Support for Students Policy
Report 2 – 2025

1. Purpose

Report 2 enables consistent and structured reporting by higher education providers against the Support for Students Policy reporting requirements in subsection 49B(1) of the *Higher Education Provider Guidelines 2023*. The reporting requirements in the *Higher Education Provider Guidelines 2023* are identified in brackets in the relevant sections of Report 2 and a summary table is given at the end of Report 2.

Higher education providers should ensure familiarity with Section 19-43 of the *Higher Education Support Act 2003* and Chapter 10A of the *Higher Education Support Guidelines 2023* when completing Report 2.

As this is the second report for the Support for Students Policy, Report 2 will advance understanding of how higher education providers implement and review their Support for Students Policy. Report 2 focuses on the following information relating to students identified as at risk of not completing one or more units of study (referred to as 'students at risk' or 'at risk students' interchangeably). In Report 2 we have a focus on students with disability:

- The processes used to identify students at risk and their needs.
- How supports are communicated to and accessed by students at risk.
- Examples of policy outcomes and the types of supports offered to students at risk.
- The processes in place to review and improve supports for students at risk.

This information will inform the department's approach to future reporting and how it will monitor compliance with the *Higher Education Provider Guidelines 2023*. Advancing understanding of support for students at risk with this second report will enable the department to optimise reporting with the aim to ensure compliance while maximising administrative efficiency. The department may seek to publish a de-identified summary report each year to demonstrate the range of supports offered to students at risk across the higher education sector.

Please note the following requirements of subsection 49B(1) of the *Higher Education Provider Guidelines 2023*:
- The report is due for submission to the department on or before **1 March 2026**.
- The reporting period is from **1 January to 31 December 2025**.
- De-identified responses must be provided.
- Qualitative responses must be provided. A higher education provider may include quantitative information where applicable.

2. Policy Details and Institutional Context

Question 2(a)
Name of higher education provider:

Question 2(b)
The Support for Students policy (the policy) can be found at (insert web address to the policy):

(49B(1)(a))

Question 2(c)
The policy was last reviewed on:

Click or tap to enter a date.

(49B(1)(e))

Question 2(d)
Summarise changes made to the policy in the reporting period. (Maximum 300 words.)

(49B(1)(b) and 49B(1)(f))

Question 2(e)

Provide a high-level summary of any contextual information specific to the student profile and higher education provider to support your report. This should include how this context has informed the higher education provider's approach to supporting at risk students, including those with disability (both academically and non-academically) and the support made available to these students. (Maximum 300 words.)

- This may include details of the student population profile, enrolment patterns (e.g., modes of delivery and study locations), entry pathways and other related student information.

- This may also include details of the higher education provider's mission, strategic direction, organisational structure, staffing and other relevant institutional details.

(49B(1)(d))

Question 2(f)

Publicly available information about the support available to students at risk, including those with disability at the higher education provider can be found at the webpage/s below.

(49(1)(b) and where relevant, 49(b)(c))

3. Identifying and Communicating with Students at Risk (Academically and Non-Academically)

Note: The responses to Question 3 should include details of the identification of and communications with students at risk before and after the census date.

(49B(1)(c) and 49B(1)(d))

Question 3(a)

Provide a high-level summary of the key processes (up to 3) for identifying at risk students with disability both academically and non-academically and their needs. (Maximum 150 words.)

Question 3(b)

Provide a high-level summary of the key processes (up to 3) for communicating with students identified as at risk, including those with disability, which should include at least one process for students at risk non-academically. (Maximum 150 words.)

Question 3(c)

Provide a high-level summary of the key processes (up to 3) for assessing if support and communications are meeting the needs of students at risk including those with disability. (Maximum 150 words.)

Question 3(d)

Provide a high-level summary of the **top three** critical and emerging factors specific to student demographics that may contribute to a student with disability being at risk both academically and non-academically e.g. six factors in total. (Maximum 150 words.)

4. Examples of supports accessed by students under the Support for Students Policy

Using the provided table, describe the **top three to five** supports accessed by students with disability identified as at risk. These supports may be identified in the higher education provider's Support for Students Policy, or another policy referred to in the Support for Students Policy.

- These supports should include academic and non-academic supports available to students at risk.
- These examples are intended to provide a snapshot of supports accessed by students with disability identified as at risk.

