WHITEHOUSE INSTITUTE OF DESIGN, AUSTRALIA ⓦ EST. 1988

PROCEDURE

1.Policy Name	**SUPPORTING STUDENTS**
2.Policy Number	**A019_PR_HE (Academic)**
3.Purpose	To provide clear information on how Whitehouse identifies and supports students "at risk" of course progression to help them succeed in the course they are enrolled in, and report to the Commonwealth, annually. To ensure that students at risk of failing to pass their courses are identified and properly supported to succeed.
4.Scope	The procedure applies to all higher education students throughout their experience at Whitehouse, including the application, selection and admission process and their learning journey during their active enrolment to course completion and graduation. The scope of the procedure also applies to staff members engaged in and having a role and responsibility in supporting students.
5.Procedure	**Introduction:** This procedure is a response to the Federal government's acceptance of the **Australian Universities Accord, Interim report, 2023** [1] findings which identified an issue with the 50 per cent pass rule which made students ineligible for further Commonwealth assistance (FEE-HELP) funding, under the job-ready graduates (JRG) package, and its recommendation that it be repealed. The Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023 (the Bill) passed on 19 October 2023. The Bill removes the 50 per cent pass rule and strengthens accountability and reporting requirements for higher education providers through new Support for students policy. The amendment is Chapter 10A Support for students policy, Schedule 1 – Amendments to the Higher Education Provider Guidelines, 2023, sub-sections 49A and 49B.
6. Supporting students	**6.1 IDENTIFYING STUDENTS IN NEED OF SUPPORT, WITH A PARTICULAR REFERENCE TO "AT RISK" STUDENTS,** (Section 10, 49a, of the Higher Education Act) The process for identifying students "at risk" starts early, from a course inquiry, to application, admission, and enrolment processing, then parallels the student's learning journey to course completion. **6.1.1 During the course inquiry, application, selection, and admission process:** a) Compulsory medical disclosure on the application form so that appropriate intervention and support can be put in place. b) If they answered Yes, there is a follow up question asking them if they require support services, and to provide supporting information (evidence of need), for a tailored response. c) Responding to inquiries, discussing applications and the results of interviews can reveal gaps in student readiness and likely support needs.

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[1]   Australian Universities Accord, Interim Report, Australian Government, 2023. Priority Action 2, page 12. https://www.education.gov.au/australian-universities-accord/resources/accord-interim-report (Accessed 30/11/2023)

6.1.2 **During the early weeks and <u>before</u> census date**:

a) By monitoring student progress, for example via attendance and participation records, academic performance in classroom activities and results in the first assessment task, teachers can identify students who may not be keeping up, and the reasons to inform an appropriate intervention / support response.

6.1.3 **<u>After</u> census date and throughout their learning journey**:

a) Students who are formally identified at enrolment and pre-census date as potentially "at risk" of academic progression due in large part to non-academic reasons, (e.g. equity group background, first nations people, a disclosed disability, medical condition, assault, harassment, or victimization).

b) Teachers who monitor student academic progress, and / or well-being and identify students who are struggling to meet their course attendance, participation and/or learning and assessment requirements.

c) Students who themselves realize they are experiencing difficulties, come forward and ask for support.

d) Students who fail assessments, and /or subjects following end of Trimester results review and moderation of assessment.

e) Students who make a complaint or grievance citing a contributing factor/s (academic and/or non-academic) as a cause/s.

f) The primary instruments used to gather evidence and document at risk students are the:
- Student attendance and participation records, and assessment results.
- Student Consultation Form.
- Student non-attendance Flowchart and Explanatory notes with accompanying "at risk" notification letters.
(Refer Addendums to the [Student Progression and Exclusion Policy-Procedure](#))

6.2 SUPPORTING IDENTIFIED "AT RISK" STUDENTS

Student learning progress may be adversely affected by a variety and combination of factors, academic and / or non-academic, and which are specifi*c* to the individual, as documented in the *Student Consultation Form.*

