

STUDENT SUPPORT AND SERVICES PROCEDURE

Approving authority	Executive Management Team
Purpose	This procedure has been developed to ensure that the necessary services, staff and resources are maintained to support students, consistent with the values of the Institute, in achieving their learning goals and achieving satisfactory progress towards meeting the learning outcomes of the course.
Responsible Officer	Academic Dean and Head of Student Services
Next scheduled review	November 2028
Document Location	R:\Managers\OIHE\Policies
Associated documents	Academic Appeals Policy and Procedure Academic Progress Policy and Procedure Academic Integrity Policy and Procedure Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Assessment Policy and Procedure Child Safety Policy and Procedure Critical Incident Policy and Procedure Completion within Expected Duration Policy and Procedure Credit Transfer and Articulation Policy and Procedure Deferring, Suspending or Cancelling a Student's Enrolment Policy and Procedure Diversity and Equity Policy and Procedure English Language Support Policy Sexual Assault and Sexual Harassment Policy and Procedure Social Media (Students) Policy and Procedure Special Consideration Policy and Procedure Student Code of Conduct Policy and Procedure Student Consultation Policy and Procedure Student Feedback Policy and Procedure Student Grievances and Appeals Policy and Procedure Use of Information Technology Facilities and Services Policy and Procedure (Students) Younger Students Policy and Procedure Student Support and Services Policy Emergency Management plan Student Handbook

1. PRINCIPLES

The Ozford Institute of Higher Education (hereafter referred to as the “Institute”) seeks to provide the necessary services, staff and resources to support students in achieving their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

The Institute provides support to students to assist all students in achieving their full potential. The Institute offers comprehensive support services to help all new students to adjust to studying and for international students to adjust to living in Australia.

This is consistent with the Mission and Values of the Institute and consistent with the HES Framework (Threshold Standards) 2021 and Standard 6 of the National Code 2018, which specifies that providers are responsible for providing access to certain services to ensure the mental and physical wellbeing of their overseas students.

2. SCOPE

This procedure applies to all Institute staff and all current and prospective students.

3. DEFINITIONS

Confirmation of Appropriate Accommodation and Welfare (CAAW)

A Confirmation of Appropriate Accommodation and Welfare (CAAW) is issued via PRISMS to confirm that appropriate arrangements have been made for the student's accommodation, support and general welfare. The period nominated must be at least the length of the student's Confirmation of Enrolment (CoE) plus 7 days at the end of the CoE or until the student turns 18.

Confirmation of Enrolment (CoE)

The Confirmation of Enrolment (also called a CoE) is an official statement from the Institute via PRISMS that lists the student's details, course and the start and end dates of the course.

The Confirmation of Enrolment (COE) is an official document issued to international students by universities and other education providers in Australia. It confirms that the student has accepted a place in a course and has paid required tuition fees and Overseas Student Health Cover (OSHC). The COE is required by the Department of Home Affairs for the purpose of issuing a student visa.

Compassionate or Compelling Circumstances

Compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- serious illness or injury where a medical certificate states that the student is unable to attend class;
- bereavement for the death of close family members such as parents or grandparents (documented evidence must be provided);
- serious illness, accident or family incident which requires immediate travel which has impacted the student to studies;
- the inability to begin study on the course commencement date stated on the CoE due to delay in receiving a student visa if relevant;
- major political upheaval or natural disaster in the home country requiring their immediate travel and this has impacted on the student's studies;
- a traumatic experience supported by police or psychologist's reports which could include but is not limited to:
 - involvement in or witnessing of an accident; or
 - a crime committed against the student; or
 - the student being a witness to a crime and this has impacted on the student.
- where the Institute was unable to offer a pre-requisite unit.

Notes:

- misreading the examination timetable, examination anxiety or returning home will not be accepted as Compassionate and Compelling circumstances;
- religious or faith-based issues are not in themselves grounds for special consideration. However, they may be used in support of an application that meets the Compassionate and Compelling circumstances set out above.

