

2.2.2 Support for Students (Higher Education) Policy

This policy applies to Acknowledge Education and the International College of Hotel Management (ICHM).

1.0 Rationale

The purpose of this Policy is to establish Acknowledge Education (AE) and the International College of Hotel Management (ICHM) (together referred to as *the Colleges*) overarching framework for the provision of academic and non-academic support to students enrolled in the Colleges' higher education courses, to enable students to successfully commence, progress through and complete their studies.

This Policy articulates the Colleges' commitment to providing timely, accessible and equitable support across the student lifecycle, including supporting at risk students, including those with disability, the early identification of students who may require additional assistance, and the clear communication of available support services. The Policy supports student wellbeing, engagement, retention and course completion, and ensures compliance with the Higher Education Support Act 2003 (Cth) and the Higher Education Provider Guidelines 2023.

2.0 Scope

This Policy applies to all students enrolled in higher education courses delivered by the Colleges, including students with disability and other students who may require additional support, as well as prospective students where information about student support services is required prior to enrolment.

This Policy also applies to staff of the Colleges insofar as they are involved in the provision, coordination, administration or oversight of student support services for higher education students, including the identification of and appropriate response to the needs of students with disability.

3.0 Regulatory Context

This Policy is informed by, and gives effect to, the following legislative and regulatory requirements governing support for students in Australian higher education.

Higher Education Support Act 2003 (Cth)

The Act requires higher education providers to support student participation, progression and completion, including through the provision of appropriate academic and non-academic support and the reporting of specified student support information to the Australian Government.

Higher Education Provider Guidelines 2023

The Guidelines require higher education providers to maintain an overarching support for students policy that sets out the provider's approach to student support, including early identification of students requiring assistance, communication of available support services and annual reporting on student support activities and outcomes.

Higher Education Standards Framework (Threshold Standards) 2021

The Framework establishes requirements for student support, wellbeing, equity, progression, information provision and institutional quality assurance across the student lifecycle.

Education Services for Overseas Students Act 2000 (Cth) and the National Code of Practice for Providers of Education and Training to Overseas Students 2018

These require the provision of appropriate support services for international students, including information, welfare and wellbeing support and monitoring of student progress and visa-related obligations.

This document should be read in conjunction with related policies and procedures that support its implementation.

4.0 Policy

Policy Statement

The Colleges are committed to upholding principles of equity, inclusion and responsiveness in addressing the diverse academic, personal and wellbeing needs of students across the student lifecycle - from pre-enrolment through to course completion. This commitment includes fostering a safe, inclusive and accessible learning environment; proactively identifying and supporting students who may be at risk of disengagement or underperformance, including students with disability; and ensuring that academic and non-academic supports are timely, appropriate and responsive to individual circumstances.

The Colleges are committed to:

- providing a learning environment that is inclusive, safe and supportive, values diversity and equity, and enables students to realise their academic potential and successfully complete their studies

(Refer to **2.2.1 Diversity, Equity and Inclusion Policy**)

- ensuring fairness and parity in access to student support services, regardless of mode of study, location or student background
- delivering timely, appropriate and high-quality academic and non-academic support services that are responsive to the characteristics and needs of the student cohort
- providing students with clear, accurate and accessible information about available support services and how to access them, including prior to enrolment, at orientation and throughout their studies

- implementing early identification and intervention strategies for students who may be at risk of not progressing or completing their course, informed by student engagement, academic performance data and staff or student feedback

(Refer to **1.3.3 Course Progression Policy and Procedures**)

- supporting students who enter course progress or intervention processes with the expectation that, where possible, such support will enable students to resume normal course progression

(Refer to **1.3.3 Course Progression Policy and Procedures**)

- ensuring student support services are appropriately resourced and delivered by staff with the skills, knowledge and capability to provide effective support, including an understanding of relevant legislative and regulatory obligations
- monitoring, reviewing and continuously improving student support services through data analysis, feedback, consultation and governance oversight.

4.1 Students are expected to take an active role in their learning by monitoring their own progress, engaging with feedback from academic and professional staff and accessing available support services when required.

4.2 The Colleges approach to student support is guided by evidence-based practice, student and staff feedback, and internal and external expertise. Support services are proactively communicated and remain accessible throughout the student lifecycle, including prior to census dates and at key progression points.

4.3 The provision of support for students is underpinned by a framework of related policies, procedures and guidelines that give effect to this Policy and address specific categories of student support, academic progress, wellbeing, equity and safety. These documents set out the detailed processes for identifying students requiring support, delivering interventions, communicating support options and responding to critical incidents.

4.4 The effectiveness of the Colleges' student support framework is monitored through internal governance processes and reporting mechanisms and informs continuous improvement and external reporting obligations under the Higher Education Support Act 2003 (Cth) and the Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023.

