

<b>Version</b>	2.0
<b>Short description</b>	This policy outlines Avondale's academic and wellbeing support services, the means of communicating information regarding these services to all students, and Avondale's commitment to ensuring the safety, success, and wellbeing of all its students.
<b>Relevant to</b>	All Avondale students and staff.
<b>Authority</b>	Executive Committee
<b>Policy owner</b>	Deputy Vice-Chancellor (Academic)
<b>Responsible office</b>	Office of the Deputy Vice-Chancellor (Academic)
<b>Date approved</b>	30 April 2024
<b>Date effective</b>	1 May 2024
<b>Review due</b>	October 2024
<b>Related Avondale documents</b>	<p>Academic Integrity Procedure (Students)</p> <p>Academic Progression Policy and Rules</p> <p>Appeal Procedure (Academic)</p> <p>Assessment Policy &amp; Procedure</p> <p>Attendance Policy: Virtual and On-Campus Learning</p> <p>Bullying, Harassment &amp; Discrimination Policy (Staff and Students)</p> <p>Complaint Resolution Policy and Procedure</p> <p>Disability Policy</p> <p>Examination Procedure</p> <p>HDR Candidate Support Guidelines</p> <p>Indigenous Students Support Policy</p> <p>International Students Policy</p> <p>Privacy Policy</p> <p>Refund Policy</p> <p>Residence Halls Conditions of Occupancy</p> <p>Sexual Misconduct &amp; Sexual Harassment Policy &amp; Procedures</p> <p>Student Charter</p> <p>Student Misconduct Policy (Non-Academic)</p>
<b>Related legislation</b>	<p>Commonwealth Disability Discrimination Act 1992</p> <p>Commonwealth Disability Standards for Education 2005</p>

**Key words**

Commonwealth Human Rights and Equal Opportunity Commission Act 1986

Education Services for Overseas Students (ESOS) Act 2000

Equal Opportunity Act 1995

Higher Education Support Act 2003 (HESA)

Higher Education Standards Framework (Threshold Standards) 2021

National Code of Practice for Providers of Education and Training to Overseas Students 2018

National Vocational Education and Training Regulator Act 2011 (Cth)

Privacy Act 1988

Support for Students Policy Guidelines Consultation Paper 2023

academic support, behaviour, bullying, complaint, conduct, counselling, disability, discrimination, equity, grievance, harassment, misconduct, , services, student, support, wellbeing.

## 1. PURPOSE

Avondale University (Avondale) is committed to providing a safe learning environment for all students. Avondale will provide learning and general wellbeing support services conducive to optimal learning and will ensure a positive environment for all students. Avondale will ensure that accurate information is readily available regarding all support services and that all support services are freely accessible by all students, irrespective of their educational and cultural background, entry pathway, mode or place of study. Avondale will have processes in place that identify students at risk of unsatisfactory progress and will provide specific support for these students.

This policy outlines the responsibilities of Avondale, its staff and students; the student support services available and the methods by which students will be informed of these. It summarises the identification, support, monitoring and reporting of students at risk and other students potentially requiring additional support. It lists other relevant Avondale policies and procedures and summarises the governance of this policy.

## 2. SCOPE

This policy applies to all Avondale students and staff.

## 3. DEFINITIONS

- 3.1 **Academic support services:** services which assist the student with enrolment into, and progression through, their course.
- 3.2 **AIM:** Academic Integrity Module. An online module about academic integrity which students are required to satisfactorily complete in their first semester of enrolment in a course.
- 3.3 **AIM2Improve:** a remedial version of AIM for students who require more assistance with referencing, or who are identified as having plagiarised a piece of assessment work. Students are referred to AIM2Improve via the academic misconduct process, individual faculty staff members, or the Director, Student Administration Services.
- 3.4 **Critical incident:** a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury.
- 3.5 **Reasonable support:** student support services provided to a student or group of students that:
  - are necessary to ensure every student has the opportunity to engage in their studies to achieve their academic potential; and
  - are proportionate to need without placing an undue burden on the provider of the services.
- 3.6 **Special consideration:** approval for further assessment to be undertaken or other outcomes to be considered where a student has experienced serious circumstances outside their control which have impacted on their performance during an examination.
- 3.7 **Special provision:** approval for an amendment to be made to examination, quiz, test, or transient assessment conditions for an individual student with the aim of minimising or eliminating the impact of a disability and/or health condition on the outcome of the assessment, while maintaining academic integrity and standards.

