

Support for Students Policy

Section 1 - Summary

(1) This Policy provides the overall settings and framework at Victoria University to support students to succeed in their studies in accordance with the [Higher Education Support Act 2003 \(Cth\)](#) and the [Higher Education Provider Amendment \(Support for Students Policy\) Guidelines 2023](#), and related regulatory requirements.

Section 2 - Scope

(2) This Policy applies to all academic and non-academic support services provided to students (including Higher Degree by Research candidates) in award and non-award courses at Victoria University.

Section 3 - Policy Statement

(3) The [Victoria University Strategic Plan 2022 - 2028](#): Start Well Finish Brilliantly describes VU as 'the university of inclusion, opportunity and success – enriching both lives and careers'.

(4) VU is committed to:

- a. Being fair, equitable and sensitive to the diverse needs of all its students in all its policies and practices;
- b. Fairness and parity in the provision of University services and programs to students;
- c. Promotion of a learning environment which is socially inclusive, values diversity and allows students to realise their full potential;
- d. Provision of flexible, high-quality support services and resources, including advice on accessing social supports where indicated;
- e. Implementing early intervention strategies for students identified as being potentially at risk academically or in other ways, based on accurate data analytics, staff and/or student feedback;
- f. Provision of supports for students who enter the academic progress process, with an expectation that the progress process will enable them to resume normal academic progression as a result;
- g. Provision of appropriate, accurate, timely and useful information to students and prospective students regarding student support and how to access support across a range of platforms, including in the VU Collaborate Learning Management System.

(5) All students are expected to be fully committed to their own learning including taking responsibility for monitoring their own progress and use feedback from academic and professional staff to improve learning, including feedback about accessing available support services provided by the University, and in the community.

(6) The provision of support services is guided by specific university policies and strategies for the provision of support designed to enhance the success and wellbeing of all students, for designated categories of students at different stages in their learning, and students reporting non-academic issues that are impacting on the successful completion of their course.

(7) Support services are:

- a. Informed by comprehensive data collection, predictive analytics, evidence-based practice, stakeholder consultation and subject matter expertise from internal and external experts;
- b. Proactively communicated to students at all stages in the student lifecycle including admission, enrolment, pre-Census, at all stages of academic progression, in addition to being permanently accessible through the University's webpages;
- c. Connected to community and publicly available services;
- d. Regularly monitored and reviewed for continuous improvement;
- e. Reported on through the University governance bodies.

(8) The following policies, procedures, frameworks and channels form part of this policy and provide detail to give practical effect to the policy principles:

Support Category	Policy Settings	Student Supports
Processes for assessing a student's suitability to continue to undertake a unit, or to identify students at risk of not completing their units of study	Academic Progress Regulations 2016 Academic Progress Procedure (HE) Academic Progress - ELICOS Procedure Academic Progress - Foundations Studies Procedure Assessment for Learning Policy Academic Progress Procedure (VET) Higher Degrees by Research Progress Procedure	Learning Hub Student Progress
Processes for supporting students who have been identified as at risk of not completing their units of study	Academic Progress Procedure (HE) Academic Progress - ELICOS Procedure Academic Progress - Foundations Studies Procedure Academic Progress Procedure (VET) Higher Degrees by Research Progress Procedure	Student Progress

Support Category	Policy Settings	Student Supports
Processes to ensure students have access to support services, and how this information is communicated to students about the existence of support services, and how to access services, including before Census Date	Academic Progress Procedure (HE) Academic Progress - ELICOS Procedure Academic Progress - Foundations Studies Procedure Academic Progress Procedure (VET) Admissions - Course Admissions and Pre-Training Review Procedure (VET) Student Charter Enrolments Policy Enrolments Procedure Higher Degrees by Research Researcher Development and Support Procedure	Get Started (Tools, Services and Support) Current Students VUHQ Student Advising for Success Student Advisors Advice and Support
Processes to proactively offer support services to students demonstrating risk factors, including a low level of engagement	Academic Progress Procedure (HE) Academic Progress - ELICOS Procedure Academic Progress - Foundations Studies Procedure Academic Progress Procedure (VET) Student Charter Elite Sport and Performer Policy Enrolments Policy Enrolments Procedure Enrolments - Monitoring Attendance Procedure (International Foundations and ELICOS) Higher Degrees by Research Progress Procedure	Low Engagement Advice and Support Learning Advice TAFE Student Support
Processes for providing non-academic support, including but not limited to mental health and wellbeing support, career planning and employability support	Student Equity and Social Inclusion Policy Student Retention and Success Policy Student Accessibility Action Plan 2021-2023 Student Mental Health Plan 2022-2024 VET Non-School Foundation and Senior Secondary Provider - Student Welfare Procedure	Advice and Support VU Employ