4.5 The following policies, procedures, and frameworks form part of the Colleges' overarching framework for the provision of academic and non-academic support to students:



Support category	Relevant policies, procedures and other documents	Student Support
Supporting student admission	1.1.1 Admissions Policy and Procedures	Admissions Team
Supporting student enrolment and retention	1.1.1 Admissions Policy and Procedures 1.3.1 Student Orientation Policy	Student Services Team Student Engagement and Wellbeing Team Student Hub Chatbot
Supporting student academic success and progression, including students at-risk	1.3.3 Course Progression Policy and Procedures 1.4.1 Student Assessment and Grade Management Policy ICHM Academic and Research Integrity Policy ICHM Assessment Policy ICHM Assessment Validation and Moderation Policy ICHM Attendance Policy ICHM Results, Grades and Awards Policy ICHM WIL Placement Policy	Academic Team Student Progress Team Academic Support Team Engagement and Placement Team Academic Support Workshops Welcome Day Student Hub HE Student Handbook Student Services Team Welcome Day Moodle (LMS) Digital and physical library resources Pathway 2 Success Program



Supporting student academic integrity	5.2.1 Fostering Academic Integrity Policy and Procedure ICHM Acceptable Use Policy	Academic Integrity Team Academic Integrity and Referencing Module HE Student Handbook Welcome Day
Supporting the needs of diverse students, including those with a disability	2.2.1 Diversity, Equity and Inclusion Policy	Student Engagement and Wellbeing Team HE Student Handbook Welcome Day Student Representative Council
Supporting student health, safety and wellbeing	2.3.4 Student Health and Wellbeing Strategy 6.2.2 Health and Safety Policy ICHM Sexual Harassment and Assault Prevention Policy 2.3.5 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Policy 2.3.6 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Procedure	Student Hub Student Engagement and Wellbeing Team Australian Counselling Services HE Student Handbook Welcome Day
Preventing and responding to gender-based harm	2.3.5 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Policy 2.3.6 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Procedure GBV policies and procedures in development	GBV Taskforce

Supporting student grievances and complaints	2.4.1 Complaints and Appeals Policy and Procedures	Student Complaints and Conduct Team Complaints and Appeals Panel
Supporting student privacy	7.3.3 Student record management policy AE Privacy Policy	Head of Operations
Crisis and critical harm response and how to report incidents	6.2.3 Critical Incident Policy and Procedure	Critical Incident Management Team

5.0 Roles and Responsibilities

Academic Board

- Approve the Support for Students (Higher Education) Policy and any major amendments.
- Provide academic governance oversight of the effectiveness of student support frameworks that contribute to academic progression, retention and completion.
- Monitor student success indicators, including progression, retention, completion and student satisfaction.
- Receive and review reports on student support services, at-risk student interventions and outcomes.
- Ensure that student support arrangements align with the Higher Education Standards Framework (HESF) and other regulatory requirements.
- Provide strategic advice on improvements to academic support and learning support services.

Head of Operations

- Act as the policy advisor and ensure the policy is maintained, reviewed and implemented across the Colleges.
- Oversee the operational delivery of student support services, including academic and non-academic support.
- Ensure that appropriate systems, processes and staff resources are in place to deliver student support services.
- Coordinate cross-departmental implementation of the policy across student services, academic teams and support units.

- Ensure accurate and accessible information about student support services is available to prospective and current students.
- Oversee annual review, reporting and continuous improvement activities related to student support.

Senior Leadership Team (SLT)

- Provide strategic oversight and institutional leadership for the policies and procedures forming part of this overarching student support framework for which they are responsible.
- Support the integration of student support services across academic, operational and student services areas.
- Ensure institutional compliance with legislative and regulatory requirements relating to student support.

Provost and Director of Teaching and Learning

- Provide academic leadership for student success, learning support and progression initiatives.
- Oversee the design and effectiveness of academic support services, including academic skills, learning development and integrity education.
- Ensure teaching and learning practices support early identification and intervention for at-risk students.
- Work with academic staff to ensure curriculum, assessment and learning environments support diverse student needs.
- Monitor academic performance data to identify trends in student engagement, progression and success.
- Provide reports to governance bodies on student academic outcomes and support interventions.
- Promote continuous improvement in learning and teaching practices that enhance student support and engagement.

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- Ensure the implementation of student support practices within academic schools or faculties.
- Monitor student engagement, performance and progression within programs.
- Support the early identification of students at risk of disengagement or academic failure.
- Ensure academic staff actively refer students to appropriate support services when required.

- Promote awareness and use of academic support, wellbeing and accessibility services among students and staff.
- Contribute to reporting on student outcomes, progression and support interventions within programs.
- Support initiatives that improve student retention, progression and completion rates.

6.0 Review and Reporting

The Colleges will review this Policy on an annual basis for the purposes of:

- quality assurance
- identifying opportunities for improvements
- ensuring it remains fit for purpose
- ensuring alignment with regulatory requirements.

