	SUPPORT FOR STUDENTS' POLICY
Policy Owner	Director, Student Success and Wellbeing
Contact Officer	Director, Student Success and Wellbeing
Endorsement Authority	University Registrar
Date of Next Review	7 November 2025

1.   PURPOSE AND OBJECTIVES

Bond University aims to provide a personalised, innovative teaching and supportive learning environment in which students receive a valuable educational and student experience. This occurs within a partnership framework in which students are responsible for their own learning, while being actively supported by the University. While fostering independence and identifying and responding to individual student needs, Bond University seeks to support each student to achieve their potential through early identification of, and response to, personal and academic issues which may have the potential to adversely affect their educational achievement.

2.   AUDIENCE AND APPLICATION

All Bond University and Bond University College Staff and Students

3.   ROLES AND RESPONSIBILITIES

Role	Responsibility
The University	Clause 4.1
Faculties	Clause 4.2
Students	Clause 4.3
Director, Student Success and Wellbeing	▪ Determining the correct or intended interpretation and scope of this Policy. ▪ Decides cases where an issue is not clearly dealt with in this Policy. ▪ Production of the Annual Report as described in Clause 5.

4.   POLICY STATEMENT

This Policy provides staff and students guidance regarding their responsibilities to ensure that adequate support is provided to meet student needs. The Policy also aims to assist in the identification of students who require additional personal or academic support and to ensure appropriate interventions are implemented to enable such students to realise their full potential. The scope of the Policy includes students in all programs, including English, foundation, diploma preparation, undergraduate, postgraduate, higher degree by research, and non-award non-degree including study abroad, exchange, and Student for a Semester.

4.1.   Bond University Responsibilities

The University will endeavour to identify students needing additional support so that the intervention is respectful, timely, equitable, consistent, and procedurally fair. The University will:

▪ have in place strategies to identify students who require additional support to achieve their academic potential, including outreach to students prior to census date;
▪ support the mental health and wellbeing of its student body through a range of educational and support initiatives, including outreach to students prior to census date;
▪ make information and procedures available about support services to University staff and students, which can be readily accessed;
▪ identify and refer students with academic or personal support needs to access support from relevant internal and external support services, including those who have previously been identified as Requiring Additional Support but have not previously engaged with support services;
▪ improve staff understanding to assist in the development of informed views, behaviours and attitudes towards students requiring additional academic or personal support;
▪ have effective procedures in place for the disclosure of information about students with academic or personal support requirements, which comply with Privacy legislation;
▪ have in place effective procedures for dealing with student incidents.

Whilst the University is committed to providing a supportive environment, there are limits to the extent of the support which can be provided, and it is not the responsibility of the University to replicate services that already exist in the community. The University has its own policies and procedures for the maintenance of good conduct and safeguarding academic standards that apply to all students studying at Bond University, irrespective of their specific support needs.

4.2. Faculty/UAU Responsibilities

The Faculties/UAUs will implement processes for the monitoring of the progression of students considering matters such as:

- progression rate;
- overall progress towards completion of degree;
- previous failure to complete subjects;
- English language proficiency;
- provision of reasonable accommodations when appropriate aligned with the relevant Inherent Requirements;
- failure to complete subject assessment;
- allegations of academic misconduct; and
- attendance where it is a requirement.

4.3. Student Responsibilities

Students are expected to:

- consider carefully their choice of subjects;
- have an awareness of student conduct issues;
- seek relevant support/professional assistance where a physical or mental health issue is having or is likely to have an impact upon their academic progress;
- seek and follow advice from Bond Wellbeing Services, Enrolment Advisors, Faculty/UAU Student Affairs and Service Quality Manager (SASQ Manager), Student Support and Success Officer (BUC) or from academic staff;
- fulfil academic requirements, including enrolment, class registration and any other requirements by the relevant due date(s);
- achieve the minimum progression requirements as defined in the Academic Progress Policy and by the Faculty/UAU;
- pass the minimum number of subjects as required and identified in the Academic Progress Policy including practical placements and clinical placements or other units of study as set down by the Faculty/UAU;
- make the University aware of any impediments to completing their academic requirements in a timely fashion including requests for reasonable accommodations aligned with the Inherent Requirements relevant to their program; and
- make contact as soon as possible with the relevant Department should they receive any formal notifications regarding concerns for their progress or wellbeing.

4.4. Personal Support

4.4.1. Identification of Students Requiring Personal Support

Bond University will seek to identify students requiring additional personal support, ensuring that early intervention is provided in a timely, equitable and consistent manner.

