2.3.4 Student Health and Wellbeing Strategy (HE and VET)

1.0 Purpose

AE's Student Health and Wellbeing Strategy is designed to prioritise the overall wellbeing of students as a fundamental element for advancing academic success and educational experience. This purpose is rooted in a multi-faceted understanding of the challenges students face, recent research findings, and the institution's commitment to providing tailored services that address students' complex and evolving needs.

The strategy's purpose is underpinned by feedback from international students, which reveals that personal safety and security play a pivotal role in influencing international students' decision to study in Australia. For example, the QILT study reports that an overwhelming 96.2% of surveyed students consider personal safety extremely important when selecting their study destination. This strategy builds on the foundation laid in AE's 2021 Mental Health Strategy, indicating a sustained commitment to enhancing student wellbeing. The intention is to evolve and expand these efforts to encompass a comprehensive approach that addresses student welfare's mental and physical health aspects.

AE's Student Health and Wellbeing Strategy seeks to address key issues affecting students' wellbeing. These issues include discrimination, limited opportunities for peer engagement, and a sense of belonging within the institution. By prioritising mental health and building a nurturing environment, AE aims to mitigate the negative effects of these challenges on students' academic performance and overall quality of life.

The central purpose of this strategy is to acknowledge and act on the profound influence of mental health on students' overall capabilities. Research demonstrates that psychological distress can lead to reduced engagement, lack of motivation, diminished self-confidence, and even withdrawal from educational pursuits. AE's commitment to student wellbeing is ethical and arises from an understanding of the academic consequences of inadequate mental health support.

2.0 What is Health and Wellbeing?

Understanding health and wellbeing is complex as a result of diverse cultural perspectives. In Western societies, health is often seen through a biomedical lens, focusing on fixing medical problems. Conversely, Eastern philosophies tend to emphasise a holistic balance. The social health model goes beyond disease absence, considering societal, economic, environmental, and personal factors. The alternative model combines biomedical and social views, endorsing treatments like acupuncture. Indigenous Australians view health comprehensively, including social, emotional, spiritual, and ecological aspects, driven by cultural determinants centred on empowering values.

3.0 Why do we need a plan?

As an educational institution, our emphasis on health and wellbeing is essential. It's not just about meeting standards; it's our ethical and moral duty to protect everyone associated with AE. The link between student wellbeing and educational success is evident in the 2022 Student Experience Survey (SES) and numerous studies. Students facing psychological distress struggle with motivation, cognitive ability, focus, and academic success, increasing the risk of premature departure. AE's commitment to student wellbeing goes beyond obligations; it's integral to enhancing education quality and effectiveness, developing a holistic approach throughout the student journey.

Ensuring that AE is clearly focused on the health and wellbeing of students also aligns the Higher Education Standards Framework Section 2.3 Wellbeing and Safety.

4.0 So, what are the challenges that affect our student's wellbeing?

Higher education can be a tumultuous journey for many students, marked by academic challenges, personal responsibilities, and looming expectations. This phase of life, defined by pivotal academic decisions and personal growth, brings unique stressors. Froud and Andrewes[1], in their reflective publication, shine a light on the anxieties that students face. These range from the fear of failure and the daunting task of mastering academic writing to the strain of balancing financial constraints and personal responsibilities.

However, the landscape becomes even more intricate for international students, who grapple with the same blend of academic hurdles plus additional nuances. The 2010 study by Marginson et al. serves as a touchstone in this discourse, mapping out international students' challenges[2]. Their journey encompasses myriad tests, from acclimatising to a new culture and achieving proficiency in the English language to the often overlooked yet pressing concern of finding reliable housing. Accentuating this narrative, Shadowen et al. [3] highlight the strong ties between depressive symptoms in international students and a triad of challenges: linguistic barriers, experiences of discrimination, and the overarching stress of acculturation. Recognition of these challenges has underpinned the development of AE's Theoretical Framework for Student Wellbeing.

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[1] . Froud and Andrewes, in their reflective publication, shine a light on the anxieties that students face. These range from the fear of failure and the daunting task of mastering academic writing to the strain of balancing financial constraints and personal responsibilities.

