Canberra Institute of Technology
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Student Support Procedure

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1. Associated policy

The *Student Support Procedure* has been developed in conjunction with the *Student Support Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all applicants seeking to enrol in courses at CIT
- enrolled students except for students who are enrolled at CIT as an addition to their high school or senior secondary course of study, where the support will be provided through the student's high school or college
- all CIT staff
- all on and off campus education activities
- CIT activities including:
    - culturally supportive and inclusive learning experiences for Australian Aboriginal and Torres Strait Islander people
    - careers advice
    - counselling
    - disability support
    - international student support
    - financial assistance
    - job seeker support
    - migrant support
    - youth support
    - LGBTIQ+ support
    - general academic support
    - student equity support
    - study skills support
    - language, literacy, numeracy and digital (LLND) support
- courses funded through specific initiatives of external agencies, sponsors and organisations.

3. Procedure

Identification and provision of support services requires a coordinated approach by CIT Student Support, CIT Student Services, educators, education managers and service specialists.

Students are informed of available support services through the CIT website, on enrolment and through course induction.

Referral to CIT Student Support for prospective or enrolled students may come from:

- student initiated queries via the CIT website, email or phone
- direct referrals from student facing client services staff and teaching areas
- direct referrals from external agencies
- CIT Student Association (CITSA).

Prospective students may access careers and disability advice.

Enrolled students may access to all support services over the course of their enrolment at CIT.

3.1 General support services identified

Step	Action	Responsibility
1	Application for general support services received and applicant referred to Student Support.	Client Services Officers Educators External agencies Enrolled students identifying the need for support
2	Ensure the applicant is contacted within two business days to acknowledge the referral.	Manager Student Services Manager Student Support
3	Ensure contact with the applicant within five business days to make an appointment to discuss referral and potential support requirements.	Senior Manager Student Support or nominee
4	In cooperation with the student, and educational area where applicable, initiate general support services with the student.	Senior Manager Student Support or nominee
5	Ensure records are kept in a timely manner of all documents/emails/diary notes and information.	Senior Manager Student Support
6	Review case notes and monitor support plans, liaising with teaching areas as required.	Senior Manager Student Support or nominee

3.2 Learning/academic support services identified

Learning and academic support include but is not limited to tutoring, foundation skills, mentoring, Studiosity, in class and drop in sessions and enrolment into foundation skills courses.

Step	Action	Responsibility
1	Application for general support services received and applicant referred to Student Support.	Client Services Officers Educators External agencies Enrolled students identifying the need for support
2	Contact the applicant within five business days to make an appointment to discuss referral and potential support requirements.	Head of Department Foundation Skills or nominee

Step	Action	Responsibility
3	Review referral and add notes relating to identified learning gaps. Advise student of potential support services.	Head of Department Foundation Skills or nominee
4	If the student declines support, refer the student to the educational area with no support provided.	Head of Department Foundation Skills or nominee
5	If the student accepts support, create an individual support plan to address the needs assessment, including: • support delivery mode • schedule of support • support strategies.	Head of Department Foundation Skills or nominee
6	Provide support as per support strategies outlined in the individual support plan.	Head of Department Foundation Skills or nominee
7	Review the individual support plan and monitor progress liaising with teaching areas as required.	Head of Department Foundation Skills or nominee

3.3 Services identified for Aboriginal and Torres Strait Islander People

CIT may become aware that Aboriginal and Torres Strait Islander People may identify needs for support services through:

- downloading the report from the student management system
- direct enquires including to:
    - Yurauna
    - Student Support
    - Student Services
    - teaching areas.

Step	Action	Responsibility
1	**Downloading the report from the Student Management System** At the commencement of each term, identify students who have identified as Aboriginal and/or Torres Strait Islander people.	Client Services staff Educators

Step	Action	Responsibility
	Refer prospective or enrolled students to Head of Department Yurauna.	
2	**Responding to direct enquiries** Refer the enquiry to Yurauna.	Client Services staff Educators
3	Contact the student within two business days to provide an overview of services and offer support. Initiate services by developing a plan with the student and teaching staff. This may include: • liaison with teaching teams • assistance to complete enrolment • referral to additional supports such as scholarship or other Student Support service teams • cultural support • general coaching.	College Director Yurauna or nominee
4	Record all supports and actions provided to student within two business days of support occurring.	College Director Yurauna or nominee
5	If ongoing support is required by student develop an individual support plan in partnership with teaching staff and store with ongoing case notes in Student Support file.	College Director Yurauna or nominee
6	Lodge individual Support Plan on the system within two business days of creating the plan.	College Director Yurauna or nominee
7	Review individual Support Plan in a 6 month cycle, or more often as required.	College Director Yurauna or nominee
8	Communicate with relevant stakeholder's the progress of the Support Plan as needed: • if progress is on-track support request is marked as resolved • if progress is not on-track escalate to Head of Department (teaching area) and Senior Manager Student Support and meet the student and initiate a revised Support Plan.	College Director Yurauna or nominee

3.4 Disability support services identified

With prior notification of a disability, potential students will be supported through the enrolment process.

All enrolled students identifying as having a disability, registered with CIT Student Support, will be offered the opportunity to meet with a CIT Education Advisor (Disability) to assess their learning and other support needs.

Enrolled and prospective students may be referred to Student Support prior to completion of enrolment by:

- Client Services Staff
- Educational teams
- External agencies
- CIT Careers advisor
- Self-referral
- Provision of ARGOS report downloaded from the Delivery Management Reporting System (PD400) each of week, identifying students as having a disability/disabilities and requiring support.

