Support for Students Policy and Procedure

Approved by the Board of Directors on 4 October 2024

1.   Purpose

This Policy and Procedure outlines how Iona Trinity College of Higher Education (**the College**) will identify students who are at risk of not successfully completing their units of study and the support available to students to assist them with successfully completing their units of study, including the College's processes for ensuring that students are aware of these support options.

The College is committed to ensuring its students are provided with the support and resources required to assist them to be successful in their studies.

This Policy and Procedure is published in accordance with the College's obligations under the *Higher Education Support Act 2003* (Cth).

2.   Scope

This Policy and Procedure applies to:

- all current students at the College

- all staff involved in teaching or providing services to students, and

- members of the College's Governing Bodies.

3.   Policy

This Policy and Procedure should be read in conjunction with the procedures section of this Policy and Procedure and other relevant policies, including but not limited to:

- Academic Progression Policy and Procedure

- Assessment Policy and Procedure

- Assessment Review Policy and Procedure

- Critical Incident and Emergency Management Policy and Procedure

- Enrolment Policy and Procedure

- Sexual Assault and Sexual Harassment Prevention Policy and Procedure

- Student Appeals Policy and Procedure

- Student Diversity and Equity Policy

- Student Reasonable Adjustments Policy and Procedure

- Student Support Framework

4.   Procedure

The College will ensure that support is available to students to assist them with successfully completing their units and that students are made aware of the support services throughout their study.

4.1   Early identification of support needs

During the first half of each semester the Principal, working with the Course Coordinator, will monitor student progress to ensure that their needs are met and to identify students in need of additional support.

The criteria for identifying students in need of additional support at this stage include:

- poor performance in an early assessment task, which will be administered in the first four weeks of every subject. The outcomes of this assessment will be used to provide feedback to students and to identify appropriate support

- low attendance rates or participation, evidenced by failure to access the Learning Management System or to submit assessment items.

Students identified as requiring additional support at this stage will be advised in writing of the academic and personal support services that are available to assist them in making satisfactory academic progress.

The identified academic and personal support services will be appropriate and sensitive to the student's background, including if they are of Aboriginal and Torres Strait Islander heritage, and/or gender identity.

4.2   Students at Risk of Not Successfully Completing Subjects

Students are considered to be 'at risk' if, after the provision of academic and personal support services, they:
- fail fifty percent or more of enrolled subjects in any semester; and/or
- fail the same subject more than once; and/or
- fail to make sufficient academic progress to complete the course within the expected duration.

The Principal will review students who have been identified as 'at risk' after publication of results for each semester of study and will:
- advise students in writing of their failure to meet minimum academic standards and require students to attend an academic counselling session. The purpose of the academic counselling sessions is to allow Course Coordinators, student support officers and students to negotiate support and an intervention strategy that is appropriate and sensitive to the student's particular situation and/or background and which can facilitate improvements to academic progress over the following semesters of study, and
- enrol the student in an appropriate academic support program.

The College 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.

4.3   Academic Support Services Available to Students

The goals of academic support programs are to identify issues limiting the capacity of students at risk to progress in their studies and to provide appropriate advice and support to assist these students to improve their academic results in the following semester. The College offers numerous academic support options for students to assist in successful completion of their units of study, including:
- academic skills workshops and support sessions
- individual case management
- peer support or mentoring arrangements
- minimum class attendance requirement

- personal counselling. As above, if requested, and where possible, the College will identify a counsellor who comes from the same background, including Aboriginal and Torres Strait Islander heritage
- reduced study load
- changes in course enrolment
- conditions on enrolment
- any combination of the above.

In relation to peer support, mentoring arrangements or personal counselling, students from an educational disadvantage background may request for a peer support/mentor or counsellor who is of a similar background (e.g., a student with Aboriginal and Torres Strait Islander heritage wishing to be mentored by a fellow student with the same heritage). The College commits to fulfilling this request, including by seeking appropriate external support when necessary.

Student counselling sessions and attendance at support sessions will be monitored and recorded in the student file by Counsellors and Course Coordinators.

4.4 Non-Academic Support Services Available to Students

The College offers numerous non-academic support options for students to assist in successful completion of their units of study, grouped according to the following headings:

- Student administration, including reception

    ⇒ Advise students on matters related to their enrolment

    ⇒ Make appointments on behalf of students for other support services (e.g. to see a counsellor. Specific support services, including counselling can be made available to students from an educational disadvantage background, including students from an Aboriginal and Torres Strait Islander background)

    ⇒ Provide advice on visa conditions, including employment rights and conditions, and on avenues for resolving issues arising in relation to employment (e.g. Fair Work Ombudsman)

    ⇒ Provide information about the local area and services, including accommodation options and community service centres

    ⇒ Meet international students at the airport and transport them to their accommodation and assist with immediate needs.

