

Support for Students

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1.0 Purpose

This Policy outlines Griffith University's commitment to supporting student success through a multi-faceted, University-wide approach.

2.0 Scope

This Policy applies to all students of the University in all career levels, modes of study and locations, physical or digital, undertaking academic work/practice towards the completion of their program or, more generally, under the auspices of the University. Students studying at offshore and at other partner locations may receive additional localised support services from partner institutions or third-party providers as appropriate. This Policy should be read in conjunction with the *Student Charter Framework*, *Student Conduct*, *Wellbeing and Safety Policy* and *Academic Progress Procedure*.

This Policy is intended to align with the *Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023* requirements and thus may be subject to updates due to amendments within those Guidelines.

3.0 Policy statement

3.1 Principles

Griffith's approach to supporting the success of its students is guided by the following principles:

- a. Student success is the responsibility of the entire Griffith community, including students.
- b. Students will be made aware of this Policy during their enrolment process.
- c. Quality teaching and learning opportunities, adequate support services, efficient administrative systems, and access to appropriate learning resources and extra-curricular activities, are integral to creating a distinctive Griffith student experience and supporting student success and retention.
- d. A range of academic and non-academic support services, including mental health support, that are age and culturally appropriate are available. Services take into consideration challenges that face students from particular equity cohorts.
- e. Student success monitoring and intervention is data-driven to inform student-centred support interventions and optimise learning and provision of support services.
- f. Additional, pro-active, and timely support is made available to students, who are deemed at risk of not successfully completing courses, prior to census date as well as throughout their enrolment period.
- g. Support services are provided to students who are unfit to study (including for a defined period) that best suit the individual needs of each student, which may include determining an alternative option to studying at Griffith at that time.

- h. Assessment is integrative, supports learning and is fair, reasonable, and equitable for all students.
- i. Early and proactive contact, advising of support opportunities, is made to students enrolled in courses demonstrating low levels of engagement.
- j. Extension, deferral, special consideration, and academic adjustment provision is available for non-academic issues as determined on a case-by-case basis.
- k. Student retention is a key measure of student success and satisfaction. Regular monitoring and reporting are undertaken, opportunities for improvement identified, escalated, and addressed and best practice shared.
- l. Information on available academic and non-academic support services, support access, resourcing, crisis and critical harm response arrangements are readily available via the **Student Support** webpage for students.
- m. Processes supporting student success are outlined in Griffith policies and procedures listed below, which are publicly available.

3.2 Processes supporting student success

Student support processes are outlined on the **Student Support** webpage. These support opportunities include:

- a. Peer support services: such as mentoring, PASS, Student Guild and SRC
- b. Student health, counselling, and wellbeing services
- c. Equity and diversity initiatives
- d. Academic support services: such as Library study skills, assessment, and exam preparation.

Professional development and support for academics to ensure they appropriately engage, support, and refer students in their courses is provided through the *Centre for Collaborative Educational Excellence*.

Specific circumstances that may require Policy considerations beyond the principles established by the Support for Students Policy, are outlined below:

- a. Suitability to undertake study is outlined in the *Admission Policy* and *Admission Procedure*.
- b. Situations for academic support mitigation are outlined in the *Assessment Procedure for Students*, *Student Academic Integrity Policy*, and *Academic Progress Procedure*.
- c. Assessing suitability to continue to undertake study is outlined in the *Academic Progress Procedure*.
- d. Ensuring additional support is available to assist students with overcoming issues that put them at risk of not successfully completing courses of study is outlined in the *Academic Progress Procedure* and *Student Academic Integrity Policy*.
- e. Ensuring access to support services, including timely access to support services and pro-active support is outlined in the *Student Charter Framework*.
- f. Providing non-academic support, including mental health support is outlined in the *Student Conduct, Wellbeing and Safety Policy* and *Student General Conduct Procedure*.
- g. Ensuring clearly how academic support is offered within a course is outlined in the *Course Profile Requirements Procedure*.
- h. Offering academic adjustment arrangements is outlined in the *Assessment Procedure for Students* (section 3.8), *Students with Disabilities Policy* (section 5) and *Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure* (section 3.8.2).