Managing students "at risk":
Students who reach out for support or are identified as potentially or actually "at risk" of progression due to poor academic performance (failing 50 percent or more subjects) are supported with a personalised **Individual Learning Plan** (ILP), as detailed in the [Student Progression and Exclusion procedure](#) (sections 5, 6, 9)

6.2.1 **During the course inquiry, application, selection admission** process, *(vis Section 10, 49a, of the Higher Education Act),* students are supported with:

a) Clearly written and up to date information about courses, course entry and study requirements, assessment criteria, and broader communications are made available to enable students to make an informed choice and be confident that they will be well equipped to cope with the course. *(Refer [Student Wellbeing and Support Services](#)*

Procedure, sections 1 - 5)

b) Information and advice on wellbeing and support services (academic and non-academic) are provided to prospective students (course applicants) during the application, selection, and admission process in various media, printed and electronic, for example: a dedicated page on the Website at: https://whitehouse-design.edu.au/student-portal/ , Enrolment Guides and Course Handbooks.

6.2.2   During the early weeks and before census date
(Section 10, 49b, 49d, sub-sets i, ii, and iii of the Higher Education Act)

a) At Orientation week / first class, students are informed and given advice about support services, special considerations, and reasonable adjustments to assist them while studying, and how to access them.

b) Students are kept informed of the census due date and the financial implications of going past the date if they are experiencing issues and/or difficulties, financial, academic and/or non-academic, especially if they are thinking of withdrawing or deferring studies.

c) Teachers monitor student attendance and progress (e.g. via formative learning activities and feedback, quizzes, and assessment tasks) to identify levels of participation and engagement.

d) Apply the staff communicating with students, protocols.

6.2.3   After the census date
.... *(Section 10, 49d, sub-sets i, ii, iii of the Higher Education Act)*

a) Teachers monitor student attendance and progress (e.g. via formative learning activities and feedback, quizzes, and summative assessment tasks) during a Trimester to identify student levels of participation and engagement, and where targeted support may be applied.

b) Staff apply the *"Staff communicating with students, protocols"* in response.

c) Student Administration monitors student attendance and academic performance (assessment and subject results) and triggers the managing students "at risk" strategy protocols as detailed in the *Student Progression and Exclusion procedure* (sections 5, 6, 9).

d) Students are encouraged to be active participants in their own learning and ask for help when they need it.

e) Enrolled students who self-identify or are identified as 'at risk' needing additional learning support services, such as in English language proficiency and /or academic researching and writing, are supported by Whitehouse campus librarians who can offer advice on available resources (e.g. free online tutorials) and referral to external services.

Referral services are at no additional cost to the student. *Refer Student Wellbeing and Support Services Procedure, section 9.*

6.3 SUPPORTING STUDENTS, BASED ON A RANGE OF INDIVIDUAL CIRCUMSTANCES AND CONDITIONS, (Section 10, 49 e – 49n of the Higher Education Act)

Students who reach out for support or are identified as potentially or actually "at risk" of progression due to specific reasons / causes are supported with an **Individual Learning Plan** (ILP).

The **Individual Learning Plan** (ILP) targets the identified factors (academic and/or non-academic) that have placed a student at risk with a personalised support strategy to address them, as detailed in corresponding Whitehouse procedure, for example (but not limited to):

6.3.1 **Wellbeing and safety**, arising out of bullying, discrimination, assault, or harassment.

   a) Whitehouse students are encouraged to discuss in confidence with relevant staff issues that are concerning them and / or adversely impacting their wellbeing and safety, attendance and /or impeding their academic progress.

   b) Whitehouse ensures that students have information about, and access to relevant internal and external support services to help them address social issues that may impact their wellbeing.

   (Refer sections 10 - 13. Accessing Support Services in the Student Wellbeing and Support Procedure and a dedicated page on the Whitehouse Website at: https://whitehouse-design.edu.au/student-portal/student, under Student Wellbeing Services), and the *Student Wellbeing Support Officer – Protocols.*

6.3.2 **Access and Equity**

   a) Where the student is from an identified equity group, NESB, or first nations people.

   b) Where the student is victim of bullying, harassment, discrimination, or assault (sexual assault or physical trauma, injury, or hospitalization)

6.3.3 **Critical incidents**

   a) Matters relating to Critical Incidents are dealt with by the *Critical Incidents Policy and Procedure* which place the interests and wellbeing of the student at the centre.

