

# Support for Students Policy

## Document

<b>Document Name</b>	Support for Students Policy
<b>Brief Description</b>	This policy outlines the various policies and processes that cover the range of support available to students in accordance with section 238-10 of the <i>Higher Education Support Act 2003</i> , and <i>Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023</i> .
<b>Responsibility</b>	Director of Student and Academic Services
<b>Delegated Approver</b>	Academic Board
<b>Initial Issue Date</b>	1 January 2024
<b>Date for Next Review:</b>	1 April 2025

## Version Control

Date Approved	Version No.	Summary of Changes	Approved by:
20/12/2023	1	Initial	Academic Board
28/3/2024	2	Update Policy to align with TEQSA Guidelines	Academic Board

## Related Documents

Name	Location
Admissions Policy	<a href="#">SIBT Website</a>
Assessment Policy	<a href="#">SIBT Website</a>
Attendance Policy	<a href="#">SIBT Website</a>
Critical Incident Policy	<a href="#">SIBT Website</a>
Discrimination, Harassment, Victimisation and Bullying Policy	<a href="#">SIBT Website</a>
Equity and Diversity Policy	<a href="#">SIBT Website</a>
International Students Under 18 Policy	<a href="#">SIBT Website</a>
Mental Health and Wellbeing Response and Management Policy	<a href="#">SIBT Website</a>
Privacy Policy	<a href="#">SIBT Website</a>
Program Progress Policy	<a href="#">SIBT Website</a>
Reasonable Adjustment Policy	<a href="#">SIBT Website</a>
Sexual Assault Prevention and Response Policy	<a href="#">SIBT Website</a>

Name	Location
Sexual Harassment Prevention and Response Policy	<a href="#">SIBT Website</a>
Special Consideration Policy	<a href="#">SIBT Website</a>
Student Wellbeing and Welfare Support Policy	<a href="#">SIBT Website</a>
Privacy Act 1988	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Support Act 2003	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Standards Framework (Threshold Standards) 2021	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Education Services for Overseas Students Act 2000	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
National Code of Practice for Providers of Education and Training to Overseas Students 2018	<a href="https://www.legislation.gov.au/">https://www.legislation.gov.au/</a>
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023	<a href="#">Federal Register of Legislation - Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023</a>

## Contents

1. Purpose.....	4
2. Definitions .....	4
3. Application .....	5
4. Policy Statement .....	5
5. Identifying Students at Risk .....	5
6. Access and Availability .....	6
7. Communication .....	6
8. Academic Support.....	6
9. Non-Academic Support.....	7
10. Other Support Services/Mechanisms .....	7
11. Roles and Responsibilities.....	8
12. Relevant Legislation and Reference Material .....	10
13. Reporting .....	10
14. Review .....	10

## 1. Purpose

- a) SIBT is committed to ensuring its students are provided with the support and resources required to assist them to be successful in their studies.
- b) The Support for Students Policy should be read in conjunction with the other relevant policies and procedures identified within this Policy.
- c) The Support for Students Policy outlines how students will be identified as at risk of not successfully completing their unit of study and/or progressing satisfactorily, and the mechanisms available to support them to completion.
- d) The Support for Students Policy is published in accordance with SIBT's obligations under the Higher Education Support Act 2003 (Cth).

## 2. Definitions

Term	Meaning
<b>Academic Census Date</b>	The final date students can withdraw from units without academic penalty is the last campus day in week eight (8).
<b>Academic Success Plan (ASP)</b>	An individual support plan, based on an individual student needs assessment, that specifies SIBT academic and wellbeing support and the commitment and engagement required by the student.
<b>Advocacy Support</b>	Impartial support provided to help a student with a range of problems or issues including, but not limited to including clearly expressing themselves or navigating SIBT policies and procedures.
<b>Counsellor</b>	A trained and appropriately registered professional who works with students experiencing a wide range of emotional and psychological problems to help them bring about effective change and/or enhance their wellbeing.
<b>Crisis</b>	A time of intense difficulty or acute risk (educational or personal or interpersonal or an intersection of these) that endangers a student's ability to successfully complete their unit of study.
<b>Financial Census Date</b>	The final date students can apply for or withdraw from units (without financial penalty or incurring a debt) is the last campus day in week four (4). The Census date is a minimum of 20% of the way through a unit.
<b>Formative and Diagnostic Assessments</b>	Types of Assessment used during the initial learning process to collect data on what students already know about the topic, to clarify existing knowledge before teaching takes place, to monitor student progress against explicit criteria, and to encourage engagement.
<b>Peer Mentoring</b>	A relationship between students where one helps guide the other through their studies.
<b>Student At Risk</b>	A student whose behaviour and/or circumstances, through predicted and/or observed risk, render them vulnerable to not achieving satisfactory academic progress.
<b>TEQSA</b>	Tertiary Education Quality and Standards Agency
<b>Unit of Study</b>	A component of a course of study with a designated unit code, title and credit point allocation in which students enrol and undertake assessment tasks in order to achieve specified learning outcomes.
<b>Welfare Support</b>	Provision of support, information and advice on emotional, financial, educational, recreational, health, housing and other social welfare matters, and assisting to evaluate and coordinate appropriate support.

