

1. Purpose

- 1.1. The purpose of this policy and procedure is to ensure that all students at Central Australian Institute of Technology Higher Education (CAIT Hi-Ed) have access to a comprehensive range of support services that foster academic success, personal well-being, and professional development. By providing equitable and inclusive support mechanisms, CAIT Hi-Ed aims to enhance student engagement, retention, and overall satisfaction. This policy also ensures compliance with relevant Australian regulatory requirements, including the Tertiary Education Quality and Standards Agency (TEQSA) Act 2011, Education Services for Overseas Students (ESOS) Act 2000, and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

2. Scope

- 2.1. This policy applies to all students enrolled in CAIT Hi-Ed courses, including domestic and international students, across all modes of study (on-campus, online, or blended learning). It also extends to students engaging in work-integrated learning, internships, and placements as part of their study programmes. Additionally, this policy ensures that support services cater to students from diverse backgrounds, including those with disabilities, students from culturally and linguistically diverse communities, Aboriginal and Torres Strait Islander students, and those experiencing financial hardship. The provisions within this policy apply throughout a student's academic journey, from enrolment to graduation, and encompass both academic and non-academic support services.

3. Policy

- 3.1. CAIT Hi-Ed is committed to fostering a supportive, inclusive, and student-centred learning environment that enables students to achieve their full potential. Through a wide range of student support services, CAIT Hi-Ed aims to enhance the academic experience, promote well-being, and prepare students for professional success. This commitment extends to ensuring that all students, regardless of background or study mode, have access to equitable, high-quality support services tailored to their academic, personal, and professional needs. CAIT Hi-Ed will continuously evaluate and improve these services to maintain compliance with Australian education standards and best practices in student support. The institution will also collaborate with industry, community organisations, and other stakeholders to provide comprehensive support that empowers students to excel in their studies and transition seamlessly into the workforce or further education.

4. Principles

- 4.1. Prioritise the well-being and academic success of students by providing personalised support. This includes addressing not only academic needs but also personal, financial, and mental health concerns, ensuring overall student development and success. Support services should be accessible to all students, whether on-campus or studying off-campus, ensuring their needs are met regardless of their location.
- 4.2. Ensure that all students, regardless of their background, identity, or personal circumstances, have equal access to support services. The institution acknowledges and values diversity, providing culturally sensitive and appropriate support to meet the unique needs of a wide range of students. Off-campus students should receive the same level of support, with tailored resources available to suit their specific learning environment.
- 4.3. Respect the confidentiality and privacy of students by handling their personal and sensitive information in accordance with relevant privacy laws and institutional policies. Students must feel safe and confident that their information is protected when accessing support services, whether they are engaging with the institution on-campus or remotely.
- 4.4. Ensure that support services are easily accessible to all students, including those studying online, part-time, or at off-campus locations. The institution adopts a proactive approach in identifying students

who may need support, offering timely assistance before issues escalate. Off-campus students should have seamless access to all support services, whether through digital platforms or remote consultation.

- 4.5. Communicate clearly with students about the range of available support services and the processes for accessing them. Timely responses to student inquiries and concerns are crucial to ensure students feel supported and confident in seeking help when needed, both on-campus and off-campus.
- 4.6. Foster collaboration between internal departments, external partners, and community services to provide a comprehensive and integrated support system for students. The institution is committed to regularly reviewing and improving support services to ensure they remain effective and responsive to the evolving needs of students, including those who study off-campus or through remote learning.
- 4.7. Ensure that all support services are delivered transparently, with clear policies and procedures in place. The institution is committed to monitoring the outcomes of student support services and ensuring accountability in service delivery, reporting on results, and making adjustments as necessary. Off-campus students should also have access to the same transparency and accountability mechanisms.

