



STUDENT SUPPORT PROCEDURE

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| Policy Hierarchy Link | | Student Support Policy | | |
| Responsible Officer | | Dean of Students | | |
| Superseded Documents | | None | | |
| Associated Documents | | Academic Development Plan template.docx Coursework Progression Policy Domestic Violence Policy Research Higher Degree Progress Procedure Research Higher Degree Student Policy Students with Disabilities Policy Sexual Assault and Sexual Harassment Policy Show Cause Procedure Student Critical Incident Procedure Student Guide to Mental Health Student Wellbeing Policy Student Wellbeing Procedure | | |
| Review Date | | March 2026 | | |
| Version | Endorsed By | Approved By | Approval Date | Effective Date |
| 1.1 | - | The Academic Dean | 17/02/2025 | 17/02/2025 |

1. PURPOSE

The purpose of the procedure is to describe the steps, processes, and systems that facilitate the implementation of the Student Support Policy. The Student Support Policy and Student Support Procedure together ensure that students are provided with the support they need to succeed academically and to participate in the full range of learning experiences offered by the College.

2. SCOPE

This procedure applies to all students in the accredited courses of the College.

3. DEFINITIONS

| Term | Definition |
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| at-risk student | An at-risk student is a student identified as being at a relatively high level of risk of not achieving satisfactory academic progress or completing their course due to academic, personal, or situational challenges. The College must intervene to offer at-risk students relevant support. At-risk students are a subset of “students of concern”. |
| disability | As defined by the <i>Disability Discrimination Act (1992)</i> , a disability is any condition that impacts a person’s ability to participate fully in daily life activities, including education and training. |
| disengaged student | A disengaged student is a student who demonstrates a lack of serious commitment to their learning and progression, as evidenced by minimal |

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| | engagement, failure to meet academic requirements, or behaviour inconsistent with the intention to complete their studies. |
| international student | A student who is not a domestic student, including those on a student visa. An international student is also known as an overseas student. |
| reasonable adjustment | A reasonable adjustment is a modification and accommodation made to enable a person with a disability to participate in education and training on an equal basis with others. |
| student | A person who is admitted to or enrolled in an accredited course at Moore Theological College. |
| student of concern | A student of concern is a student who has been identified as potentially requiring additional academic, personal, or pastoral support to enhance their wellbeing, engagement, or overall success in their studies. The College will monitor the academic performance and engagement of students of concern to evaluate the need to offer additional support. Students of concern may be identified at the point of admission or post-admission. |
| supervisor | A person appointed by the College to have responsibility for advising a RHD candidate on their research. They may be a primary, secondary, or associate supervisor. |
| wellbeing | Overall wellness. |

4. PROCEDURE

4.1 Provision of student support services

- (i) Students are provided with support in academic English and general literacy skills by unit lecturers and tutors primarily through formative feedback on assessments, supplemented by informal formative feedback during other learning activities. In addition to this, academic support is provided by the Academic Support Coordinator (ASC). The ASC develops resources specific to many assessments and is available for individual or group support. Research Higher Degree (RHD) students are provided support in academic writing and presentation skills at a research level by their supervisors.
- (ii) A peer academic support service is available to students through the Student Volunteer Tutoring team. Experienced students are appointed by the College on the basis of their suitability to offer academic support to other students. The service provides students with support from peers with close experience to their own.
- (iii) The College maintains a repository of learning resources covering academic English and writing, study skills, and personal wellbeing skills. These are available within the Learning Support System (LSS), through the library website, and on the learning management system for online students in the Diploma of Biblical Theology (DBT), called MOD.

- (iv) Information about contact details for legal, health, and emergency services is available in LSS in the Community and Support section.
- (v) All full-time on-campus students are assigned a chaplain and participate in small chaplaincy groups where they access support from the chaplain as well as peers. Smaller prayer groups are formed within the chaplaincy groups, containing a mix of new and experienced students. These groups facilitate peer support within the student body.
- (vi) The role of the Director of Part-time Studies is to support the needs of part-time students and to represent the academic and pastoral needs of this cohort of students in the College decision-making processes.
- (vii) There is a male and female International Students Chaplain available to support international students with issues particularly related to adjusting to life in Australia and living cross-culturally.
- (viii) The Dean of Students, Dean of Women, and the Chaplains have experience in basic pastoral counselling skills and are informed about issues related to wellbeing and mental health. They are able to provide basic counselling about study, life and wellbeing, and the Christian faith. Students are referred to external professional services for support with complex personal matters or for support with diagnosable mental health conditions. The *Student Guide to Mental Health* (available in the Health and Wellbeing section of LSS) details a list of professional services accessible in Sydney as well as online services that can be accessed by both on-campus and online students for support with their health and wellbeing. These services include some specialising in sexual assault, domestic violence, and victims of gender-based violence.
- (ix) Detailed information about available support services related to student wellbeing is found in the *Student Wellbeing Procedure*.
- (x) The *Students with Disabilities Policy* states that students may contact the Dean of Students or Dean of Women for support with arranging non-academic adjustments to participation in college community activities and events. The Academic Dean with the Registrars offer support with academic adjustments.
- (xi) The chaplains as well as the Dean of Students and Dean of Women can offer advice about future careers/ministry opportunities. Periodically, representatives of potential employees attend College allowing students to discuss the opportunities they offer for work and ministry.
- (xii) The College operates accommodation for students, both single and married, at multiple campuses in Sydney accessible to the main campus in Newtown. All accommodation sites have faculty in residence on-site to offer support.

