

1. Policy Name	SUPPORTING STUDENTS
2. Policy Number	A019_PO_HE (Academic)
3. Purpose	To provide clear information on how Whitehouse identifies and supports students “at risk” of course progression to help them succeed in the course they are enrolled in, and report to the Commonwealth, annually. To ensure that students at risk of failing to pass their courses are identified and properly supported to study successfully.
4. Scope	The policy applies to all higher education students throughout their experience at Whitehouse, including the application, selection and admission process and their learning journey during their active enrolment to course completion and graduation.
5. Application	This policy applies to any enrolled higher education student needing support at Whitehouse and staff members engaged in and having a role and responsibility in supporting students in their learning journey. In conjunction with this policy, Whitehouse staff and students must read and familiarise themselves with the relevant Whitehouse policies/ procedures listed in the Key Documents section below.
6. Policy Statement	This policy is a response to the Federal government’s acceptance of the Australian Universities <u>Accord</u>, Interim report, 2023 ¹ findings which identified an issue with the 50 per cent pass rule which made students ineligible for further Commonwealth assistance (FEE-HELP) funding, under the job-ready graduates (JRG) package, and its recommendation that it be repealed. The Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023 (the Bill) passed on 19 October 2023. The Bill removes the 50 per cent pass rule and strengthens accountability and reporting requirements for higher education providers through new <u>Support for students</u> policy. The amendment is Chapter 10A <i>Support for students</i> policy, Schedule 1 – Amendments to the Higher Education Provider Guidelines, 2023, sub-sections 49A and 49B. The intention of this policy is to ensure that students at risk of failing to pass their courses are identified and properly supported to succeed.
7. Background	One of the key findings of the Australian Universities <u>Accord</u>, Interim report, was that the 50 per cent subjects pass rule was having an adverse effect on student learning progression, placing them “at risk”, limiting their opportunities to progress and succeed in their studies, and affecting their safety and wellbeing. Students that were identified as most affected were those from equity and disadvantaged

¹ Australian Universities Accord, Interim Report, Australian Government, 2023. Priority Action 2, page 12.
<https://www.education.gov.au/australian-universities-accord/resources/accord-interim-report> (Accessed 30/11/2023)

	groups, namely, from NESB, low socio-economic backgrounds, first nations people and women ². A key recommendation of the report was to repeal the 50 percent rule and replace it with a targeted institutional provider policy response in developing and implementing a <i>Support for students</i> policy, starting January 1 2024. ³ In response, this policy is aligned to <i>Schedule 1 – Amendments to the Higher Education Provider Guidelines, 2023, Chapter 10A Support for students policy, sub-sections 49A and 49B of the Act</i>.
8. Supporting students	8.1 IDENTIFYING STUDENTS IN NEED OF SUPPORT, WITH A PARTICULAR REFERENCE TO “AT RISK” STUDENTS, (Section 10, 49a, of the Higher Education Act) The process for identifying students “at risk” starts early, from a course inquiry, to application, admission, and enrolment processing, then parallels the student’s learning journey to course completion. 8.1.1 During the course inquiry, application, selection, and admission process 8.1.2 During the early weeks and before census date, and 8.1.3 After census date and throughout their learning journey. 8.2 SUPPORTING IDENTIFIED “AT RISK” STUDENTS 8.2.1 Student learning progress may be adversely affected by a variety and combination of factors, academic and / or non-academic, and which are case specific, as documented in a Student Consultation Form. 8.2.2 Students who reach out for support or are identified as potentially or actually “at risk” of progression due to specific reasons / causes are supported with an Individual Learning Plan (ILP), as detailed in the Student Progression and Exclusion procedure (sections 5, 6, 9). 8.3 SUPPORTING STUDENTS, BASED ON A RANGE OF INDIVIDUAL CIRCUMSTANCES AND CONDITIONS, (Section 10, 49 e – 49n of the Act) The Individual Learning Plan (ILP) targets the identified factors (academic and/or non-academic) that have placed a student at risk with a personalised support strategy to address them, as detailed in corresponding Whitehouse procedure, related to: 8.3.1 Wellbeing and safety, (arising out of bullying, discrimination, sexual assault, or harassment). 8.3.2 Access and Equity (students from identified equity groups, and first nations people) 8.3.3 Critical incidents (such as accidents, domestic violence, trauma, sexual assault) 8.3.4 Reasonable adjustments (medical condition, disability, or impairment) 8.3.5 Special considerations / circumstances (unforeseen events such as financial hardships, natural disasters, pandemics, personal/family/compassionate reasons) 8.3.6 Difficulties in coping with the study lead.

