QI

QUANTUM INSTITUTE
OF HIGHER EDUCATION

Student Support and Consultation Policy

Table of Contents

Student Support and Consultation Policy

_____

Purpose

The purpose of Student Support and Consultation Policy ('the Policy') is to establish guidelines and procedures to ensure the provision of adequate support services for students enrolled at Quantum Institute of Higher Education ('the Institute' or 'QIHE'). QIHE aims to ensure that students have the necessary tools and support needed for success in their academic, social and personal lives.

Scope

This Policy applies to all students and staff involved in the delivery of QIHE programs and support services.

1. Policy Principles

In its dedication to creating a supportive and inclusive learning environment that fosters student success, QIHE upholds the following principles:

i. **Holistic Support.** Providing both academic and non-academic support services to accommodate all students during their academic journey at the Institute, from admission to completion and graduation;

ii. **Consistency.** Consistently ensuring the welfare and wellbeing of every student, meeting the diverse needs of each student cohort;

iii. **Respecting All.** Communicating and upholding students' rights, responsibilities and equitable access to all students including those with special needs, fostering mutual respect and accountability;

iv. **Communication of Supports.** Communicating to all students the range of student supports available to ensure they engage with the support they need;

v. **Staff Effectiveness for Support.** Providing training to staff members interacting with international students, fostering effective support that takes into account age and cultural sensitivity;

vi. **Prioritise Safety.** Prioritising students' safety both on campus, off campus and online, creating a secure environment conducive to learning and personal growth.

2. Support Services

2.1 Admission Services

To ensure that QIHE is providing equitable access to enter and study with the Institute effectively, QIHE will assist and support all applicants in their admission process. All applicants will be assessed equitably on the basis of merit and their ability to be able to progress satisfactorily in the Institute. Students may also contact the Institute for

alternative admission arrangements. Further information on Admissions is provided in the *Admission Policy and Procedure*.

2.2 Student Orientation Program

The Student Orientation Program at QIHE is designed to familiarise students with the campus environment and provide essential information for their academic journey. During this program, students will:

i.   Familiarise themselves with the campus layout, including classrooms, student areas, and administrative offices;

ii.   Receive information regarding institutional policies such as attendance requirements, refund procedures, and emergency protocols;

iii.   Receive a Student Handbook with details including information necessary for international students that are settling in Australia such as visa or housing, as well as support services available for all students;

iv.   Receive Moodle training, to understand how to access learning materials, submit assessments, participate in online forums or activities, and view grades and feedback;

v.   Gain insights into utilising various support services offered by QIHE.

vi.   In addition to the orientation session, students will be provided with a recorded LMS induction resource to support their effective use of the LMS.

The Student Services Officer, in liaison with Student Services Manager will oversee the Student Orientation Program to ensure all new students understand QIHE's policies and available support services.

2.3 Materials

All specified and recommended materials for each course, such as textbooks, journal articles, software, and datasets, must be listed in the Course Outline and made accessible via the Learning Management System (LMS) or the library portal.

Where resources are not open-access or freely available, QIHE ensures provision through:

i.   Digital access via the online library system;

ii.   Provision of electronic licenses or digital chapters under fair use;

iii.   Alternative access via reading lists, scanned chapters or hard-copy reserves.

These resources are to be made available to students whether they are on campus or off campus through the LMS.

2.4 English Language Support

QIHE is dedicated to assisting students, particularly those for whom English is not their primary language, in the continuing development of proficiency in English. Through tailored support, students will receive guidance with academic tasks including referencing and continuing development of both their verbal and written communication abilities in English. QIHE will actively implement measures outlined in the *English Language Policy* to support, enhance, and sustain students' English language proficiency.

2.5 Numeracy Support

The Institute will be providing numeracy support to students who requires the support. Students in need of numeracy support will be identified by their respective lecturer or academic staff. Identification could be undertaken through assessments or check-ins. Once identified, the Learning Support and Academic Integrity Manager will be responsible for providing the support required, this could be in the form of mentoring or dedicated sessions. Student who needs numeracy support are encouraged to seek and engage with the supports available.

