STUDENT SUPPORT FRAMEWORK

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Policy Lead	Chief Executive Officer/Principal
Approving Authority	Board Of Directors
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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) (NC: 2.1, 6, 7, 8, 9, 10) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 5.2, 5.3.5, 6.1.4, 7.2) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations) Higher Education Support Act 2003 (Cth) Higher Education Provider Guidelines 2023 Higher Education Administrative Information for Providers Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023 (Cth) Corporations Act 2001 (Cth) (Corporations Act) Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) requirements Australian Human Rights Commission Act 1986 (Cth) Disability Discrimination Act 1992 (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Age Discrimination Act 2004 (Cth) Anti-Discrimination Act 1977 (NSW) Fair Work Act 2009 (Cth) Work Health and Safety Act 2011 (NSW)
Related ASA Documents	Quality Assurance Framework Critical Incident Management Plan Critical Incident Policy Critical Incident Procedure Student Code of Conduct Staff Code of Conduct Diversity and Equity Policy and Procedure Aboriginal and Torres Strait Islanders Participation Policy and Procedure Student Enrolment and Attendance Policy and Procedure Student Support, Wellbeing and Health Policy and Procedure Student Grievance Policy Student Grievance Procedure Student Progression and At Risk Policy Student Progression and At Risk Procedure Deferral, Suspension, and Cancellation Policy and Procedure Student Fees, Charges, and Refund Policy Student Fees, Charges, and Refund Procedure Information Technology Policy and Procedure Learning Resources Policy and Procedure Discrimination, Bullying and Harassment Policy and Procedure Sexual Assault and Sexual Harassment Policy and Procedure

1. Purpose

The ASA Institute of Higher Education (**ASA**) is committed to supporting students in a holistic manner to assist all students to complete their studies and achieve their academic goals.

The Framework outlines the support available to students and how to access this support at ASA during their enrolment.

2. Scope

This Framework applies to all ASA applicants, students, staff, directors, officers, external appointees on any ASA board or committee, volunteers, contractors, educational partners, or work-integrated learning host organisations.

3. Principles

ASA is committed to ensuring that students are appropriately supported to assist them in completing their studies and reaching their academic goals, and that students are made aware of the support available.

As part of this commitment, all staff at ASA are required to understand their responsibilities in providing students with support and, where necessary, referral for appropriate advice.

4. Definitions

Term	Definition

academic integrity	Academic integrity means:
	 a. acting with honesty, fairness and responsibility in learning, teaching, and research,
	 b. honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used,
	 c. fairness and honesty in staff and student dealings with one another and
	 d. striving for objectivity in academic decision-making, which includes:
	    i. not accepting inducements that may influence a decision and
	    ii. declaring possible conflicts of interest so that these can be recorded, assessed, and managed.

additional needs	Any needs that are specific to a particular student and are not met by current services and supports supplied by ASA. ASA may be able to make reasonable adjustments to meet additional needs.
applicant	A person who has applied to study at ASA.
bullying	Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.
Chief Executive Officer (CEO) / Principal	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.

Term	Definition
discrimination	Happens when a person or a group of people: 1. is treated less favourably than another person or group because of a particular characteristic or attribute (or because they associate with another person or group with a particular characteristic or attribute) ('direct discrimination'); or 2. where an unreasonable rule or policy, which applies to everyone has an unfair effect on a person or group, because they have a particular characteristic or attribute ('indirect discrimination'). Protected characteristics or attributes include a person's age, breastfeeding, family responsibilities, gender identity or intersex status, impairment or disability, lawful sexual activity, parental status, political belief or activity, pregnancy, race, relationship or marital status, religious belief or activity, sex, sexuality, social origin, trade union activity, and irrelevant criminal or medical record.
domestic student	A domestic student is a student who is • an Australian citizen or an Australian permanent resident; or • a New Zealand citizen (or dual citizenship holders of either Australia or New Zealand); or • a person entitled to stay in Australia without limitation as to time, including a holder of an Australian permanent humanitarian visa.
domestic violence	Domestic violence refers to a pattern of abusive behaviour in an intimate or family relationship, or after separating from the relationship, that is violent, threatening, controlling, or otherwise intended to make a person feel unsafe. This includes physical violence as well as verbal and psychological abuse. It often involves the exploitation of uneven power dynamics including gender stereotypes.
gender-based violence	Gender-based violence is violence that is used against someone because of their gender. It describes violence rooted in gender-based power inequalities, rigid gender norms, and gender-based discrimination.
governance bodies	Any board or committee within the Governance Charter, with the exclusion of the Student Representative Council. Governance bodies will have delegated authority to oversee specific governance processes.
grievance	Grievances are concerns, problems, or complaints that staff or students raise with the provider.
harassment	Undesirable conduct that induces feelings of belittlement, intimidation, offense, or apprehension, and which a reasonable person, considering all circumstances, would anticipate causing offense, intimidation, or apprehension.
holistic	A holistic approach means to provide support that looks at the whole person, not just their mental health needs. The support should also consider their physical, emotional, social and spiritual wellbeing.
international student	An international student is a student who is not classified as a domestic student. An international student requires a student visa to enter Australia and stay onshore.
mental wellbeing	Mental wellbeing is how we respond to life's ups and downs. In this simple mental wellbeing definition lies deeper meaning and implication for our lives. It includes how a person thinks, handles emotion (emotional wellness), and acts.
offshore	Offshore refers to residing outside of Australia during all of the course of study.
onshore	Onshore refers to residing in Australia during part or all of the course of study.

