Support for Students Policy

1.   Purpose

The Support for Students Policy provides an overarching framework for providing support to students in accordance with its obligations to provide a *support for students policy* in accordance with the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. The Institution has a range of policies, processes and services that support both students at risk of failing to maintain satisfactory academic progress and students that require additional non-academic support (e.g. mental health and wellbeing) as outlined below.

2. Principles

2.1. The Institution is committed to identifying students at risk of not maintaining satisfactory academic progress at an early stage and providing effective support to help them achieve successful academic outcomes.

2.2. The Institution recognises the importance of both academic and non-academic support, including mental health and wellbeing services, to ensure students can achieve their personal and academic potential.

2.3. The Institution is dedicated to providing inclusive and equitable support services that cater to the diverse needs of all students, including those with disabilities, First Nations students and students from equity groups.

2.4. The Institution ensures that all students have access to a range of support services and encourages students to seek assistance early to address any issues that may impact their academic progression.

3.   Student support requirements

Legislative requirement	Institution's response	Relevant instruments
a. How the Institution assesses a student's suitability to continue to undertake a subject, in particular, information in relation to how the Institution identifies students that are at risk of not successfully completing their subjects.	The Institution ensures that students at risk are identified at an early stage and are given effective support to achieve successful academic progression. The Institution monitors course progression and identifies any students at risk of not maintaining satisfactory progress during the mid-study period and at the end of the study period. The Institution provides appropriate advice to students who have been identified as "at risk" and specific support is provided as part of an intervention strategy.	Academic Progression Policy Academic Progression Procedures

| b. In relation to students who have been identified as at risk of not successfully completing their subjects in paragraph (a), how the Institution ensures that support from individuals or organisations with appropriate expertise is available to assist those students with overcoming issues that put them at risk of not successfully completing their subjects. | The processes to identify and support at risk students are implemented at a range of levels to ensure optimum outcomes for students, with key accountabilities assigned to the following personnel/areas:
• Board of Examiners
• Registrar's Office and Student Services
• Academic staff
• Program Manager / Lecturer (as applicable)
• Student Success Centre / Wellness Team / Academic Advisor (as applicable)
The Student Success Centre (SSC) facilitates individual intervention strategies to provide support and advice to students who are deemed to be 'low engaged' or 'at-risk' students. Students 'at-risk of poor progression' are encouraged to engage with academic staff, academic advisors, and/or SSC staff to develop possible solutions and strategies.

In accordance with the Academic Progression Procedures, intervention strategies include, but are not limited to:
• specialist support from the SSC;
• support from the SSC where disabilities, wellbeing or medical conditions are impacting on the student's ability to participate or progress (in these cases, referral to other types of external support may be required);
• referral to an academic staff member for additional instruction/advice;
• reduced study load in a study period;
• specifying attendance, participation or online engagement requirements;
• specifying the subject(s) the student must undertake in the next enrolment period (e.g. repeating a specific subject);
• creating a study plan describing the order of subjects to be completed over the course duration; or
• other interventions appropriate to the case. | Academic Progression Policy
Academic Progression Procedures |

	The type of intervention is communicated to students through their 'at risk' letter. The Work Integrated Learning team provides placement/ career related support.	
c. The Institution's available support services and how the Institution ensures that students have access to support services including how the provider communicates information to students about the existence of support services and how to access such services.	The Student Centre is the first point of contact for any administrative matter. It is open to students five days a week during business hours for drop-in support. The SSC offers academic and wellness related support services. These include services relating to, health, welfare and accommodation. The SSC also refers students to external counselling services provided by qualified counsellors. This is a confidential and complimentary service available to all students. Wellness officers provide information on, health services, cultural groups and private counselling, as well as where to and how to report critical incidents. The Work Integrated Learning team provides placement/ career related support. The Manager on Duty (MOD) is responsible for the safety and security of the campus at all times, including overnight on-call shifts. My ICMS App provides key information such as quick access to emergencies and health services contact details on campus (24 hours) and off campus. The Residential Experience team comprises resident leaders (students) who live on campus, dedicated to providing leadership and support to all residential students on various day-to-day matters.	Student Wellness Policy Student Wellness Procedures Disability Policy Student Disability Support Procedures MyICMS App

