

# Higher Education Support for Students

## Policy

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Related policies and documents:	<p>Student Progress Policy</p> <p>Diversity, Access and Equity for Students Policy</p> <p>Higher Education Re-Mark of Students' Academic Work Policy</p> <p>Higher Education Re-Mark of Students' Academic Work Procedure</p> <p>Higher Education Special Consideration Procedure</p> <p>Higher Education Student Consultation Standing Operating Procedure</p> <p>Higher Education Student Progress Procedure</p> <p>International Student Admissions Procedure</p> <p>International Student Progress Procedure and Appendices 1 - 6</p> <p>International Student Support Services Procedure</p> <p>Selection and Admissions Policy</p> <p>Selection and Admissions Procedure</p> <p>Student Complaints, Grievances and Appeals Policy</p> <p>Student Complaints, Grievances and Appeals Procedure</p> <p>Student Critical Incident Policy</p> <p>Student Critical Incident Procedure</p> <p>Student Duty of Care Policy</p> <p>Student Duty of Care Procedure</p> <p>Support for Students with Diagnosed Access Needs Policy</p> <p>Support for Students with Diagnosed Access Needs Procedure</p> <p>Welfare and Accommodation Arrangements for International Students Under the Age of 18 Procedure</p> <p>Wellbeing and Counselling Services Policy</p>

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## Purpose

To ensure that William Angliss Institute (WAI) adheres to the Higher Education Provider Guidelines 2023 by detailing its support for current Higher Education (HE) students.

## Coverage

This policy applies to:

- all students currently enrolled at WAI and progressing towards the completion of a qualification accredited by the Tertiary Education Quality and Standards Agency (TEQSA).
- all staff who action policies or procedures which identify students who are at risk of being unsuccessful in their studies.
- all staff who make decisions that enable support.

## Policy

WAI is committed to proactively identifying and assessing student's suitability to continue Higher Education (HE) subjects.

WAI defines student's suitability to meet the expected progression expectations by undertaking a risk assessment of a student to determine the risk of Unsatisfactory Academic Progression, and risk of not Completing a Subject / Course.

If a student is identified as at risk of not successfully completing their units of study, they are provided with access to suitable support services, both academic and non-academic.

This policy is a collation of several items that span policy and procedures across several student facing departments.

### Unsatisfactory Academic Progression:

- Refers to a student whose academic or work-based learning performance is such that they are at risk of not meeting the passing level of a subject.
- The student may require immediate intervention to support their learning via appropriate assistance.

### Not Completing a Subject / Course:

- Refers to a student who through disengagement, disruption, evidenced via poor attendance or absenteeism and poor academic results, is at risk of not meeting the requirements of the course for successful progression.
- The student may require a strategic intervention to support engagement and to support learning via appropriate assistance.

A risk assessment is conducted prior to census date, during the course of study and after a study period. Assessments are conducted by academic staff and administration staff. Academic staff actively monitor student academic performance to identify students who may need explicit learning support, assistance or allowances to enable academic success.

Where Academic staff determine the student may be at risk of unsatisfactory progression in their course, they report the student for review by the Academic Progress Committee (APC) by completing an Intervention Report. This process may be determined by the academic staff independently of the student, in collaboration with the student, or be initiated by the student.

The Academic Progress Committee (APC) will assess Intervention Reports and determine if the student is subject to current interventions or past interventions and assess an individual strategy to support the student. The APC will determine if the support intervention is a condition or recommendation to the student and will advise the student via e-mail.

Examples of triggers indicating that a student is at risk of not progressing in their course, not completing units of study and where intervention may be needed include:

- Attendance – missing consecutive classes.
- Disengagement – continuously arriving late / leaving early, not engaged in activities, disruptive behaviour.
- Unsatisfactory result in assessment 0-40%.
- Academic performance not meeting minimum academic rigor expectations of the assessment.
- Previously failing a subject of study.

Students identified by the academic staff independently of the student, in collaboration with the student or initiated by the student as suitable of non-academic support will be referred to WAI's [Wellbeing and Counselling Service](#) staff.

Students identified by the academic staff independently of the student, in collaboration with the student or initiated by the student as suitable of academic support including literacy, numeracy and other

academic supports will be referred to Learning Advisors.

Students identified by the academic staff independently of the student, in collaboration with the student or initiated by the student as suitable of non-academic support will be eligible for individual support guided by relevant [Policy and Procedures](#):

- Diversity, Access and Equity for Students Policy.
- Support for Students with Diagnosed Access Needs Policy.
- Wellbeing and Counselling Services Policy.
- Higher Education Special Consideration Procedure.

## Learning and Student Support

WAI's support services provide students with the opportunity to enhance their capacity to achieve success in an accessible, welcoming environment. All WAI support services are free and confidential. [Learning and Student Support](#)

## Wellbeing and Counselling Services

Provides short term, counselling to discuss any issues that may be affecting study.