Support Category	Policy Settings	Student Supports
Processes for identifying students in need of academic support, including literacy and numeracy support, and how these are provided	Academic Progress Regulations 2016 Assessment for Learning Policy Academic Progress Procedure (HE) Academic Progress - ELICOS Procedure Academic Progress - Foundations Studies Procedure Academic Progress Procedure (VET) Student Retention and Success Policy Admissions - Course Admissions and Pre-Training Review Procedure (VET)	Student Progress
Processes for connecting students with non-academic issues that may impact on study success with support	Student Mental Health Plan 2022-2024 Student Accessibility Action Plan 2021-2023 Assessment for Learning - Adjustments to Assessment Procedure (HE) Assessment for Learning - Assessment Procedure (VET) Elite Sport and Performer Policy Student Retention and Success Policy Diversity, Inclusion and Equal Opportunity - Gender Affirmation Procedure Student Alcohol and Other Drugs Policy Student Alcohol and Other Drugs Procedure	Get Started (Tools, Services and Support) Advice and Support Student Progress
Peer Support Services	Aboriginal Education and Cultural Equity Policy LGBTIQA + Gender Diverse Strategy 2020-2023 Gender Equality Action Plan 2022-2025 Brilliant Together Cultural Inclusion and Racial Equality Plan 2023-2026	Moondani Balluk Equity Inclusion and Belonging
Support from academic staff for 'at risk' students, including adjustments and referrals to support services	Learning and Teaching Quality and Standards Policy Assessment for Learning - Adjustments to Assessment Procedure (HE) Assessment for Learning - Assessment Procedure (VET)	Assessments and Progress

Support Category	Policy Settings	Student Supports
Crisis and critical harm response and how to report incidents	Gender-based Violence Policy Exclusion for Safety Reasons Regulations 2019 Exclusion for Safety Reasons Procedure Student Misconduct Regulations 2019 Student Misconduct Procedure Safety and Welfare of Children and Young People Policy Safety and Welfare of Children and Young People Procedure Safety and Welfare of Children and Young People - International Student Welfare Procedure	Safety and Respect
Culturally Appropriate Academic and Non-Academic Support	Brilliant Together Cultural Inclusion and Racial Equality Plan 2023-2026 Student Equity and Social Inclusion Policy	Equity Inclusion and Belonging
First Nations Students	Moondani Balluk Plan 2022-2025	Aboriginal and Torres Strait Islander Students
Support for students with a disability	Student Accessibility Action Plan 2021-2023	Disability and Accessibility Services
Support for students who have experienced family and domestic violence, harassment, sexual harm or other traumatic events	Student Equity and Social Inclusion Policy Gender-based Violence Policy Discrimination and Harassment Prevention and Management Policy Safety and Welfare of Children and Young People Policy Safety and Welfare of Children and Young People Procedure Safety and Welfare of Children and Young People - International Student Welfare Procedure	Sexual Assault and Family Violence

Section 4 - Procedures

(9) Nil.

Section 5 - HESF/ASQA/ESOS Alignment

(10) HESF: Standard 1.3 Orientation and Progression (specifically 1.3.2, 1.3.4 and 1.3.6); 2.2 Diversity and Equity (specifically 2.2.1, 2.2.2); 2.3 Wellbeing and Safety (specifically 2.3.1-5); 3.3 Learning Resources and Educational Support (specifically 3.3.4).

(11) Outcome Standards for NVR Registered Training Organisations 2025: Standards 2.1 Information; 2.3, 2.4 Training Support; 2.5 Diversity and Inclusion; 2.6 Wellbeing.

(12) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth): Standard 1 & Standard 6.

Section 6 - Definitions

(13) Nil.

Status and Details

Status	Current
Effective Date	18th March 2024
Review Date	18th March 2027
Approval Authority	Academic Board
Approval Date	6th March 2024
Expiry Date	Not Applicable
Accountable Officer	John Germov Senior Deputy Vice-Chancellor and Chief Academic Officer +613 9919 5077
Responsible Officer	Darrel Caulfield Chief Student Officer and Registrar darrel.caulfield@vu.edu.au
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