

SCU Student Support Report 2024

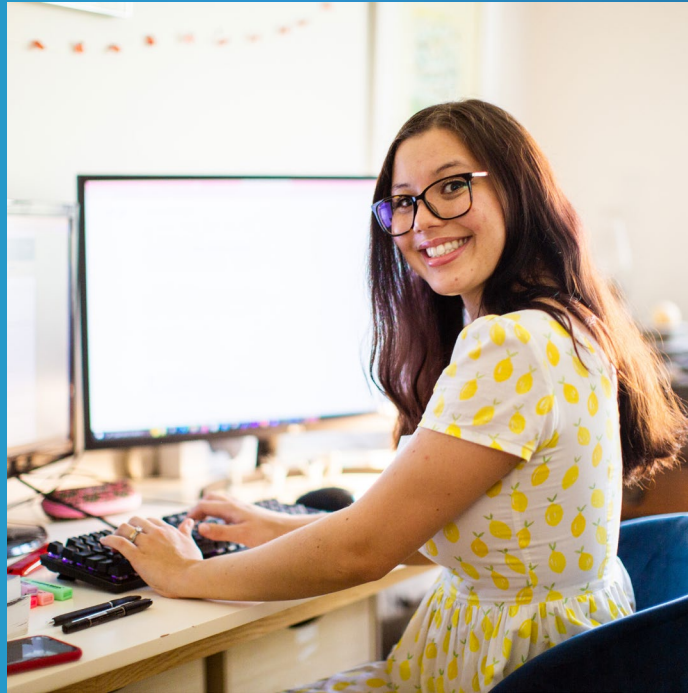


Table of Contents

1. Overview	1	7. Students with disability	32
1.1 Introduction	1	7.1 Inclusion Support	32
1.2 Pathway Programs	4	8. Students experiencing crisis or hardship	35
1.3 Southern Cross Model	5	8.1 24/7 Mental Health Support	35
1.4 Student Success & Retention Framework	6	8.2 Counselling	36
1.5 Stepped Care Support Model	7	8.3 Student Loans	41
1.6 Identifying students at risk	8	9. All students: Academic & psycho-social support	43
2. Commencing students	9	9.1 Study Support	43
2.1 Orientation	10	9.2 Library	46
2.2 First Year Advising	14	9.3 Equity & Diversity	47
2.3 Peer programs	20	9.4 Careers & Employability	50
3. Students in identified units	21	9.5 Sport & Recreation	53
3.1 Peer Assisted Learning Support	21	9.6 batyr@SCU	55
4. Students with previous fail grades	24	9.7 Student Safety	56
4.1 End of term grade intervention	24	9.8 Accommodation support	59
5. First Nations students	26	9.9 Student Advocacy	60
5.1 Indigenous Australian Student Services	26	10. Institutional Retention and Success Outcomes	61
6. International Students	29	10.1 Retention	61
6.1 International Support Team	29	10.2 Student Success	62

1. Overview

1.1 Introduction

Organisational Structure

The Vice-President (Students) and Registrar (VSPR) portfolio is responsible for most central Student Support programs under the directorate of Student Support and Success. Organisation of services and programs within the Directorate is below.

Study Well

- ▶ First Year Support team
 - Orientation
 - First Year Advising
 - SCU Mates
 - SCU Volunteering
- ▶ Study Support team
 - Inclusion Support
 - Learning Support
 - Peer Assisted Learning Support

Stay Well

- ▶ Counselling Services
 - 24/7 Mental Health Support
 - batyr@SCU peer programs
- ▶ Unilife team
 - Sport and Recreation
 - Equity and Diversity
 - Accommodation
 - Student Loans

