

# Support for Students Policy

## Table of Contents

1. Purpose
2. Scope
3. Policy statement
4. Authorities

Schedule 1—Support for students: policy requirements under the Guidelines and Flinders' student support framework

## 1. Purpose

- a. This policy outlines the principles and underlying support framework provided to all Flinders University students to assist their academic and personal success, including:
  - i. the academic and non-academic supports available to assist students to successfully complete the course in which they are enrolled, and
  - ii. the framework for identifying and supporting students that experience difficulty to successfully complete their enrolled course.
- b. This policy recognises the University's obligations under section 19-43 of the *Higher Education Support Act (HESA) 2003*.

## 2. Scope

This policy applies to all students enrolled, or seeking to re-enrol, in a course(s) at the University.

## 3. Policy statement

- a. **Commitment to supporting student success** – Flinders University aims to ensure that every student knows that they belong, that they can succeed, and that they are supported as they develop their capabilities to navigate a unique pathway to their own success.
- b. **Principles of student support** – Flinders' principles for student support are to deliver:
  - i. **impactful** and **student-centred** services that are co-created with students to support student success
  - ii. high-quality and **integrated** supports **within and alongside curriculum**
  - iii. an **inclusive** and culturally safe support environment, with **equitable** support services for all students
  - iv. **personalised** supports with targeted information and advice that is **flexible** and **responsive** to students' individual differences and needs
  - v. services that are **visible** and **accessible** on all campuses and online
  - vi. **clear, timely** and **effective** supports, informed by best practice and continuous improvement
  - vii. supports that are **empowering**, enabling and facilitating students to become autonomous and independent.

- c. **Staff responsibilities** – Academic and professional staff are responsible for providing or connecting students to supports that assist them to navigate their pathway to success by ensuring that the principles and support frameworks specified in this policy are applied to the learning content, topics, courses and support services for which they are responsible.
- d. **Student responsibilities** – Students are ultimately responsible for accepting and accessing the support and assistance that is offered to them and for putting supports into action.
- e. **Flinders' student support framework** – The University supports its students by:
  - i. proactively providing them with information on the range of support services available at the University that are designed to support student success and wellbeing
  - ii. making students aware of how to access those support services to assist with successfully completing their enrolled course
  - iii. monitoring and assessing each student's suitability to continue to undertake their enrolled course
  - iv. ensuring that additional support is communicated and made available to students identified as experiencing difficulty progressing to assist them to overcome issues that may be affecting their ability to successfully complete their enrolled course. This includes:
    - ensuring that support is available for students in need of academic support
    - connecting students who report non-academic issues that are impacting on the successful completion of their enrolled course to other relevant support services
  - v. publishing information regarding support for students on the University's website.

The University's framework for student support is set out in [Schedule 1](#) against the requirements under HESA and the [Higher Education Amendment \(Support for Students Policy\) Guidelines 2023](#) to demonstrate Flinders' holistic framework for student support in compliance with those requirements.

Flinders' student support framework is underpinned by the following strategies and plans:

- [Student Success and Retention Strategy](#)
- [Indigenous Engagement and Education Strategy](#), and
- [Whole-Of-University Wellbeing Strategic Plan](#).

## 4. Authorities

<b>Senior Director, Student Experience and Management</b>	Amend Schedule 1 as required (noting that column 1 of the Schedule can only be changed if the Guidelines [49A] change).
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<b>Approval Authority</b>	Deputy Vice-Chancellor (Students), under delegated authority from Academic Senate
<b>Responsible Officer</b>	Senior Director, Student Experience and Management
<b>Approval Date</b>	28 March 2024
<b>Effective Date</b>	1 April 2024
<b>Review Date*</b>	2025
<b>Last amended</b>	
<b>CM file number</b>	CF23/929

\* Unless otherwise indicated, this policy or procedures still apply beyond the review date.

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## Schedule 1—Support for students: policy requirements under the Guidelines and Flinders' student support framework