[2] Marginson, S., Nyland, C., Sawir, E., & Forbes-Mewett, H. (2010). International Student Security. https://doi.org/10.1017/CBO9780511751011

[3] Shadowen, N., Williamson, A., Guerra, N., Ammigan, R., & Drexler, M. (2019). Prevalence and Correlates of Depressive Symptoms Among International Students: Implications for University Support Offices. Journal of International Students, 9, 2166-3750. https://doi.org/10.32674/jis.v9i1.277

5.0 AE's Theoretic Framework for Student Wellbeing

At the foundation of AE's Theoretic Framework for Student Wellbeing lies an understanding rooted in Ryan and Deci's Self-determination Theory (SDT)[4]. This seminal theory of human motivation posits that true psychological wellbeing is cultivated when individuals meet their intrinsic psychological needs—autonomy, competence, and relatedness—especially within significant contexts like higher educational institutions. In such settings, autonomy translates to students taking charge of their learning trajectory, competence manifests as their self-assurance in mastering necessary skills for academic success, and relatedness evolves into their identification as valued members of the academic community. Adding to the work of Ryan and Deci[5] reinforced the importance of these three psychological needs in sustaining student wellbeing and introduced a fourth cornerstone: a sense of belonging. Their research emphasised that the routine affirmation of autonomy, competence, relatedness, and belonging serves as a psychological scaffold, enhancing students' autonomous motivation and engagement. Consequently, AE's Framework for Student Wellbeing is drawn from this approach to determine the following ABCD of guiding values:

- **Autonomy**
  Autonomy, in the context of student wellbeing and AE's framework, refers to students' capacity and opportunity to take charge of their own learning trajectory. It involves granting students the freedom to make informed choices, set goals, and determine the direction of their educational journey based on their interests, strengths, and aspirations.

- **Belonging**
  In the context of AE's framework, belonging emphasises the creation of an environment where students feel they are valued for their unique identities and contributions. By nurturing a sense of belonging, AE aims to create a community where students thrive academically, socially, and emotionally, ultimately enhancing their overall wellbeing and educational experience.

- **Competence**
  Competence involves the acquisition of subject-specific knowledge and the cultivation of critical thinking, problem-solving abilities, and effective study strategies that enable students to excel in their educational pursuits. However, competence is more than a measure of academic performance; it encompasses a student's belief in their capacity to tackle challenges, accomplish tasks, and make meaningful

[4] Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68

[5] Ryan, R.M. and Deci, E.L. (2000) `Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being', American Psychologist 55: 68-78.

contributions to their field of study. It involves a sense of self-efficacy and the confidence to navigate complex concepts, engage in rigorous academic work, and adapt to evolving learning environments.

- **Dialogue**
  In AE's framework, dialogue complements autonomy, competence, and belonging. It highlights the importance of creating opportunities for students to collaborate, engage in open discussions, be part of a collective student voice and participate in shared activities that encourage a sense of camaraderie and mutual respect.

The student journey in higher education is rife with challenges, from academic pressures to personal responsibilities. International students face additional hurdles, including cultural adaptation and language proficiency. Recognising these complexities, AE developed a Theoretical Framework for Student Wellbeing.

Now, building upon this foundation, we delve into an action plan that focuses on the four key pillars: Autonomy, Belonging, Competence, and Dialogue. These pillars serve as the cornerstones of the health and wellbeing of our students. In the following sections, we will explore what we currently do and consider additional measures to strengthen our commitment to enhancing the overall wellbeing of our students throughout their educational journey.

6.0 Action Plan

6.1 Autonomy

In line with the principle of autonomy, AE recognises the importance of empowering students to take charge of their learning trajectories. This involves creating an environment where students can make choices that align with their interests and learning styles. To advance this guiding principle, AE implements the following actions.

6.1.1 Autonomy Pre-Enrolment Phase

Supplying comprehensive information during the pre-enrolment stages is essential for cultivating student autonomy. By offering clear insights into course structures, requirements, support services, and opportunities for self-directed learning, students are empowered to make informed decisions aligned with their aspirations, thereby taking ownership of their educational path.

Responsible Team/Person	Key Action 1: Equipping Students for Success	Related Policy, Procedures, Guidelines and Tools
Director of Student Recruitment	Supplying accurate information to students prior to enrolment enables them to make well-informed decisions about their education, aligning their choices with their aspirations and preferences.	7.2.1 Sales Material Integrity and Compliance Policy 1.1.0 Student Recruitment Framework 1.1.3 Student Enrolment Procedure 1.1.1 Admissions Policy for Overseas Students (HE and VET) 1.1.2 Admissions Procedure for Overseas Students (HE and VET) Student Handbook
Registrar	Providing offers to students, and detailing course prerequisites and English language proficiency criteria upfront aids autonomy by affording a transparent understanding of the commitments involved.	
Course Coordinators Student Service Manager	Developing orientation sessions that provide detailed information about course structures and work-based training components equips students with the knowledge they need to plan their academic path effectively, lending a sense of control over their education.	

