

# Support for Students Policy

## Purpose

Whitecliffe Institute of Creative Arts and Technology (“Whitecliffe”) acknowledges the diversity of its student body and the full range of its students’ capacities and capabilities and is committed to ensuring its students are provided with the support and resources required to assist them to be successful in their studies.

The Support for Students Policy outlines the support available to students to assist them with successfully completing their units, and how Whitecliffe ensures students are aware of their support options.

This policy further outlines principles of accessibility, early intervention, inclusive practice and continuous improvement in alignment with the Higher Education Standards Framework (2021).

## Scope

The Support for Student Policy is applicable to all students undertaking a Whitecliffe Higher Education qualification and is in accordance with Whitecliffe’s obligations under the Higher Education Support Act 2003. This policy applies to academic and non-academic support, including support for students with disability, health conditions, mental-health challenges and complex personal circumstances.

## Related Policies and Documents

This policy and procedure should be read in conjunction with the following policies and related documents:

- Access and Equity Policy
- Admissions to Coursework for Domestic and International Students Policy and Procedure
- Assessment Policy
- Attendance and Participation Policy
- Bullying, Discrimination and Harassment Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Misconduct Policy and Procedure
- Monitoring Academic Progression Policy and Procedure
- Privacy Policy
- Reasonable Adjustment Policy and Procedure
- Sexual Assault and Sexual Harassment Policy
- Sexual Assault and Sexual Harassment Procedure
- Special Consideration Policy and Procedure
- Student Safety and Wellbeing Policy

All documents referenced herein can be accessed via the [Forms & Policies](#) section at the bottom of the homepage of the Whitecliffe website.

## Relevant Legislation and Frameworks

- Education Services for Overseas Students Act 2000 (ESOS Act)
- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003

## Definitions

For this Policy the following definitions apply:

<b>At-Risk</b>	means a student who is 'at risk' of not successfully completing their course of study or completing within the maximum allowable course duration
<b>Support Services</b>	Academic, wellbeing, administrative, and specialist services available to all students.
<b>Reasonable Adjustments</b>	Measures or actions to assist a student with a disability or a primary carer to participate in learning, teaching and assessment on an equivalent basis to other Students that are determined as reasonable in accordance.

## Policy

### 1. Support Services

1.1. Supporting students to attain their education aspirations requires a multi-faced approach that includes providing inclusive and safe campuses. In addition to facilitating a welcoming environment, Whitecliffe proactively offers students access to academic and non-academic support services, which include but are not limited to:

- Library Services,
- Student Support
- Academic Support,
- Student Wellbeing Support,
- Academic Skills Workshops,
- Disability and Access Support,
- Referral to external wellbeing, counselling and community services.

## 2. Information Provided to Students

- 2.1. Whitecliffe publishes information regarding the available support for students on its website, handbooks, and throughout its Learning Management System (LMS).
- 2.2. This information is supplemented by other types of support available in the community, including financial management support.
- 2.3. All support information is provided in accessible formats wherever possible, including captioned content, readable templates, and plain-language communication.
- 2.4. Whitecliffe provides information on student support through multiple channels, including orientation, LMS announcements, periodic newsletters, and direct communication to ensure consistent and equitable access to support information.

## 3. Student Engagement

- 3.1. Engagement is achieved through a robust orientation program at the start of a student's journey.
- 3.2. The orientation program plays a pivotal role in ensuring the successful transition of students into the academic and social fabric of the Institute.
- 3.3. By providing valuable insights into campus resources, academic expectations, and fostering connections with fellow students and faculty, the orientation program creates a foundation for a positive and enriching higher education experience.
- 3.4. It equips students with the necessary tools to navigate the challenges of higher education, instils a sense of belonging, and sets the stage for personal and academic growth throughout their educational journey.
- 3.5. Students are also informed during Orientation of how to access reasonable adjustments, counselling referrals, wellbeing resources and academic support.
- 3.6. Orientation includes introductory activities to support early identification of learning needs and transition challenges.

