INSTITUTE OF
HIGHER EDUCATION

Student Support Policy

Academic Board Approved Policy

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Policy Custodian	Principal
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Related Documents	Glossary of Terms Academic Integrity Policy and Procedure Assessment Policy and Procedure Sexual Harassment and Assault Policy and Procedure Student Code of Conduct Student Grievance Management Policy and Procedure
Related Legislation	Higher Education Commission (HEC) Ordinance 2002 and HEC quality assurance requirements HEC Policy on Protection Against Sexual Harassment in Higher Education Institutions Protection Against Harassment of Women at the Workplace Act 2010 (as amended in 2022)
Policy Benchmarking	University of Agriculture Faisalabad (UAF) Southern Cross Institute (SCI) Australia University of New England Canterbury Institute of Management (CIOM) Australia

1. Preamble

a. Purpose

The Student Support Policy (the 'Policy') sets out the support programs and institutional arrangements through which Richmond Institute of Higher Education (the 'Institute' or 'RIHE') helps students to commence, progress and complete their studies. It also ensures that student support services are continuously improved and remain consistent with the requirements of the Higher Education Commission (HEC).

b. Definitions

For definitions, please refer to the 'Glossary of Terms'.

2. Scope

This Policy applies to all students and staff, particularly those responsible for the design, delivery and oversight of student support services. It covers the entire student lifecycle, including prospective students, enrolled students, and students identified as 'at risk' of not meeting academic or progression requirements.

3. Policy Statement

RIHE is committed to a structured, accessible and responsive student support framework that promotes student success, wellbeing and retention. The Institute fosters an inclusive and supportive learning environment that meets the diverse needs of its students. Support services are designed, delivered and improved on the basis of identified student needs and are aligned with HEC requirements and the Institute's quality assurance arrangements.

4. Policy Principles

The following principles guide this Policy:

a. Student support services are timely, accessible and clearly communicated;

b. All students have equal access to support, irrespective of background or circumstances;

c. Students are informed about the available services, how to access them and the relevant procedures;

d. Diverse needs are respected, with reasonable adjustments and personalised support provided where required;

e. Confidentiality and privacy are maintained in all support services;

f. Support is coordinated and delivered across the whole student lifecycle; and

g. Services are informed by student data, feedback and cohort needs, and are regularly reviewed for effectiveness.

5. Responsibilities

Responsibility for student support is shared as follows:

a. Academic Board: approves this Policy, receives the annual student survey report and monitors the effectiveness of student support;

b. Director Higher Education: is accountable for the implementation of this Policy, ensures that student support is adequately resourced and reports to the Academic Board;

c. Program Coordinator: monitors the progression and engagement of students in the program, identifies students 'at risk' and refers them for support;

d. Academic Staff: provide consultation hours, learning guidance and early identification of students needing support, and refer students to appropriate services; and

e. Administration Manager: coordinates student support services, orientation, student information resources, wellbeing referrals and the keeping of support records.

6. Admission and Orientation

RIHE provides timely support from pre-admission through to orientation and commencement so that students are well informed and prepared for their studies.

a. Admission is fair, transparent and documented, and alternative admission arrangements are available where required;

b. All commencing students attend a mandatory orientation program covering the campus environment, institutional policies and available support services;

c. Students receive a Student Handbook that includes:

   i. campus facilities and important dates;

   ii. administrative and academic support, and consultation services;

   iii. policies and procedures;

   iv. emergency services and crisis response, and emergency contact details;

   v. welfare and wellbeing services, including information on discrimination, harassment and reporting violence;

   vi. legal advice and advocacy, and health services including medical and emergency facilities.

d. Information on support services, contact points, availability and referral pathways is provided through the RIHE website, the Student Handbook and OASIS.

7. Academic and Learning Support

Academic and learning support is delivered by Academic Staff, Program Coordinators and the Administration Manager to optimise student learning, progression and completion.

a. Academic Staff provide structured consultation hours, published in Subject Outlines and on OASIS;

b. Learning support sessions, embedded academic skills development and workshops, including numeracy are provided to students who need them;

c. Assessment guides and learning resources explain assessment types, expectations and academic conventions, including academic integrity requirements;

d. Students 'at risk' are identified through defined indicators (academic performance, participation and engagement) and provided with targeted support, such as academic skills support or referral to appropriate services;

e. Reasonable adjustments to learning and assessment arrangements are made for students with identified needs;

f. All students with a valid RIHE Student ID have access to the library and e-Library resources; and

g. Academic skills and academic integrity education is provided from orientation and throughout the student lifecycle.

8. Non-Academic Support

RIHE supports student wellbeing, engagement and overall development beyond academic matters.

a. The Administration Manager provides advice, guidance and referrals to students experiencing personal, social or administrative challenges that affect their studies;

b. Orientation programs, cultural and social events and other co-curricular activities foster peer connection, inclusion and a sense of belonging;

c. Awareness initiatives, such as Academic Integrity Awareness Week and Learning Support Week, promote available services;

d. Career readiness is supported through workshops, guest lectures and industry engagement activities;

e. The Institute provides an inclusive and accessible learning environment with equitable access and participation for all students; and

f. Students may raise concerns, complaints or grievances and seek review of decisions in accordance with the Student Grievance Management Policy and Procedure.

9. Mental Health and Wellbeing Support

RIHE promotes mental health and wellbeing, reduces stigma and encourages students to seek help early.

a. Mental health awareness and early intervention are promoted through orientation and awareness activities;

b. Relevant staff are trained in first aid and in responding appropriately to students in distress, with training renewed as required;

c. Confidential counselling support is available, with referral to external services where appropriate, and students can make an enquiry online, including anonymously where appropriate;

d. Wellbeing information and a directory of internal and external support services, including crisis and emergency assistance, are published on the RIHE website; and

e. Mental health crises and critical incidents are handled through documented processes, including escalation, referral and emergency response.

10. Student Information Resources

Information on student services is available to students and staff through the following channels:

a. RIHE website;

b. Student Handbook and Student Prospectus;

c. Policies, procedures and forms;

d. Academic Calendar;

e. New Student Orientation Programs;

f. Staff Handbook and Academic Staff Induction;

g. OASIS and other official communication platforms; and

h. Notices, flyers and posters.

This Policy and all student-facing policies and procedures referred to in it are publicly available on the RIHE website.

11. Monitoring Student Progression

a. RIHE monitors student progression, including academic performance, participation and engagement, through OASIS and other institutional systems;

b. Program Coordinators and Academic Staff identify students at risk of not completing their subjects and provide targeted support; and

c. Patterns of academic performance and academic integrity matters are monitored to inform support strategies and improvements in teaching and learning.

12. Feedback, Review and Continuous Improvement

a. The Administration Manager, in collaboration with the Program Coordinators, implements the support services described in this Policy;

b. Student feedback is collected through surveys, such as the Student Support and Experience Survey, the Subject Teaching and Learning Survey and the Graduate Survey;

c. Survey data is analysed each semester and reported annually through a student survey report, which is presented to the Director Higher Education and the Academic Board;

d. Support services are monitored and recorded, and actions arising from the analysis are used to improve student support, teaching and learning, and the student experience; and

e. This Policy is reviewed by the Academic Board in accordance with the RIHE Policy Review Schedule, and earlier where necessary to maintain its effectiveness and compliance with HEC requirements.