### 3. Application

- a) The Support for Students Policy applies to all SIBT staff and students.

### 4. Policy Statement

- b) SIBT is committed to ensuring students are aware of the support services available throughout their study and that there are sufficient resources available to meet the needs of the students.
- c) SIBT will communicate with students identified as at risk to ensure they are aware of support services available to assist them in successfully completing their units of study and maintaining satisfactory academic progression.
- d) SIBT students are made aware of the Financial Census Date for their units and the financial impact of continuing past this date. SIBT will endeavour to commence support for students at risk support before this date.
- e) SIBT students are made aware of the Academic Census Date for their units and the academic impact of continuing past this date.
- f) SIBT endeavours to identify support mechanisms available and provides student access to the agreed support for the duration of the session.

### 5. Identifying Students at Risk

- a) SIBT identifies students in need of targeted individual literacy, numeracy, and other academic as well as non-academic support using various methods of monitoring and assessment such as:
  - i. Admissions team assessment of entry level skills of applicants during the application process to identify risk factors;
  - ii. Early identification of students at-risk (from Week 1) by the academic team.
    - Diagnostic and formative assessments designed to assess skill levels in the first few weeks without adding to graded weighting of the unit and assist in identifying literacy in:
      - Academic writing;
      - Numeracy/Maths; and
      - Computer skills.
    - Teachers identify and refer students at risk directly to the appropriate support service/s;
    - Teachers identify student risk factors in the Student Management System, which is monitored by the Academic Success Coordinator.
  - iii. Monitoring of identified subgroups engagement, progression and outcomes, throughout their study includes:
    - Students with credit for prior learning to ensure the student was not disadvantaged by the level of credit granted;
    - Under 18 International students are assigned a coordinator who supports the student and helps them stay on track through regular scheduled meetings;
    - Students excluded from other Providers are automatically assigned to the highest level of monitoring and support;

- Students with a disability are supported based on their specific needs and reasonable adjustments identified as appropriate.
- iv. Monitoring of engagement and attendance;
- v. Ongoing student at risk reporting and tracking in the SIBT Student Management System.

## 6. Access and Availability

- a) SIBT will ensure that support provided by individuals or organisations with appropriate expertise is available to assist students with overcoming issues that put them at risk of not successfully completing their units of study.
- b) SIBT will ensure the quality of qualified support staff engaged in alignment with the 'students first' culture.
- c) SIBT will ensure that students who report non-academic issues that may put them at risk of not successfully completing their units of study, are immediately connected to academic and other supports referred to in Sections 8, 9 and 10.
- d) SIBT ensures easy access to Student Services and Support through a booking portal that facilitates the booking of individual appointments with Student Learning Advisors, Welfare Support Staff, Counsellors, Academic and Math Study Support, Disability and Accessibility Support, and Careers and Employability Consultations.
- e) SIBT will ensure its academic and non-academic support mechanisms are trauma informed, culturally appropriate, and include information about SIBT's arrangements for First Nations students, students with a disability and those who have experienced family and domestic violence, harassment, sexual harm, or other traumatic events.
- f) SIBT will ensure that all policies and information about SIBT's support services are, publicly available and communicated to each individual student through the Student Portal, Orientation, and the Student Voice Committee.
- g) Data on the use of SIBT's support services is reported to the Senior Management Team on a monthly basis and where possible, identifies mitigation, trends, resourcing capacity, continuous improvement, response time to student bookings and whether any additional services are required.

