# Student Wellbeing, Orientation and Support Procedure

## Purpose

1. This Procedure gives effect to Global Higher Education's (GHE) Student Wellbeing, Orientation and Support Policy and, together with related policies, outlines the activities and services that are provided to meet the needs of GHE's diverse student cohort.

## Scope

2. This Procedure applies to all GHE students and staff.

## Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at https://www.globalhe.edu.au/policy

## Suite documents

4. This Policy is linked to the Student Wellbeing, Orientation and Support Policy.

## Procedure

### Application of the 3C Wellbeing and Support Model

5. GHE's 3C Model for student wellbeing and support encourages students to be Connected, Capable and Confident in their academic and personal endeavours (see *Attachment A*).

6. These competencies are embedded in GHE's approach to developing and implementing its student engagement and support activities.

7. Students are encouraged to:

    a) participate fully in the opportunities provided to them to advance their education outside the formal learning environment;

    b) seek assistance as early as possible and as frequently as needed to maximise their opportunities for success;

    c) participate as student representatives on GHE boards and committees;

    d) be an active member of the learning community.

8. In turn, to develop competent, capable and confident students, GHE has a responsibility to provide:

    a) an inclusive, supportive environment for students throughout their student journey;

    b) early opportunities for students to demonstrate skills and support needs through assessment design, timely feedback and other early intervention strategies;

    c) opportunities for students to acquire the support, skills and knowledge needed to successfully complete their studies and transition to the workforce or to higher-level study;

    d) opportunities for students to participate in a range of GHE activities.

## Development, approval and monitoring of student support activities

9. GHE has ten key programs that it deems core to the delivery of student engagement and support. These programs are outlined in the programs section of this Procedure.

10. Supplementary activities that complement these primary activities are also supported.

11. Suggestions from staff or students for the development of supplementary activities may be lodged with the Student Support Officer.

12. The Operations Director will make recommendations to the Board of Directors for funding and resources for supplementary engagement and support activities following assessment of proposals against the following criteria:

    a) does the activity align with one more of the 3C's?

    b) does the activity fill an identified gap in existing engagement and support services?

    c) is the veracity of the proposed activity/program supported by research?

    d) what risk mitigation strategies will support its implementation?

13. The Student Support Officer will prepare an annual report of all student wellbeing, orientation and support programs. The Operations Director will submit the report to the Board of Directors for their consideration together with the results of student feedback and student cohort monitoring reports (see Quality Assurance Policy) to inform any recommendations for change to support programs.

## Key programs

14. GHE's student engagement and support programs cover all phases of the student lifecycle and comprise ten key components of the 3C Wellbeing and Support Model.

15. The detail of each component is outlined individually below.

| 1. Early Engagement Program | | |
|---|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching · Whilst studying · Transition to work/study | |
| **Overview of Program** | The Early Engagement Program comprises a number of early communication sessions and engagement opportunities that collectively provide prospective students with an opportunity to positively engage with GHE prior to the commencement of their studies and to hone academic and English language skills. | |
| **Aim of Program** | Introduce prospective students to life as an GHE student; support early linkages to the learning community; assist in the early development of academic skills and English language development; improve conversion rates; improve first year attrition rates. The program is also designed to promote GHE's value proposition in the marketplace. | |
| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
| | Off-shore information session | Connected to peers and learning community |
| | Live Chat Sessions | Connected to learning community and support staff; confident to seek assistance |
| | Social Media Messages | Connected to peers, learning community |
| | Cohort Social Media Groups | Connected to peers, learning community, academic staff, support staff |

| 1. Early Engagement Program | | |
|---|---|---|
| | Online Academic Skills Prep | Capable of deploying basic academic skills; capable of managing time; confident in their abilities |
| | Online English Prep | Capable of communicating well in English; confident in their abilities |
| **Schedule** | Prior to each intake period | |
| **Overarching Responsibility** | Academic Director/ Student Support Officer | |

