

## SUPPORT FOR STUDENTS FRAMEWORK

### **Purpose**

- (1) The purpose of this Framework is to provide an overview of the approach taken to support students in the various domains that affect student academic progress and development, as well as their health and well-being whilst at ACPE. As a significant element of the College's Governance System, it underlines the importance that the College places on Support for Students and provides a navigational aid for students and staff to each of the detailed policies and procedures that support students and provides an overview of the domains in which a student is supported.
- (2) Students, staff, and external stakeholders are therefore advised to read this Framework in conjunction with the documents set out in the Related Documents section to ensure a full appreciation of how the College ensures that academic and non-academic support is available to students to assist them successfully completing their studies and proceed towards achieving their career aspirations in a supportive and safe environment.
- (3) Integral to the College's assurance of the quality of its Support for Students and its promise of exceptional provision of readily accessible student support is:
  - publication of this Student Support Framework on the College website, along with instructions as to how students can obtain ready access to the various relevant Policies and Procedures and key academic and Student Support personnel;
  - assurance of open channels for communication between staff and students;
  - strong staff initiated engagement with students to ascertain any difficulties associated with their learning or well-being experience and to direct them to relevant College academic and non-academic resources for assistance; and
  - facilitation of student contribution to review of their learning and well-being experiences to better enable College staff to appreciate the difficulties encountered and identify means of continuous improvement.

### **Elements of the Framework**

#### ***The Range of Support Services Available to Students***

##### **Wellbeing Support**

- (4) The College offers, either directly or through a third party, various support options for assisting students who are struggling, including those who are struggling with the impacts of psychological and/or social stressors and/or critical incidents such as Bullying, Family and Domestic Violence, or Sexual Abuse or Sexual Harassment, in successful completion of their units of study.
  - a. The College recognises that, while it must have the supports in place to assist students to succeed, ultimately students have the primary responsibility for reaching out and accepting support and for their own success. The College therefore considers it crucial that students recognise and are enabled to respond

to early signs of distress, and facilitates this by equipping them with the knowledge and skills to identify any early signs of psychological, social, behavioural or mental health issues in themselves and others, and to reach out for assistance. The College also recognises the diversity of its student cohort, and that its students are each unique and have bespoke needs. Accordingly, the Student Services team endeavours to offer personalised and culturally appropriate support to meet individual's different non-academic support needs and to refer the student to appropriate academic support where required.

- b. The College is committed to providing a safe and inclusive environment where students are able to freely participate in College activities; and will deal with behaviour that compromises students' and other persons' safety or wellbeing as misconduct. The College will not tolerate sexual assault or sexual harassment in any form. [The Sexual Assault and Sexual Harassment \(Students\) Policy and associated Procedure](#) provides details on how the College deals with such matters and how students can report inappropriate behaviour or seek support. The College website provides [information](#) on being an active bystander and provides an additional platform for students to report concerns or seek internal or external support. Support is available to students irrespective as to where the incident occurred.
  - c. In addition, all students (online and on-campus) have access to a free counselling service with a psychologist registered by AHPRA (the Australian Health Practitioner Regulation Agency) on campus or via phone consultation.
  - d. Details of these services are provided to students on the ACPE website section on [Student Services \(non-academic student support\)](#), as well as during student Orientation sessions and throughout each study period.
  - e. The College provides access to TalkCampus, a 24-hour support service for students in distress.
- (5) The College has appropriate processes and arrangements in place to respond to crisis and critical harm for students. The ACPE **Critical Incident Policy** and its associated **Procedure** establish the framework to notify and then manage critical incidents and events that affect the College's security and reputation, as well as to protect the health, safety and security of students, staff, contractors and visitors.

### **Academic Support**

- (6) ACPE provides access to targeted individual literacy, numeracy and other academic support as required. The College is committed to providing all students with different consultation options with academic staff to support them in their studies, including face-to-face and online consultation options. The ACPE [Student Consultation Policy](#) provides students with fair and reasonable access to appropriate consultation with academic staff outside of the normal class time, with the aim of assisting students to achieve their fullest potential in their studies. Assessment Guides and Unit Guides are available on the LMS.
- (7) The ACPE [Student Learning Services](#) is the students' resource centre for all matters related to academic skills and success at ACPE. Details on how students can access these services

are provided on the ACPE website, as well as during Orientation and throughout each study period.