Academic Support Officers Heads of Department	Providing insights into potential study challenges and available support services prepares students for potential hurdles and normalises seeking help, thus promoting autonomy in seeking the assistance they require. Sharing testimonials from current students who have thrived under AE's autonomy-focused approach provides real-life examples of how self-directed learning can lead to successful educational experiences.	2.4.1 Policy and Procedure – Complaints and Appeals AE Website 1.1.2 Admissions Procedure for Overseas Students (HE and VET) 1.1.0 Student Recruitment Framework 2.4.1 Policy and Procedure – Complaints and Appeals Deferment, suspension and cancellation policy and procedure. VET RPL and CT Policy and Procedure Student Assessment and Awarding of Grades Policy and Procedure Student Transfer Policy
All staff	Providing clear explanations of the appeals and complaints process further encourages students to assert their rights and preferences, enhancing their autonomy within the institution's framework.	
Responsible Team/Person	**Key Action 2: Planned and Considered Course Design**	**Related Policy, Procedures, Guidelines and Tools**
Teaching Staff Unit Coordinators/Senior Teaching Staff Head of Department	Ensuring that course design is well-structured with clear and relevant content, duration, and sequencing of course elements greatly enhance student autonomy. Clear content provides students with a roadmap for their learning, enabling them to understand what they'll be studying and how it connects to their goals. A well-defined unit helps students plan their schedules and commitments, allowing them to allocate time efficiently for learning while managing other responsibilities.	1.4.3 Course Development, Review and Approval Policy and Procedure Unit Coordinator Guidelines (HE) 5.3.1 Moderation, Validation and External Referencing Policy Staffing Guidelines

Teaching and Learning Committee AE Academic Board		5.1.1 Course Development, Review and Approval Policy 5.1.2 Course Development, Review and Approval Procedure AE Workload calculator (HE) 3.2.3 Teaching Staff Engagement and Assessment Procedure 3.2.1 Higher Education Professional Equivalence Policy 3.2.2 Academic Teaching, Training and Administrative Staff Policy and Procedures
Head of Department Teaching and Learning Committee Academic Board	Where possible, AE provides self-paced learning delivery that allows students to progress through the material at their own speed, accommodating diverse learning styles and paces. This flexibility enables students to adjust their learning journey according to their capabilities and preferences, promoting a sense of ownership over their education.	
Course Coordinators/ Program Managers	Course Coordinators have a responsibility to oversee the availability of appropriately qualified teaching staff and coordinating the program's delivery. This approach ensures that students can engage in their learning journey with confidence, knowing that the necessary expertise is accessible.	
Course Coordinators	Allocate teaching staff a workload that allows them to spend time with students. By allowing teaching staff time for consultations beyond scheduled teaching hours, students gain the autonomy to seek individualised guidance and support, tailoring their educational experience to their unique needs and preferences.	
Unit Coordinators Course Coordinators Head of Department	Incorporate assessment choices into the curriculum, where students can assess their learning progress, set goals for personal growth, and adjust their learning according to their preferred learning styles.	

Unit Coordinators Course Coordinators Head of Department	Ensure units are clearly designed and align with proposed learning outcomes/units of competency, including clearly developed assessment guides/rubrics.	

Responsible Team/Person	Key Action 4: Creating Student Friendly Campuses	Related Policy, Procedures, Guidelines and Tools
Campus Managers Student Services Officers Academic Support Staff	Providing easy access to libraries, online databases, research materials, and learning platforms empowers students to explore subjects beyond the classroom and engage in self-directed learning. Creating versatile spaces for studying, collaboration, and individual work allows students to tailor their learning environment to their preferences and learning styles.	
	Clear signage that helps students discover the resources and support services available to them, where to find them and how to access them.	
	Facilitating student autonomy, campuses enhance self-directed learning by prominently displaying information on campus and maintaining an accessible repository of resources. This repository encompasses both on-campus and off-campus services, such as transport details, student support resources, and information about community health and wellbeing services.	

6.1.2 Autonomy Enrolment Phase

This section looks at the practical steps and initiatives we do to enhance autonomy among our enrolled students. Autonomy plays a vital role in students' educational journeys, allowing them to take control of their learning experiences.

