Support for Students Policy and Procedure

1. Purpose

The policy

a) outlines the support structures available to assist students in the successful completion of their studies at Melbourne Institute of Technology

b) meets the requirements of the Higher Education Support Act 2003 (Cwlth) (the Act) and supports compliance with the Higher Education Standards Framework (Threshold Standards) 2021, and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code).

Students are encouraged to speak with a staff member or refer to Student Services website for up to date information on the supports available to them, including ways to improve their learning experience.

2. Scope

The policy applies to all staff (academic and professionals) and students at the Institute.

MIT has rules, policies and procedures in place to provide guidance and help for students at various stages of their studies. See: Supporting Documents and Schedule A and Schedule B for more information about the supports offered by MIT.

3. Definitions

Term	Definition
AMS	Means the Institute's Academic Management System
Academic Risk Factors	Means any situation that may impact a student's likelihood of meeting the progression requirements in a subject. Academic risk factors include but are not limited to: previous failure of unit(s) in a course of study, low levels of engagement (including but not limited to poor attendance, late submissions, non-completion of administrative tasks, history of not meeting attendance or progression requirements) withdraws from all subjects for any one progression review period after census data, request reduced study loads or other factors such as reporting significant life circumstances affecting their capacity to study, belonging to a cohort identified as benefiting from additional support.

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Term	Definition
Census date*	Means the date on which a student's enrolment in a unit of study becomes final.
Current Student	Refers to all ELICOS, Institute and Federation University students.
Designated Academic Assistance Roles	Refers to academics who are Unit Coordinators or Course Coordinators. -Casual academic staff will provide assistance to students as appropriate and refer students to the Unit Coordinator as listed in the Unit Description for additional support.
Designated Contact Officer	Is the Campus Director or their nominee.
Domestic Student	Refers to a current student of MIT who is an Australian Citizen, or a Permanent Resident of Australia, or a New Zealand Citizen, or holds an Australian permanent humanitarian visa.
Early Assessment Task	An assessment conducted prior to the census-date of the trimester or teaching block in which the unit is offered. A pre-census assessment task will normally have a low weight in the assessment framework for the unit and may have no weight greater than 10 percent. The early assessment must be completed in class.
ESOS Act and Framework	The Education Services for Overseas Students Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) sets nationally consistent standards for the delivery of courses to overseas students.
Group General Manager	is the person holding the position of General Manager as appointed by the Institute.
InSPIRE Program	The InSPIRE Program aims to: • contribute towards the successful academic transition of student in their first year of study • facilitate academic and professional staff collaboration in assisting students through an agreed MIT wide approach • utilise technology and the outcomes of academic hurdles to identify students who may be struggling or falling behind early in each study period and proactively offer support

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Term	Definition
	• track students engagement in support offered and intervention plans, including their academic improvement to aid in the continuous enhancement of learning and teaching and support services at MIT • assist all students to successfully complete their course within the specified duration wherever possible.
International Student	Refers to a current student at the Institute who is not an Australian Citizen or Permanent Resident.
Moodle	Is the Institute's Learning Management System
National Code	National Code of Practice for Providers of Education and Training to Overseas Students 2018
OSAE	Is the Institute's Office of Student Administration and Experience.
PRISMS	Provider Registration and International Student Management System
Student of Concern	Are students who have yet to engage within the first four weeks of study. Engagement includes attendance, logging into the LMS or submitting the first assignment, completing tutorial activities or completing a late enrolment particularly within the first four weeks of commencing study at MIT.
Student at Risk	This term refers to students who sometimes experience difficulties during their studies and may worry about failing and how this could potentially impact on their academic progress in the course. It includes students who have already demonstrated unsatisfactory academic performance.
Student Handbook	A web-based publication produced by the Institute outlining current information, for students on support services, policies and procedures.
Unit Descriptions	There are two parts to a Unit Description- Part A: Unit Overview (published on the MIT Website) provides a high level outline about the topics covered in a unit, including unit description, credit points, an overview of assessment, resources and

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Term	Definition
	learning outcomes
	Part B: (published in Moodle) provides more detailed information about the lecturer, campus, hours, weekly teaching schedule and detailed information about assessment tasks and resources. Part B is specific to a specified teaching period.
Wellbeing	At work and study, wellbeing is characterised by both physical and mental health, constructive and engaging relationships, work satisfaction and work-life balance
Wellbeing Support	For the purpose of this policy wellbeing support refers to all matters pertaining to the physical, mental and wellbeing of students.
Reasonable Timeframe	Five working days

4. Policy Statement

Principles for provision of Student Support

4.1 The Institute provides a wide range of academic and non-academic tailored support services to support all students to achieve their aims in higher education.

