

# Support for Students Procedure

## Document

<b>Document Name</b>	Support for Students Procedure
<b>Overarching Policy</b>	Support for Students Policy
<b>Brief Description</b>	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.
<b>Responsibility</b>	Director of Student and Academic Services
<b>Delegated Approver</b>	Senior Management Team
<b>Initial Issue Date</b>	10 February 2022
<b>Date for Next Review:</b>	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
27/3/25	3	Administrative stakeholders review. Policy, procedure and website alignment completed with minor changes.	Director of Student and Academic Services

## Related Documents

Name	Location
Attendance Policy	<a href="#">SIBT Website</a>
Program Progress Policy	<a href="#">SIBT Website</a>
Student Code of Conduct	<a href="#">SIBT Website</a>
Student Complaints and Appeals Policy	<a href="#">SIBT Website</a>
Student Wellbeing and Welfare Support Policy	<a href="#">SIBT Website</a>

Name	Location
Support for Students Policy	<a href="#">SIBT Website</a>
SIBT Communications Templates	The Student Management System
Academic Success Register	Smartsheet
Academic Success Template	L Drive
Privacy Act 1988	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Education Services for Overseas Students Act 2000	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
National Code of Practice for Providers of Education and Training to Overseas Students 2018	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Support Act 2003	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Standards Framework (Threshold Standards) 2021	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023	<a href="#">Federal Register of Legislation - Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023</a>

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## 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
<b>Academic Census Date</b>	The final date students can withdraw from units without academic penalty is the last teaching day (Friday) in week eight (8).
<b>Academic Success Plan (ASP)</b>	An individual support plan, based on an individual student's needs assessment, that specifies SIBT academic and wellbeing support and the commitment and engagement required by the student.
<b>Academic Progress</b>	Students' overall progress in successfully completing all the units in the program of study.
<b>Advocacy Support</b>	Impartial support provided to help a student with a range of problems or issues including but not limited to including clearly expressing themselves or navigating SIBT policies and procedures.
<b>Case Manager</b>	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'
<b>Counsellor</b>	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 and to help facilitate academic success.
<b>Crisis</b>	A time of intense difficulty or acute risk (educational or personal or interpersonal or an intersection of these) that endangers a student's ability to successfully complete their unit of study.
<b>Diagnostic Assessments</b>	Types of assessments used before learning commences to identify strengths and weaknesses, prior knowledge and potential problems. It covers a broad range of knowledge and skills and is used to refine future teaching plans. Tools include pre-tests and samples of writing
<b>Financial Census Date</b>	The final date students can apply for or withdraw from units, without incurring a debt (financial penalty) is the last teaching day (Friday) in week four (4). The Census date is a minimum of 20% of the way through a unit.

<b>Formative Assessments</b>	Types of Assessment used during the learning process to collect data for monitoring progress on a topic and provide feedback to the student. It also informs teaching and learning strategies to improve student attainment. Tools include quizzes, discussions, written tasks, reflections and self-assessments.
<b>Intervention Strategy</b>	An identified approach to mitigating risk to program completion which is aimed at supporting the student to succeed in their studies.
<b>Peer Mentoring (Ambassadors)</b>	Senior SIBT students who have been trained as mentors to provide guidance to new students over the first few weeks of study to help them adapt to the new learning environment and Australian culture.
<b>Student At Risk</b>	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, formalise support offerings and recommendations and ensure the case manager and the student collaborate in identifying and implementing strategies for academic success.
- 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 monitor and report on the effectiveness of support offered to inform continuous improvements and best outcomes for SIBT students.

#### 5. Roles with responsibilities under this procedure

<b>Position</b>
<b>Academic Director</b>
<b>Program Convenor</b>
<b>Teacher</b>
<b>Student Services Manager</b>
<b>Student and Academic Administration Manager</b>
<b>Academic Success Team Leader</b>
<b>Student and Academic Services Coordinator</b>
<b>Student and Academic Services Officer</b>

Position
Student Learning Advisor
Student Counsellor
Sponsored Students Officer
Student
Case Manager

## 6. Types of Risk Factors (RF)

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

## 7. Identification of "At Risk" Students Procedure

### 7.

#### 7.1 Stage 1 – Early Period Identification of 'At-Risk' Students

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

- a) During this stage student can be identified:
  - i. From the point of application: A student can be identified as 'At Risk' at any stage of their study journey with the first identification being at the application stage.
  - ii. During their studies. Students can be identified as "At Risk" by any academic or professional staff member through diagnostic or formative assessments, due to low academic performance, concern with academic literacy or maths skills, low classroom engagement or low attendance, concerns for wellbeing, or behavioural concerns such as disruptive classroom behaviour.