Critical Incident

A critical incident is defined as *'a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury'*. It includes but not limited to incidents that may cause physical or psychological harm. Non-life threatening events can be classed as critical incidents.

Critical incidents are not limited to, but could include:

- Critical illness/serious injuries/medical emergencies involving a student or staff;
- unexpected Student/staff death;
- missing students;
- termination of welfare arrangement where the Institute can no longer take responsibility for the overseas underage student due to student refusing their approved accommodation or leaving their accommodation without notice, even after the Institute has exhausted all possible avenues of assisting the student to maintain appropriate arrangement;
- severe oral, written or psychological aggression;
- Traumatic events/threat/allegation that affect students;
 - Sexual assault
 - Physical and/or sexual abuse
 - Domestic violence
 - A child safe incident
 - Mental Health Crisis
 - Drug/alcohol abuse
 - A child safe incident
- natural disaster
- riot; fire/explosion with injuries or significant damage on campus;
- campus disturbance / riot

Off-Campus Students

Students who are studying online or externally.

Younger student

A younger student is a student who is under 18 years of age.

Provider Registration and International Student Management System (PRISMS)

Means the Provider Registration and International Students Management System (the electronic system that holds CRICOS and the electronic confirmation of enrolment).

4. PROCEDURE

- 4.1. The official point of contact for students is the Head of Student Services who is supported by the Student Services team.
- 4.2. All Student Services staff receive an induction and training in their role. The Student Services team have access to up-to-date details of the Institute's support services.

Reception Desk and Student Contact

- 4.3. The Reception Desk is open daily 8.30am to 5pm, from Monday to Friday. Students are informed during orientation the hours that the campus is open and that some areas of the campus are under constant camera surveillance.
- 4.4. Students are encouraged to approach the Reception Desk for general enquiries or information, for example: directions, public transport, banking and other day-to-day needs or student support needs. Students will be advised to complete a Student Services Request form when student support is required.
- 4.5. The Student Services team can be accessed by students studying off campus by email or through the Learning Management system (Moodle).

The Student Services team facilitate access to learning support services consistent with the requirements of the course, mode of study and the learning needs of overseas student cohorts, including having and implementing documented processes for supporting and maintaining contact with overseas students undertaking online or distance units of study.

- 4.6. The campus emergency evacuation plan is explained to students during orientation and is set out in the ***Emergency Management Plan***.

Arrival and Orientation

- 4.7. Students are advised of the student support policies and procedures of the Institute, by the following means:
 - on the Institute website;
 - within the Student Handbook;
 - within the student acceptance agreement;
 - at orientation or induction;
 - by publication, from time to time, of bulletins and notices;
 - within the information provided by Student Services staff;
- 4.8. All new students must complete an Orientation Program during their first week at the beginning of the trimester.
- 4.9. The orientation program aims to assist students in familiarisation with the expectations, rules and facilities of the Institute and adjusting to student life. Before the orientation is conducted, the orientation program is reviewed to ensure it is tailored and adjusted to the needs of the student cohort

for the intake.