The Colleges will publish this Policy as well as additional information regarding support for students on its website and any other internal sites deemed appropriate.

7.0 Complaints and Appeals

Students who are dissatisfied with a decision made under the Colleges policies may lodge a complaint in line with the Complaints and Appeals Policy and Procedure.

8.0 Definitions

Term	Definition
Academic Support	Support services and activities designed to assist students to develop the academic skills, knowledge and capabilities required to successfully meet course and unit requirements, including assessment, academic integrity, literacy and learning support.
Colleges	Acknowledge Education (AE) and the International College of Hotel Management (ICHM), collectively referred to as the College's.



Course Progression	A student's advancement through the requirements of their enrolled course in accordance with academic rules and progression requirements.
Early Identification	The proactive identification of students who may be at risk of not progressing or completing their course, informed by academic performance, engagement data, staff or student feedback.
Higher Education Course	An accredited course of study leading to a higher education qualification delivered by the College.
Non-Academic Support	Support services provided to assist students with personal, health, wellbeing, equity, safety or other non-academic matters that may impact on their ability to engage with or complete their studies.
Prospective Student	A person who is seeking to enrol in a higher education course delivered by the College's.
Student	A person who is enrolled in a higher education course delivered by the College's.
Student Lifecycle	The stages of a student's engagement with the College's, from pre-enrolment and admission through enrolment, progression and course completion.
Student Support Services	Academic and non-academic services, resources and interventions provided by the College, or through third parties, to support student wellbeing, engagement, progression and completion.
Students at Risk	Students who have been identified as being at risk of not progressing or completing their course due to academic performance, engagement, personal or wellbeing factors.
Support for Students Policy	This policy which establishes the College's overarching framework for the provision of academic and non-academic support to higher education students.
Welcome Day	A program organised by the College's before the commencement of a course, which includes a range of information and support services to assist with the student's transition to study and for international students, for their transition to living and studying in Australia.

9.0 Related Documents and Information

Document Name
1.1.1 Admissions Policy and Procedures
1.3.3 Course Progression Policy and Procedures
1.4.1 Student Assessment and Grade Management Policy
ICHM Assessment Policy
ICHM Assessment Validation and Moderation Policy
ICHM Attendance Policy
ICHM Results, Grades and Awards Policy
ICHM WIL Placement Policy
5.2.1 Fostering Academic Integrity Policy and Procedure
ICHM Acceptable Use Policy
2.2.1 Diversity, Equity and Inclusion Policy
2.3.4 Student Health and Wellbeing Strategy
6.2.2 Health and Safety Policy
ICHM Sexual Harassment and Assault Prevention Policy
2.3.5 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Policy
2.3.6 Preventing and Responding to Sexual Assault and Sexual Harassment (SASH) Procedure
2.4.1 Complaints and Appeals Policy and Procedures
7.3.3 Student Record Management Policy
AE Privacy Policy

6.2.3 Critical Incident Policy and Procedure

GBV policies and procedures (in development)

10.0 Policy Information

Policy Name	Support for Students (Higher Education) Policy
Document Number	2.2.2
Purpose	The purpose of this document is to provide a framework for AE's support for higher education students and to meet relevant regulatory requirements.
Audience	☒ Staff ☒ Students ☒ Public
Category	Student Wellbeing
Subcategory	Student Support
Approval Date	20 February 2025
Effective Date	20 February 2025
Last Approved	17 April 2026
Next Review Date	01 February 2027 (Review and approval by AB ahead of 1 March Report to Gov)
Policy Advisor	Student Support Manager / Head of Operations
Approving Authority	Academic Board
Contact	Head of Risk and Compliance regulatorcompliance@ae.edu.au

11.0 Change Log

Date	Version	Version by	Notes
18/01/2024	1.0	Q A Manager	Policy created by SME(DVE)



09/03/2025	1.1	Quality Assurance	Annual policy review. No material changes required.
05/02/2026	1.2	HoO	Annual policy review: Benchmarked against 7 other university providers, resulting in a leaner policy with explicit references to related policies, procedures and support teams and services for the various support categories (refer table at 4.5). • Combined AE and ICHM policies into a single institutional Support for Students (Higher Education) Policy. • Reframed the policy as an overarching framework referencing related policies and procedures. • Expanded regulatory context to reflect Higher Education Provider Guidelines 2023. • Introduced a student support framework table linking support categories to policies, services and responsible teams. • Removed detailed operational procedures and relocated them to related policies. • Updated governance roles to align with current AE organisational structure. • Expanded definitions and terminology consistent with higher education regulatory language. • Strengthened focus on equity, accessibility, wellbeing and early identification of students at risk. • Added references to institutional support systems and programs. • Strengthened monitoring, reporting and continuous improvement mechanisms.