5. Student Support Services

CAIT Hi-Ed will offer the following support services:

- 5.1 **Academic Support:** (Refer to Assessment Policy and Procedure, Course Rules, Progression and Completion Policy and Procedure, Academic Quality, Standards and Integrity Policy and Procedure)
 - Workshops on effective study techniques, time management, note-taking, and research skills.
 - Access to peer and professional tutoring for subject-specific support.
 - Guidance on essay writing, referencing, and structuring academic work.
 - Sessions on stress management, exam techniques, and revision strategies.
 - Access to educational materials and digital resources to enhance learning outcomes.
 - Referral to external academic coaching services and public libraries for additional resources.
- 5.2 **Personal Counselling:** (Refer to Student Health, Safety and Welfare Policy and Procedure, Workplace Health and Safety Policy and Procedure)
 - Professional counselling for stress, anxiety, depression, and personal issues.
 - Sessions on mindfulness, resilience, and coping strategies.
 - Immediate assistance for students facing critical personal situations.
 - Referral to community mental health services, helplines, and local support groups.
- 5.3 **Disability Support:** (Refer to Reasonable Adjustment Policy and Procedure)
 - Adjustments and tailored strategies to accommodate students with disabilities.
 - Provision of software and tools such as screen readers and speech-to-text applications.
 - Special provisions for students with learning difficulties or physical impairments.
 - Coordination with disability service providers and advocacy groups.
- 5.4 **Career and Employment Services:** (Refer to Work Integrated Learning and Placement Policy and Procedure, Strategic Plan)
 - Career guidance and job market preparation.
 - Support in writing resumes, cover letters, and interview preparation.
 - Connections with industry partners, internships, and work-integrated learning opportunities.

- Collaboration with local job agencies and networking events with industry professionals.

5.5 Library and Learning Resources: (Refer to Information Systems Management Policy and Procedure)

- Support from librarians to help students access and utilise academic resources effectively.
- Access to academic journals, e-books, and research materials.
- Dedicated areas for group study, quiet study, and collaboration.
- Access to local libraries and inter-library loan services.

5.6 IT and Technical Support: (Refer to Information Systems Management Policy and Procedure)

- Assistance with learning management systems, online coursework, and technology troubleshooting.
- Help with software installations, student email, and IT-related issues.
- Ensuring reliable connectivity for students on campus.
- Referral to community tech hubs and software providers for additional support

5.7 International Student Support: (Refer to Enrolment and Orientation Policy and Procedure)

- Introductions to academic and cultural life in Australia.
- Support for student visa compliance.
- Activities to help international students connect and engage with the community.
- Information on cultural associations, community groups, and migrant support services.

5.8 Peer Mentoring Programmes: (Refer to Student Support and Services Policy)

- Pairing new students with experienced peers for guidance.
- Support for coursework and study habits from senior students.
- Opportunities to build connections with fellow students.

5.9 Financial Assistance & Scholarships Support: (Refer to Fees and Charges Policy, Strategic Plan)

- Help with identifying and applying for scholarships and grants.
- Assistance for students facing unexpected financial hardship.
- Training on managing finances effectively.

5.10 Health and Well-being Services: (Refer to Student Health, Safety and Welfare Policy and Procedure)

- Access to medical consultations and general health support.

5.11 Cultural and Diversity Support: (Refer to Aboriginal and Torres Strait Islander Education Policy and Procedure, Equity and Diversity Policy and Procedure)

- Dedicated services for Aboriginal and Torres Strait Islander students.
- Programmes celebrating diversity and inclusion.
- Groups for students from diverse backgrounds to connect and share experiences.

6. Procedure

6.1. Awareness of Available Support Services

6.1.1. All newly enrolled students will be introduced to support services during the student orientation programme.

6.1.2. Information about available services will be provided via:

- o The student portal (listing services, policies, and FAQs).
- o Emails and newsletters with periodic updates.
- o Posters and notices on campus bulletin boards.
- o Information sessions and workshops conducted by the Student Services Team..

