

Student Rights and Responsibilities

Health Education and Training Institute Higher Education

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Review date	February 2023
Risk Assessment	As per Attachment 1 to this document.

Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

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Health Education and Training Institute Higher Education Student Support (Rights and Responsibilities) Policy

Policy Statement

Health Education and Training Institute (HETI) Higher Education is committed to improving and maintaining excellence across all its activities, services and processes including teaching and learning and the support, development and engagement of its students based on the NSW Health CORE values of Collaboration, Openness, Respect and Empowerment.

Aims and Objectives

1. Evidence of the student experience as a central focus is a comprehensive suite of principles and processes which are directed at ensuring that students of HETI Higher Education have every reasonable level of support and assistance available to them as they pursue their higher education studies.

Overview

2. HETI Higher Education recognises and embraces its responsibilities to its students (both current and prospective) to:
 - a. Provide information about itself as a higher education provider in the health sector in Australia;
 - b. Provide comprehensive, accurate and up to date information about the higher education courses it offers including information about course accreditation; admission requirements; recognition of prior learning, course structure, content,

duration and learning load; methods of assessment and progression requirements; learning and study modes; awards conferred on completion; professional recognition; all costs involved; and the availability of support services;

- c. Ensure access to fair and impartial grievance and appeal processes through which students are supported to seek resolution of disputes about their study progress or results and other issues that may arise in connection with their study;
- d. Provide access to appropriate learning support including orientation, transition support, library and other resources including online resources;
- e. Ensure access to an appropriate level of personal support services such as counselling, health, welfare and disability support;
- f. Promote an inclusive and safe culture, free from harassment and discrimination and regardless of gender, ethnicity, age, disability or background;
- g. Provide a safe and secure physical environment that complies with workplace health and safety standards;
- h. Provide for and encourage an appropriate level and form of student representation in its deliberative and decision making processes.

Procedures

- 3. HETI Higher Education expects all students to take individual responsibility:
 - a. To fully inform themselves of all HETI Higher Education policies and other rules relating to their rights and responsibilities as students and to comply with them;
 - b. To familiarise themselves with all relevant information made available concerning their course and units and to raise any questions or concerns they might have, promptly with the appropriate member of the academic staff;
 - c. To participate actively and constructively in the teaching-learning process. Students are expected to attend classes/workshops as required, to maintain steady progress within the course and unit framework, comply with workload expectations and submit required work on time and to respect the rights of others, particularly with regard to freedom of expression in the academic setting;
 - d. To recognise that HETI Higher Education expects honest work at all levels from students, and that cheating, plagiarism, fabrication or falsification of data is not acceptable. Students are also expected to be aware of their individual rights and

responsibilities regarding legitimate use of copyright material;

- e. For monitoring their own progress within the teaching-learning environment and the academic program. Students may expect to have reasonable access to academic staff for assistance;
- f. To participate in the functioning of HETI Higher Education and to provide feedback on the teaching-learning environment;
- g. To act in a way that respects the rights and welfare of all members of the HETI Higher Education community. Students have a responsibility to be aware of and understand cultures other than their own, and to be sensitive and tolerant to these cultural diversities;
- h. To only use information technology and other equipment made available to them for purposes relevant to their course;
- i. To ensure use of artificial intelligence or any other tool to produce assessment is completed consistent with the degree and unit requirements for the use of such tools. These will be evident in the Unit Learning Guides for the units studied, and may also be communicated through the Student Learning Management System, myHETI.
- j. To comply with the NSW Health Code of Conduct.

More about Rights and Responsibilities

Provision of information about Health Education and Training Institute Higher Education as a higher education provider

- 4. HETI Higher Education will provide public information to students and prospective students regarding:
 - a. registration status with the Tertiary Education Quality and Standards Agency as a higher education provider;
 - b. accredited courses offered at Graduate Certificate, Graduate Diploma and Masters Degree level.
- 5. Comprehensive information about HETI Higher Education courses is available on the HETI Higher Education's website and includes information about:

- a. Course content, duration and admission requirements;
 - b. Methods of assessment and learning loads;
 - c. Professional recognition (where applicable); and
 - d. The total course costs involved.
6. HETI Higher Education ensures that students have the right to access academic appeals and grievance processes that are conducted in accordance with the principles of natural justice. Separate arrangements are in place for appeals about academic decisions and grievances about other matters.
7. Where possible and appropriate, HETI Higher Education favours discussion and mediation as the first means of resolving grievances and complaints. In the first instance students should report any complaints to the Learning Pathways Manager who will attempt to resolve the issue. If this is not possible, the Associate Director Education and Training may attempt to resolve the matter by mediation. Alternatively, students may request the involvement of a trained, independent professional mediator. If mediation measures are unsuccessful or inappropriate, the following measures will apply.

Academic decisions

8. Academic decisions are those made by HETI Higher Education which relate to matters concerning course admission; the granting of advanced standing; progression in a course; applications for the review of grades achieved; and the investigation of allegations of academic misconduct. Separate policies exist in relation to each of the matters and reference should be made to the relevant policy for full details of the appeal processes available. Generally the appeal processes provide for an appeal at "first instance" and a higher level review process where the applicant is dissatisfied with the initial outcome.