## 4. Monitoring Student Success

- 4.1. Whitecliffe actively monitors student engagement to identify students who may be "at risk" of not successfully completing their units and implements appropriate interventions involving academic and/or student support advisors.
- 4.2. Whitecliffe identifies students in need of targeted individual literacy, numeracy and other academic support requirements and communicates to them the support services available to assist them in successfully completing their units.
- 4.3. Whitecliffe monitors "at risk" students' progression to ensure they are meeting progression rules.
- 4.4. Academic Services provides reports to the appropriate governing bodies regarding the success of its different student cohorts, including those categorised as "at risk".
- 4.5. Students who disclose disability or health conditions are supported through a Learning Support Arrangement, which may include reasonable adjustments.
- 4.6. Engagement data forms part of regular reporting to governance bodies to support continuous improvement.

- 4.7. Monitoring processes may include analysis of LMS learning analytics, attendance monitoring systems, non-submission alerts, and other indicators used to identify changes in academic engagement.

## 5. Supporting “at risk” Students

- 5.1. Identifying and supporting students “at risk” is a crucial aspect of fostering an inclusive and effective educational environment.
- 5.2. By proactively identifying “at risk” students, Whitecliffe can implement tailored interventions, ranging from academic assistance to mental health resources, fostering a culture of care and empowerment. This proactive approach not only enhances individual student success but also contributes to the overall well-being of the entire Whitecliffe community.
- 5.3. Whitecliffe, in relation to students who have been identified as “at risk” of not successfully completing their units of study, ensures that additional support is available to assist those students with overcoming these issues.
- 5.4. Whitecliffe proactively offers academic adjustment arrangements to students who have reported/disclosed non-academic issues that put them at risk of not successfully completing their studies.
- 5.5. Whitecliffe may develop a formal intervention plan for students demonstrating sustained disengagement or academic difficulty.
- 5.6. Where a student is unresponsive to outreach and appears to be experiencing wellbeing risk, staff may enact internal welfare escalation procedures.
- 5.7. Support for students with disability is guided by anti-discrimination legislation and institutional Reasonable Adjustment procedures.
- 5.8. Where appropriate, staff collaborate across academic, wellbeing, and administrative functions to ensure coordinated support for students with complex needs.
- 5.9. Students experiencing acute wellbeing, safety, or mental-health concerns may be referred to internal welfare processes or external emergency services under Whitecliffe’s critical incident or wellbeing procedures.

## 6. Procedures

- 6.1. All procedures related to the provision of student support at Whitecliffe are listed in the Related Policies and Documents section above.
- 6.2. Responsibilities
  - 6.2.1. *Students*
    - Engage with study requirements
    - Seek support early when experiencing difficulty
    - Provide documentation for adjustments if required
    - Respond to reasonable attempts by staff to contact them regarding wellbeing or academic progress
    - Communicate promptly if support needs or circumstances change

### 6.2.2. Staff

- Monitor student engagement indicators
- Refer students to appropriate support services
- Implement reasonable adjustments as outlined in support plans
- Maintain confidentiality in handling student information and comply with Privacy legislation
- Participate in required training related to inclusive practice, accessibility, and supporting at-risk students

### 6.3. Review and Quality Assurance

Whitecliffe reviews the effectiveness of student support through:

- Engagement and progression data
- Lecturer feedback
- Student surveys
- Annual review of this policy
- Academic Board reporting
- Analysis of support service utilisation trends (academic, wellbeing, and adjustment-related)
- Feedback from students participating in Learning Support Arrangements or reasonable adjustments
- Action plans arising from Learning and Teaching Committee or governance reviews

## Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
1.0	11 Oct 2016	Teaching and Learning Committee	Academic Board	Policy prior to change of Ownership
1.1	01 Oct 2019	Collaborative	Academic Board	Policy prior to change of ownership
1.2	04 May 2023	Quality Assurance Manager	Academic Board	Renamed Student Support Policy [formerly Orientation and Transition Support Policy] Addition of SSA/ASA
1.3	30 Nov 2023	Director of Operations and Compliance	Academic Board	Renamed Support for Students Policy in line with guideline and obligation changes under HESA 2003 because of the cessation of 50% rule for FEE-HELP eligibility for students [2023]
1.4	25 March 2026	Academic Governance Lead	Governing Board	Added new "Definitions", "Support Services", "Information Provided to Students", and "Monitoring Student Success". Updated Purpose, Scope, Related Policies and Documents, and Procedures, sections.

## Policy Information

<b>Author:</b>	Academic Governance Lead
<b>Policy owner:</b>	Chief Academic Officer
<b>Approved by:</b>	Governing Board
<b>Approval date:</b>	25/03/2026
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