

STUDENT SUPPORT POLICY

Policy owner	Education Committee
Policy category	Academic
Policy status	Approved
Approval body	Academic Board
Last amended	25 Feb 2026

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 MIECAT is committed to equitable access to learning and to supporting students to meet academic progression requirements.

1.2 Students experiencing circumstances that may affect their academic progress are entitled to timely and reasonable support.

1.3 Support strategies will be flexible, proportionate, and appropriate to individual circumstances while maintaining academic integrity and professional standards.

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

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

1.6 Adjustments will be made where reasonable and appropriate, provided they do not compromise the inherent requirements of the course or relevant professional standards.

1.7 Records of significant academic or non-academic matters affecting progression will be documented and managed in accordance with MIECAT's Privacy Policy and applicable privacy legislation.

1.8 MIECAT promotes student wellbeing. Where concerns arise that require clinical or specialist intervention, students will be referred to appropriate external services. MIECAT does not provide clinical therapeutic services to enrolled students.

1.9 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. Identifying Students at Risk of Unsatisfactory Progress

MIECAT monitors student engagement and academic performance to identify students at risk of unsatisfactory progress at the earliest possible stage.

Indicators may include:

- Unsatisfactory academic performance
- Failure to meet assessment requirements or subject hurdles
- Non-completion of practicum or required workload hours
- Patterns of disengagement from required learning activities
- Unsatisfactory attendance (where attendance is a requirement of the course)
- Repeated leave of absences or interrupted enrolment
- English language challenges affecting academic performance
- Personal, health, disability, family or carer responsibilities impacting study
- Behaviour inconsistent with MIECAT's Student Conduct Policy

Identification of risk does not imply misconduct. It initiates a supportive review process.

3. Broad structural support for students at risk of unsatisfactory progress

3.1 MIECAT conducts an 'Selection & Admissions Survey' on completion of admission which may provide data alerting MIECAT to factors with potential to compromise student progression.

3.2 MIECAT's Assessment & Moderation Policy adopts a broad approach to assessment tasks. This approach is designed to support student success in providing for diverse learning styles and thus can mitigate risk of unsatisfactory completion for some students.

3.3 MIECAT offers flexibility in its enrolment provisions. Modes of study are offered in both online and in-person formats. Enrolment can be deferred in certain circumstances and mid-year entry is offered. Such flexibility can support students at risk of non-completion to complete their studies in a timely manner.

3.4 MIECAT has appointed a dedicated academic (the Academic Access Coordinator) to oversee academic access of Masters course students.

- The Academic Access Coordinator liaises with staff, students, Student Services and the Masters Coordinator to ensure the best possible outcome for students in the progression of their Masters studies.

- 3.5 Digital learning and technical support is available to support the academic progress of all students.
- 3.6 Feedback is sought from all students on completion of all subjects or Units. This feedback is tracked and used to inform subject reviews to ensure optimal accessibility for students to support successful progression.
- 3.7 Student progression and attrition rates are monitored each semester by the Course Coordinator and Education Committee. This data, combined with reports from the Academic Access Coordinator and relevant surveys, forms the evidence used to strengthen and enhance course offerings and student experience. This, in part, supports students at risk of unsatisfactory progress.

4. MIECAT's process for identifying and supporting 'students at risk'

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.

MIECAT's Academic Access Coordinator (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 Coordinator or Professional Doctorate Coordinator will be documented respectfully and shared only with relevant Academic Staff where necessary to support the student's best interests, wellbeing and academic progression.

- 4.1 At the point of admission, Masters students who self-identify as having access needs or considerations regarding their studies can opt in to being contacted by the Academic Access Coordinator and relevant Selection & Admissions personnel. A study plan (co-authored handover) is agreed upon by all parties and a record, containing a summary of discussion and agreed outcome/s, is held in the student's file. The Academic Access Coordinator notifies the relevant staff (Subject Coordinator, Subject teacher and Program Delivery Coordinator) of the outcome of the meeting.

4.2 Subject teachers monitor the academic progress of all their students. They will initiate a discussion with students who appear at risk of not completing required academic tasks to ensure progression. They alert students to the resources available for support and recommend consultation with the Academic Access Coordinator. If academic progression continues to be at risk, subject teachers will inform the Subject or Course Coordinator of their concerns and seek additional avenues of support.

4.3 When a student has been identified as 'at risk', MIECAT's Academic Access Coordinator 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.

4.4 In the hurdle subjects (Units 3-6) of the Masters Course on completion of a subject, if a student has failed, received only a pass grade or resubmitted work on multiple occasions, they will be required to engage in the process of academic review with a panel of academics to establish a supportive learning pathway. This process is outlined in detail in the MIECAT Student Progression, Candidature, Leave of Absence and Exclusion Policy.

4.5 As a student moves into a new subject, the Academic Access Coordinator monitors their progress through feedback from the new subject teacher.

5. Disability Support

MIECAT values diversity in abilities and ways of being in the world. Prospective students are invited to disclose any accessibility requirements on their application form and/or are encouraged to inform MIECAT Student Services of any accessibility requirements that may support their participation in MIECAT courses.

Current students may also notify Student Services or the Academic Access Coordinator if their circumstances change during their studies and/or additional support is required.

6. 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.

7. Administrative and Technology Support

Administrative 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.

IT and/or technology support is available through our Managed Service Provider, contact details can be accessed via the Student Resources Hub in MS Teams or by contacting Student Services.

8. Grievances and Complaints support

MIECAT has clear procedures for the resolution of student grievances and complaints. (See the MIECAT Student Grievance Handling and Resolution Policy) If a matter cannot be settled satisfactorily from a student's viewpoint, support can be sought from the National Student Ombudsman. The National Student Ombudsman works to resolve student complaints about higher education providers. The NSO is a free and independent service available to all higher education students. See the NSO website for more details: www.nso.gov.au

RESPONSIBILITY FOR IMPLEMENTATION

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

KEY STAKEHOLDERS

All students and staff at MIECAT

SUPPORTING DOCUMENTS

- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency Act 2011
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Privacy Act 1988
- MIECAT Student Grievance Handling and Resolution Policy
- MIECAT Student Orientation & Transition Policy
- MIECAT Student Handbook
- MIECAT Student Progression, Candidature, Leave of Absence and Exclusion Policy
- MIECAT Privacy Policy
- Student Conduct Policy

VERSION HISTORY

Date of Issue	Version	Author	Summary of changes
8 th May 2023	1.0	J. Mitchell	Draft for approval
23 rd May 2023	1.0	J. Mitchell	Approved by Academic Board
27 th March 2024	1.1	J. Mitchell	Revised in response to new legislation requirements for student support
21 st May 2024	1.1	J. Mitchell	Approved by Academic Board

25 Feb 2026	1.2	A. Richards	Updated policy with new terminology and updates to terms/processes.
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