

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>Higher Education Student Progress Reporting Procedure</p> <p>International Student Admissions Procedure</p> <p>International Student Progress Procedure</p> <p>International Student Support Services Procedure</p> <p>Selection and Admissions Policy</p> <p>Domestic Student 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 and 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> <p>WAI Student Guide</p>

Purpose

To ensure that William Angliss Institute (WAI) students are provided with the support and resources required to assist them to be successful in their studies.

This policy outlines how WAI:

- identifies Higher Education students who are at risk of not successfully completing their subjects.
- details the support available to assist students with successfully completing their study.
- communicates the support options.

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 other students currently enrolled at WAI to the extent that the student support provisions of this policy apply to them.
- all staff who action policies or procedures that identify students who are at risk of being unsuccessful in their studies.
- all staff who make decisions that enable student support.

Policy

Commitment to Student Support

WAI will ensure that support is available to students to assist them with successfully completing their subjects of study and that students are made aware of these support services throughout their study. Student support services offer academic or extra-curricular support to assist students to realise their academic potential and maximise the benefits of a course of study. These support services encompass both academic learning support and non-academic support.

Students are advised of the available services in the WAI Student Guide which is provided to all students via the Student Learning Portal (MyWAI). Information on academic and non-academic support is also published on the Student Learning Portal and links are provided on the corporate website.

Students At Risk of Not Successfully Completing a Subject or Course

WAI is committed to proactively identifying and assessing student's suitability to continue Higher Education (HE) subjects. WAI will undertake the steps below to identify students who are at risk of not successfully completing a Subject or Course.

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 the risk of not completing a Subject / Course, as stated in the WAI Student Progress Policy.

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

WAI will communicate with students identified as at risk to ensure they are aware of support services available to assist them in successfully completing their Subject or Course.

The WAI Student Progress Policy defines the criteria for considering a student to be at risk of unsatisfactory academic progression or not completing a Subject or Course:

At Risk of 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.

At Risk of 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.

Examples of triggers indicating risk, where an intervention may be needed are:

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

A risk assessment is conducted prior to census date, during study and after a study period. Academic staff and administration staff conduct assessments. 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 a Higher Education student may be at risk of unsatisfactory progression in their course, they report the student for review by the Higher Education 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.

Staff are informed of Intervention Reporting requirements and examples of triggers that indicate risk, as noted above. 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.

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.

Where a student has already been identified as at risk of not successfully completing their units of study by the Academic Progress Committee, the student will be included in communications as part of the Higher Education Student Progress Reporting Procedure process to ensure students are offered access to support services. This will include a communication prior to census date to all students who have failed to successfully complete a unit of study in the previous period of study.

Students identified by academic staff independently of the student, in collaboration with the student, or initiated by the student as being appropriate for academic support including literacy, numeracy and other academic supports will be referred to Learning Advisors & Study Assistance staff.

Students identified by academic staff independently of the student, in collaboration with the student, or initiated by the student as appropriate for non-academic support will be referred to [Wellness 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 appropriate for other support will be eligible for individual support guided by the following WAI policies:

- 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.

Student Learning and Student Support Services

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 Advisors & Study Assistance

Provide assistance with writing assessments, understanding coursework and referencing.

Email: learningadvisors@angliss.edu.au

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

Wellbeing and Counselling Services

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

Email: wacs@angliss.edu.au

Phone: (03) 9606 2210

Access & Disability Service

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

Email: disability@angliss.edu.au

Phone: (03) 9606 2232

Academic Adjustment

WAI is committed to the objectives of the Disability Discrimination Act 1992 (Cth), the Disability Discrimination Regulations 1996 (Cth) and Disability Standards for Education 2005 (Cth), 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.

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, which has a short-term negative impact on their education.

Where a student is deemed at risk, academic Staff complete an Intervention Report to the APC.

Additional supports for WAI students

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.

Implementation

Implementation of the Higher Education Support for Students Policy will be overseen by the Higher Education Academic Progress Committee to ensure balanced and equitable implementation. The Academic Progress Committee will provide internal reporting and analysis in line with the requirements of the Higher Education Support for Students policy and the APC's Terms of Reference

Application of this policy will be a collective responsibility of academic staff, academic administrators and support and wellbeing staff. Analysis of periods 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.

Communication to inform students of relevant policies and procedures, locations of the documents and access will be provided via the corporate web site, the Student Guide, at Student Orientation and provided to students as published news, FAQ documents and links via the Learning Management System.

Definitions

- **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.

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 Amendment (Support for Students Policy) Guidelines 2023 (Clth)
- Higher Education Provider Guidelines 2023 (Clth)
- Higher Education Standards Framework (Threshold Standards) 2021 (Clth)
- Education Services for Overseas Students (ESOS) Act 2000 (Cwlth)
- 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)
- The Wurreker Strategy

Non-compliance with Policy

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

Established breaches of WAI Policy and any associated procedures will be met with disciplinary action and may result in dismissal. Proven non-adherence may also result in the initiation of legal investigations where breaking the law prescribes legal action.