

Support for Students Policy

1. Purpose

- (a) UNSW College is committed to ensuring its students have access to support required to assist them to successfully complete the programs in which they are enrolled.
- (b) This Policy articulates the support framework provided, strategies to ensure students are aware of both academic and non-academic support available and the principles that underpin and guide support options.
- (c) This Policy meets the requirements and obligations under the Higher Education Support Act 2003 (Cth) and the [Higher Education Support Amendment \(Response to the Australian Universities Accord Interim Report\) Act 2023](#) and [Higher Education Provider Amendment \(Support for Students Policy\) Guidelines 2023](#).
- (d) This Policy should be read in conjunction with other related College policies in which specific student support options are embedded, including:
 - i. [Academic Progression and Exclusion Policy](#);
 - ii. [Admissions Policy](#);
 - iii. [Assessment Policy](#);
 - iv. [Guidelines for Assessing Compassionate or Compelling Circumstances](#);
 - v. [Critical Incident Policy](#);
 - vi. [Enrolment Policy](#);
 - vii. [Equity, Diversity and Inclusion Policy](#);
 - viii. [Sexual Assault and Sexual Harassment Policy](#);
 - ix. [Student Code of Conduct](#);
 - x. [Student Grievances and Complaints Policy](#);
 - xi. [Students with a Disability Procedure](#);
 - xii. [Student Health and Wellbeing Policy](#)
 - xiii. [Student Appeal Policy](#).

2. Scope

This Policy applies to:

- (a) All students enrolled in programs delivered by the College.

3. Policy Statement

- (a) The College aims to provide an equitable study and learning environment for all students.
- (b) The College is committed to ensuring that all students are offered appropriate academic and non-academic support and will be afforded a fair opportunity to participate in the support services outlined in this policy.
- (c) College staff teaching and Student Progress Advisors seek to proactively identify and communicate with students who are at academic risk, using learning analytics, diagnostic tests and early intervention processes at both the pre-census and post-census stages of enrolment to support student success.

- (d) College teaching staff and Student Progress Advisors will engage with students who may be at risk of not successfully completing their studies to offer appropriate academic support in a timely way.
- (e) The processes in place to support the academic success of students are underpinned by compassion and a commitment to act in a timely, professional and inclusive manner.
- (f) The College treats students as unique individuals with diverse learning styles and support needs and, where relevant, identifies alternatives to the models of academic support offered or provided.
- (g) Both academic and non-academic support services are promoted to students from the outset, during admission processes, orientation and across multiple student communication channels, including the College website.
- (h) Personal information is managed in accordance with the College's [Privacy Policy](#).

4. Academic Support for Students

- (a) Support services available to students are promoted through [Orientation Days](#), attendance at which is compulsory, reminders from [Academic Support services](#) that are periodically shared with students via their College registered email addresses and on the College website.
- (b) College policies and procedures, including the Admissions Policy, Assessment Policy, Equity, Diversity and Inclusion Policy and Students with a Disability Procedure, outline support for reasonable educational adjustments offered to students admitted under Access and Equity provisions.
- (c) The College considers any Equitable Learning Plans, and/or advice about the impact of a disability or condition, in any decision made as part of the support offered or provided to students.
- (d) The College aims to provide interpreting services if a student requests this for any meetings.
- (e) Academic support services for all students include:
 - i. [Study Club](#);
 - ii. [One-on-one academic support with an Academic Advisor](#);
 - iii. Developing [Academic Skills](#);
 - iv. The Library's [ELISE Informing Your Studies Tutorial \(Diploma students\)](#);
 - v. [Nura Gili Centre for Indigenous Programs](#);
 - vi. [Special Consideration](#) when illness or circumstances (see [Guidelines for Assessing Compassionate or Compelling Circumstances](#)) might impact on exam or assessment performance;
 - vii. [Academic Improvement Module](#), a self-paced online module that helps students achieve their academic goals;
 - viii. [Equitable Learning Services](#), available for all students to confidentially discuss disabilities or conditions that impact their study, including neurodivergency, a physical or mental health condition or carer responsibilities, so that

reasonable adjustments may be considered and approved. [One-on-one appointments for Equitable Learning Services](#) are readily available.

- ix. Consultation with teaching staff at published times.