Term	Definition
reasonable adjustment	These are administrative, environmental, or procedural alterations in the learning situation which remove barriers for people so that they can perform the inherent requirements of the course of study. For students, this could mean adjustments to the mode of delivery or written material or the assessment process and timeframe. An adjustment is reasonable if it takes into account the requirements or the person and balances the interests of all parties affected.
Senior Management	A group of senior operational staff who report to the CEO and have specific functional responsibilities within ASA. The Senior Management team consists of: • Chief Executive Officer/Principal • Academic Dean • Director International Recruitment • Director Learning and Innovation • Director Quality and Compliance • Director Student Experience
session	A session at ASA is a scheduled time when formal teaching and learning activities take place. Each session is generally 2-4 hours long, but this may vary based on the unit and/or course. Students should attend all sessions that appear on their timetable for each unit.
sexual assault	Sexual Assault occurs when a person is forced, coerced, or tricked into sexual acts attempted or sexual contact is performed against their will or without their consent. Sexual assault describes the forced penetration of the vagina or anus of any person with any part of the body of another person, or any object, against their will or consent. It also includes oral sex. Sexual assault is a crime under the Australian Law. Sexual assault can be committed against people regardless of their gender, age, sexual orientation, ability, and background. Sexual assault is sometimes referred to as rape, sexual abuse, or sexual violence.
sexual harassment	Sexual harassment is any unwelcome behaviour of a sexual nature that makes a person feel offended, humiliated, and/ or intimidated. It may include, but is not limited to, unwelcome sexual advances, persistent questions relating to a person's sexual orientation or sex life, or unwelcome requests for sex or sexual favours. Sexual harassment is a form of sex discrimination, can be obvious or indirect, can be physical or verbal, can be repeated or one-off and can be perpetrated by any gender and towards any gender.
student	Includes enrolled students, students who have been accepted for enrolment but who have not yet commenced.
student voice	Student voice is an approach to education that values the perspectives, experiences and aspirations of students.
student wellbeing	Student Wellbeing is the holistic state of health, encompassing physical, mental, emotional, and social aspects, contributing to a student's overall quality of life.
transition	The state of moving from one type of course or educational experience to another.
work-integrated learning (WIL)	Encompasses any arrangement where students undertake learning in a workplace outside of their higher education provider (or one operated jointly with an external partner) as a part of their course of study.

5. Support Framework Components

A high-quality student experience with strong student support is made up of a number of

interconnected services and resources including:

- clear and accurate public information to facilitate empowered student choice;

- resources, facilities, and infrastructure that is fit for purpose and relevant;

- a welcoming community that values diversity and takes action to prevent discrimination, bullying, harassment, and assault, with effective consequences for breaches of conduct codes;

- academic staff who are appropriately qualified and accessible;

- additional staff to meet administrative and support needs of students;

- tailored orientation and transition services;

- clear guidance and training to ensure academic integrity is maintained;

- academic and learning support that identify students at risk of unsatisfactory progress and provide specific support;

- valuing of student voice through accessible methods of providing feedback and representation which initiate continuous improvement in a transparent manner;

- support for general wellbeing including mental health; and

- effective and fair mechanisms to resolve academic or other grievances at no cost to students in a timely manner.

ASA provides a wide range of information and support to students and referrals to appropriate external services when it is in the student's best interest.

6. Support Access Directory

The following table summarises all support services offered to students of ASA, which will be provided in person or digitally, or via an external party depending on the circumstances.

Support services offered by ASA are specifically tailored to meet the needs of the identified student sub-cohorts at ASA, including international students.

Support services are free of charge if offered by ASA.

Where ASA provides a referral for other services, ASA will seek to include service providers that represent value for money and / or provide indicative costs to ensure students remain reasonably able to access required support.

