



**STUDENT SUPPORT, ENGAGEMENT, RETENTION
AND SUCCESS FRAMEWORK**

Welcome to Country

Griffith College would like to acknowledge the Traditional Custodians of the lands on which the College campuses sit and pay respects to the Jagera and Yugambah/Kombumerri peoples and to Elders, past and present and extend respect to all Aboriginal and Torres Strait Islander peoples.

Student Support Engagement Retention and Support (SSERS) Framework

Griffith College provides quality education in a supportive learning environment for a diverse body of domestic and international students. This Framework delivers on key initiatives outlined in Griffith College’s Strategic Plan and reinforces our commitment to improving student support, success, retention and completion rates. As a pathway provider, the College provides a safe and supportive environment for students whose university entry levels have not been met. Griffith College provides these students with a unique opportunity to access higher education which they may not have been able to undertake. This opportunity can be life-changing for them and their families.

The College has developed a *Student Support, Engagement, Retention and (SSERS) Framework* which highlights that student support, retention, success and completion is ‘everybody’s business’, meaning every staff member has an integral role to play in supporting student success. The strategies outlined in this Framework align with current best practice for the provision of student support within the Australian Higher Education sector.

Diagram One (below) outlines the key components underpinning the SSERS Framework. The macro-environment in which the Framework sits, supports mental health, safety, wellbeing, and a sense of belonging. It is a wholistic, College wide approach supporting student success across the full student lifecycle.

Table One: Key Components of the SSERS Framework

Key Components of the SSERS Framework
Provide clear and accurate admission information and support for new students
Offer comprehensive orientation and transition
Provide user friendly enrolment process
Curriculum and assessment design to support progression and completion
Students connected with peer and personal support programs
Early identification of students at risk
Embracing diversity and equity
Student academic and learning support and counselling
Provide a range of social, community engagement and employability activities/workshops
Provide a positive and supportive learning environment
Provide transition support for students’ graduation to Griffith University/HE



Diagram One: Griffith College Student Support, Engagement, Retention and Success (SSERS)

The SSERS Framework will be continually reviewed and updated based on staff and student feedback, via surveys and the Student Liaison Committee. Curriculum and assessments will be regularly reviewed and updated in line with course reviews and contemporary pedagogical practices.

As part of the continual cycle of review, student retention, progression and completion data will be reviewed to better understand factors that may be impacting student success. Strategies will be put in place to address any concerns. This framework will also be updated regularly to ensure ongoing alignment with current government legislation.

References:

Tertiary Education Quality and Standards Agency 2020 (Feb), Good Practice Note: Improving retention and completion of students in Australian higher education.

Higher Education Standards Framework (Threshold Standards) 2021.

National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Support for Students Policy - <https://www.education.gov.au/new-requirements-support-students> 2024.

Student Support, Engagement, Retention and Success Framework in Action

1. Provide clear and accurate admission information and support for new students

The College aims to provide a supportive environment starting from the first contact at either Open Days or via marketing communication. Clear and accurate communication about the College programs, initiatives and expectations are imperative at this stage. The admissions department enhances the admissions experience by offering a series of interactive webinars and hands-on workshops designed to guide prospective students through each stage of the process.

2. Offer comprehensive orientation and transition into Griffith College

Before attending Orientation Day, students are given access to the Digital Campus to access learning materials and support services to prepare themselves for Orientation. During this stage, the College provides extensive support to student enquiries about orientation and transition into higher education.

At Orientation students are provided with information that includes:

- The range of student well-being and support provided by the College such as Student Learning Support Advisors (SLA's), Student Counsellors, [Support Team – Griffith College](#) along with how to access library resources [Library Resources – Griffith College](#)
- Course and program information along with how to access course materials, assessment and course guidelines
- Health and safety information [Orientation \(griffithcollege.edu.au\)](#)

Students who were not able to attend orientation can catch up at [Orientation Catch Up – Griffith College](#).

After enrolment, students can make appointments with Student Counsellors and Student Learning Advisors to arrange disability support if required. The College provides dedicated support for Aboriginal and Torres Strait Islander (ASTI) students, reflecting its commitment to equity and inclusion as core institutional values. There is a Math Ready quiz for Diploma of Health Science, Diploma of Engineering and Diploma of Science students to assess whether students need extra Math support. New students are introduced to the current Peer Assisted Learners (PALs) and Griffith College Mates to help them settle into College life. We undertake a comprehensive evaluation of each Orientation event, drawing on student and staff feedback to drive continuous improvement for the following trimester. In Orientation week, the Headstart program is designed and delivered by Diploma of Education students as a peer support method to introduce new students into the College way of learning.

