

# Support for Students

## Continuous Quality Improvement Framework



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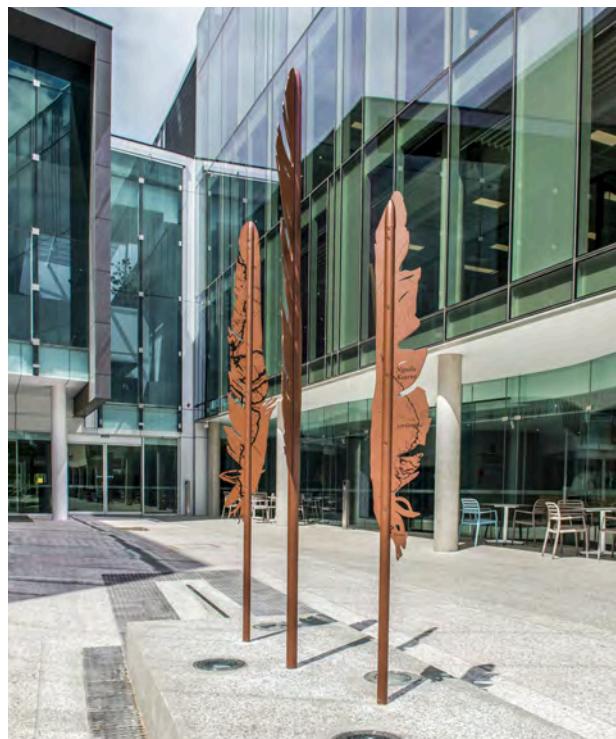
### Objectives and Scope

At Flinders University, we want every student to feel a sense of belonging, know they can succeed, and receive the support they need as they navigate their unique educational journey. To achieve this, we provide a comprehensive suite of student-centred academic and non-academic support services.

These services are designed to be:

- 1. Impactful and student-centred:** We prioritise students' needs, aiming for services that have a positive impact on student success.
- 2. Integrated within and alongside curriculum:** Our services seamlessly integrate into the student experience while maintaining a high standard of quality.
- 3. Inclusive and equitable:** We foster an inclusive and culturally safe environment that respects diverse backgrounds, ensuring all students feel welcome and supported.
- 4. Personalised, flexible, and responsive:** Recognising individual differences, our services adapt to meet students' unique needs, providing targeted information and advice.
- 5. Visible and accessible:** We make our support services easily accessible, ensuring students can readily find the help they require.
- 6. Clear, timely and effective:** We provide proactive outreach and supports and, staying current with best practices, we continually enhance our services to better serve our students.
- 7. Empowering and enabling:** Our services empower students to overcome challenges, enabling and inspiring them to succeed academically and personally.

This Continuous Quality Improvement Framework applies to our key student-facing services and outlines an approach that supports compliance with legislative requirements, enables continuous improvement of our services, and generates consistency in the way we evaluate our support offerings. The Framework ensures our ongoing commitment to delivering high-quality support for all students, aligning with our Student Success and Retention Strategy as well as our Indigenous Student Success Targets. Through the establishment of a set of standards, the Framework offers guidance to service areas, enabling them to conduct an annual self-assessment against these standards and drive continuous service improvements.



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### Quality Standards

We have established the following standards as a baseline to enhance the quality, effectiveness, and suitability of our services. These standards have been informed by a range of key resources, including:

- Flinders University Support for Students Policy
- Flinders University Reconciliation Action Plan
- Indigenous Student Success Targets
- Whole-of-University Wellbeing Strategic Plan
- Higher Education Provider Guidelines
- Higher Education Standards Framework (Threshold Standards)
- New Zealand Education (Pastoral Care of Tertiary and International Learners) Code of Practice
- Student Equity in Higher Education Evaluation Framework (SEHEEF) Guidance Manual
- Assessment of University Support Services for Regional and Remote Students on Transition to University: Final Report
- The Welcoming Universities Standard Draft for Public Consultation



# Student Support Service Standards

STUDENT SUPPORT SERVICE STANDARDS	
STANDARD	DESCRIPTION
	<b>IMPACTFUL AND STUDENT-CENTRED</b>
1	Services demonstrate measurable positive impacts on student wellbeing and academic success.
2	Services are informed by the needs and preferences of students, ensuring their voices are heard, respected, and actioned.
	<b>INTEGRATED WITHIN AND ALONGSIDE CURRICULUM</b>
3	Information about academic and non-academic support is embedded in topic and HDR materials.
4	Services actively collaborate across functional areas, including professional and academic, to provide comprehensive and holistic support to students.
	<b>INCLUSIVE AND EQUITABLE</b>
5	Services are equitable and inclusive, supporting the diverse needs of all student populations.
6	Staff are trained in cultural humility and safety and with an understanding of students' intersecting identities.
	<b>PERSONALISED, FLEXIBLE, AND RESPONSIVE</b>
7	Services meet students 'where they are' with flexible options for accessing support, including face-to-face, online, and phone consultations.
8	Services regularly review and adapt their support strategies based on individual student feedback and changing needs.
	<b>VISIBLE AND ACCESSIBLE</b>
9	Service environments are easy to navigate and information is provided to students to raise awareness of available services and how to access them.
	<b>CLEAR, TIMELY AND EFFECTIVE</b>
10	Support services respond to student inquiries and requests promptly, ideally within 48 hours.
11	Services are proactive and utilise effective, evidence-based practices and remain informed by the latest research and developments in student support.
	<b>EMPOWERING AND ENABLING</b>
12	Services empower students to develop their skills, knowledge, and confidence, enabling and inspiring them to take control of their academic journey and personal growth.

