



Australian Government

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

Student Services, Amenities, Representation and Advocacy Guidelines

as amended

made under section 238-10 of the

Higher Education Support Act 2003

This compilation was prepared on 16 July 2013 taking into account amendments up to Amendment No. 1 to the Student Services, Amenities, Representation and Advocacy Guidelines 2013 (F2013L01164).

Prepared by the Department of Innovation, Industry, Climate Change, Science, Research and Tertiary Education.

STUDENT SERVICES, AMENITIES, REPRESENTATION AND ADVOCACY GUIDELINES

TABLE OF CONTENTS

CHAPTER 1	INTRODUCTION	4
1.1	Purpose.....	4
1.2	Interpretation.....	4
CHAPTER 2	NATIONAL ACCESS TO SERVICES BENCHMARKS	5
2.1	Purpose.....	5
2.2	National Access to Services Benchmarks.....	5
CHAPTER 3	NATIONAL STUDENT REPRESENTATION PROTOCOLS	6
3.1	Purpose.....	6
3.2	National Student Representation Protocols.....	6

CHAPTER 1: INTRODUCTION

1.1 PURPOSE

- 1.1.1 The purpose of these Guidelines is to specify the special requirements for student services and representation in 2011 and later years, as contemplated by section 19-67 of the *Act*, including:
- 1.1.2 The requirements to be known as the **National Access to Services Benchmarks**, are those contemplated by paragraphs 19-67(2) (a) and (b) of the *Act*. They are intended to ensure that higher education providers give appropriate attention to a range of essential student support services.
- 1.1.3 The requirements to be known as the **National Student Representation Protocols** are those contemplated by paragraph 19-67(2) (c) of the *Act*. They are intended to ensure that enrolled students are able to participate in the decision making processes of the HEP through opportunities for democratically elected student representation.

1.2 INTERPRETATION

- 1.2.1 Unless the contrary intention appears, the terms in these Guidelines have the same meaning as in the *Higher Education Support Act 2003*.
- 1.2.2 The following terms are defined specifically for these Guidelines:

Act means the *Higher Education Support Act 2003*

Guidelines means these Student Services, Amenities, Representation and Advocacy Guidelines

HEP means a higher education provider that receives a grant under Part 2-2 of the *Act* in respect of the year 2012 or a later year.

CHAPTER 2: NATIONAL ACCESS TO SERVICES BENCHMARKS

2.1 PURPOSE

- 2.1.1 The purpose of this chapter is to specify the requirements to be known as the National Access to Services Benchmarks.
- 2.1.2 The National Access to Services Benchmarks outline the requirements of a HEP to provide certain services to students enrolled at the HEP. Noting the different circumstances of HEPs and the students enrolled at the HEP, the Benchmarks are intended to set a minimum standard and do not preclude HEPs from offering a broader range of services as appropriate to the needs of students enrolled at the HEP.

2.2 NATIONAL ACCESS TO SERVICES BENCHMARKS

- 2.2.1 HEPs must provide an orientation program and orientation information for all students enrolled at the HEP.
 - (a) An orientation program and information should be accessible to all students enrolled at the HEP, allowing for those enrolling at different entry points. The orientation program should be designed to assist students to transition to study. It should enable them to become familiar with the HEP, the campuses, and the available support services, including in relation to safety. As part of this orientation program, students should be provided with information about the Student Services and Amenities Fee (SSAF), the services it enables, and how they can access those services.
 - (b) An orientation program may provide relevant information to students enrolled at the HEP in a number of ways. This might be in written or oral form, or by electronic means such as via the HEP's website, email, SMS broadcasts or pod casts.
- 2.2.2 HEPs must ensure that all students enrolled at the HEP are provided with information on how to access:
 - (a) Health services

These will include medical and emergency health services, mental health services and health-related counselling. HEPs must not charge students for the referral if making a referral to an external provider.
 - (b) Welfare services

These will include services to assist with accommodation, financial matters, legal concerns and employment. HEPs must not charge students for the referral if making a referral to an external provider.
 - (c) Advocacy Services

These will include independent provision of information, advocacy and referral services for all students enrolled at the HEP across a range of academic, procedural and administrative issues. These include, but are not limited to, issues relating to equity, discrimination, harassment, grievances, complaints, disputes, exclusion, discipline and misconduct, supervision, and unsatisfactory progress. HEPS must not charge students for access to advocacy services.

(d) Career services

These will include, but are not limited to, services to assist students to develop their Curriculum Vitae and/or Resume, interview skills, and career management skills; to search for jobs, graduate programs, vacation work and work experience.

Information may be provided to students about these services in a number of ways. This might be in written or oral form, or by electronic means such as via the HEP's website, email, SMS broadcasts or pod casts.

2.2.3 HEPs must ensure that where they provide health, welfare, advocacy or career services directly to students enrolled at the HEP, trained and qualified staff are engaged to meet the needs of students enrolled at the HEP. Where these services are provided by a third party engaged by the HEP, the HEP must ensure that the third party engages trained and qualified staff to meet the needs of students enrolled at the HEP.

2.2.4 HEPs must ensure students enrolled at the HEP have access to advocacy officers for services set out in clause 2.2.2 (c). Advocacy officers should act in the best interest of students and be independent from the HEP's decision-makers and other staff who administer the HEP's academic and procedural rules and regulations. Advocacy officers must avoid potential or actual conflicts of interest in carrying out their duties.

2.2.5 HEPs must consider the varying and differing circumstances of students enrolled at the HEP in determining what would be a reasonable and appropriate level of support at a particular campus. HEPs should consider factors including, but not limited to, the composition of the student cohort with regard to undergraduate students, postgraduate students, international students, part-time students and distance education/on-line students, course delivery mode and the campus location.