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
<p>(a) how the provider assesses a student's suitability to continue to undertake a unit of study, in particular, information in relation to how the provider identifies students that are at risk of not successfully completing their units of study</p> <p>(b) in relation to students who have been identified as at risk of not successfully completing their units of study in paragraph (a), how the provider 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 units of study</p> <p>(e) how the provider proactively offer 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 units of study, and the student demonstrates risk factors that include:</p> <p>(i) the student has not previously engaged with the support services offered by the provider consistent with paragraphs (b) and (c)</p> <p>(ii) the student has previously failed to successfully complete a unit of study in their course of study</p> <p>(iii) the student demonstrates low levels of student participation in the unit of study, such as where the student has</p>	<p><a href="#">Student Progress Policy and Procedures</a></p> <p><a href="#">Assessment Policy and Assessment Practice Procedures</a></p> <p><a href="#">Student Academic Integrity Policy and Procedures</a></p> <p><a href="#">Higher Degree by Research Policy and HDR Progression Procedures</a></p> <p><a href="#">Work Integrated Learning Policy and Procedures</a></p>	<p>Principles and processes for identifying, supporting and intervening when a student is experiencing difficulty progressing in their enrolled course.</p> <p>The University's approach to supporting student success through assessment, including providing assessment feedback early in a topic so that students can monitor the effectiveness of their learning.</p> <p>Principles of academic integrity, and the responsibilities of students and staff to uphold them. For academic staff this includes an educative role to provide students with guidance, learning activities and feedback on academic integrity.</p> <p>HDR progression requirements and processes for identifying, supporting and intervening when a HDR student is experiencing difficulty progressing in their studies.</p> <p>Processes and activities to ensure students are academically and administratively prepared, monitored and supported during placements, including when at risk of unsatisfactory progress.</p>

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
not attended any classes or engaged with any of the unit content online	<p>Student Communication and Engagement –</p> <p><a href="#">Supporting Student Success</a></p> <p><a href="#">Referral chart – student supports</a></p>	<p>Outlines key student communication campaigns, touchpoints, and support interventions across a standard semester, including timely information on support services and how to access them.</p> <p>High-level overview of student self-help options and staff triaging and referral process, including when staff connect students to relevant support services for help.</p>
(c) the provider's available support services and how the provider 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	<p><a href="#">Support and Services directory</a></p> <p>Student Communication and Engagement –</p> <p><a href="#">Supporting Student Success</a></p> <p><a href="#">Flinders Support Network</a></p>	<p>Summary of supports and services available to help students succeed at Flinders, including study and learning, health and wellbeing, careers and employment, and financial support.</p> <p>[as above]</p> <p>University-wide outreach campaign promoting support services and offering one-on-one support through <a href="#">Student Success and Wellbeing Advisors</a>.</p>
(d) how the provider communicates to students, who request access to support services before the census date for their unit of study, 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 provider will ensure the requested support	<p>Student Communication and Engagement –</p> <p><a href="#">Supporting Student Success</a></p> <p><a href="#">Flinders Support Network</a></p>	<p>Includes communication campaigns to remind students about census date implications as it relates to incurring HECS-HELP or FEE-HELP.</p> <p>[as above]</p>

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
is available to students in a timely manner		
(f) how the provider delivers, and how students are able to access, non-academic support, including but not limited to mental health and wellbeing support and career planning and employability support	<a href="#">Support and Services directory</a>	<p>Supports and services available to help students succeed at Flinders, including, but not limited to:</p> <p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Health Services</a></li> <li>• <a href="#">Counselling Services</a></li> <li>• <a href="#">Disability Services</a></li> <li>• <a href="#">Equity, Diversity and Inclusion</a></li> <li>• <a href="#">Sports and Fitness</a></li> <li>• <a href="#">Chaplaincy</a></li> </ul> <p><b>Careers and Employment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Careers and employability</a></li> <li>• <a href="#">Flinders Horizon Award</a></li> </ul>
(g) how the provider identifies students in need of academic support, including but not limited to literacy and numeracy and other academic supports and how the provider has organised for these supports to be delivered	<p><a href="#">Assessment Policy</a> and <a href="#">Assessment Practice Procedures</a></p> <p><a href="#">Assessment Variation Procedures</a></p> <p><a href="#">Student Learning Support Services</a></p>	<p>[as above]</p> <p>The circumstances under which assessment tasks may be adjusted, varied or modified for individual students' circumstances to support student progression. Supports include assessment extensions, deferrals, late submissions or resubmission, and supplementary assessment.</p> <p>Academic Support services include:</p> <ul style="list-style-type: none"> <li>• one-to-one study support online (<a href="#">Studiosity</a>), or</li> <li>• in-person (<a href="#">Learning Lounge</a>)</li> <li>• workshops to help students develop academic skills, and</li> <li>• a wide range of <a href="#">online study resources</a> accessible 24/7.</li> </ul>

