Plan (ASP) Template is stored in the L Drive and completed in Administration Process for Academic Success Plan Implementation step 8.
b)   The template is to be completed by the Case Manager using the Letter of Acknowledgement to embed the support being requested by the student.
c)   Students must sign and agree to the ASP by acknowledging the conditions outlined.
d)   A copy of the ASP must be provided to student and saved on the student file in the Student Management System.

9.2   Email Templates

a)   SIBT creates email templates for every form of communication to ensure fairness through consistency and compliance.
b)   The email templates are reviewed and updated annually and uploaded to Navigate, replacing all previous versions.
   i.   Engagement Emails
      - First initial email is used when a staff member failed to make initial phone contact with student identified as "At Risk".
      - Follow up email is a follow-up, in circumstances when student did not make contact as requested in the initial email.
   ii.   Post-Meeting Email
      - **The post-meeting email** must include all intervention strategies agreed upon with the student.
   iii. Intention to Cancel Email (Repeated Fail of Unit - Risk of Exclusion)
      - **Intention to Cancel Email (Repeated Fail of Unit - Risk of Exclusion)** is to be used when a student fails the same unit twice and is "At Risk" of exclusion if they fail again.

   Student must be provided with a copy of the signed Academic Success Plan.

9.3   Academic Success Register

a)   The Academic Success Register is created in a Smartsheet and enables communication, collaboration, transparency, and clarity on the status of all students identified as "At Risk" and on an Academic Success Plan.

10.   Review

a)   The Support for Students Procedure is reviewed annually to maintain alignment with the Support for Students Policy and at the time of any changes to the regulatory compliance requirements, legislation, regulation, and guidelines.