CIT will follow the principles of reasonable adjustment to determine where an adjustment can be made to allow a student to participate on the same basis as a student without a disability. Requests for the provision of reasonable adjustment to students with a disability will be assessed on a case-by-case basis.

A CIT student with disability who cannot study full-time for reasons directly related to their disability is entitled to a full-time student card if they are undertaking at least 25 per cent of a full-time course.

Personal health information provided by students is treated in accordance with the *Health Records Act (Privacy and Access) 1997* and, with permission from the student, will only be shared if this information is deemed relevant for the purposes of making reasonable adjustments and referrals.

CIT may not be able to assist students where the student chooses not to accept or act on advice from the CIT Education Advisor (Disability) regarding enrolment or study loads which may result in their inability to succeed.

Step	Action	Responsibility
1	Send a standard email to each student named in the ARGOS report including: • an overview of services • registration information • an offer of support • contact details for the Student Support (Disability) to enable the student to make an appointment.	Student Support Administration Officer
2	Respond to student enquiries within two business days and organise an appointment at a suitable time.	Student Support Administration Officer
3	Complete the registration form and supporting documents. Forward form and documents to Student Support or bring the documents to the first appointment where the registration form can be completed.	Student
4	Meet with the student to discuss their individual circumstances and needs and reasonable adjustments. Ensure the student has signed-off on any contact permission forms and completed Disability Access Plan (DAP).	Education Advisor - Disability

Step	Action	Responsibility
5	Where required, contact educational area to discuss aspects of inherent characteristics of course and implementation of the DAP.	Education Advisor - Disability
6	Send a copy of the initial approved DAP to relevant staff in the educational area.	Education Advisor - Disability
7	Record all documents/emails and case management notes in the individual Student Support case management files in an agreed central location.	Education Advisor - Disability
8	Provide support as per DAP including, advocacy, reasonable adjustments, and referrals.	Education Advisor - Disability
9	Contact Education Advisor (Disability) as needed or as per agreed on DAP.	Student
10	On a 6 monthly cycle, or more often as required, initiate a review of support needs.	Education Advisor - Disability
11	Review the DAP and amend as agreed.	Student Education Advisor – Disability Educator
12	Maintain all information on the Student Support case management system case file notes for ongoing or future needs or until such time as the documents can be removed according to *Health Records (Privacy and Access) Act 1997.* Review the support plan in accordance with the individual case management or DAP agreement.	Education Advisor - Disability

3.5 Authority to access external services

Step	Action	Responsibility
1	Services coming at no cost, contact agency directly.	Student Support team members
2	Services that attract a cost to CIT.	Senior Manager Student Support

4. Supporting Documents

4.1 Legislation/Regulation

- *Discrimination Act 1991 (ACT)*

- *Disability Discrimination Act 1992* (Commonwealth)
- *Disability Standards for Education 2005* (Commonwealth)
- *Sex Discrimination Act 1984* (Commonwealth)
- *Race Discrimination Act 1975* (Commonwealth)
- *Privacy Act 1988 (Commonwealth)*
- *Australian Building Standards*
- *Health Records (Privacy and Access) Act 1997*
- *Canberra Institute of Technology Act (1987)*
- *Workplace Gender Equality Act 2012 (Commonwealth)*
- *Children and Young People Act 2008 (ACT) Republication date 30 September 2023*

4.2 Policy and Procedures

- *Student Support Policy*
- *Equity Policy*
- *Privacy Policy*
- *Student and Community Members Complaint Policy*

4.3 Documents

- Resource Handbook for Educators of Students with a Disability

5. Definitions

All terminology used in this procedure is consistent with definitions in the CIT Policy Glossary. The following definitions are provided in the context of this policy.

Disability	Defined by the *Disability Discrimination ACT 1992* 'in relation to a person means: • total or partial loss of the person's bodily or mental functions; or • total or partial loss of part of the body; or • the presence in the body or organisms causing disease or illness; or • the presence in the body or organisms capable of causing disease or illness; or • the malfunction, malformation, or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgement or that results in disturbed behaviour.

	And includes a disability that: • presently exists • previously existed but no longer exists • may exist in the future; or is 'imputed to a person'.'
Reasonable Adjustment	The Disability Discrimination Act (DDA) requires institutions to take reasonable steps to enable a student with a disability to participate in education on the same basis as a student without a disability. An adjustment is reasonable if it balances the interests of all parties affected. In assessing whether a particular adjustment is reasonable, CIT will consider the: • student's disability and his/her views • effect of the adjustment on the student, including the effect on his/her ability to achieve learning outcomes, participate in courses and achieve independence • effect of the proposed adjustment on anyone else affected, including the education provider, staff, and other students • costs and benefits of making the adjustment. Reasonable adjustments include but are not limited to: • making training and assessment materials and methods accessible • adapting the physical environment and equipment.
Student Support	Refers to the range of services including support to students identifying as: • Australian Aboriginals and/or Torres Strait Islander people • having a disability or disabilities • having specific learning needs • needing wellbeing support.
Wellbeing Services	Wellbeing services scope includes early intervention, clinical counselling, advocacy, health promotion, supportive coaching, and referral. Wellbeing services do not offer clinical or outside of business hours support.
Yurauna	Yurauna is CIT's dedicated Aboriginal and Torres Strait Islander Educational Centre of Excellence providing tailored student support, Aboriginal and Torres Strait Islander courses, study support and cultural advice.