

Support for Students Policy and Procedure HEPP97

PURPOSE

Southern Cross Education Institute (Higher Education) (SCEI-HE) is committed to ensuring its students are provided with the support and resources required to assist them in successfully completing the units of study in which they are enrolled. This policy outlines how the SCEI-HE will identify students who are at risk of not successfully completing their units of study and the support available to students to assist them to successfully complete the units of study in which they are enrolled, including SCEI-HE's processes for ensuring that students are aware of these support options.

SCOPE

This policy is published in accordance with the SCEI-HE's obligations under the Higher Education Support Act 2003 (Cth). This policy should be read in conjunction with the guidelines and procedures sections of this policy and other relevant policies, including:

- a. Academic Appeals Policy and Procedure HEPP05
- b. Admissions Policy and Procedure HEPP37
- c. Assessment Policy and Procedure HEPP04
- d. Critical Incident Policy and Procedure HEPP56
- e. Deferring, Suspending or Cancelling Student Enrolment Policy and Procedure HEPP58
- f. Disability and Special Needs Student Support Services Policy and Procedure HEPP71
- g. Examinations Policy and Procedure HEPP31
- h. Inclusive Culture Policy HEPP52
- i. First Nations People Policy and Procedure HEPP98
- j. International Student Monitoring Course Progress Policy and Procedure HEPP59
- k. Mental Health Policy and Procedure HEPP69
- l. National Literacy and Numeracy Test Policy and Procedure HEPP73
- m. Privacy Policy HEPP34
- n. Professional Practice Policy and Procedure HEPP48
- o. Sexual Assault and Harassment Policy and Procedure HEPP60
- p. Special Consideration Policy HEPP82
- q. Student Attendance Recording, Monitoring and Reporting Policy and Procedure HEPP70
- r. Student Monitoring, Progress and Exclusion Policy and Procedure HEPP29
- s. Student Welfare Policy and Procedure HEPP49

The Admission Policy and Procedure applies to all programs offered by SCEI-HE.

DEFINITIONS

Course completion	The successful completion of all the academic requirements of a course of study. This includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry. A numerical measure used for ranking the overall academic achievement of students completing Australian secondary education.
Course of study	The specific set of units or subjects in a specific field of study or discipline often leading to a formal qualification.
Conditional Offer	A provisional offer of admission made when an applicant has not yet met all entry requirements but is expected to do so.
SCEI-HE	Southern Cross Education Institute (Higher Education)
Unit	A component of a course of study that focuses on a particular subject or topic. This may also be referred to as a subject.

POLICY

1. SCEI-HE will ensure that support is available to students to assist them with successfully completing their units and that students are made aware of these support services throughout their study.
2. SCEI-HE will provide comprehensive (de-identified) reports to the Academic Board for regular review, evaluation of strategies and review of relevant policies and procedures.
3. SCEI-HE will publish this Support for Students Policy as well as more information regarding support for students on its website and any other internal sites as deemed appropriate.

4. SCEI-HE 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.

PROCEDURE

Processes Used to Identify Students At Risk of Not Successfully Completing Units

1. SCEI-HE will undertake the following processes to identify students who are at risk of not successfully completing units of study in which they are enrolled:
 - a. Attendance monitoring of timetabled classes throughout the semester;
 - b. Engagement monitoring in face-to-face tutorials and online synchronous/asynchronous sessions throughout the semester;
 - c. Mid and end of semester assessment monitoring;
 - d. Behavioural monitoring of students (this may include instances of lack of engagement/interest, lateness, class contributions, disruptive behaviour etc);
 - e. Post-semester unit-level and semester-level assessment reviews, including assessment history and use and effectiveness of intervention strategies implemented;
 - f. Confidential counselling reviews (mental health and personal wellbeing) with student permission.

Academic Support Services Available to Students

2. SCEI-HE will offer students either directly or through a third-party, a number of academic support options to assist in successful completion of the units of study in which they are enrolled, such as:
 - g. Academic advisory services;
 - h. Academic skills workshops including academic writing, using AI ethically and research skills development;
 - i. Academic integrity workshops and support services;
 - j. Referencing and paraphrasing workshops;
 - k. Library support services;
 - l. Print and digital library services;
 - m. Assessment guides;
 - n. Embedded and extra-curricular academic workshops;
 - o. One-on-one support such as placement information, research support, academic practice and academic integrity;
 - p. Career planning workshops;
 - q. Personalised intervention strategies addressing the specific needs of the student which may include a reduction in study load, counselling, academic support and regular meetings with student support or academic staff. A case management approach will be used to manage students. All intervention strategies will meet the requirements of the ESOS Act for international students;
 - r. Utilising an educative approach to breaches of academic integrity;
 - s. Placement services (including identification of placement opportunities as well as placement workshops).

Non-Academic Support Services Available to Students

3. SCEI-HE may offer students either directly or through a third-party numerous non-academic support options to assist in successful completion of the units of study in which they are enrolled, such as:
 - t. Disability and special needs support services by SCEI-HE student welfare staff and/or via third parties as required;
 - u. Mental health workshops and support services provided by SCEI-HE counselling staff and/or via third parties as required;
 - v. Indigenous Australians support services provided by SCEI-HE student welfare staff and/or via third parties as required;
 - w. Student wellbeing workshops and support services provided by SCEI-HE student welfare staff and/or via third parties as required;
 - x. Family/domestic violence support programs;
 - y. Fee relief support;
 - z. Accommodation support services (external).

RELATED DOCUMENTS

Associated Policies and Procedures:

- Academic Appeals Policy and Procedure HEPP05
- Admissions Policy and Procedure HEPP37

- Assessment Policy and Procedure HEPP04
- Critical Incident Policy and Procedure HEPP56
- Deferring, Suspending or Cancelling Student Enrolment Policy and Procedure HEPP58
- Disability and Special Needs Student Support Services Policy and Procedure HEPP71
- Examinations Policy and Procedure HEPP31
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LEGISLATIVE CONTEXT

- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
- Higher Education Standards Framework (Threshold Standards) 2021 (HESF)
- Education Services for Overseas Students Act 2000 (ESOS Act)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)

RESPONSIBILITIES

Academic Board

- Approving course-specific admission criteria and selection methodology to be used to determine which applicants will receive offers of admission.
- Monitoring admission entry requirements and student success measures.
- The Academic Board will review student performance data regularly to assess whether current entry requirements adequately support student success and progression, and recommend changes to admission criteria as needed.

Academic Director

- Is responsible for reviewing the entry requirements for all courses and advising any changes to the appropriate governance committee for consideration.
- Reviewing and approving any applications that fail to meet the minimum entry requirements but may meet requirements through work/life experience.
- Any reporting requirements as required by governance committees or boards.

Applicant

- Are responsible for providing accurate information for admission and compliance with any conditions included in an offer of admission.

International Agents

- Are responsible for reviewing all applications to ensure that the evidence is accurate and meets the minimum course entry requirements.

Marketing Team

- Responsible for publishing accurate information on admission pathways, procedures and course selection requirements and providing this information to approved international agents.

Selection Officers

- Are responsible for reviewing all applications to assess whether an applicant meets the minimum SCEI-HE entry requirements and course entry requirements as published on SCEI-HE's website and other documentation.

DOCUMENT AND RECORD CONTROL

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