

Student Support Policy and Procedures

Purpose

The purpose of this policy is to establish a comprehensive framework for student support at the Central Institute of Technology and Innovation (the Institute), ensuring that all students have access to the necessary resources and services to achieve academic success and personal well-being. This policy aligns with the Threshold Standards (2021) and TEQSA requirements, reflecting the Institute's commitment to maintaining high standards of education and support.

Scope

This policy applies to all students enrolled at the Institute, as well as to all staff members involved in the delivery of student support services.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Student Code of Conduct
- Student Misconduct Policy and Procedures
- Student Disability and Reasonable Adjustment Policy and Procedures
- Academic Progression Policy and Procedures
- Student Grievances, Complaints, and Appeals Policy and Procedures
- Student Transition Engagement Equity Retention Support (STEERS) Strategy

All documents referenced in this policy can be accessed via the CITI website.

Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Student Support Services	Student Support Services means services provided by the Institute to assist students in their academic and personal lives, including counselling, academic advising, and other resources.
Student Support Staff	Student Support Staff means staff members who are formally delegated, on a role-based basis, with responsibility for facilitating and providing students with access to appropriate academic, wellbeing, administrative, and support mechanisms, in accordance with the Institute's policies and procedures.
Domestic Students	Domestic Students means students who are Australian citizens, Australian permanent residents, or New Zealand citizens.
International Students	International Students means students who are not Australian citizens, Australian permanent residents, or New Zealand citizens and who are studying at the Institute on a student visa.
Counselling Services	Counselling Services means professional support services offered to students to help them manage personal, psychological, or emotional issues. This is a confidential service by an external party and is not based on campus or conducted by an Institute staff member.

Term	Definition
Registrar	Registrar means the staff member responsible for the administration of student records and support services.
Quality and Compliance	Quality and Compliance means the staff member/s responsible for ensuring that the Institute's policies and procedures meet current legislation and regulatory requirements.

Policy Principles

The Institute is committed to providing a supportive and inclusive environment for all students. The Institute recognises that student success is influenced by both academic and personal factors and is dedicated to offering comprehensive support services to address these areas. The Registrar is responsible for overseeing student support services, while Quality and Compliance ensures that the policy meets current legislative and regulatory standards.

1. **Equity and Accessibility:** Ensure all students have equitable access to support services, regardless of their background or circumstances. This includes access to teaching staff, learning support, and student support.
2. **Confidentiality:** Maintain the confidentiality of student information and interactions within support services.
3. **Inclusivity:** Recognise and address the diverse needs of the student body, including cultural, linguistic, and specific needs of international students.
4. **Proactive Support:** Provide proactive support to identify and assist students who may be at risk of not achieving their academic goals.
5. **Continuous Improvement:** Regularly review and improve support services to meet evolving student needs and regulatory requirements.
6. **Strategy:** The Student Transition Engagement Equity Retention Support (STEERS) Strategy 2024-2027 provides guidance on Student Support.

Policy Statement

The Institute is dedicated to fostering a supportive and inclusive environment for all students. By providing comprehensive support services, the Institute aims to enhance student well-being, academic success, and overall Institute experience. The Registrar and Quality and Compliance are committed to ensuring that these services meet the highest standards of quality and compliance with relevant legislation. Regular reviews and feedback mechanisms will ensure that student support services remain effective and responsive to the needs of the student body.

1. Access to Student Support Services

- 1.1 All students will be informed about the availability of support services during orientation and through ongoing communications.
- 1.2 Information about support services will be available on the Institute's website, student portal, and through printed materials.
- 1.3 Students can access support services through self-referral or referral by Institute staff.

2. Access to Teaching Staff

To ensure students have adequate access to academic support, the Institute will provide both in-person and online opportunities for consultation with teaching staff. These provisions are designed to promote student success by providing ample opportunities for academic assistance, both in person and online.

- 2.1 **Scheduled Consultation Times:** Each unit will have clearly set consultation times, which will be outlined in the unit learning guide and made available on the Learning Management System (LMS).
- 2.2 **Drop-in and Booked Consultations:** Students will have access to both drop-in sessions and the ability to book one-on-one consultations with their teaching staff for more personalised support.
- 2.3 **Innovation Hub Units:** All Innovation Hub units will offer additional academic literacy support, tailored to help students develop essential skills in communication and critical thinking.