A glossary of key terms is available at the end of this report template.

(49B(1)(c) and 49B(1)(g))

Support name	Description of support (Approx 50-100 words)	Is this support a standalone initiative or part of a larger program? (Yes/No)	Type of support • Academic • Personal • Integrated (academic and personal support)	Availability • General (available to all students) • Targeted (directed to specific student sub-groups	Course level • General (available to students at multiple or all course levels) • Enabling • Undergraduate • Graduate coursework • Graduate research	Approach to Continuous Improvement Provide a high-level summary describing the processes in place to review the efficacy of the support? How do you know if the support is working or not? (Approx 50-100 words)	Estimated number of students accessing service (optional) (Enter number)	Link to website (optional) If there is a specific link to further information about this support, (i.e., on the provider's website) please provide the link.
1. Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2. Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3. Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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5. Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

5. Accountability and Review

Describe the high-level reporting and quality assurance processes used by the higher education provider to review the sufficiency and effectiveness of support for students at risk and how these processes inform institutional improvement in support for students at risk. (Maximum 300 words.)

(49B(1)(e)), 49B(1)(f)) and 49(B)(1)(h))

6. Declaration

I, as the authorised representative or delegate for my higher education provider:

- Confirm the information provided in this *Support for Students Policy Report 2 – 2025* is true and fair at the time of submission.

- Confirm the support for students policy for the higher education provider named above (question 2(a)) continues to meet the Support for Students Policy requirements in section 19-43 of the *Higher Education Support Act 2003* and section 49A of the *Higher Education Provider Guidelines 2023*.

- Understand the provision of false or misleading information or the making of false or misleading statements to the Commonwealth is an offence under the Criminal Code.

Signature   **Date**

Authorised representative or delegate details:

Title	
Full Name	
Position	
Email Address	
Contact Number	

7. Case Study (Optional)

Provide a case study of a best practice or innovative initiative or a response to an identified improvement relating to support for students at risk, including those with disability (maximum 300 words).

This should include:

- A short description of the student support initiative, including identifying if this is a new initiative or part of an ongoing initiative.

- The reasons for introducing the student support initiative, if applicable.

- The aims and desired outcomes of the student support initiative.

- The target student subgroup or subgroups.

- The approach taken to reviewing the effectiveness of the student support initiative. This may also include a summary of factors critical to the success of the initiative.

- A statement explaining why the student support initiative is an example of best practice or innovation.

Please note: Case studies collected by the department will not be shared externally without seeking consent from the provider.

Glossary

Academic support

An academic support may be offered to students to improve their academic and related skills. Examples include but are not limited to mentoring activities, providing additional tutoring, literacy and numeracy support as well as other academic supports. These supports could be provided by a higher education provider or a third party.

Non-academic support

A non-academic support may be offered to students to help manage temporary personal situations or ongoing individual needs that may affect participation, as well as supports offered to enhance employability and transitioning to work. Examples include counselling services, student inclusion activities, career guidance, professional development and career specific training, and support services for specific cohorts of students. These supports could be provided by a higher education provider or a third party.

Student at risk

A student at risk is an enrolled student who has been identified by a higher education provider or has self-identified as being at risk of not completing one or more units of study.

Alignment with the *Higher Education Provider Guidelines 2023*

Report 2	Reporting Requirements in the *Higher Education Provider Guidelines 2023*
Section 1	Not applicable.
Section 2(a)	Not applicable.
Section 2(b)	49B(1)(a) Note, a higher education provider must publish the Support for Students Policy on their website as required by Paragraph 49A(2)(b).
Section 2(c)	49B(1)(e)
Section 2(d)	49B(1)(b) and 49B(1)(f) Note, this relates to the requirement for a higher education provider to review the Support for Students Policy annually as required by Paragraph 49A(2)(a), as well as changes made to improve supports detailed in the Support for Students Policy as required by Paragraph 49B(1)(f).
Section 2(e)	49B(1)(d)
Section 2(f)	49B(1)(b) and where relevant, 49B(1)(c)
Section 3	49B(1)(c) and 49B(1)(d)
Section 4	49B(1)(c) and 49B(1)(g)
Section 5	49B(1)(e)), 49B(1)(f)) and 49(B)(1)(h)
Section 6	Not applicable.
Section 7	49B(1)(b)