- 3.8 **Student:** a person who is formally enrolled in a course at Avondale.
- 3.9 **Student Connect:** a web-based portal that allows students to access and manage their student information.
- 3.10 **Student support services:** services that offer academic or wellbeing support to assist students to realise their academic potential and maximise the benefits of a course of study.
- 3.11 **Turnitin:** a web-based tool through which assignments can be submitted to enable text-matching.  
See <https://www.avondale.edu.au/library/academic-integrity/turnitin/turnitin-for-students/>
- 3.12 **Wellbeing support services:** services which address the mental, physical, social, financial and spiritual wellbeing of students.

#### 4. RESPONSIBILITIES

The Student Charter sets out Avondale's commitments to its students and the minimum standards of behaviour and obligations expected of Avondale students.

##### **Avondale**

4.1 Avondale responsibilities include:

- a) promoting a positive environment and advising students on appropriate actions to ensure their safety and security in both campus and online environments;
- b) ensuring that sufficient resourcing is available to reasonably support all students identified as requiring additional assistance, including how those resources are adjusted to meet demand;
- c) ensuring that all students have access to Course Convenors and other relevant staff who can direct them to available resources;
- d) ensuring that sufficient staff professional development opportunities are available to support the provision of reasonable student support services;
- e) initiating the procedures in the Critical Incident Policy if a member of the Executive Committee deems there to be a Critical Incident which may impact students.

##### **Office of the Deputy Vice-Chancellor (Academic)**

4.2 Office of the Deputy Vice-Chancellor (Academic) responsibilities include:

- a) ensuring that an Orientation program is provided at the commencement of each teaching period for all new students. This includes responsibility for planning, overarching management and post-event review.
- b) inviting students to the Orientation program;
- c) providing students with information on student support services and relevant staff contacts;
- d) ensuring that every student is provided with information on the Student Charter and on student rights and responsibilities under other Avondale policies and procedures;
- e) providing support for new students as they transition into their course of study, irrespective of their educational and cultural background, entry pathway, mode or place of study;

- f) briefing all relevant staff regarding their obligations under the ESOS Framework, the National Code, and other legislative requirements; and the implications of these for students;
- g) assessing the needs of an individual student and developing a support plan which includes referrals as required, including to internal and or external support services;
- h) ensuring that any significant/major communication with a student is recorded; and
- i) encouraging and monitoring students to take advantage of the recommended support services and following up where appropriate.

### ***Student Support Committee***

4.3 Student Support Committee responsibilities include:

- a) distributing funding which has been allocated by the Executive Committee and delegating responsibility for delivering academic and wellbeing support services to students studying across all campuses and delivery modes;
- b) monitoring the effectiveness of the Orientation program and student support services and sharing examples of best practice;
- c) ensuring the Avondale website provides students with current information on student support services and relevant staff contacts to access reasonable support services;
- d) evaluating student and graduate formal and/or informal feedback for the purpose of improving student support services;
- e) ensuring that support services are age and culturally appropriate, including specific arrangements for international and indigenous students;
- f) ensuring that support services are available for students studying in all delivery modes; and
- g) developing assurance mechanisms to ensure that the policy is faithfully and fairly implemented and that errors, outliers and opportunities for improvement are identified and escalated.

### ***Support Service Provider***

4.4 Support Service Providers are responsible for:

- a) delivering support to students on request from the student or on referral from the Course Convenor or other relevant staff;
- b) reporting on the delivery and outcomes of all support provided to students; and
- c) providing up-to-date information on their support services to all staff and students.

### ***Students***

4.5 Student responsibilities include:

- a) ensuring that appropriate Avondale staff are aware of the student's needs;
- b) participating in Orientation events and completing any required modules;
- c) making use of the student support services should they be required and or recommended by relevant staff. It is ultimately a student's responsibility as to whether to accept the support and assistance that is offered to them and to put this into action. Avondale cannot force a student to accept the support.
- d) using their Avondale student email address as the means of official email communications with staff. Regularly checking this account and replying no later than the communicated deadlines.