2.6 Academic Support

In ensuring that students are able to progress in their studies effectively and achieve their utmost potential, QIHE provides the following support services:

i. Academic Counselling

QIHE's academic staff are available to provide additional support and counselling for students on matters regarding courses and assessments. Academic staff are available to provide guidance and support in various academic areas, including but not limited to:

a. Assist students in creating academic plans and navigating program requirements to ensure timely progress toward graduation;

b. Offer strategies and resources to help students improve study habits, manage time effectively, and optimise their learning experience;

c. Assist students in identifying challenges hindering academic success and develop personalised strategies to overcome them, such as improving study techniques or seeking additional academic support resources;

d. Assist students with personal problems which may be hindering academic progress. Academic staff should refer cases to the Student Services Manager when it is evident that the personal problems require professional assistance.

Students can access support outside class through:

a. Weekly scheduled consultation hours published in Moodle, on the unit outline and on the notice board;

b. By appointment via email or LMS booking system;
c. Online and face-to-face consultation options, depending on staff availability and the mode of delivery.

Students are encouraged to seek support early for assessment tasks or course content. Where appropriate, students may also be directed to additional academic skills, language, or numeracy support services.

The schedule and timing for consultations will be communicated to the students during the start of the semester.

ii. In-course Support

The Institute will be providing targeted in-course support such as check-ins throughout the semester regarding students' progress, referring students in need to further support available and alternative assessment arrangements to students requiring support. Academic staff are trained to provide in-course support and students can communicate with them for further support.

iii. At-Risk Student Support

Students who are having difficulties with progressing in their studies and demonstrating a low level of engagement are to be identified by the Institute as at-risk students. QIHE is dedicated to proper identification and supporting at-risk students as detailed in the *Academic Progression and Graduation Policy*.

iv. Student Support Services in Academic Matters

The Learning Support and Academic Integrity Team may provide additional support services and programs to further support the academic development of QIHE's students such as academic skills workshops and/or other academic development events.

v. Peer Support Mentoring

QIHE will develop a peer-to-peer mentoring program to support collaborative and engaging learning amongst the Institute's students as well as ensuring connectivity. The Program will be developed further by the Learning Support and Academic Integrity Manager with the support of the Course Lecturers.

2.7 Non-Academic Support

QIHE acknowledges that students require support beyond academic matters to enable them to progress effectively. Therefore, the Institute is providing non-academic support such as the following:

i. Counselling, including Mental Health and Wellbeing Support Services

In addition to academic support, QIHE provides non-academic counselling services to address students' personal, emotional, and social well-being to ensure positive mental health and well-being. The Student Counsellor will arrange counselling services for students. When necessary, external counselling services will be employed to manage matters considered to be

outside the expertise of employed staff. Students will be referred to external resources and services, such as community mental health agencies or crisis hotlines, for specialised support and assistance.

Counselling sessions will be:

    i.   Free of charge for all students;

    ii.   Scheduled at the earliest to avoid clash with the student's classes, where possible;

    iii.   Within reason, flexible in terms of length and frequency to meet students' changing needs;

    iv.   Conducted in a professional and ethical manner.

Any discussion or information during counselling sessions will be treated in confidence. No information shall be disclosed to any other parties except with the consent of the student.

All students are encouraged to seek counselling as needed, by contacting the Student Counsellor. Information on counselling services, including how to access them, will be available to students via the QIHE website, and Student Handbook, as well as communicated through announcements and the Student Orientation Program. Further information is outlined in the *Mental Health and Wellbeing Policy*.

ii.   Student Services Support for Non-Academic Matters

Student Services will arrange support services to help students regarding non-academic matters, including promoting self-awareness, resilience and self-care practices to improve students' overall well-being as well as enhancing personal growth and fostering a culture of support and positivity. This will be achieved through workshops, events, and other student activities. Student Services will arrange and communicate the range of supports to students.

iii.   Support for International Students

QIHE is committed to ensuring that international students are able to successfully integrate with the local community and have a positive learning experience as an international student in Australia. Students will be provided with the necessary information in their Student Handbook as well as during Student Orientation.

iv.   Health and Safety

Student health and safety is one of QIHE's core focus as your wellbeing is central to your learning experience. QIHE commits to maintain a clear health and safety processes that includes prevention, reporting and support services, as noted in the *Health and Safety Policy*, *Emergency and Critical Incident Management Policy* and *Sexual Assault and Sexual Harassment Policy*.