Responsible Team/Person	Key Action 5: Access = Autonomy: Equipping Students for Success in Study	Related Policy, Procedures, Guidelines and Tools
Teaching Staff Academic Support Staff Student Services	When teaching and support staff introduce students to the library, research databases, and online learning platforms during enrolment, they provide essential tools for independent exploration beyond the classroom. This initiative empowers students to delve into diverse subjects, encouraging self-directed learning and enabling them to proactively shape their educational journey. Informing students about the availability of academic support, encompassing workshops and online resources ensures that they have the means to enhance their learning. Ensuring that students have access to and awareness of how to use communication systems, including email, Microsoft 365, learning management systems (Moodle, In-Place) and student management systems (RTO Manager). Equipping students with access to policies and guidelines on academic integrity further empowers responsible and ethical engagement in their educational pursuits.	5.2.1 Fostering Academic Integrity Policy 5.2.2 Fostering Academic Integrity Higher Education Procedure 5.2.3 Fostering Academic Integrity VET Procedure Academic Integrity Team Guidelines. Academic Integrity SharePoint Site (Integrity Team restricted) AE Website Student Handbook Moodle Study-Prep Program Unit Outlines (HE) Website
Dean Quality Assurance Manager Webmaster Academic Board	Having clear policies and procedures readily accessible to students empowers their autonomy by providing clear guidelines for navigating various aspects of their academic journey. When students can easily access information about expectations, rights, and processes, they are equipped to make informed decisions, take ownership of their responsibilities, and confidently engage with the educational institution.	
Responsible Team/Person	**Key Action 6: Charting the Course with Clear Learning Goals**	**Related Policy, Procedures, Guidelines and Tools**

Teaching Staff Academic Support Staff Course Coordinators Teaching and Learning Committee Academic Board Course Advisory and Review Committees Dean Head of VET	Develop assessment guidelines and rubrics that align with unit learning outcomes.	1.4.1 Student Assessment and Awarding of Grades Higher Education Courses Policy 3.2.3 Teaching Staff Engagement and Assessment Procedure 5.1.1 Course Development, Review and Approval Policy 5.1.2 Course Development, Review and Approval Procedure 5.3.1 Moderation, Validation and External Referencing Policy 5.3.2 HE Moderation, Validation and External Referencing Procedure VET- Conducting Assessments
	Clearly communicate assessment criteria and expectations to students at the beginning of each unit.	
	Encourage open communication between teaching staff and students regarding assessments.	
	Create a flexible and manageable schedule that allows students to dedicate time to their studies.	
	Promote time management skills through workshops and resources.	
	Encourage students to set aside dedicated study time each week.	
	Establish a consistent feedback timeline for assignments, quizzes, and assessments.	
	Encourage teaching staff to provide constructive and timely feedback to students.	
	Create a feedback loop that allows students to ask questions and seek clarification.	
	Monitor the effectiveness of feedback practices and make improvements as needed.	

6.1.3 Autonomy Post-Enrolment Phase

Our mission is not just to enrol students but to equip them with the skills, knowledge, and confidence needed to excel in their chosen careers. This action plan outlines the steps we'll take to create and support workplace-ready graduates who are prepared to make a meaningful impact in their respective industries.

Responsible Team/Person	**Key Action 7: Promoting Professional Readiness**	Related Policy, Procedures, Guidelines and Tools

Unit Coordinators Course Coordinators Head of Department Fieldwork Placement Teams Campus Managers Student Services	Regularly review and update course content to align with the state's industry needs and regulations.	1.3.1 Student Orientation Policy 5.4.1 Delivery with Other Parties Policy (under review). 5.2.1 Fostering Academic Integrity Policy Student Resources - Moodle
	Collaborate with local industries and employers to identify current and future workforce requirements.	
	Ensure that course materials emphasise state-specific knowledge and skills necessary for workplace success.	
	Encourage students to design and lead workshops on topics they are passionate about. This practice not only provides valuable learning experiences but also instils a sense of responsibility and ownership.	
	Establish partnerships with local industries to provide work placement opportunities, internships, and networking events.	
	Create platforms for students to engage with industry professionals, such as guest lectures, industry panels, and career fairs.	
	Incorporate real-world industry examples and case studies into teaching.	
	Offer workshops on employability skills, including résumé writing, interview techniques, and workplace etiquette.	
	Provide resources and guidance on job searching, networking, and career planning.	
	Use feedback from students to continually improve the content and delivery of employability workshops.	
	Conduct surveys and interviews with alumni who have transitioned into workplaces.	
	Analyse data to identify trends, areas for improvement, and success stories.	

	Use alumni feedback to refine curricula, career services, and industry connections.	

6.2 Belonging

Within the AE framework, belonging takes on a pivotal role. This principle underscores the importance of creating an environment where every student, including international students, feels that their individual identities and perspectives are respected and valued. For an international student, belonging might manifest as having their cultural practices recognised, being included in discussions and activities, and receiving support tailored to their unique challenges and experiences. By promoting such inclusivity, AE aims to create a community where all students, regardless of background, experience academic success and a socially and emotionally rich education and overall wellbeing.

