

# STUDENT SUPPORT SERVICES FRAMEWORK



the university for the real world<sup>®</sup>

## INTRODUCTION TO THE STUDENT SUPPORT SERVICES FRAMEWORK

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The introduction of our Student Support Services Framework marks a significant milestone in our ongoing commitment to fostering an environment where every student can thrive academically, socially and personally.

Our university has always been dedicated to connections and providing a holistic education that goes beyond the classroom. We recognise that student success is multifaceted, encompassing not only academic achievements but also emotional well-being, social connections and personal growth. The actions and principles described in the framework reaffirm our commitment to supporting our students in every aspect of their journey.

The Student Support Services Framework is designed to be an integrated, inclusive and dynamic approach to student support. It integrates a wide range of services and resources, from study advice and mental health support to career counselling and extracurricular activities. Our goal is to ensure that every student has access to the tools and support they need to succeed.

We would like to extend our heartfelt gratitude to everyone who has contributed to the development of this framework. Your hard work, insights and dedication have been instrumental in bringing this vision to life. We are confident that together, we will create a supportive and nurturing environment that empowers our students to reach their full potential.

As we move forward, we encourage each of you to actively engage with this framework, provide feedback and collaborate with us to continuously improve our support systems. Let us work together to build a community where every student feels valued, supported and inspired to achieve their dreams.

Thank you for your commitment to student success. We look forward to seeing the positive impact this framework will have on our students and QUT as a whole.

Warm regards,



**Leanne Harvey**  
Vice-President (Administration)  
and University Registrar



**Professor Robina Xavier**  
Provost





### Acknowledgement of Traditional Owners

QUT acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning. QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community.

## VISION

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QUT support services help students succeed in their studies, make the most of their university experience, connect with others and thrive in the real world.

### Strategic alignment

We aim to promote connection between students, their peers and the university support services to enable their success. This framework enables our *Connections – the QUT Strategy 2023 to 2027* and supporting strategies including the *QUT Health and Wellbeing Strategy*, *QUT Sports Strategy* as well as various enabling plans like the *Disability Inclusion Action Plan*, *Spiritual Support and Inclusion Action Plan 2023–2025* and the *LGBTIQA+ Action Plan*.

The framework is informed and supported by QUT policies such as:

- *Academic Integrity Policy*,
- *Assessment and Feedback Policy*,
- *Evaluation of Courses, Units, Teaching and Student Experience Policy*,
- *Equal Opportunity and Diversity Policy*,
- *Student Transitions and First Year Experience Policy*,
- and *Support for Students Policy*.





## Principles

*Principles are provided to guide behaviour, actions and decision-making in delivery against the framework.*

- 1. Proactive and reactive support mechanisms:** foster a sense of belonging to normalise help-seeking behaviour through both proactive and responsive support strategies.
- 2. Student partnerships and representation:** ensure student involvement in service definition, co-design, and where appropriate, delivery, to enhance student experience.
- 3. Seamless, highly visible and connected services:** focus on delivering end-to-end services that are timely, seamless, highly visible and well-connected.
- 4. Aware, responsive tiered and differentiated services:** implement tiered support services based on need that are aware of and responsive to student needs. Ensure they provide tailored services that align with the different stages of a student's educational journey.
- 5. Equity and inclusivity of service:** ensure all services are accessible and inclusive and cater to the diverse needs of all students.
- 6. Key support services embedded within curriculum:** integrate essential support services directly into the curriculum.
- 7. Focus on retention and timely completion:** prioritise strategies that support student retention and timely completion of their studies.
- 8. Employability and ongoing development supported:** support employability and continuous development of students.
- 9. Services keep people safe and support success:** ensure online and on-campus services keep students safe and support their success.