2.8 Aboriginal and Torres Strait Islander and First Nation Students

QIHE is committed to providing comprehensive support for Aboriginal and Torres Strait Islander and First Nations students, recognising their unique cultural, social, and educational needs. This includes offering academic tutoring, personalised counselling, and assistance with navigating the Institute systems, as well as fostering cultural awareness through workshops and events. QIHE support services are designed to provide tailored assistance to Indigenous students and staff are committed to providing equal opportunity of access, participation, and promote advancement. Students requiring support can contact Student Services.

2.9 Student with Disabilities

The Institute is dedicated to support students with disabilities to ensure they have equitable access and learning experiences as their peers. Students with disabilities who requires additional support or alternative arrangements can contact the Student Services for assistance. Please see the *Equity and Diversity Policy* for more information.

2.10 Library and Information Resources

All staff and students with valid QIHE staff or student identification are permitted to use and borrow items from the library. Library resources will include both academic and non-academic resources necessary to support student progress and learning. Access to library and information resources are free of charge. Library and information resources are designed to accommodate students with specific access needs, ensuring inclusivity. The e-Library can be accessed by staff and students at any time while on the campus or remotely. Security will be maintained by access controls such as unique login and passwords. Staff and students will be familiarised with library and information resources at QIHE through induction and orientation sessions, respectively. For more information, please refer to the *ICT Services and Library Facilities Policy*.

2.11 Monitoring and Improvement of Student Subgroups

QIHE diligently monitors the participation, progress, and completion rates of identified student cohorts. This involves a comprehensive analysis of data pertaining to various demographic groups within the student body. By scrutinising the performance metrics of these subgroups, QIHE gains valuable insights into their academic journey.

These insights serve as a foundation for informed decision-making, guiding the refinement of admission policies to ensure inclusivity and equitable opportunities for all students. Additionally, the findings inform strategic improvements in teaching methodologies, learning approaches, and support strategies tailored specifically to the identified subgroups.

Through this systematic monitoring and improvement process, QIHE remains committed to fostering an environment where every student can thrive academically and reach their full potential.

2.12 Student Grievance and Complaints

QIHE is committed to ensuring an effective, transparent, and fair process is used for student grievances and complaints. QIHE encourages feedback and comments on its grievance handling process from all parties involved during the investigation. The Executive Management Team will monitor the ongoing effectiveness of QIHE's grievance management processes by reviewing trends or deficiencies occurring throughout the process and provide any recommendations for improvements to the Dean. The Dean will report annually to the Academic Board in relation to student grievance management and complaint. All grievances and complaints are handled according to the *Complaints and Appeal Policy and Procedure*, ensuring transparency and fairness in resolving issues. This Policy outlines the steps students can take to address grievances, including the submission of formal complaints and the process for appealing decisions.

2.13 Other Information and Resources

QIHE is dedicated to ensuring that all students are aware of all the necessary information to ensure their safety and well-being. Students can find information and support regarding the following services:

i.   Emergency Services and Crisis Response Information

Students may refer to the Student Handbook and *Emergency and Critical Incident Management Policy*. These can be found in QIHE's website.

ii.   Health Services

Students may refer to the Student Handbook and the *Health & Safety Policy*.

iii.   Legal Advice and Advocacy

Students who require legal advice or advocacy may find the information on Student Handbook or contact the Student Services for information.

iv.   Accommodation

Students may refer to the Student Handbook for information on accommodation.

v.   Welfare Services

Students may refer to the Student Handbook or the *Mental Health and Wellbeing Policy*.

vi.   Safety

Students may refer to the *Health and Safety Policy*, *Sexual Assault and Sexual Harassment Policy* and the *Mental Health and Wellbeing Policy*.

Students may contact Student Services for further information or refer to the Institute's website. This Policy will also be communicated to students upon orientation and available on the Institute's website.

3.   Student Feedback

QIHE recognises students as critical stakeholders, and their feedback serves as invaluable data for continuous improvement. Various mechanisms, including student feedback surveys, and complaints (please see the *Complaints and Appeal Policy and Procedure*), are employed by staff to identify and report on the academic and student support needs of student cohorts. This proactive approach ensures prompt implementation of necessary support measures to aid students in their academic pursuits. Student feedback is considered one of the most sensitive and valuable sources of data to gauge and inform improvements across various aspects of QIHE, including courses, teaching methodologies, student support services, administrative procedures, and physical infrastructure. The collection of student feedback primarily occurs through student feedback surveys, ensuring anonymity and confidentiality to uphold the rights and privacy of both students and teaching staff.