	Information on support services available to students is shared on the ICMS website and SSC Moodle pages.	
d. How the Institution communicates to students, who request access to support services before the census date for their subject, at the time they make that request, that the census date is the date they will incur a HECS-HELP or FEE-HELP debt, and how the Institution will ensure the requested support is available to students in a timely manner.	Students have the option of requesting access to support services when they apply via the Institution's application form. Students who indicate they require access to support services are contacted by the SSC within two business days. During this outreach, the SSC offers an Access Plan designed to support the student's academic progression throughout their time at ICMS. As per the Terms of Conditions of Enrolment, which are provided to students with their letter of offer, students are informed that a financial liability is incurred after census date (domestic students) or Friday of Week 2 (international students) for any course which a student is enrolled. Students are also provided with the relevant refund policy with their letter of offer. The SSC sends an email to all new students in week 2 outlining its support services. The Student Declaration provides an opportunity for students to indicate any additional support requirements when they first enrol. Orientation sessions, including those in Moodle, inform students about support services, and that these are available to students prior to their course commencement.	Terms of Conditions of Enrolment Refund of Fees Policy – Domestic Students Refund of Fees Policy – International Students
e. How the Institution proactively offers students access to the support services referred to in paragraph (c) where a student has already been identified as at risk of not successfully completing their subject, and the student	As stated under (b) the SSC facilitates individual intervention strategies to provide support and advice to students who are deemed to be 'low engaged' or 'at-risk' students. The SSC sends an email and monitors the students deemed at risk by the Board of Examiners. The Enrolment Tracking Group is convened to ensure continuity, progression and retention and comprises the Deans, Program	Academic Progression Policy Academic Progression Procedures

demonstrates risk factors that include:
 	
  i. the student has not previously engaged with the support services offered by the Institution consistent with paragraphs (b) and (c);
 	
  ii. the student has previously failed to successfully complete a subject in their course of study;
 	
  iii. the student demonstrates low levels of student participation in the subject, such as where the student has not attended any classes or engaged with any of the subject content online.
	Managers, Registry staff. The group meets from three weeks before the start of a study period and continues its bi-weekly meetings until the week after census date of the next study period. After each meeting, the group contacts students that are identified in these meetings.	

f. How the Institution delivers, and how students are able to access non-academic support, including but not limited to mental health and well-being support and career planning and employability support.	The SSC provides health and wellbeing services to all students. These include services relating to, health, welfare and accommodation. The SSC also refers students to external counselling services, such as Access EAP, provided by qualified counsellors. This is a confidential and complimentary service available to all students. Any student who is feeling overwhelmed at any time, especially if a personal problem arises, is encouraged to seek assistance from SSC staff. In some cases, the SSC refers students to professional counselling services and other external agencies (e.g. NSW Mental Health line, Beyond Blue, Lifeline, etc), as appropriate, for additional support.	Student Wellness Policy Student Wellness Procedures

	Wellness officers provide information on, health services, cultural groups and private counselling, as well as where to and how to report critical incidents. The Work Integrated Learning team provides placement/ career related support.	
g. How the Institution identifies students in need of academic support including, but not limited to, literacy and numeracy support and other academic supports and how the Institution has organised for these supports to be delivered.	The SSC has Academic Advisors available on all campuses and online who help all students to develop their academic skills and prepare them for the transition to tertiary study or transition to studying in Australia for international students. The SSC offers a range of services that, in addition to individual consultations, include regular academic skills workshops for example as part of orientation weeks and the first weeks of the trimester. Type of services include: • academic integrity workshops • effective study techniques • note-taking skills • report and essay writing skills • referencing and citing information • exam preparation techniques • time and stress management • academic writing • oral presentations (a) specialised numeracy support • learning support for students with a disability • using online academic support services, which are available to all students 24/7 and posters in the Learning Management System, library and study areas promote these academic support services. • one-on-one and group advice via coaching and workshops.	Academic Progression Policy Academic Progression Procedures

	• Written, spoken and comprehension English as a Second Language (ESL) support is offered throughout the study period.	
h. How the Institution identifies students who engage the Institution to report non-academic issues that put them at risk of not successfully completing their subjects, are connected to academic support and other supports referred to in paragraphs (f) and (g).	The Institution provides appropriate advice and support to students who have been identified as "at risk" and specific support is provided as part of an intervention strategy. Walk in or pre-booked face to face appointments are available with the SSC team to discuss non-academic issues and individual strategies can be created during those appointments. In addition, individual Academic Access Plans are developed for students with ongoing wellness needs (e.g. for physical, neurological or mental conditions).	Academic Progression Policy Academic Progression Procedures Student Wellness Policy Student Wellness Procedures Fitness for Study Policy
i. The details of any other support services provided by the Institution, such as peer support services.	The SSC provides a Peer Assisted Learning Service (PALS). This is a student-driven program where high performing students volunteer to assist others in specific areas of their studies. PALS mentors support students to succeed at their study with the Institution. The Institution also offers student advocacy and support through the Student Representative Council (SRC).	Peer Assisted Learning Service (PALS) Student Representative Council (SRC)
j. How the Institution's academic staff deliver support to students in relation to their subjects.	All lecturers (full-time, sessional and casual) are available before and/after class, via email, and for scheduled consultations if required, , as required by the terms of their contract. Students are encouraged to contact teaching staff outside scheduled consultation times, where appropriate. General academic support and advice is available from the Program Manager. Additional advice is available from the Deans upon request. During the first three weeks of the trimester, one member of the academic team is available at the Student Services offices, to answer questions and provide guidance to students.	Student Wellness Policy Student Wellness Procedures Assessment, Submission, Extension and Feedback Procedures