All Students are informed of their rights to study in an environment free from gender-based violence and are provided with clear instructions on how to access confidential reporting, support services, and protective measures. Under 18 students are provided age-and culturally specific information relating to safety and support.¹

3. Provide user-friendly enrolment processes

The enrolment process at Griffith College is designed to cater to each student's unique learning path. Using a user-friendly self-enrolment system, students can effortlessly choose their courses and create a timetable for the trimester. For those in need of assistance, the Student & Academic Services team offers immediate support through face-to-face meetings, online chat, and enrolment help forms. The Enrolment guide, available on the digital campus, is also a valuable resource. Additionally, new students can benefit from an early enrolment webinar that provides crucial advice and support, recognizing the significance of a smooth start to their academic journey.

¹ [Our approach to compliance | QFCC](#) and [National Higher Education Code to Prevent & Respond to Gender-based Violence 2025...](#)

4. Curriculum designed to support progression and completion

Academic staff design and deliver high quality courses with assessments that are clearly scaffolded in each course. Students arrive with a variety of learning needs which are strongly supported by academic staff. Courses such as the Language Development Modules and Core Math's Skills have been developed to bridge learning gaps so students will be better prepared to succeed in their courses. Some courses, such as the Academic & Professional Skills suite of courses, are skill-based with a focus on developing positive study skills, understanding assessments, critically reading academic literature, and effectively using the university's library resources to ensure students can be successful in their main course of enrolment. The College learning and teaching delivery model incorporates elements of blended learning and use of digital materials with which students need to engage with, in order to effectively grasp course concepts. Students are expected to attend all classes which are delivered face-to-face to ensure clear and effective understanding of the course content. Students are introduced to self-directed learning at the College along with a diverse range of academic support.

The College now offers a selection of programs online, providing domestic students with greater flexibility in how and where they study.

5. Students connected with Peer and personal support programs

Griffith College has a strong Peer Mentoring program consisting of two groups: PAL (Peer Assisted Learners) and Mates (Student Mentor Group). PALs are high distinction students who can provide individual or small group academic support. During the trimester, students can book a PAL via the Digital Campus for individual and small group assignment and course help: [Griffith College PALs – Griffith College](#). Mates are students who support events, guide new students, and assist with activities across the campus, creating a welcoming and connected community for everyone. They also form part of the Student Liaison Committee (SLC) which is the student representative council and are the "voice" of the student body.

6. Identify and support students "at risk"

At the end of each trimester students are identified as being 'at risk' if the student has not passed more than 50 percent of their course or have a GPA less than 3.5. Students are sent an email and requested to participate in the LevelUp 1 program to build new skills to support their learning success. Students will be closely supported and communicated to by Student Support and Academic staff to encourage engagement and success. After a second consecutive trimester of a cumulative GPA below 3.5 students are enrolled into the LevelUp 2 which delves further into motivational and learning support to achieve academic success through personalised reflection and goal setting under the guidance of a Student Learning Advisor.

Teachers and Program Conveners also reach out to identified "at risk" students to encourage them to continue their studies and direct them to our support staff (SLA's, Counsellors) to help them achieve program completion. There is a special framework designed for the Foundation Program which has a higher percentage of *at-risk* students due to their low ESL levels and age (high school-leavers).

The College recognises that experiences of gender-based violence can significantly impact academic performance. Students who disclose such experiences are supported through trauma-informed practices and referred to appropriate internal and external services in accordance with national safeguarding standards.

7. Embrace diversity and equity

The College has a diverse community including:

- a wide range of international, culturally and linguistically diverse students
- LGBTQIA+ community
- Aboriginal and/or Torres Strait Islander backgrounds
- mature age students
- high-school leavers
- students with different levels of physical or developmental ability, including neurodiversity.

For Aboriginal and/or Torres Strait Islander students, the College is strengthening its partnership with the GUMURRII Student Success Unit. This unit can assist and support First Peoples students with a dedicated on-campus study space and personal academic tutoring in a safe and culturally appropriate learning environment.

The curriculum in each diploma program is designed to cater to a wide range of learners with an emphasis on inclusive learning. Techniques to enhance inclusivity include teamwork and group activities/assessments, case studies including scenarios of persons from diverse backgrounds, and emphasis in culturally inclusive communication. Several courses are specifically devoted to equity and diversity (including 1028HSV Equity and Diversity, 9130IBA Intercultural Communication, and 1399EDN Education and Society). Further using varied sources of information as course learning materials (such as academic literature, short videos, podcasts, interactive presentations, and a diverse range of assessments) can help support learners of all abilities and backgrounds.

Within each course outline, there is a table which indicates which capabilities and employability skill sets are embedded within each course. These include soft skills such as teamwork, communication and respect for culture and diversity. As well as workplace readiness skills such as problem solving, planning, organizing, creativity and future thinking. In the academic space, guest lecturers provide real world experiences linking industry partnerships to students to enhance future employment opportunities beyond the Diploma. Students are encouraged to speak to learning advisors about their career choices who will also link them to the University resources with job searching and employment preparation. Students are encouraged to seek advice from Learning support to help prepare and build their CV/resume.

