

## STUDENT ACADEMIC AND WELFARE COUNSELLING POLICY AND PROCEDURE

### 1. Purpose

This policy and procedure document ensures that students are provided with the academic and welfare support they require in order to achieve their best results and be happy and healthy during their time with SMART English.

### 2. Scope

The Academic Manager is responsible for communicating the procedures below to teachers. Teachers are welcome to give feedback on the procedure to improve the service offered to SMART English students.

This policy is also designed to identify students who may need to be referred to Student Services staff or the DoS for welfare counselling if required, and to provide options for students who wish to undertake further study to be referred to more experienced staff for Academic Counselling.

### 3. Policy

Through this policy, SMART English ensures that:

1. Teachers give students constant formal and informal academic feedback in their everyday in-class practice as well as in more formal occasions as detailed in the procedure section below.
2. The feedback procedure at SMART English is divided into a **3-step process**:
  - A Personalised Study Plan (PSP)
  - A Mid-Course Report
  - A Final Report
3. All teachers understand and follow the feedback Policy and Procedure in its 3 steps.
4. All teachers understand the timeframe between the 3 steps.
5. All teachers are responsible for the successful outcome of this policy.
6. All teachers communicate to the Academic Manager in case of doubt or uncertainty as to how to proceed in the case of student absenteeism (which could impact their assessment on the student learning process).
7. All teachers refer to SMART English Course Monitoring Progress Policy and Procedure to identify students at risk of failing the minimum academic progress requirement and it is made available to them at all times.
8. Teachers refer students to the Academic Manager or Student Services for welfare counselling as per the below procedures.
9. All the steps of the Feedback Policy and Procedure are documented, correctly saved and clearly named in the shared drive (One Drive) so that all documents are easily accessible to all SMART English staff.
10. All teachers use the latest version of the report templates provided by SMART English in compliance with the ELICOS Standards 2018.
11. Teachers are always notified by the Student Services Officer when a student is due a report/PSP.

### 4. Procedure

1. **STEP 1:** At the end of students' Week 1, teachers prepare a Personalised Study Plan (PSP) and discuss it individually with the new student. The PSP focuses on the student's weakest skills identified by the teacher within the 1st week and includes practical tips and advice on how to improve on those skills.  
Teachers manage class time in order to talk with the student in class, unless they voluntarily choose to discuss it after class\*.



Example of ideas are provided to teachers in 2 documents respectively called *Actions required for Higher level* and *Actions required for Lower level*, available on OneDrive in *SMARTTeachers>file name*.

***This is also an opportunity for teachers to check in with the students as to how they are adjusting to life in Australia.*** If teachers suspect that students are experiencing any of the below, they should immediately refer the student to Student Services staff or to the DoS for welfare counselling:

- Stress, anxiety, depression, homesickness, sleep or eating issues, self-harm, drug or alcohol problems
- Relationship difficulties (family, housemates, friends)
- Financial difficulties
- Difficulties adjusting to a new country, culture shock

Any student referred to Student Services staff or to the DoS for welfare counselling who is experiencing serious mental health issues should be immediately referred to Psychologist Elly Shin.

2. The PSP is not provided when a student is promoted to a new class. It is only given once, at the beginning of the student's enrolment (Friday of Week 1).
3. The PSP template is on One Drive under Teacher Template. Tips and advice for students to improve in particular areas are available in the documents as mentioned in point 1. Teachers do not have to stick to only these tips. If they have any other relevant, effective advice to give to the student to improve on a particular skill, they are welcome to do so. Teachers are indeed encouraged to share new tips with the Director of Studies so that they can be then included in the list of Actions required for Higher level and Actions required for Lower level.
4. **STEP 2:** The PSP is followed up by a Mid-course report. The Mid-course Report is not available for students who enrol for less than 24 weeks. The purpose of this report is to check a student academic progress in the middle of his/her enrollment. Progress will be checked both against achievement of learning outcomes, and in the form of general teacher comments.

When a student is due a Mid-Course Report, teachers also take the opportunity to counsel students on academic matters and further study opportunities. This counselling opportunity is an informal chat between teacher and student, on Friday while students are taking the test. As in the initial meeting, this is also an opportunity for teachers to check in with the students as to how they are adjusting to life in Australia, and to refer the student, if necessary, to Student Services staff, to the DoS or the Marketing Specialists\*.

### **Requests for information about further study**

The following staff all have extensive experience working with international students and advising them on further study options. They speak the following languages:

- Estefania (Spanish)
- Miki (Japanese)
- Edward (Korean)
- Esther (Thai)

If any student mentions to the teacher that they are interested in further study, teachers are to refer students to one of the above staff.

5. Teachers are provided with a template to complete when counselling the student on academic matters and future study opportunities. The template is called *What to do after?* and is available on OneDrive in the section *Teacher templates*.



6. **STEP 3:** The Final Report is sent to all students via email at the completion of their course. This report checks student progress both against achievement of learning outcomes, and in the form of general teacher comments.
7. Students referred to Student Services staff or DoS who appear to be experiencing serious mental health issues such as self-harm, severe depression or alcohol / drug abuse are to be referred by the staff member to Elly Shin.

All templates are available to teachers on OneDrive in the section Report.

A Student Feedback procedure document as shown below with clear visuals of the 3-step process is available on One Drive in SMART Teachers>Policies.

A registered psychologist will also be on site once a month:\*

Elly Shin

Registered Psychologist

Australian Health Practitioner Regulation Agency (AHPRA) registration number PSY 0001925175

Associate Member of the Australian Psychological Society

Address:

Level 21, 495 Collins Street, Melbourne 3000

Suite 5A, 493 Riversdale Rd, Camberwell 3135

Students can make an appointment to see the psychologist at reception\*.

### Pathway Students

Any students who are already enrolled on a pathway to further study will be identified on the roll in the first week they join the class, on the *Pathway Student List* and on the *2020 Updated SMART classes* available on the shared drive. The teacher is responsible for ensuring that notes are made on the Mid-course report regarding the student's progress towards their further study goals, and the Academic Manager will monitor these student reports. Teachers should also alert the Academic Manager at any point in time if they feel that the student is not likely to achieve their further study goals.

\*To reduce the spread of COVID-19, all the above circumstances entailing physical contact between any member of SMART staff and their students have been replaced by communication via TEAMS, WhatsApp, email and any other platform used during online classes.