## 5. INFORMATION FOR STUDENTS

### 5.1 Communication

Information regarding all student support services is provided during Orientation and is available on the website and links to the website are included in the Learning Management System.

Accurate course information is accessible on the Avondale website. Course Convenors are also available to provide advice regarding enrolment patterns to ensure optimal course progression and other academic and support advice.

### 5.2 Orientation

An Orientation program will be provided for all new students which includes information regarding all support services available, including the methods of accessing these. Information regarding Orientation will be provided in the Letter of Offer and available on the website. Reminders will also be communicated to students.

All students are strongly encouraged to attend an Orientation program at the beginning of their studies. These sessions will be conducted face-to-face and or by web-conferencing as appropriate. An additional session specific to the needs of international students will also be scheduled. Students will have the opportunity to ask questions at each session.

The Orientation program is managed by the Office of the Deputy Vice-Chancellor (Academic) and includes information regarding:

- support services and resources such as those listed in Section 6
- the Learning Management System
- academic integrity
- all relevant policies and procedures including those regarding student safety, attendance, course progress, refunds, critical incidents and complaints and appeals
- the Library.

In addition, the Orientation program will include:

- tours of the campus identifying classrooms, student areas, library, the student administration area, student support provider locations and any other relevant areas such as toilets, fire exits, and restricted areas;
- social events where the incoming students can meet each other, staff and current students.

### 5.3 Avondale Policies

All students will be provided with relevant information regarding Avondale's policies and procedures. These include but are not limited to:

[Academic Integrity Procedure \(Students\)](#)

[Academic Progression Policy and Rules](#)

[Appeal Procedure \(Academic\)](#)

[Assessment Procedure](#)

[Attendance Policy: Virtual and On-Campus Learning](#)

[Bullying, Harassment & Discrimination Policy \(Staff and Students\)](#)

[Complaint Resolution Policy and Procedure](#)

[Disability Policy](#)

[Examination Procedure](#)

[Indigenous Students Support Policy](#)

[International Students Policy](#)

[Privacy Policy](#)

[Refund Policy](#)

[Residence Halls Conditions of Occupancy](#)

[Sexual Misconduct & Sexual Harassment Policy & Procedures](#)

[Student Charter](#)

[Student Misconduct Policy \(Non-Academic\).](#)

Students can access these policies via the [Policy Repository](#) on the website.

## 6. SUPPORT SERVICES

### 6.1 Enrolment Support

Student Administration Services provides personalised advice and assistance as students are preparing to enrol, including services such as:

- Course transfers
- Cross-institutional enrolment
- Deferring commencement of studies
- Determining advanced standing

### 6.2 Progression Support

The following services are available for all students without charge. Students may access the services directly or may be referred to them by staff. Information regarding each service is available on the Student Support webpage.

- Academic skills support (individual literacy and numeracy support)
- Advocacy with appeals and complaints
- AIM
- AIM2Improve
- BKSBS (online literacy and numeracy support)
- English language support
- Learning Resource Centre
- Library support
- Peer support program
- Tutoring service
- Writing feedback and study support service
- Technology support services

In addition, teaching staff and Course Convenors can assist students and may recommend use of one or more of the above services.

### 6.3 Special Provisions and Consideration

Special Provisions or extensions for assessment tasks are outlined in the [Assessment Procedure \(HE Coursework\)](#). Examination adjustments are outlined in the [Examination Procedure](#).

Exceptional situations may include illness, injury or misadventure. Teaching staff may recommend special provisions or a Negotiated Assessment Submission Plan.

### 6.4 Information Technology Assistance

Tech Services staff are available to support students during working hours in person, by phone or by email/web chat.

