

Student Wellbeing and Support Procedure

1. Contents

1. Contents.....	2
2. Preamble.....	3
3. Purpose.....	3
4. Scope.....	3
5. Definitions.....	3
6. Procedure.....	4
7. Referred Legislation and References.....	8
8. Relevant HEA Policies and Procedures.....	9
9. Document and Version Details.....	9
10. Procedure Inquiries.....	10

2. Preamble

Higher Education Australia (HEA) recognises the importance of support systems and services to foster the wellbeing of its students in order to facilitate their achievement of success in their chosen course of study. HEA encourages effective learning in a positive and safe environment.

This procedure aligns with the *Education Standards Framework (Threshold Standards) 2021*, the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)* and the *Education Services for Overseas Students Act 2000 (Cth)*.

3. Purpose

This procedure implements the *Student Wellbeing and Support Policy*.

4. Scope

This procedure applies to all HEA students, staff involved in applying this procedure and any visitors engaging in relevant activities at HEA.

5. Definitions

Please refer to the Glossary of Terms.

6. Procedure

6.1 Academic and Learning Support

- 6.1.1 Students need diverse means of support in their learning journey and HEA provides all reasonably necessary resources for students to feel supported and safe in the academic environment.
- 6.1.2 HEA provides a physical, digital and emotional environment that fosters equity, diversity, inclusion and belonging.
- 6.1.3 Teaching androgogy support students to be proactive in their learning and to engage support services and resources to promote their effective learning.
- 6.1.4 Staff model and encourage respectful interactions and relationships and demonstrate awareness and support of others.
- 6.1.5 Students are encouraged to engage in consultation with staff to determine ways that the environment can further foster wellbeing and safety.
- 6.1.6 Course Directors ensure that all students are aware of the policies and procedures that address bullying, discrimination, and the processes that are in place for making complaints to address these.
- 6.1.7 During the orientation program, students are made aware of the resources available to them.
- 6.1.8 Support is provided to students in relation to study skills, language and literacy support (particularly for international students), assignment writing, time management, academic integrity training.
- 6.1.9 Staff provide students with one-on-one sessions for mentoring and advice.
- 6.1.10 Staff monitor student progress and identify at-risk students and exercise early intervention strategies.
- 6.1.11 Staff undertake Occupational Health and Safety training which incorporates mental health and wellbeing education and provides the tools and resources to appropriately refer students to access individualised support.
- 6.1.12 Physical spaces are provided on campus which enable students to collaborate, socialise, interact and study and enhances students' sense of belonging.
- 6.1.13 Students are encouraged to engage in respectful discussion about the Student Code of Conduct and the values which underpin it.
- 6.1.14 Students are provided with timely and accurate advice regarding matters associated with their enrolment including progression, deferral, cancellation, transfer, financial support, credit and recognition of prior learning.
- 6.1.15 Students are given details of how their progressions rates are monitored so that they can receive the specific academic or emotional support needed for improvement in their studies to reach completion and achievement of goals set.
- 6.1.16 Data that is collected in relation to access to academic and learning support, both by individuals and groups/cohorts of students (whether at-risk or subgroups including special needs) will be fed into the processes established under the Student Academic Progression Policy and Procedure.
- 6.1.17 Students are provided with resources and tips for online and digital wellbeing and safety.

6.2 Student Handbook

- 6.2.1 To easily locate resources, all students will be given a Student Handbook during orientation.
- 6.2.2 The Handbook will include the following information:

- *Enrolment Variation procedures;*
- *Visa requirements for overseas Students;*
- *How and where to submit assignments;*
- *Examination procedures;*
- *Names of Student advisers;*
- *Library Information and Technology Services;*
- *Counselling and Student services;*
- *Regulations, Policies and Procedures;*
- *Emergency, Safety and Security measures;*
- *Map of the Campus; and*
- *Other relevant information that will assist students to adjust to life and study in Australia.*

The information will also be clearly displayed on the HEA Website.

6.3 Student Support Officer

- 6.3.1 Designated Student Support Officers will be made available to students.
- 6.3.2 For student enquiries regarding access and support, students can ask at Student Services or ask a staff member for support. Contact details will also be available in the Student Handbook.
- 6.3.3 Students should also feel comfortable to approach any member of staff for assistance with obtaining any form of support.