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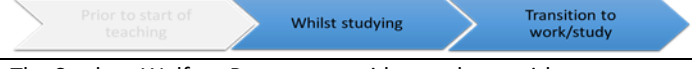| 2. Personal Contact Team | | |
|---|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study | |
| **Overview of Program** | GHE provides each student with a Personal Contact Team (PCT), which consists of staff members who have excellent student service skills and a broad understanding of all GHE processes and requirements.  The PCT will be the student's first point of contact for any concerns throughout their period of study.  Where the PCT cannot assist they will provide the student with access to a Subject Matter Expert (SME) to facilitate the enquiry or assistance. | |
| **Aim of Program** | Provide consistency in student support; build rapport and sense of connection to GHE; improve conversion rates; improve first year attrition rates; improve rates of student success. The program is also designed to promote GHE's value proposition in the marketplace. | |
| **Sub-Components and Linkages to 3C** | *Sub-Component* | *Linkages* |
| | Personal Contact Team | Connected to peers, mentors, support staff and GHE; capable of managing time and study/life balance; confident enough to seek assistance; confident in their own abilities and to engage cross culturally. |
| **Schedule** | Assigned upon acceptance of offer, thereafter ongoing | |
| **Overarching Responsibility** | Student Support Officer | |

## 3. 'Getting Started' Tool & Personal Support Program

| | |
|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study |
| **Overview of Program** | The 'Getting Started' Tool is a questionnaire to enable students to self-assess their expectations and preparedness for study. Students are invited to complete the questionnaire within a week of accepting an offer into a GHE course. Students who complete the questionnaire receive a personalised email response to provide immediate information relevant to their individual academic and/or personalised support needs. Students also have the option of meeting with the Student Support Officer to develop a Personal Support Plan to optomise their opportunities for academic, personal and professional success.  The Plan can be revised based on student outcomes and/or change of direction. |
| **Aim of Program** | Provide students with an opportunity for early self-reflection in relation to their preparedness for study and academic and professional goals; provide GHE with specific information on its student cohort to enable academic and support staff tailor services and pedagogy for particular cohorts; build a sense of connection to GHE; improve conversion rates; improve first year attrition rates; improve rates of student success. The program is also designed to promote GHE's value proposition in the marketplace. |

| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
|---|---|---|
| | 'Getting Started' Tool | Connected to the learning community and GHE |
| | Personal Support Plan (*as distinct from Student Support Plans for students at risk, see* **Academic Progress Policy**) | Connected to the learning community, mentors and GHE; capable of deploying academic skills, communicating well in English and contributing to the learning community; confident enough to see assistance, in their abilities, to mentor others, to engage cross culturally, apply learning, seek work experience and follow their post GHE career/study path |

| | |
|---|---|
| **Schedule** | Prior to each intake period and ongoing |
| **Overarching Responsibility** | Academic Director/Student Support Officer |

## 4. Getting Settled Program

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|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study |
| **Overview of Program** | By prior arrangement new students arriving on campus are provided with assistance in organising accommodation before their arrival, are met at the relevant airport or transport hub by GHE staff and transferred by car or bus to their prearranged accommodation. Students are also assisted with immediate basic needs such as changing money, telephoning home, buying food and any other items and longer-term requirements such as opening a bank account, city familiarisation and information on the local transportation system. |
| **Aim of Program** | To help international students to cope with the immediate challenges of settling into an unfamiliar city and culture; improve first year attrition rates. |

| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
|---|---|---|
| | Airport Reception and Pick-Up | Connected to support staff and GHE; confident enough to seek assistance |
| | Accommodation Support | Connected to support staff and GHE |
| | Settling-in Support | Connected to support staff and GHE; confident enough to seek assistance |

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|---|---|
| **Schedule** | Prior to each intake period |
| **Overarching Responsibility** | Student Support Officer |

