


POLICY		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 1.4 / 2.4 / 3.3 / 5.3 / 6.3</p> <p>National Code 2018: Standard 6 and 8</p> <p>Higher Education Support Act 2003: Section 19-65 and 238-10</p> <p>Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023</p> <p>Section 49A (1.a – n) and (2.a – b)</p> <p>Section 49B (1.a - j)</p>	Higher Education Support for Students	
Version: 1.0	Approved by: Academic Dean	Review by: 15/01/2026

REVISION HISTORY

Version	Description of Change	Policy Developer	Effective Date
1.0	New policy to meet the Higher Education Provider Guidelines 2023 and the updated requirements within HESA 2003	Compliance Manager	15/01/2025

PURPOSE

The purpose of this policy is to provide to Higher Education students with information on support services and resources, both academic and non-academic, available to assist successfully complete their studies. The policy outlines how AAPoly will identify students who may require both academic and non-academic support and provide them with the resources and facilities required to successfully complete the course.

The Higher Education Support for Students Policy is published as a requirement of the Higher Education Support Act 2003 (Cth) and the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023.

POLICY STATEMENT

AAPoly is committed to providing students with academic and non-academic support and resources needed to succeed in their studies throughout their studies at AAPoly. As an accredited higher education provider, AAPoly has systems in place to deliver a range of support services to its students, based on the identification of the type of support required.

SCOPE

This policy applies to Higher Education (HE) students and staff. The policy outlines the expectations and responsibilities of students and staff in regard to support services.

DEFINITIONS

Academic skills	Means skills and abilities that enable effective knowledge acquisition, understanding and critical thinking at a higher education level. Academic skills include effective study habits, notetaking, effective listening, reading critically, exam preparation, and time management.
Monitoring	Refers to an active checking of students' course progress.
Access to appropriate support services	Means students are provided with information on, and access to both academic and non-academic, support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts.
Support services	Means services to help students effectively engage with academic learning e.g. workshops, seminars and one-on-one consultation sessions and non-academic support services such as wellbeing and counselling.
Learning Resources	Materials provided in printed, electronic and online format for use or loan. Learning resources also include any specialist equipment and software (beyond the standard classroom, laboratory and computer rooms) required to meet the course requirements.
Educational Support	Services and materials provided to support the educational needs of students. This includes services, such as academic support, English language support, Studiosity, Perlego (eBook library) and the Learning Management System (LMS).

Counsellor	A trained and appropriately registered professional who works with students experiencing a wide range of emotional and psychological problems to help them bring about effective change and/or enhance their wellbeing.
Crisis	A time of intense difficulty or acute risk (educational or personal or interpersonal or an intersection of these) that endangers a student's ability to successfully complete their unit of study.

POLICY GUIDELINES AND PRINCIPLES

AAPoly offers a variety of academic and non-academic support services to help students throughout their learning journey until the completion of their studies.

1. Initial student engagement support

- **Orientation Program**

During orientation, new students are informed about their visa conditions regarding course attendance and course progress and AAPoly's obligations to monitor course progress and to report to the regulatory bodies regarding international students who cannot achieve satisfactory course progress within their planned period of study. They are also briefed about the academic and non-academic support available to them and how to get access to.

- **Accessibility and equity**

AAPoly is committed to accessibility and equity for students with disabilities. The goal is to enable them to participate to the greatest possible extent and independently, in the academic and operational aspects of AAPoly. Resources will be provided at the appropriate level within the allocated budget to reasonably accommodate the needs of students with disabilities or make reasonable adjustments where student discloses any special needs that may affect their studies during admissions.

- **Learning Support for English and Digital Literacy**

AAPoly offers tailored support for students who may require support for improving English language or digital literacy. If a student has English language or digital literacy difficulties, either self-identified or referred by lecturers, the Coordinators and the Academic Dean will arrange English language or digital literacy support (as required) for the student as soon as practicable.

- **Student Information Pack**

As part of the orientation process, students are also provided with a Student Enrolment Pack via email. This pack serves as an initial guide equipping students with essential information about key College policies and resources that will support them throughout their studies in Australia. The information in the pack is maintained and updated regularly. Students are notified of all updates.

