

1. Purpose

This policy aims to enhance student engagement and the student learning experience. It provides information for staff and students to ensure that adequate support is provided to meet student needs to provide the best opportunity for student success.

2. Scope

This policy applies to all the Institute's higher education students and to staff involved in providing and managing student support.

3. Overview

The Institute seeks to provide a quality student experience, appropriate to the age, stage, background and circumstances of a diverse student population. It seeks to:

- Provide appropriate supports to students both academic and personal support for JMI's courses
- Promote the development of interactive communities using web, email, social media, phone and the learning management system (Moodle)
- Ensure that the Institute is free from discrimination of all kinds, and that it is a place of acceptance and understanding, especially in a global context
- Ensure that all courses promote the recognition, understanding and development of ethical, moral and professional behaviour.

4. Implementation

The Institute will endeavour to support all students in their learning at the Institute and to provide additional support to students who have been identified as at risk under the processes in the Assessment Policy and the Students at Risk Register. The Institute will:

- Use a number of mechanisms to identify students who require additional support before admission to the Institute and throughout their studies
- Ensure that students only undertake an appropriate field of study if they have a strong probability of succeeding and it will benefit them
- Disseminate information about student support services to all higher education staff and students
- Ensure that communication with students is timely, clear, respectful and effective
- Encourage students to access support
- Ensure that staff are trained in identifying and providing support for students, and for referring students to external services, as required.

Students are expected to:

- Be responsible for their own study and choose their course and subjects carefully
- Seek advice from the Institute staff regarding academic requirements
- Seek advice and support to assist with their studies
- Seek support where external issues may be affecting their studies, such as mental health issues or medical issues.

- Liaise with the Institute staff if progression issues have been identified and commit to resolving the issue
- Undertake additional English language studies where necessary.

4.1 Identification of academic support needs

The Course Coordinator responsible for a particular group of students will contact a student for counselling if a student:

- Fails to 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
- fails a second assignment
- begins to miss classes without prior consultation
- fails to deposit a course payment on time.

Where it is deemed necessary, the Course Coordinator will refer the student on to other personnel within the Institute and beyond as follows:

- Financial – Chief Executive Officer (Nick Quigley)
- Academic Support – Head of School, Student Support Officer (Academic Support)
- IT – Chief Executive Officer (Nick Quigley)
- External counseling services to deal with personal issues – Lee Barnasson, clinical psychologist

4.2 Identification of personal support needs

The Institute will seek to identify students who need personal support in a respectful, equitable and timely manner. Students are encouraged to advise staff if they need personal support. Staff are also encouraged to be alert to student behaviours that may indicate that support is required. 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

4.3 Student Support Services

The Institute provides the following support services to assist students with their learning:

- Academic support
- English language support
- ICT support
- Personal Support for financial and personal issues, including referral to external supports such as counsellors, as needed.

4.3.1 Academic Writing Workshops

JMI offers specific Academic Writing workshops each semester delivered by the Student Support Officer. These sessions are designed to assist students with academic style writing, referencing, critical thinking in essays and common errors in spelling and grammar.

These sessions are generally held in orientation week and in Week 5 of the semester, however may be subject to change of date. Notifications will be sent to the student cohort of the date and time of these workshops for each semester.

4.3.1 Academic Writing Consultation

Students are able to access additional assistance with their academic writing skills in one-on-one consultations with our Student Support Officers. These consultations can include seeking assistance with:

- proof reading
- academic style writing
- correct referencing
- use of critical thinking in essay writing

Students are able to arrange a consultation with the Student Support Officer by following the below procedures:

1. E-mail the Academic Administrator (play@jazz.qld.edu.au) stating that you wish to have a consultation requiring academic writing assistance
2. Give a brief description of what you are looking for assistance with
3. The Academic Administrator will liaise with the Student Support Officer to find a suitable time and room
4. Students will then be advised of the room and time of consultation

It is the **student's responsibility** to be punctual and take the most they can out of the consultation. The student will not be reminded of the consultation time once advised of the room and time.

4.3.2 Consultation with Academic Teachers

Students who feel they are struggling with particular concepts in class or feel they need some extra assistance with the material being delivered are able to access a consultation time with their teacher. The process for seeking additional consultation time with an academic teacher is outlined below:

1. E-mail the Academic Administrator (play@jazz.qld.edu.au) stating the teacher and subject in which additional assistance is required
2. Give a brief description on what the student is looking for assistance with
3. The Academic Administrator will liaise with the specified teacher to find a suitable time for the consultation
4. Students will be given a 10-minute consultation time
5. Students will then be advised of the room and time of consultation

It is the **student's responsibility** to be punctual and take the most they can out of the consultation. The student will not be reminded of the consultation time once advised of the room and time.