## 5. Orientation

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|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study |
| **Overview of Program** | The GHE orientation program is conducted before classes begin and is compulsory for all newly arriving students. The program includes information about GHE student support services, facilities, healthcare, obtaining legal advice; what to do in an emergency, and contact details of GHE staff. In addition, information is provided about the rights and responsibilities of GHE students, including information about complaints, appeals and the legal requirements regarding study and residence in Australia. Orientation also includes guidelines about how to study successfully at GHE and, for international students, an introduction to Australian culture, society and life. Students who arrive post-orientation are provided with copies of all resources and a link to online orientation.<br><br>A separate Course Advice Session is provided to students to assist with unit enrolment to ensure students are enrolled in both the correct course and units of study to optimise academic progress. For new students, these sessions provide an opportunity to meet academic and administrative staff and managers at GHE and to have any queries or concerns resolved. |
| **Aim of Program** | To help students to successfully transition into courses of study, and for international students, adjusting to living and studying in Australia; build a sense of connection to GHE; improve conversion rates; improve first year attrition rates; improve rates of student success. |

| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
|---|---|---|
| | Orientation | Connected to peers, learning community, academic and support staff and GHE; capable of navigating GHE policy and systems; confident enough to seek assistance; confident to engage cross culturally. |
| | Program advice | Connected to peers, learning community, academic and support staff and GHE; capable of navigating GHE policy and systems; confident enough to seek assistance; confident to engage cross culturally. |

| | |
|---|---|
| **Schedule** | Prior to each intake period |
| **Overarching Responsibility** | Student Support Officer |

## 6. Student Success Network

| Relevant Phase of Student Journey | Prior to start of teaching → Whilst studying → Transition to work/study | |
|---|---|---|
| **Overview of Program** | The GHE Student Success Network (SSN) is a staff-facilitated but student-led program of academic and social activities and initiatives. A number of initiatives are offered on an ongoing basis, while others are run to meet the immediate and changing needs and wants of students. Ongoing initiatives include peer-to-peer and mentor-to-students review sessions, Intensive Classes for Language and Academic Support (ICLAS); and course-specific academic workshops. | |
| **Aim of Program** | To promote a sense of teamwork and efficient learning; provide opportunities for academic engagement outside formal teaching; improve student success rates; improve retention, attrition and competition rates. | |
| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
| | Student Support Network | Connected to peers, learning community, academic and support staff and GHE; capable of deploying a range of academic skills, communicating well in English, contributing to the learning community; confident enough to seek assistance, in their own abilities, to mentor others, engage cross-culturally and apply learning. |
| **Schedule** | Ongoing | |
| **Overarching Responsibility** | Student Support Officer | |


## 7. Welfare Support Program

| Relevant Phase of Student Journey | Prior to start of teaching → Whilst studying → Transition to work/study | |
|---|---|---|
| **Overview of Program** | The Student Welfare Program provides students with access to confidential counselling for personal problems, including study, homesickness, relationships, anxiety, grief, or any difficult personal problem. | |
| **Aim of Program** | To ensure students have timely access to professional counselling and welfare services. | |
| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
| | Welfare Support Program | Connected to their learning community; capable of maintaining a good study/life balance; confident enough to seek assistance |
| **Schedule** | Ongoing | |
| **Overarching Responsibility** | Student Support Officer | |

## 8. Governance Training

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|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study |
| **Overview of Program** | The Governance Training Program supports students who wish to volunteer as student representatives on GHE boards or committees and/or establish a student group on campus.  It provides students with access and support for training that delivers a sound understanding of governance activities and issues, being an effective decision-making participant and how to use these new skills beyond GHE. |
| **Aim of Program** | To provide interested students with the skills and knowledge that will prepare them to participate fully on governance boards and committees within GHE and beyond. |

| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
|---|---|---|
| | Governance Training | Connected to peers and GHE; capable of engaging in academic governance; confident in their abilities, ability to apply learning and mentor others |

| | |
|---|---|
| **Schedule** | Twice Annually |
| **Overarching Responsibility** | Manager, Quality and Compliance |

