

# STUDENT LEARNING ASSISTANCE POLICY AND PROCEDURES 2021

The Joint Venture Board of the University of Sydney Foundation Program Pty Limited (USFP), as the governing authority of the University of Sydney Preparation Programs, by resolution adopts the following policy.

Dated: 30 July 2021

Last amended: 16 August 2024

Signature:

Position:

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## PART 1 – STUDENT LEARNING ASSISTANCE POLICY

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### 1 Name of policy

This is the Student Learning Assistance Policy and Procedures 2021.

### 2 Commencement

This policy commences the day after the day on which it is registered.

### **3 Policy is binding**

Except to the extent that a contrary intention is expressed, this policy binds the University of Sydney Foundation Program Pty Limited (CRICOS Provider Code: 00026A), staff, students and affiliates.

### **4 Overview**

This policy and its procedures outlines how students enrolled in University of Sydney Preparation Programs (USPP) have their various learning needs identified and met by the College in a supportive teaching and learning environment. It aims to ensure all students have the necessary support, skills and knowledge required to complete their course successfully. The Student Disability Policy and Procedures provides further information on support available to people with additional learning support needs due to disability.

### **5 Application**

This policy (and its procedures) applies to students enrolled in USPPs delivered on behalf of the University of Sydney by Navitas Australia Pty Limited (CRICOS Provider Code: 01682E) trading as Taylors College Sydney (the College), and to staff of the College.

### **6 Definitions**

<b>Academic Director</b>	means the College equivalent of a Deputy Principal responsible for academic, teaching and learning administration and leadership.
<b>Affiliates</b>	means consultants and contractors to the College; members of the Board of USFP; members of College committees; and any other persons appointed or engaged by USFP to perform duties or functions on its behalf.
<b>At risk</b>	means a student is deemed to be at risk of failing to meet satisfactory course progress requirements and to complete within the expected duration of the course if at the end of the semester they have: <ul style="list-style-type: none"><li>• achieved less than 50% in any module,</li><li>• scored less than 50% after taking a module for a second time,</li><li>• scored less than 50% in more than half of all module,</li><li>• breached the conditions of a Support Plan, or</li><li>• are provided with an Intervention Plan.</li></ul>
<b>The College</b>	The College means Taylors College Sydney, including its staff, affiliates and contractors.
<b>College Director</b>	means the most senior staff member for the College or delegate.
<b>CRICOS</b>	means Commonwealth Register of Institutions and Courses for Overseas Students.
<b>Delegate</b>	means a person who has been authorised to perform a specific responsibility.

**Department of Home Affairs (DHA)**

means the Australian Government department responsible for issuance of student visa and provision of student visa services ([www.homeaffairs.gov.au](http://www.homeaffairs.gov.au)).

**International student/overseas student**

means a person (whether physically located within or outside Australia) who holds or needs a visa with rights to study in Australia, and who has the right to enrol at the College.

**Language, Literacy and Numeracy (LLN) Support Plan**

means the language, literacy and numeracy requirements to be met by students.

means the formal approved plan for assisting students deemed 'at risk' of not meeting minimum academic standards. It provides additional course progress support and may include English language support, study skills support, welfare support, increased contact with academic advisors, transition support, or change of course.

**National Code**

means the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) made under subsection 33(1) of the [Education Services for Overseas Students \(ESOS\) Act 2000 \(Cth\)](#), which outlines nationally consistent standards for the conduct of registered providers and the registration of their programs.

**Offer at Risk**

means a student who has achieved a GPA of 5.0 -6.1 at the end of the first semester and has been identified as being in danger of not meeting the minimum requirements to successfully complete their USFP and to progress to their preferred course at the University of Sydney.

**Student**

means a person who is currently an enrolled student in a University of Sydney Preparation Program (this does not include former students).

**Student Success Team**

means the team who identify and provide ongoing support with overall responsibility for student support needs, and usually the first point of contact for various student needs such as administration, academic and attendance requirements, welfare, student support and translation assistance.

**Learning Management System (LMS)**

means the system used to record and monitor student learning, support measures and academic progress.

**Student Management System (SMS)**

means the system used to record student personal information and grades.

**University of Sydney Preparation Programs (USPP)**

The non-award pathway programs offered by the University of Sydney and delivered by Navitas Australia trading as Taylors College Sydney. They include the University of Sydney Foundation Program (USFP) and the High Achievers Preparation Program (HAPP).

