AFTRS
Australian Film Television
and Radio School

Support for Students Policy

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1. Purpose

1.1.   This policy identifies the processes for the identification of students that are at risk of not successfully completing their subjects.

1.2.   This policy outlines the support that is available to students to enable them to successfully complete their subjects.

1.3.   This policy ensures compliance with the *Higher Education Support Act (HESA) 2003.*

2. Scope

2.1.   This policy applies to award course students that are currently enrolled.

3. Policy Statement

3.1.   AFTRS supports students towards successful completion of their subjects through a combination of academic, wellbeing and governance mechanisms (figure 1).

3.2.   Whilst all staff have a responsibility to identify and support students at risk of not successfully completing their subjects, the primary Divisions that enact these processes are *Teaching and Learning* and *People and Culture* (through the Student Centre).
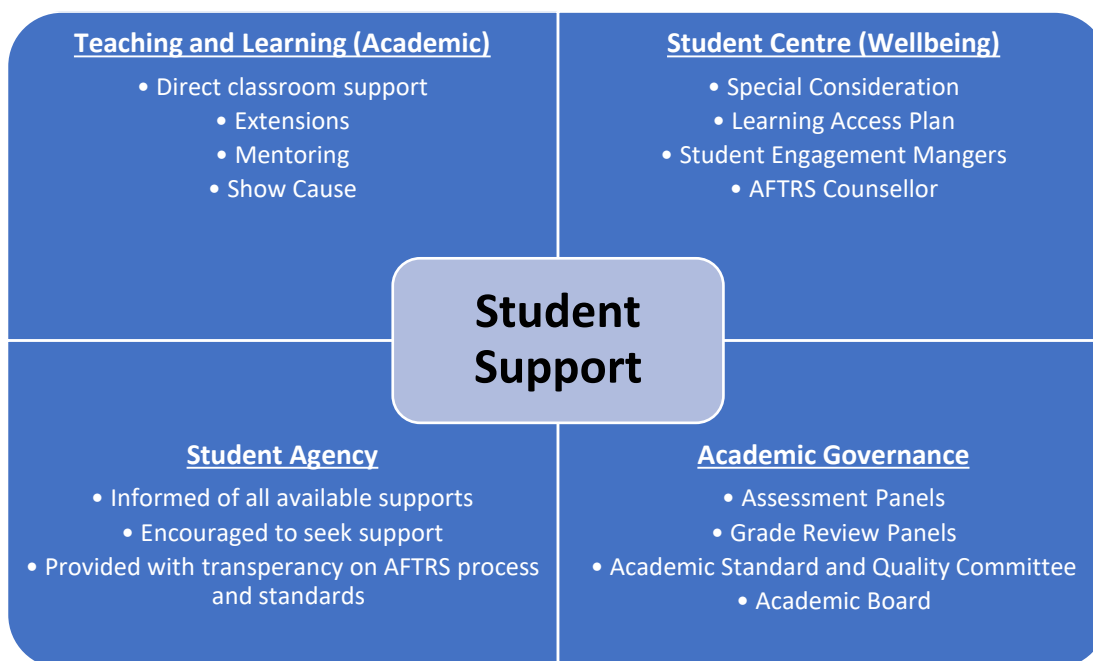
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Teaching and Learning (Academic)	Student Centre (Wellbeing)
• Direct classroom support • Extensions • Mentoring • Show Cause	• Special Consideration • Learning Access Plan • Student Engagement Mangers • AFTRS Counsellor
Student Support	
Student Agency	Academic Governance
• Informed of all available supports • Encouraged to seek support • Provided with transperancy on AFTRS process and standards	• Assessment Panels • Grade Review Panels • Academic Standard and Quality Committee • Academic Board

Figure 1: Overview of Support Mechanisms

Key Policy and Procedures

3.3.   The Student Handbook is the primary Policy document that provides students and staff with consistent and plain English explanations for the processes, standards and mechanisms that support students to successfully complete their subjects.

3.4.   The Student Handbook is supported by other internal documents including:
- the Academic Progression Procedure (internal only)
- the Guideline for Managing Assessment (internal only)
- the Mental Health and Wellbeing Policy
- the Reasonable Adjustments Policy and Procedure (internal only)

Access to resources

3.5.   The AFTRS website collates student-based processes and public facing policy and procedure documents.

3.6.   The Student Hub is an online resource for students that consolidates access and information for the support services that are available to students.

3.7.   Orientation Week provides commencing students with an introduction to the resources available to them for the duration of their course.

3.8.   The Learning Management System, *Moodle*, couples specific support mechanisms with the circumstances in which they may be utilised by students, for example, providing access to requests for extension and special consideration alongside the issuance and submission points for assessments.

3.9.   Course Guides identify relevant recourses appropriate to each course.

Identification of students at risk

3.10.   The at-risk process[1] is the primary mechanism used to identify and respond to a student that is at risk of not successfully completing a subject or subjects.