The Teaching & Learning Committee develops and regularly refines Student Feedback Surveys in collaboration with the Course Directors. The Dean will review all feedback on the provision of student support, teaching staff, and implement improvement strategies and monitoring as appropriate, including supervision of new or inexperienced staff, and develop individual professional development plans as necessary. End-of-semester reports will be presented to the Teaching and Learning Committee and the Academic Board through the Dean for consideration.

4.   Continuous Improvement

4.1   Systematic Monitoring

i.   QIHE is dedicated to systematically monitoring the academic progress of various student demographics, including attendance, advancement, and completion rates, as represented in the *Academic Progression and Graduation Policy*.

ii.   As part of this commitment, QIHE will implement exit interview surveys for students to strengthen the course quality assurance process and support continuous improvement of academic programs.

iii.   These student data will inform the refinement of the admission criteria and instructional methodologies to better support all students, including those from diverse backgrounds.

4.2 Student Feedback on Support Services

i. Students are strongly encouraged to contribute feedback regarding QIHE's support services through structured surveys. Regular feedback mechanisms will be employed to assess the effectiveness of the Institute support services in meeting student needs and facilitating ongoing improvement efforts.

ii. Feedback will be collected by the Student Services Team and Learning Support and Academic Integrity Manager.

4.3 Reporting

i. The Student Services Manager, Student Counsellor and Learning Support and Academic Integrity Manager are responsible for regular reporting of the support services that have been provided and their effectiveness to the Executive Management Team. The reports must indicate:

a. Supports that have been provided;

b. Outcomes or feedback of the supports that have been provided;

c. Number of students that required support with the type of support;

d. The academic outcomes for these students;

e. The number of staff involved in providing support;

ii. The Executive Management Team through the Dean will then report the findings to the Academic Board for their consideration in the annual review of this Policy.

iii. Should there be any changes to this Policy, the Student Services Team, Student Counsellor, as well as all academic and non-academic staff that are responsible for Student Support will be advised promptly.

iv. The implementation of the provisions of this Policy will also be monitored.

v. This iterative approach underscores QIHE's commitment to continuously enhancing the educational experience for all members of the QIHE community.

Glossary

Assessment refers to a process used to determine a student's achievement of expected learning outcomes.

Academic Board refers to all the functional bodies within the organisation that are detailed in the 'Organisational Structure' section of this document.

AQF refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

Consultation refers to the process of seeking advice, guidance, or expertise from a knowledgeable individual or professional in a particular field or area of expertise. It typically involves discussing specific issues, exploring options, and receiving recommendations or solutions tailored to the individual's needs or circumstances.

Course refers to QIHE's units of study or subjects.

Counselling refers to individual therapy or one-on-one conversations with a counsellor, offering the opportunity to discuss confidentially any concerns that may affect academic performance or mental health and well-being.

Members of the Committee refers to all members of the institute's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee. and Executive Management Team

Program refers to the Bachelor of Business and Bachelor of Information Technology degrees that QIHE is preparing to establish.

TEQSA (Tertiary Education Quality and Standards Agency) refers to the independent national regulator for the higher education sector in Australia.

Version Control

Version	1.2
Last Review	22 August 2025
Policy Category	Academic Board
Related Documents	*Academic Progression and Graduation Policy*
	Admission Policy and Procedure
	Complaints and Appeal Policy and Procedure
	Emergency and Critical Incident Management Policy
	English Language Policy
	Health and Safety Policy
	ICT Services and Library Facilities Policy
	Mental Health and Wellbeing Policy
	Teaching and Learning Plan
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021
	Higher Education Support Act 2003
	Education Services for Overseas Students Act 2000 (ESOS Act)
	Support for Students Policy Guidelines – Consultation Paper
References	Australian Institute of Higher Education
	Lincoln Institute of Higher Education
	Sydney Institute of Higher Education
	Sydney Metropolitan Institute of Technology
	Aie Institute
	Western Sydney University