## 7. Communication

- a) SIBT provides a booking portal for students to book appointments directly with the support they want to access. SIBT will respond to students request for access to support services within 24 hours (1 working day) of the request being made.
- b) SIBT commits to reporting on students "At Risk" with various mechanisms in place to identify, assess and engage the student in support strategies as quickly as possible.
- c) SIBT Case Managers will discuss with the student, the implications of the Financial Census Date for the students for each unit of study, as part of the support strategy.

## 8. Academic Support

- a) SIBT ensures students have access to support services and is made aware of the support available and how to access the support.
- b) SIBT proactively offers students access to Academic Success strategies referred to in paragraph (c) where a student has already been identified as at risk of not

successfully completing their units of study, and the student demonstrates risk factors that include:

- i. The student has not previously engaged with the support strategies offered;
  - ii. The student has previously failed a unit of study in their program;
  - iii. The student demonstrates low levels of participation in the unit, such as where student's level of engagement and attendance are below the expectations (or requirements) to successfully complete the unit.
- c) SIBT Academic Success strategies include:
- i. Enrolment in support units: Study Skills 100 (SS100), Study Skills 200 (SS200), Math for Higher Education (BMTH), Math for Higher Education for Statistics (BMTHSTA), Engineering Math Support Unit (EMSU);
  - ii. Regular one-on-one language or academic skills support with Student Learning Advisor;
  - iii. Regular one-on-one sessions with a dedicated Math Support Learning Advisor;
  - iv. Regular meetings with their relevant Program Convenor or Teacher;
  - v. Additional one-on-one or group classes or workshops with the Teacher;
  - vi. Participation in Academic Skills workshops;
  - vii. Reduced study load for the current study period as recommended by Program
  - viii. Convenor or Academic Director;
  - ix. Prescribed personalised study plan for the current and/or subsequent study periods;
  - x. Academic reasonable adjustment arrangements for students with verified disabilities or health conditions;
  - xi. English Language and Study Assistance Programs.

## 9. Non-Academic Support

- a) SIBT provides access to non-academic support, including but not limited to, mental health and well-being support and career planning and employability support through a booking portal that is easily accessible to students.
- b) SIBT offers various support mechanisms and options to assist students with successfully completing their units, such as:
  - i. Regular meetings with a Counsellor or Student Learning Advisor as face-to-face or Zoom sessions;
  - ii. Referral to external support services, including health providers and legal services, as required
  - iii. Assignment of a Student Mentor/Buddy;
  - iv. Assistance with settlement in Sydney and transition to study, practical welfare support, wellbeing support, study planning and academic skills support and supplementary support;
  - v. Student Welfare and Advocacy support as needed;
  - vi. Assistance with navigating external systems, including employment issues, or support to access housing, financial or other support services;
  - vii. Engagement with student clubs and campus events.

## 10. Other Support Services/Mechanisms

- a) SIBT provides access to supplementary support services, such as:

- i. Student Ambassadors who are senior students and able to guide commencing and newer students through routine, basic queries about daily life in Sydney and their studies;
  - ii. Assistance in understanding policies and procedures, e.g., special consideration applications, the complaints and appeals process or extension requests;
  - iii. Advocacy where a student requires support to navigate processes such as misconduct allegations, or appeals;
  - iv. Advice for accommodation, employment, and financial issues;
  - v. Help in contacting free legal services and other support agencies;
  - vi. English Conversation Groups;
  - vii. Library Services to assist student with accessing learning resources and access study spaces;
  - viii. Peer mentoring support via SIBT Buddy programs;
  - ix. Specialised learning materials and accessible technology.
- b) SIBT's crisis and critical harm.
- i. SIBT will respond to students in a crisis and those who have experienced critical incidents by:
    - Offering a compassionate first response;
    - Ensuring the student feels physically safe and supported;
    - Providing referral to any relevant internal or external support services;
    - Where relevant, the student is informed of the option to report incidents internally or externally, ranging from internal complaints to external police reports;
    - Assuring privacy and confidentiality;
    - Providing a trauma informed approach.
  - ii. Students are informed of the multiple ways to report an incident through:
    - Orientation;
    - The student portal;
    - All staff including Counsellors, administration, or academic staff.