Area of desired support	Support Available	Contact Point / Related Information
Choice of course / provider		
Is ASA the right place for me?	ASA is a higher education provider that is registered and accredited to offer courses in accounting and technology management to domestic and international students. ASA is located in Sydney CBD and is close to multiple forms of public transport. If you feel comfortable doing so, please advise the Student Services team of any additional needs so that we can provide	Admissions staff or Student Services staff ASA website: https://asahe.edu.au/ *ASA course flyers* *Student Admissions Policy* *Diversity and Equity Policy and Procedure* *Aboriginal and Torres Strait Islanders Participation Policy*

Area of desired support	Support Available	Contact Point / Related Information
	assistance and accommodation for you where possible.	*Learning Resources Policy and Procedure* *Recognition of Prior Learning Policy* *Student Orientation Policy* *Student Enrolment and Attendance Policy and Procedure* Escalation point: Admissions Manager
What type of delivery is right for me?	ASA has a range of course delivery models to provide choice for applicants and students. ASA courses and units will specify what mode of delivery is available. Different modes include: **Face-to face**: is delivered in the physical classroom setting. F2F classroom interaction takes the form of in-person, real-time interaction between the lecturer and the students, with technology used as part of this delivery. **Online delivery**: Units are offered in a web-based environment with no physical classroom. **Blended**: Blended courses have most units as a face-to-face unit, with some units offered online. **Offshore:** Units or courses are delivered outside of Australia during part or all of the course of study. The offshore delivery mode may be adopted through partnerships with overseas providers.	Admissions staff ASA website: https://asahe.edu.au/ *ASA course flyers* *Student Admissions Policy* *Course Design and Development Procedure* *Educational Partnerships Policy* Escalation point: Admissions Manager
How do I apply to ASA?	You can apply directly to ASA through our website or have a registered education agent of their choice help them through the admissions processes. All applicants should carefully review ASA's website and flyers to ensure they understand the entry requirements, cost and conditions of studying in Sydney.	Admissions staff ASA website: https://asahe.edu.au /apply-online/ *ASA course flyers* *Student Application Form* *Student Admissions Policy* *Recognition of Prior Learning Policy* *Student Orientation Policy* *Student Enrolment and Attendance Policy and Procedure* Escalation point: Admissions Manager
I want to change my course.	Speak to your Course Coordinator about your current course and what units you have already completed and what advantages and disadvantages you should consider before changing your course.	Course Coordinator Student Services Staff member. *Course Withdrawal or Transfer Request Form*

Area of desired support	Support Available	Contact Point / Related Information
	Once you are fully informed, speak to a member of student services to complete the necessary forms. The Academic Dean will review your request and provide a written notification of the outcome to your ASA email.	*Deferral, Suspension and Cancellation Policy and Procedure* *Student Transfer Policy and Procedure* *Student Grievance Policy* Escalation point: Academic Dean
I want to study somewhere else.	Please note that you are generally not able to change providers in the **first 6 months** of your study. Please speak to us about anything that is troubling you prior to leaving ASA. Your Course Coordinator can review your current progress and highlight the advantages and disadvantages you should consider before changing to another provider.	Course Coordinator Student Services Staff member. *Withdrawal from a Course Application Form* *Deferral, Suspension and Cancellation Policy and Procedure* *Student Transfer Policy and Procedure* *Student Grievance Policy* Escalation point: Academic Dean
Facilities and Infrastructure:		
Physical campus	ASA provides resources, facilities, and infrastructure for you to have a great learning experience. The campus includes classrooms, fast Wi-Fi for free student internet, a library for physical texts. There are also kitchen facilities with tea and coffee facilities, bathrooms and a student lounge area. The campus is fully accessible with lift access to campus and no steps or uneven floors. Around campus is the heart of Sydney CBD, with Hyde Park across the road and many cafes, convenience stores and shopping within a 2 block radius.	Student Services Staff member. *Student Handbook* *Student Orientation Policy* and clear signage will ensure students understand how to safely exit the building in an emergency. Escalation point: Director Student Experience
Academic resources	ASA uses a digital Learning Management System so you can access all the online learning resources from one point. - Unit Outlines - Required and recommended texts - Assessment briefs - Student forums / discussions - Contact details of your lecturer - Academic Integrity module Access to ProQuest, ASA's digital database and supplier of e-books is included in your enrolment.	Academic Support team for further help accessing the LMS if required. If you cannot access your materials, please speak to your Lecturer or the Course Coordinator. *Learning Resources Policy and Procedure* *Information Technology Policy and Procedure* Escalation point: Academic Dean
Information technology	All classrooms are fitted with cameras to allow for simultaneous teaching and recording. You can access these recording	If you have IT issues please contact servicedesk@asahe.edu.au for

