



PREMIUM-ENGLISH FOR ACADEMIC REQUIREMENT (PEAR) AUSTRALASIA LLP

STUDENT WELL-BEING AND SUPPORT POLICY

1 POLICY

1.1 PEAR Academy Australasia [the Academy] is committed to ensuring that students are effectively supported throughout their studies, from transition to study through to graduation. Academy students are supported via a student well-being and support model that is embed in the Academy's framework and process for student engagement and support; academic progression and early intervention in relation to students at academic risk; student behavioural misconduct; managing critical incidents; addressing student complaints and grievances; and considering student appeals.

1.2 This policy provides the broad structure through which the Academy enacts this commitment.

2 SCOPE

2.1 This policy applies to all students and staff of the Academy.

3 POLICY

Principles

3.1 The Academy's approach to student well-being and support is committed to ensuring that students are supported effectively throughout their studies, from transition to study through to graduation.

3.2 The principles of Universal Design that underpin program design and delivery also support the Academy's approach to student well-being and support across the student lifecycle in that:

- a) the Academy recognises the diversity of academic and personal support required by its diverse student cohort;
- b) the aim of providing an inclusive, supportive learning environment is central to the design not only of our programs and specific student support services, but to systems, policy, procedures, resource acquisition, and infrastructure development;
- c) students are provided with multiple means of acquiring knowledge and information in relation to how the Academy supports their academic and personal well-being;
- d) students are provided with appropriate means of engaging and interacting with the academic and personal support provided.

- 3.3 The Academy's model for student well-being and support encourages students to be Connected, Capable and Confident in their academic and personal endeavours.

4 STUDENT WELL-BEING AND SUPPORT MODEL

- 4.1 The Academy's Student Well-Being and Support Model is underpinned by the goal to encourage students to become Connected, Capable and Confident.

The model encourages students to be

A. Connected to:

1. Peers
2. Mentors
3. Their learning community
4. Academic staff
5. Support staff
6. The Academy
7. Industry

B. Capable of:

1. Deploying appropriate academic skills
2. Communicating well in professional English
3. Contributing to the learning community
4. Managing time
5. Navigating the Academy policy and systems
6. Engaging with academic governance
7. Maintaining good study/life balance

C. Confident:

1. Enough to seek assistance
2. In their abilities
3. To mentor others
4. To engage cross-culturally
5. To apply learning
6. To undertake the Occupational English Test
7. To seek professional advancement locally or globally

- 4.2 These competencies are embedded in the Academy's frameworks and process for:

- a) student engagement and support;
- b) early intervention in relation to students at academic risk;
- c) student behavioural misconduct;
- d) managing critical incidents;
- e) addressing student complaints and grievances;
- f) considering student appeals.

- 4.3 The aim of embedding the model across this framework and process is to ensure that student well-being remains at the heart of all activities covered by this policy.

- 4.4 The effectiveness of the Academy's approach to student well-being and support is assessed and reviewed annually as part of Student Progress and Success reporting and informs the annual Academy Quality Cycle Report.

5 STUDENT ENGAGEMENT AND SUPPORT

- 5.1 The Academy is committed to providing a quality student experience through a coordinated approach to student engagement and support which aligns with and scaffolds into its approach to teaching and learning.
- 5.2 Engagement with and support for students starts from the point of application through to completing Occupational English Testing and transition to work.

6 ACADEMIC PROGRESSION AND EARLY INTERVENTION

- 6.1 The Academy effectively monitors student progression and informs and proactively works with students deemed at risk of not maintaining standard academic progression.
- 6.2 The Academy actively assesses students to identify those who may require additional personal or academic support, ensuring that early intervention is provided in a timely, equitable and consistent manner.

7 STUDENT BEHAVIOURAL MISCONDUCT

- 7.1 The Academy is dedicated to creating and maintaining a community in which students, academic and professional staff, members of governance boards and committees, mentors and guests on campus, can learn and work free from physical or verbal abuse, intimidation and harassment.
- 7.2 Students, academic and professional staff, members of governance boards and committees, mentors, and guests on campus have a responsibility to:
- a) treat people with respect and fairness;
 - b) not use obscenities, or make offensive remarks or gestures;
 - c) avoid behaviour that could offend, embarrass, intimidate, or threaten others;
 - d) not harass or disrupt others in the performance of their studies or duties;
 - e) avoid bullying, aggressive, threatening, and abusive behaviour, including using social networking, websites and the Academy webpages and forums to make threatening or derogatory statements about any member of the Academy community;
 - f) not engage in sexual harassment; and
 - g) make only truthful statements in regard to their student status, representation as a student and entitlements as a student.
- 7.3 The Academy recognises that student behavioural misconduct may occur as a deliberate abrogation of a responsibility, by being complicit in or aiding another in misconduct, or by omission to act while on the Academy property, or involving the use of the Academy resources including computer resources, or otherwise involving the student's relationship with the Academy community.