- i. Providing academic support in relation to the course of study is outlined in the *Assessment Procedure for Students* and *Academic Progress Procedure*.
- j. Crisis and critical harm is outlined in the *Student Critical Incident Management Policy* and *Crisis and Incident Response Plan*.
- k. Accessing specialist staff is outlined in the *Academic Progress Procedure*.

3.3 External Reporting Requirements

The annual report on Griffith's *Support for Students Policy* is reported via the Provost to the Department of Education. Reporting must include:

- a. Reporting on *Support for Students Policy*
 - i. Details of implementation of the *Support for Students Policy*, including effectiveness of implementation.
 - Opportunities identified to improve the *Support for Students Policy*, and outcomes for students, including information on complaints received from students related to the *Support for Students Policy*.
 - ii. Details of location of the *Support for Students Policy*.
 - iii. Details of staff involved in implementing the *Support for Students Policy*, as required by the *Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023*.
- b. Reporting on student success (de-identified information)
 - i. As required by the *Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023*, data reports and case studies of students requiring support under the *Student Support Policy*.

4.0 Roles, Responsibilities and Delegations

Learning and Teaching Committee is responsible for overseeing the application of the *Support for Students Policy* to ensure that it is faithfully and fairly implemented and that errors, outliers and opportunities for improvement are identified and where appropriate implemented. The Student Experience Sub-Committee will report to Learning and Teaching Committee biannually on implementation of the *Support for Students Policy* and student success, as per external reporting requirements. Learning and Teaching Committee will provide the Provost with an annual report for external reporting purposes to the Department of Education.

Any incident which constitutes a material breach of this policy must be reported to the Provost for oversight of corrective actions.

5.0 Definitions

For the purposes of this policy and related policy documents, the following definitions apply:

Active Enrolment Status refers to a student who has:

- accepted an offer of admission to a program or course (subject) and shall have completed the enrolment procedures prescribed by the University
- paid such fees and charges as the University may require to be paid as a condition of enrolment
- fulfilled the conditions prescribed for Commonwealth supported students, in the case of a student admitted to a program as a Commonwealth supported student and
- completed any other procedures which may be required as a condition of enrolment.

Career level is the designated academic level, undergraduate, postgraduate, research, non-award, indicating the level (career) of the program with which the course is most strongly associated.

Course of study, or unit of study, refers to a component of a qualification, normally undertaken over a single trimester, in which the student enrolls and on completion of which the student is awarded a grade, such as grades appearing on a student's academic transcript.

Learning mode refers to the mode of instruction or how the learning in the course is to be enacted, examples include in-person, mixed-mode, and intensive.

Student refers to all enrolled students, including Higher Degree Research (HDR) candidates at the University, and students with Active Enrolment Status, including those who are not 'carrying load' and students on approved Leave of Absence, Deferment or between enrolment periods.

6.0 Information

Title	Support for Students Policy
Document number	2024/0001167
Purpose	This Policy outlines Griffith's commitment to supporting student success through a multi-faceted, University-wide approach.
Audience	Students
Category	Academic
Subcategory	Student Services
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goal/s 3: Good Health and Well-Being 4: Quality Education
Approval date	14 November 2024
Effective date	1 January 2025
Review date	2026
Policy advisor	Registrar
Approving authority	Academic Committee

7.0 Related Policy Documents and Supporting Documents

Legislation

Disability Discrimination Act 1992
Education Services for Overseas Students Act 2000
Higher Education Support Act 2003
Higher Education Standards Framework (Threshold Standards) 2021
Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023

Policy

Admission Policy
Assessment Policy
Equity, Diversity and Inclusion Policy
Higher Degree by Research Policy
Sexual Harm Prevention and Response Policy
Student Academic Integrity Policy
Student Charter Framework
Student Conduct, Safety and Wellbeing Policy
Student Critical Incident Management Policy
Students with Disabilities Policy

Procedure

Admission Procedure
Assessment Procedure for Students
Assessment Procedure for Staff
Academic Progress Procedure
Course Profile Requirements Procedure
Higher Degree by Research Academic Progress Procedure
Student Breaches of Academic Integrity Procedure
Student General Conduct Procedure
Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure
Students with Disabilities Disclosure Procedure