4.2 Academic staff and professional staff with appropriate resources strive to identify students who may benefit from support using a range of mechanisms. Such students are referred to and encouraged to access appropriate support services, which may include services offered in the community where appropriate.

4.3 All students are expected to actively participate in and manage their studies and to take advantage of the support services provided by the institute, and in the community where appropriate.

4.4 The provision of Institute support services is guided by a suite of Institute policies and strategies as outlined in this Policy.

4.5 Support services are:

a) Tailored to comprehensively address both academic and non-academic needs (but not limited to) for diverse student cohorts, encompassing neurodiverse students, those with disabilities, individuals facing temporary illnesses, First Nations students, and those encountering various forms of disadvantage and misadventure. Support services are strategically honed, with a particular emphasis on counselling, to ensure targeted and thorough assistance.

b) Informed by comprehensive data collection, predictive analytics, evidence-based practice and stakeholder consultation.

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c) Pro-actively communicated to students at critical points in their course including at admission, enrolment, orientation, pre-Census, and at all stages of academic progression, in addition to being permanently accessible via institute webpages.

d) Connected to appropriate community and public services where relevant.

e) Regularly evaluated and reviewed.

f) Overseen by the Institute peak governance bodies.

4.6 MIT regularly updates it student support services and communicates these to all students and staff via multiple channels including at Student Services and MIT's Academic Management System (AMS).

Recognising Student Agency

4.7 Students are often best placed to identify whether there are issues that might negatively affect their academic success. Students are provided with information and guidance at orientation and throughout the year and encouraged to:

a) be mindful of the census date (after which domestic students incur academic and financial obligations for the subjects in which they are enrolled (see Understanding the Census Date)

b) contact academic staff, the OSAE, the Counselling Service or the Centre of Learning to get advice and information about the available options before census date.

c) take action themselves to self-refer to support services or make a decision on how to progress with or withdraw from study to avoid financial penalties (domestic students only), and

d) seek advice and support when they encounter circumstances outside of their control after the census date.

4.8 In line with Student Charter, students are responsible for:

a) their own learning

b) making decisions about their learning journey, and

c) understanding the requirements of their units (as provided in the unit descriptions).

4.9 Students are able to provide feedback to MIT via the Feedback form available on the website (refer Feedback Policy), student representatives on various governance Boards and Committees plus internal and external surveys. This provides the opportunity to identify possible areas of improvement including physical improvements to facilities and report back to the student body on improvements made to courses and support services.

Understanding the Census Date

4.10   In line with the Higher Education Support Act 2003 (Cwlth), the census date is published on the MIT Website: (Refer to MIT Academic Calendar for deadlines).

4.11   Domestic students are informed on both the census date and the last day to enrol. (Refer to MIT Academic Calendar for deadlines) so they:

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a) understand the final date by which they can withdraw from a subject without incurring financial penalties (domestic students only) and academic penalty (domestic and international students)

b) may seek support and make decisions about their academic choices in advance of this date.

Priority for successful completion of studies

4.12 To meet the requirements of the Threshold Standards, MIT regularly records, monitors, and analyses students' performance data to identify academic risk factors and to identify students of concern who may be at risk of not successfully completing their units.

4.13 A student may be at risk of not successfully completing a unit of study if they:

a) do not achieve a satisfactory result in an early feedback task

b) has low attendance

c) have not actively engaged with the institute's

o AMS by 5.00 PM on Friday in Week 1

o LMS by 5.00 PM on Wednesday in Week 2;

d) have not submitted their first assessment in Week 3.; or

e) enrolled late

f) have previously failed a unit of study and are engaged in the Institute's InSPIRE program (that is the student has been identified at risk as per the institute's Student Academic Progress Policy and Procedure.)

