

Student Wellbeing, Orientation and Support Policy

Purpose

1. This Policy outlines the principles and framework under which Global Higher Education (GHE) students are supported, in accordance with Standard 2.3 (Wellbeing and Safety) of the *Higher Education Standards Framework (Threshold Standards) 2021*.

Scope

2. This Policy 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 Procedure.
5. Strategies to provide specific academic support, especially to at-risk students, are outlined in the **Academic Progress Policy**.
6. Strategies to support students with a disability and for other sub-cohorts are outlined in the **Student Disability Policy** and the **Student Equity and Diversity Policy** respectively.

Policy

Principles

7. GHE is committed to ensuring that students are supported effectively throughout their studies, from transition to study through to graduation.
8. GHE will offer reasonable support to its students to enable them to achieve expected learning outcomes regardless of the student's place of study or the mode of study of the course, at no additional cost to the student.
9. The principles underpinning GHE's course design and delivery also support GHE's approach to student wellbeing and support across the student lifecycle in that:
 - a) GHE recognises the range of academic and personal support required by its diverse student cohort;
 - b) the aim of providing an inclusive, supportive learning environment is central to the design not only of GHE courses and specific student support services, but to systems, policy, procedures, resource acquisition, and infrastructure development;
 - c) students are provided with multiple means of acquiring information concerning the ways in which GHE supports their academic and personal wellbeing;
 - d) students are provided with appropriate means of engaging and interacting with the academic and personal support provided.

11. GHE's 3C Student Wellbeing and Support Model (see **Student Wellbeing, Orientation and Support Procedure**) is informed by contemporary research (see References section in this Policy) into student success and is underpinned by the goal to encourage students to become Connected, Capable and Confident.
12. These competencies are embedded in GHE's frameworks and process for:
 - a) student engagement and support (see **Student Wellbeing, Orientation and Support Procedure**);
 - b) academic progress and early intervention for students at risk (see **Academic Progress Policy**);
 - c) student non-academic misconduct (see **Student Non-Academic Conduct and Misconduct Policy**);
 - d) critical incidents (see **Critical Incident Policy**);
 - e) student complaints and appeals (see **Student Complaints, Grievances and Appeals Policy**).
13. The aim of embedding the 3C model across this framework and processes is to ensure that student wellbeing remains at the heart of all activities covered by this Policy.
14. The effectiveness of GHE's approach to student wellbeing and support is assessed and reviewed annually as part of Student Cohort Monitoring (see **Quality Assurance Policy**) and informs the annual GHE Quality Cycle Report.
15. GHE is committed to providing a quality student experience through a coordinated approach to student engagement and support which aligns with and scaffolds into its approach to teaching and learning regardless of the student's place or mode of study and at not additional cost to the student.
16. Engagement with and support for students starts from the point of application through to transition to work and/or further study.
17. Engagement with, and support for, students is tailored to each student's needs and circumstances identified as part of GHE's early engagement and getting started program. This includes the provision of an age and culturally appropriate orientation program and access to an official liaison officer.
18. Relevant information and referrals to all support services including academic and non-academic counselling is provided to students. These services are at no additional cost to the student.
19. GHE will monitor the progress of each overseas student to ensure the overseas student is in a position to complete the course within the expected duration specified on the overseas student's CoE.

Associated information

Related Internal Documents	<p>Student Wellbeing, Orientation and Support Procedure</p> <p>Academic Progress Policy</p> <p>Admissions Policy</p> <p>Assessment Policy</p> <p>Course Design Policy</p> <p>Critical Incident Policy</p> <p>Enrolment Policy</p> <p>Quality Assurance Policy</p> <p>Student Academic Integrity and Academic Misconduct Policy</p> <p>Student Complaints, Grievances and Appeals Policy</p> <p>Student Disability Policy</p> <p>Student Diversity and Equity Policy</p> <p>Student Non-Academic Conduct and Misconduct Policy</p> <p>Student Sexual Assault and Sexual Harassment Policy</p> <p>Work-Integrated Learning Placement Policy</p> <p>Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i></p> <p><i>Higher Education Standards Framework (Threshold Standards) 2021</i></p> <p><i>TEQSA Guidance Note: Wellbeing and Safety, Version 1.2</i></p> <p><i>Education Services for Overseas Students Act 2000</i></p> <p><i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i></p> <p><i>Disability Standards for Education 2005</i></p>
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Change history

Version Control	Version 1.3	
Change Summary	16-Mar-20	V1.0 Draft approved by Board of Directors 21-Feb-20 including minor amendments (move references section to procedure plus administrative updates)
	22-Jul-20	V1.1 Administrative updates
	8-Dec-21	V1.2 revised for HESF 2021 and administrative updates
	29-Jun-23	V1.3 added cl8, approved by CEO 29-Jun-23 plus administrative updates following TEQSA registration

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