



Student Support Services Policy

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A. Overview

- i. The Student Support Services Policy ('the Policy') of the Lead Institute of Higher Education ('the Institute' or 'LIHE') offers a framework to provide students with comprehensive information, for seeking assistance from LIHE to ensure their well-being. The Policy under Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 commits to providing easy access to learning support services that align with the demands of the course, mode of study, and individual learning needs. LIHE aims to ensure that students have the necessary tools and support to succeed academically, socially, and personally.
- ii. Definitions
For definitions, please refer to the 'Dictionary of Terms'.

B. Scope

This Policy applies to all courses that are developed and delivered by LIHE.

C. Policy Principles

This Policy aims to provide a framework to create a supportive and inclusive learning environment that fosters student success. LIHE will:

- i. conduct new student induction program for the students before the start of their coursework, ensuring that they can comfortably adjust to their new institute;
- ii. provide assistance and resources, related to learning and personal well-being of students, to create an environment in which each student feels safe and supported;
- iii. inform students of their rights and responsibilities to ensure that they are aware of their entitlements as well as understand what is expected of them;
- iv. provide students with learning support services that are tailored to their specific needs and are aligned with the requirements of their course and mode of study, as well as the learning needs of their peer group;
- v. provide tailored support services based on individual needs to students with special needs or those studying off-campus and share easy access to learning resources to progress throughout their studies;
- vi. train its staff to identify and respond to the needs of students, providing them with suitable support services as needed;
- vii. adapt its institutional policies, practices, and teaching approaches to accommodate student diversity, addressing the under-representation and disadvantages experienced by identified groups;
- viii. provide resources for the provision of training and support to staff and students using applications on the Learning Management System (LMS) to ensure competency in their use;
- ix. effectively monitor student course progress which includes regular assessments, progress reports, and individual consultations with academic staff;
- x. identify potential issues or challenges early on and provide appropriate support and intervention to help students stay on track.

D. Support Services

LIHE considers the need for students to consult with their lecturers and tutors as an essential aspect of LIHE's commitment to supporting student learning and to facilitate student retention and progression through their course of study.

- i. New Student Orientation Program
LIHE New Student Orientation Program is designed to provide students with an overview of

LIHE campus, including the location of classrooms, student areas, and administration areas, as well as important information related to their studies. At the New Student Orientation Program, the students will be briefed about all relevant policies and procedures concerning attendance, course progress, refunds, critical incidents, complaints, and appeals. Additionally, LIHE Student Handbook will be provided to students, which outlines information about visa conditions and support services available to assist international students. LIHE Student Handbook includes instructions for accessing the various student support services provided by the institution. The New Student Orientation Program will be coordinated by the Student Support Manager, who holds the responsibility of ensuring that all newly enrolled students are thoroughly briefed about the policies and procedures of LIHE.

- ii. **English Language Development Support**
LIHE recognises its responsibility to ensure all students, including those whose first language is not English, have sufficient English language proficiency. LIHE will facilitate ongoing and timely support for providing academic assistance and helps students develop their communication skills across a wide range of contexts relevant to the discipline using a variety of communicative assessment tasks. LIHE aims for all students to be more proficient with English language at graduation than when they commenced their studies.
- iii. **Academic Matters**
LIHE academic staff are responsible for assisting students to understand units and assessment requirements. Student consultation may take place for reasons including clarifying/explaining assessment tasks, units, tutorials, etc.
- iv. **Non-Academic Matters**
There are many areas that may affect a student's ability to progress in their course and meet academic goals. Student consultation and support services include a range of services such as study support services, managing hardship, continuous monitoring, and counselling services.
- v. **Counselling Services**
External counselling services will be employed to deal with matters considered to be outside the expertise of the LIHE staff. Appointments will be made for students to see an internal and if required, external counselling service. A list will be kept of counsellors and/or organisations specialising in counselling in a range of fields, to whom referrals could be made.
- vi. **Aboriginal and Torres Strait Islanders**
Support services are designed to provide tailored assistance to indigenous students which ensures that they have access to educational opportunities and can succeed in their studies. These support services include academic tutoring, mentoring, learning support and cultural support. LIHE aims to provide Indigenous students with a supportive and inclusive learning environment that recognises and respects their culture and background, while helping them achieve their educational goals.
The Course Director will regularly evaluate and review the effectiveness of its support services for Indigenous students and report to the Teaching & Learning Committee regarding the progress of the students.
- vii. **Special Entry**
LIHE may admit students under 'Special Entry' to students from certain backgrounds, who may be able to successfully complete a given course, may not have had a reasonable prior opportunity to develop experience and qualifications sufficient to satisfy the entry criteria for that course, and may include but not limited to:
 - a. Students with a disability or special needs;
 - b. Students from socially or economically disadvantaged backgrounds;

- c. Students from non-English speaking backgrounds, including migrants and refugees; and
- d. Students from rural or remote locations.