The Student Enrolment Pack includes the following:

- [HE Student Handbook](#)
- [HE Study Guide](#)
- Student Counselling Services Information
- Academic Calendar
- Computer Equipment and Facilities Usage Policy
- Fair Work Information
- College Management and Administration Personnels
- Student Learning Systems Manual
- College Floor Plan and Emergency Plans

2. Support for Academic Progression

AAPoly continuously monitors student progress and identifies students requiring support in their studies as early as possible.

- **Early Identification of At-Risk Students**

The Academic Team proactively identifies students who may be struggling academically. Once identified, these students receive targeted support including tutorials and mentoring, English language support to improve their reading, writing, speaking, and listening skills, reasonable adjustment and/or special consideration. AAPoly has a dedicated learning support officer to assist students with these services. Booking can be made via the [Learning Management System](#).

- **Ongoing Monitoring and Intervention**

Student progress is closely monitored throughout each study period. A student is alerted in writing if they have achieved unsatisfactory course progress. Detailed information on how student's progress is monitored and intervention procedures are outlined in the Student at Risk and Academic Support (HE) [Policy](#) and [Procedure](#) on the website as well as in the Student Handbook. Students are advised of this during orientation.

- **Course Coordinator Booking**

To facilitate ongoing support and communication, students are able to book appointments with the Course Coordinator using the [online booking system](#) available on the College website.

3. Additional Support

AAPoly's support services provide students with the opportunity to enhance their capacity to achieve success in an accessible and welcoming environment.

- **IT Support**

AAPoly provides IT support and facilities required for the course, including the Learning Management System (LMS). The IT team provides prompt support for Paradigm

(Student Management System), LMS, student email accounts, Wi-Fi, computer labs, and support related to online submissions.

- **Student Wellbeing and Welfare Support**

In regard to wellbeing and welfare support, students can access free and confidential counselling services at AAPoly. Such services include support related to health, safety, mental health, wellbeing, overcoming crisis situations or traumatic events or general living and studying in Australia. Further details on student wellbeing support services, access to counsellor and advice on personal matters are on [counselling services page](#).

- **Library and Information Resources Support**

AAPoly provides library and information resources support for study skills such as researching, citations, referencing, and bibliographies. All students have access to AAPoly's online library that includes access to ebooks through [Perlego](#), journal articles, case studies, and print books. Students can also email AAPoly's library and Information Resources Coordinator for individualised guidance in accessing suitable learning materials and resources, including research. The respective Course Coordinator also provides support for using [Studiosity](#) application and organises library workshops.

- **Peer Support Program**

AAPoly provides peer support program to mentor new students with first year transition. Further details on [Peer Support Program page](#).

Supporting Instruments

The Support for Students Policy should be read in conjunction with the relevant AAPoly policies, procedures, guides and handbooks, including:

1. [Critical Incident Management Policy & Procedure](#)
2. [Deferment, Suspension or Cancellation of a Student's Enrolment Policy and Procedure](#)
3. [Diversity and Equity Policy](#)
4. [Higher Education Student Handbook](#)
5. [Higher Education Study Guide](#)
6. [Higher Education Course Enrolment Policy](#)
7. [Higher Education Course Enrolment Procedure](#)
8. [Higher Education Student Assessments Policy](#)
9. [Higher Education Student Assessments Procedure](#)
10. [Information Privacy Policy](#)
11. [Information Privacy Procedure](#)
12. [Learning Resources and Educational Support Policy](#)
13. [Learning Resources and Educational Support Procedure](#)

14. [New Student Orientation Policy](#)
15. [New Student Orientation Procedure](#)
16. [Student at Risk and Academic Support \(HE\) Policy](#)
17. [Student at Risk and Academic Support \(HE\) Procedure](#)
18. [Sexual Assault and Sexual Harassment Policy](#)
19. [Sexual Assault and Sexual Harassment Procedure](#)
20. [Student Complaint and Appeals Policy and Procedure](#)
21. [Student code of conduct and social media use policy](#)
22. [Work Health and Safety Policy](#)
23. [Work Health and Safety Procedure](#)
24. [Work Integrated Learning Policy \(HE\)](#)
25. [Work Integrated Learning Procedure \(HE\)](#)