- (xiii) The Indigenous Students section of the Moore College website (Indigenous Australian Students (moore.edu.au)) details services for Australian Indigenous students, including study assistance, pastoral care, accommodation, and targeted scholarships.

4.2 Raising awareness of student support services

- (i) The College makes information about support services publicly available on the College website (Community Life and Student Support (<https://moore.edu.au/community/>)). It is also covered in the orientation program for students, and there is a site dedicated to information about student support in LSS, so it is readily accessible at any point in time. This procedure and the Student Support Policy are publicly available on the College's policies webpage, along with other relevant student-facing policies. Students are informed about this procedure and the Student Support Policy in the documentation provided to incoming students.

Each chaplaincy group holds a session about available student support and how it may be accessed during the first term of each year.

- (ii) Faculty, RHD supervisors, tutors, chaplains, and staff that have contact with students are made aware of available support services and can refer students to these. Faculty and supervisors maintain regular contact with students both within and outside of formal learning experiences. Common lunches, morning tea, and chapel services are used as opportunities for contact between students and teaching personnel. Chaplains aim to meet individually with their chaplaincy group members each semester. Online tutors in the DBT use discussion forums and chats to maintain contact with students.
- (iii) Students are encouraged to take responsibility for their learning and wellbeing and to take the initiative in engaging with services that will benefit them. Chaplains or tutors offer support in engaging with services where this help is needed.
- (iv) Faculty, supervisors, and tutors monitor the academic performance of students within units of study. This occurs informally through interactions with students in learning contexts and formally through assessment. Faculty, supervisors, and tutors refer students to support services that will enhance their learning or improve their wellbeing. Generally, students will be referred to their chaplain, if they have one, or the Dean of Women or Dean of Students for non-academic support. Generally, students will be referred to the ASC for academic support in the first instance. The ASC, or a faculty member or tutor may refer students to the head of the Student Volunteer Tutors, who then matches the students with an appropriate student tutor.

4.3 Identifying and responding to students of concern, including at-risk students

- (i) Students of concern are identified in the admissions process, through interactions with students in curricular, co-curricular and community activities, and through the

review of student's academic performance at the end of each semester. The range of concerns include but are not limited to:

- A personal wellbeing concern
- An academic performance concern
- An academic performance concern – at-risk student
- An academic performance concern – student required to show cause
- A potentially disengaged student
- A discipline-related concern.

Identified students of concern are recorded in a register, which is formally reviewed at a meeting of the Faculty on a quarterly basis.

- (ii) During the admission process, students of concern are identified and referred to the appropriate Faculty and staff. This occurs through an assessment of information received in the student's enrolment application, referee reports, applicant interviews, and any academic entrance examination. Accepted students who are identified as needing additional support will be reported to the Dean of Students and Dean of Women in the case of non-academic support and the Academic Dean and ASC in the case of academic support. All matters related to DBT students will be reported to the ASC, who coordinates the work of DBT tutors.
- (iii) Under the *Coursework Progression Policy* and the *Research Higher Degree Progress Procedure*, a meeting is held with students who are not making acceptable progress within their course of study and are deemed at risk of not successfully completing their course. At the meeting, relevant support services are discussed with the student, and where appropriate, a plan is developed for the student's engagement with these.
- (iv) The academic performance of at-risk students in future unit enrolments is monitored, and if course progress continues to be unsatisfactory despite the offering of support services, a show-cause process may be activated under the *Show Cause Procedure* (coursework) or *Research Higher Degree Progress Procedure*.
- (v) Within units of study, faculty and tutors monitor student engagement and performance to identify students who are not engaged or not likely to complete the unit and hence may be considered a disengaged student. This monitoring includes:
 - a. Whether students are meeting attendance requirements
 - b. Where applicable, whether students are logging into the online learning environment (LSS or MOD)
 - c. Whether students have submitted required tasks and participated in tutorials or online forums
 - d. Where assessments have been submitted, whether the standard shows a genuine attempt has been made.