Staff and students are encouraged to be alert to students who are consistently disruptive, aggressive, intimidating or otherwise in breach of the Bond University Student Code of Conduct Policy.

A student may be identified as requiring personal support and intervention, for the purposes of this Policy, where their physical or mental welfare is reasonably considered to warrant some form of intervention by the University. Please refer to Section 1.1 of the Student Support Procedures for details.

4.4.2. Management of Students who are Identified as Requiring Additional Personal Support

While all University staff should take action in cases where students are exhibiting possible signs of distress, how staff respond to the individual student will depend upon the nature and level of their distress. Staff should be aware of their own personal safety and professional limitations.

Academic and professional staff can refer students to support areas, providing the support area with reasons for referral, as follows:

- BondCare referral system;
- Bond Wellbeing Services;
  - o Student Wellbeing Advisors
  - o Accessibility and Inclusion Advisor
  - o Student Counsellors
  - o Medical Clinic
- Bond Crisis Line
- 24/7 security services;
- Career Development Centre;
- Nyombil Centre for Indigenous students;
- Residential Fellows for residential student support.

Staff members who are concerned about the welfare of a student, should either create a Wellbeing Referral through BondCare, or notify the Associate Dean or Manager, Student Affairs & Service Quality. Case management will be conducted in association with the Student Wellbeing Team who may refer the matter to the University Registrar.

4.5. Academic Support

4.5.1. Identification of Students Requiring Academic Support

A student may be identified as requiring additional academic support if they are not progressing satisfactorily, are potentially at risk of exclusion, or where their physical or mental wellbeing is reasonably considered to warrant some form of intervention by the University. Refer to Section 1.1 of the Student Support Procedures.

A student may require additional academic support due to several factors. These might include, but are not limited to:

- a physical and/or mental health condition;
- disability;
- a significant life stressor (including sexual harm and family and domestic violence);
- English language proficiency;
- family or carer responsibilities;
- behaviour, capacity or achievement such as:

  o pattern of deferral;
  o unapproved over- or under-enrolment;
  o change to a new field of study that may challenge previously successful approaches to learning;
  o failure of at least 50% of credit points attempted in the semester just completed;
  o failure of a compulsory subject, program requirement or CORE curriculum subject;
  o failure to attend compulsory teaching and assessment components of a subject;
  o failure to complete a mandated assessment component, field or clinical work, or practicum in a subject;
  o failure of the same subject twice;
  o unsatisfactory attendance record;
  o minimal class participation;
  o inability to complete the program within a reasonable timeframe;
  o pattern of seeking medical certificates or psychological counselling referrals around the examination period.

4.5.2. Academic Support Identification Systems

Students requiring additional academic support may be identified by:
a) BondCare provides a Students of Concern dashboard with overview of identified areas of concern;
b) Standard Student One Reports that are available to SASQ Managers in Faculties, such as:
  - overload students;
  - under-enrolled students;
  - students with Learning Access Plans;
  - deferred examination history;
  - probationary student results;
  - academic action list (students placed on warning);
  - student for a Semester;
b) Academic Progress Reports submitted by relevant academic staff every semester;
c) Informal feedback from academic staff including:
  - class attendance reports;
  - requests for extensions or failure to submit work for assessment;
  - declining grades;
  - low level of engagement with subject iLearn site;
d) Student self-reporting:
  Students experiencing academic difficulty who require additional support are expected to seek relevant assistance at their earliest convenience.

4.5.3. Management of Students who are Identified as Requiring Additional Academic Support

4.5.3.1. Referral to Academic Support Services

Bond University provide a range of support services to assist students who are struggling with study demands. These include:

- Program and enrolment advice (studentassist@bond.edu.au);
- Transition support for commencing students
- Academic Skills Centre (ASC);
  o Indigenous Tutoring Program
  o Student Tutoring Program

- o Read & Write support software
- o Grammarly
- o Studiosity after-hours academic assistance
  - Faculty specialist academic support staff;
  - Bond Wellbeing Services;
  - Study and mental health wellbeing support;
  - Student Advisers (including First Nations; access and inclusion);
  - Computing support (IT Services);
  - Library support (Library Services);
  - Research support (Faculty Research Development Manager);
  - Misconduct advisory support (Office of Integrity);
  - Review and Appeals procedural advisory support (Office of Integrity);
  - Academic Integrity Module.

Faculty, UAU and professional support staff will collaborate to ensure early intervention and outreach makes provision for students to obtain timely support which is appropriate to the relevant academic period of their course of study or program.