CHAPTER 3: NATIONAL STUDENT REPRESENTATION PROTOCOLS

3.1 PURPOSE

- 3.1.1 The purpose of this chapter is to specify requirements to be known as the National Student Representation Protocols.
- 3.1.2 Student engagement underpins quality teaching and learning. HEPs should support student engagement and representation through the provision of clear consultative arrangements, including with student representatives and major student organisations recognised by the HEP where appropriate.
- 3.1.3 These Guidelines do not preclude student representatives at a HEP forming an organisation that represents students enrolled at the HEP.

3.2 NATIONAL STUDENT REPRESENTATION PROTOCOLS

- 3.2.1 HEPs must establish and maintain a clearly defined and effective process by which students enrolled at the HEP are consulted that is reviewed and approved annually by the governing body of that HEP after being made available to the students enrolled at the HEP for comment.
- 3.2.2
 - a) HEPs must advise students enrolled at the HEP of avenues available for students to be involved in decision making processes generally, including by publishing the details of the consultation mechanisms on their website and in their annual report. These mechanisms must include consultation with democratically elected student representatives.
 - b) HEPs must consult with students enrolled at the HEP regarding the specific uses of proceeds from any compulsory SSAF, as outlined in Clause 3.2.5 below.
- 3.2.3
 - a) Many HEPs currently recognise independent student organisations that have student representatives who are democratically elected by students enrolled at the HEP. Where such organisations exist, students in relevant elected positions should be included in the HEP's normal consultative arrangements. Students in these positions may also be consulted in meeting the requirements of Clause 3.2.2 (a) and (b), provided they are representative of the composition of students enrolled at the HEP.
 - b) Many HEPs already have, in their establishing legislation, provision for democratically elected student representation on governing and related bodies. Where they exist, students in relevant positions may be consulted in meeting the requirements of Clause 3.2.2 (a), provided they are representative of the composition of students enrolled at the HEP. Students in these positions may also be consulted in meeting the requirements of Clause 3.2.2 (b), provided that their election envisaged this role.
 - c) Where 3.2.3 (a) or (b) are not the case, HEPs must provide for student representatives to be democratically elected for the purposes of meeting the requirements of clause 3.2.2 (b) with at least one representative elected from, but not limited to, the following categories:
 - i. students enrolled in an *undergraduate course of study;

- ii. students enrolled in a *postgraduate course of study; and
- iii. *overseas students*.

d) HEPs may use additional mechanisms for student consultation as appropriate.

3.2.4 a) In meeting the obligation under Clauses 3.2.3 b) or c), a HEP is to meet the necessary and reasonable costs of conducting democratic, valid and transparent polls.

b) In meeting the obligation under Clauses 3.2.3 b) or c), a HEP must provide adequate and reasonable support, resources and infrastructure for democratically elected student representatives to carry out their functions on behalf of students enrolled at the HEP. Resources and infrastructure might, for example, include office space and IT equipment.

c) A HEP may also provide support for other student representatives elected as part of their approved consultation mechanisms.

3.2.5. In relation to decisions regarding the specific uses of the proceeds from any compulsory SSAF, HEPs must establish and maintain a clearly defined and effective process by which students enrolled at the HEP are consulted that is reviewed and approved annually by the governing body of the HEP.

a) Consultation must be undertaken through a formal process of engagement with the democratically elected student representatives identified in clause 3.2.3, and/or where appropriate representatives of major student organisations recognised by the HEP.

b) Consultation must be timely, form part of the HEP's annual financial planning, and must include notifying students enrolled at the HEP and democratically elected student representatives referred to above of:

- i. the purpose of the SSAF;
- ii. the amount of revenue anticipated;
- iii. the mechanisms to establish priorities for expenditure; and
- iv. the timing and mechanism available to comment on the proposed priorities.

c) Once consultation has been undertaken, and the HEP has determined through consultation how the revenue will be spent, information on the established priorities, proposed heads of expenditure and projects to be funded must be made publicly available to students enrolled at the HEP.

d) At the completion of the annual budget cycle HEPs must provide a publicly available report on actual SSAF expenditure for the year.

Notes to the Student Services, Amenities, Representation and Advocacy Guidelines1

Note 1

- a) The Student Services, Amenities, Representation and Advocacy Guidelines, in force under section 238-10 of the *Higher Education Support Act 2003*, as shown in this compilation, is amended as indicated in the Tables below.

Table of Instruments

Title	FRLI Registration Number	Date of notification in Gazette or FRLI registration	Date of commencement	Application, saving or transitional provisions
Student Services, Amenities, Representation and Advocacy Guidelines	F2011L02726	16 June 2011	1 January 2012	
Amendment No. 1 to the Student Services, Amenities, Representation and Advocacy Guidelines 2013	F2013L01164	27 June 2013	30 June 2013	—

Table of Amendments

ad. = added or inserted am. = amended rep. = repealed rs. = repealed and substituted

Provision affected	How affected
Clause 2.1.2	ad. 2013, F2013L01164
Clause 2.2.1	rs. 2013, F2013L01164
Clause 2.2.2	rs. 2013, F2013L01164
Clause 2.2.3	rs. 2013, F2013L01164
Clause 2.2.4	rs. 2013, F2013L01164
Clause 2.2.5	rs. 2013, F2013L01164
Clause 3.1.2	ad. 2013, F2013L01164
Clause 3.1.3	ad. 2013, F2013L01164
Clause 3.2.1	rs. 2013, F2013L01164
Clause 3.2.2	rs. 2013, F2013L01164
Clause 3.2.3	rs. 2013, F2013L01164
Clause 3.2.4	rs. 2013, F2013L01164
Clause 3.2.5	rs. 2013, F2013L01164