- (vi) If a student has previously failed one or more units in their course, or the major assessment of a unit of study, they may be considered an at-risk student. Students who have not engaged with academic support services recommended to them may also be considered at risk. Faculty and other teaching staff may identify a student as at-risk based on their observations of the students learning and performance in formative assessments and other learning activities.
- (vii) For on-campus students, at-risk students will be reported to the Academic Dean. The Academic Dean determines the response, which may include additional communications, a meeting with the student, and recommended relevant student supports. The Academic Dean will normally confer with the student's chaplain (if they have one) to learn if there are relevant personal circumstances affecting the student's engagement or performance.
- (viii) For DBT students, tutors will report concerns promptly to the registrars department, which communicates the information to the Academic Dean and ASC. This group determines the intervention to support the student's engagement in learning and academic performance.
- (ix) In the case of International Students, the International Student Advisor is informed of any at-risk international students. Where the concern relates to attendance, the International Students Contact Officer within the Registrars team will be informed, and they will determine whether government reporting is required.
- (x) Prior to the major census dates, faculty, tutors and chaplains will follow a reporting mechanism to indicate whether any of the students enrolled in their unit, or in the case of chaplains, a member of their chaplaincy group, present any concerns that may lead to them being considered at risk. This information is collated by the Registrar and reviewed by the Academic Dean and Dean of Students before it is presented at a Faculty Meeting for discussion where appropriate. The Faculty Meeting, with oversight of the Academic Dean and Dean of Students, ensures that an appropriate response to the concern has been determined.
- (xi) An appropriate response to an identified at-risk student:
 - identifies responsibility for the intervention,
 - identifies relevant student support services,
 - ensures needed support services can be engaged with by the student before the census date where required, and otherwise in a timely manner.

In most cases, the person responsible for the intervention will record the response in the form of a development plan addressing the factors that put the student at risk. The plan is developed in consultation with the student and their agreement to it is an aspect of the student's demonstration of being a genuine student.

- (xii) The *Student Wellbeing Procedure* describes how students for which there are non-academic wellbeing concerns engage with support services, under the oversight of the Dean of Students.
- (xiii) When students seek or are recommended to either academic or non-academic support prior to the census date, they will be advised that if they have a concern about successfully completing a unit of study, the census date is the last day on which they can withdraw from a unit without being obligated to pay the tuition fee, including by incurring a FEE-HELP debt. The faculty or staff member who receives the request or recommends the support is responsible for communicating the information. This communication is in addition to communications made to the student body about the census date.

4.4 Managing student critical incidents

- (i) Student critical incidents are defined, and their management is described in the *Student Critical Incidents Procedure*.

4.5 Quality assurance and reporting

- (i) The College receives feedback on student satisfaction with the accessibility and effectiveness of academic and non-academic support services through the externally operated Student Experience Survey in the QILT suite of surveys. The data is used to monitor trends in satisfaction levels and to identify any cohorts of students that are significantly less satisfied. Identified issues are investigated and an improvement is developed where necessary.
- (ii) The College records the numbers of students accessing internally provided services and monitors trends as an indicator of accessibility and effectiveness.
- (iii) The College periodically performs an internal audit of the quality of the student support services it offers and the nature and quality of services it refers students to.
- (iv) Before adding an external support service to the list of those that students may be referred to, an assessment of their accessibility, suitability, and quality is performed. Student feedback about their experience of external services is recorded and used to inform decision-making about referral. The Dean of Students has oversight of the list of services students may be referred to.

5. ACKNOWLEDGEMENTS

The following documents are acknowledged in the review of this procedure:

- [TEQSA Guidance Note: Wellbeing & safety](#)
- [Student Support Policy – Bond University](#)

6. REVIEW AND HISTORY

| Version | Approved By | Approval Date | Effective Date | Sections modified |
|---------|---------------|---------------|----------------|---|
| 1.0 | Academic Dean | 08/12/2023 | 08/12/2023 | New procedure |
| 1.1 | Academic Dean | 17/02/2025 | 17/02/2025 | Definitions added: student of concern, at-risk student, disengaged student 4.2 (i) students made aware of the policy and procedure by incoming student documentation and in chaplaincy groups 4.3 (i) section on identification of students of concern and categories of concern 4.3 (ii) admission and identifying students of concern 4.3 (xi)-(xii) added regarding communication of census date and timely engagement of support 4.3 (v) factors to identify at-risk students expanded |