4.14 A student who reports academic or other risk factors may be identified as a student of concern is not limited to the first four weeks of commencing study.

4.15 Early intervention plays a vital role for students of concern who may be at risk of not completing their studies. MIT has and continues to develop its processes and systems that:

a) materials, submission of and performance in first (pre-census) assessments, and

b) improve early intervention strategies including predictive modelling (to identify likelihood of pre-census attrition) and personalised communications for students identify as being of concern or at risk.

4.16 To identify students of concern, MIT:

a) supports staff in identifying students with low levels of participation or engagement (lack of engagement with prescribed work, poor attendance or poor classroom participation)

b) supports and works with students who proactively approach MIT for help or support, and

c) ensures ongoing communication with students who have in the past failed to successfully complete a unit or units to pre-empt any ongoing issues (See Student Academic Progress Policy and Procedure and InSPIRE Program Guidelines). [See Section 3 Definitions for a

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definition of the InSPIRE program]

4.17 The Institute will communicate with students of concern or at risk (but not limited to the first four weeks of commencing study) to ensure they are aware of support services available and to assist them in successfully completing their units.

4.18 Each school has designated academic assistance roles to support and guide students through their academic journey. Students who are disengaged, falling behind or otherwise at risk of not successfully completing their study are provided with the appropriate academic and non-academic supports that address the relevant risk factors.

Evaluation and Review

4.19 The Student Experience Committee will oversee the annual review of the Support for Students Policy to ensure it remains fit for purpose and to identify any opportunities for improvement.

Reporting

4.20 The Institute will report deidentified student success and student success services data and trends and compliance with this policy to the Minister of Education, via the Student Experience Committee.

4.21 The SEC will receive student feedback reports from boards and committees and report to the Board of Directors.

Roles and Responsibilities

Roles/Decision/Action	Responsibility*	Conditions and limitations
Provision of academic support services to students	Academic Registrar	Must be consistent with the above principles. Support services must be published on the MIT website and in student handbooks. - Study & Learning Support - Library - Academic Progress and reviews - Special consideration and Extensions
Provision of personal support, health and well-being, and student safety services	Academic Registrar	Must be consistent with the above principles. Support services must be published on the MIT website and in student handbooks. - Career Development - Health and Wellbeing

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		• Scholarships and Financial Support
		• Peer Mentoring
		• InSPIRE (Improving student performance through intervention and risk evaluation) program
		• Independent advocacy
Provision of indigenous student services	Academic Registrar	Must be consistent with the above principles. Support services must be published on the relevant student support website. • Indigenous student services
Student feedback reporting	Campus Directors	

*Staff holding, acting or in performing the responsible position or office

5. Procedure

5.1 Identifying students of concern who may be at risk of not successfully completing their units of study

5.1.1 The Institute will monitor student engagement to identify students who may be at risk of not successfully completing their units.

5.1.2 The Institute will communicate with students of concern or at risk to ensure they are aware of support services available and to assist them in successfully completing their units.

5.1.3 Students may be at risk of not successfully completing a unit of study if they:

a) do not achieve a satisfactory result in an early feedback task

b) have low attendance

c) have not actively engaged with the institute's

  o AMS by 5.00PM on Friday in Week 1

  o LMS by 5.00PM on Wednesday in Week 2;

d) have not submitted their first assessment in Week 3.; or

e) commenced their study post enrolment date

f) have previously failed a unit of study and are engaged in the institute's InSPIRE program (that is the student has been identified at risk as per the Institute's Student Academic Progress Policy and Procedure

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5.1.4   A student who reports academic or other risk factors may be identified as a student of concern.