² *Ibid.*, p.24, pp.73-74

³ Official communique by the Commonwealth to higher education providers, 27/11/2023.

9.Rights and Responsibilities	9.1 Students have the right and are encouraged to ask for and receive help in support of their learning that is negatively affected by events, circumstances (both planned and unforeseen) to assist them in their course learning and progression. 9.2 Students are expected in the normal course of their studies and while receiving learning support to conduct themselves in an ethical and collegial manner, and to apply themselves with professionalism, efficiency, fairness, impartiality, and honesty. (Refer Code of Conduct – Students Policy) 9.3 Staff are expected in the normal course of their employment to perform their work and conduct themselves in an ethical and collegial manner, and to carry out their duties with professionalism, efficiency, fairness, impartiality, and honesty. (Code of Conduct – Staff Policy). 9.4 Staff are conversant with this and related policies in their role supporting students at risk, and undertaking professional development where needed.
10.Promulgation	10.1 The policy is published on the Whitehouse website at: https://whitehouse-design.edu.au/policies-procedures/ in accordance with paragraph 19-43(2)(b) of the Higher Education Act. 10.2 Whitehouse policies are monitored and updated, as required, and reviewed annually. 10.3 The policy will be communicated to students in a range of media and forums: Website, notification via the Learning Management System; announcement during O-Week; email notifications to students on course commencement and at subsequent Trimesters.
11.Reporting	(Vis 10.1 Section 49b of the Higher Education Act). 11.1 For the purposes of paragraph 19-43(6)(a) of the Act, Whitehouse (Student Administration) will report de-identified student information, and 11.2 For the purposes of paragraph 19-43(6)(b) of the Act, Whitehouse will report on the implementation of the policy to the Commonwealth, annually.
12.Definitions	Student: means a person who is currently enrolled in a course at Whitehouse or a former student where the breach occurred when they were an enrolled student. Staff or Staff Member: means an employee of Whitehouse, including a casual employee. “At risk” student: A student’s ‘Academic Performance’ is deemed ‘at risk’ if he/she: • fails for the first time the first assessment submission in any subject in the course. • fails to attend two consecutive/non-consecutive classes per subject, (at risk – warning), OR • continues to be absent from class after receiving a first warning letter (at risk – show cause) • has not submitted one or more assessments for a subject (at risk – warning) (refer to Assessment Policy and Procedure), OR • fails a subject in any Study Period (at risk – warning), OR • fails the same subject twice, (at risk – show cause), OR • fails 50% or more of the course at each progression period, (at risk – show cause), OR • fails to meet any conditions previously imposed on their enrolment by the Academic Director, (at risk – show cause), OR

