

# Support for Higher Education Students

## Health Education Training Institute

### Section 1 Purpose

(1) Health Education and Training Institute (HETI) Higher Education is committed to ensuring its students are provided with the support and resources required to assist them to be successful in their studies.

(2) This policy outlines how HETI will identify students who are at risk of not successfully completing their units of study and the support available to students to assist them with successfully completing their units of study, including HETI's processes for ensuring that students are aware of these support options.

(3) This policy is published in accordance with HETI's obligations under the Higher Education Support Act 2003 (Cth).

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### Section 2 – Policy Statement

(4) HETI will ensure that support is available to students to assist them with successfully completing their units and that students are made aware of these support services throughout their study.

#### Support Services Available to Students

(5) HETI offers either directly or through a third-party numerous support options for students to assist in successful completion of their units of study, such as:

- Admission, enrolment and study support: [support@heti.edu.au](mailto:support@heti.edu.au)
- Assessment guides: MyHETI Student Essentials, Unit Learning Guides (for units of enrolment) [requires log into MyHETI].
- Academic Tutor and support: [Tutor@heti.edu.au](mailto:Tutor@heti.edu.au)
- Library services: [HETI-EdnLib@health.nsw.gov.au](mailto:HETI-EdnLib@health.nsw.gov.au)
- Student Grievance and Complaints [student.liaison@heti.edu.au](mailto:student.liaison@heti.edu.au)
- Student Wellbeing services – [Wellbeing and Safety webpage](#)
- Student Assistance Program (Converge International) 24/7 +61 2 8644 2323 (Option 4)

### **Students At Risk of Not Successfully Completing Units of Study**

(6) Students at risk of not completing their study for an award are identified and supported according to the following stages.

Stage 1: Where students do not engage with, and complete, unit-based learning tasks, the Cohort Convenor and/or Unit Facilitator will identify the student and contact the student to offer support. This could include any of the options detailed at point 5. Details of the agreed supports are recorded in the students' file.

Stage 2: Where students fail 50% or more of units studied within a single teaching period, fail the same unit twice, or fail a mandatory component of study, the student is declared "Formally at risk". The student will receive notification of this declaration and a plan for successful study will be discussed and agreed between the student and HETI within the policies of the institution. This will be recorded in the students' file as a formal Student Support Plan. Students identified as formally at risk will be monitored by the Learning Pathways Manager, or appointee, until the conditions of the Student Support Plan have been met with successful progression established,

Stage 3: Suspension may occur if the student formally at risk fails to engage and complete the agreed steps of the Student Support Plan. Students may be excluded from study for up to 12 months and invited to "show cause" for their enrolment to continue.

Stage 4: Students who resume their studies after a period of suspension but have not met the stated conditions set in the Student Support Plan will be notified that they will need to "show cause" to a formal panel as to why they should not be excluded from study. Exclusion can be a period up to 24 months.

More detail can be found in the "Progression and Unsatisfactory Academic Progress Policy".

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## **Section 3 Context**

(9) This policy should be read in conjunction with the guidelines and procedures sections of this policy and other relevant policies including:

Study Supports for Students	Institutional Support for Students
<ul style="list-style-type: none"> <li>• HEP18/27 Student Support (Rights and Responsibilities) Policy</li> <li>• HEP18/10[v2] Assessment Policy – Criteria and Standards-Based Assessment</li> <li>• DOC20/10218 Moderation and Peer Review Process</li> <li>• HEP18/22[v2] Review of Grade Policy</li> <li>• Curriculum Advice to Students Procedures</li> <li>• HEP18/23[V2] Special Consideration Policy</li> <li>• HEP18/18[v2] Progression and unsatisfactory academic progress policy</li> <li>• HEP1824[v2] Student Academic Integrity Policy</li> <li>• HEP18/30 Unit Learning Guide Policy</li> <li>• HEP18/31 Student Grievance Procedure</li> <li>• HEP18/30 Equity and Diversity Framework</li> </ul>	<ul style="list-style-type: none"> <li>• PD2020_020 Incident Management Policy</li> <li>• PD2006_084 Domestic and Family Violence – Identifying and Responding Support Policy – (NSW Health)</li> <li>• PD2016_046 Resolving Workplace Grievances</li> <li>• HEP18/25 Student feedback on teaching and units policy</li> <li>• PD2014_042 Managing Misconduct</li> <li>• PD2015_049 NSW Health Code of Conduct</li> <li>• NSW Health Core Values</li> <li>• PD2021_30 Prevention and Management of Workplace Bullying in NSW Health</li> <li>• PD2015_001 Preventing and Managing Violence in NSW Health Workplace – A Zero Tolerance Approach</li> </ul>

(10) Students should be aware of HETI's moderation process as detailed below.

#### **Moderation Process:**

To ensure consistency and equity in marking and assessment standards, marking standard applied across different markers, between students, and within and across all Units, HETI has implemented a moderation process.

This process begins with the Unit Facilitator and markers completing the marking of three assessments from the submissions. The markers then compare the marks awarded across the marking criteria and/or rubric. Discussion on any differences allows the Unit Facilitator to ensure marking will progress at the correct standard, and within the bounds of the defined criteria and learning outcomes to be demonstrated. Once moderation is complete, marking progress to conclusion. Markers are expected to provide useful and constructive feedback on students' work. Any fail or high distinctions are double checked by the Unit Facilitator.

When all marking is complete a peer review of the assessment marking, alignment to unit learning outcomes, and provision of appropriate learning sequences and support for assessment takes place. Any changes needed are recorded to guide improvements by the next Unit Facilitator when setting up the next delivery of the unit.

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## Section 4 – Definitions

(11) For the purpose of this policy, the following definitions apply:

**Academic Lead:** The identified senior academic who manages the specialisation across the degree studies (Perinatal and Infant Mental Health, Child and Youth Mental Health, Adult Mental Health, Older Persons Mental Health, General Mental Health, Psychiatry, Advanced Child and Youth Psychiatry). The Academic Lead provides support to the unit Facilitators for the specialisation of their expertise.

**Admission:** the process by which students apply for entry into a higher education course.  
**Enrolment:** the process by which students formalise their entry into and progress through a course of study.

**Cohort Convenor:** The staff member identified to support study for issues such as admission, enrolment, use of the Learning Management System, use of the Student Management System, connecting support such as the tutor, librarian, technical support, Associate Director of Education and Training etc.

**Complaint:** A complaint is a formal expression of dissatisfaction with some aspect of study made after attempting to address the issue with the Unit Facilitator and/or associated HETI Higher Education staff (Cohort Convenors, Librarians, Technical Support etc.)

**Grievance:** A grievance is defined as any expression of dissatisfaction from students with any aspect of their experience. Grievances can be:

- a. Minor – those issues that are suitable to be addressed internally and resolved easily.
- b. Major – those issues that require a formal process for resolution and would typically be classified as a complaint.

**Library services:** These services support students through delivery of unit identified resources, and assistance with finding and obtaining additional resources to support study.

**Moderation:** a quality review and assurance process. It involves regulating the marking of individual markers to achieve consistency in the application of unit outcomes, performance standards and marking criteria

**myHETIconnect:** HETI Higher Education Student Management System

Unit Learning Guide: the guide for a unit that details learning outcomes, delivery, assessment and marking guides or rubrics. The Unit Learning Guide also includes all contacts for the unit and the dates that must be met for successful completion.

Tutor: HETI Higher Education has an academic tutor who can assist students with academic writing. Unit Facilitators are the point of contact for provision of content support for the unit of study.

Unit Facilitator: the Academic who manages, delivers and provides content support to students within a single unit.

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

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