## 9. Industry Mentoring

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|---|---|
| **Relevant Phase of Student Journey** | Prior to start of teaching → Whilst studying → Transition to work/study |
| **Overview of Program** | Students are eligible to participate in the Industry Mentoring Program (IMP). The IMP comprises two components.  All students are able to attend a number of free events throughout the academic year to listen to guest speakers from various industries and/or participate in industry-specific workshops. The second component, one-on-one mentoring, is open to final-year students only.  Students are matched with an industry professional to boost their knowledge about their chosen profession, discuss career aspirations and prospects, and develop approaches for professional development. Students meet with their mentor on average for an hour per month over the course of their final year. |
| **Aim of Program** | To provide interested students with information and clarification on their post-GHE career path, linkages to industry, the opportunity to build professional networks, and to develop the confidence to transition to the workplace. Improve student retention, success and employment rates. |

| **Sub-Components & Linkages to 3C** | *Sub-Component* | *Linkages* |
|---|---|---|
| | Career Development Events and Workshops | Connected to GHE and industry; confident in their abilities, to apply learning, to seek work experience, and of their post GHE career/study path |
| | Career Mentoring | Capable of communicating well in English, connected to GHE and industry; confident in their abilities, to apply learning, to seek work experience, and of their post GHE career/study path |

| | |
|---|---|
| **Schedule** | Ongoing |
| **Overarching Responsibility** | Work-Integrated Learning Coordinator |

| 10. Returning Home Program | | |
|---|---|---|
| Relevant Phase of Student Journey | Prior to start of teaching     Whilst studying     **Transition to work/study** | |
| Overview of Program | The Returning Home Program is designed for international students returning to their home culture. Open to all international students in their final semester of study, it provides students with information and the skills to deal with the emotional mental and physical adjustment of returning to their home country. | |
| Aim of Program | To provide students with the personal skills to transition back to their home culture. | |
| Sub-Components & Linkages to 3C | *Sub-Component* | *Linkages* |
| | Returning Home Program | Confident in their abilities, to apply learning, to seek work experience, and of their post GHE career/study path |
| Schedule | End of each semester | |
| Overarching Responsibility | Student Support Officer | |

## Roles and responsibilities

16. The Board of Directors is responsible for the overarching governance of this Procedure and for the allocation of budget for student wellbeing, orientation and support programs.

17. The Student Support Officer is responsible for the implementation and management of the:
    a) Early Engagement Program;
    b) Personal Contact Team;
    c) Orientation;
    d) 'Getting Started' Tool;
    e) Welfare Support Program;
    f) Student Success Network;
    g) Returning Home Program.

18. The Operations Director is responsible for annual reporting of programs and any recommendations for supplementary funding or resources.

19. The Academic Director is responsible for:
    a) the oversight of any academic components of student support programs;
    b) ensuring staff who interact directly with overseas students are aware of GHE's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations.

20. The Manager, Quality and Compliance is responsible for:
    a) implementation and management of the Governance Training Program;
    b) ensuring compliance with this Procedure;
    c) ensuring that students are adequately notified of the existence of this Procedure;
    d) benchmarking GHE policy and standards with those adopted elsewhere in the tertiary sector;
    e) all records management arising from this Policy and Procedure.