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[1] More information: the 2024 AFTRS Student Handbook, section 10.1

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3.11. The at-risk process is based on the principle that when a student is not in good standing[2] that they may therefore be *at risk*.

3.12. The concept of 'being in good standing' notionally represents a student that *is* on track to successfully complete their course requirements– referred to at AFTRS as the *progression rules.*[3]

3.13. Student-facing staff are required to assess and identify any potential risk factors that they witness based on a student's good standing.

3.14. The Academic Governance Framework provisions the convening of Assessment Panels and Grade Review Panels to scrutinise and confirm the grades awarded to students during and after each semester, and to identify and follow-up on students that are at risk based on assessment.

3.15. The nature of any risks that arise in the governance processes are referred to the subject matter experts best positioned to mitigate, triage, or support that risk.

3.16. AFTRS actively promote encourage students to seek support whenever they need it.

3.17. The combination of proactive identification from staff (3.13), systematic governance processes (3.14), case-by-case referrals (3.15), and the promotion of student agency (3.16) ensure that students are identified efficiently and effectively when they are at risk of not completing their subjects.

Support for students that are identified as at risk

3.18. The AFTRS library provides tailored academic support, including writing, referencing, and research skills support.

3.19. The Student Centre offer Student Engagement Manager access, and a confidential Counsellor service.

3.20. Teaching staff can offer one-on-one mentoring for students that require it, and may approve standard extensions.

3.21. Teaching staff are supported to intervene where the risk may be triaged and/or mitigated directly, otherwise they should refer internally to the Student Centre or their Program Convenor.

3.22. Students are given assessment feedback and support appropriate to the nature of their circumstances.

3.23. Where the risk may originate from a wellbeing, medical, or other personal circumstance– referral will be made to a Student Engagement Manager to assess eligibility for Special Consideration.

3.24. The identification of an at-risk student may trigger an ongoing relationship between a student and the Student Centre in the form of a Learning Access Plan or Learning Contract.

3.25. If the risk is not mitigated, and when intervention strategies are unsuccessful, the *show cause*[4] process may take effect, or an assessment for *fitness to study* [5]may be considered.

3.26. Where a student is identified as at risk or provided with any of the supports above, it is recorded on their student record in the Student Management System to ensure that their ongoing success in the course can be monitored, and further intervention can occur efficiently.

4. Responsibilities

Compliance, monitoring, and review

4.1. This Policy will undergo a transition period of three months from 1 January 2024 to 1 April 2024.

Reporting

4.2. The reporting requirements of the updated Support for Students Policy, in effect from 1 April 2024, will commence on 1 March 2025 in line with AFTRS obligations under the *Higher Education Support Act (HESA) 2003*

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[2] More information: the 2024 AFTRS Student Handbook, section 9.7
[3] More information: the 2024 AFTRS Student Handbook, section 9.2
[4] More information: the 2024 AFTRS Student Handbook, section 10.2
[5] More information: the 2024 AFTRS Student Handbook, section 5.4

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Records management

    4.3.   All records relevant to administering this policy and procedure will be maintained by the Policy and Governance Officer.

5. Definitions

At Risk: Students who are identified as "At Risk" have been identified by the School as needing additional support.

Fitness to Study: A process to assess extenuating factors that may lead to a faculty-initiated action to support a student who may not be able to succeed.

Good Standing: A concept that reflects a student that is unencumbered by any extenuating circumstances that may affect their enrolment and progression.

Learning Access Plan: Reasonable adjustments are recorded in an agreed Learning Access Plan. These are managed by the Student Engagement Managers.

Learning Contract: A student may be given conditions regarding their continued enrolment in the course which may form part of a learning contract. These are managed by the Student Engagement Managers.

Show Cause: The formal process following one of more serious issues related to a student's Good Standing. The escalation after at risk intervention has been unsuccessful.

Special Consideration: Special Consideration is available where a student requires an extension that is greater than 5 days due to special circumstances beyond their control such as illness, misadventure, or other factors.

Subject: A unit of study

6. Related Legislation and Documents

- Academic Progression Procedure
- AFTRS Student Handbook 2024
- Guideline for Managing Assessment
- *Higher Education Support Act (HESA) 2003*
- *Higher Education Provider Guidelines (HEPG) 2023*
- Mental Health and Wellbeing Policy
- Reasonable Adjustments Policy and Procedure

7. Approval and Review Details

Approval and Review	Details
Approval Authority	CEO
Responsible Officer	Director, People and Culture
Contact Officer	Head of Student Centre
Distribution	Intranet and AFTRS website Staff and Public facing
Next Review Date	*01/04/2024, then annually*

Approval and Amendment History	Details
Original Approval Authority and Date	CEO 22/12/2023
Amendment History and Date	*N/A*
Notes	This is an interim policy, to be superseded on 1 April 2024
Minor Amendment Approval and History	*N/A*

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