- 2.4 First-Year Units: In all first-year units, dedicated consultation times will be built into the end of each session, providing students with easy access to teaching staff to clarify concepts and address any concerns.
- 2.5 Unit Coordinators: Each Unit Coordinator will have scheduled consultation hours to ensure availability for more in-depth discussions or academic guidance.
- 2.6 Dean: The Dean is responsible for overseeing the consultation structures across all units, ensuring that consultation times are implemented effectively and are meeting student needs, especially in first-year units. The Dean will be available to see students by appointment.

3. Academic Support

- 3.1 The Institute provides academic advising to help students with course selection, academic planning, and understanding Institute policies and procedures.
- 3.2 The Institute conducts workshops and seminars on study skills, time management, and exam preparation.
- 3.3 The Student Success Hub provides academic support for students including: targeted academic language and learning support; targeted mathematics and numeracy support; one-to-one consultations (online or in person); academic skills workshops; peer-assisted study sessions; self-access online resources; and embedded support in core first year units of study.

4. Personal Counselling Services

- 4.1 The Institute provides access to a free external counselling service to all students to address personal, psychological, and emotional issues.
- 4.2 The counselling services are provided by qualified and experienced professionals.
- 4.3 The Institute has an emergency contact line for students to offer immediate support for students in crisis situations and provide referrals to external services if needed.

5. Additional Support for International Students

- 5.1 The Institute conducts comprehensive orientation programs specifically designed for international students to help them adjust to life in Australia and at the Institute.
- 5.2 The Institute does not provide legal advice or guidance on visa and immigration matters, including compliance with visa conditions and renewal processes. However, the Institute will provide guidance and support for students on accessing relevant information through the appropriate Government agencies.
- 5.3 The Institute as part of the Orientation Program offers cultural awareness programs and activities to help international students integrate into the Institute community.
- 5.4 The Institute as part of the STEERS Strategy offers English language support services, including language classes and informal conversation groups.
- 5.5 The Institute makes available information for International students on how to access health services and information on maintaining well-being in a new country.

6. Intervention Strategies for Students at Risk

The Institute will implement clearly defined and proactive intervention strategies to support students who are identified as being at risk of unsatisfactory academic progress or attendance. Intervention strategies are outlined in the Steers Strategy. These strategies apply to all students and are implemented in accordance with the National Code 2018.

- 6.1 **Identification of Students at Risk:** Students may be identified as being at risk at any stage of their studies. Indicators may include, but are not limited to:
 - 6.1.1 Poor attendance or repeated absence.
 - 6.1.2 Lack of engagement with the Learning Management System.
 - 6.1.3 Failure in early assessment tasks.
 - 6.1.4 Difficulties with English language or numeracy.
 - 6.1.5 Personal, health, or wellbeing concerns that affect study.

- 6.2 **Available Intervention Strategies:** The Institute will provide a range of intervention strategies tailored to individual student needs. Intervention may include one or more of the following:
- 6.2.1 Individual academic skills support sessions.
 - 6.2.2 Referral to Student Support Officers for case management
 - 6.2.3 English language or mathematics learning support plans.
 - 6.2.4 Adjustment of course structure or study load.
 - 6.2.5 Additional tutorial assistance, peer support, or mentoring.
 - 6.2.6 Guidance regarding applications for special consideration.
 - 6.2.7 Referral to external counselling, medical, legal, financial, or community services
 - 6.2.8 Development of a formal Student Support Plan recorded in the Student Support Register.
- 6.3 **Support Planning and Monitoring:** Where an intervention is implemented, an appropriate staff member will:
- 6.3.1 Record the details, actions, and agreed timelines in the Student Support Register.
 - 6.3.2 Monitor student engagement with the support plan
 - 6.3.3 Review progress and adjust interventions where necessary.
 - 6.3.4 Students are expected to engage with the support strategies provided and to comply with any agreed actions.

7. Reporting Unsatisfactory Course Progress or Attendance in PRISMS

The Institute is required to report international students who breach course progress or attendance requirements in accordance with the Education Services for Overseas Students Act 2000 (ESOS Act) and the National Code 2018 and the Course Rules and Progression Policy and Procedures.

- 7.1 **Circumstances Requiring Reporting:** The Institute will report a student in PRISMS where:
- 7.1.1 A student has been assessed as not meeting course progress requirements after completing the Institute's intervention process; or
 - 7.1.2 A student has been identified as not meeting attendance requirements (where mandatory attendance applies); and
 - 7.1.3 The student has been issued with an Intention to Report (ITR) letter and has either, not accessed the appeals process within the required timeframe; or completed the appeals process and the decision supports the intended report.
- 7.2 **Communication with Students:** Before a report is made in PRISMS, the Institute will:
- 7.2.1 Notify the student in writing of its intention to report.
 - 7.2.2 Provide information on the right to access the internal appeal process.
 - 7.2.3 Allow the student 20 working days to lodge an appeal.
- 7.3 **Recording and Evidence:** All decisions, communications, and evidence related to course progress or attendance concerns will be retained securely and in accordance with the Institute's Information Management and Records Policy and Procedures.