6.3.4 **Reasonable adjustments**

   a) Apply reasonable adjustments, as detailed in *the Access and Equity Policy and Procedure (sections 3, 4 and 5)*

   Note: Reasonable adjustments are those that would not cause U*njustifiable Hardship* on the provider (refer Human Rights Commission on individual circumstances): https://www.humanrights.gov.au/quick-guide/12105

   b) Provisions are made for vulnerable students studying online to come to campus and access spaces, classrooms, facilities, equipment, and resources.

6.3.5 **Special considerations / circumstances**

   a) A student may apply for special consideration if they consider that illness or misadventure adversely affected their performance in an assessment task or they were prevented from attendance or submission of a task due to circumstances beyond their control.

Examples include (but are not limited to) serious illness, or hospitalization, natural disaster, pandemic, compelling compassionate grounds that have a negative impact on the student's course progress or wellbeing. (For a detailed list refer section 7, clauses 7.1 to 7.4 of the [Assessment Procedure](#)).

b) Whitehouse understands that students will have varied support needs and conducts risk assessments and implements preventative, mitigation or management controls and strategies for the risks identified to student course progress and wellbeing arising out of unplanned and unexpected events or incidents and applies the [Risk management procedure](#).

6.3.6 Difficulties in coping with study load, for example
a) Readiness and / or learning impairment.
b) English language proficiency.
c) Comprehending learning content.
d) Completing assessment tasks.

For any of the reasons listed above, Whitehouse applies the *Manage students 'at risk' procedure protocols* as detailed in the *[Student Progression and Exclusion procedure](#)* (sections 5, 6, 9).

7. Promulgation

7.1.1 The procedure is published on the Whitehouse website at: https://whitehousedesign.edu.au/policies-procedures/ in accordance with paragraph 19-43(2)(b) of the Higher Education Act.

7.1.2 Whitehouse procedures are monitored and updated, as required, and reviewed annually.

7.1.3 The procedure is communicated to students in a range of media and forums: Website, notification via the Learning Management System; announcement during O-Week; email notifications to students on course commencement and at subsequent Trimesters.

8. Reporting

8.1 Section 49b of the Act.

8.1.1 For the purposes of paragraph 19-43(6)(a) of the Act, Whitehouse (Student Administration) Whitehouse will report **de-identified information**, and

8.1.2 For the purposes of paragraph 19-43(6)(b) of the Act, Whitehouse will report **annually** to the Commonwealth.

9. Definitions

Student: means a person who is currently enrolled in a course at Whitehouse or a former student where the breach occurred when they were an enrolled student.

Staff or Staff Member: means an employee of Whitehouse, including a casual employee.

"At risk" student: A student's **'Academic Performance'** is deemed '**at risk**' if he/she:

- fails for the first time the first assessment submission in any subject in the course.
- fails to attend two consecutive/non-consecutive classes per subject, (at risk – warning), OR
- continues to be absent from class after receiving a first warning letter (at risk – show cause)
- has not submitted one or more assessments for a subject (at risk – warning) (refer to Assessment Policy and Procedure), OR
- fails a subject in any Study Period (at risk – warning), OR

- fails the same subject twice, (at risk – show cause), OR
- fails 50% or more of the course at each progression period, (at risk – show cause), OR
- fails to meet any conditions previously imposed on their enrolment by the Academic Director, (at risk – show cause), OR
- is being negatively affected by non-academic matters due to circumstances beyond their control, such as a serious illness, or hospitalization, natural disaster, pandemic, compassionate grounds that are compelling.
- exceeds the maximum period allowed for course completion.

Support Services – refer to:

(i)   internal information and advice using various internal communication forms and media provided to students by Whitehouse (e.g. Student Handbook; Website, Orientation)

(ii)   internal support services related to the student journey from application to graduation, as detailed in this and related Whitehouse Procedures.

(iii)   information and advice about support related to external services, as published on the Whitehouse website, detailed in this and related Whitehouse Procedures.