6.2. Identifying the Need for Support.

6.2.1. A student may realise they require support in academic, personal, career, health, or other areas.

6.2.2. Staff and faculty members may also identify students in need and recommend services.

6.2.3. Peer mentors or student representatives may assist in guiding students to the right services.

6.3. Initiating the Request for Support

6.3.1. Students can request support through multiple channels:

- o Online via the student portal (booking appointments or lodging support requests).
- o Email or phone call to the relevant Student Services department.
- o In-person visit to the Student Support Office during business hours.

6.3.2. Some services, such as emergency counselling, health services, or crisis support, will be available on a priority basis.

6.4. Initial Consultation and Assessment

6.4.1. A student support officer or adviser will assess the request and determine the appropriate action.

6.4.2. If required, a student may be directed to:

- o Academic advisers, tutors, or faculty members for academic support.
- o Professional counsellors for personal and mental health support.
- o IT specialists for technical assistance.
- o Career advisers for job placement and employment-related queries.
- o Disability support staff for accessibility-related needs.

6.4.3. The Student Support Team will review all service requests within 2–5 business days, depending on urgency.

6.5. Provision of Support Services

6.5.1. Once an appointment is confirmed, the student will attend a session (in-person or online).

6.5.2. Support services will be delivered through:

- o One-on-one consultations (academic, career, financial, disability support).
- o Workshops or training sessions (study skills, mental well-being, IT training, career skills).
- o Group counselling or mentoring programmes.
- o Referral to external support services (e.g., mental health professionals, legal aid, financial support organisations).

6.6. Follow-Up and Ongoing Support

6.6.1. For students receiving ongoing assistance (e.g., disability support, academic tutoring, mental health counselling):

- o Regular follow-ups will be scheduled to review progress.

- o Adjustments to support plans may be made as needed.
- o Feedback will be gathered from students to improve service delivery.

6.6.2. Students can also request additional assistance if their needs change over time.

6.7. Feedback and Continuous Improvement

6.7.1. After availing a service, students will be encouraged to provide feedback through:

- o Online surveys and feedback forms.
- o Student forums or focus groups organised by the Student Services Team.
- o Direct reporting to student representatives or faculty advisers.

6.7.2. The Student Services Department will conduct an annual review to ensure continuous improvement and alignment with institutional policies.

7. Authority and Compliance

7.1 Student Services Team

Responsible for managing and delivering all student support services, ensuring accessibility and effectiveness.

Key Responsibilities:

- Provide students with information about available support services.
- Respond to student queries regarding academic, personal, and welfare support.
- Ensure prompt and equitable access to all student support services.
- Coordinate workshops, mentoring programmes, and training sessions.
- Maintain confidentiality and compliance with privacy laws in all student matters.
- Refer students to external support services if additional assistance is needed.
- Oversee student complaints and grievances in collaboration with management.

7.2 Academic Advisers & Faculty Members

Responsible for guiding students in academic-related matters and referring them to appropriate support services.

Key Responsibilities:

- Assist students in identifying academic challenges and recommend interventions.
- Direct students to tutoring services, academic workshops, and peer mentoring.
- Provide guidance on course progression, learning strategies, and assessments.
- Refer students to the Student Services Team for additional non-academic support.

7.3 Counsellors & Well-being Officers

Responsible for providing mental health and personal counselling to students.

Key Responsibilities:

- Offer confidential counselling sessions to support student well-being.
- Conduct workshops on mindfulness, stress management, and coping strategies.
- Provide emergency crisis support and refer students to external mental health services if needed.
- Maintain confidential records and ensure compliance with professional counselling standards.

7.4 IT Support Team

Responsible for assisting students with technology-related issues and providing digital learning support.

Key Responsibilities:

- Provide assistance with student email, online learning platforms, and IT troubleshooting.
- Manage technical support requests and respond within agreed timeframes.
- Offer training sessions on software, cybersecurity, and digital tools.
- Ensure students have adequate access to IT resources on and off-campus.

7.5 Career and Employment Services Team

Responsible for assisting students with career planning, job applications, and employability skills.

