

Student Support Policy

1. Purpose and Scope

This policy provides information for staff and students regarding supports provided by the Australian Performing Arts Conservatory to assist students so that they have the best opportunity for success. This policy applies to all members of the Conservatory's higher education community.

2. Objectives

The Conservatory is committed to providing a harmonious environment for all our students.

The Conservatory aims to provide support to enhance students' experience during their studies and to assist students to achieve success. The Conservatory will:

- Support students to settle into the Conservatory community
- Create a Student Council as a student representative body that will have membership on the Academic Board
- Ensure that the Conservatory is free from discrimination
- Promote an environment where students are supported in all aspects of learning, and are encouraged to undertake scholarly endeavours
- Promote ethical and professional behaviour

3. Implementation

The Director of Higher Education and the Administration Manager will endeavour to support all students in their learning at the Conservatory, and provide support to students who have been identified as at risk under the processes in the Assessment, Moderation and Progress Policy. The Director of Higher Education will lead the development and implementation of a Student Council.

3.1. Responsibilities

The Director of Higher Education is responsible for implementing support and liaising with all academic, administrative and support staff to ensure that students' welfare is treated holistically and confidentially.

The Conservatory will:

- Ensure that students who need support are identified early
- Ensure that staff are trained in identifying and providing support for students, and refer students to external services, as required
- Ensure that academic advice on areas of study assists students to make sound decisions which are likely to lead to successful outcomes
- Disseminate information about student support services to all higher education staff and students, including information about the Student Council
- Ensure that communication with students is timely, clear, respectful and effective
- Encourage students to access supports as early as possible

Students are expected to:

- Take responsibility for their own study and make informed choices
- Seek advice on all aspects of study decisions
- Be aware of supports available and seek help where relevant
- Undertake support that has been recommended as a result of risk identification and interventions

- Undertake additional English language studies where necessary.

The Student Council will:

- develop its own terms of reference
- elect a representative as the head of the Student Council
- provide a voice for students studying at the Conservatory
- provide advocacy for students in all areas of their study and assist with interpreting the Conservatory's rules, policies and procedures
- represent students on the Academic Board via the Representative of the Student Council, who will be a member of the Academic Board.

4. Procedure

The Administration Manager or Director of Higher Education can assist with all matters relating to academic and welfare issues. Students may also request additional support from lecturers throughout the course of study or from a dedicated Counsellor. Student administration can advise on all aspects of student life. Administration staff will support students, directly or indirectly by referral, with issues including, but not limited to:

- Learning pathways and possible RPL opportunities
- Provision for special learning needs
- Support with creating a resume, interview skills and finding work
- Academic learning support
- Personal support

Please see the Administration Manager for more information. Please note that the Conservatory may refer you to its own dedicated Counsellor or a third party (i.e. doctors, counsellors) as appropriate.

4.1. Identification of academic support needs

Student administration staff and academic staff will use the following list of events to trigger the activation of discussions and academic counselling when a student:

- Does not submit a second assignment
- Is struggling with the English teaching medium
- Submits assignments, but submits more than two after the due date, without prior consultation or approval
- Fails a second assignment

4.2. Identification of personal support needs

Staff at the Conservatory will endeavour to identify personal supports for students via observing student behaviours. Discussions with students will be conducted in a respectful and timely manner.

Students are encouraged to contact Conservatory personnel if they need personal support. Personal support may be needed for:

- Medical conditions or disability
- Mental health conditions
- Emotional instability resulting from trauma, such as victimisation
- External issues such as financial hardship

Support Staff

To access any of the following support services, students can contact either the Administration Manager, or their lecturer.

Learning Support

The Conservatory offers learning support to students including:

- Orientation and transition support
- Study skills
- Academic writing skills
- Information and Communications Technology (ICT) skills
- Referencing techniques and searching online databases
- Using the Student Learning Management System (LMS) – Moodle

Workshops will be held in Orientation week to assist students with the transition to higher education study and campus life. An Orientation Schedule will be available upon enrolment, and attendance is compulsory.

Other Support

- Personal support and counselling either with the Conservatory's Counsellor or via referral to a relevant professional
- Referral to health practitioners
- Advocacy support for assistance with rules and procedures from personnel independent to the Conservatory
- Careers advice

Students with Special Needs

In line with the Conservatory's access and equity practices, students with special needs are offered the same opportunities as any other candidate. The Conservatory's courses take special needs into consideration and provide Reasonable Adjustment for students with a disability or other conditions affecting their study. Flexible learning and assessment methods will be adapted according to specific requirements if necessary. To ensure that appropriate assistance can be provided, students should advise the Conservatory, either at the time of enrolment or via the Administration Manager. Refer to the Diversity Equity and Fair Treatment Policy for further details on Reasonable Adjustment.

5. Definitions

At Risk: A student who has been identified as having the potential to not meet student progress requirements and may need support; or students who have not met milestones such as submission of assignments or failed a subject and may need support to progress successfully.

Disability is broadly defined in the Disability Discrimination Act (DDA) as having any of a wide range of physical, mental health or learning conditions, including: Loss or damage of a bodily or mental function. The Disability Standards for Education 2005, Part 1, 1.4 Definitions, states that 'disability, in relation to a person, means:

- a) total or partial loss of the person's bodily or mental functions; or
- b) total or partial loss of a part of the body; or
- c) the presences in the body of organisms causing disease or illness; or
- d) the presence in the body of organisms capable of causing disease or illness; or
- e) the malfunction, malformation or disfigurement of a part of the person's body; or
- f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:

- h) presently exists; or
- i) previously existed but no longer exists; or
- j) may exist in the future; or
- k) is imputed to a person.

English Language Proficiency: The ability of students to use the English language to make and communicate meaning appropriately in spoken and written forms in the context of their studies.

Reasonable adjustment refers to a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students (Disability Standards for Education 2005).

Reasonable adjustment of learning refers to a reasonable adjustment to a unit or program that may alter the activities or resources but still retains the overall learning outcomes of the program.

6. Related Documents

The following policies and procedures are related to this policy:

- Student Grievance Policy
- Assessment, Moderation and Student Progress Policy
- Academic Honesty and Misconduct Policy
- Student Code of Conduct
- Diversity Equity and Fair Treatment Policy

7. Review

Three years from commencement.

8. Accountabilities

The Academic Board is responsible for review and approval of this policy.

The Conservatory is responsible for distribution of this policy to students and the Conservatory's higher education community via the website and other publications.

9. Revision History

Approval Authority	Contact Person	Revision Due Date	Revision Date	Approved Date	Version No.	Revision Description
Academic Board	Chair	01/07/19		11/04/16	1	New document
Academic Board	Chair	01/07/2020	9/6/17	9/6/17	1.1	Current
Academic Board	Chair	14/07/23	14/07/20	14/07/20	2.0	
			05/08/21	05/08/21	3.0	Minor changes