- 4.10. Students are required to present their passport to verify their identification before they attend orientation.
- 4.11. Students are provided with an orientation pack which includes forms that collect student personal details and other required information. All students are required complete and return the forms to the Institute. The student's contact details in the forms will be updated to the Student Management System after the orientation.
- 4.12. Students will have their individual photos taken for the purpose of student ID card production. The ITS Services team will prepare and distribute student ID cards after the orientation.
- 4.13. Information provided during orientation includes:
- Welcome and introduction to the Institute's key staff and associated responsibilities
 - A welcome exercise to encourage student interaction within the inaugural intake group
 - Campus tour of facilities, safety and security arrangement including emergency evacuation procedure;
 - Enrolment related policies and procedures including acceptance of agreement, refund, and grounds for deferring, suspending and cancellation;
 - General information, preparation and expectation on student transition to higher education;
 - Details of the course, timetable and teaching staff details
 - Academic related information, policy and procedures, including preparation and expectation on HE learning, academic integrity and conduct, academic progress, assessment requirements and staff consultation;
 - Learning, academic and English language support available to assist students in maintaining course progress
 - Details of the course and staff members contact details including official point of contact for students;
 - Relevant policies and procedures related to student life, including Student Safety, Anti Bullying and Harassment, Anti-Discrimination, Equity, and ICT use;
 - Relevant policies and procedures related to student experience, including ***Student Feedback Policy and Procedure*** and ***Student Grievances and Appeals Policy and Procedure***;
 - Other support and services available to assist students with general or personal circumstances that might adversely affect their education including counselling, health and wellbeing, emergency and critical incidents, legal services and advocacy;
 - Details on how to seek assistance for, and report on incidents that significantly impacts on students' wellbeing, including critical incidents;
 - Student visa requirements and conditions relating to:
 - enrolment
 - course progress
 - work rights and conditions
 - health insurance
 - contact details
 - General information on living in Australia and Melbourne, including social and cultural norms and rules, general safety and accommodation options;
 - Information on working in Australia, including employment rights and conditions;

- Social and community support available for student participation including Study Melbourne Centre
 - Library and Information Resources Induction Workshop (eg: library resources, journal search and referencing, use of Turnitin etc)
 - IT induction Workshop (eg; Login, printing, ICT security, use of Moodle etc.)
- 4.14. Students will be provided with opportunities to get to know each other with social interactions during the orientation program.
- 4.15. Current students will be invited to participate in the orientation program, providing their input and engaging actively, particularly in matters concerning wellbeing and safety.
- 4.16. The Orientation information is also made available on the Institute's Learning Management System (Moodle). All students, irrespective of their mode of study, are able to access information on Moodle. Access to Moodle is free and students are able to access Moodle both on and off campus.
- 4.17. Before each orientation, the Marketing team will provide the list of new student details who are scheduled to attend orientation. Details provided include students' names, gender, date of birth, nationality, and course enrolled. The list will be used by the Student Services team and other presenters to amend the orientation presentation to ensure orientation program is age and culturally appropriate for the new student cohort.
- 4.18. At the end of the orientation, students will be given an opportunity to complete a survey to gather their feedback about the orientation program and ascertain any additional needs or specific requirements to support their transition.
- 4.19. The Student feedback will be collated, analysed and additional transition support will be provided based on the student survey results.

Transition

- 4.20. After orientation, regular Transition Workshops are held for students. The below three workshops are held on the orientation day or on the same week of the orientation.
- ICT Induction Workshop (Use of ICT facilities and resources);
 - Library Induction Workshop (Use of Library facilities and resources);
- 4.21. Other transition workshops include Living in Melbourne, Learning about Australian culture and etiquette (for international students), hints on adjusting successfully to living away from home, Safety and Security, and Budgeting.
- 4.22. All Institute units of study have transition support measures embedded into them. These include:
- dedicated time at the start of each program in the first week for each unit of study for students to ask questions about the unit.
 - Formative assessment tasks that enable academic staff to ascertain the level of progress in knowledge development and provide the appropriate support.
 - Assessable components that induct students into the culture and practices of higher education.

Social and Community Events and Activities

- 4.23. The Institute provides students with various opportunities to participate in social activities to enrich student experiences. Opportunities are provided to facilitate student involvement in community activities. Examples of activities provided include:
- regular excursions and sports activities;
 - involvement with some of the Institute's community partners: CERES, Cancer Council etc.;
 - social events to generate interaction between different student groups and help students build social network, enhance student sense of connectedness and gain valuable practical skills;
 - Graduation Ceremony where all staff and students are invited to attend to celebrate the success of our graduates
- 4.24. International students Australian Federation of International Students (AFIS) and the Council of International Students Australia (CISA) are two of Australia's peak representative organization for international students. Students are introduced to their services and encouraged to sign up with CISA and AFIS to get involved with the activities and programs organised by CISA and AFIS to enrich their study experience in Australia.
- 4.25. Other external events and activities in Melbourne appropriate for students are advertised in the Student Newsletters and the Institute's intranet.