21. All staff are responsible for becoming familiar and complying with this Procedure.
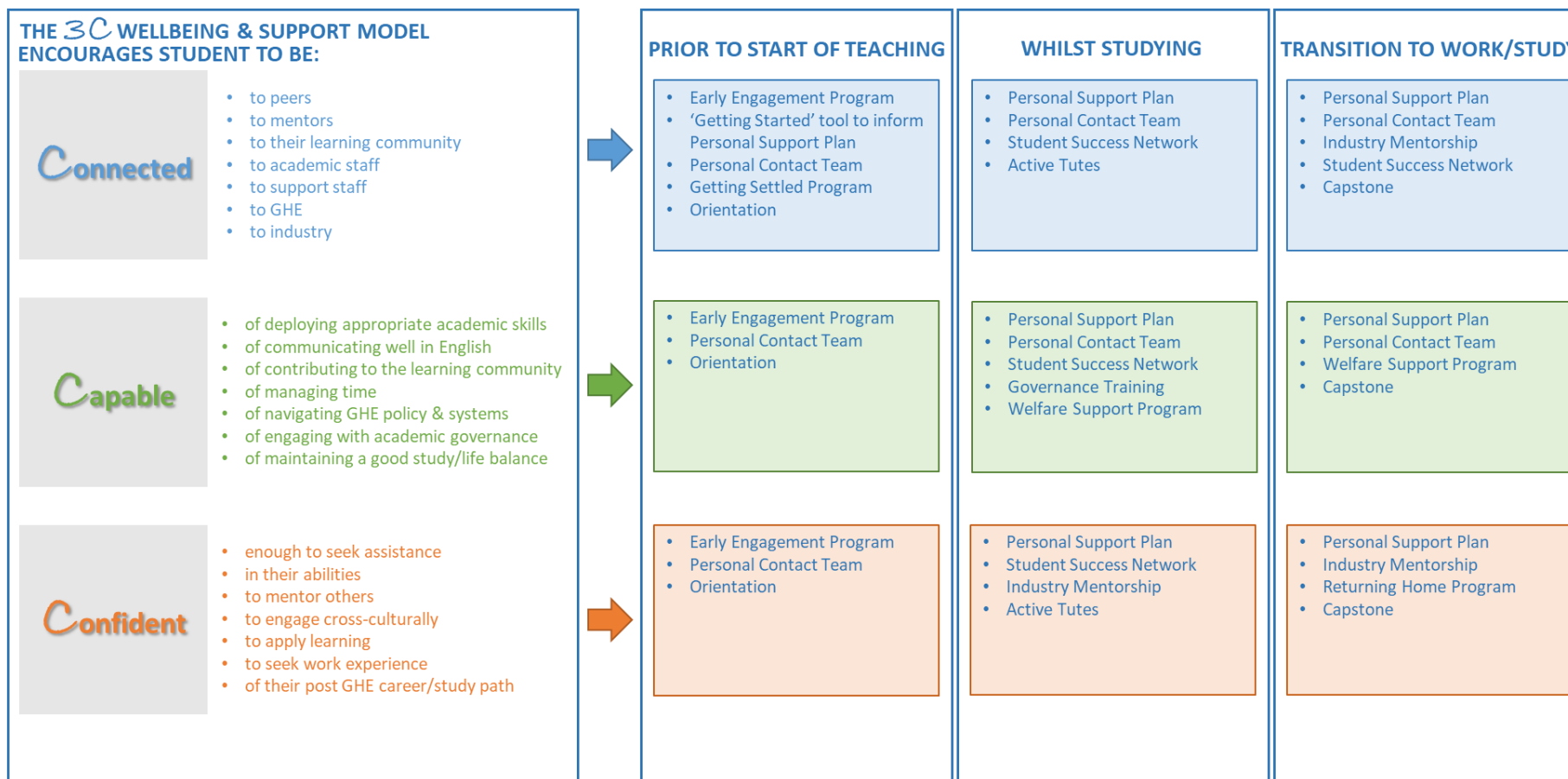
## Associated information

| Related Internal Documents | Student Wellbeing, Orientation and Support Procedure<br>Academic Progress Policy<br>Admissions Policy<br>Assessment Policy<br>Course Design Policy<br>Critical Incident Policy<br>Enrolment Policy<br>Quality Assurance Policy<br>Student Academic Integrity and Academic Misconduct Policy<br>Student Complaints, Grievances and Appeals Policy<br>Student Disability Policy<br>Student Diversity and Equity Policy<br>Student Non-Academic Conduct and Misconduct Policy<br>Student Sexual Assault and Harassment Policy<br>Work-Integrated Learning Placement Policy<br>Glossary of Terms |
|---|---|
| Related Legislation, Standards and Codes | *Tertiary Education and Quality Standards Agency Act 2011*<br>*Higher Education Standards Framework (Threshold Standards) 2021*<br>TEQSA Guidance Note: *Wellbeing and Safety, Version 1.2*<br>*Education Services for Overseas Students Act 2000*<br>*National Code of Practice for Providers of Education and Training to Overseas Students 2018*<br>*Disability Standards for Education 2005* |
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| Date of Review | June 2026 |
| Approval Authority | Board of Directors |
| Policy Custodian | Chief Executive Officer |
| PinPoint DocID | 2579 |