4.3.3 ICT support

Students are able to access ICT support for various issues at JMI.

For issues with:

- Microsoft Office usage – seek support from Nick Quigley
- Connectivity to library computers and Moodle – seek support from Nick Quigley
- Sibelius usage – seek support from Paula Girvan
- Any general ICT issues – seek support from Nick Quigley

4.3.4 Personal Support

Students are able to seek out personal support from staff regarding any difficulties they are having that would require personal support. If the student feels that further counseling is required, students can access professional counseling services from a third party. JMI has a third party agreement with Brisbane Counselling Services to provide personal counseling services to students. Information regarding the counseling services available to students is listed in the ***Mental Health and Wellbeing Policy***.

4.4 Identified as student at risk

We understand that through the course of a semester, there are many things external to studying that can impact upon a student's abilities to satisfactorily progress through the course. A student may be identified as a student at risk of progressing satisfactorily if they have:

- failed an assessment item
- had poor attendance to classes
- difficulty in understanding course content

If a student has been identified as a student at risk, the Course Coordinator will endeavour to help the student through the situation. This may include the provision of:

- Additional academic support
- Private consultation with teacher
- Private consultation with Course Coordinator or Head of School
- Counseling services available through a third party

The provision of these services may result in further consideration in the form of extensions on assessment due dates or a reduction in the student's course load according to the necessary form of action as a result of receiving these services.

4.5 Equity/Disability Services

It is recognised that, in order to cope with their studies, students suffering from physical or mental disabilities may require additional or special assistance, over and above that available to other students, and may require special consideration or special arrangements in order to be effectively assessed in the units they take.

At the same time, any special arrangements made for students with disabilities must be transparent and non-arbitrary, and not give those students an unfair advantage over other students.

The purpose of the following procedures is to ensure that the needs of students who have disabilities to study effectively, or that will adversely affect their ability to demonstrate knowledge and competence in a unit, are given due consideration so that they are able to effectively study the prescribed material in a unit and to be fairly and efficiently assessed in that unit.

In all of the following processes, the JMI Policy on Information Privacy (see website and Student Handbook) shall apply.

Definition of disability

- a) For the context of this rule, a disability is a temporary or permanent impairment, which has the potential to adversely affect a student's ability to study or play a musical instrument. Disabilities may include visual impairment; hearing impairment; mobility impairment; speech impairment; specific learning disabilities; psychological or psychiatric conditions; recovery from substance abuse; long-term illness (e.g. cancer, diabetes, AIDS); short-term medical conditions (e.g. Glandular fever); short-term physical impairment (e.g. limb fracture); and allergies (e.g. light or chemical sensitivity).
- b) Lack of intelligence or motivation, family and other social problems, and any other circumstances that may affect a student's ability to study and affect their performance in a unit and that are not related to a medically certified disability will not be considered under this rule.

Procedure

- c) Students with long-term disabilities and seeking assistance should notify the Course Coordinator or nominee of their special needs on the enrolment form and by completing the Special Needs Form available from the website or Reception (copy at Appendix 1), which should be forwarded in confidence to the Course Coordinator or nominee.
- d) Students who encounter short-term disability and are seeking assistance should immediately complete the Special Needs Form, which is available from the website or Reception and forward it in confidence to the Course Coordinator or nominee.
- e) The Course Coordinator or nominee shall make a professional judgment based on the information contained in the Special Needs Form. Any recommendation for special arrangements and or assistance will be forwarded to the Head of School.
- f) The Head of School must approve any special assessment arrangements and the nature of the special assistance provided. A copy of this approval shall be attached to the student's Special Needs Form. The Head of School shall then action the special arrangements or assistance, if necessary in consultation with the CEO.
- g) The Course Coordinator will hold all information relating to the Special Needs Form or arising from it.
- h) The Course Coordinator shall inform the Executive Officer of any recommendation for special arrangements and/or assistance, which will then be entered as a file note on the student's file.
- i) Students with special needs are subject to all relevant JMI rules and regulations and to the specific requirements of units for which they are enrolled, except where these are explicitly waived by any special arrangements approved under this policy.

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.