### 6.5 Wellbeing Support

Wellbeing support is provided for students through the availability of the following services which are all listed on the [Student Support webpage](#):

- Accommodation
- Career Preparation
- Chaplaincy
- Complaints
- Counselling
- Equity and Disability Services (including Learning Access Plans)
- Financial Information/hardship
- Health/first aid
- Safety and Wellbeing (including Sexual Assault and Harassment Support)
- Social Events
- Student Associations
- Student Employment

## 7. STUDENT RISK FACTORS AND RISK ASSESSMENT

### 7.1 Identification of Students at Risk

The Students at Risk Tracking and Communications Platform assigns a weighted risk score to all students, taking into account educational and socio-economic background information, engagement with course materials and activities, and academic performance. Students whose scores fall into the medium or high risk score range are automatically flagged as potentially being at risk of failing to progress in their course.

Students flagged by Student Administration Services as being in any one of the following classifications are also automatically considered to be Students at Risk and are identified as such in the Students at Risk Tracking and Communication Platform:



- on probation;
- returning after having a show cause upheld;
- returning after a period of intermission;
- having previously failed a unit which may impose limits on course progression; or
- in their first year of study under provisional entry.

The Course Convenor will review the list of potential Students at Risk and identify those that should be contacted and offered support.

In addition, any other student who has been brought to the attention of their Course Convenor or Head of School by academic or professional staff may, at the discretion of the Course Convenor, be designated as a Student At Risk.

## 7.2 Support for Students at Risk

- a) Once identified, these students will be supported by any or all of the services listed above in sections 6.2 and 6.5. Initial referral to the optimal support service is the responsibility of the Course Convenor, in consultation with the student; and where appropriate, the lecturer.
- b) Coursework students: once the initial referral has been made, the Student Success Coordinator is responsible for monitoring the extent and outcome of the student's utilisation of the support services, and for any follow-up referrals that may be required.
- c) HDR Students; support for HDR students at risk is outlined in the [HDR Candidate Support Guidelines](#).

## 7.3 Other Students Potentially Needing Additional Support

The following categories of students may include a higher than average proportion of individuals who require additional support:

### a) International Students

The [International Students Policy](#) outlines the responsibilities of students with international student visas, and the processes Avondale has in place to support them in maintaining visa compliance.

Avondale ensures that all staff who interact directly with international students are aware of the obligations under the ESOS framework and its implications for international students.

### b) Indigenous Students

The [Indigenous Students Support Policy](#) sets out Avondale's policy on the support and acknowledgement of Indigenous students.

### c) Other Students

For a variety of reasons, any student may experience a change in circumstances that may increase their need for additional support. All students may request assistance from any Avondale support service, either directly or by referral from a relevant staff member.

## 7.4 Monitoring of Students at Risk

Monitoring, including records of relevant communications, will be undertaken continuously by the Student Success Coordinator using the Students at Risk Tracking and Communication Platform. Daily updated reports will be available to all Course Convenors and Heads of School, with additional non-confidential information provided on request. These reports will include information received from the support service providers and or the Course Convenors. Reports

are filterable by course, year level, and selected biographical detail (such as international or indigenous students) to facilitate monitoring of specific cohorts.

### **7.5 Process to Reduce Student Risk**

The timely referral of appropriate student support is intended to give each student the best possible opportunity to address issues that are causing them difficulty in progressing their study, and to improve their academic performance in a timely fashion, before they may fail a unit. Improvements in a student's level of engagement and/or academic performance will decrease their risk score in the Students at Risk Tracking and Communications Platform, which in turn will reduce the level of monitoring required.

Should a student fail to utilise a support service to which they have been referred, or continue to struggle with engagement and academic performance despite receiving relevant support, the Student Success Coordinator will, in consultation with the Course Convenor, take additional action including, but not limited to, regular scheduled meetings with the student, referral to additional support, and discussion with the Director Student Administration Services regarding unit or course transfer or withdrawal.

### **7.6 Withdrawal of Non-engaged Students (pre census)**

Students who fail to engage in classes within the first two weeks of the semester will, in addition to being referred to support services, be contacted by the Course Convenor via email and/or phone to discuss the option of withdrawal from one or more units or from the course before Census date.

If a student continues to fail to engage (including failure to utilise offered support services and/or failure to respond to Course Convenor communication) then the Course Convenor will advise the Director Student Administration and Student Success Coordinator of the student's lack of engagement and lack of response to communication. Where there is sufficient evidence as judged by the Course Convenor, non-engaged students will be withdrawn by the Director Student Administration Services prior to Census date.