## 11. Roles and Responsibilities

- a) The Senior Management Team is responsible for reviewing 'access to support' data to make sure the quality and quantity of support resources are maintained to ensure appropriate and timely support is available to students at all times.
- b) Academic staff will provide support to students in relation to their units of study by:
  - i. Being available for one-on-one student consultations during consultation hours and facilitate additional one-on-one or group classes or workshop, as required;
  - ii. Identifying students with risk factors as early as possible and refer the student directly to the Student Support team for immediate support from week 1;
  - iii. Prescribing personalised study plans
  - iv. Following up class absences with students to encourage attendance and offering support to ensure they remain on track in their studies.
- c) The Student Learning and Welfare Support team is a multi-disciplinary team that provides a range of services to support students through their learning journey, including:
  - i. Providing learning, careers and welfare support, advice, advocacy, and assistance to students in keeping with relevant SIBT policies;



- ii. Ensuring a student-centred approach that recognises the students' expertise in understanding their own needs, and focusing on ensuring enablers are in place for students to succeed academically, such as social, wellbeing, welfare, and academic skills support.
- d) Student Counsellor Team:
  - i. Professional, qualified counsellors who provide students access to free, confidential counselling services. They will assist students with strategies to optimise their studies and also assist with anything that is impacting their progress;
  - ii. Provide support, advice and referrals for financial hardship, health related issues including mental health, disability and accessibility support such as reasonable adjustments, Centrelink, personal safety and family issues, advocacy, accommodation, and SIBT applications, forms and processes;
  - iii. Are available to provide tailored support for international students;
  - iv. Consult with referred students to develop an immediate individualised support plan and the strategy for how these supports will be delivered;
  - v. Plan and implement student wellbeing and mental health promotion campaigns and activities.
- e) The Academic Success Coordinator will:
  - i. Initiate and coordinate monitoring and support to students with an Academic Success Plan (ASP): an individual support plan based on identified student's needs;
  - ii. Track engagement and report on outcomes for students who engage with an Academic Success Plan (ASP) to enable continuous improvement in learning support.
- f) Student Learning Advisors will provide:
  - i. Assistance with Maths and IT skills, study and exam strategies and study planning;
  - ii. Assistance with completing applications such as special consideration, reduced study load, break in studies (deferral), attendance;
  - iii. Assistance with academic skills including essay and report writing, referencing, exam strategies, study planning. English language support;
  - iv. Workshops open to all students to enhance their academic skills.
- g) Student Career and Employability Advisors:
  - i. Offer online and on-campus career support services that aim to provide crucial employability skills and confidence to help students find career success;
  - ii. Facilitate careers and industry events on campus for students to gain insight into opportunities within fields related to their course of study.
- h) The Board of Examiners is responsible for:
  - i. Identifying students at-risk of academic non-progression at the end of each study period;
  - ii. Determining the strategies that will get the student back on track to completing their qualification;
  - iii. Monitoring the progress of subgroups (Under 18, Students with Academic Credit, students excluded by other Providers) and ensuring appropriate support is in place;
  - iv. Monitoring the effectiveness of strategies applied in the previous session.
- i) The Academic Board is responsible for:

- i. Monitoring the effectiveness of the support strategies to ensure interventions contributed to facilitating a successful outcome for each student.
- ii. Reviewing 'access to support' data and analysing potential impacts on entry requirements, unit assessments or learning outcomes.

## 12. Relevant Legislation and Reference Material

- a) SIBT maintains compliance with legislation relating to student support:

Legislation/ Reference Material	Reference
<a href="#">Higher Education Support Act 2003</a>	Section 19-65 and 238-10
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023	Support for students' policy requirements: Section 49A (1.a – n) and (2.a – b)  Requirements in relation to report given on support for students: Section 49B (1.a - j)

## 13. Reporting

- a) In accordance with section 238-10 of the *Higher Education Support Act 2003*, SIBT will provide a qualitative de-identified annual report for the preceding year, on or before 1 March, to the Tertiary Education Quality and Standards Agency (TEQSA).
- b) SIBT adheres to the Privacy Principles as set out in *Schedule 1 of the Privacy Act 1988*, in respect of student personal information to be obtained for the purposes of section 19-43 of the Act.

## 14. Review

- a) The Support for Students Policy is reviewed annually by the person delegated as responsible for this policy and the Quality and Compliance Manager and at the time of any changes to the regulatory compliance requirements, legislation, regulation, and guidelines.