Job readiness skills are also embedded via the PAL rewards program which encourages individuals to enhance their soft skills, intercultural communication, organisation and time management skills. Employability skills are embedded into each stage of the Mate cycle, from application, interview and training. Once Mates are trained, they form the SLC committee which allows students to gain further job readiness skills during these meetings.

The College's commitment to diversity includes ensuring safe and inclusive environments for women, LGBTQIA+ students, and gender-diverse individuals, acknowledging that these groups experience higher rates of gender-based violence as identified in national research.

8. Student Academic and Learning Support and Counselling

Griffith College provides high quality support services to help students during their time at the College via Student Learning Advisors for academic support and Counsellors for well-being and personal support. Students can access these individualised sessions for assignment help, learning assistance and career guidance via this link: [Make a Booking – Griffith College](#)

Aside from providing individual support, Student Learning Advisors design and deliver academic workshops throughout the trimester to reach a wider audience. These workshops advise students on topics such as:

- time management
- academic writing
- note-taking
- learning how to learn
- research tips
- referencing

Student Counsellors are available for students who are experiencing personal problems, mental health challenges, homesickness, or anything they might be impacting their studies on a personal level [Health – Safety – Wellbeing – Griffith College](#). Face to face or on-line appointments can be made with Student Counsellors at [Make a Booking – Griffith College](#)

Counsellors and Student Learning Advisors are trained in trauma-informed approaches and can support students affected by gender-based violence, including providing referrals to specialist services and explaining reporting options.

All staff, and particularly Counsellors are trained in identifying and reporting any harm to children (U18 students) under jurisdictional Child Safe Organisation Act 2024 (Qld) legislation, the Reportable Conduct Scheme.

9. Provide a range of social & community engagement activities

Griffith College has a strong sense of community and encourages students to get involved during their time at the College. Each campus has a monthly calendar of events and activities across Griffith University, Griffith College and external local community events, selected to showcase a diverse mix of culture, community, sports and entertainment. Students are encouraged to participate in these activities as it can help to create a balance between learning and recreation and build a sense of belonging.

Developing job readiness skills is also a strong focus at the College. In addition, there are various workshops where students can demonstrate their initiative in leadership by volunteering to co-design and co-deliver among academics, support staff members and their fellow peers. The College also hosts Employability week where students can meet industry partners and also hear from successful current and alumni students career experiences.

All social and community events are delivered in accordance with the College’s Respectful Behaviour Policy and national expectations for preventing sexual harassment in tertiary settings. Event organisers receive guidance on creating safe, inclusive, and gender-aware environments.

10. Providing a positive and supportive learning environment

Griffith College has a robust learning support system which is provided by the Student Learning Advisors via Assignment help sessions as well as online workshops that provide academic assistance. Positive messaging is signposted around the College buildings as well as embedded in the Headstart program and identifying students “at risk” and supporting them through the programs – “LevelUp1” and “LevelUp2”.

The Academic Team ensures that teachers have at least one hour per week of consultation time where students can discuss course concepts, talk through an assessment, or gain insight into future career options. The College also engages with industry professionals where possible to provide students with ‘real world’ experiences and perspectives from the workplace. The College host events focused specifically on job readiness and employability each trimester and embed these skills within the curriculum. In some courses students participate in excursions, using spaces outside of the classroom as learning spaces.

11. Supporting the transition to Griffith University/HE

Some Diploma programs include specific transition sessions for students when transition requirements are complex or time-sensitive (e.g. Diploma of Health Care, Diploma of Educational Studies). Griffith University program directors from a range of different Bachelor programs are invited to the College to speak with potential graduates about course selection, support structures, degree requirements, etc.

Griffith College provides regular information sessions to students on graduation processes and transition to university. Information sessions are offered online in a webinar style, which allows questions and concerns to be addressed efficiently alongside a comprehensive presentation from College and Griffith University staff. These information sessions are attended by Griffith University admissions staff to provide guidance on admissions procedures and support for credit transfers to Bachelor programs. Academic Program Advisors and International Student Advisors often attend to provide further insight into academic and enrolment support available for transitioning Griffith College students. All presenters reinforce the importance of attending orientation at Griffith University in order to connect to new support systems and build a strong sense of belonging within the Bachelor programs.

Graduation Information Sessions are recorded and available on the Griffith College Digital Campus with audio transcript and presentation slides for 90 days after the original webinar. Students are also welcomed to meet with Student Learning Advisors for individual support in one-on-one meetings throughout the trimester to discuss their specific circumstances.

Students are encouraged to attend Griffith University orientation sessions that include information on safety, reporting, and support services, consistent with national tertiary sector expectations.