

## Student Support – Academic and Non-academic

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*An important part of the provision of an Institute of Higher Education (IHE) is the vital area of student support. This falls into two categories – Academic (Learning Support) and Non-academic (Student Support). It is important to make a clear distinction between the two and ensure that both aspects are overseen by a senior staff member with adequate support staff and resources allocated – irrespective of the size of the provider.*

This does not mean that there is no overlap – support simply does not work like that – and often student issues involve both academic and non-academic support – but for the ease of understanding coverage and approach the two are divided – but ideally work in harmony for the benefit of the student.

The Higher Education Standards Framework (Threshold Standards) highlight key issues surrounding *student support* across a number of domains including 1.1.1, 1.3.2 and 1.3.6 – providing appropriate admission, targeted support and equivalence of opportunity; 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.4 with a focus on secure IT systems, inclusivity, equity and diversity, support contacts, support services, safe environment, management of critical incidents and an appropriate complaints management system; 3.3.4 – maintaining contact with students; 5.2, 5.3.5, 5.4 – maintaining academic integrity, obtaining student feedback and managing partnerships; 6.1.4, 6.2.1c, 6.2.1e, 6.2.1i – creating a safe environment, adequate resourcing, risk management, and business continuity; 7.2, 7.2.4, 7.3.3b, 7.3.3c – adequate information, notice of disruption, privacy and confidentiality, and incident recording and management. Obviously, a big deal.

### **Academic (Learning) Support**

Focus areas for this domain and team include – assisting students with their learning and associated skills development; providing individual advice and guidance to students on a range of matters academic; providing individual consultation with students as required; providing lecture and tutorial support as required; assisting with bookings as required;

working co-operatively with the campus staff to create a positive and welcoming environment; and taking an active role in hybrid and face to face supervision.

### **Non-academic (Student) Support**

Focus areas for this domain and team include – assisting students with enrolment processes; activating student accounts both in the learning management system (LMS) and the student management system (SMS); ensuring ongoing access to the necessary APPS and software; supporting enrolment variations; providing directory assistance; enabling leave applications; ensuring student welfare; and being available to students for a range of other queries in a timely way.

### **Student Support, Student Welfare and Student Safety**

Clear evidence of this support is essential given the current emphasis around the topic within the Sector (not to mention the current TEQSA focus) given the move back to face-to-face delivery. Institutions need to self-assure that they have in place the necessary mechanisms and intent. For virtual students – the same foci remain essential – and can be handled remotely and appropriately.

Institutions usually have policies and procedures in place that mandate this kind of support. Additional issues such as inclusivity and diversity also remain key issues in the contemporary environment.

See –

What are Threshold Standards and why are they important - [6113ad\\_8584b9e8e229438d830f63af90c030dd.pdf](#)

It is all about inclusivity - [6113ad\\_c687a086b81d47ec86a45dc819b7a738.pdf](#)

The Big Five (5) Higher Education Challenges Ahead in 2025 and 2026 [6113ad\\_c2c220487c4c4c0caae2bbbb2231766a.pdf](#)

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