Area of desired support	Support Available	Contact Point / Related Information
	to help them revise or catch up on sessions missed due to illness. Students are required to bring their own device to access learning resources and can utilise the free Wi-fi in all campus areas. Students are able to borrow a laptop if required for no charge. If you wish to borrow a laptop please see Student Services staff at the front counter.	issues with logging on or password resets. *Information Technology Policy and Procedure* *Learning Resources Policy and Procedure* Escalation point: Systems Administrator
Community Feeling		
Social interactions	ASA encourages students to engage in social interactions to enrich their social and personal life. Check the Student Learning Hub or around campus for upcoming events. ASA is equipped with activity spaces for students to engage in various social activities outside of regular session times. ASA's LMS has space to share ideas and connect with other students in your course.	Student Services Staff members. *Student Orientation Policy* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Discrimination, Bullying and Harassment Policy and Procedure* Escalation point: Director Learning and Innovation.
Special events	ASA organises special events in accordance with significant dates for various cultural, religious, and ethnic groups. You are encouraged to join those events via wearing traditional costumes, sharing traditional foods and other appropriate activities. Photographs and videos of special events will be posted on ASA official social media.	Student Services Staff member. *Media Release Form for Staff and Students* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Discrimination, Bullying and Harassment Policy and Procedure* Escalation point: Director Learning and Innovation
Discrimination, Bullying, and Harassment	If you experience or observe any discrimination, bullying, harassment, incidents please report the instance to the Wellbeing Officer or any other member of staff you feel most comfortable with. ASA seeks to make all students and staff feel welcome and safe and will take steps to ensure conduct codes are complied with. You are able to bring someone of your choice to any formal meetings as personal support.	Please speak to the Wellbeing Officer or any other member of staff you feel comfortable reporting incidents to. (wellbeing@asahe.edu.au). *Discrimination, Bullying and Harassment Policy and Procedure* *Sexual Assault and Sexual Harassment Policy and Procedure* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Staff Code of Conduct*

Area of desired support	Support Available	Contact Point / Related Information
		Information Technology Policy and Procedure Escalation point: Director Learning and Innovation / CEO.
Sexual Assault and Sexual Harassment	Sexual Assault is against the law in Australia. If you experience or observe any sexual assault and/or sexual harassment, you may disclose the instance to the Wellbeing Officer or any other member of staff you feel most comfortable with. If you intend to act on behalf of another individual, you must obtain their explicit consent prior to taking any action. You may also formally report by lodging the SASH Reporting Form (online), available on the ASA website under Current Students(https://asahe.edu.au/policies-and-forms/). You are encouraged to bring someone of your choice to any formal meetings as personal support. The Wellbeing Officer or another staff member could provide this support if you chose. While you may want to remain anonymous in any disclosures or reports, ASA strongly recommends that identifying information be provided to ensure adequate support and assistance.	Students are encouraged to report any instances to the NSW police. ASA encourages you to speak to the Wellbeing Officer (wellbeing@asahe.edu.au) or any other member of staff you feel comfortable reporting incidents to. *Sexual Assault and Sexual Harassment Policy and Procedure* *Discrimination, Bullying and Harassment Policy and Procedure* *Student Support, Wellbeing and Health Policy and Procedure* *Student Code of Conduct* *Staff Code of Conduct* *Information Technology Policy and Procedure* Escalation point: Director Learning and Innovation / CEO.
Student Representation	You are encouraged to participate in the Student Representative Committee (**SRC**). You may join the SRC and vote in elections of student representatives. The members of the SRC represent students at the Learning and Teaching Committee and the Academic Board.	Student Services Staff. *Governance Charter* Escalation point: Academic Dean
Student Wellbeing	If you need wellbeing or mental health support, you are encouraged to seek support from the Wellbeing Officer or any other member of staff you feel comfortable speaking to. ASA fosters a welcoming, safe and secure learning environment for all students and staff and provides services to support their wellbeing and health.	The Wellbeing Officer (wellbeing@asahe.edu.au) or Student Services Staff. *Student Support, Wellbeing and Health Policy and Procedure* Escalation point: Director Learning and Innovation.
Financial and Money Matters		