- (8) The [Special Consideration Policy and associated Procedure](#) sets out the resources available to students seeking special consideration for the impact of unforeseen or exceptional circumstances which may affect their performance in assessments outside of final examination periods, or in relation to any additional unit requirements, or with respect to any other circumstances which affect their capacity to otherwise comply with College academic requirements. Relevant details of circumstances resulting in proactive offers of 'special consideration' and academic adjustment arrangements can be found within the Special Consideration Policy and Procedure documents.
- (9) For students with a disability, the College may make reasonable adjustments to support their studies at ACPE and for whom an Academic Inclusion Plan can be prepared. This is detailed in the **Diversity, Equity and Inclusion Policy and Procedure (Supporting Students with Disability)**.

### **Library Support**

- (10) The ACPE Library has a range of support services available to students to assist them in their studies. This includes, but is not limited to:
- Access to electronic library resources 24/7
  - Online support and live chat
  - Libguides
  - Library Orientation.

### **Careers Support and ACPE Careers Hub**

- (11) ACPE provides support to students in developing their employability skills and advice on job readiness. The ACPE Careers Hub is a centralised resource that provides a range of support services to assist students with obtaining work related experience and preparing for their first job upon graduation. These include:
- Career development workshops
  - Career events and programs
  - Assistance in arranging Internships
  - Assistance with Work Integrated Learning Placements.

### **Reviewing and reporting**

- (12) The College will review this document annually for quality assurance, to identify opportunities for improvement and to ensure it remains fit for purpose and consistent with the government requirements. This will include considering information on complaints received from students in relation to the available support services or this document.
- (13) The Chief Executive Officer is responsible for reporting to government on ACPE's Support for Students Framework in line with the requirements of paragraph 19-43(6)(a) of the Higher Education Support Act 2003 (*Cth*).

### **Students At Risk of Not Successfully Completing Units**

- (14) The College employs several strategies to proactively identify students who are 'at risk' of not successfully completing their units of study as early as possible. This includes:
- setting assessment tasks early in the semester so that poor performing students are able to seek support;
  - notifying students via the Learning Management System (LMS) and/or email where they have been absent for 20% or more of their scheduled classes;
  - requiring Unit Coordinators and Head of Department to liaise directly with the relevant Student Progress Advisor (or delegate) throughout each semester, identifying students 'at risk' and the actions taken to assist these students; and
  - requiring teaching staff to advise Unit Coordinators of students 'at risk' (in Week 3 and ongoing as required) for the purpose of follow up by the Student Progress Advisor (or delegate).
- (15) The College will communicate directly with students identified as 'at risk' to ensure that they are aware of support services available to them in successfully completing their units of study.
- The College will endeavour, when communicating with those students requesting access to support services before the census date for their unit of study, to advise the student of the importance of the census date being the date they will incur a FEE-HELP debt. Where possible, the College will endeavour to provide the requested support in a timely manner.
- (16) The [Intervention Strategy for At Risk Students Policy and associated Procedure](#) details the College's principles and processes which ensure that 'at risk' students are identified and then connected to support as part of a scaffolded intervention strategy.
- (17) The [Course Progression Policy and associated Procedure](#) specifies how ACPE assesses academic and non-academic suitability for continuing study, especially for students whose performance has already triggered alerts. It sets out the principles underpinning its course progression framework.

### **Related documents**

This Student Support Framework should be read in conjunction with key College Policies and Procedures available on the [ACPE website](#) as follows:

- Admissions Policy - Undergraduate and Postgraduate Courses and associated Procedure
- Assessment Policy and associated Procedure
- Course Enrolment Variation Policy and associated Procedure
- Course Progression Policy and associated Procedure
- Critical Incident Policy and associated Procedure
- Diversity, Equity and Inclusion Policy and the Diversity, Equity and Inclusion Procedure (Supporting Students with Disability)
- Examinations Policy and associated Procedure
- Intervention Strategy for At Risk Students Policy and associated Procedure

- ix. Sexual Assault and Sexual Harassment (Students) Policy (SASH) and its associated Procedure
- x. Special Consideration Policy and associated Procedure
- xi. Student Consultation Policy and its associated Procedure
- xii. Remission of Financial Liability due to Special Circumstances Policy
- xiii. Work Health and Safety Policy and associated Procedure
- xiv. Work Integrated Learning (WIL) Policy and associated Procedure

**Legislation:**

- Higher Education Support Act 2003 (Cth)
- Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023

**Document Administration**

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<b>Version 2:</b>	Document reviewed and updated in line with the requirements of the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023
<b>Version 3:</b>	Minor editorial change in order of paragraphs 02.04.2024

# Unless otherwise indicated, this Framework will still apply beyond the Review date.