### Statements of intent

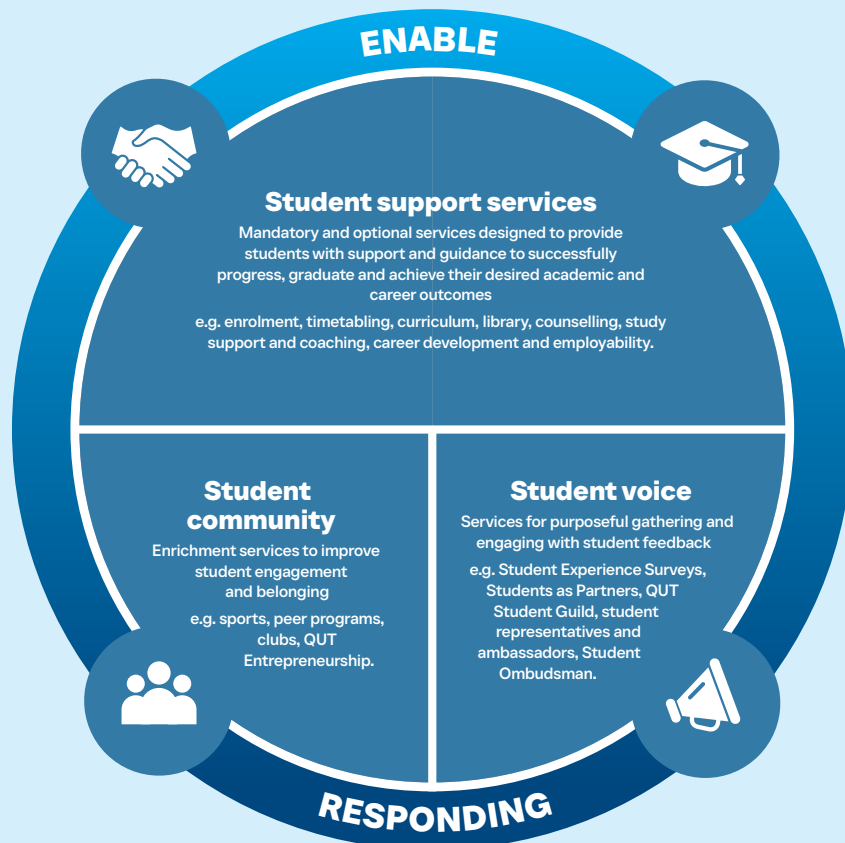
These statements highlight our aspirations for student support services and their alignment with QUT values.

1. **Well-articulated student support services:** our services are clearly named, well-articulated and easy to access.
2. **Inclusive service delivery:** there are multiple ways students can access support services at QUT. The focus is on integrated and inclusive service delivery rather than administrative or organisational boundaries, with everyone, including students, contributing to the improvement of services and student interactions.

3. **Enabling and responsive services:** services should be both enabling (such as sports, clubs, career development, study and peer support, community groups) and responsive (covering learning, psychological, physical, financial needs).
4. **Data-driven service improvement:** QUT will leverage data and scholarly insights to enhance and develop services, supporting early intervention and identifying trends. This will include measuring the impact and/or effectiveness of services.
5. **Equitable service differentiation:** services will be tailored to address the range of individual needs to ensure equitable treatment for students regardless of identities, mode of learning or circumstances.

### Delivery model

Our delivery services<sup>1</sup> model will focus on student agency and partnerships across faculties, QUT College and divisions.



<sup>1</sup> Categories and their definitions are drawn from Lowe, T., & Wright, S. (2024). Mapping the Student Experience: A Framework for Assessing Student Support, Success, Community and Voice. *Student Success*, 15(1), 92–98. <https://doi.org/10.5204/ssj.2866>



## ACTIONS

Actions will align with the university's operating model.

Services		
1.1	Service definition	Define and document services that are available to staff and students to support Student Success. The nature of these services, timing and how to access them are to be listed to support improved access, integration and use.
1.2	Delivery model	Adjust support services where needed to align with the delivery model and high-level process regardless of provider, including defined intervention models.
1.3	Pathway optimisation	Document and consolidate service pathways, including a flow chart, highlighting self-service, escalation and emergency pathways to support staff refer students in need as well as student self-help.
1.4	Embed in learning	Services should be seamlessly embedded into the curriculum to enhance accessibility, ensuring that academic, wellbeing and career related learning and resources are integrated into the learning experience while also allowing for direct engagement, particularly for first year students transitioning into university.
1.5	Agreed support regime	Faculties, the QUT College and support service providers are to agree upon models of support, especially for large units where unit coordinators may need assistance with identification of individual service needs.
1.6	Performance monitoring and continuous improvement	Each service area will implement monitoring and continuous improvement activities, including reviewing processes, service criteria, closing the loop with referrers and make use of multidisciplinary teams in the case of complex needs.
1.7	Services support career readiness and graduate capabilities	Support employability by regularly assessing career readiness throughout courses, enabling scaffolded and targeted career development learning both within the curriculum and throughout co-curricular opportunities.
1.8	Social and administrative support	Place increased focus/emphasis on providing services for students at risk or needing financial, personal and study support, e.g. students who regularly seek extensions, are on probation and/or exclusion.
1.9	Belonging spaces	Review the Precinct Master Plan to further enable academics, students and support staff to have the space needed to interact. This includes supporting active networking activities and is an addition to online collaboration spaces.