Area of desired support	Support Available	Contact Point / Related Information
Difficulty paying your fees	If you are unable to pay your fees according to the agreed payment schedule outlined in your Letter of Offer you can contact the accounts team and request alternative arrangements. Evidence of your circumstances will assist in your request being approved.	Please contact the accounts team via accounts@asahe.edu.au *Payment Instalment Request Form* *Student Fees, Charges, and Refund Policy* Escalation point: Finance Manager
Is my job paying me properly?	Salary entitlement information can be found on Fair Work and relevant websites. All students should ensure that their work is not compromising their academic goals or behaviours.	Fair Work Ombudsman contact number: 13 13 94 Fair Work webpage: https://www.fairwork.gov.au/workplace-problems/common-workplace-problems/my-pay-doesnt-seem-right https://www.fairwork.gov.au/pay-and-wages *Student Support, Wellbeing, and Health Policy and Procedure* Escalation point: Director Learning and Innovation
Refund requests	Please speak to a member of the accounts team if you require a refund. Please note the amount of refund varies according to the circumstances of each request.	Please contact the accounts team via accounts@asahe.edu.au *Student Fees, Charges, and Refund Policy* Escalation point: Finance Manager
I lost my job	Most ASA students are international students and your primary purpose for living in Australia is to study. ASA acknowledges that many students work as well as study. If you lose your job you may choose to apply for other jobs. Various websites advertise job vacancies and can be filtered for jobs you are interested in such as Seek.com.au or https://au.indeed.com/	NSW Government reference: https://www.nsw.gov.au/employment/getting-a-job/losing-your-job-know-your-rights-and-get-support *Student Support, Wellbeing, and Health Policy and Procedure* *Mental Health Framework* Escalation point: Wellbeing Officer/ Director Learning and Innovation
I have to move house	You must update ASA within 7 days changing any of the following: • current residential address • mobile number	Student Services Staff or review the ASA website for information on student accommodation options:

Area of desired support	Support Available	Contact Point / Related Information
	• email address • who to contact in emergency situations Accommodation information is listed on ASA official website for your reference.	https://www.asahe.edu.au/future-students/studying-in-sydney/ *Student Code of Conduct* *Student Support, Wellbeing, and Health Policy and Procedure* Escalation point: Director Learning and Innovation
Academic help		
Consultation with your teacher	Academic staff are required to be available for consultation on academic matters relating to the unit they teach. Speak to your lecturer before, during or after formal sessions. It can be helpful to request an interview time through the Learning Management System (LMS) if you need more time. Additionally, the Course Coordinators are available to discuss any academic, attendance or other related issue during operating hours and can provide advice, guidance or referral where required.	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Student Code of Conduct* *Student Enrolment and Attendance Policy and Procedure* *Student Assessment Policy* *Learning Resources Policy and Procedure* *Information Technology Policy and Procedure* Escalation point: Academic Dean
Help accessing books or unit material	Unit material is available on the LMS. You can access ProQuest, ASA's digital database and supplier of e-books through the Learning Management System (LMS). ASA also holds physical learning resources on campus, and these can be access by making a verbal request to the Student Services team. During Orientation you will be taught how to login and use the LMS.	Academic Support team for further training if required. *Learning Resources Policy and Procedure* *Information Technology Policy and Procedure* Escalation point: Academic Dean
Help with unit selection or your timetabling	You are required to study a full-time load if you hold a student visa. A full-time load is 8 units in 12 months. This equates to 2 units per study period, with 4 study periods per year. Generally, you should assume you will be on campus for 2 days per week, with additional time set aside for study throughout the week. Students are required to attend all formal academic activities and may risk the cancellation of their enrolment if their attendance falls under 75% of scheduled sessions.	Course coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Student Code of Conduct* *Student Enrolment and Attendance Policy and Procedure* *Student Support, Wellbeing and Health Policy and Procedure*

Area of desired support	Support Available	Contact Point / Related Information
	The academic requirements of your course will be outlined in course material that you should consult prior to accepting an offer to study at ASA. During Orientation and at any time during your study you can speak to your Course Coordinator regarding your course progress, units, or variations.	*Student Grievance Policy and Procedure* *Student Progression and At Risk Procedure* Escalation point: Academic Dean
Feedback or issues with your session or teacher	You are requested to complete surveys regarding courses, teaching staff and other academic aspects to ensure that ASA understands your views and works to provide a great experience. You may book an appointment with your Course Coordinator to seek additional support, provide feedback, or discuss issues on specific session or lecturer.	Course coordinators. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Staff Code of Conduct* *Student Support, Wellbeing, and Health Policy and Procedure* *Student Grievance Policy* *Learning Resources Policy and Procedure* *Information Technology Policy and Procedure* Escalation point: Academic Dean for issues with academic matters or the Wellbeing Officer/ Director Learning and Innovation for other matters.
Help with assessments	If you need help with your unit work or assessment please speak to your lecturer. If you need assistance with study skills or research please request an appointment with the Academic Support Officer.	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Student Code of Conduct* *Student Assessment Policy* *Student Assessment Appeals Policy* *Special Consideration Policy* *Academic Integrity Policy* *Student Progression and Student at Risk Policy* *Learning Resources Policy and Procedure* Escalation point: Academic Dean