# Self-Evaluation and Action Plan for Service Areas

The Self-Evaluation and Action Plan for Service Areas is designed to guide service areas in assessing their performance against the 12 standards listed above. The tool provides a structured approach for service areas to evaluate their effectiveness in meeting the standards, highlight strengths and areas for improvement, and identify actions for continuous improvement. By using this tool, service areas can gain valuable insights into their operations, enhance accountability and ownership, help support legislative compliance, and ensure the integrity and quality of the services we provide for our students.

While the tool provides recommended indicators, it intentionally avoids being prescriptive, allowing service areas the flexibility to suggest additional indicators that align with the diverse contexts of their services. The aim of this tool is to foster a culture of continuous improvement and excellence in student support services, ultimately leading to improved student academic success and wellbeing.

## Self-Evaluation Process

The self-evaluation and reporting process is a 7-step activity, conducted annually, to help inform continuous quality improvement of services, quality assurance and meeting compliance obligations including university compliance reporting due by 1 March each year. By following the steps and using the template provided service areas are guided through a systematic assessment and improvement journey.



## Step 1. Review Standards and Indicators

Begin by reviewing the 12 standards and corresponding indicators outlined in the Self-Evaluation and Action Plan. Take time to understand the specific expectations and criteria for evaluation provided for each standard.

## Step 2. Assess Performance

Evaluate your service area's performance for each indicator under the prescribed and additional indicators sections. Consider how well your service area currently meets the criteria outlined for each standard and indicator. Involve students in this evaluation process.

## Step 3. Assign Scores

Assign a score based on the provided scoring criteria for each indicator. Use the scoring matrix provided to rate your service area's performance.

## Step 4. Reflect on Strengths and Areas for Improvement

Reflect on the strengths and areas for improvement identified through the evaluation process. Consider where your service area excels and where there may be opportunities for enhancement or development.

## Step 5. Identify Specific Actions

Based on your reflections, identify specific actions to showcase areas of strength and address the areas needing improvement. Establish measurable goals and set clear timelines for implementation to effectively guide your service area's continuous improvement efforts.

## Step 6. Implement and Monitor Progress

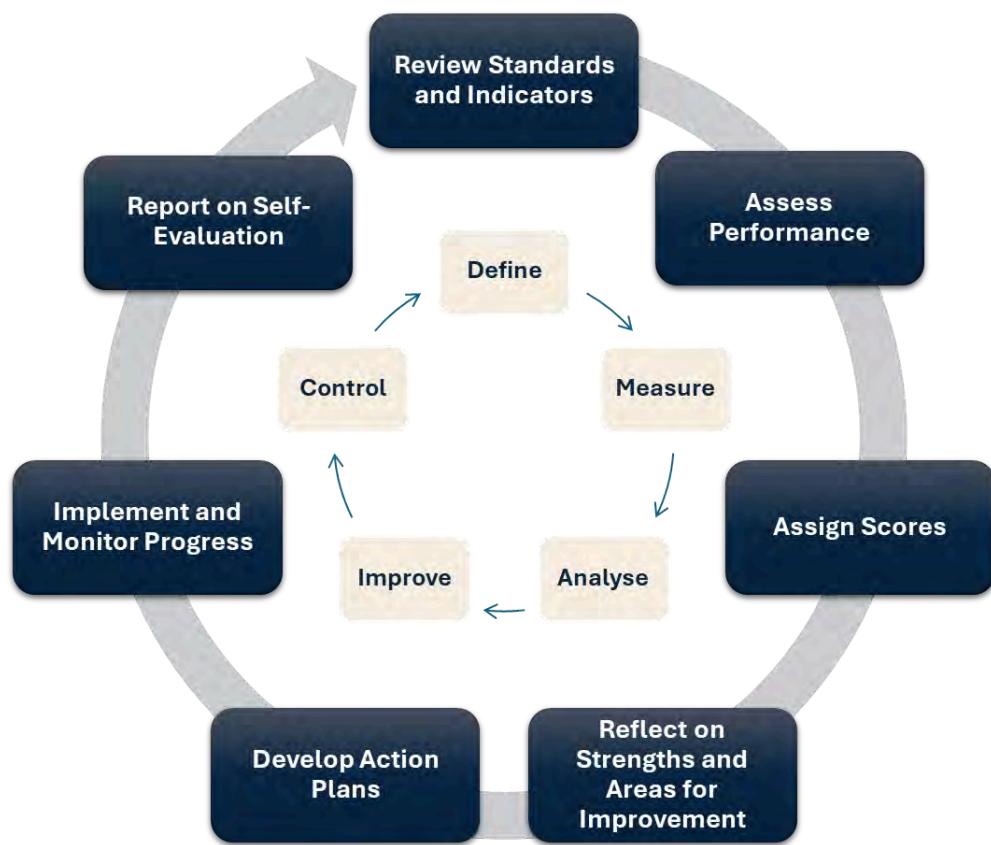
Implement the actions and monitor progress towards achieving the identified goals and objectives. Regularly review and adjust the plans as needed to ensure effectiveness and success.

## Step 7. Report on Self-Evaluation

Communicate your evaluation results, actions and progress, and any challenges annually to your Director and the Senior Director, Student Experience and Management using the Annual Report section on the Self-Evaluation and Action Plan template by the end of the year.

# Self-Evaluation and Action Plan for Service Areas

## Quality Improvement Cycle





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