5.2   Providing academic support

5.2.1   The Institute offers numerous support options for students to assist in successful completion of their units such as:

– Library services

– Counselling and Advocacy services

– Unit descriptions detailing assessment due dates, penalties and study support, special consideration and examinations

– Study support consultation

– Academic skills resources

– Writing support online

– Mentoring/peer assisted study sessions

5.2.2   Students may apply to the Institute for academic support.

5.2.3   For students who do not meet the requirements as provided in subclause 5.3, the Student Engagement unit (designated contact officers) will contact the student of concern by email with information about available support services.

5.2.4   All identifications, referrals and support provided must be recorded in Bigfoot. Records must be kept for 7 years. Note: See Records Management Policy and Procedure.

5.2.5   MIT will use multiple channels to communicate with students identified as being of concern and direct them to support services in the first four weeks before census date

5.2.6   Students identified as at Risk of not meeting progression requirements under clause 4.4 of the Student Academic Progress Policy and Procedure will be advised of available support services in accordance with that policy.

5.3   Providing non- academic support

5.3.1   The Institute offers a wide range of support services to students that enable them to remain fully engaged with their units of study. These include but are not limited to:

– Individual counselling services;

– Inclusion and disability services;

– Financial support; and

– Health and Wellbeing services.

5.3.2   Students may contact the Counselling and Advocacy Support Department for academic support and relating to their subjects including but are not limited to time management skills,

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conflict resolution, and academic appeals.

5.3.3   Staff may inform other units within the Institute about students why may need required targeted academic or non-academic support through various communication channels.

5.3.4   OSAE will review contacts and referrals and provide students with a response within a reasonable time..

5.3.5   All identification, referrals and support provided must be recorded in BigFoot. Records must be kept for 7 years. Note See Records Management Policy and Procedure.

5.4   Access to support services before census date

5.4.1   The Institute aims to provide access to support services before the relevant census date for students:

a)   identified as at risk as per subclause 5.3

b)   to request support before the census date; or

c)   who disclose risk factors that indicate a need for support.

5.4.2   The Institute website includes information about response times for students who contact Student Services.

5.4.3   Consistent with the MIT Enrolment Policy and Procedure, a domestic student may discontinue enrolment in a unit of study before census date:

a)   without financial liability for the units of study; and

b)   with an outcome of withdrawn (WD) (see clause 5.12 MIT Enrolment Policy)

5.4.4   If it is apparent before census date that a domestic student is likely to be absent for an extended period, the Course Coordinator should:

a)   discuss with the student the option of withdrawal without failure; and

b)   inform the student of the relevant support services.

5.5   Identifying students in need of targeted academic support

5.5.1   The Centre of Learning provides academic support for students, including:

a)   targeted academic language and learning support; and

b)   targeted mathematics and numeracy support.

5.5.2   The Centre of Learning supports may take the form of:

–   One to one consultations (online or in person)

–   Drop in sessions

–   Academic skills workshops

–   Peer assisted study sessions

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– Self access online resources (through Moodle Module).

5.5.3   Academics will refer students to the Centre of Learning and other services to identify students in need of targeted academic support.

5.5.4   Professional staff may refer a student for additional academic support including relevant study resources and targeted support

5.6   Identifying students in need of targeted academic support

5.6.1   Academic adjustments arrangements are available for students. These include:

– simple extensions

– special consideration

– accessible examination and assessment conditions for students registered with OSAE and

– special arrangements for assessments

(See Equity and Diversity Policy clauses 5.1-5.3 and Assessment Policy clause 5.3).

5.7   Support from Academic Staff

5.7.1   At the start of teaching period, the Unit Coordinator will review the Unit Description before they are published to ensure that:

i.   Contact details including office hours and assessment due dates are accurate.

ii.   Prescribed texts are the most recent edition. If an older edition is used, add a note to say why.

iii.   Remove any readings that are no longer current (for example a journal article that is 5 years or older should be removed).

iv.   Moodle Shells are to be published at least one week before orientation.

5.7.2   Academic staff will be required in week 4 to complete an activity report for each student:

a)   attendance

b)   note any concerns about each student and refer any students of concern to appropriate support services for example English Language Support

c)   Moodle Activities for each week

d)   conduct the first in-class assessment in week 3 and record results. Student feedback must be given within week 3.