Area of desired support	Support Available	Contact Point / Related Information
Sickness / Illness / injury and how to cope	If you are unwell or contagious, please remain at home. You should notify your lecturer via the LMS to inform them of their absence. If you are unable to sit an exam or submit an assessment due to your health you will need a medical certificate. If you need to be absent from a placement you must contact the WIL Manager and your allocated contact person at the host organisation.	Your lecturer / WIL Manager Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Special Consideration Policy and Procedure* *Student Code of Conduct* *Student Assessment Policy* *Student Assessment Appeals Policy* Escalation point: Academic Dean
Understanding Assessment results	You will regularly receive feedback on your academic performance through assessments. If you feel that your assessment feedback is unclear or you do not agree with the result you should speak to your lecturer as a first step.	Your lecturer. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Special Consideration Policy and Procedure* *Student Code of Conduct* *Student Assessment Policy* *Student Assessment Review Policy* Escalation point: Academic Dean
Academic integrity information	It is very important that you maintain academic integrity and only submit work that is your own original work. If you have any questions regarding Academic Integrity you are encouraged to speak with your lecturer.	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Academic Integrity Policy* *Academic Misconduct Procedure* *Artificial Intelligence Policy and Procedure* *Student Progression and At Risk Policy* *Student Support, Wellbeing, and Health Policy and Procedure* *Student Grievance Policy* *Student Grievance Procedure* Escalation point: Academic Dean
Academic misconduct allegation	ASA staff are required to ensure that all students maintain academic integrity to ensure that results are fair and reflect	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate

Area of desired support	Support Available	Contact Point / Related Information
	true student achievement of learning outcomes. If your work appears to be compromised, you will be required to attend an interview to discuss the matter. You are able to bring a support person to any formal interview.	them, please request email addresses from info@asahe.edu.au *Academic Integrity Policy* *Academic Misconduct Procedure* *Student Progression and At Risk Policy* *Student Support, Wellbeing, and Health Policy and Procedure* *Student Grievance Policy* *Student Grievance Procedure* Escalation point: Academic Dean
Help with study in general	You are encouraged to attend all sessions and scheduled academic activities to assist you to learn and develop your skills and knowledge in a consistent manner. If you wish specific help or support on specific academic skill please request a meeting with the Academic Support Officer.	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Student Code of Conduct* *Student Enrolment and Attendance Policy and Procedure* *Student Assessment Policy* *Learning Resources Policy and Procedure* *Information Technology Policy and Procedure* *Student Progression and At Risk Policy* *Student Support, Wellbeing, and Health Policy and Procedure* Escalation point: Academic Dean
I'm 'at risk' and want to succeed	All students want to succeed in their course and study. ASA seeks to support students' development of their knowledge and understanding with additional academic support measures. Please speak to your lecturer or Course Coordinator about which of the following options would suit your needs: • Study support sessions. • Meeting with the Academic Dean. • Skills workshops. • Special consideration. • Leave of Absence. • Meeting with the Wellbeing Officer.	Your lecturer or Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au *Student Progression and At Risk Policy* *Student Progression and At Risk Procedure* *Special Consideration Policy and Procedure* *Student Enrolment and Attendance Policy and Procedure* *Student Assessment Policy*

Area of desired support	Support Available	Contact Point / Related Information
		Learning Resources Policy and Procedure *Student Support, Wellbeing, and Health Policy and Procedure* Escalation point: Academic Dean
Questions or clarification about your placement or the Work Integrated Learning units.	Speak to your Course Coordinator or the WIL Manager about your placement and they will provide you with relevant and up to date information.	Your Course Coordinator or the WIL Manager *Work Integrated Learning Policy Work Integrated Learning Procedure,* *ASA MTEC WIL Placements Student Handbook* *ASA MTEC WIL Practical Unit Content and Structure* Escalation point: Academic Dean
Questions or clarification about your course	Speak to your Course Coordinator about your current course and they will provide you with relevant and up to date information.	Your Course Coordinator. Contact details can be found on the LMS. If you cannot locate them, please request email addresses from info@asahe.edu.au Escalation point: Academic Dean
Orientation and Transition		
Studying in Sydney	All students are required to attend an orientation day at the beginning of their studies with ASA. Orientation will include a tour of ASA and the provision of the *Student Handbook*. The Handbook includes information about international student visa conditions, grievance procedures and how to access student support services.	Student Services Staff member or the ASA website: https://asahe.edu.au/about-studying-with-us/ Escalation point: Admissions Manager.
Accommodation	ASA Institute of Higher Education is able to refer students to appropriate accommodation services and staff are available to discuss any issues or concerns a student may have with their accommodation arrangements. All international students are encouraged to have accommodation organised prior to arrival in Australia. If not arranged, Student Administration can refer students to appropriate accommodation services.	Student Services Staff member or the ASA website: https://asahe.edu.au/about-studying-with-us/ Escalation point: Director Learning and Innovation.
Overseas health Cover	All international students are required to have Overseas Health Cover as part of their Letter of Offer. You may choose to use ASA's provider or select your own.	Admissions Staff or information on health cover can be found on our website: https://www.asahe.edu.au/future-students/overseas-student-health-cover/