### **7.7 Reporting**

A report of the students at risk data will be prepared by the School Administration Assistant using the Students at Risk Tracking and Communication Platform and tabled at the School Committee three times per semester. The report will include a summary of the interventions and progress of each student.

A de-identified version of this report will be tabled at Learning and Teaching Committee and subsequently at Academic Board at the end of each semester.

An institution wide report on support service utilisation and effectiveness, levels and factors of student risk, and the overall effectiveness and compliance of the student support system is the responsibility of the Student Success Coordinator. This report will be prepared annually and tabled at Learning and Teaching Committee and Academic Board.

## **8. STUDENT SAFETY**

### **8.1 Bullying, Harassment & Discrimination**

The [Bullying, Harassment & Discrimination Prevention Policy](#) states Avondale's position regarding its zero-tolerance approach to bullying, harassment and discrimination and outlines how reports and allegations of misconduct will be handled.

## 8.2 Sexual Harm

The [Sexual Harm Prevention and Response Policy & Procedures](#) states Avondale's position in relation to sexual harm by members of the Avondale community and sets out the principles applicable to disclosures and complaints of sexual harm.

## 8.3 Critical Incident Management

The [Critical Incident Management Policy & Procedure](#) outlines the actions and responses that Avondale will take during and in the period immediately following a critical incident.

## 9. EXTERNAL SERVICES

Avondale staff will provide students with contact details for relevant external professionals where appropriate. Any referrals are provided at no cost to the student, however charges may be applied by the external provider and any such charge should be clarified by the student prior to using these services. Avondale does not receive any financial benefit from the external providers for such recommendations.

## 10. STUDENT RECORDS

Student records held in the Students at Risk Tracking and Communication Platform including biographical information, communications, and details of support services provided, will be managed in accordance with the [Privacy Policy](#).

Permission levels in the Students at Risk Tracking and Communication Platform are used to ensure that all staff will have appropriate access to only the student data relevant to their responsibilities.

## 11. ACADEMIC APPEALS

The [Appeal Procedure \(Academic\)](#) outlines the processes which enable students to appeal against academic decisions. This procedure supports the [Appeal Policy \(Academic\)](#) by documenting Avondale's student appeal process for review of academic decisions regarding grades, student progression, exclusion, and other academic matters. It also outlines the appeal process for prospective students.

## 12. COMPLAINTS

The [Complaint Resolution Policy and Procedure](#) outlines Avondale's approach to managing complaints submitted by students, prospective students, alumni and external stakeholders.

## 13. POLICY REVIEW

In order to ensure that Avondale has support services for students that are appropriate in scope and quality for the capacity of Avondale and the mode of delivery of its programs, the Student Support Committee will implement a regimen of regular review and feedback from various

stakeholders to monitor the quality and accessibility of the support services and will action improvements where necessary.

This feedback may be sourced formally through surveys or other research and/or informally. Any complaints will be analysed to determine whether it is reasonable and feasible to improve the relevant service delivery.

This Policy will be reviewed annually.

#### 14. REPORTING

The Student Support Committee will report annually to the Academic Board and the Executive Committee regarding the operation of this Policy, its outcomes and recommendations for improvements. Subsequently the report will be noted by Council.

Reports on student support will also be provided, as required by law, to the Minister of Education.

#### 15. STUDENT SUPPORT COMMITTEE

The Student Support Committee is responsible for the implementation and review of this policy. The Terms of Reference are available in the [Policy Repository](#).

The University Life Committee is a subcommittee of the Student Support Committee. The Terms of Reference are available in the [Policy Repository](#).

#### Table of amendments

<b>Version Number</b>	2.0	<b>Replaces Version</b>	1.0
<b>Implementation Date</b>	1 May 2024	<b>Scheduled Review Date</b>	October 2024
<b>Approving Body</b>	Executive Committee	<b>Approval Date</b>	30 April 2024
<b>Policy Owner</b>	Deputy Vice-Chancellor (Academic)	<b>Date first introduced</b>	23 January 2024
<b>Short description of amendment</b>	Details added regarding student orientation support processes and the identification, monitoring and reporting of students at risk and other students needing additional support. Student Support Committee added. Other minor changes throughout.		