6.2.1 Belonging Pre-enrolment Phase

Creating a culture of belonging during the pre-enrolment phase of the student's life cycle is crucial for setting positive expectations and ensuring a smooth transition for students. Here's what it might look like:

Responsible Team/Person	Key Action 8: Showcase Inclusiveness and Representation	Related Policy, Procedures, Guidelines and Tools
Director of Student Recruitment Web designer Sales and Marketing Team	Ensure that all marketing materials feature a diverse range of students from various backgrounds and experiences. Highlight the institution's commitment to diversity and inclusion through visuals and messaging. Collaborate with current students to gather authentic content for promotional materials. Use inclusive and positive language in all pre-enrolment communications. Testimonials: We share stories from diverse current students or alumni, offering prospective students relatable experiences.	7.2.1 Sales Material Integrity and Compliance Policy 1.1.0 Student Recruitment Framework AE Website Marketing Brochures 2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure 1.3.1 Course Orientation for Students Policy Student Handbooks

	Virtual tours and campus life or videos of campus life that offer virtual experiences that give a genuine sense of the institution's culture, highlighting spaces and initiatives that promote belonging. Provide training for staff involved in communication to promote awareness of inclusive language. Collect and share stories from a diverse group of current students and alumni that highlight their unique experiences and perspectives.	Unit Outlines AE Website 5.1.1 Course Development, Review and Approval Policy Hospitality resubmission, reassessment, and reenrolment fees ICT Acceptable Use
Unit Coordinators Course Coordinators Head of Department Course Designers	The information that students receive in their course is relevant to the State in which they live and expect to work and written using inclusive language and images.	
Responsible Team/Person	**Key Action 9: Creating and Sustaining Cultural Harmony**	**Related Policy, Procedures, Guidelines and Tools**
Dean Quality Assurance Manager All Program Managers Student Services Manager Course Coordinators	Ensure policies and procedures are in place and readily available, making clear AE's stance on anti-discrimination, inclusivity, and student support.	2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure Policy and Procedure - Equal Employment Opportunity (EEO) and Anti Bullying
	Recruiting a diverse team not only enriches the educational experience by offering a variety of perspectives but also allows students to see themselves represented in AE’s staff, encouraging a sense of belonging and connection in the College.	3.2.1 Higher Education Professional Equivalence Policy

Campus Managers Course Coordinators All line managers	Having a diverse team student service officers and academic support staff helps ensure that international students encounter staff who understand their unique needs and backgrounds, creating a welcoming and supportive atmosphere during the enrolment process. Wherever possible, promote the inclusion of ATSI employees.	3.2.2 Academic Teaching, Training and Administrative Staff Policy and Procedures 2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure 3.2.3 Teaching Staff Engagement and Assessment Procedure
	Cultural Sensitivity Training: Offering cultural sensitivity training where required for staff who interact with prospective students can ensure that they are prepared to embrace and respect cultural differences from the very beginning.	2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure POLICY AND PROCEDURE – Scholarship and Professional Development
	Online Orientation Hosting online orientation specifically for students who can't make Welcome Days, where they can learn about the campus culture, and connect with current international students, can help build a sense of belonging even before arriving on campus.	1.3.1 Course Orientation for Students Policy
	Support and promote a variety of student organisations that cater to diverse interests and backgrounds. Collaborate with organisations that promote diversity and inclusion. Establish partnerships with colleges or universities from different countries or backgrounds for student and faculty exchanges.	5.4.1 Delivery with Other Parties Policy (under review). 2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure

6.2.2 Belonging Enrolment Phase

Creating a culture of belonging during the pre-enrolment phase of the student's cycle is crucial for setting positive expectations and ensuring a smooth transition. Here's what we do or can do to create a sense of belonging for students in our campuses.