Area of desired support	Support Available	Contact Point / Related Information
		Escalation point: Admissions Manager.
Safety in Sydney	Sydney is a great city, but care should be taken to maintain your personal safety.	Student Services Staff member or the ASA website. The NSW government has official safety information on their website: https://www.study.nsw.gov.au/current-students/staying-healthy-and-safe/safety/ Escalation point: Admissions Manager.
Working while studying	International Students are able to work part-time whilst studying, however it is important to remember that your primary reason for being in Australia is for study.	Student Services Staff member or the ASA website. The Department of Home Affairs has information on the restrictions for student visa holders: https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#When Escalation point: Director Learning and Innovation.
Travelling in Sydney	There are many great things to see and do in Sydney. You are encouraged to enjoy the breaks between study periods to experience all that Sydney has to offer.	Student Services Staff member or the ASA website. There are many websites with advice on what to experience whilst in Sydney, including: https://www.tripadvisor.com.au/Attractions-g255060-Activities-Sydney_New_South_Wales.html Escalation point: Director Learning and Innovation.
Wellbeing		
I want /need to go home	It is common for student to feel homesick or miss their family. If you have a family emergency, event or medical condition that requires you to return home you should apply to withdraw from your course or take a Leave of Absence.	Wellbeing Officer. (wellbeing@asahe.edu.au)/ Student Services Staff member *Student Support, Wellbeing, and Health Policy and Procedure Deferral, Suspension and Cancellation Policy and Procedure Student Fees, Charges, and Refund Policy* Escalation point: Director Learning and Innovation.

Area of desired support	Support Available	Contact Point / Related Information
I'm not well and can't study	If you are unwell or contagious, please remain at home. You should notify your lecturer via the LMS to inform them of your absence. If you are unable to attend an in-class assessment, complete an online activity, or submit an assessment due to your health condition/s, you will need to provide a medical certificate. If you need to be absent from a placement you must contact the WIL Manager and your allocated contact person at the host organisation.	All medical emergencies: **call 000 in Australia** or your local emergency number on any phone to request emergency medical assistance (ambulance). If not an emergency contact your lecturer to report absence; ensure you can catch up on missed course work. *Special Consideration Policy and Procedure* Escalation point: Academic Dean / Academic Support team.
How do I get medical help?	Onshore students should call 000 in the event of a medical emergency and request an ambulance. Offshore students should contact the local emergency number. For non-emergency medical assistance, students can visit a General Practitioner (GP)/ local doctor at a local medical centre.	All medical emergencies: **call 000 in Australia** or your local emergency number on any phone to request emergency medical assistance (ambulance). If not an emergency: contact a Student Services Staff member. Health Direct is an Australian government website that provides a directory of medical support: https://www.healthdirect.gov.au/contact-us Student Orientation slides and Student Handbook indicate medical centres close to ASA campus. Escalation point: Director Learning and Innovation.
I'm feeling stressed / unhappy	You can make an appointment to see the Wellbeing Officer or other member of staff for advice on matters which may be affecting their study, such as: • time management issues; • setting and achieving learning goals; • motivation; • ways of learning; • managing assessment tasks; • self-care. You may also wish to speak to an expert wellbeing counselling service. These are free of charge.	All medical emergencies: **call 000 in Australia** or your local emergency number on any phone to request emergency medical assistance (ambulance). If not an emergency: Contact the Wellbeing Officer (wellbeing@asahe.edu.au) or Student Services Staff. Mental Health Online: https://www.mentalheathonline.org.au

Area of desired support	Support Available	Contact Point / Related Information
		The desk (support for Australian Tertiary Students): https://www.thedesk.org.au Butterfly Foundation for eating Disorders: https://www.thebutterflyfoundation.org.au/ LGBTQI Support Services: https://au.reachout.com/articles/lgbtqi-support-services Full Stop Foundation for sexual, domestic and family violence: https://fullstop.org.au or call 1800 385 578 *Student Support Policy Student Support, Wellbeing, and Health Policy and Procedure Special Consideration Policy and Procedure Deferral, Suspension, and Cancellation Policy and Procedure* Escalation point: Director Learning and Innovation.
Other challenges and hardship	ASA Institute of Higher Education recognises that adjusting to life and study in a new country can be difficult. We encourage you to reach out to your peers and our staff to talk about what you are feeling and experiencing so that you can receive appropriate support.	Wellbeing Officer (wellbeing@asahe.edu.au)/ Learning Support Hub Staff. / Student Services Staff member Escalation point: Director Learning and Innovation.

