Support for Students Policy

Colleges of Business and Technology (WA) Pty Ltd
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Document

Document Name	Support for Students Policy
Brief Description	This Support for Students Policy outlines Curtin College's various student support polices in accordance with Higher Education Provider Guidelines and regulations
Responsibility	College Director and Principal
Initial Issue Date	1/1/2024
Authorising Body	College Leadership Team

Version Control

Date	Version	Summary of Changes	Reviewer Name and Office
18.12.2023	1.0	Initial Release	Manager, Quality & Compliance
07.05.2024	1.1	Minor updates to Section 3 and 5. Tuition Fees and Charges Policy added.	Manager, Quality & Compliance
17.02.2025	2.0	Student Success Framework added along with minor updates.	Academic Director
10.02.2026	2.1	Minor revisions have been made to Section 6. Section 8 has been updated, and a definitions section has been added.	Manager, Quality & Compliance

Contents

1 Purpose and Scope

1.1 Purpose

The purpose of this policy is to outline Curtin College's various policies and procedures that cover the range of support available to students, in accordance with section 238-10 of the *Higher Education Support Act 2003,* and *Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023*.

1.2 Scope

This policy applies to all Curtin College staff and students.

2 Policy Statement

Curtin College is committed to ensuring its students are provided with the support and resources required to assist them to be successful in their studies.

This policy encompasses and is underpinned by a range of academic and non-academic support mechanisms. Together, these ensure the College complies with relevant regulations and reporting requirements. This policy should be read in conjunction with the guidelines and relevant policies available on the College website.

Curtin College strives to provide quality and appropriate student support from recruitment through to the student's transition to Curtin University.

3 Student Success Framework

This framework is a strategic plan to enhance students' educational experiences by integrating data-driven methods and global best practices. It aims to foster inclusivity, sustainability, and academic excellence, while improving student satisfaction.

3.1 Key Objectives:

- **Strategic Alignment:** Ensure all initiatives align with the College's principles, creating a unified approach across programs and services.
- **Data-Informed Decisions**: Use data to provide personalised support for students so that they achieve academic success**.**
- **Inclusivity and Accessibility:** Provide equitable access to resources and opportunities, accommodating diverse learning needs**.**
- **Quality of Education:** Enhance the student experience by improving academic delivery and interactions with teaching and support staff**.**
- **Continuous Improvement:** Regularly evaluate and adapt educational needs to stay ahead in educational innovation.
- **Innovation and Future Readiness:** Commit to innovation and prepare students with 21st-century skills, integrating emerging technologies and pedagogies.

4 Operational Commitments:

- **Leadership and Strategy:** Allocate resources to achieve a shared vision for student outcomes.
- **Shared Responsibility:** Clearly define roles for staff and students to contribute to learning and teaching**.**
- **Continual Development**: Invest in ongoing learning processes for staff and students.
- **Culture**: Foster a positive, holistic culture empowering educators, staff, and students.
- **Scholarship and Evidence**: Use research and data to inform educational strategies.
- **Evaluation and Impact**: Measure and demonstrate the impact of initiatives on student success.

There are eight areas of focus in the Student Success Framework:

This framework supports students throughout their educational journey, ensuring they thrive in a supportive, inclusive, and academically rigorous environment. It reflects our commitment to continuous improvement and delivering high-quality education.

5 Academic Support

Cutin College provides alternative pathways into Curtin University for students who may not qualify for direct entry. It fosters a supportive learning environment that bridges the gap to ensure students can articulate into their respective degrees. The college's programs are tailored to meet the needs of students who are transitioning into tertiary studies within the Australian education system, including those who have been outside the education system for some time.

The College's approach includes embedding language and study skills into disciplinary instruction and creating ample opportunities for students to interact with peers and staff. The College promotes the creation of an engaging, participative classroom environment to facilitate learning and to promote social interaction as a means of improving students' wellbeing and sense of belonging. With many teachers coming from diverse cultural backgrounds (including some with first-hand experience as international students in Australia), the College demonstrates this diversity in its curriculum, classroom interactions and extra-curricular activities.