- iii. When they indicate disability or equity group status in their application. Students with disability or equity group status are identified by the admissions team and referred for support to the Student Counsellor prior to enrolment, who proactively contacts them and informs them of available supports. These students then advise what support they wish to access.

b) Timeline for Stage 1:

- i. **Step 1 (Week 0 – Week 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, at admissions stage, of those 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 by week 1 and are emailed by the Academic Success Team Leader or delegated team member to request they access the support offered;
  - The Student Services Team reminds all students of the Financial Census date at each study period via regular communication and this message is reiterated with additional support information provided by the Academic Success Team to all students “At Risk” prior to census;
  - Teachers can refer students directly to the Academic Success 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;
    - Academic Literacy;
    - Language Proficiency
    - Attendance;
    - Assessment;
    - Maths Skills;
    - Engagement with studies;
    - 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 Services Manager 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 Team Leader 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 – Mid-Study Period - Academic Concern Process (ACP)

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.

- a) The Academic Success Team Leader 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. Students are then contacted individually and offered support appropriate to their situation.
- b) Timeline for Stage 2:
  - i. **Step 1** – Week 5: The Risk Report is generated from the Student Management System 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 Team Leader 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. Case Managers make a brief note on the Student Management System to document contact made with student and whether the student engaged with them or not. Teachers have access to these notes so they can monitor student engagement with support services after reporting their concerns.
  - 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 maintain accurate and up-to-date student records in the Risk Report and where appropriate, the Student Management System so teachers can monitor student engagement with support services / ASP.
  - vi. **Step 6** – Week 9: The Academic Success Team Leader 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 – End of Study Period - Board of Examiners (BoE) 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) Actions arising from the BoE are recorded in the BoE Action List by the SIBT Student and Academic Services Coordinator (SASC).
- b) BoE decisions will be actioned by the SIBT SASC after the BoE meeting. These decisions may include grade adjustment, self-enrolment block (if student has not yet enrolled), the type of communication to be sent to a student, and students identified for an ASP.
- c) Timeline for Stage 4:
  - i. Updates to the SMS, including blocking self-enrolment functionality and grade adjustments are to be completed **no later than 9am the day Results are released to student.**
  - ii. **By 5pm Friday directly after results are released to students:**  
Communication advising 'at-risk' students of SIBT decisions.  
  
**1 week prior to session commencement:** 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 case manager and selecting all the other support mechanisms (academic and non-academic) they want/need.
  - iii.
  - iv. 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. These include:
  - i. Individual Academic Success Plans,
  - ii. Non-academic support, such as student services counter, counselling welfare and disability support,
  - iii. Academic Support,
  - iv. Supplementary and Social Supports,
  - v. Monitoring Attendance and Engagement, and
  - vi. Conditional enrolment as per the Program progress Policy.
- 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 Team Leader 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 of receipt, the case will be closed by the Academic Success Team Leader, 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 Team Leader (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 Video conference);
  - 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.
  - iv. If during the conversation with the student the Case Manager discovers that the matter is beyond their area of responsibility (i.e., complex academic advice, welfare or safety concerns), 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. The 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 of progress made against the ASP;
  - 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 that the ASP has been closed.
  - ix. Academic Success Register to be updated after each communication and meeting with a student.

- x. Students who do not engage with the Case Manager will be reported to the Academic Success Coordinator. The Academic Director will be informed before the case is closed.

Please refer to [Appendix A](#) of this document for an overview of the steps for implementing an Academic Success Plan.

## 8.2 Non-academic Support

SIBT offers various non-academic support services to ensure students can be proactively assisted as needs arise. This includes the Student Services Counter, the iHelp counter for technology support, and counselling, welfare and disability support services. SIBT monitors access to support regularly so resources for non-academic support can be increased as required to ensure timely delivery on support requests.

