Student Support Procedure

1. Purpose and Scope

The purpose of this procedure is to demonstrate Gestalt Therapy Brisbane's (GTB) processes of student support. For detailed information in specific operational areas, please review course progression, academic support, student welfare, student representation, critical incidents, grievance, sexual assault and harassment, English language, and equity and diversity policy documentation.

This procedure applies to all stakeholders at all levels of student involvement and includes staff, contractors, volunteers, and others who interface with GTB students.

2. Process and Key Control

Student support is essential to a successful and rewarding learning journey, and the provision of support tools that contribute to increasing knowledge, skills, and understanding are designed to assist this journey. Equally, consideration of individual circumstance and the utilisation of support mechanisms designed to navigate life situations also contribute to student success.

GTB applies a variety of processes of student support, as discussed in the following sections:

2.1: Range of student support.

2.2: Identifying those in need of student support.

2.3: Accessing student support.

2.4: Delivering student support.

2.5: Monitoring and improving student support.

2.1. GTB provides a range of student support.

GTB has a range of in-house and contracted academic and non-academic support for students. At a minimum this includes support in the areas of:

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- Academic skills
- Course progression
- Critical incidents
- English language
- Equity and diversity
- Sexual assault and harassment

As students enter and engage with their learning journey, it is inevitable that different issues will emerge for different individuals. Because of this, student support is extensive, with specific services identified and accessed as needs arise.

2.2. Processes for identifying students that may need support.

Due to the nature of the GTB educational material there is a focus on development of the self and relations with others, which can lead to the emergence of academic or personal elements that can hinder student progression.

GTB teaching staff are trained to identify and support these needs should they arise, and there are a variety of identifying mechanisms in place to assist in recognising students who may need support, including:

- Assessment of prior knowledge from information gathered during enrolment.
- Students self-identify as requiring assistance.
- Educators identify a need through engagement with students.
- Submitted work and/or assessments exposes a need.
- Students requiring - but not engaging with - support are identified.
- Collaborative discussion between staff about student progression identifies a need.

Once a need is identified, the relevant policy discussing the identified area can be consulted to clarify support mechanisms. Similarly, professional judgment can be applied in determining the best support for a given situation that may not be addressed through policy, which may include referral to internal or external support mechanisms. Each situation will determine the type and level of support that is implemented.

2.3. Processes to access student support.

When a support need is identified, students are directed to the appropriate services, which may include:

- Academic skills support information – this is accessible within the learning resources tab of the student resources area of the learning management system. This describes the process for accessing and engaging with tutoring, workshops, and other academic skill development.
- Non-academic support is individualised to the presenting situation that triggers internally sourced support specific to need, referral to external support, or a combination of these. If the situation is addressed through specific policy, these will describe access processes.

Access to support in either of these instances is organised and initiated by the relevant staff member in tandem with the Head of Teaching, Learning, and Student Experience. This can occur in the following ways:

- The student approaches the year coordinator and requests support.
- The year coordinator approaches the student and recommends support.
- Support is assessed and accessed as per need.
- Support for diversity in age, culture, and life circumstance is provided in a tailored manner.
- Support is faithfully and fairly implemented.

All access to support provides students with the tools and time to determine their ability to progress through their learning journey at GTB. If academic skill is contributing to pre-census progression risk, then access to support is timely - with the aim of ensuring the student can make an informed decision to incur or avoid FEE-HELP debt.

2.4. Processes for the delivery of student support.

Staff consistently work with students to enable success. This includes initiating access to and monitoring integration of delivered academic and non-academic support.

- Course progression status is classified across seven levels, with each level having distinct degrees of intervention and support. Therefore, the nature of this support depends on the

level of progression risk and the underlying reason/s for this, with the delivery of support tailored accordingly. See the Student Course Progression Policy and Procedure for detailed information.

- Academic adjustment arrangements that support at risk students are provided.
- Resourcing of support is appropriate to need and can be adjusted to meet changes.
- The Head of Teaching, Learning, and Student Experience can initiate a higher level or broader range of support if needed.
- If necessary, external resources may be integrated into an extended support response, i.e., these are utilised when internal capacities are unable to successfully meet needs.

2.5. Processes for the monitoring and improvement of student support.

- The Head of Teaching, Learning, and Student Experience reports support issues to the Academic Manager.
- The Academic Manager reports support issues to the Academic Governance Body.
- The Academic Governance Body reports support issues to the Corporate Governance Body via the Chairs report.
- The Academic Governance Body or the Corporate Governance Body may recommend action to resolve student support issues.
- Recommendations will be implemented as per continuous improvement guidelines.
- GTB will respond to governance recommendations within three (3) months of their receipt and will report back on the implementation of these within the next governance reporting cycle.

3. Key Requirements

- Student support mechanisms are accessible, understandable, timely, and appropriate.
- Cooperation between all parties is essential for effective student support outcomes.

4. Roles, Responsibilities and Accountabilities

The roles, responsibilities and accountabilities associated with student support at GTB are shared across all levels of the organisation.

5. Monitoring, Review and Assurance

This procedure meets the requirements of the Australian Department of Education Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. Ongoing monitoring and review maintain compliance and assure GTB student support meets standards.

6. Recording and Reporting

Staff are required to report on support issues at regular meetings, with important matters escalated as necessary. Recording of this occurs within meeting minutes, which are communicated to the administration manager as required, who records the information in the relevant file.

Reporting of support issues to governance occurs within quarterly reporting timelines.

GTB reports student support data to the Department of Education annually.

7. Appendix

- Australian Department of Education (2023). Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023. https://www.education.gov.au/higher-education/resources/draft-higher-education-provider-amendment-support-students-policy-guidelines-2023

8. Version Control

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