Curtin College systematically monitors student engagement and progression in order to identify students who are at risk of not successfully completing their units of study. The following polices outline the various academic related support strategies and mechanisms that are in place and available to students.

- Access, Diversity, Equity and Inclusion Policy
- Academic Integrity Policy
- Admissions and Student Selection Policy
- Appeals Policy
- Assessment Policy
- Credit for Recognised Learning Policy
- Enrolment Policy
- English Language Proficiency Development Policy
- First Peoples Education Policy
- Progress and Intervention Policy

The Study and Academic Support page on the College website provides examples of support available to students. Further Unit Outlines contain information about support available to students and the College offers Learning Access Plans. Where it is identified that academic support is required, students may be referred to Student Learning Advisor.

6   Non-Academic Support.

Curtin College provides non-academic support to students, including mental health support. Students are made aware of the various support mechanisms and options which are available to students to assist them with successfully completing their units, such as:

- Access, Diversity, Equity and Inclusion Policy
- Critical Incident Management Procedure
- Fitness to Study Policy
- Sexual Harm Prevention and Response Policy
- Student Code of Conduct
- Student Wellbeing and Counselling Policy
- Tuition Fees and Charges Policy
- Younger Student Management Policy

The Wellbeing page on the College's website, also provides information on support available to students. This includes counselling services, skills for good health, healthy body and mind, safety and emergency support, sexual assault and harassment, respect at Curtin. Where it is identified that non-academic support is required, including but not limited to, mental health and well-being support, students may be referred to Student Counsellor.

In addition to the support services available, students are advised of how to seek assistance and advice for a variety of circumstances at Orientation, which includes emergency services on and off campus and incident reporting.

7   Communication of Support

Available support is promoted and communicated to students via Orientation, Learning Management System tiles, unit outlines, email and via the College website.

8   Student Concerns

General Concerns – Curtin College has a four step process for resolving student concerns. The Complaint Policy outlines the available avenues for resolution which includes informal, formal and external review.

Academic Concerns - these relate to Enrolment, Assessment, Academic Integrity and Progress. Curtin College has a three-step process for resolving appeals, formal review, Appeals Committee and external review.

Students are advised of their right to lodge an external appeal, provided with the outcome of their complaint/appeal, and given the contact details of the relevant external agencies.

9   Reporting

In accordance with section 238-10 of the Higher Education Support Act 2003, Curtin College will provide the Tertiary Education Quality and Standards Agency with a deidentified report on an annual basis.

Curtin College adheres to the Privacy Principles as set out in Schedule 1 of the Privacy Act 1988, in respect of student personal information to be obtained for the purposes of section 19-43 of the Act.

10   Definition

Students at risk: Students identified, as being at risk of **not successfully completing one or more units of study**. Indicators include, but not limited to:

- academic performance (e.g., fail/late/no submission on early assessments, flagged at being at Academic risk);
- Engagement signals (e.g., attendance below 80%, LMS inactivity, missed tutorials/workshops);
  English language proficiency concerns;
- wellbeing/disability factors (e.g., change in health, requests for adjustments, LAPS usage);
- administrative signals (leave of absence requests, unit withdrawal intent, fee arrears).

11 Relevant Legislation & Reference Material

Curtin College maintains compliance with legislation relating to student support:

Legislation/ Reference Material	Reference
Higher Education Support Act 2003	Section19-65 and 238-10
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023	Support for students' policy requirements: Section 49A (1.a – n) and (2.a – b) Requirements in relation to report given on support for students: Section 49B (1.a - j)

12 Responsibility

- The College Director & Principal is responsible for the implementation and promotion of this policy.
- The Academic Director is responsible for academic interventions including academic support, and training of academic staff.
- The Quality & Compliance Manager is responsible for quality assurance and reporting to relevant regulatory bodies.

13 Review

This Policy is reviewed annually and at the time of any changes to the regulatory compliance requirements, legislation, regulation and guidelines.

14 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	College Director and Principal	College website Policy Hub	Permanently with control in place for revisions	Policy Hub archive