<b>Student Services Counter</b>	First point of contact for all student enquiries, providing information and referral to other support services (internal) as required – student is provided with contact details and where necessary, assisted with making an appointment
<b>iHelp</b>	Assist with technological issues including connection to campus networks, and navigating and accessing systems such as the learning portal
<b>Student Mentor</b>	Student is assisted with the initial meeting and subsequent engagement is monitored regularly
<b>Counselling, Welfare and Disability Support</b>	Free, confidential services with professional, qualified counsellor including; <ul style="list-style-type: none"> <li>• Counselling Support: Individual support to promote mental health and wellbeing, enhance self-understanding, and resolve identified concerns. This may include support with personal issues impacting studies, adjustment and settlement in Sydney, and transition to study;</li> <li>• Student Welfare and Advocacy support. 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;</li> <li>• Disability and Accessibility support to students, particularly regarding academic reasonable adjustment arrangements for students with verified disabilities or health conditions, as per the SIBT Reasonable Adjustment Policy</li> <li>• Wellbeing workshops and mental health promotion, including workshops, events, groups activities and awareness raising campaigns.</li> </ul>
<b>Non-Academic Support Staff</b>	<ul style="list-style-type: none"> <li>• Individual meetings with a Student Counsellor for students needing counselling, welfare or disability support. For those with an Academic Success Plan, these can be set up at regular intervals up to two (2) weeks in advance as face-to-face or video conference sessions;</li> <li>• Individual meetings with a Student Learning Advisor. For students needing general support and advice regarding</li> </ul>

	<p>their studies, or for those with an Academic Success Plan, these can be set up at regular intervals up to two (2) weeks in advance as face-to-face or Video conference sessions;</p> <ul style="list-style-type: none"> <li>• Student Welfare and Advocacy support – scheduled as needed with the Student Counsellor.</li> <li>• Referral to other support services (external or internal) as required – student is provided with contact details and where necessary, assisted with making an appointment.</li> </ul>
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### 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 academic challenges, 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: Skills for Academic Excellence and Success (SAES101), 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 Advisors – set up weekly or fortnightly face-to-face or video conference sessions, scheduled two (2) weeks in advance;
  - iii. Regular one-on-one dedicated Math Support Learning Advisor.
  - iv. Weekly 1-hour teacher consultations (teacher availability is published on unit page on Moodle)
  - v. Meetings with Program Convenor or Teacher, as required;
  - vi. Additional one-on-one or group classes or workshops with the Teacher;
  - vii. Participation in the Academic Skills and Maths Skills workshops;
  - viii. Reduced study load for current study period as recommended by Program Convenor or Academic Director;
  - ix. Prescribed personalised study plan for the current and/or subsequent study periods;
  - x. 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;
  - xi. Individualised English Language support 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 and Social Support Mechanisms

- a) SIBT offers various supplementary and social support mechanisms, which may act as mitigation strategies for student “At Risk”. These are available to all students and as intervention strategies for students on Academic Support Plans. These may 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. The Student Voice Committee, SIBT's student representative group, is integral to student community and belonging, and is a conduit for students to raise concerns.
- iii. English Conversation Groups;
- iv. Library Services to assist student with accessing learning resources and access study spaces;
- v. Peer mentoring and student leadership development support, through peer programs such as Orientation Helper Program which includes training and recognition;
- vi. Specialised learning materials and accessible technology.
- vii. Assignment of a Student Mentor/Buddy as part of an Academic Success Plan – student is assisted with the initial meeting and subsequent engagement is monitored regularly.