6.4 Support for Students with Special needs

- 6.4.1 Students with a disability are encouraged to identify their special need during the admission process and register with Student Services following their admission so their needs can be met, and all reasonable adjustments made to their studies where required.
- 6.4.2 Staff ensure that appropriate teaching and assessment arrangements are made for students with special needs.
- 6.4.3 Staff work with special needs students to develop a personalised academic plan, detailing course requirements. Adjustments may include:
 - *Assessment and exam adjustments;*
 - *Alternative formatting;*
 - *Timetable adjustments;*
 - *Access to assistive technology;*
 - *Lecture support; and*
 - *Access to library services.*

6.5 Support for Aboriginal and Torres Strait Islander Students

- 6.5.1 Staff take all reasonable steps to make students aware of the importance of understanding the culture of Aboriginal and Torres Strait Islander students.
- 6.5.2 The term ‘social and emotional wellbeing’ is used by to describe the social, emotional, spiritual, and cultural wellbeing of a person.
- 6.5.3 The institute supports the nine guiding principles that define the ‘social and emotional wellbeing’ concept and emphasise that it is a strength-based understanding of health:
 - *Health as a holistic concept;*
 - *The right to self-determination;*
 - *The need for cultural understanding;*

- *The impact of history in trauma and loss;*
- *Recognition of human rights;*
- *The impact of racism and stigma;*
- *Recognition of the centrality of kinship;*
- *Recognition of cultural diversity; and*
- *Recognition of Aboriginal strengths.*

6.5.4 Culturally safe and responsive, person-centred services and support are provided to Aboriginal and Torres Strait Islander students as required.

6.6 Support for ‘at risk’ students

6.6.1 International students, Aboriginal and Torres Strait Islander students, students with special needs and socially and economically disadvantaged students are monitored to ensure they have equal opportunities to succeed in their chosen course of study.

6.6.2 These students who have been identified as ‘at risk’ are provided with resources and learning support which includes English language and learning support tailored to their specific needs.

6.6.3 International students are provided with information and resources to help them adapt to life in Australia, such as accommodation placement and establishing bank accounts.

6.7 Counselling and Mental and Physical Health

6.7.1 Staff trained in counselling and mental health will provide support to enhance both academic and personal success amongst students.

6.7.2 Students are encouraged to seek help early if they feel their mental health is declining.

6.7.3 Students are encouraged to take care of their physical health by remaining active on campus and prioritising time for exercise.

6.7.4 Support is tailored to the individual needs of students, and staff will make referrals to other services where needed.

6.7.5 The counselling team will also offer support groups or activities where necessary regarding:

- *Stress and anxiety management;*
- *Depression;*
- *Resilience training;*
- *Self-harm and suicide;*
- *Substance use;*
- *Body image;*
- *Relationships;*
- *Panic attacks;*
- *Academic wellbeing; and*
- *Sexual healing.*

- 6.7.6 If students require external counselling support, Student Services will advise them of services available.
- 6.7.7 External support is provided at the student's own expense.
- 6.7.8 All students are given the appropriate contacts and support for medical health issues.

6.8 Confidentiality and Privacy

- 6.8.1 All information regarding an individual's state of health and wellbeing is confidential and secure and not discussed or disclosed without the individual's express permission.
- 6.8.2 Personal information is accessed only by authorised persons.
- 6.8.3 In the case of a medical emergency, disclosure of relevant information may be required but only when the safety or health of the individual concerned is under threat or if legal issues are involved.

6.9 Resources for Students

All contact details for support services are listed in the Student Handbook and on the HEA website. Student Support Services will have readily available resources for Students seeking support for sexual assault, domestic violence, and counselling.

Additionally, students will have direct access to teaching staff outside of formal teaching periods (whether lectures, tutorials, workshops or otherwise). Each staff will be accessible for no less than one (1) hour each day of the semester for direct access by students. Students must make an appointment to see staff which can be arranged through student support services.

6.10 Delegation and Responsibility

- 6.10.1 The Board of Directors has delegated responsibility of this procedure to the Academic Board.
- 6.10.2 The Academic Board can further delegate their responsibilities in relation to this procedure to relevant staff, in accordance with the Delegations Policy. Delegation of operational responsibility does not remove Board accountability.

6.11 Review and Improvement

- 6.11.1 Updates to this procedure can be made at any time to ensure the implementation of the Student Wellbeing and Support Policy.
- 6.11.2 The Board of Directors will ensure an internal review of this procedure is conducted at least once every two years and will ensure that any improvements identified from the review are implemented, including updates to the procedure itself.
- 6.11.3 The Board of Directors will engage external reviewers at least once every seven years to conduct a review of this procedure and will ensure that recommended improvements are actioned.
- 6.11.4 At their own discretion, the Board of Directors may undertake a review of this procedure as needed.

