

# Support for Students Policy

## Purpose

The purpose of this policy is to outline the scope of ICAT student support services provided to students during their orientation, transition, and progress throughout the course. With ongoing changes to HESA [as of 2023-2024] this policy is designed to ensure that ICAT actively identifies students who may be at risk of failing their chosen units of study. It outlines our commitment to providing comprehensive support to these students and to facilitating their academic success.

## Scope

This policy applies to all commencing and continuing students enrolled in a course of study at ICAT, and the staff who are involved in the associated teaching, academic skills, and administrative activities.

## Related Policies

This policy should be read in conjunction with the following Institute policies and documents:

- Misconduct Policy
- Reasonable Adjustment Policy
- Attendance & Participation Policy
- Monitoring Academic Progression Policy
- Complaints & Appeals Policy
- ICAT Student Handbook

## Related Legislation

- Higher Education Support Act 2003 [HESA]
- Higher Education Standards Framework 2021 [Threshold Standards]
- Education Services for Overseas Students Act 2000 [ESOS]
- National Code 2018

All documents referenced in this policy can be accessed via the [Forms & Policies](#) section at the bottom of the Home Page of the Institute website and Handbook section of the Student Portal via [myicat.edu.au](http://myicat.edu.au).

## Principles

The ICAT Student Support Strategy is based on four key areas and identifies actions and activities for each of the key areas across the trimesters and responsibilities for implementation.

- Student Engagement
  - Engagement is achieved through a robust orientation program at the start of a student's journey.
  - The orientation program plays a pivotal role in ensuring the successful transition of students into the academic and social fabric of the Institute.
  - By providing valuable insights into campus resources, academic expectations, and fostering connections with fellow students and faculty, the orientation program creates a foundation for a positive and enriching college experience.
  - It equips students with the necessary tools to navigate the challenges of higher education, instils a sense of belonging, and sets the stage for personal and academic growth throughout their college journey.
- Academic Progress
  - Academic preparedness lays the groundwork for a student's journey through higher education, serving as a crucial determinant of their success. A strong foundation in essential skills and knowledge not only facilitates a smoother transition into college but also empowers students to engage more effectively with advanced coursework.
  - As students progress academically, their ability to comprehend complex concepts, think critically, and apply their learning becomes increasingly vital. Academic progression and success, therefore, are intrinsically linked to continuous growth, dedication, and the pursuit of excellence. A commitment to advancing one's academic capabilities not only opens doors to new opportunities but also establishes a lifelong pattern of intellectual curiosity and achievement.
- Learning Experience
  - The learning experience extends far beyond the acquisition of knowledge. It serves as an environment for personal and intellectual growth, fostering critical thinking, problem-solving skills, and a deep understanding of diverse subjects.
  - College provides a unique environment where students engage in dynamic interactions with lecturers, peers, and a wealth of resources, shaping their perspectives and cultivating a lifelong love for learning.

- Beyond academic achievements, the college learning experience instils resilience, adaptability, and the capacity for independent inquiry, preparing individuals to navigate the complexities of the ever-evolving world.
- Not merely a means to an end but a profound exploration that shapes individuals into well-rounded, informed, and capable contributors to society.
- **Students at Risk**
  - Identifying and supporting students at-risk is a crucial aspect of fostering an inclusive and effective educational environment.
  - Recognising the unique challenges that some students may face allows The Institute to provide targeted support, ensuring that no one is left behind in their academic journey.
  - By proactively identifying at-risk students, ICAT can implement tailored interventions, ranging from academic assistance to mental health resources, fostering a culture of care and empowerment. This proactive approach not only enhances individual student success but also contributes to the overall well-being of the entire ICAT community.
  - Demonstrates ICAT’s commitment to equity, student development, and the creation of an inclusive educational landscape where every student can thrive.

### Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
290816 V1.1	11 Oct 2016	Teaching and Learning Committee	Academic Board	Policy prior to change of Ownership
111016 V1.2	1 Oct 2019	Collaborative	Academic Board	Policy prior to change of ownership
280423 V1.2	4 May 2023	Quality Assurance Manager	Academic Board	Renamed Student Support Policy [formerly Orientation and

				Transition Support Policy] Addition of SSA/ASA
08112023 V1.3	30 Nov 2023	Director of Operations and Compliance	Academic Board	Renamed Support for Students Policy in line with guideline and obligation changes under HESA 2003 because of the cessation of 50% rule for FEE-HELP eligibility for students [2023]

### Policy Information

<b>Author:</b>	Director of Operations and Compliance
<b>Policy owner:</b>	Director of Education
<b>Approved by:</b>	Academic Board
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