ITS Services Support

- 4.26. The ITS Services team provides support to both staff and students both on site and off site.
- 4.27. Staff and students who require ICT support are advised to lodge a service ticket via email or phone. Email: its servicedesk@ozford.edu.au.
- 4.28. The ITS Services team will normally respond to all service request ticket within 2 business days.

Accommodation Support

- 4.29. Younger students where the Institute has CAAW responsibility, will be supported by the Student Services team. The ***Younger Students Policy and Procedure*** sets out the Institute's welfare and accommodation support services.
- 4.30. Students who require Accommodation support can speak to the Student Services team. Students will be provided with a list of accommodation options and the Student Services team can help students to make accommodation arrangement in consultation with students.

Support for Students with Special Needs

- 4.31. Student support services will be tailored to each student cohort based on information provided by students on enrolment, and early term assessments.
- 4.32. The Institute will make specific efforts to ensure that the wellbeing of underrepresented and/or disadvantaged groups is fully supported, including:

- Aboriginal and Torres Strait Islander students
- International students
- Students for whom English is a second language
- Students who are part or full-time carers
- Students with disabilities
- Students experiencing mental or physical health concerns

- 4.33. During enrolment, students are required to declare any disability or if they have any special needs that could affect their studies.
- 4.34. The Student Services team will use the information provided to develop a suitable support plan for the student. This plan is reviewed by the Academic Dean and Head of Student Services.
- 4.35. The Student Services team will provide assistance with various processes that a person with a disability or with special needs may require or need to access. Amongst other things, the Institute will:
- Assess the student's learning support needs in consultation with each student (and/or an associate of the student) and recommend reasonable adjustments to delivery and assessment to the academic staff and support student/academic staff liaison on delivery, assessment and learning support issues.
 - Organise and allocate appropriate internal and external support staff including:
 - assist students who have difficulty with the application and enrolment process.
 - assist with accessing results, course advice and course transfers.
 - assist students with understanding tasks, including the planning and reviewing of assignments, editing and proof reading
 - provide intensive literacy and numeracy support when required.
 - supervise and scribe for tests.
 - provide or refer students to student counselling services
 - Provide appropriate disability support, e.g. Auslan interpreter, note taker, participation assistant, special equipment and ensure that there is adequate physical access and facilities.
 - Review reasonable adjustment arrangements as required to allow for changing needs of students
 - Provide advocacy and conflict resolution services if any grievance arises.

Academic and Learning support

- 4.36. Students who require academic support are advised to first speak to academic staff responsible for the unit as set out in the ***Student Consultation Policy and Procedure***.
- 4.37. All academic staff are trained and experienced in identifying students in need of additional support and sensitively and confidentially refer them to the relevant academic and learning support services. Academic staff will refer students to the Academic Dean if the support is required at a course level or if they are not available when a student requires support.
- 4.38. Weekly English support sessions are available for students who require language support. If additional support is required, a referral to Oxford's specialist English Language staff will be provided. Support may be provided, as required, in the following areas:

Literacy

- Essential writing tasks.
- The use of group exercises for assessments.
- Providing examples and models of completed tasks, such as those on Moodle in the form of video examples and skills sheets for the First Aid course.
- Ensuring that documents and forms are written and formatted in plain English.
- Advice on using clear headings, highlighting certain key words or phrases.
- Providing explanations of all technical terms used.

Language

- Presenting information in small chunks and speaking clearly, concisely and not too quickly.
- Giving clear instructions in a logical sequence.
- Use of practical examples in assessment.
- Encouraging students to ask questions which is sometimes not part of the educational culture of some overseas students.

