

STUDENT SUPPORT POLICY

Policy owner	Education Committee
Policy category	Academic
Policy status	Approved
Approval body	Academic Board
Last amended	8 th May 2023

PURPOSE

MIECAT supports students in becoming professional and self-directed graduates. Student development and learning is dependent on the support they receive, the environment in which they study, the academic quality of their course, and their motivation to learn. MIECAT recognises that both academic and non-academic factors can hinder a student's progress and that these two realms are often dynamically connected. This policy is framed with a holistic view of students and their experience at MIECAT and provides a framework to support them to be successful in a nurturing teaching and learning environment.

SCOPE

All students enrolled in courses at MIECAT.

POLICY AND PROCEDURES

MIECAT is committed to the provision of student support services that are accessible, timely, of high quality and relevant. MIECAT provides learning support, administrative support, technology support, and assists students in finding appropriate mental health support.

1. Principles

1.1 Students who experience difficulties that hamper their progress and prevent them from achieving their full potential are entitled to timely and reasonable academic and personal support from MIECAT that will assist them to improve their progress.

1.2 The nature of the support will be flexible and appropriate to the needs of the individual student.

1.3 The process is to be student focused and geared toward a positive outcome with ongoing support available to the student throughout the process.

1.4 Students are to be actively involved in the development of any strategies and kept informed of any determinations.

1.5 Notes from meetings, communication and results in relation to any significant academic or non-academic issues that may hinder a student's progress are to be maintained and stored in the student's file.

1.6 The mental health and wellbeing of a student is vital, and should issues be identified that may require clinical support, MIECAT can support the student by making them aware of, and encourage, engagement with relevant services.

1.7 MIECAT is committed to:

- Identifying students at risk of unsatisfactory progress as early as possible.
- Regularly advising students of academic progression requirements.
- Monitoring student progress so that intervention strategies can be initiated.
- Alerting students that they are not meeting academic progression requirements.
- Providing support to students to enable them to achieve academic outcomes and to progress through their course of study to graduation.

2. Academic Support

Teaching staff are available to students to discuss concerns about any aspect of their academic progress. Contact with teaching staff should be made before or

after class or via email. In the case of email, staff will respond within two to three working days. Staff email addresses are provided at the commencement of a subject.

Teaching staff will monitor student progress and negotiate with the student any requirements for academic progression. If academic progression remains at risk, teaching staff may relay their concerns to the subject or course coordinator for additional avenues of support.

3. Support for Students Identified as at Risk.

MIECAT's Academic Access Officer (Masters Course) and Professional Doctorate Coordinator (Doctorate Course) are available to offer support to students considered to be at risk. Students are encouraged to discuss concerns about academic progress at any time, including in advance of the commencement of classes and/or assessments.

Anything discussed with the Academic Access Officer or Professional Doctorate coordinator will be documented respectfully and shared only with relevant Academic Staff, in support of the student's best interests, wellbeing and academic progression.

3.1 A student may be identified as 'at risk' if they are not progressing satisfactorily in their studies. Key factors that indicate students may be at risk are:

- physical or mental unwellness, as well as disability;
- family or carer responsibilities;
- behaviour which is consistently disruptive, volatile, or otherwise in breach of MIECAT values and codes of conduct;
- level of English language proficiency;
- pattern of deferral;
- failure to attend compulsory teaching and assessment components;
- failure to complete required subject hurdles, assessment elements, workload hours, or workplace practicum hours and responsibilities;
- unsatisfactory attendance record;
- minimal class participation/engagement.

3.2 When a student has been identified as 'at risk', MIECAT's Academic Access Officer or Professional Doctorate coordinator will negotiate a strategy, consistent with the principles outlined earlier in this policy. This strategy will be formed and implemented by both MIECAT staff and the student.

The following supports may be considered on a case-by-case basis, as part of the negotiated strategy:

- Adaptation of course workload or assessment format.
- Recommendations for academic or learning skills through relevant internal or external resources.
- Recommendations of relevant external resources for English language competency, both written and oral.
- Recommendations for relevant external professional support for personal health and wellbeing concerns.
- Establishing an Engagement Support Plan to be monitored and reviewed in consultation with the student and key academic staff and committees where appropriate

4. Disability Support

MIECAT values diversity in abilities and ways of being in the world. Prospective students are strongly encouraged to inform MIECAT of their accessibility requirements for participation in MIECAT courses by contacting MIECAT Student Services.

5. Wellbeing support

In undertaking experiential learning students may encounter personal material which may be best attended to with the support of a therapist.

Although it is not compulsory to see a therapist during MIECAT studies, it is highly recommended. The ANZACATA website provides a list of creative arts therapists that students can use to source a therapist.

MIECAT teaching staff are available for debriefing purposes, but it is a conflict of interest, within the educational context, for staff to provide therapy for students.

6. Administrative and Technology Support

Administrative and technology support is available through the Student Services Team. The Student Services Team can be contacted via email at admin@miecat.edu.au, and will respond within two working days. Requests for technology support should be sent to digitalsupport@miecat.edu.au.

RESPONSIBILITY FOR IMPLEMENTATION

MIECAT's Academic Access Officer, Course Coordinators, MIECAT teaching staff, Student Services Team, Education Committee.

KEY STAKEHOLDERS

All students and staff at MIECAT

SUPPORTING DOCUMENTS

MIECAT Student Orientation / Transition Policy

MIECAT Student Orientation Booklet

VERSION HISTORY

Date of Issue	Version	Author	Summary of changes
8 th May 2023	1.0	J. Mitchell	Draft for approval

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