Key Responsibilities:

- Organise career counselling, résumé writing, and job interview workshops.
- Facilitate internship and work placement opportunities.
- Maintain partnerships with industry organisations and employers.
- Provide students with career-related resources and networking opportunities.

7.6 Student Grievance and Appeals Committee

Responsible for investigating and resolving formal student complaints that are not addressed at the initial stages.

Key Responsibilities:

- Review formal complaints and ensure a fair investigation is conducted.
- Provide written responses and resolutions to students within the specified timeframe.
- Oversee appeals if students are dissatisfied with the resolution of their complaint.
- Ensure all grievance procedures comply with CAIT Hi-Ed's policies and external regulations.

7.7 Senior Management & Governance Board

Responsible for the oversight, policy development, and continuous improvement of student support services.

Key Responsibilities:

- Approve policies related to student services, complaints, and grievance handling.
- Ensure compliance with higher education standards and legal requirements.
- Review annual reports and feedback on student support effectiveness.
- Implement changes based on student feedback and service performance reviews.

7.8 Students

Students are responsible for actively engaging with available support services and following proper procedures when lodging a complaint or grievance.

Key Responsibilities:

- Proactively seek support when needed for academic, personal, or career concerns.
- Follow the correct process for requesting services (online, in-person, or via email).
- Attend scheduled appointments, workshops, and training sessions.

- Provide constructive feedback to improve student support services.
- Follow the grievance process if a complaint arises and escalate only if necessary.

8. Authority and Compliance

File Number	HEP045
Status	Current
Approval Authority	Academic Board.
Legislative Compliance	<ul style="list-style-type: none"> • Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act); • Education Services for Overseas Students Act 2000 (ESOS Act); • Australian Human Rights Commission Act 1986; • Disability Discrimination Act 1992; • Work Health and Safety Act 2011; • Privacy Act 1988; • Fair Work Act 2009; • Higher Education Standards Framework (2021); and • National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2018)
Supporting Documents	<ul style="list-style-type: none"> • CAIT Hi-Ed Support Service Request Form
Related Documents	<ul style="list-style-type: none"> • CAIT Hi-Ed Assessment and Moderation Policy and Procedures • CAIT Hi-Ed Course Rules, Progression and Completion Policy and Procedure, • CAIT Hi-Ed Academic Quality, Standards and Integrity Policy and Procedure • CAIT Hi-Ed Student Health, Safety and Welfare Policy and Procedure, • CAIT Hi-Ed Workplace Health and Safety Policy and Procedure • CAIT Hi-Ed Reasonable Adjustment Policy and Procedure • CAIT Hi-Ed Work Integrated Learning and Placement Policy and Procedure • CAIT Hi-Ed Strategic Plan • CAIT Hi-Ed Information Systems Management Policy and Procedure • CAIT Hi-Ed Enrolment and Orientation Policy and Procedure • CAIT Hi-Ed Fees and Charges Policy and Procedure • CAIT Hi-Ed Student Health, Safety and Welfare Policy and Procedure • CAIT Hi-Ed Aboriginal and Torres Strait Islander Education Policy and Procedure, • CAIT Hi-Ed Equity and Diversity Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	<ul style="list-style-type: none"> • Standard 1.3, ss 1 - 3 • Standard 2.3, ss 1 - 3 • Standard 2.4, ss 1 - 2 • Standard 3.3, ss 1 • Standard 5.3, ss 4 – 5 • Standard 6.2, ss 1(h) – 1(i)

	<ul style="list-style-type: none"> • Standard 7.2, ss 1 • Standard 7.3, ss 1 – 3
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	<ul style="list-style-type: none"> • Standard 2, ss 1 – 2.1 (b) • Standard 5, ss 1 & 3 • Standard 6, ss 1 – 6
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.
Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

9. Review Schedule

This policy will be reviewed by the Governance Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Governance Board	26/3/2025	

Appendix 1: Student Support and Services Procedure Flow Chart