Students at Risk

- 4.39. The Institute's ***Academic Progress Policy and Procedure*** sets out the processes for identification and responding to students at risk.

Special Consideration, Assessment extensions and requests for Deferred assessment

- 4.40. Students are provided with information about the grounds for special consideration in assessment and referred to the ***Special Consideration Policy and Procedure*** for the application process.
- 4.41. Students are provided with information about assessment from academic staff. Where required, students can apply for extensions or for a deferred assessment as set out in the ***Assessment Policy and Procedure***.
- 4.42. The Student Services team are available to assist students to prepare and submit applications or requests for special consideration, extensions or deferred assessment.
- 4.43. An internship program is available for student who would like to connect with industry. The Student Services team will assist students in accessing internship arrangements. Fees apply for the Internship program.

Health and Wellbeing

- 4.44. Regular workshops are conducted by the Institute to raise awareness of the importance of maintaining health and wellbeing throughout student life. Workshop topics include:
- Positive lifestyle habits;
 - Importance of physical activity;
 - Recognising signs of physical and mental health issues;
 - Drug education;
 - Sexual health education;

- 4.45. A list of medical centres and their contact details are provided in the Student Handbook. The Student Services staff are available to assist students who require to make a booking for medical appointments.

Counselling and Psychological Services

- 4.46. Students who are encountering difficulties in their personal life are welcome to seek a referral to the counselling service.
- 4.47. Students are required to make an appointment to see the Student Experience team to commence this process. During the meeting, students are provided with the opportunity to discuss any issues in a relaxing and confidential setting.
- 4.48. The Institute's student support services do not include psychological counselling services.
- 4.49. The Institute only supplies counselling for the purposes of assisting students to maintain their general well-being necessary to be successful in their studies. Specifically;
- making, or seeking information from students for the purposes of, psychological assessment prior to, or during, enrolment is not the role of the Institute's Student Services team;
 - setting up emergency management plans for students identified as 'at risk' of aggressive or violent behaviours due to psychological issues is not the role of the Student Services team;
 - providing risk assessment and management options for ongoing mental health issues or mental health emergencies, is not the role of the Student Services team. Local community after-hours mental health services have staff rostered and trained for mental health risk assessment and management of the full range of health support and care options required by sufferers of serious mental health episodes. The appropriate role of the Student Services team is to ensure that pathways between the Institute and the community services are effective and clearly identified;
 - the Student Services team at the Institute cannot provide long-term counselling or intensive on-going support to students.
- 4.50. With student consent, external counselling service with professional counselling can be organised. The Institute does not charge for referral to this service, but the external counselling service will charge fees. The external counselling practice we use is:
- Stephy Yu Counselling Services
Add: Suite 2, 195 Thompsons Road
Bulleen, VIC 3105
Ph: 0425884437
[Stephy Xing Yu - Counsellor in Bulleen, VIC 3105 \(rightcounsellor.com\)](http://rightcounsellor.com)
- 4.51. Students assessed as requiring professional psychological assistance will be referred to an external provider arranged by the Institute from the Australian Register of Counsellors & Psychotherapists ([ARCAP Register | Australian Register of Counsellors & Psychotherapists](#)). There is no charge for this referral service, but the external provider will charge fees.