Persons from equity and/or disadvantage groups means: Low Socio Economic; NESB; First nations people; persons from disadvantage, disability or impairment which includes physical, intellectual, psychiatric, or psychological, learning, or cognitive disabilities.

Wellbeing: broadly encompasses 'overall wellness' of the individual, and 'freedom from harm'. More specifically, a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships, and experiences. Student wellbeing is described as pervasive in that it affects most aspects of a student's functioning at school.

https://www.education.gov.au/student-resilience-and-wellbeing

Safety: relates to student and staff safety on campus and online.

Complaint: Academic or non-academic as per the relevant policy / procedure.
Complainant: means the person who made the complaint (academic or non-academic)

Digital forums: interactive websites, learning platforms such as Google Classrooms, email, and social media apps.

10.Relevant Legislation	- Higher Education Support Act (Cth) - Higher Education Standards Framework (Threshold Standards) 2021 - Education Services for Overseas Students Act 2000 (Cth) - Human Rights and Equal Opportunity Commission Act 1986 (Cth) - Australian Human Rights Commission Act 1986 - Sex Discrimination Act 1984 - Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 (Cth) **HELP LINES:** **Australia wide:** 1800 RESPECT (1300 737 732). In an emergency call 000. **NSW Rape Crisis Centre**: (02) 9819 6565. Outside Sydney: 1800 424 017 **VIC Sexual Assault Crisis Line** 1800 806 292 **QLD Sexual Assault Helpline** 1800 010 120 **Human Rights Commission** 1300 656 419 (local call)

- Lifeline (Crisis Support) - 13 11 14
  Beyond Blue (Depression and Anxiety) - 1300 224 636
- Blackdog (Clinical resources for Mental Health) - 02 9382 2991

- Suicide Call Back Service (Help with Suicidal thoughts) - 1300 659 467
- Kids Help Line | Age 25 and Under (Any Reason, Any Time) - 1800 551 800
- Mens Line (Support for Men) - 1300 789 978
- Headspace Mental Health for Youth (Life issues in work and study) - 03 9027 0100

References:

- Australian Universities Accord, Interim Report, Australian Government, 2023. Priority Action 2, page 12. https://www.education.gov.au/australian-universities-accord/resources/accord-interim-report (Accessed 30/102023)
- TEQSA Guidance note - Wellbeing and Safety
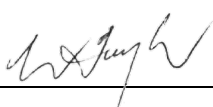- TEQSA Guidance note – Grievance and Complaint Handling.

11. Key Related Documents	**Whitehouse Policies and Procedures**
	• Code of Conduct (Students).
	• Code of Conduct (Staff).
	• Selection and Admission.
	• Access and Equity.
	• Bullying, Harassment and Discrimination.
	• Assessment.
	• Student Progression.
	• Withdrawal – Deferment.
	• Exceptional Circumstances (Recredit FEE-HELP or Tuition Fee Re-Fund).
	• Critical Incident.
	• Risk Management.
	• Student Wellbeing and Support Services.
	• English Language Proficiency.
	• Grievance and Complaints, Academic.
	• Student Grievances and Complaints Resolution, Non-Academic.
	Related / supporting collaterals:
	• Course enrolment guides and handbooks.
	• Student consultation form.
	• Student "at risk" communication form letters – various.
	• Individual Learning Plan (ILP).
	• Student wellbeing framework & Student wellbeing and support – first response protocols.
	• Application for special consideration – assessment.
	• Application for assessment extension or re-submit or appeal a result.
	• Grievance, academic or non-academic.

Responsible Officer	Executive Director
Approval Authority/ Authorities	Board of Governors
Date Approved	20/12/2023
Date of Commencement	01/01/2024
Date for Review	01/01/2026
Documents superseded by this Procedure	Nil. This is a new policy.
Amendment History	Nil. This is a new policy.
Signed and dated for Whitehouse Institute Pty Ltd	_[signature]_ Leslie Taylor 20/12/2023 **Signature** **Name** **Date**

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Governance
Stakeholders	- Students - Staff - Executive Management - Board of Governors - Academic Board