6. Related policies and procedures

The following policies and procedures are related to this policy:

- Mental Health and Wellbeing Policy

Student Support Services Policy



- Student Grievance Handling Policy
- Assessment Policy
- Admissions Policy
- Code of Conduct Policy

7. Accountabilities

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

The policy is to be implemented via induction and training of staff and distribution to students and the Institute's community via the website and other publications.

8. Version Control

Document	Student Support Services Policy	Author	JMI Executive Management
Approver	JMI Academic Board	Approved	3 December 2020
Version No.	4		
Reviewer	JMI Academic Board	Due for Review	July 2022

Appendix 1a – Special Needs Form (General)

SPECIAL Needs Form – GENERAL

PERSONAL INFORMATION

Full Name: _____

Student No: _____

Phone No. (Term): _____ (Home) _____

(Email Address) _____

Semester Address _____

_____ Postcode _____

Home Address: _____

_____ Postcode _____

AWARD INFORMATION

What degree/diploma/certificate are you currently enrolled in? _____

TYPE OF DISABILITY

Please describe your disability: _____

Student Support Services Policy



SPECIAL NEEDS/SERVICES

Do you need special facilities, resources, or considerations for study and/or examinations because of this disability/these disabilities?

YES / NO (*please circle*)

Please detail:

These facilities will only be provided if a current medical certificate (continuing students only need a medical certificate if their special needs have changed) or other appropriate supporting documentation is supplied. For learning disabilities, a psychologist's report prepared in the last three years may be required.

(Please tick appropriate section.)

_____ Documentation is being provided

_____ Documentation was provided previously

_____ Documentation has not been provided

CONFIDENTIALITY

We need your permission to inform appropriate staff of relevant details you outline in this form. Only JMI staff directly concerned with meeting your special needs will be given information, for example: Head of Schools, Lecturers, and Disability Support Staff, may need to be informed of your special needs.

Yes, I agree to the information on this form being provided to relevant JMI personnel.

Student's Signature: _____ Date: _____

Appendix 1b – Special Needs Form (Examinations)

SPECIAL NEEDS FORM – EXAMINATIONS

You must fill in this form if you have any special needs for examinations. **This form must be signed by a doctor or relevant health professional, or accompanied by a relevant doctor's certificate or specialist's report.** Please feel free to attach any additional letters or documentation, which will support your request for special examination arrangements.

PERSONAL INFORMATION

Full Name: _____

Student No: _____

Phone No. (Term): _____ (Home) _____

(Email Address) _____

Semester Address _____

_____ Post Code: _____

Home Address: _____

_____ Post Code: _____

AWARD INFORMATION

What degree/diploma/certificate are you currently enrolled in? _____

TYPE OF DISABILITY, ILLNESS OR IMPAIRMENT

Please provide a brief description of your condition. Include how this condition will effect your performance during formal examinations, and indicate what you will require to compensate for this and, if applicable, present methods of coping

SPECIAL NEEDS/SERVICES

Please indicate if you will require any of the following:

- Level or wheelchair access to the examination venue and toilet facilities.
- The assistance of a scribe/reader.
- Enlarged examination papers (to A3 size)
- Examination papers printed in Braille
- Examination paper prepared on coloured paper. Please indicate colour
Blue Yellow Green Buff Pink
- The use of own computer or other mechanical writing device to type answers
- Examination time extension. Note that this is subject to approval. Please indicate how much **extra time per hour** you are requesting _____
- Other (please provide details) _____

REQUEST FOR ALTERNATE ASSESSMENT METHOD

Student Support Services Policy



Note: This will not automatically be granted and will require consideration on a case by case basis where there are exceptional circumstances.

- Examinations at home
- Alternate method of assessment required

Please indicate your reason/s for this request, attaching relevant specialist reports:

DECLARATION TO BE SIGNED BY STUDENT

I hereby state that the information provided by me is true and correct. I agree to the information on this form being provided to relevant JMI personnel.

Student's Signature: _____ Date: _____

TO BE FILLED OUT BY A DOCTOR OR REGISTERED PROFESSIONAL

Please provide a brief description of the student's condition and how it may affect the student's performance in formal examinations. Include any comments which may support the student's request for special examination arrangements.

The special needs of (name) _____ will / will not change.

Name: _____ (please print or use stamp)

Student Support Services Policy



Address: _____

Professional Qualification: _____

Professional Registration/Membership of Professional Bodies: _____

Business Phone Number: _____

NOTE: By providing a signature on this form, I verify the information provided on this form by the student, and support their request for special examination arrangements.

Signature: _____ Date: _____