8 CRITICAL INCIDENTS

- 8.1 In the event of an incident or critical incident, the Academy's paramount concern is delivering the highest possible standard of safety and support to students, academic and professional staff, members of governance boards and committees, mentors, guests on campus and the public.
- 8.2 The Academy is aware of the need to actively manage its reputation for the benefit of students, staff, and the higher education sector more broadly.
- 8.3 The Academy is also aware of the ongoing need to ensure key staff are trained for their roles and responsibilities in relation to managing critical incidents and the need to evaluate the effectiveness and ongoing fitness for purpose of its critical incident responses.
- 8.4 A written record of any critical incident and remedial action is kept for at least two years after any student involved in the incident ceases to be an enrolled student.

9 STUDENT COMPLAINTS AND GRIEVANCES

- 9.1 The Academy is committed to providing students with an education of the highest possible quality. As part of its commitment to quality it supports the right of students to raise complaints or grievances about issues relating to their experience at the Academy.
- 9.2 Any student lodging a complaint or grievance will be treated with respect and should not suffer from victimisation or be subject to discrimination from other students or members of the Academy staff.
- 9.3 All parties to a complaint or grievance must act in good faith and seek to achieve an amicable resolution.
- 9.4 All parties to a complaint or grievance must respect privacy and confidentiality, except where the release of particular information is required by law.
- 9.5 The Academy will commence assessment of all complaints and grievances within 10 working days of it being made and undertakes to finalise the outcome as soon as practicable.

10 STUDENT APPEALS

- 10.1 Procedural fairness, natural justice and a rule of no disadvantage are fundamental rights for all appellants, other students, staff and other persons linked to an appeal.
- 10.2 The Academy insists that all appellants, other students, staff and other persons linked to an appeal must be treated with respect.
- 10.3 The Academy will take all reasonable steps to prevent students suffering any disadvantage as a result of lodging an application for review or appeal.

- 10.4 All appeals will be dealt with as expeditiously as possible consistent with the need to act fairly. The Academy will commence assessment of all appeals within 10 working days of it being made and undertakes to finalise the outcome as soon as practicable.
- 10.5 Students have the right to withdraw an appeal at any time during the resolution process, following which the matter will be deemed to be resolved.
- 10.6 Notwithstanding this, the Academy reserves the right to continue to investigate a complaint if required to do so to satisfy itself that its own policy and procedures are being adhered to and/or to meet other regulatory or legal requirements.

11 ROLES AND RESPONSIBILITIES

- 11.1 Academic Council is responsible for the overarching governance of this policy and its related procedures.
- 11.2 The Academic Director is responsible for:
- a) ensuring compliance with this policy and related procedures;
 - b) ensuring that students are adequately notified of the existence of this policy and related procedures;
 - c) benchmarking the Academy policy and standards with those adopted elsewhere in the post-secondary sector; and
 - d) the monitoring of information available from the review of records relating to the implementation of this procedure.
- 11.3 All staff are responsible for becoming familiar and complying with this policy and the related procedures.

12 DEFINITIONS

STUDENT WELL-BEING AND SUPPORT MODEL	means the Academy-developed model to guide the development, delivery and review of the following frameworks and processes: engagement and support; early intervention in relation to students at academic risk; student behavioural misconduct ; critical incidents; and student complaints and grievances
BEHAVIOURAL MISCONDUCT	means student behaviour whether a deliberate abrogation of a responsibility, by being complicit in or aiding another in misconduct or by omission to act which impinges on the ability of other students, academic and professional staff, members of the governance boards and committees, mentors, and guests on campus to learn and work free from physical or verbal abuse, intimidation and harassment
COMPLAINT	means an issue or concern raised by a student who considers they have been wronged because of an action, decision or omission within the control or responsibility of the Academy

CRITICAL INCIDENT	means a major incident or series of events that have the potential to severely damage the Academy’s people, operations, environment, its long-term prospects and/or its reputation
EARLY INTERVENTION	means the process of identifying students at risk of not meeting standard student progression requirements and the support provided to maximise their chance of success
GRIEVANCE	means a matter to be investigated according to formal processes. This includes complaints which are not able to be resolved through informal processes or mediation, and matters relating to allegations of misconduct where disciplinary action against a student or staff member may be an outcome of the investigation
RESEARCH	mean creative and systematic work undertaken in order to increase the stock of knowledge – including knowledge of humankind, culture and society – and to devise new applications of available knowledge
STAFF	means employees of the Academy
STUDENT	means an admitted or enrolled student of the Academy

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