		Students may seek approval for extensions to assessments in accordance with the Assessment Submission Extension and Feedback Procedures. In cases where the student requires an extension due to wellness, the SSC facilitates these conversations and extensions if needed.	
k.	The Institution's crisis and critical harm response arrangements for students and instructions to students on how to report incidents.	The Sexual Harm Policy, the related procedures and the sexual harm webpage ensure that students and staff are informed about support services and reporting processes for sexual harm cases. Information is widely disseminated around the campus and at orientation sessions. The Critical Incident Policy and related procedures ensure that staff respond to critical incidents as they occur, make appropriate support and counselling services available to those affected, and ensure appropriate information is provided to colleagues and students during and after the incident.	Sexual Harm Policy Sexual Harm Procedures Critical Incident Policy Critical Incident Procedures Health and Safety Policy Incident Reporting Procedures Disclosure form Disclosure form (anonymous)
l.	How the Institution's academic and non-academic supports are culturally appropriate, and include information about the Institution's specific arrangements for First Nations students and students with disability.	The Diversity, Equity and Inclusion Policy confirms its commitment to diversity, equity and inclusion in order to create equivalent opportunities for academic and professional success of all students, including Aboriginal and Torres Strait Islander peoples. Students with specific support needs have access to an inclusive education in a safe and supportive environment that is free from harassment and victimisation. The Institution supports the inclusion of people with disabilities and/or impairments in all aspects of its community and affords individuals the right to study or work on an equitable basis in an environment that is free from harassment and discrimination. Students or staff members are not disadvantaged as result of a disability and/or impairment and reasonable adjustments to allow access to courses, services and facilities on the same basis as others are made where possible. For students that disclose a disability, the Institution works with the	Admissions Policy Diversity, Equity and Inclusion Policy Disability Policy Student Disability Support Procedures Student Wellness Policy Student Wellness Procedures Individual Academic Access Plan (Disability) Individual Academic Access Plan (Wellness) Under 18 Student Policy Under 18 Student Procedures Student Code of Conduct

	student to create a personalised Individual Academic Access Plan which identifies the student's academic provisions for reasonable adjustments and appropriate teaching strategies for their academic studies. Similarly, for those students with an ongoing wellness need, the SSC works with the student to create an Individual Academic Access Plan. Key practices driving equity and equivalency include generic approaches (e.g. services to support and/or improve language proficiency, academic skills, academic commitment levels, lifestyle/cultural transitions, and emotional wellbeing) and cohort specific approaches (e.g. special consideration for student experiencing hardship or managing disabilities, technologically enhanced or adjusted learning environments, support groups and activities tailored to the specific needs of subgroups, scholarships for financial support).	
m. The Institution's specific academic and non-academic supports for students who have experienced family and domestic violence, harassment, sexual harm, or other traumatic events.	The Institution offers extensions and academic support to ensure that students can still succeed academically. The SSC also provides information for external support services such as Access EAP who can provide trauma informed counsellors, and telephone helplines. See also the Institution's response in paragraph k & l.	

4. **Monitoring and reporting**

   4.1. The Support for Students Policy is reviewed annually for quality assurance, to identify opportunities for improvement to the policy, and to ensure it remains fit for purpose and consistent with the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023.

   4.2. A de-identified support for students' report is submitted to Academic Board annually (in relation to the calendar year before the report is provided) and includes:

      4.2.1. where the policy could be found on the website;

4.2.2. whether the policy complied with the support for students policy requirements in section 19-43 of the Higher Education Support Act 2003 and section 49A;

4.2.3. how the Institution offered and delivered the support services described in this policy;

4.2.4. how the Institution determined what support services should be available for their student cohort, consistent with this policy, and the efficacy of those support services;

4.2.5. how the Institution undertook assessment and assurance activities to determine that the available support services for students, as detailed in this policy, are appropriate and effective;

4.2.6. any opportunities identified by the Institution to improve the available support services detailed in this policy, and outcomes for students, including information on complaints received from students related to the Institution's available support services or this policy;

4.2.7. examples of how the Institution's available support services, as detailed in this policy, assisted students in undertaking the subjects in which they are enrolled; and

4.2.8. how the Institution determined that appropriate resourcing was available to deliver the support services described in this policy.

5. Roles and responsibilities

5.1. The PVC (Employability) and Registrar is the responsible officer of this policy.

5.2. The Student Success Centre Manager is responsible for preparing a de-identified support for students report in relation to the calendar year before the report is provided.

5.3. The Learning and Teaching Committee is responsible for the monitoring the implementation of the Support for Students Policy and making recommendations to the Academic Board.

5.4. The Academic Board has governance oversight of the Support for Students Policy and receiving an annual report.

5.5. The Associate Vice President (Governance, Policy and Accreditation) facilities the review of the Support for Students Policy on an annual basis.

Summary of changes	Approved by	Approval date
Created	Academic Board	21 February 2025
	Academic Board	20 February 2026