

Student Wellbeing Policy and Procedure

Associated information

Approving body	Governing Board (GB)
Date approved	27 Feb 2025
Date of effect	Commencement of operation
Next scheduled review	Two years from commencement
Policy owner	Chief Executive officer (CEO)
Policy contact	Chief Executive officer (CEO)
Related Documents	Academic Progression and Student at Risk Policy and Procedure Reasonable Adjustments Policy and Procedure Sexual Assault and Sexual Harassment Prevention Policy and Procedure Student Support Framework Student Orientation Policy and Procedure Health and Safety Policy and Procedure Critical Incident and Emergency Management Policy and Procedure TEQSA Student Wellbeing Resources ¹
Higher Education Standards Framework (HESF) 2021 (Cth)	Standard 2.3.3 Standard 6.1.4 ESOS and National Standards

Purpose

1. This Policy and Procedure sets out **Zenith Innovation Institute's (Zenith / the Institute)** approach to promoting and safeguarding student wellbeing in order to maximise positive educational experience for students, including by preventing and mitigating negative events within the control of the Institute, and where reasonable, mitigating negative impacts of events outside the control of the Institute.
2. The Institute is committed to providing timely, accurate advice on access to student support services and to promoting and fostering a safe environment for students on campus and online delivery, and as reasonable off campus. In addition to the Institute's *Health and Safety Policy*, *Critical Incident and Emergency Management Policy and Procedure* and *Student Support Framework* the Institute recognises that overall student wellbeing is a critical factor to the achievement of student educational goals and that a holistic approach to student wellbeing is to be adopted.

¹ Student Wellbeing - <https://www.teqsa.gov.au/students/student-wellbeing> accessed on 12th Feb 2025
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Scope

3. This Policy and Procedure applies to:
 - (a) all current students enrolled at the Institute;
 - (b) all staff of the Institute including members of the Institute's governing bodies with responsibilities for assuring student wellbeing;
 - (c) any external party engaged to provide student support services to the Institute; and
 - (d) all services provided to support students.

Policy

Principles

4. The Institute monitors students' academic progress and uses a range of approaches to facilitate support and engagement with students for success in their studies.
5. The Institute provides supportive interventions for students deemed at risk of not making satisfactory academic progress and reviews these interventions to determine their currency and effectiveness as outlined in the *Academic Progression Policy and Procedure*.
6. The Institute has a responsibility to respond to risk indicators in a timely manner that arise in its monitoring of students' progress throughout the student lifecycle.
7. The Institute provides information to students prior to enrolment and during orientation, which include the Institute's expectations of students, and the support services offered by the Institute.
8. Student progress is facilitated through the provision of reasonable access to academic staff and student support services, designed to support student's personal and academic development.
9. Formal intervention will be initiated where a student is deemed as being at risk of not satisfactorily progressing, whether due to personal, welfare, academic or other matters. This can be from self-identification or other identification methods.
10. The Institute recognises that some students may have individual needs and that specific cohorts of students may have special needs. Students should refer to the *Reasonable Adjustments Policy and Procedure*.
11. The Institute has a *Student Support Framework* which is reviewed regularly and implemented rigorously.

Procedure

12. This procedure is guided by the principles listed above and acknowledges that the Institute will ensure that key staff will be trained to implement this policy. Staffing units that support this policy include student support staff, academic administration, learning and teaching support and academic staff.
13. All staff are required to maintain a current ESOS training certificate. This is available to all staff via the Learning Management System (**LMS**). Staff with access to PRISMS must also undergo training to maintain currency of knowledge and stay abreast of relevant changes.
14. The Institute's Student Support Officers provide a first assessment point for students, in particular those identified as 'at-risk' and to ensure appropriate student intervention strategies are documented and implemented and that regular follow-up is monitored and recorded.