5.7.3   Academics staff may identify a student of concern who is at risk of not completing a unit of study if the student:

a)   demonstrates low engagement with the unit content in weeks 1-4

b)   has assessment results that indicate a risk of failing;

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    i.   does not achieve a satisfactory result in the early feedback task or

    ii.   enrols after week 2 or

    iii.   contacts the staff member about matters that may be affecting their study.

NB: For students enrolling late into the subject, the Lecturer/Unit Coordinator will need to provide support and an extension to Week 4 for late assignments to be submitted for feedback within the next business day.

5.7.4   Academic Staff are required to submit the weekly report to the Course Coordinator to identify any students of concern for follow-up in week 4.

5.7.5   The Course Coordinator will follow up with students in week 4 who have been identified as being of concern by email before the Census Date.

    a)   Set up a one-on-one consultation with the student of concern

        i.   State their concerns about the student's progress

        ii.   Provide information about available support services options and make any referrals to relevant student services for urgent follow up.

        iii.   Enter meeting details into student notes on the AMS system.

    b)   If a student is satisfied, they can continue in the unit, and may opt to receive no further support

    c)   The correspondence must be recorded in the student record keeping system (as per the Records Management Policy and Procedure).

5.7.6   If the identified student has contacted a staff member about matters impacting their study, the staff member should provide the student with:

    a)   details of when the staff member will be available to provide academic advice and follow up with via email with the academic

    b)   information about special consideration, simple extensions, or special arrangements;

    c)   links to available support services; and

    d)   the Academic is required to enter details about referrals and details about available support services into student notes in the Bigfoot system.

5.7.7   Academic adjustments, simple extensions, special arrangements and special consideration due to illness, injury or misadventure are available to course work students under sub clauses 5.3.1-5.3.6 of the Assessment Policy and Procedure.

5.8   Support from Support Services staff

5.8.1   If a student seeks support directly from student support services, the responsible staff member must provide advice to the student and enter details of meeting and any referrals into Bigfoot.

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5.9 Support from Support Services staff

5.9.1 The institute provides access to peer support services and other supports including:

   a) Buddies (senior students) who support newly enrolled students with settling into life in Australia.

   b) Peer mentors who support one on one study coaching for students

   c) Co-curricular programs.

5.10 Inclusive support services

5.10.1 For students registered with the institute's Disability Services, these include:

   a) a registration form for students to obtain support from Disability Services

   b) the development and implementation of an Academic Plan to assist with adjustments.

5.12 Assessment Support

5.12.1 Academic adjustments, simple extensions, special arrangements and special consideration due to illness, injury or misadventure are available to course work students under sub clauses 5.3.1-5.3.6 of the Assessment Policy and Procedure.

5.13 Higher Degrees by Research

5.13.1 Academic adjustments, simple extensions, special arrangements and special consideration due to illness, injury or misadventure are available to course work students under sub clauses 5.3.1-5.3.6 of the Assessment Policy and Procedure.

5.14 Review and Reporting

Reviews

5.14.1 The Executive Dean will consult annually with key stakeholders about:

   a) Implementation of this policy

   b) Resources required to maintain effective support for students;

   c) Lessons learned; and

   d) If necessary, proposed amendments to this policy.

5.14.2 The Executive Dean will provide the outcomes of the annual review to the:

   a) Board of Directors

   b) Student Experience Committee

   c) Academic Board.

External Reporting

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5.14.3 The Institute will provide reports to the Department of Education about the implementation of this policy as required by legislation. Note: See Higher Education Support Act 2003 (Cth).

5.15 Privacy and Records Management

5.15.1 The Privacy Policy and Procedure will apply.

5.15.2 The Records Management Policy and Procedure will apply. All student records relating to pre-census activities must be retained for seven years.

6. Responsibilities

6.1.1 The Institute will seek to ensure that students feel psychologically safe on -campus by: ensuring appropriate and effective mechanisms are in place to provide students with additional support to achieve their full academic potential:

- provision of mental health and wellbeing initiatives through a range of educational and support resources;
- informing students of Institute support services and ensuring they can be readily accessed;
- appointing a designated contact officer on each campus;
- promulgating student awareness of policies and procedures that address discrimination, bullying and harassment, and of the complaint processes for redressing intimidation or discriminatory behaviour;
- providing access to appropriate services to those students who may be experiencing mental health and wellbeing difficulties;
- providing access to students with a disability to allow them to participate in education on the same basis as other students; and
- dealing with critical incidents.