5. MONITORING AND ASSURANCE

The Director, Student Success and Wellbeing will produce an annual report (by no later than 1 March) including qualitative de-identified information, in relation to the 12-month period before the report is provided, on:

- Where the policy is found on the website;
- How Bond's student Support for Students' Policy complied with the requirements of the Act and section 49A;
- How Bond offered and delivered the support and how well students received and engaged with the delivery of those support services;
- How Bond determined what support services should be available for our student cohort, and the efficacy of those support services;
- How Bond undertook assessment and assurance activities to determine that the available support services for students, are appropriate and effective;
- Any opportunities Bond identified to improve the available support and outcomes for students, including information on complaints received from students related to Bond's available support services or the Support for Students' Policy;
- How the available support services assisted students to successfully complete the subjects of study in which they are enrolled; and
- How Bond determined that appropriate resourcing was available to deliver the support services.

Consistent with the importance of the student experience at Bond University, the report will be presented to (1) the Student Transition, Wellbeing and Safety Committee for onward progress to the University Management Committee and then Council and (2) the Student Admission and Progression Committee for onward progress to Academic Senate.

6. RECORD KEEPING

All files relating to support engagements will be retained and disposed of in accordance with university and statutory requirements.

7. DEFINITIONS, TERMS, ACRONYMS

Bond Wellbeing Services:	Organisational unit responsible for providing health and wellbeing services to students and staff.
Enrolment Advisor:	Enrolment Advisor is a staff member appointed to provide academic or program advice to students. Enrolment Advisors are located in Student Assist in the main library.
Faculty/UAU:	For the purposes of this Policy, Faculty/UAU includes Bond Business School, Transformation CoLab, and Bond University College.
SASQ Manager:	Faculty Manager who works closely with Faculty Associate Dean, Student Affairs & Service Quality in each Faculty/UAU. The Executive Officer in the Transformation CoLab. The Student Support and Success Officer in Bond University College.
Inherent requirements	Bond's Inherent requirements reflect the essential knowledge, skills and experience required for our students to successfully complete a program. Refer to Bond website for more information.

| **Learning Access Plan** | A learning access plan is a document provided by the Accessibility and Inclusion Advisor that outlines the reasonable adjustments recommended for a student with an accommodation request at Bond University. |

| **Requiring Additional Support** | This phrase is analogous with the federal government term of 'at risk'. Bond chooses to frame this as a positive engagement opportunity. |

8. AFFILIATED PROCEDURES
Student Support Procedures (staff use only)

9. RELATED DOCUMENTS
Legislative Instruments:
Disability Discrimination Act 1992 (Cth)
Education Services for Overseas Students Act 2000 (Cth)
Higher Education Support Amendment Bill 2023 (Cth) (Section 19-43)
National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Standard 5)
Privacy Act 1988 (Cth)
Queensland Anti-discrimination Act 1991 (Qld)
TEQSA Higher Education Standards Framework (Threshold Standards) 2021 (Standard 2.3 Wellbeing & Safety)

Bond University Governance Instruments:
Academic Progress Policy (SS 5.4.5)
Accessibility and Inclusion Policy (SS 5.8.6)
Crisis Management Policy (GOV 1.1.3)
Emergency Procedures
Higher Degree by Research Student Support Policy (RES 4.4.1)
Management of Individual Student Debt Policy (SS 5.7.1)
Privacy Policy (INF 6.5.1)
Sexual Harm Policy (SS 5.8.3)
Student Code of Conduct Policy (SS 5.2.1)
Student Critical Incident Management Policy (SS 5.8.1)
   ▪ Student Critical Incident Workflow (Schedule 1)
   ▪ Student Critical Incident Levels (Schedule 2)
   ▪ Student Critical Incident Response Checklists (Schedule 3)
Student Wellbeing and Safety Policy (SS 5.8.4)
Welfare Arrangements for Students Under the Age of 18 Policy (SS 5.8.5)
Work Health and Safety Policy (GOV 1.9.2)
Bond University College Attendance Monitoring Procedure

10. MODIFICATION HISTORY

Date	Sections	Source	Details
22 December 2023	4.5.3, 5.1, 5.2	Student Success & Wellbeing	V10 – Added last paragraph to subclause 4.5.3 to replace subclauses 5.1 & 5.2
14 December 2023	Added Clauses 5 and 6	University Registrar, Director, Student Success & Wellbeing, CIO	V9 – amendments to comply with legislative changes
7 November 2022		Student Success & Wellbeing	V8 - Amendments throughout Policy to reflect new roles and responsibilities.
24 January 2020			V7.1
26 July 2018			V7
29 November 2007			Date First Approved

APPROVAL AUTHORITY: Vice Chancellor