	• is being negatively affected by non-academic matters due to circumstances beyond their control, such as a serious illness, or hospitalization, natural disaster, pandemic, compassionate grounds that are compelling. • exceeds the maximum period allowed for course completion. Support Services – refer to: (i) internal information and advice using various internal communication forms and media provided to students by Whitehouse (e.g. Student Handbook; Website, Orientation) (ii) internal support services related to the student journey from application to graduation, as detailed in this and related Whitehouse Procedures. (iii) information and advice about support related to external services, as published on the Whitehouse website, detailed in this and related Whitehouse Procedures. Persons from equity and/or disadvantage groups means: Low Socio Economic; NESB; First nations people; persons from disadvantage, disability or impairment which includes physical, intellectual, psychiatric, or psychological, learning, or cognitive disabilities. Wellbeing: broadly encompasses ‘overall wellness’ of the individual, and ‘freedom from harm’. More specifically, a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships, and experiences. Student wellbeing is described as pervasive in that it affects most aspects of a student's functioning at school. https://www.education.gov.au/student-resilience-and-wellbeing Safety: relates to student and staff safety on campus and online. Complaint: Academic or non-academic as per the relevant policy / procedure. Complainant: means the person who made the complaint (academic or non-academic) Digital forums: interactive websites, learning platforms such as Google Classrooms, email, and social media apps.
13.Relevant Legislation	• Higher Education Support Act (Cth) • Higher Education Standards Framework (Threshold Standards) 2021 • Education Services for Overseas Students Act 2000 (Cth) • Human Rights and Equal Opportunity Commission Act 1986 (Cth) • Australian Human Rights Commission Act 1986 • Sex Discrimination Act 1984 • Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 (Cth) HELP LINES: • Australia wide: 1800 RESPECT (1300 737 732). In an emergency call 000. • NSW Rape Crisis Centre: (02) 9819 6565. Outside Sydney: 1800 424 017 • VIC Sexual Assault Crisis Line 1800 806 292 • QLD Sexual Assault Helpline 1800 010 120 • Human Rights Commission 1300 656 419 (local call) • National Student Ombudsman https://www.nso.gov.au/ • Australian Counselling Service https://www.acscounselling.com.au/ • Lifeline (Crisis Support) - 13 11 14 • Beyond Blue (Depression and Anxiety) - 1300 224 636 • Blackdog (Clinical resources for Mental Health) - 02 9382 2991 • Suicide Call Back Service (Help with Suicidal thoughts) - 1300 659 467 • Kids Help Line Age 25 and Under (Any Reason, Any Time) - 1800 551 800

	• Mens Line (Support for Men) - 1300 789 978 • Headspace Mental Health for Youth (Life issues in work and study) - 03 9027 0100 References: • Australian Universities Accord, Interim Report, Australian Government, 2023. Priority Action 2, page 12. https://www.education.gov.au/australian-universities-accord/resources/accord-interim-report (Accessed 30/10/2023) • TEQSA Guidance note - Wellbeing and Safety • TEQSA Guidance note – Grievance and Complaint Handling.
14.Key Related Documents	Whitehouse Policies and Procedures • Code of Conduct (Students). • Code of Conduct (Staff). • Selection and Admission. • Access and Equity. • Bullying, Harassment and Discrimination. • Assessment. • Student Progression. • Withdrawal – Deferment. • Exceptional Circumstances (Recredit FEE-HELP or Tuition Fee Re-Fund). • Critical Incident. • Risk Management. • Student Wellbeing and Support Services. • English Language Proficiency. • Grievance and Complaints, Academic. • Student Grievances and Complaints Resolution, Non-Academic. Related / supporting collaterals: • Course enrolment guides and handbooks. • Student consultation form. • Student “at risk” communication form letters – various. • Individual Learning Plan (ILP). • Student wellbeing framework & Student wellbeing and support – first response protocols. • Application for special consideration – assessment. • Application for assessment extension or re-submit or appeal a result. • Grievance, academic or non-academic.
Responsible Officer	Chief Executive Officer
Approval Authority/ Authorities	Board of Governors

Date Approved	20/12/2023		
Date of Commencement	21/12/2023		
Date for Review	20/12/2026		
Documents superseded by this Procedure	Nil. This is a new policy.		
Amendment History	10/2025 - Added links to the National Student Ombudsman, and Australian Counselling Service - Checked and updated broken links. 01/2024. - This is a new policy.		
Signed and dated for Whitehouse Institute Pty Ltd			
	Signature	Leanne Whitehouse	20 12 2023
		Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Governance
Stakeholders	- Students - Staff - Executive Management - Academic Board - Board of Governors