

Student Academic Support Process

Guideline

Students in the Advanced Care Paramedic (ACP) program who may require additional learning support are identified through outcomes of evaluation components scheduled throughout the program. This process refers to initial evaluations only; any unsuccessful attempts in a retest or rewrite in any evaluation component will result in Academic Withdrawal from the program.

Process:

Triggering Event	What does student do?	What does the division/school/centre do?	What does institution do?	Documentation Required
Student achieves 75-79% in an evaluation component	Meet with Lead Instructor	<ul style="list-style-type: none"> Lead Instructor meets with student to provide instructor/evaluator feedback Lead Instructor advises of available learning support resources Lead Instructor documents meeting information and agreed plan 	Provide access to support through the Manager of Student Learning Supports and Disability Resources	Lead instructor emails student the meeting information and saves copy to student file
One unsuccessful evaluation component	Meet with Lead Instructor	<ul style="list-style-type: none"> Lead Instructor meets with student to provide instructor/evaluator feedback Lead Instructor advises of available learning support resources Lead Instructor documents meeting information and agreed plan Provides student opportunity for one retest or rewrite of the same paper 	Provide access to support through the Manager of Student Learning Supports and Disability Resources	Lead instructor emails student the meeting information and saves copy to student file

Advanced Care Paramedic Program

Triggering Event	What does student do?	What does the division/school/centre do?	What does institution do?	Documentation Required
Second unsuccessful evaluation component	<ul style="list-style-type: none"> • Meet with Lead Instructor • Must develop Education Plan 	<ul style="list-style-type: none"> • Lead Instructor meets with student to provide instructor/evaluator feedback • Lead Instructor documents meeting and agreed plan • Lead Instructor assists in development of student directed Education Plan • Provides student opportunity for one retest or rewrite of the same paper 	Encourage access to support through the Manager of Student Learning Supports and Disability Resources	<p>Lead instructor emails student the meeting information and saves copy to student file</p> <p>Education Plan will be checked, agreed and saved to student file</p>
Subsequent unsuccessful evaluation components	<ul style="list-style-type: none"> • Meet with Program Manager and Lead Instructor • Review /revise Education Plan 	<ul style="list-style-type: none"> • Program Manager meets with student to discuss academic progress • Program Manager documents meeting and agreed plan • Lead Instructor provides student with instructor/evaluator feedback • Lead Instructor assists student in reviewing and revising their Education Plan • Provides student opportunity for one retest or rewrite of the same paper 	Encourage access to support through the Manager of Student Learning Supports and Disability Resources	<p>Program Manager emails student and saves copy to student file</p> <p>Education Plan will be checked, agreed and saved to student file</p>

Review Points

Term 1:

Review Points	1	2	3	4
Weeks (approx.)	8	16	22	32
Evaluation Component	Paper	Paper	Exams	Paper
	Paper	Paper		PERT (Review Only)
	OSCEs			

Term 2:

Review Points	1	2	3	4
Weeks (approx.)	6	12	18	20
Evaluation Component	Written Exams	Paper	Paper	Practical Exams
	OSCEs	Paper	Paper	PERT

Term 3:

Review Points	1	2	3	4
Weeks (approx.)	6	12	18	24
Evaluation Component	Paper	Paper	PMP	PERT
	Paper	Paper	PMP	Exams