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
(h) how the provider ensures that students who engage the provider to report non-academic issues that may put them at risk of not successfully completing their units of study, are connected to academic and other supports referred to in paragraphs (f) and (g)	<a href="#">Disability Policy</a>  <a href="#">Assessment Variation Procedures</a>  <a href="#">Referral chart – student supports</a>  <a href="#">Support and Services directory</a>	<p>The University's commitment to providing services and support for students with disabilities to enable them to participate fully and independently in the academic, cultural and social life of the University, including reasonable adjustments in a study context to support academic success.</p> <p>[as above]</p> <p>[as above]</p> <p>Supports and services available to help students succeed at Flinders, including but not limited to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Library services</a></li> <li>• <a href="#">Student Learning Support Services</a></li> <li>• <a href="#">Financial Advocacy</a></li> <li>• <a href="#">Financial support and scholarships</a></li> <li>• <a href="#">Student Wellbeing and Success Advisors</a></li> </ul>
(i) the details of any other support services provided by the provider, such as peer support	<a href="#">Peer support and mentoring</a>	Summary of university peer support and mentoring programs available to help navigating student life and learning at Flinders.
(j) how the providers academic staff deliver support to students in relation to their units of study	<a href="#">Education Quality Framework</a>  <a href="#">Assessment Policy</a> and <a href="#">Assessment Practice Procedures</a>	<p>Contains learning and teaching principles that underpin teaching quality at Flinders, including providing personalised student learning experiences and active engagement of students in collaborative learning.</p> <p>[as above]</p>

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
	<a href="#">Assessment Variation Procedures</a>	[as above]
	<a href="#">Work Integrated Learning Policy</a> and <a href="#">Procedures</a> .	[as above]
(k) the provider's crisis and critical harm response arrangements for students and instructions to students on how to report incidents	<a href="#">Critical Incident Management Procedures</a>  <a href="#">Safety and Respect on campus website</a>	Sets out the structures and processes for managing critical incidents.  Provides emergency, counselling and After Hours Crisis Support details and access to <a href="#">online reporting form</a> for sexual harassment and sexual assault.
(l) how the provider's academic and non-academic supports are culturally appropriate, and include information about the provider's specific arrangements for First Nations students, students with disability	<a href="#">Equal Opportunity Policy</a> <a href="#">Equal Opportunity website</a>          <a href="#">Bullying Prevention and Management Policy</a> and <a href="#">Guidelines</a>          <a href="#">Indigenous Student Services website</a>          <a href="#">Disability Policy</a> <a href="#">Disability Services website</a>	The University's commitment to providing a work and study environment that is characterised by equality, respect and collegiality, through both proactive measures and appropriate responses to behaviours and structures that have an inequitable effect.          Outlines principles, processes and guidelines to address and eliminate bullying behaviours, including how to seek advice and support, take early action, and make a complaint.          Services and supports specifically provided to Aboriginal and Torres Strait Islander students to increase access, participation, retention, and success.          [as above]  Support services for students with a disability and information on how to seek advice and



Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
	<a href="#">International Student Services website</a>	<p>adjustment through Access Plans or other alternative arrangements.</p> <p>Services and supports specifically provided to international students studying at university campuses in Australia. Support includes programs helping students to adjust to the Australian academic and living environment, study and social life, and referring students to relevant services on campus and within the local community.</p>
(m) the provider's specific academic and non-academic supports for students who have experienced family and domestic violence, harassment, sexual harm, or other traumatic events	<p><a href="#">Sexual Harassment and Sexual Assault Prevention and Response Policy</a> and <a href="#">procedures</a></p> <p><a href="#">Safety and Respect on campus website</a></p> <p><a href="#">Bullying Prevention and Management Policy</a> and <a href="#">Guidelines</a></p> <p><a href="#">Student Complaints Policy</a> and <a href="#">Procedures</a></p>	<p>Principles, processes and guidelines on reporting, responding and addressing reports of sexual harassment and sexual assault. This includes interim actions and ongoing support after a matter has concluded determined on a case-by-case basis to protect the safety and welfare of all parties.</p> <p>Provides emergency, counselling and After Hours Crisis Support details and access to <a href="#">online reporting form</a> for sexual harassment and sexual assault, and information on family and domestic violence support.</p> <p>[as above]</p> <p>Principles, processes and procedures applied by the University in receiving and resolving complaints from students.</p>

Requirements as specified under the Guidelines [49A]	Relevant supports (policy, procedures, website, or other resource)	Description
	<a href="#">Student Review and Appeal Policy</a> and <a href="#">Procedures</a>  <a href="#">Student Complaints and Appeals webpage</a>  <a href="#">Assessment Variation Procedures</a>  <a href="#">Referral chart – student supports</a>	<p>Principles, processes and procedures applied by the University in receiving, assessing and hearing reviews and appeals of a university decision.</p> <p>Flinders complaint resolution process and advice to students on how to seek support and make a complaint.</p> <p>[as above]</p> <p>[as above]</p>