- Orientation

    Attendance at orientation is compulsory for all commencing students. Orientation day is managed by the Student Support Officer, on which students will be introduced to the following:

    ⇒ The College's expectations of students at the College

        o Code of conduct

        o Anti-discrimination

        o On-line behaviour

⇒ Orienting students to local and cultural customs, including Australia's history and the history and heritage of the Aboriginal and Torres Strait Islander peoples.

⇒ Living, working, and studying in Australia

⇒ Academic learning and personal support services available

⇒ English language and study assistance programs

⇒ Free legal aid services

⇒ Academic policies and procedures including academic integrity, academic progression, and grievance policies and procedures

⇒ Deferrals and changing providers

⇒ Sexual Assault and Sexual Harassment Policy and Procedure

⇒ The Learner Management System

⇒ Library services

⇒ Support available to students with a disability

⇒ Student safety and wellbeing – on campus and online

⇒ Who to contact in an emergency

⇒ ITC's facilities and resources and campus tour

- Learning support

   ⇒ Available for one-on-one consultation by appointment or by referral from academic staff and can assist students face to face or by phone or online

   ⇒ Includes English Language Proficiency support through informal social gatherings as well as formal workshop sessions

   ⇒ Schedules workshops in literacy and numeracy and other areas such as report and essay writing and academic integrity. These workshops will be advertised via the Learning Management System (LMS).

- Academic staff are available for individual student consultation, 2 hours per week during semester at a dedicated and specified time

- Library

   ⇒ Physical access to the Library resources and Librarian will be in accordance with the campus opening hours

   ⇒ Provides online access to a number of databases

   ⇒ Through a Librarian, assist students in accessing research materials for their studies in light of the memorandum with Camden Theological Library

- Learning Management System

   ⇒ Provides information about the course, learning support workshops and learning support materials

- Counselling services

⇒ Via a contracted private provider will be available to students when required at a reasonable cost.

The College will publish this Policy and Procedure as well as more information regarding support for students on its website at itc.edu.au and any other internal sites as deemed appropriate.

5.   Responsibilities

The Board of Directors is responsible for overseeing the delivery of adequate support services to students.

The Academic Board reviews and make recommendations to the Board of Directors on the adequacy of academic support services provided to students, including on services provided to specific cohorts such as international students.

The Principal:

- maintains and facilitates access to adequate academic learning support services

- ensures the College's support services reflect the needs of student cohorts across all modes of participation and courses

- ensures sufficient and competent staff are available to provide support services

- reports to the Teaching and Learning Committee, the Academic Board and the Board of Directors on the performance of academic, general and personalised support services.

- working with Course Coordinators, ensures that the progress of every student is monitored and that any needs for additional support are identified at an early stage in each subject

- identifies students who are required to enrol in an academic support program

- confirms students who have made unsatisfactory progress

- convenes progress panels

- reports to the Board of Directors on progress data and analysis and making any consequent recommendations.

Course Coordinators:

- oversee the monitoring of student attendance and participation

- ensure early assessment opportunities are incorporated in all subjects and that appropriate feedback and support is provided to students

- negotiate and implement intervention strategies for students at risk

- participate in progress panels as required.

- Course Coordinators:

Student support services staff:

- maintains adequate non-academic support services

- facilitates access to these services.

6.   Definitions

For the purposes of this Policy and Procedure, the following terms are defined as follows:

Aboriginal and Torres Strait Islander	A person of Aboriginal or Torres Strait Islander descent who identifies as Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives
Educational disadvantage	Includes one of the following groups: • Aboriginal and Torres Strait Islander peoples • People from low socio-economic backgrounds • People with a disability • People from rural, remote, or isolated areas • People who are the first in their family to participate in higher education • People from non-English speaking backgrounds, and • People from the LGBTQIA+ community.
Governing Bodies	Members of the Board of Directors, and its sub-committees, and the Academic Board and its sub-committees
Student support services staff	Student Services Manager, Student Administration Officer, Librarian and other student facing personnel

7.   Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original version	Board of Directors	04/10/24

8.   Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Academic Progression Policy and Procedure Assessment Policy and Procedure Assessment Review Policy and Procedure Critical Incident and Emergency Management Policy and Procedure

	Enrolment Policy and Procedure
	Sexual Assault and Sexual Harassment Prevention Policy and Procedure
	Student Appeals Policy and Procedure
	Student Diversity and Equity Policy
	Student Reasonable Adjustments Policy and Procedure
	Student Support Framework
Higher Education Standards Framework (Threshold Standards) 2021	Standards 1.2.1, 1.2.2, 2.3.1, 2.3.2, 2.3.3, 5.3.1, 6.2.1
National Code of Practice for Providers of Education and Training to Overseas Students 2018	Standards 4.1, 5.1, 5.2, 6.1, 6.2, 6.3
Other Applicable Legislation and Instruments	Education Services for Overseas Students Act 2000
	Higher Education Support Act 2003
	Tertiary Education Quality and Standards Agency Act 2011