Strategies for Student Wellbeing



Prevention

15. **Culture:** The Institute promotes a culture of wellbeing, mutual respect and safety through a process of awareness, training, and monitoring.
16. **Leadership:** All staff will demonstrate a commitment to student wellbeing.
17. **Staff awareness:** All staff members will have a general awareness of issues relating to student wellbeing.
18. **Student awareness:** Students are made aware of key issues relating to their own, and their fellow students' wellbeing and how it can interfere with their studies. Student orientation will include a module on student wellbeing and regular general and targeted campaigns are conducted, including on mental health and on the availability of support services.
19. **Risk assessment:** The Institute will conduct risk assessments for the identification and assessment of pre-conditions, early warning signs, and 'red flags' for early intervention.

Preparedness

20. **Training:** Staff members during their induction will be trained to detect early signs of issues impacting student wellbeing including how best to respond to these issues such as outlining access to relevant support services and assisting additional support from the Institute staff.
21. **Information:** Information on external support services will be made available to students to enable access when needed, including key contacts within the Institute who can provide guidance, and relevant information about external services, such as support helplines and whether there are costs involved.
22. **Support services:** The Institute will develop and maintain a network of services to respond to issues threatening student wellbeing, including counselling services, local police, hospitals, and legal centres.

Response

23. **Support:** The Institute provides integrated support to students to respond to immediate needs after a critical incident or where a student's wellbeing is generally at risk, including professional support (e.g. personal counselling), reasonable and other measures to enable prompt recovery, participation, progression, and completion.

Recovery

24. **Ongoing support:** The Institute offers ongoing support to students to recover from events which had a negative impact on their studies, including academic support, reasonable adjustments, and other measures to enable sustained participation and progression.

Monitoring

25. The Institute collects data on student wellbeing, including incidents and impacts to student experience. Student feedback on the Institute's processes for supporting wellbeing is sought on an annual basis.
26. The Institute uses the collected data to monitor trends and emerging issues to establish student needs and undertake subgroup analysis.
27. The Institute will benchmark its performance against relevant sector data and to inform targets and improvement initiatives for student wellbeing.
28. The Academic Board receives regular reports on the progress of student subgroups/ cohorts through the Learning and Teaching Committee and will make recommendations to the Governing Board (GB) on any required adjustments to learning support services.
29. The Governing Board (GB) receives an annual report on the effectiveness of strategies that includes internal data and the results of benchmarking. Where relevant, the Institute will adjust the strategy and resourcing of services in response to reporting and analysis.

Responsibilities

30. The responsibilities across the Institute are as follows:

Responsibility	Description
Governing Board (GB)	The Governing Board (GB) is responsible for overseeing the effectiveness of the strategy, policy and resources to promote and safeguard student wellbeing.
Academic Board (AB)	The Academic Board is responsible for reviewing and making recommendations to the Governing Board (GB) on the adequacy of learning support services provided to students, including on services provided to specific subgroups such as international students.
Chief Executive Officer (CEO)	<p>The CEO is responsible for:</p> <ul style="list-style-type: none"> overseeing the implementation of services designed to maintain and facilitate access to adequate support services; ensuring that support services offered reflect the needs of student subgroups across all modes of participation and courses; ensuring the availability of sufficient and competent staff for the provision of support services; and reporting to the Learning and Teaching Committee, the Academic Board and the Governing Board (GB) on the performance of academic, general and personalised support services.
Student Services Manager	<p>The Student Services Manager is responsible for:</p> <ul style="list-style-type: none"> maintaining adequate non-academic support services; and facilitating access to these services.

All Institute Staff	All staff are required to demonstrate the Institute's commitment to student wellbeing in their day-to-day work and interactions with students.
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Definitions

Term	Definition
Wellbeing	Wellbeing is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. ²

Version history

Version	Changes	Approval Body	Approval Date
1.0	Original version	Governing Board (GB)	21 Nov 2024
1.1	Under Related Documents added "reasonable adjustments policy and procedure" Added Student Wellbeing Link for TEQSA resources Point 20 added "during their induction"	GB	27 Feb 2025

² World Health Organisation <https://www.who.int/publications/i/item/9789240038349>