Responsible Team/Person	Key Action 10: Create a Welcoming Environment for All.	Related Policy, Procedures, Guidelines and Tools
Dean Quality Assurance Manager All Staff Teaching Staff Unit Coordinators Course Coordinators Heads of Department Campus Managers Course Coordinators	Ensure policies and procedures are in place and readily available, making clear AE's stance on anti-discrimination, inclusivity, and student support.	2.2.1 Respecting Diversity and Facilitating Access and Equity Policy and Procedure Policy and Procedure - Equal Employment Opportunity (EEO) and Anti Bullying 5.1.1 Course Development, Review and Approval Policy 5.1.2 Course Development, Review and Approval Procedure 5.4.1 Delivery with Other Parties Policy (under review). Student Handbook Website Promotional Material Moodle Platform
	Greet and smile at students and staff when on campus! Even the simplest acts of noticing and welcoming students can significantly enhance their sense of belonging.	
	Embrace a teaching approach that draws upon the collective knowledge and experiences of students to invite a sense of worth and belonging.	
	Developed curricula that incorporate diverse perspectives and cultural experiences ensures that students see their identities represented in their academic studies, encouraging a sense of belonging in the classroom.	
	Support and promote a variety of student organisations that cater to diverse interests and backgrounds. Collaborate with organisations that promote diversity and inclusion. Establish partnerships with colleges or universities from different countries or backgrounds for student and faculty exchanges. Ensure that physical spaces, like buildings and classrooms, are accessible to people with disabilities.	
	Organising support groups or mentorship programs where current students, both local and international, can guide and assist newly enrolled international students helps them integrate and feel valued from the start. (Sydney's Welcome Group)	

	Host cultural events that celebrate various cultures, traditions, and holidays. Encourage students to participate and share their own cultural heritage.	
	Support and promote student clubs and organisations that represent a wide range of interests, identities, and cultures. These groups provide spaces for students to connect with like-minded peers.	
	Ensure that campus events, activities, and programming are designed to be inclusive and accessible to all students. Consider diverse food options, music, and themes for events.	
	Ensure that students have access to designated safe spaces on campus where they can gather, discuss, or relax. These spaces should be inclusive and welcoming to all, providing a sense of community.	
Responsible Team/Person	**Key Action 11: Personalising the Student Experience**	
Teaching staff Student services Campus managers	Students are more likely to feel a sense of belonging when feedback is personalised and actionable. They are encouraged to ask questions, seek clarifications, and actively participate in discussions, contributing to a dynamic learning environment.	3.2.3 Teaching Staff Engagement and Assessment Procedure
	Where possible, communications with students should use their preferred names rather than be generic communication strategies or “Dear Student” templates.	

6.2.3 Belonging Post- Enrolment Phase

The sense of belonging doesn't end with graduation; it's a lasting connection that students carry with them throughout their lives. In the post-enrolment phase and beyond, maintaining a sense of belonging is equally vital. Alumni who feel connected to our college are more

likely to give back, mentor, and advocate for their institution. This bond not only benefits the graduates but also strengthens AE's community and impact.

Responsible Team/Person	Key Action 11: Going Full Circle	Related Policy, Procedures, Guidelines and Tools
Campus Manager	Inviting alumni back to the campus as guest speakers and for networking opportunities with current students (Welcome Days, Cultural Events, Graduation Ceremonies etc).	Student Representation and Participation Policy and Procedure
All staff	Reach out to previous students for work placement opportunities and link new students with previous students to continue the learning connection.	

6.3 Competency

Competence, as defined within the student wellbeing framework at AE, signifies a student's growing self-confidence and proficiency in acquiring the essential skills for academic achievement. This encompasses not only the acquisition of subject-specific knowledge but also the development of critical thinking, problem-solving capabilities, and effective study methods, all of which empower students to excel in their educational pursuits.

6.3.1 Competency Pre-Enrolment Phase

Pre-enrolment sets the stage for success. It's the phase where students lay the foundation of their academic journey by honing essential skills, clarifying goals, and making informed choices. Developing competency during this crucial period equips students with the tools they need to thrive in their chosen fields. It's not just about getting in; it's about getting ready. Preparing students to excel academically and professionally starts well before enrolment, ensuring they're poised for achievement from day one.

Responsible Team/Person	Key Action 12: Supporting Students with Key Skills to Thrive	Related Policy, Procedures, Guidelines and Tools
Academic Support Team	Study Skills Program for all new students: Short preparatory modules that cover foundational concepts of studying in Australia, academic integrity, and tips on developing professional English proficiency,	1.1.1 Admissions Policy for Overseas Students (HE and VET)

Student Services Anita	helping students build a strong academic foundation before officially commencing. Create informative materials or videos that outline effective study techniques, time management strategies, and tips for academic success, readily available to prospective students.	1.1.2 Admissions Procedure for Overseas Students (HE and VET)
	LLN Testing for VET students to identify students that may need additional assistance and provide support early for them to achieve.	LLN Robot
	Academic Integrity Unit (DCS) Provide helpful information early in the study journey to help students understand how to study with academic integrity.	Moodle Academic Integrity Unit – VET 5.2.1 Fostering Academic Integrity Policy 5.2.2 Fostering Academic Integrity Higher Education Procedure 5.2.3 Fostering Academic Integrity VET Procedure 1.1.3 Student Enrolment Procedure
	Helping students to understand their course structure so that they can make informed decisions when they complete their own online enrolments.	