Other grievances and issues

9. All other grievances, disputes and issues not of an academic nature arising out of a student's enrolment at HETI Higher Education will be managed in accordance with the relevant NSW Health Policy Directive(s) including but not limited to the following:

- a. Managing Misconduct - PD2014_042;
- b. Prevention and Management of Workplace Bullying in NSW Health – PD2018_16;
- c. Resolving Workplace Grievances PD2016_046;
- d. Preventing and Managing Violence in the NSW Health Workplace A Zero Tolerance Approach – PD2015_001.

Learning Support

- 10. HETI Higher Education is committed in its endeavour to address the reasonable needs of all its students for support in their teaching-learning environment. Academic Support available may include:
 - a. Orientation sessions: where unit materials will be reviewed and discussions take place regarding unit tasks and assignments. Information about accessing and using myHETI, the Learning Management System, and library facilities will also be available;
 - b. Course contacts: a list of course contacts is provided in the Student Handbook and Unit Learning Guide, including Cohort Convenor, Learning Pathways Manager and Unit Facilitators/Academic Lead, Information Communications Technology Officers, and Librarian;
 - c. Study Skills Tutoring: is available to any enrolled student who wishes to develop their skills in academic writing at a postgraduate level, researching the literature for assignment work and evaluating the literature for evidenced based best practice;
 - d. Special needs: every effort will be made to assist students with special needs due to disability. At the time of enrolment students are invited to indicate the nature of support required such as reading print material of standard size; taking lecture/tutorial notes; use of equipment; preparing written work; preparing audio-visual presentations; assistance with writing/word processing/typing; access to lecture rooms, library and other facilities; personal care while on campus; psychological support;
 - e. Identification of students at academic risk: the student Progression and Unsatisfactory Academic Progress Policy includes measures to identify students considered to be at academic risk; that is their academic performance is unsatisfactory and they are not progressing satisfactorily through their course.

HETI Higher Education recognises that some students experience academic difficulties for a wide range of reasons, both academic related and otherwise. It will make reasonable accommodations to support such students and assist them to continue studying. Refer to the policy for full details.

Personal support

11. HETI Higher Education recognises that a Student Assistance Program (SAP) provides early intervention strategies for students in order to assist them to identify and resolve professional, personal, health or work related issues that may be impacting upon their study. Arrangements are in place to ensure that students have access, on a confidential basis, to professional assistance programs. For more information refer to the HETI Higher Education website.

Student feedback and representation

12. HETI Higher Education places the student experience at the forefront of its academic quality agenda. It seeks to ensure that the academic needs and expectations of its students are satisfied. HETI Higher Education will use multiple sources of qualitative and quantitative data gathered from students to inform the continuous improvement process of teaching and learning, including student learning support services. Refer to the Student Feedback on Units and Teaching Policy for further information.
13. HETI Higher Education also recognises the value of students being able to contribute their opinions and recommendations directly to its deliberative and decision making processes through a representative mechanism. The HETI Higher Education academic governance model provides for formal student representation on its Higher Education Academic Board and Teaching and Learning Committee. Refer to Terms of Reference for further information.

Acknowledgement:

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DOCUMENT HISTORY

Version	Issued	Status	Author	Reason for Change
v0.1	26 November 2015	Draft	Geoff Murphy	Draft document issued for consultation
v0.2	15 January 2016	Draft	Mark Wilbourn	Consolidated feedback and accepted changes
v0.3	21 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 21 January 2016
v0.4	27 January 2016	Draft	Geoff Murphy	Post Amendment Review
v0.5	28 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 28 January 2016
v0.6	11 February 2016	Draft	Mark Wilbourn	Amending terminology from Course Handbook to Postgraduate Prospectus, Student Handbook and Unit Learning Guide
v0.7	15 February 2016	Draft	Mark Wilbourn	Incorporating feedback from the Academic Board 15 February 2016 slight amendment word format clause 1
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by HETI Higher Education Governing Council
v1.0	22 August 2018	Final	Valerie Rhodes	Updated logos, template and new TRIM Reference, update NSW Health Policy References
v1.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new position title, and responsibilities and formatting edits. Noted by the T&L Committee.
v1.1	18 February 2020	Final	-	Published
V1.2	3 Dec 2024	Draft	Susan Grimes	Edits to identify responsibility and compliance with appropriate use of AI and other tools in assessment; Minor edits for inclusion of Academic Leads, where relevant, and edits to better identify teaching and learning systems.

V1.2	19 December 2024	Draft	Susan Grimes	Endorsed at HEAB
V1.2	17 January 2025	Draft	Susan Grimes	Approved at HEGC.
V1.2	21 January 2025	Final	-	Published

IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

Attachment 1 - RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Student Support - Rights and Responsibilities Policy v1.0	
	Document Number	
	Publication date	
	Scheduled review date	June 2018
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
	To outline support measures available to students and their rights and responsibilities	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	<u>Identification of risks – what might happen & how?</u>	
	1.	
	2.	
4.2	<u>Analysis of risks – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)</u>	
	• Consequence:	
	• Likelihood:	
	• Risk rating :	
4.3	<u>Evaluation of risks – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.</u> Risk level assessed after implementing treatment: • Consequence: • Likelihood: • Risk rating : Evaluation –	

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	