6.1.2 The Schools' will implement processes for the monitoring of the progression of students, considering matters such as:

- class participation and attendance, where required;
- progression, retention and completion rates, including comparison with previous rates;
- previous failure to complete units;
- failure to complete unit assessment;
- non-submission of assessments;
- allegation of academic misconduct including cheating, plagiarism, etc.; and

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- allocation of consulting time to students by teaching staff in each trimester, via AMS or Moodle.

6.1.3   Designated Contact Officers (or nominees) are available for students on each campus, at the time of orientation, enrolment and at any other time. They will provide information on the available welfare and support services and assistance.

6.1.4   Academic and Professional Staff that interact with international students are required to maintain currency with ESOS training. This training is available through their personal Moodle account. See: http://moodle.mit.edu.au

6.1.5   Academic Staff are responsible for ensuring academic related matters are directed to Course Coordinators, and unit related enquiries are discussed by the students' lecturers either in class or by email

6.1.6   Staff with access to the PRISMS must undertake the PRISMS training and keep abreast with changes in PRISMS, as applicable.

6.1.7   Staff are responsible for maintaining strict confidentiality and safeguarding information relating to vulnerable students (e.g. those with mental health, personal and/ or cultural adjustment issues).

7. Implementation and communication

7.1.1 The Institute will communicate student welfare and support services with students directly and through any one or more of the following communication channels: email, social media, telephone, SMS, the MIT website, via the Academic Management System (AMS) portal, Moodle, and face-to-face interaction.

7.1.2 This policy and procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute's webpage

- Internal circulation to staff

- Staff professional development

- Student orientation programs

- Student handbooks

8. Supporting documents and References

Government Legislation

- Higher Education Support Act 2003

- Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023

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- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)

- Higher Education Standards Framework (Threshold Standards) 2021

- Education Services for Overseas Students (ESOS) Act 2000

- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code)

Institute documents:

- Student Charter

- Assessment Policy and Procedure

- Academic Integrity Policy and Procedure

- Enrolment Policy and Procedure

- ELICOS Policy and Procedure

- Academic Progress Policy and Procedure

- Academic Appeal Policy and Procedure

- InSPIRE (Improving Student Performance thru Intervention and Risk Evaluation) Program

- Flow chart of Academic Progress Procedure

- Academic Integrity Policy and Procedure

- Student General Misconduct Policy and Procedure

- Student Complaint Policy and Procedure

- International Student Handbooks

- Alcohol and Drug Policy and Procedure

- Critical Incident Policy and Procedure

- Continuing Professional Education for Academic Staff

- Continuing Professional Development for Professional Staff

- Privacy Policy

- Records Management Policy and Procedure

- Support for Victims of Domestic Violence Policy and Procedure MIT Equity and Diversity Policy and Procedure

- Safety and Evacuation Procedure

- White Ribbon Domestic Violence Guidelines

- Social Media Policy

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- User Account, Email and Internet Guidelines

Schedule A:

Policies and Strategies

The institute outlines the governance and operations of its student support services through the following instruments.

Support Type	Instruments
Processes for assessing a student's suitability to continue to undertake a subject, or to identify students at risk of not completing	Student Academic Progress Policy and Procedure InSPIRE Program Guidelines Admissions Policy and Procedure Credit Transfer and Recognition of Prior Learning Policy and Procedure Assessment Policy and Procedure Enrolment Policy and Procedure HDR Candidature Management and Support Policy
Processes for supporting students that are identified as 'academically at risk' of unsuccessful completion	Student Academic Progress Policy and Procedure InSPIRE Program Guidelines Admissions Policy and Procedure Assessment Policy and Procedure Enrolment Policy and Procedure HDR Candidature Management and Support Policy Academic Integrity Policy and Procedure Academic Integrity Statement
Processes to ensure: students have access to support services including before Census Date students are pro-actively offered access to support services prior to the Census Date where they:	Student Academic Progress Policy and Procedure Student Charter InSPIRE Program Guidelines Admissions Policy and Procedure Assessment Policy and Procedure