5. Support for Students at Risk

- (a) As outlined in the [Academic Progression and Exclusion Policy](#) and [Procedure](#), the College monitors student progress and offers support to students who are at-risk of not maintaining satisfactory academic progress. This monitoring process is undertaken each Term, with early identification of at-risk students assisted by the inclusion of a 'low stakes' formative assessment piece embedded in all Subjects prior to the census Date.
- (b) Student Progress Advisors provide guidance and support and triage to other College student support services, including those relating to Student Wellbeing, as required.
- (c) Both parties (students and College) can initiate the need for support or intervention. The College uses a range of indicators including assigning an academic risk level to determine types of interventions required, and uses this data to discuss appropriate strategies for supporting the student.
- (d) Support services for students seeking help prior to the census date are provided in a timely manner, with advice as to the effective census date for incurring a FEE-HELP debt.
- (e) Intervention can take a number of different forms, including peer-led study support sessions, regular meetings with Student Progress Advisors to develop appropriate study strategies, referral to English Language workshops, teacher-led consultations, reasonable education adjustments articulated in [Equitable Learning Plans](#), support for seeking [Special Consideration](#) due to illness or misadventure.

6. Non-academic Support for Students

- (a) The College's support for student wellbeing and safety is detailed in the [Student Health and Wellbeing Policy](#). This includes the following services:
 - i. General support for [health, safety & wellbeing support](#);
 - ii. Information about [24/7 mental health assistance and support](#);
 - iii. Timely access as requested to [Student Support Advisors](#);
 - iv. [Safety on campus](#).
- (b) Other non-academic support services designed to assist students in broadening and deepening their academic success include:
 - i. [Accommodation Support](#);
 - ii. [Support for Under 18 International Students](#);
 - iii. [First Responders for Sexual Assault or Sexual Harassment Support](#);
 - iv. [UNSW Health Service](#);
 - v. [UNSW Employability Services](#);
 - vi. [Arc at UNSW Sydney](#).

7. Policy Review

The policy will be reviewed annually by the Head of Student Experience for quality assurance, to identify opportunities for improvement and ensure it remains fit for purpose. Review outcomes will be reported to Academic Board.

8. Reporting

- (a) The requirements articulated in the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023 in relation to annual reporting on the Support for Students Policy to the Department of Education will be undertaken by the Executive Director, Students.
- (b) Reporting will include Policy implementation details and implementation effectiveness, opportunities identified for improvement of support services and the policy itself, de-identified examples of how support services assisted students and availability of appropriate resourcing to deliver support services.

9. Roles, responsibilities and delegations

Role	Responsibility
Staff teaching at Course and Subject levels	Provide an equitable studying and learning environment for all students.
Student Progress Advisers	Proactively identify and engage with students who are at academic risk, using information from learning analytics, diagnostic tests, and other early intervention processes, pre and post-census. Refer students in a timely manner to appropriate supports available.
Student Wellbeing Adviser	Ensures a trauma informed approach to support impacted students and provides timely and appropriate support, including connecting students to appropriate services, resources and external supports as required.

10. Related Policy and Supporting Documents

Related Policy Documents and Supporting Documents	
Legislation and policy frameworks	<p>This policy is a requirement of the Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Act 2023</p> <p>Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023</p> <p>This Policy is also intended to ensure that UNSW complies with the:</p> <p>Higher Education Support Act (2003)</p> <p>Higher Education Standards Framework (Threshold Standards) (2015, 2021)</p>

Related Policy Documents and Supporting Documents	
	<u>Education Services for Overseas Students Act (2000)</u> with its associated <u>National Code of Practice for Providers of Education and Training to Overseas Students (2018)</u>
Policy	<ul style="list-style-type: none"> • <u>Academic Progression and Exclusion Policy</u>; • <u>Admissions Policy</u>; • <u>Assessment Policy</u>; • <u>Attendance Monitoring Policy</u>; • <u>Guidelines for Assessing Compassionate or Compelling Circumstances</u>; • <u>Critical Incident Policy</u>; • <u>Enrolment Policy</u>; • <u>Equity, Diversity and Inclusion Policy</u>; • <u>International Students Under 18 Policy</u>; • <u>Sexual Assault and Sexual Harassment Policy</u>; • <u>Student Code of Conduct</u>; • <u>Student Grievances and Complaints Policy</u>; • <u>Student Health and Wellbeing Policy</u> • <u>Student Appeals Policy</u>.
Procedures	<ul style="list-style-type: none"> • <u>Student Grievances and Complaints Procedure</u>; • <u>Student Guide to Special Consideration</u>; • <u>Students with a Disability Procedure</u>; • <u>Academic Progression and Exclusion Procedure</u>; • <u>Attendance Monitoring Procedure</u> • <u>Student Appeals Procedure</u>.
Forms	<ul style="list-style-type: none"> • Special Consideration Form; • Student Appeals Form; • Stage 2 Formal Complaint Form.

11. Policy Governance

Support for Students Policy	
Category/Business Group	Students
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Executive Director, Students
Contact Officer	Head of Student Experience
Effective Date	14/03/2024
Next Review Date	14/03/2027
Version	1.0

12. Revision History

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Academic Board	14 March 2024	14 March 2024	N/A

Please visit our website to ensure that you have the latest version of this Policy. Policies are available at: unswcollege.edu.au/about/policies