

STUDENT WELFARE AND SUPPORT Policy

CGSI-ACA-POL-027 | Version 4.4

CG Spectrum Institute Pty Ltd

Approved by the Governing Body | 26 August 2026

Effective 26 August 2026

Classification: Public

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1.0 Purpose

This policy sets out how CG Spectrum Institute (CGSI) provides a consistent and supportive response to the welfare needs of prospective and enrolled Students in its accredited higher education courses. Students are given information on how to access welfare, disability, health, legal, advocacy, accommodation and academic support services when they need them.

CGSI is committed to ensuring that Students with disability and Students with additional support needs are able to participate fully and succeed in their studies.

CGSI is committed to providing support that is safe, Person-centred and consistent with a Trauma-informed approach to Students affected by Gender-based Violence, sexual harm or racism, whether or not they choose to make a report or complaint.

1.1 Commencement and effect

This policy takes effect on 26 August 2026, on approval by the Governing Body, and replaces version 4.2.

The requirements set out in this policy apply from that date. They are not deferred to 1 January 2027.

Two instruments impose requirements addressed by this policy from 1 January 2027. The first is the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025. CGSI is not a Table A or Table B provider under the Higher Education Support Act 2003 (Cth), so the earlier commencement date of 1 January 2026 does not apply to it. The second is the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026, which applies to all registered higher education providers from that date. CGSI adopts the requirements of both instruments ahead of the dates on which it is obliged to.

CGSI's obligations under the Higher Education Standards Framework (Threshold Standards) 2021, the Disability Discrimination Act 1992 (Cth), the Disability Standards for Education 2005, the Racial Discrimination Act 1975 (Cth) and the Sex Discrimination Act 1984 (Cth) are current obligations and are not affected by either commencement date.

2.0 Scope and Application

This policy applies institute-wide to all Staff, and to all prospective, current and former Students. It is read with the Student Welfare and Support Procedure, CGSI-ACA-PRO-015.

It applies across every setting in which CGSI operates, including online delivery, one-to-one mentor sessions, work integrated learning placements, and on-site and hybrid delivery at the GameChanger Academy in Melbourne.

2.1 CGSI's context

CGSI is a small, non-university higher education provider. It delivers online, with hybrid delivery from the GameChanger Academy in Melbourne. It does not operate a campus and does not provide or arrange student accommodation. Its teaching workforce is a distributed network of industry mentors rather than a resident academic faculty, and its Students are located in many countries.

The Higher Education Standards Framework is principles-based and allows for contextual interpretation across different types of provider. Where it applies, this policy is implemented in a manner proportionate to CGSI's size, delivery model and resources. Proportionality affects how CGSI meets a requirement. It does not reduce the requirement.

CGSI does not maintain in-house counselling, medical, legal or advocacy services. It meets its support obligations by referral to qualified external providers, and by ensuring that a Student who is not near a preferred provider is assisted to locate a reputable service in their own location. Referral is CGSI's delivery model for support, not a reduction of it.

3.0 Definitions

Terms marked [NC] are defined in the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025 and are reproduced without amendment. Where any definition in this or any other CGSI document is inconsistent with a definition marked [NC], the National Code definition prevails.

Term	Definition
Additional support needs	Any circumstance, whether ongoing or temporary, in which a Student requires adjustment or assistance in order to participate in study on the same basis as others. It includes disability, health conditions, caring responsibilities, and the effects of Gender-based Violence or racism. This term replaces the former term special needs.
Disability	Any permanent or temporary condition that affects a Student's capacity to study and to meet course requirements, within the

Term	Definition
	meaning of the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005.
Discloser [NC]	A person who has shared information about their experience of Gender-based Violence. Defined at section 3.0 of the Wellbeing and Safety in the Learning and Working Environment Policy and Procedure.
Health	Both physical and psychological wellbeing.
Person-centred [NC]	Ensuring that the Discloser's needs and preferences are at the centre of decisions made in response to the Disclosure. The response affirms the Discloser's dignity and supports their healing by genuinely considering their wishes and the impact that decisions may have on them, while at all times ensuring the safety and wellbeing of the Discloser and other Students and Staff.
Reasonable adjustment	A measure or action taken to enable a person to participate on the same basis as others, where the measure does not impose unjustifiable hardship on CGSI. Defined at section 3.0 of the Diversity, Equity and Inclusion Policy, CGSI-ACA-POL-013.
Staff [NC]	Has the same meaning as worker under the Model Work Health and Safety Act, and therefore includes employees, mentors, teaching assistants, contractors, and volunteers, whether paid or unpaid.
Student welfare	Any matter that affects the physical, mental or emotional wellbeing of a Student and interferes with their study.
Trauma-informed [NC]	An approach that applies the core principles of safety, being physical, psychological and emotional safety, trust, choice, collaboration and empowerment. It should minimise the risk of re-traumatisation and promote recovery and healing to the greatest extent possible.
Unsafe behaviour, and racism	Gender-based Violence and the other forms of unsafe behaviour are defined at section 3.0 of the Wellbeing and Safety in the Learning and Working Environment Policy and Procedure, CGSI-WHS-POL-002. Racism and its forms, and cultural safety, are defined at section 3.0 of the Diversity, Equity and Inclusion Policy, CGSI-ACA-POL-013. Those documents are the single source for those terms and they are not restated here.