## Communications, training and awareness

2.1	Service information and self-help	Ensure service information is maintained (up-to-date and consistent) online and is written and organised based on student needs. Identify areas where online self-help content could answer common student queries quickly. Publish to the HiQ website as the source of truth for service details, consolidating and removing duplicate content and sites as necessary. Focus on improving content searchability, scan-ability and accessibility.
2.2	Standardise engagement mechanisms	In parallel to 2.1, systemise standard QUT tools (process and systems) for front line educators for improved identification, referral, intervention and support. This will occur in a way that ensures students are fully aware of the ways QUT collects and uses personal data and provides informed consent.
2.3	Contact mechanisms	Improve contact mechanisms with staff who provide immediate assistance to students. This includes developing warm handover procedures and ensuring students are directed to the right support services in a timely manner.
2.4	Embed service communications	In line with 1.1, QUT support service providers will work proactively with Internal Communications and Marketing and Student Recruitment to embed service communications into broader strategies, ensuring students receive timely and relevant information through appropriate channels. These efforts should have clear objectives and be supported by service metrics to track effectiveness.
2.5	Ongoing service development	Provide continuous professional development for support service providers to ensure alignment with the latest models of support for students. This includes training on triaging and handover processes and enabling staff to effectively connect students with relevant services across QUT.
2.6	Engaging digital service promotion	Use engaging, interactive digital content to raise awareness of services and encourage student engagement. This should include social media, applications, web content and other digital tools to facilitate two-way interactions between students and QUT.
2.7	Closing the loop	Service providers actively communicate with students on the outcomes of their annual review of services provided including engagement data, satisfaction data and proposed changes.

