



POLICY

Student Well-Being and Support



1. Purpose & Objective

- 1.1. UNEP is committed to ensuring that students are effectively supported throughout their studies, from transition to study through to graduation. UNEP students are supported via a research-informed student well-being and support model that is embedded in UNEP'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 UNEP enacts this commitment.

2. Scope

- 2.1. This policy applies to all students enrolled in courses of study and non-award study delivered by UNEP, and to all UNEP agents and staff processing applications for admission to programs of study at UNEP.

3. Policy

Principles

- 3.1. UNEP ensures that employees and contractors working on behalf of UNE Partnerships comply with obligations under child protection laws in each state and carries out child related employment screening as required under those laws.
- 3.2. UNEP reports concerns about the safety, welfare and well-being of students protected under child protection legislation as required.
- 3.3. UNEP's approach to student well-being and support is grounded in contemporary research in relation to student success and is committed to ensuring that students are supported effectively throughout their studies, from transition to study through to graduation.
- 3.4. UNEP'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. UNEP's Student Well-Being and Support Model is informed by contemporary research into student success and is underpinned by the goal to encourage students to become Connected, Confident, Creative and Courageous

Connected	Our students learn and thrive through active interaction with UNEP staff, their peers and industry experts. They learn through practical engagement with knowledge and skills. They are provided with the opportunity to engage with their learning via multiple means or representation, actions, expression, and engagement.
Creative	Our students not only acquire the skills and knowledge required to meet training benchmarks but learn to generate new ideas and define possibilities linked to their discipline. They are able to effectively judge the merits of their own ideas, critique those of others and be open to considering new perspectives.
Confident	Our students are confident in their ability to apply the knowledge and skills learned through their study, to engage in the global workforce, to communicate effectively in a professional environment.
Courageous	Our students are given the opportunity to build their resilience through their learning, specifically through setting realistic and attainable goals, demonstrating good judgement, learning and improving through constructive formative and summative assessment feedback, and through developing their own emotional intelligence.

4.2. These competencies are embedded in UNEP'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 UNEP's approach to student well-being and support is assessed and reviewed annually under the Quality Assurance Policy

Student Engagement and Support

- 4.5. UNEP 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.
- 4.6. Engagement with and support for students starts from the point of application through to transition to work and/or further study.
- 4.7. Engagement with, and support for, students is tailored to each student's needs and circumstances identified as part of UNEP's early engagement and getting started program. This includes the provision of an age and culturally appropriate orientation program and access to an official liaison officer.
- 4.8. Relevant information and referrals to all support services including academic and non-academic counselling is provided to students. These services are at no additional cost to the student.

Progression and Early Intervention

- 4.9. UNEP effectively monitors student progression and informs and proactively works with students deemed at risk of not maintaining standard academic progression. Additionally, students accessing VSL need to confirm their own engagement and progression. UNEP will ensure all Fixed Progression Points are managed in accordance with the Act.
- 4.10. UNEP 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.
- 4.11. While all possible interventions will be explored, UNEP recognises that continuation in higher education may not provide the best outcome for all students and will support their transition to other programs or in some cases out of formal education, with dignity, ensuring that these students are provided with due recognition of the learning outcomes they achieved.

Student Behavioural Misconduct

- 4.12. UNEP 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.
- 4.13. 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 swear, 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 UNEP webpages and forums to make threatening or derogatory statements about any member of the UNEP 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.

Critical Incidents

- 4.14. In the event of an incident or critical incident, UNEP'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.
- 4.15. UNEP is aware of the need to actively manage its reputation for the benefit of students, staff, and the higher education sector more broadly.
- 4.16. UNEP 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.
- 4.17. 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.

Student Complaints and Grievances

- 4.18. UNEP 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 UNEP.
- 4.19. 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 UNEP staff.
- 4.20. All parties to a complaint or grievance must act in good faith and seek to achieve an amicable resolution.
- 4.21. All parties to a complaint or grievance must respect privacy and confidentiality, except where the release of particular information is required by law.
- 4.22. UNEP 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.

Student Appeals

- 4.23. 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.
- 4.24. UNEP insists that all appellants, other students, staff and other persons linked to an appeal must be treated with respect.
- 4.25. UNEP will take all reasonable steps to prevent students suffering any disadvantage as a result of lodging an application for review or appeal.
- 4.26. All appeals will be dealt with as expeditiously as possible consistent with the need to act fairly. UNEP will commence assessment of all appeals within 10 working days of it being made and undertakes to finalise the outcome as soon as practicable.
- 4.27. 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.

- 4.28. Notwithstanding this, UNEP 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.

5. Definitions

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
CHILD PROTECTION	means the protection of children from violence, exploitation, abuse and neglect.
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 UNEP
CRITICAL INCIDENT	means a major incident or series of events that have the potential to severely damage UNEP'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 UNEP employed under the Educational Services (Post-Secondary Education) Award 2010
STUDENT	means an admitted or enrolled student of UNEP Admitted student means a student who has been admitted to an UNEP program of study and who is entitled to enrol in a subject of study. Enrolled student means a student who has been admitted to an UNEP program of study who is enrolled in a subject at UNEP
STUDENT WELL-BEING AND SUPPORT MODEL	means the UNEP-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

6. Associated Information

Related Legislation	<ul style="list-style-type: none"> • TEQSA Act 2011 • ESOS Act 2000 • Higher Education Standards Framework 2015 • VET Student Loans Act 2016 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • Copyright Act 1968 • Disability Standards for Education 2005 • National Statement on Ethical Conduct in Human Research
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7. Change History

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1800 066 128 | unep.edu.au