## **7 General principles**

- (1) The College aims to provide an accessible and inclusive learning environment that provides adequate learning support for all students, based on identifying individual learning and academic support needs.
- (2) Student attendance at the mandatory orientation program provides an important opportunity for students to receive information about their learning support options.
- (3) The College offers learning support options on an ongoing basis, providing students with a wide range of learning support resources and systems, library and information technology options, and ongoing contact with both academic/teaching and Student Success Support staff.
- (4) Students are appropriately supported and monitored to assist their attainment of minimum academic standards.

## **8 Records Management**

- (1) Records in association with this policy will be kept in accordance with the Records Management Policy and Procedures. Confidential documents related to the implementation of the policy will be maintained according to relevant privacy requirements.
- (2) Records of students referred for additional academic or English language support are electronically maintained.

# **PART 2 – STUDENT LEARNING ASSISTANCE PROCEDURES**

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## **9 Orientation and transition to studies**

- (1) Prior to accepting an offer of admission and during orientation, students are given comprehensive and appropriate course and related information.
- (2) All students are required to attend an orientation program prior to commencement of classes.
- (3) The Student Success Team is responsible for checking student attendance at orientation and for providing a substituted orientation for students approved to arrive late. The orientation and follow up procedures are designed to ensure that all students are appropriately prepared for their course.
- (4) The orientation program covers a range of educational, course planning, independent living and social information sessions to support students. This will include information about key policies at the College.
- (5) Orientation sessions are accompanied by resources posted on the College website and the student LMS.
- (6) The academic sessions include, but are not limited to:
  - (a) LMS and IT systems information
  - (b) course planning
  - (c) how to access individual course advice
  - (d) academic expectations
  - (e) definition and examples of academic misconduct, and the consequences
  - (f) learning support
  - (g) general student support services.

## **10 Identification of individual student needs**

- (1) Learning support is ongoing and available to assist students with the transition to and progression of their studies. The support programs utilise a wide range of resources available on the LMS and in the library. Individual assistance is available from both teaching and specialist support staff.
- (2) Before a course starts, students are provided with information regarding assessment methods and outcomes.
- (3) Students are monitored by teaching staff and the Student Success Team throughout their course to ensure their unique or specific needs are identified and are provided with additional support. Attendance rolls are taken at each class and assignment submissions are monitored.
- (4) The learning support needs of students may arise from issues such as:
  - (a) English language capabilities
  - (b) literacy
  - (c) numeracy
  - (d) study techniques
  - (e) time management and/or organisational skills
  - (f) working with others
  - (g) information technology
  - (h) the requirements of a course.
- (5) Learner support needs may be identified by one or more of the following:
  - (a) poor attendance or poor assessment outcomes
  - (b) failure to submit assessments
  - (c) initial discussions with academic staff during orientation
  - (d) self-referral by a student
  - (e) a lecturer/tutor identifies that a learner is experiencing difficulty, such as by observation in class or upon review of assessment items submitted
  - (f) when a learner seeks assistance from the College
  - (g) an end of semester student subject evaluation survey

as part of an intervention strategy agreed between the learner and the Student Success Team.

## **11 English language and academic support**

- (1) At the start of each course, students are assessed or evaluated for their Language, Literacy and Numeracy (LLN) abilities in relation to the course to be undertaken, and where required, additional support is provided.
- (2) Each student's academic progress and attendance is monitored throughout their course. Early assessments and reviews provide feedback to students on academic progress and attendance. If a student is identified as being at risk of unsatisfactory course completion, an intervention strategy is implemented.
- (3) English language and academic support, advice and resources provided to students include, but are not limited to:
  - (a) essay writing;
  - (b) report writing;
  - (c) referencing;



- (d) avoiding academic misconduct;
- (e) making oral presentations, and
- (f) exam techniques and tips.

## **12 Library information**

- (1) Library information sessions are held during orientation. Additional workshops are scheduled throughout the year to assist students to most effectively utilise the range of library resources, including the available electronic databases. These workshops are designed to improve the information literacy skills of students. Library staff are available throughout library opening hours to give individual assistance and advice to students.

## **13 Information technology**

- (1) Information technology staff are available at each campus to help students with the technology available to them, and with connectivity and technical issues related to accessing their course.

## **14 Student Success Team**

- (1) The Student Success Team provides regular workshops to assist students to improve their performance. Workshops may cover topics such as:
  - (a) time management;
  - (b) exam preparation;
  - (c) essay and report writing;
  - (d) referencing;
  - (e) avoiding plagiarism;
  - (f) library research, and
  - (g) stress management.
- (2) The Student Success Team is also available for individual counselling of students by referral from staff or self-referral by students. Appointments can be made in person, by email or at the campus reception desk.
- (3) The Student Success Team provides a range of academic and course management advice, from course planning and subject enrolments, to dealing with appeals and progression issues.