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Support Type	Instruments
o are assessed at risk of not completing o have previously failed to successfully complete a subject o demonstrate a low level of engagement	Enrolment Policy and Procedure HDR Candidature Management and Support Policy
Processes for providing non-academic support to students, including mental health support	Student Academic Progress Policy and Procedure Student Charter Support for Victims of Domestic Violence Policy and Procedure Sexual Assault and Sexual Harassment Response Policy and Procedure
Peer Support Services	Student Academic Progress Policy and Procedure Peer Mentoring Sessions Learning Resources and Support Policy
Support from academic staff for 'at-risk' students, offering adjustments and referral to support services where required	Assessment Policy and Procedure (see Special Consideration and Adjustments) HDR Candidature Management and Support Policy
Critical harm response arrangements for students	Critical Incident Policy and Procedure Sexual Assault and Sexual Harassment Response Policy and Procedure Support for Victims of Domestic Violence Policy and Procedure
Specific arrangements for:	
First Nations Students	Indigenous Students Policy and Procedure
Student with disability	Equity and Diversity Policy and Procedure
Students who have experienced family and domestic violence	Support for Victims of Domestic Violence Policy and Procedure
Students who have experienced	Sexual Assault and Sexual Harassment Response Policy and

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Support Type	Instruments
aggravated or sexual assault	Procedure
Support for Students Policy is faithfully and fairly implemented, and errors, outliers and opportunities for improvement are identified and escalated	See Quality Assurance section of this policy
Processes for accessing the provider's staff who specialise in identifying the reasons why students are at risk of not successfully completing their units of study and can work with students to develop a plan to enable them to succeed	Student Academic Progress Policy and Procedure HDR Candidature Management and Support Policy
Student Complaints and Appeals	Student Complaints and Grievances Policy and Procedure Student General Misconduct Policy and Procedure
Feedback	Feedback Policy and Procedure

Schedule B: MIT Support Services – Academic

Service	Description	How to access
Finance support and advice	MIT Finance Team can provide advice on course payments, CSP, Fee-HELPs and putting money on your account for printing	How to pay fees	Melbourne Institute of Technology (mit.edu.au) Tuition fees	Melbourne Institute of Technology (mit.edu.au) FEE-HELP	Melbourne Institute of Technology (mit.edu.au) Commonwealth Supported Place	Melbourne Institute of Technology (mit.edu.au) MIT Scholarships for international students	Melbourne Institute of Technology

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Service	Description	How to access
Academic Advice	Information about MIT courses on offer	https://mit.edu.au/study-with-us/international-students https://mit.edu.au/study-with-us/domestic-students
Degree planning	Information is provided for courses on offer at MIT.	https://mit.edu.au/study-with-us/international-students https://mit.edu.au/study-with-us/domestic-students
Work integrated Learning /Internships	Work-Integrated-Learning (WIL) refers to your academic learning approach that facilitates or integrates academic learning in a workplace context that uses real industry experience. It refers to activities based on placements, internships, and industry-linked projects.	https://mit.edu.au/study-with-us/work-integrated-learning
Faculty or school specific academic advice	Information about each school and its people	School of Business https://www.mit.edu.au/about-us/academic/school-business The School of Information Technology and Engineering https://www.mit.edu.au/about-us/academic/school-it-engineering
Orientation	MIT's comprehensive Orientation Program is designed to support students' transition to university studies and foster a sense of belonging with their peers and the institute	Domestic Student Orientation https://www.mit.edu.au/students/Orientation/Domestic International Student Orientation https://www.mit.edu.au/students/Orientation/International