4.0 Responsibilities

Dean of Learning and Teaching

Holds overall responsibility for Student welfare and support. Oversees the work of the Student Success Coordinator to ensure that the wellbeing and safety needs of Students are being met effectively, including by monitoring general wellbeing through consultation with Staff, and by ensuring Staff are aware of CGSI's preferred support providers.

Student Success Coordinator

The first point of contact for Students on any welfare, wellbeing, safety or conduct matter. Provides immediate support, explains the support available and the pathways at clause 5.2, arranges referral to internal and external services, and coordinates reasonable adjustments with the relevant academic Staff.

Where a Student makes a Disclosure of Gender-based Violence, the Student Success Coordinator is the Staff member assigned to develop the support plan with the Discloser under the Wellbeing and Safety in the Learning and Working Environment Policy and Procedure, so that the Discloser is not required to repeat their account to a second person. The Student Success Coordinator is the overall point of contact for international Students. The Student Success Coordinator does not investigate and is not a decision-maker.

Head of Student Engagement, as Grievance Advisor

Receives referred reports, determines the pathway, and manages matters in accordance with the Student Grievance, Complaints and Appeals Policy. Holds operational responsibility for the response where a welfare matter becomes a complaint, a Disclosure or a Formal Report.

Chief of Staff

The first point of contact for Staff on any wellbeing, safety or conduct matter. Where a matter raised by a Student concerns a Staff member, the Chief of Staff is consulted on the employment aspects of the response.

Academic Director

Responsible for approving reasonable adjustments arising from disability or additional support needs, for the confidential handling of information provided by a Student in support of an adjustment, and for consultation on welfare matters that affect academic progress.

Course Directors and academic Staff

Responsible for active follow-up with Students showing at-risk indicators, including failure to attend sessions, failure to log on or access the learning management system regularly, and failure to submit assessment on time. Refer to the Students at Risk Policy and Procedure.

All Staff

Must identify Students who may need additional support and refer them to the Student Success Coordinator. Must respond safely to a Disclosure within the limits of their role and refer promptly rather than investigate. Must not offer a guarantee of confidentiality.

5.0 Policy

5.1 General principles

1. CGSI provides reasonable academic, general and personal support to enable Students to achieve the expected learning outcomes, at no additional cost to the Student.
2. Students have access to a range of academic, personal and social support strategies to assist with their studies and to promote a balanced approach to study and life.
3. Students are given current information on how to access counselling, learning support, welfare, medical, legal and other support services, through the CGSI website, the learning management system, the Student Handbook and the orientation program.
4. Participation in the orientation program is required of new Students, and ensures they are prepared for study at CGSI.
5. Staff provide guidance on avenues of support and referral. Students are referred to external specialists who hold appropriate qualifications, registration and expertise.
6. CGSI ensures that Staff who interact directly with overseas Students are aware of CGSI's obligations to those Students and of the potential implications for them.
7. CGSI recognises that some Students may not achieve the academic results of which they are capable, and ensures access to additional academic support where required.
8. CGSI maintains monitoring mechanisms that enable timely engagement with Students experiencing difficulty. Refer to the Students at Risk Policy and Procedure.
9. A Student is not obliged to disclose a disability or an additional support need. Where one is identified during or after enrolment, the Student is asked to provide the Academic Director with sufficient information for a reasonable adjustment to be made. That information is held confidentially and used only for that purpose.
10. Staff and Student communication channels are open, and Students have multiple opportunities to engage with key Staff.
11. Student records are managed in accordance with the Privacy Policy and the Student Records Management Policy.

5.2 Support for Students affected by Gender-based Violence or racism

CGSI provides support that is safe, Person-centred and consistent with a Trauma-informed approach to any Student affected by Gender-based Violence, sexual harm or racism, whether or not they choose to make a report or complaint, and whether or not the conduct occurred in a CGSI setting.

1. Support is offered on Disclosure and does not depend on the Student proceeding to a complaint, an investigation or any other process.
2. A Student is supported to access internal support and is referred to specialist external services. CGSI prioritises urgent access to the services of an Accredited Specialist, and to translation and interpreter services, where needed or requested.
3. Reasonable academic adjustments are made available, in accordance with the Assessment and Moderation Policy and the Examinations Policy, so that a Disclosure does not cost a Student their progress.
4. So far as possible, a Student is not required to repeat the content of a Disclosure to multiple people.
5. Support is provided in a culturally safe way. CGSI recognises that Aboriginal and Torres Strait Islander Students, international Students, Students with disability and Students of diverse sexual orientation or gender identity may experience heightened risk, and coordinates support with the First Nations Policy and the Diversity, Equity and Inclusion Policy.
6. Where a Student who has made a Disclosure and a Student who is the subject of it are both enrolled, separate Staff are assigned to support each of them, in accordance with the Wellbeing and Safety in the Learning and Working Environment Policy and Procedure.
7. No Student will be disadvantaged in their study, assessment or progression because they made a Disclosure, provided information, or supported another person to do so.
8. Reporting and response pathways are set out in the Student Grievance, Complaints and Appeals Policy and the Wellbeing and Safety in the Learning and Working Environment Policy and Procedure. This policy provides the support; those instruments provide the process.