Student Safety, emergency crisis or critical events

- 4.52. The Institute recognises that planning for the management of an emergency or critical incident is essential to enable the Institute and its staff to meet the duty of care owed to its students.
- 4.53. Safety including personal safety, home safety and travel safety are covered in the Orientation and Student handbook.
- 4.54. Students are introduced to the Australian emergency call services Triple Zero emergency number (000) and advised that where there is an immediate risk of harm to self or others, to call 000 or 106 for those who have speech or hearing impairment. Students are advised about other organisations that provide help, support counselling in an emergency/ urgent situation. Many of these organisations offer 24 hour helplines that are published in Student Handbook
- 4.55. Students are encouraged to make contact with the Student Services team if they feel that their personal circumstances are having an adverse effect on their study, and they require support.
- 4.56. Students are advised during orientation that they should seek assistance from the Institute staff if there is an incident that significantly impacts on their wellbeing, including critical incident.
- 4.57. Students will be advised that if they or someone they know is involved in a critical incident, they should report the matter to relevant authorities and the Student Experience team will provide them with support.
- 4.58. The relevant process will be followed and support provided to the people involved as set out in the relevant policy and procedure:
- The ***Critical Incident Policy and Procedure*** sets out the general critical incident processes that should be followed.
 - The ***Child safety Policy and Procedure*** sets out the processes to be followed in the case of actual or suspected child abuse.
 - The ***Sexual Assault and Sexual Harassment Policy and Procedure*** sets out the processes to be followed for a sexual abuse incident involving adults.
 - The ***Anti-Bullying and Harassment Policy and Procedure*** sets out the processes for where the incident involves bullying or harassment.
 - The ***Anti-Discrimination Policy and Procedure*** sets out the processes for where the incident involves discrimination.
 - The ***Student Code of Conduct Policy and Procedure*** sets out the processes to be followed where there is an incident involving student misconduct.
 - The ***Academic Integrity Policy and Procedure*** sets out the processes to be followed where there is academic misconduct.

Liaison and Advocacy Support

- 4.59. At times, students may require help to understand or clarify the Institute's policies and procedures. They may feel that they have been treated unfairly or inequitably or unsure of their rights in a particular situation or need assistance with application for various procedures or appeals such as deferral application or academic progress appeal. Students' issues will usually relate to one of the following three broad areas:

- academic issues ;
- administrative issues;
- issues involving discrimination and harassment.

4.60. Students are free to approach the Student Services team to raise any concern. After listening to the student's concern, the Student Services team will explain the Institute's policies and processes in detail and help students navigate these processes in order to resolve their issue and ensure that they are fairly represented and understand their rights and responsibilities within the Institute.

Complaints and Appeals

- 4.61. Any students with a concern or complaint may raise the matter with the staff of the Institute and attempt an informal resolution of the question or concern.
- 4.62. Students are free to seek the support and assistance of the Institute's Student Services team as part of this process.
- 4.63. The Institute's ***Academic Appeals Policy and Procedure*** or ***Student Grievances and Appeals Policy and Procedure*** will be implemented if an informal resolution cannot be reached depending on the nature of the complaint or appeal.

Assisting with legal matters

- 4.64. Students who have problem understanding law or require legal advice will be referred to external legal assistance. Information about local legal services is published in Student Handbook.

Financial Support

- 4.65. The Accounts Office is the central hub for all fees, payment and financial enquiries. Students who are experiencing financial issues are advised to contact the Accounts Office to seek support.
- 4.66. Flexible payment plans can be organised for students who are experiencing financial hardships.
- 4.67. Scholarships are available for students who meet the scholarship eligibility.

Analysis of Student Need and Review of Student Support

- 4.68. To ensure that support services offered reflect the needs of student cohorts, every six months, students will have an opportunity to assess the quality, quantity and appropriateness of the Institute's student support services through a student survey as set out in the ***Student Feedback Policy and Procedure***.
- 4.69. In addition to this, students who visit and meet with student support personnel or request services from support personnel are surveyed on the quality, quantity and appropriateness of the Institute's student support services.

- 4.70. This information will be collected and analysed with the results reported to the Executive Management Team for consideration with recommendations on how to meet the needs of students.
- 4.71. The Executive Management team will review the recommendations, develop and implement an action plan to address the recommendations. This may include that staffing levels, support procedures, student needs analysis, feedback mechanisms and support services are adjusted or improved.

Student support records management

- 4.72. All staff have responsibility for ensuring that student support records are maintained as set out in the ***Records Management Policy and Procedure***.