6.3.2 Competency Enrolment Phase

The enrolment phase marks the beginning of a student's journey towards competency. It's the foundation upon which knowledge and skills will be built. During this pivotal step, students not only select their courses but also set the stage for their future success. Competency development starts with informed choices, clear learning objectives, and the right support. Ensuring that students are equipped with the tools they need to excel academically and professionally begins here.

Responsible Team/Person	Key Action 13: Helping Students Learning with Feedback	Related Policy, Procedures, Guidelines and Tools
Teaching Staff	Implement regular formative feedback mechanisms to help students identify strengths and weaknesses in their understanding and performance.	3.2.3 Teaching Staff Engagement and Assessment Procedure

Academic Support Teams Unit Coordinators	Provide constructive feedback that highlights progress, boosts confidence, and offers specific steps for improvement. Ensure that students receive timely and constructive feedback on their academic performance, providing them with the opportunity and guidance to make necessary improvements. Encourage students to set achievable goals based on feedback, motivating them to work towards improvement. Teachable moments happen in every corner of campus life not just during classes.	
Responsible Team/Person	**Key Action 14: Enhancing Competency by Providing Clear Goals**	**Related Policy, Procedures, Guidelines and Tools**
Teaching Staff Unit Coordinators Course Coordinators Head of Department	Ensure that all units have clearly defined learning objectives that guide students toward proficiency. Communicate these learning objectives to students, reducing confusion and anxiety. Align units with learning outcomes and provide clear assessment guides and rubrics. Help students make the connection between these aspects of their units.	5.1.1 Course Development, Review and Approval Policy 5.1.2 Course Development, Review and Approval Procedure 5.3.1 Moderation, Validation and External Referencing Policy 5.3.2 HE Moderation, Validation and External Referencing Procedure

Responsible Team/Person	**Key Action 15: Provide Opportunities for Learning Outside the Classroom**	**Related Policy, Procedures, Guidelines and Tools**

Program Managers Unit Coordinators Course Coordinator Head of Department Dean	Supervised Self-Study Sessions (VET): Offering supervised self-study sessions that allow students to receive personalised support when required, ensuring they have the resources and guidance to enhance their competency. Promoting Consultation Time Availability: Encouraging students to take advantage of consultation time availability, providing them with opportunities to seek assistance and clarify doubts as needed. Staff Workload Allocation: Allocating staff workload to emphasise the importance of being available for student consultations, recognising the value of providing support and guidance to students. Clear Assessment Guides/Rubrics: Providing students with transparent assessment guides and rubrics to facilitate a better understanding of assessment criteria, helping them work towards achieving proficiency.	3.2.2 Academic Teaching, Training and Administrative Staff Policy and Procedures 3.2.3 Teaching Staff Engagement and Assessment Procedure Workload calculator 1.3.3 Course Progress Policy (HE and VET) 1.3.4 Course Progress Procedure (HE and VET) 1.4.1 Student Assessment and Awarding of Grades Higher Education Courses Policy 5.1.1 Course Development, Review and Approval Policy 5.1.2 Course Development, Review and Approval Procedure
Responsible Team/Person	**Key Action 16: Engage the Hard-to-Reach Students**	**Related Policy, Procedures, Guidelines and Tools**
Student Services Academic Support Teams Teaching staff	At AE, a significant number of our students have English as an additional language, which is why our role extends beyond merely delivering course content. We hold a dual responsibility: first, to assist students in transitioning from basic English proficiency to mastering academic English skills, and second, to develop their professional English proficiency. We achieve this through an ongoing focus on English proficiency development by: • Offering resources and support for academic writing, reading comprehension, and verbal communication in English.	Student Recruitment Framework 1.3.3 Course Progress Policy (HE and VET) 1.3.4 Course Progress Procedure (HE and VET) Student Health and Wellbeing Strategy Student Support Section of the AE Website, AE Counselling Support Service

	• Integrating language skills development into class activities to ensure that students can communicate both academically and using professional terminology. This sustained commitment to enhancing English proficiency plays a pivotal role in building students' overall competency development. Identify hard-to-engage students and provide them with personalised support and mentorship. Create support groups or mentorship programs specifically tailored to the needs of these students. Organise events and activities that encourage interaction, communication, and camaraderie among all students. Collaborate with student organisations to host language-focused events and workshops. Consider the disengagement in light of student wellness – check in with students to see if they are okay. Suggest the support mechanisms we have in place like course progress interventions, counselling services, pathway2success program, academic support, library and Moodle resources.	