7. Continuous Improvement

In order to ensure that the support services provided to students are accessible, consistent, and appropriate in scope and quality, services are subject to ongoing review. Feedback is regularly sought from various stakeholders across a range of areas and analysed with a view to identifying areas for improvement.

Student feedback is sought through a range of surveys, Student Representative Committee meetings, interviews, and other means to ensure that students are represented appropriately with their perspectives and needs centred in discussions regarding student support.

ASA uses the collected data to monitor trends and emerging issues, in particular against student needs and cohort characteristics. ASA benchmarks its performance against relevant comparator data and internal targets as set by the Board of Directors and Senior Management.

The Academic Board receives regular reports on the progress of student cohorts through the Teaching and Learning Committee and will make recommendations to the Board of Directors on any required adjustments to learning support services.

The Board of Directors receives an annual report on student support services that includes all

internal data and the results of benchmarking.

Further information regarding continuous improvement measures is outlined in the *Quality Assurance Framework*.

8. Roles and Responsibilities

The Board of Directors is accountable for the quality of students' experiences. The Board of Directors is responsible for ensuring that resources, planning, delivery, and facilities meet the needs of students. The Board's decisions must be made in the best interests of the students and staff to support the quality of education and the learning environment offered by ASA and to maintain a culture consistent with ASA's strategic objectives.

The Academic Board is responsible for reviewing and making recommendations to the Board of Directors on the adequacy of learning support services provided to students, including on services provided to specific cohorts such as international students.

The CEO is responsible for reporting to the Board of Directors on the performance of academic, general, and personalised support services.

The Academic Dean is responsible for:

- maintaining and facilitating access to adequate academic learning support services;

- ensuring that support services offered reflect the needs of student cohorts across all modes of participation and courses;

- ensuring the availability of sufficient and competent staff for the provision of support services; and

- reporting to the Teaching and Learning Committee, the Academic Board, and the Board of Directors on the performance of academic, general and personalised support services.

The Wellbeing Officer is responsible for:

- assessing and reporting on identifying any student mental health and wellbeing needs and/ or issues;

- providing initial assessment sessions and offering personalised wellbeing plans;

- regularly following up on students' progress;

- facilitating referrals of students who require specialised support services; and

- conducting wellness workshops focusing on overall wellness.

The Systems Administrator is responsible for:

- providing academic and non-academic support to students.

The Director Learning and Innovation is responsible for:

- maintaining adequate non-academic support services; and

- facilitating access to these services.

All staff are required to understand their responsibilities in providing students with support and, where necessary, referral to others for appropriate advice.

9. Relevant HEFS

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

Standard 1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
2. Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.
3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Standard 2.1 Facilities and Infrastructure

1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes, and accommodate the numbers and educational and research activities of the students and staff who use them.
2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.
3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

Standard 2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Standard 2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.

3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.
2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.
3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
   a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
   b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
   c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.
4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.
5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

Standard 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or

recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Standard 5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.
2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.
3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.

Standard 5.3 Monitoring, Review and Improvement

5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

Standard 6.1 Corporate Governance

4. The governing body takes steps to develop and maintain an institutional environment in which freedom of speech and academic freedom are upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

Standard 7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
   a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
   b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies

c.   information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion

d.   information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment

e.   information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable

f.   information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

g.   information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

3.   There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

4.   Students are given reasonable notice of changes to a higher education provider's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

10. Version Control

This Framework has been reviewed and approved by the ASA Board of Directors as at February 2025 and is reviewed every three years.

This Framework is published and available on the ASA website https://www.asahe.edu.au/policies-and-forms/.

Change and Version Control

Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.1	Director Quality and Compliance	Ensure students have contemporary information regarding WIL. Domestic violence and gender-based violence added in the Support Access Directory. Updated contacts where required. HESA requirements incorporated.	18/02/2025	06/03/2025
2024.2	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024

2024.1	Director Learning and Innovation	Updated framework with more detail about Wellbeing and amended the definitions.	01/03/2024	08/03/2024
2023.1	Director Quality and Compliance	Expanded the framework to include all aspects of student support and a student support access directory. Updated policy to include HESF references, changes in regulatory compliances and policy suite development. Benchmarked against 4 other Higher Education Providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
2.0		Annual review – Academic Board approval	14/07/2021	
1.0		Academic Board approval	2020	