COMMUNICATING SUPPORT SERVICES

AAPoly regularly communicates the available support services to students via the following main mechanisms:

- Orientation: Information on available support services is provided to all new students during orientation programs.
- Website and Online Resources: The AAPoly website and Learning Management System (LMS) provide details about support services, including descriptions, contact information, and access instructions.
- Social media and Digital Platforms: AAPoly promotes student support services on social media channels, along with details about upcoming events, workshops, and relevant resources.
- Email, SMS and Newsletters: Regular emails, SMS messages and newsletters are sent to students during key periods throughout the academic year.
- Physical Signage and Promotional Materials: Signage, posters, digital screens, and promotional materials are displayed across campuses to increase awareness of support services, upcoming events, and access information.

RESPONSIBILITIES

- **The Academic Dean (AD)** is responsible for maintaining this policy and its implementation.
- **The CEO** is responsible for disseminating this Policy to all staff.
- **Program Coordinators** and **Course Coordinators** in consultation with the Associate Dean (Education) considers common academic problems as inputs for curriculum review or design and provides reporting on academic interventions. Course and

Program Coordinators should monitor students' attendance and performance placed in the intervention strategy program in liaison with Lecturers and keeps the Associate Dean (Education) updated with their progress. On the approval of the Associate Dean (Education), Program Coordinators and Course Coordinators updates record of outcomes of communication sessions and agreed intervention strategies in the Intervention/Academic Counselling form and Student record in Paradigm (AAPoly Student Management System).

- **Students** are responsible for reading this policy, along with the relevant policies, procedures, and handbooks, to familiarise themselves with the academic requirements and non-academic code of conduct. Students can request any specific support services that may be required to maintain their satisfactory academic progress or that relate to their health, safety, and welfare at the earliest opportunity.
- **Lecturers** are responsible for recording student class attendance and liaising with the ASO about students' academic performance and providing initial advice to students and forwarding non-academic issues to the respective program and course coordinators.
- **Student Services (SS)** is responsible for providing the support to the students with general enquiries.
- **Academic Support Officer (ASO)** generates the list of students at risk of unsatisfactory course progress and liaises with Students Services when communicating with students regarding academic progress.
- **Counsellors** are responsible for advising students in areas that are not academic related. These may include the following.
 - Provide support, advice and referrals for financial hardship, health related issues including mental health, disability and accessibility support such as reasonable adjustments, Centrelink, personal safety and family issues, advocacy, accommodation, and SIBT applications, forms and processes;
 - Are available to provide tailored support for international students;
 - Consult with referred students to develop an immediate individualised support plan and the strategy for how these supports will be delivered;
 - Plan and implement student wellbeing and mental health promotion campaigns and activities.
- **The Library and Information Resources Coordinator** is responsible for the day-to-day management of the library resources and operations and for providing library skills/information literacy to students and working with the academic team to ensure that students have access to the latest and relevant material to support their teaching and discipline content.

FEEDBACK

Queries or feedback about this policy should be directed to the Academic Dean through academicdean@aapoly.edu.au. The AD will respond to the written question or feedback within two (2) weeks from receipt unless an extenuating circumstance requires an immediate response or action. The feedback and subsequent outcome will be documented in the version register, which will form a part of quality assurance and continuous improvement of AAPoly.

REFERENCES

Source	Document Title
External	Higher Education Support Act 2003 (Cth)
	Higher Education Standards Framework (Threshold Standards) 2021
	Higher Education Provider Guidelines 2023
	National Code of Practice for Providers of Education and Training to Overseas Students 2018
	Work Health and Safety Act 2011 (Cth)
	Education Services for Overseas Students (ESOS) Act 2000
	Privacy Act 1988 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012
	Australian Human Rights Commission Act 1986 (Cth)
	TEQSA: Student wellbeing and online learning
	TEQSA Guidance note: Wellbeing and safety