6.4 Dialogue

Within AE's framework, dialogue stands alongside autonomy, competence, and belonging. It underscores the significance of facilitating chances for students to collaborate, partake in open conversations, contribute to a collective student voice, and engage in shared activities that promote camaraderie and mutual respect.

6.4.1 Dialogue Pre-Enrolment Phase

In the pre-enrolment phase at AE, dialogue takes centre stage as a pillar of our educational framework. It's not just about selecting courses; it's about engaging in open conversations, collaborating with peers, and contributing to a collective student voice. By promoting dialogue, we create an environment where students can actively participate, share their perspectives, and build connections before their academic journey even begins.

Responsible Team/Person	Key Action 17: Establish the College as a Place that Encourages and Values Student Perspectives	Related Policy, Procedures, Guidelines and Tools
Course Coordinators Campus Managers Student Services Teaching Staff Sales and Marketing	Assign current students as peer ambassadors to connect with prospective students, share their experiences, and answer questions. Engage student representative councils to help students develop their voices within the College. Help students to know how to reach out using the multiple channels, such as email, consultation times, chat on discussion boards, or phone, to encourage open and accessible communication. Uses student panels featuring current students who can share their experiences, academic journeys, and insights into campus culture at orientation sessions.	Student Representation and Participation Policy and Procedure Student Representative Council Terms of Reference

6.4.2 Dialogue Enrolment Phase

At AE, we recognise that the power of dialogue lies in its ability to shape the educational journey. When students are encouraged to speak up, share ideas, and engage in open conversations, they become active participants in their learning. Dialogue fuels innovation, nurtures diverse perspectives, and builds a strong sense of community. It's the bridge that connects students, faculty, and staff, ensuring that every voice is heard, valued, and considered.

Responsible Team/Person	Key Action 18: Encouraging and Benefiting from Robust and Constructive Dialogue With the Student Body.	Related Policy, Procedures, Guidelines and Tools
Teaching and Learning Committee Academic Board	Student Representatives in Governance: AE has student representatives at various levels of governance, including the Teaching and Learning Committee, Academic Board, and Curriculum Development Committees, to ensure student voices are heard in decision-making processes. Create online platforms or portals where students can participate in discussions, share feedback, and propose ideas for improvement. Engage students in the development of AE's strategic plan providing them with a platform to initiate dialogue and knowledge sharing that influences the direction of AE. Promote feedback mechanisms that allow students to provide input on curriculum, teaching methods, and campus policies, with a commitment to act on valid suggestions and a way to communicate back to students the completion of the actions.	Student Representation and Participation Policy and Procedure Student Representative Council Terms of Reference Governance Framework
Campus Managers Course Coordinators Teaching teams	Student Representative Councils (SRCs): Support and empower SRCs to organise events, meetings, and discussions that allow for dialogue among students and between students and faculty/staff. Encourage students to take an active role in driving dialogue within the campus community.	

6.4.3 Post-Enrolment Phase (Dialogue)

Post-enrolment students benefit from ongoing dialogue that supports their growth, calls for critical thinking, and helps them navigate the challenges they face.

Responsible Team/Person	Key Action 19: Preparing Students to Use their Voices in their life/work roles after leaving AE.	Related Policy, Procedures, Guidelines and Tools
Unit Coordinators Coordinators Campus Mangers Teaching Staff Student Services	Integrate discussions on worker rights, modern slavery, and legal rights into relevant courses across various disciplines so students are aware of their rights in Australia. Develop case studies and assignments that encourage students to apply their knowledge to real-world workplace scenarios. Evaluate the curriculum regularly to ensure it reflects the evolving needs of the workforce. Create safe spaces for open discussions where students can ask questions, share concerns, and explore potential solutions. Promote critical thinking and awareness of workplace-related topics through these dialogues.	Student Representation and Participation Policy and Procedure Student Representative Council Terms of Reference

7.0 Document Information

Document Name	Student Health and Wellbeing Strategy (HE and VET)
Document Number	2.3.4
Purpose	The purpose of this strategy is to ensure that student health and wellbeing is at the centre of the work undertaken by AE.
Audience	☒Staff | ☒Students| ☒Public
Category	Student Participation and Attainment
Subcategory	2.3 Wellbeing and Safety
Approval Date	23/10/2023
Effective Date	23/10/2023
Last date of endorsement	23/10/2023
Next Review Date	Under review as at April 2026
Policy Advisor	Dean
Approving Authority	Academic Board
Contact	Quality Assurance Regulator.compliance@ae.edu.au

9.0 Change Log

Date	Version	By	Notes
20/10/2023	2.0	Narelle Whatley Dean	Created