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Service	Description	How to access
Information Technology and Resources	MIT computing requirements, facilities, LMS, AMS information and support are available at both campuses during opening hours	Information Technology & Resources	Melbourne Institute of Technology (mit.edu.au)
Career Development Centre	Provides specialised services to support students and graduates in achieving their study and career goals. This is achieved by offering weekly career development workshops and events that focus on skills and knowledge building.	https://mit.edu.au/students/career-development
Peer Mentors	Peer Mentors are experienced MIT students specially trained to help others navigate study and assessments.	https://mit.edu.au/students/student-services/student-support/buddy-program https://mit.edu.au/students/student-services/student-support/student-mentoring-success
Centre of Learning Advisors	Individual support with study skills, assignment planning and writing skills	https://mit.edu.au/students/student-services/about-mit-student-engagement-programs/academic-support
Library and support services	Assistance and navigating referencing and information identifying assessment and research questions	https://library.mit.edu.au/home

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Service	Description	How to access
English Language Support	MIT Language Centre	
Academic Integrity Training	A compulsory Academic Integrity Module introducing students to MIT's values and its academic integrity standards so students are informed about how to avoid plagiarism and academic misconduct.	

Non-Academic Support Services

Service	Description	How to access
Global Community+ Program	The Global Community Program recognizes MIT students, graduands and alumni who complete extracurricular activities for their own personal development and support the MIT community within Australia and globally.	Global Community+	Melbourne Institute of Technology (mit.edu.au)
Student Advocacy	Student Advocates offer free and confidential advice, support and representation to students preparing student complaints and appeals, academic progress meetings, special consideration applications, grade disputes, student misconduct hearings plus MIT policy advice.	Student Advocacy Support	Melbourne Institute of Technology (mit.edu.au) counsellor@mit.edu.au. counsellor.syd@mit.edu.au

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Service	Description	How to access
Counselling and Mental Health Support	A broad range of free counselling and other support services including disability support, community support and referrals	Counselling	Melbourne Institute of Technology (mit.edu.au) counsellor@mit.edu.au. counsellor.syd@mit.edu.au
Multifaith Spiritual Wellbeing	Support for faith-based matters	Prayer rooms at both Campus. Enquire at reception for location of Prayer rooms.
LGBTIQIA+ health and wellbeing services	LGBTIQIA+ community support	Counselling	Melbourne Institute of Technology (mit.edu.au) counsellor@mit.edu.au. counsellor.syd@mit.edu.au
Legal Service	MIT counsellors will refer enrolled students who need Legal assistance to community law centres	Counselling	Melbourne Institute of Technology (mit.edu.au) counsellor@mit.edu.au. counsellor.syd@mit.edu.au
Accessibility and inclusion	For students who need reasonable adjustments and other support to successfully complete their studies	Contact Student Services for more information. Once a student is registered, the institute will discuss reasonable adjustments with the student
Overseas Student Health Cover	For international students only	Overseas Student Health Cover	Melbourne Institute of Technology (mit.edu.au)
Orientation	MIT's comprehensive Orientation Program is designed to support students' transition to university studies and foster a sense of belonging with their peers and the institute s	Domestic Students: Domestic Orientation	Melbourne Institute of Technology (mit.edu.au) International Students: International Orientation	Melbourne Institute of Technology (mit.edu.au)
Student Events	The institute provides a diverse range of events/activities across both campuses throughout the	Events	Melbourne Institute of Technology (mit.edu.au)

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Service	Description	How to access
	year enabling students to connect with peers and build a sense of belonging at MIT.	
Graduation	Students are provided information about their eligibility to apply for graduation, how to apply and other information	Graduation	Melbourne Institute of Technology (mit.edu.au)
Feedback	MIT aims to continually enhance student learning and development, leading to an improved educational experience. MIT management and leaders include students in the governance and decision-making processes in the Institute.

MIT's Student Experience Committee has student representatives from both campuses and other students' representation on the Academic Board. Students are also represented on the Course Advisory Committee and the Students & Staff Consultative Committees. | Student Feedback | Melbourne Institute of Technology (mit.edu.au)

Student Advocacy Support | Melbourne Institute of Technology (mit.edu.au) |

* Where a student withdraws correctly from a unit of study or course of study on or before the census date, he or she will not incur a debt (Domestic Students Only).

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