8. Extensions of Course Duration

The Institute will ensure that extensions to a student's expected course duration are granted only in circumstances permitted under the ESOS Act and the National Code 2018 and as per the Institute's Course Rules and Progression Policy and Procedures.

- 8.1 **Allowable Circumstances for Extension:** The Institute may approve an extension of course duration where:
- 8.1.1 Compassionate or compelling circumstances have affected the student's ability to progress; or
 - 8.1.2 The student is undertaking an intervention strategy due to being at risk of unsatisfactory academic progress; or

- 8.1.3 The Institute has approved a deferment or suspension of studies; or
- 8.1.4 The student has been assessed as requiring an extended study period due to special consideration or reasonable adjustments.
- 8.2 **Notification and Recording:** Where an extension is approved, the Institute will
 - 8.2.1 Update the student's Confirmation of Enrolment (CoE) in PRISMS.
 - 8.2.2 Notify the student in writing of the new expected course completion date
 - 8.2.3 Record the basis for the extension and retain evidence in the student file
- 8.3 **Restrictions on Extensions:** The Institute will not extend the duration of a student's course except in accordance with the Course Rules and Progression Policy and Procedures.
 - 8.3.1 Extensions will not be approved for reasons of convenience, personal preference, or circumstances unrelated to study progression.
 - 8.3.2 However, an extension may be considered where there is a substantiated matter relating to the student's wellbeing.
 - 8.3.3 This includes situations in which a medical, psychological, or compassionate circumstance affects the student's capacity to maintain normal study progress. In such cases, the student must provide appropriate supporting documentation, and the Institute will assess the request in line with legislative requirements and the duty of care owed to all students.

9. Additional Support Services

- 9.1 The Institute offers services and accommodations for students with disabilities to ensure they can fully participate in their studies.
- 9.2 The Institute provides information and support to students regarding scholarships, grants, and emergency financial assistance.
- 9.3 The Institute offers career counselling, access to job placement services, and resources to help students prepare for their future careers.

Procedures

These procedures outline the operational steps for implementing the Student Support the Institute. They ensure that student support services are delivered consistently, transparently, and in accordance with the Threshold Standards (2021), the ESOS Act 2000, and the National Code 2018.

1. Communication and Access to Support Services

- 1.1 Orientation and Induction:** At the commencement of each Teaching Period, all students will receive information on academic, wellbeing, disability, and other support services during orientation. The Registrar will ensure that orientation materials contain up-to-date information on how to access each support service. International students will receive an additional specialised orientation covering cultural adjustment, health information, and access to external support agencies.
- 1.2 Ongoing Access:** Support services will be advertised on the Institute's website, LMS, student portal, and in student communications. Students may self-refer to any support service or be referred by teaching staff, unit coordinators, or professional staff. The Registrar will ensure that clear contact details and booking procedures for each support service are maintained and updated regularly.

2. Access to Teaching Staff

- 2.1 Scheduled Consultations:** Unit Coordinators will publish consultation hours in the Unit Guide and LMS prior to Week 1. Teaching staff must ensure they are available during advertised consultation times.
- 2.2 Booking and Drop-in Systems:** Students may book one-to-one consultations through the LMS or relevant booking platform. Drop-in sessions must be held weekly for first-year units and Innovation Hub units.
- 2.3 Dean Oversight:** The Dean will audit consultation schedules each Teaching Period to ensure compliance and adequacy. The Dean will meet with teaching staff, as required, to address gaps in availability or student access.

3. Academic Support Procedures

- 3.1 **Academic Advising:** Learning and Teaching has oversight of academic advising. Advising appointments may be made through the Academic Skills Hub or referred by staff. Advisors will document the advice provided in the Student Support Register.
- 3.2 **Academic Skills Development:** Workshops and academic skills sessions will be scheduled each Teaching Period by the Director of Learning and Teaching. Embedded literacy and numeracy support will be delivered in first-year core units. Peer-assisted study sessions will operate in accordance with the Academic Skills Hub schedule.