5.3 Support services

CGSI's Students are located in many countries. The services below are Australian. Where a Student is outside Australia, CGSI will assist them to identify and access an equivalent local service, and will provide information in a form that can be translated. In an immediate emergency in Australia, call 000. Outside Australia, call the local emergency number.

Service	Contact	Focus
1800RESPECT	1800 737 732	National sexual assault, domestic and family violence counselling, 24 hours
Full Stop Australia	1800 385 578	National trauma specialist counselling for people of all genders, 24 hours
Sexual Assault Crisis Line Victoria	1800 806 292	Victorian after-hours crisis line for people who have experienced sexual assault
13YARN	13 92 76	Crisis support for Aboriginal and Torres Strait Islander people, 24 hours
QLife	1800 184 527	Peer support for LGBTIQ+ people
Lifeline	13 11 14	Crisis support and suicide prevention, 24 hours
Beyond Blue	1300 22 4636	Mental health support and information, 24 hours

Current contact details for CGSI's preferred providers, and for the Student Success Coordinator, are published on the learning management system and the CGSI website.

5.4 Confidentiality and information sharing

CGSI treats information about a Student's welfare, health, disability or Disclosure as sensitive, and shares it only with those who need it to provide support, to assess and manage risk, to make a decision, or to meet a legal obligation.

CGSI cannot promise absolute confidentiality, and this policy does not do so. CGSI may share information without the Student's consent where it is necessary to ensure the safety and wellbeing of Students or Staff, where it is required or authorised by law, or where it is necessary to meet CGSI's reporting obligations under the National Code. Where that occurs, CGSI will so far as practicable tell the Student first, and explain what will be shared and with whom, and why.

Nothing in this policy prevents a Student from sharing their own experience, including for the purpose of seeking support, advice or medical care, or from contacting the police or an external body at any time.

Personal information is handled in accordance with the Privacy Act 1988 (Cth), the Australian Privacy Principles, the Privacy Policy and the Student Records Management Policy. Health information, information about disability, and information about a person's experience of Gender-based Violence are sensitive information.

6.0 Review, Consultation and Publication

This policy is reviewed at least every three years, and earlier where a regulatory change, a change in CGSI's delivery model, or a pattern identified through welfare monitoring indicates that review is required.

Review occurs through engagement with Students, Staff, Students with disability and Students with additional support needs, groups disproportionately affected by Gender-based Violence and racism, and relevant external providers. Consultation is conducted at a scale proportionate to CGSI's size, delivery model and resources, through targeted conversations, an anonymous instrument open to all Students, and engagement with external expertise where CGSI cannot identify representation from within its own community. The obligation to consult is not reduced by CGSI's size. The method by which CGSI consults is.

This policy is published on the CGSI website. It is drafted in plain English and is able to be translated, taking into account the demographics of CGSI's Students. Its classification is Public.

7.0 Related Documents

- Student Welfare and Support Procedure, CGSI-ACA-PRO-015
- Wellbeing and Safety in the Learning and Working Environment Policy and Procedure, CGSI-WHS-POL-002
- Student Grievance, Complaints and Appeals Policy, CGSI-ACA-POL-022, and Procedure, CGSI-ACA-PRO-011
- Diversity, Equity and Inclusion Policy, CGSI-ACA-POL-013
- Students at Risk Policy and Procedure, CGSI-ACA-POL-028
- First Nations Policy, CGSI-ACA-POL-017
- Student Discipline Policy and Procedure, CGSI-ACA-POL-021
- Assessment and Moderation Policy and Procedure, CGSI-ACA-POL-006
- Examinations Policy, CGSI-ACA-POL-016
- Student Records Management Policy, CGSI-ACA-POL-024
- Privacy Policy, CGSI-CMP-POL-001

- Critical Incident Policy and Procedure, and the Critical Incidents Register
- Student and Staff Codes of Conduct
- Higher Education Standards Framework (Threshold Standards) 2021, as amended by the Amendment (Threshold Standards) Instrument 2026
- National Higher Education Code to Prevent and Respond to Gender-based Violence 2025
- Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005
- Privacy Act 1988 (Cth) and the Australian Privacy Principles

Version Control

Document information

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The full version history for this document, including change notes, approving body and effective date for each version, is recorded in the Policy, Procedure and Forms Register, CGSI-GOV-REG-004.