6.12 Feedback

Feedback, including recommended improvements, is welcomed in relation to this procedure.

7. Referred Legislation and References

Aboriginal Wellness Foundation (Vic) https://healthinfonet.ecu.edu.au/learn/health-topics/social-and-emotional-wellbeing/organisations/2205/?title=Aboriginal+Wellness+Foundation+%28AWF%29&contentid=2205_3

Age Discrimination Act (2004) <https://humanrights.gov.au/our-work/employers/age-discrimination#:~:text=Age%20discrimination%20occurs%20when%20a,on%20the%20basis%20of%20age.>

Australian University Mental Health Framework <https://www.orygen.org.au/Orygen-Institute/University-Mental-Health-Framework/Framework/University-Mental-Health-Framework>

Charter of Human Rights and Responsibilities Act 2006 (Vic) https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx#:~:text=The%20Victorian%20Charter%20of%20Human,%2C%20Respect%2C%20Equality%20and%20Dignity.

Disability Discrimination Act 1992 (2018) <https://www.legislation.gov.au/Details/C2018C00125>

Education Services for Overseas Students Act (2018) ESOS Act <https://www.legislation.gov.au/Details/F2017L01182>

Equal Opportunity Act 2010 (2022) (Vic) <https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010/020>

Fair Work Act 2009 (2021) <https://www.legislation.gov.au/Details/C2021C00421>

Human Rights and Anti-Discrimination – Australian Government – Attorney General’s Department <https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination>

Gee, G., Dudgeon, P., Schultz, C., Hart, A., Kelly, K.. (2014). Aboriginal and Torres Strait Islander social and emotional wellbeing. In Dudgeon, P. Milroy, H. Walker, R. (Ed.), Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice (2nd ed., pp. 55-68). Canberra: Department of the Prime Minister and Cabinet. https://healthinfonet.ecu.edu.au/key-resources/publications/28917/?title=Aboriginal+and+Torres+Strait+Islander+social+and+emotional+wellbeing&contentid=28917_1

Mental Health and Wellbeing <https://www.healthdirect.gov.au/mental-health-and-wellbeing>

National Code of Practice for Providers of Education and Training to Overseas Students 2017 (National Code) <https://www.legislation.gov.au/Details/F2017L01182>

National Strategic Framework for Aboriginal and Torres Strait Islander peoples’ mental health and social and emotional wellbeing 2017-2023 https://healthinfonet.ecu.edu.au/learn/health-topics/social-and-emotional-wellbeing/country-culture-spirituality/policies-and-strategies/33834/?title=National+strategic+framework+for+Aboriginal+and+Torres+Strait+Islander+peoples%27+mental+health+and+social+and+emotional+wellbeing+2017-2023&contentid=33834_

Occupational Health and Safety Act 2004 (Amendments 2021)

<https://content.legislation.vic.gov.au/sites/default/files/2021-12/04-107aa038%20authorised.pdf>

Sex Discrimination Act 1984 (2014) (Under Victorian Equal Opportunity and Human Rights Commission) <https://www.legislation.gov.au/Details/C2014C00002>

World Mental Health report – Transforming mental health for all (WHO) 2022

<https://www.who.int/publications/i/item/9789240049338>

Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett M., Field, R. & James, R. (2017) Enhancing Student Mental Wellbeing: A Handbook for Academic Educators

https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf

8. Relevant HEA Policies and Procedures

- Aboriginal and Torres Strait Islander Peoples Policy
- Bullying Discrimination and Harassment Prevention policy
- Code of Conduct
- Critical Incident Management and Business Continuity Policy
- Equity and Diversity Policy
- Health and Safety Policy
- Health and Safety Procedure
- Records and Information Management Policy
- Risk Management Policy
- Staff Complaints and Appeals Policy
- Staff Complaints and Appeals Procedure
- Student Academic Progression Policy
- Student Academic Progression Procedure
- Student Complaints and Appeals Policy
- Student Complaints and Appeals Procedure
- Student Wellbeing and Support Policy

9. Document and Version Details

Approval Authority	Board of Directors
Approval Date	4 March 2026
Review Date	4 March 2029
Version	5.0

10. Procedure Inquiries

For any inquiries about this procedure, please email us. (studentsupport@heau.edu.au)