4. Counselling and Wellbeing Support

- 3.3 **Referral to External Counselling:** Students may self-refer by contacting the external provider directly or request assistance from the Registrar. Staff may refer students where there are signs of distress, personal difficulty, or wellbeing concerns.
- 3.4 **Crisis Response:** Students in immediate crisis will be directed to the Institute's emergency contact line. Staff must follow the Critical Incident Policy and Procedures where risk or safety concerns are identified.
- 3.5 **Documentation:** No clinical notes will be held by the Institute. Records will only indicate that the student was referred to counselling, the date, and any required follow-up (if appropriate).

5. Additional Support for International Students

- 5.1 **Orientation and Adjustment Support:** International orientation will be delivered before the commencement of classes. Sessions will include information on living in Australia, health cover, safety, cultural adjustment, and accessing support.
- 5.2 **English Language and Cultural Support:** English language sessions will be scheduled throughout the Teaching Period. Students identified as requiring additional support (e.g., through early assessment performance) will be referred to targeted language programs.

- 5.3 **Visa Guidance:** Staff must not provide visa or migration advice. Students will be directed to official Government resources where visa matters arise.

6. Intervention for Students at Risk

- 6.1 **Identification of Risk:** Teaching staff must report early concerns (e.g., non-attendance, poor performance, lack of engagement) to a Student Support Officer. LMS analytics and attendance systems will be monitored weekly.
- 6.2 **Support Strategies:** A Student Support Officer will meet with the student to determine appropriate intervention strategies. Where required, a Student Support Plan will be developed and recorded in the Student Support Register.
- 6.3 **Monitoring and Follow-up:** Students must attend follow-up meetings and comply with the agreed actions. The intervention plan will be reviewed every three weeks, or more frequently where necessary.

7. PRISMS Reporting Process

- 7.1 **Intention to Report (ITR):** The Registrar will issue an ITR letter where unsatisfactory attendance or course progress is confirmed post-intervention. The student will be provided 20 working days to lodge an internal appeal.
- 7.2 **Appeals and Protection from Reporting:** No PRISMS report will be made while an internal or external appeal is active. Reporting will proceed only if the student does not appeal within the allowed timeframe, or completes all appeal stages and the outcome supports reporting.
- 7.3 **Documentation:** All evidence, communications, and decisions will be securely stored in accordance with the Records and Information Management Policy.

8. Course Duration Extension Procedures

- 8.1 **Reviewing Requests:** Students seeking an extension must submit a written request with supporting documentation as per the Course Rules and Progression Policy and

Procedures. The Registrar will assess whether the request meets ESOS and National Code requirements.

- 8.2 **Compassionate, Compelling, and Wellbeing Grounds:** Requests based on wellbeing must include medical, psychological, or other relevant evidence. The Registrar may request further evidence where necessary.
- 8.3 **Decision and CoE Update:** Where approved, the Registrar will update the CoE in PRISMS and notify the student in writing. All documentation will be placed on the student's file.

9. Disability, Financial, and Career Support

- 9.1 **Disability Adjustments:** Students must submit a Reasonable Adjustment Application with supporting evidence. Adjustments will be approved by the Academic Dean in accordance with relevant policy.
- 9.2 **Financial Support:** The Registrar will provide information on eligibility for scholarships and emergency assistance. Applications will be assessed confidentially and in a timely manner.
- 9.3 **Career Support:** Careers services will provide workshops and employment preparation sessions and will be announced on the Careers Hub on the LMS.

10. Confidentiality and Records Management

Staff must treat all personal information sensitively and confidentially as per the Information Management and Records Policy and Procedures. Records will only be shared where the student consents or where required by law.

11. Roles and Responsibilities

- 11.1 **Registrar:** The Registrar is responsible for coordinating student support operations
- 11.2 **Quality and Compliance:** Quality and Compliance ensures regulatory alignment.
- 11.3 **Student Services:** Support Services Staff deliver academic and personal support

- 11.4 **Teaching Staff:** Teaching Staff identify issues early and refer students appropriately
- 11.5 **Unit Coordinators:** Unit Coordinators provide structured consultation and track student performance.
- 11.6 **Dean:** The Dean ensures that academic support structures are properly implemented.
- 11.7 **Learning and Teaching:** Responsibility for English Language and Academic Support.

12. Monitoring and Review

The Registrar will review service usage and engagement data each Teaching Period. Student feedback will be collected through surveys and focus groups. The policy and procedures will undergo formal review annually or earlier as required.

Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Education Services for Overseas Students Act 2000](#)
- [Australian Qualifications Framework \(AQF\)](#)

Change and Version Control

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Policy Information

Author	Chief Executive Officer
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