LIHE is dedicated to fostering an inclusive and equitable learning environment by accommodating diverse student needs. These encompass gender and sexual diversity, age diversity, and cultural and religious diversity. This commitment includes implementing inclusive curricula, recruiting a diverse faculty and staff, providing support services, and establishing safe and welcoming spaces. The Institute will also cater to cultural and religious requirements and offer flexible scheduling options. To promote access and diversity, LIHE will actively recruit underrepresented students through scholarships and maintain open channels of communication where students feel comfortable accessing support. The continuous assessment and enhancement of diversity initiatives will be monitored to ensure an inclusive learning environment.

All students are informed that eligibility for Special Entry does not constitute a guarantee of a place in a course and, any student admitted by Special Entry must satisfy all course requirements to be eligible to graduate as per the Academic Progression and Graduation Policy.

viii. **Student Consultation**

LIHE is committed to support student learning and facilitate student retention and progression by assisting students to understand units and assessment requirements through their course of study. LIHE ensures that all students have access to appropriate, timely and effective student consultation services with respect to both academic and non-academic matters. LIHE is committed to encouraging academic interactions outside formal teaching through study groups, peer discussions, and participation in events to enhance the overall educational experience. Student consultation may take place for reasons including, but not limited to:

- a. clarifying/explaining unit requirements;
- b. clarifying/explaining assessment tasks;
- c. advising on progression rules and completion requirements;
- d. assisting students to catch up with content from any lectures and/or tutorials they may have missed;
- e. advising students on strategies to complete assessment tasks;
- f. applying for extension of assessment due dates;
- g. providing feedback on performance;
- h. providing professional information/advice;
- i. academic staff may provide assistance with personal problems which may be impeding student progress however academic staff should refer cases to the Student Support Manager when it is evident that the personal problems require professional assistance.

For more information, please refer the Student Consultation Policy.

ix. **Library and Learning Support**

The Learning Management System (LMS) and Managing Student Placements Software (SONIA) will provide access to various learning resources and technologies for both students and staff. These technologies will be appropriately supported to ensure that necessary resources are available to achieve learning and teaching goals. The e-Library can be accessed by staff and students at any time while on the campus or remotely. Security will be maintained by access controls such as unique login and passwords and firewall protective systems.

x. **Student Support Staff**

LIHE provides support services for students to assist them in developing approaches to address factors impacting their academic progress. Students may contact the Student Support Manager, who will arrange a consultation time between the student and the staff members. Academic staff may also provide assistance with personal problems but are required to refer

cases to the Student Support Manager when professional assistance is needed.

- xi. **Student Life**
LIHE is committed to encouraging academic interactions outside formal teaching through facilitating study groups, peer discussions, and participation in events to enhance the overall educational experience. These interactions may also facilitate and enhance social interactions between students.
- xii. **Student Advisory Group (SAG)**
The Student Advisory Group (SAG) aims to discuss all issues related to the student experience and improving education at the Institute through collaboration with staff. For more information, please refer to the Stakeholder Feedback Policy.

E. Student Feedback

LIHE values student feedback which helps in assessing the effectiveness of the available support services. It allows the academic staff to understand the needs and expectations of their students, identify areas for improvement, and make necessary changes to enhance the student experience. Student members of the Teaching & Learning Committee and Academic Board are encouraged to engage in the critical enquiry of, and decision making relating to, teaching and learning at the Institute.

F. Review and Continuous Improvement

LIHE is dedicated to establishing systems to monitor the participation, progress, and completion rates of identified student subgroups. The insights gained from this monitoring will be used to inform admission policies and enhance teaching, learning, and support strategies for the students including the specific subgroups. Additionally, the Institute will conduct regular reviews and seek feedback to assess the effectiveness and appropriateness of support services, thereby facilitating continuous improvements and enhancements.

Measures include;

- i. Early assessment within a course will be used to identify 'at risk' students;
- ii. Regular feedback from students on the satisfaction level, quality and effectiveness of the support services provided;
- iii. Regular reviews of support services to assess their ongoing relevance, effectiveness, and alignment with student needs, changing circumstances and achievement of their intended outcomes;
- iv. Monitor the quality of staff, students and other stakeholder experience;
- v. Providing students with the opportunity to participate in external student surveys including the Student Experience Survey (SES) and Graduate Outcome Surveys (GOS and GOS-L);
- vi. Measure the effectiveness of support services on student outcomes by analysing the rates of student retention and successful course completion;
- vii. Implement continuous improvement processes to ensure that support services are regularly evaluated and improved over time by making changes to support services based on the results;
- viii. The Dean will review the surveys, analyse the feedback and summarise any issues raised regarding support services;
- ix. A detailed report will be provided to the Academic Board by the Dean on a quarterly basis.

G. Appeals

Students are encouraged to provide feedback on the delivery of LIHE support services. If a student has concerns about these services, they should refer to the Student Grievance Management Policy and Procedure for timely resolution.

Version	Approved by	Approval Date
3	Academic Board	19 February 2024
Next Review	Custodian	Effective Date
Refer to the	Dean	19 February 2024
Related Documents	Dictionary of Terms Academic Progression and Graduation Policy English Language Proficiency Policy Library and Educational Resources Plan Student Consultation Policy Stakeholder Feedback Policy Student Grievance Management Policy and Procedure	
References and Legislations	National Code of Practice for Providers of Education and Training to Overseas Students 2018 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students (ESOS) Act 2000	