## **15 Academic staff consultation**

- (1) Individual student consultations with the subject teacher or other appropriate academics are an integral part of each student's learning experience. The College's weekly teaching pattern provides face to face classes. Further tutorials are scheduled to allow students the opportunity to clarify points of confusion, discuss aspects of the subject in more detail and obtain feedback on their assignments, both in draft form and on completed work.
- (2) The scheduled times of classes are published on the LMS and provided individually to students by email. If a teacher considers that additional times for consultation are required at particular times of the semester, these may be arranged.
- (3) An individual web-based support site enhances each particular subject through the LMS. The subject web page provides students with access to subject resources
- (4) All students enrolled in a subject have access to the specific subject web page. Following orientation, College staff check to ensure that all students have accessed the LMS.

- (5) All students and teachers have unique College email addresses, with email being the primary communication for academic and administrative information and enquiries. After enrolment students are directed to communicate with the College using their College email address.

## **16 Students at risk**

- (1) Students are required to attain minimum academic standards. Staff enter student assessment marks into the SMS and LMS over each 10-week term and monitor students' academic performance against the minimum academic standards.
- (2) By the end of each 10-week term, students identified as failing a core module, failing a module for the second time or failing 50% or more of all modules, are deemed at risk of failing to meet satisfactory course progress requirements and to complete within the expected duration of the course. The maximum possible time a student can take to complete their USPP is generally the timeframe specified in the Letter of Offer plus three additional semesters (assuming that the student suspends their enrolment for two semesters and repeats one semester). Section 13(4) of the USPP Progression and Exclusion Policy and Procedures sets out an exception that applies to students who are required to complete mandatory military service.
- (3) Students who do not achieve a GPA of 5.0-6.1 at the end of their first semester will be deemed to have their offer at risk. Students under 18 years of age who are at risk of not meeting the minimum academic standards will be asked to meet with College academic staff to develop a study plan that includes required interventions and learning support. The student's parent(s)/legal guardian(s) will be invited to attend the meeting and sign the study plan. The student will always be required to sign the study plan to confirm their agreement.
- (4) The Student Success Team determine what additional support will be provided. Additional support may include, but is not limited to, the student:

attending academic skills programs;

attending tutorial or study groups;

- (a) receiving individual case management;
  - (b) attending further counselling;
  - (c) receiving assistance for personal issues which are affecting progress, or
  - (d) a combination of the above.
- (5) Details of any student deemed at risk, the learning support required and arrangements agreed to are recorded in the SMS.

## **17 Rescissions and replacements**

This document replaces the following, which are rescinded as from the date of commencement of this document:

Nil

## NOTES

Student Learning Assistance Policy and Procedures 2021

Date adopted: 30 July 2021

Date registered: 13 August 2021

Date commenced: 13 August 2021

4 November 2024

Administrator: College Director

Review date: At least once every 5 years from the date of commencement.

Rescinded documents: Not applicable

Related documents:

- (1) *Competition and Consumer Act 2010 (Cth)*
- (2) *Corporations Act 2001 (Cth)*
- (3) *Education Services for Overseas Students (ESOS) Act 2000 (Cth)*
- (4) *Education Services for Overseas Students Regulations 2019 (Cth)*
- (5) Higher Education Standards Framework (Threshold Standards) 2021
- (6) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code)
- (7) National Standards for Foundation Programs
- (8) *Privacy Act 1988 (Cth)*
- (9) Academic Integrity Policy and Procedures
- (10) Attendance Policy and Procedures
- (11) Critical Incidents Involving Students Policy and Procedures
- (12) Monitoring Course Progress Policy and Procedures
- (13) Sexual Misconduct Policy and Procedures
- (14) Student Code of Conduct
- (15) Student Complaints and Appeals Policy and Procedure
- (16) Student Disability Policy and Procedures
- (17) Student Misconduct Policy and Procedures
- (18) Student Privacy Policy
- (19) Student Progression and Exclusion Policy and Procedure
- (20) Student Support Framework Policy
- (21) Student Support Procedures
- (22) Records Management Policy and Procedures
- (23) University of Sydney Under 18 International Students Policy (2016)
- (24) University of Sydney Under 18 International Students Procedures (2016)

A complete list of the Taylors College Sydney Policies and Procedures can be found on the College website: <https://www.taylorssydney.edu.au/college-policies>