Reporting and Monitoring

- 4.73. The Education Committee and the Academic Board will receive reports from the Academic Dean that include analysis of student feedback about the Institute's student support services as set out in the ***Student Feedback Policy and Procedure***.
- 4.74. Annually, at the end of each academic year the Academic and Support Team will prepare the Support for Students report based on the Department of Education's preferred template. If a template has not been issued, the prior year's report will be used to prepare the report. The Draft report will be supplied to the Academic Board for endorsement and submitted to the Department of Education on or before 1 March annually.

5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meets the requirements of the TEQSA Compliance Frameworks the procedure will be:

- 5.1 internally approved by the Executive Management Team on development or review;
- 5.2 externally reviewed as part of any independent review of the TEQSA Compliance Frameworks approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier);
- 5.4 referenced to the applicable TEQSA Compliance Frameworks requirement(s) and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed Responsible Officers of the Institute.

7. ACKNOWLEDGEMENT

This procedure was developed with reference to the following:

- Bond University, Student Support Policy, 2020 ([COR401_0.pdf \(bond.edu.au\)](#))

- Federation University, Student Support and Orientation for International Students Guidelines, June 2023 ([Student Support and Orientation for International Students Guidelines \(federation.edu.au\)](https://www.federation.edu.au/Student-Support-and-Orientation-for-International-Students-Guidelines))
- Melbourne Institute of Technology, Student Welfare and Support Policy and Procedure, 2019 ([StudentWelfareAndSupportPolicyAndProcedure-202107.pdf \(mit.edu.au\)](https://www.mit.edu.au/StudentWelfareAndSupportPolicyAndProcedure-202107.pdf))
- Sydney Institute of Higher Education, Student Welfare Policy, 2020 ([student-welfare-policy-8672.pdf \(sydneynstitute.edu.au\)](https://www.sydneynstitute.edu.au/student-welfare-policy-8672.pdf))
- University of Divinity, Student Support Policy, 2022 ([Student-Support-Services-Policy.pdf \(divinity.edu.au\)](https://www.divinity.edu.au/Student-Support-Services-Policy.pdf))
- University of Southern Queensland, Student Advice, Student Welfare and Pastoral Support Policy and Procedure, 2021 ([Student Advice, Student Welfare and Pastoral Support Policy and Procedure - University of Southern Queensland \(usq.edu.au\)](https://www.usq.edu.au/Student-Advice-Student-Welfare-and-Pastoral-Support-Policy-and-Procedure))
- UTS, Student Rights and Responsibilities Policy, 2023, and ESOS Compliance Policy, 2022 ([Student Rights and Responsibilities Policy | University of Technology Sydney \(uts.edu.au\)](https://www.uts.edu.au/Student-Rights-and-Responsibilities-Policy) and [ESOS Compliance Policy | University of Technology Sydney \(uts.edu.au\)](https://www.uts.edu.au/ESOS-Compliance-Policy))
- TEQSA, Guidance note: Wellbeing and safety, Version 1.2, 2018
- TEQSA, Good Practice Note: Improving retention and completion of students in Australian higher education, 2020 ([Good Practice Note: Improving retention and completion of students in Australian higher education \(teqsa.gov.au\)](https://www.teqsa.gov.au/Good-Practice-Note-Improving-retention-and-completion-of-students-in-Australian-higher-education))

8. VERSION CONTROL

Version	Date approved	Description	Approved by
2.0	June 2018	Internal review	EMT
2.1	October 2018	Internal review	EMT
2.2	July 2022	Internal review – minor edits	EMT
3.0	April 2023	Internal review	EMT
4.0	August 2023	Internal review	EMT
4.1	August 2025	Internal review – 2024 CRICOS review recommendation and minor edits for organisational changes	EMT
4.2	November 2025	Internal Review – Minor changes to reflect current services	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards 5, 6 and 8 Higher Education Standards Framework (Threshold Standards) 2021		

Note: EMT = Executive Management Team