## 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 by Case Managers 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 the Case Manager to monitor attendance – Case Manager sets up regular/weekly/fortnightly face-to-face or Video conference sessions, two (2) weeks in advance. Frequency to be determined by Case Manager and can be adjusted should attendance improve.
- d) SAOs 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 Officers 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
<b>CON 1</b>	<ul style="list-style-type: none"> <li>• Student fails more than 50% of their enrolled units for the 1<sup>st</sup> time (all units, OR 2 out of 3, OR 3 out of 4).</li> </ul>	<ul style="list-style-type: none"> <li>• 3 units maximum per study period; and</li> <li>• Implementation of ASP.</li> </ul>
<b>CON 2</b>	<ul style="list-style-type: none"> <li>• Student fails more than 50% of their enrolled units for the 2<sup>nd</sup> time (all units, OR 2 out of 3, OR 3 out of 4); or</li> <li>• Student does not comply with previously implemented ASP; or</li> </ul>	<ul style="list-style-type: none"> <li>• 3 units maximum per study period; and</li> <li>• Review of ASP (if in place) to determine if further intervention strategies are required to improve academic progress.</li> </ul>
	<ul style="list-style-type: none"> <li>• Student fails the same unit for the 2<sup>nd</sup> time.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 units maximum per study period; and</li> <li>• Implementation of ASP.</li> </ul>
<b>CON 3</b>	<ul style="list-style-type: none"> <li>• Student returns from exclusion or suspension from SIBT or another education provider; or</li> <li>• Student fails more than 50% of their enrolled units for the 3<sup>rd</sup> time (all units, OR 2 out of 3, OR 3 out of 4); or</li> <li>• Student fails the same unit for the 3<sup>rd</sup> time; or</li> <li>• Student does not comply with previously implemented ASP.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced study load (2 units maximum per study period); and</li> <li>• Review of ASP to determine if further intervention strategies are required.</li> </ul> <p>This is the student's final progress warning and may result in exclusion.</p>

## 9. ASP Templates and Registers

### 9.1 Academic Success Plan Template

- a) The Academic Success Plan (ASP) Template is stored in the L Drive and completed in Administration Process for Academic Success Plan Implementation Step 8 (refer to Appendix A of this document).

- 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.
- e) Refer to [Appendix A: Steps for Implementing a Student Academic Success Plan](#) for detailed steps when implementing an ASP.

## 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 the Student Management System, replacing 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”.
    - If a student does not make contact as requested in the initial email, a follow up email is sent to the student.
  - ii. Post-Meeting Email
    - **The post-meeting email** must be sent within (X days) of the meeting taking place. This emails must be contextualised to include all intervention strategies agreed upon with the student.

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. Support for Students Procedure 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.

## **Appendix A: Steps for Implementing a Student Academic Success Plan**

- 1. Student Identified as "At Risk"**
  - Initiated by faculty/staff.
- 2. Notification Sent to Student**
  - Academic Success Team Leader informs the student via email/SMS.
  - Provides recommended Academic Success Plan (ASP).
  - Requests student to sign Letter of Acknowledgment.
- 3. Student Responds to Email**
  - Agrees to implement ASP by signing Letter of Acknowledgment.
  - May request changes to better suit their needs.
- 4. Student Details Updated in Academic Success Register**
  - Academic Success Plan and Letter of Acknowledgment are recorded.
- 5. Case Manager Assigned**
  - Designated by the Academic Success Team Leader.
- 6. Case Manager Contacts Student**
  - Use email templates in Navigate
- 7. Meeting Between Case Manager & Student**
  - Discusses ASP and updates as needed.
  - Agrees on regularity of meetings.
  - Notes added to the Academic Success Register.
- 8. Notifier Updated**
  - Case Manager informs the person who identified the student as "At Risk."
  - Confidentiality maintained.
- 9. Records Updated**
  - Case Manager uploads a copy to the student's enrolment record.
  - Makes notes in the Student Management System.
  - Schedules meetings and reminders.
- 10. Ongoing Monitoring**
  - Case Manager ensures adherence to ASP through regular contact.
- 11. Non-Adherence Escalation**
  - If the student does not adhere, the Case Manager refers the case back to the Academic Success Team Leader.



**12. Non-Response Closure**

- If the student does not respond to additional attempts, the case is closed.

**13. Completion & Closure**

- If the student follows ASP and meets all conditions, the case is closed.
- Notes entered into the Student Management System and Academic Success Register.

**14. Outcome Communication**

- Case Manager communicates the outcome to stakeholders via the Academic Success Register.
- Case closed.

**15. Non-Attendance Closure**

- If the student is not attending meetings, the Case Manager informs stakeholders and closes the case.