## Change history

| Version Control | | Version 1.3 |
|---|---|---|
| Change Summary | 6-Mar-20 | V1.0 Draft approved by Board of Directors 21-Feb-20 including minor amendments plus administrative updates |
| | 22-Jul-20 | V1.1 administrative updates |
| | 8-Dec-21 | V1.2 revised for HESF 2021 and administrative updates |
| | 8-Jul-23 | V1.3 administrative updates following TEQSA registration |

## Attachment A: 3Cs Wellbeing and support model

| THE 3C WELLBEING & SUPPORT MODEL ENCOURAGES STUDENT TO BE: | PRIOR TO START OF TEACHING | WHILST STUDYING | TRANSITION TO WORK/STUDY |
|---|---|---|---|
| **Connected**<br>• to peers<br>• to mentors<br>• to their learning community<br>• to academic staff<br>• to support staff<br>• to GHE<br>• to industry | • Early Engagement Program<br>• 'Getting Started' tool to inform Personal Support Plan<br>• Personal Contact Team<br>• Getting Settled Program<br>• Orientation | • Personal Support Plan<br>• Personal Contact Team<br>• Student Success Network<br>• Active Tutes | • Personal Support Plan<br>• Personal Contact Team<br>• Industry Mentorship<br>• Student Success Network<br>• Capstone |
| **Capable**<br>• of deploying appropriate academic skills<br>• of communicating well in English<br>• of contributing to the learning community<br>• of managing time<br>• of navigating GHE policy & systems<br>• of engaging with academic governance<br>• of maintaining a good study/life balance | • Early Engagement Program<br>• Personal Contact Team<br>• Orientation | • Personal Support Plan<br>• Personal Contact Team<br>• Student Success Network<br>• Governance Training<br>• Welfare Support Program | • Personal Support Plan<br>• Personal Contact Team<br>• Welfare Support Program<br>• Capstone |
| **Confident**<br>• enough to seek assistance<br>• in their abilities<br>• to mentor others<br>• to engage cross-culturally<br>• to apply learning<br>• to seek work experience<br>• of their post GHE career/study path | • Early Engagement Program<br>• Personal Contact Team<br>• Orientation | • Personal Support Plan<br>• Student Success Network<br>• Industry Mentorship<br>• Active Tutes | • Personal Support Plan<br>• Industry Mentorship<br>• Returning Home Program<br>• Capstone |

# References

The following references were used in the development of the 3C Model:

a) Crew, S. (2016). How to design a positive choice environment to maximise student conversion rates from application to enrolment. Publication Pending.

b) Demetriou, C., & Schmitz-Sciborski, A. (2011). Integration, motivation, strengths and optimism: Retention theories past, present and future. Paper presented at the Proceedings of the 7th National Symposium on student retention.

c) Department of Education and Training, (DET). (2015). 2015 Appendix 4 – Attrition, success and retention. Retrieved from: https://docs.education.gov.au/node/41761

d) Devlin, M., & McKay, J. (2017). Facilitating Success for Students from Low Socioeconomic Status Backgrounds At Regional Universities. Retrieved from https://federation.edu.au/__data/assets/pdf_file/0014/341303/Devlin_McKay_-_Facilitating_success_for_students_from_low_ses_backgrounds_at_regional_universities-2017.pdf

e) Dziewanowska, K. (2017). Value types in higher education – students' perspective. *Journal of Higher Education Policy and Management, 39*(3), 235-246.

f) Fike, D. S., & Fike, R. (2008). Predictors of first-year student retention in the community college. *Community College Review, 36*(2), 68-88.

g) Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in higher education, 38*(5), 758-773.

h) Lazowski, R. A., & Hulleman, C. S. (2016). Motivation Interventions in Education. *Review of Educational Research, 86*(2), 602-640. doi:doi:10.3102/0034654315617832

i) Lizzio, A. (2006). *Designing an Orientation and Transition Strategy for Commencing Students: Applying the Five Senses Model*. Griffith University: First Year Experience Project.

j) Lizzio, A., & Wilson, K. (2013) First-Year Students' Appraisal of Assessment Tasks: Implications for efficacy, engagement and performance. *Assessment & Evaluation in Higher Education, 38(2), 389-406.*

k) Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education. *Handbook of motivation at school*, 34-54.