Email: [wacs@angliss.edu.au](mailto:wacs@angliss.edu.au)

Phone: (03) 9606 2210

## Access and Disability Service

Provides a wide range of support to students with disabilities, medical conditions and mental health conditions.

Email: [disability@angliss.edu.au](mailto:disability@angliss.edu.au)

Phone: (03) 9606 2232

## Learning Advisors and Study Assistance

Provide assistance with writing assessments, understanding coursework and referencing.

Email: [learningadvisors@angliss.edu.au](mailto:learningadvisors@angliss.edu.au)

Phone: (03) 9606 2574 | (03) 9606 2426

## Academic Adjustment

WAI is committed to the objectives of the Disability Discrimination Act 1992 (Clth), the Disability Discrimination Regulations 1996 (Clth) and Disability Standards for Education 2005 (Clth), as amended, and will take positive steps to uphold and embed the principles described by the Acts and Regulations. This includes promoting access and equity for students and encouraging Institute-wide inclusion of students with diagnosed conditions to be able to participate in education on the same basis as students without a diagnosed condition.

All students have access to 'reasonable adjustment' as defined within the Support for Students with Diagnosed Access Needs Policy:

**Reasonable adjustment:** - reasonable adjustment refers to measures or actions taken to provide equitable opportunity for a student with a disability, medical or mental health condition. Adjustments may include alternative assessment arrangements, Education Access Workers, in class aids and/or assistance to access facilities or services which a person without a disability, medical or mental health condition does not require. For adjustments to be reasonable they need to be appropriate to the individual student with a disability, medical or mental health condition made in consultation with relevant parties and developed on a case-by-case basis.

Students can access Special Consideration if they consider their studies have been adversely affected by serious illness, injury, mental, physical or health condition or extraordinary circumstances beyond the student's control, that has a short-term negative impact on their education.

## Academic Staff

Academic Support is provided to all students by academic staff maintaining regular contact with students and providing opportunity for consultation. Staff are informed of Intervention Reporting requirements and examples of triggers that indicate Risk.

These triggers include:

- Attendance – missing consecutive classes.
- Disengagement – continuous arriving late / leaving early, not engaged in activities, disruptive behaviour.
- Unsatisfactory result in assessment 0-40%.
- Academic performance not meeting minimum academic rigor expectations of the assessment.
- Previously failing a subject of study

Where a student is deemed at risk, academic staff complete an Intervention Report to the APC. The Intervention Report to the APC will include student identification details, subject details, a detailed description of staff and student contact including dates and modes, and a description of why Early Intervention is being sought, and recommended intervention for consideration.

WAI provides a [Student Critical Incident Policy](#) and [Procedure](#) to ensure that student critical incidents are managed to minimise harm to all involved and that the infrastructure is in place to ensure provision of necessary support services. This policy applies to all staff, students, stakeholders of WAI and its local community who may be involved in, or impacted by, a student critical incident, whether that incident occurs internal or external to WAI. The policy and procedure are published to the WAI website [Learning and Support page](#)

All policies at WAI are subject to assessment for Gender Equity, adhere to Disability Discrimination Act 1992 (Clth), the Disability Discrimination Regulations 1996 (Clth) and Disability Standards for Education 2005 (Clth) as amended, and The Wurreker Strategy. The Wellbeing and Counselling Services Policy guides support for students who have experienced aggravated or sexual assault, and students who have experienced traumatic events.

The Support for Students policy will be implemented by the Higher Education Academic Progress Committee to ensure balanced and equitable implementation. The Higher Education Academic Progress Committee will provide internal reporting and analysis in line with the requirements on the Support for Student's policy.

Application of this policy will be a collective responsibility of academic staff, academic administrators and support and wellbeing staff. Analysis of period of high demand will be reported to ensure resources are allocated to adequately administer the policy and respond to student needs. All staff will undertake professional development in determining indicators of at risk, suitable intervention strategies and reasonable adjustment.

## **Legislative and/or Institute Management Context**

This policy enables WAI to comply with regulatory and management instruments including but not limited to:

- Higher Education Support Act 2003 (Clth)
- Higher Education Provider Guidelines 2023 (Clth)
- Higher Education Standards Framework (Threshold Standards) 2021 (Clth)
- Education Services for Overseas Students (ESOS) Act 2000 (Clth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Clth)
- Standards for Registered Training Organisations (RTOs) 2015.
- Disability Discrimination Act 1992 (Clth)
- Disability Discrimination Regulations 1996 (Clth)
- Disability Standards for Education 2005 (Clth)

## **Non-compliance with Policy**

Breaches of WAI's Support for Students Policy and any associated policies and procedures may result in non-compliance with the Higher Education Provider Guidelines 2023.

Such breaches could also result in William Angliss Institute being non-compliant with Standard 6 of the Standards for Registered Training Organisations 2015.