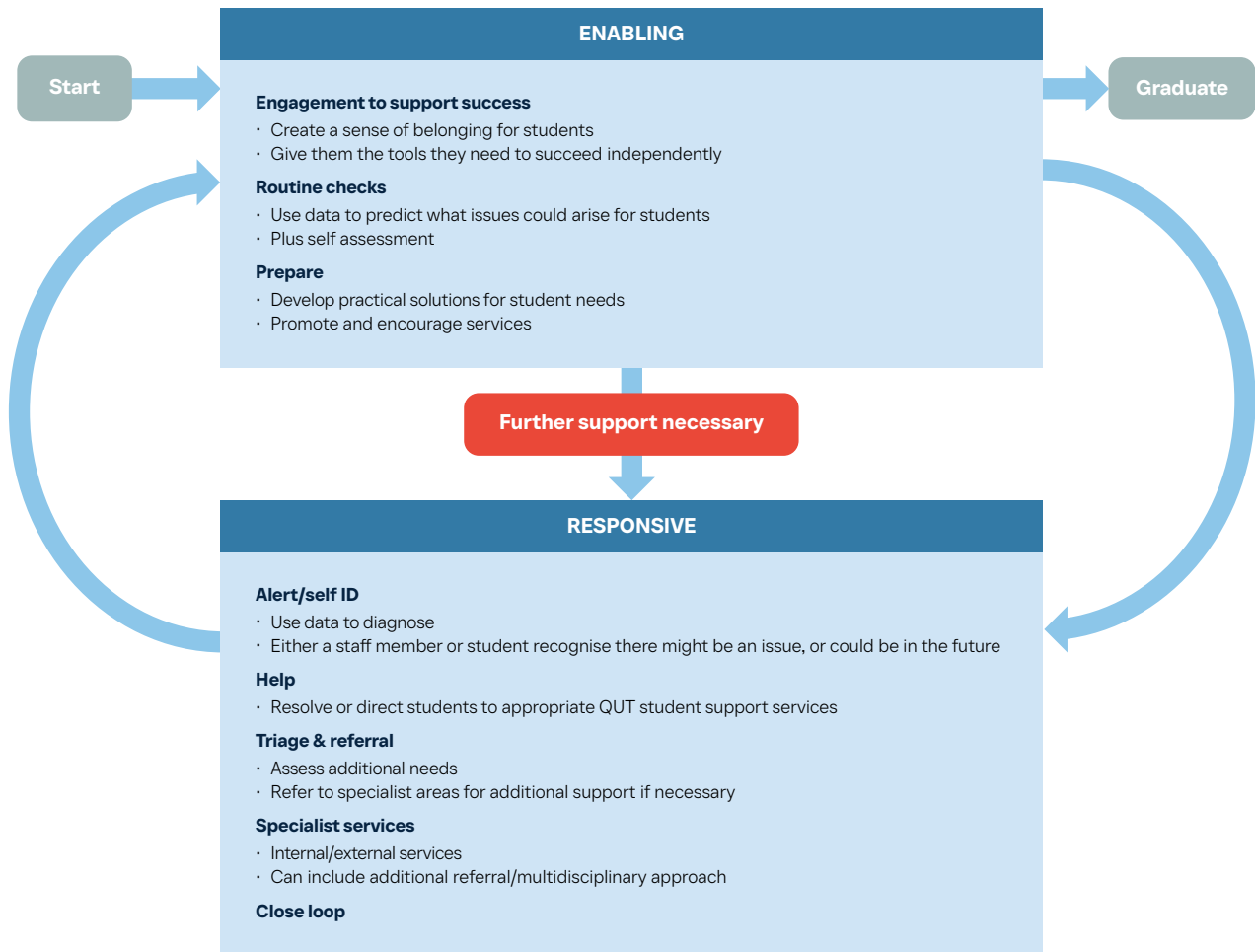
## Data and systems<sup>2</sup>

3.1	Integrated digital eco-system	Produce an agreed target state (with transitional steps) architecture for how our digital environment needs to change over time to support improved student support. Update investment roadmaps accordingly.
3.2	Service monitoring and metrics	Monitor effectiveness of services and report on performance, including agreed criteria for evaluating services. Establish agreed metrics to measure the impact of support services and define key requirements like on time completion.
3.3	Key digital platforms supported by AI	Deliver key projects that support experience and service delivery in line with the university's governance regime. Apply AI appropriately alongside existing systems to help students access information and services more efficiently. Additionally, improve the searchability of content across digital platforms to ensure students can easily find relevant support information when they need it.
3.4	Data and alert systems	Track and make data available to faculties and other key QUT stakeholders on admissions, progression, deferrals and at-risk indicators to support appropriate early intervention and support.

<sup>2</sup> Sensitivity of data will be protected. Transparency of data shared cross-services will be provided to the recipient of the service before commencement and in-line with consent.

## HIGH LEVEL PROCESS

QUT will operate its services in a connected way that enables student success<sup>3</sup>.



<sup>3</sup> While QUT has a duty of care, students have a right to not engage with support when offered.



## MEASURES OF SUCCESS

Ultimately, success will be measured in sustainable growth, diversity of our learners, learner success and achievement and student's sense of belonging and advocacy. The following tactical measures will be delivered in line with the university's key performance indicators.



- Completion rate of units
- Student retention rate including equity cohorts
- Career readiness and graduate outcomes



- Numbers of referrals to support services
- HiQ first point of call resolution rate
- Reach of services (including by equity/priority group)
- Overall satisfaction with support services



- Participation rate in peer programs, clubs and sport
- Student satisfaction/sentiment
- Belonging score



- National Student Experience Survey response rate
- Service performance satisfaction measure, e.g. Net Promoter Score or similar
- Student Voice Survey performance

QUT has an aspiration that over time students will be provided views that shows their own track towards timely completion, upcoming milestones, critical points on the student journey.



## DELIVERY

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The QUT Student Support, Retention and Success Steering Group will oversee delivery of change in line with this framework. The group will include representatives from across QUT, including faculties, the QUT College, students and support service providers and is co-chaired by the Vice-President People and Chief People Officer and Director, Student Success and Teaching Advancement.