Central Team

- Student Safety
- Data and reporting

International Student Support and Success

- ▶ International Support

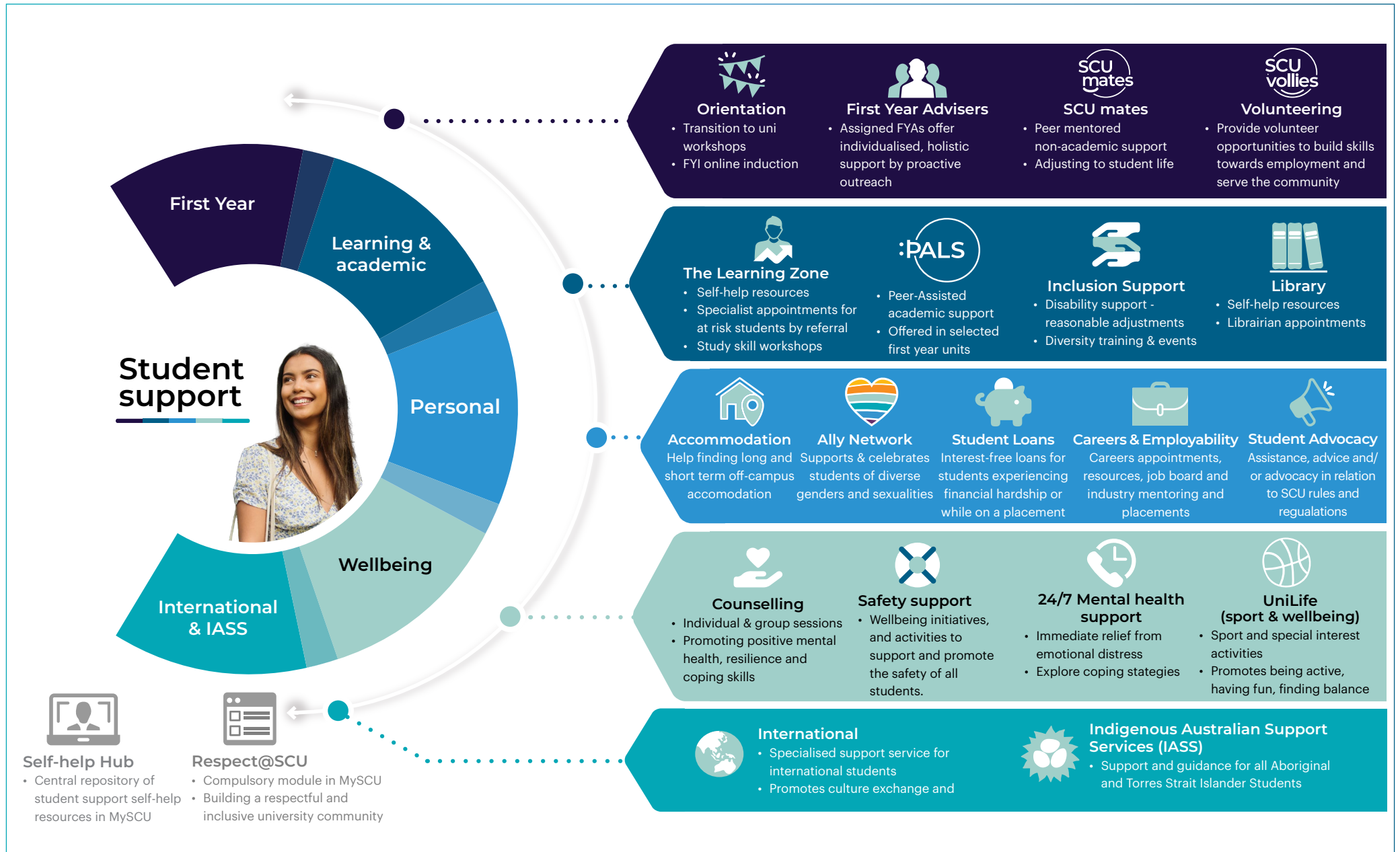
The following teams from outside the VSPR portfolio also provide student support and have contributed to this report:

- ▶ Indigenous Australian Student Services
- ▶ Careers and Employability
- ▶ Student Advocacy
- ▶ Library
- ▶ Clients services

Figure 1 (next page) gives an overview of how student support services and programs are organised from a student centric perspective.



Figure 1
Student support programs and services student centric perspective, 2024



Student Population profile

Southern Cross University (SCU) has a diverse student body, attracting learners from across Australia and around the world. With a strong presence in regional and metropolitan areas, SCU supports a broad range of students, including those from equity groups, recent and non-recent school leavers, and international backgrounds. Below is an overview of SCU's student demographics and enrollment trends. Figure 2 shows the location of SCU's campuses.

Diversity & Equity Groups

- ▶ 40.2% from remote or regional areas. (Using the Australian statistical Geography Standard classification).
- ▶ 4.9% identify as Aboriginal or Torres Strait Islander (ATSI).
- ▶ 20.8% from low socio-economic backgrounds (their permanent address is in an area in the bottom 25% of the SEIFA Education and Occupation Index for 15-64 year olds.).
- ▶ 56.3% are first in family to attend university (have indicated neither parent has previously completed a university qualification).

Demographics

- ▶ 81.9% are non-recent school leavers.
- ▶ 67.0% of students are female.
- ▶ Median age:
 - 24 for bachelor's students.
 - 35 for postgraduate students.

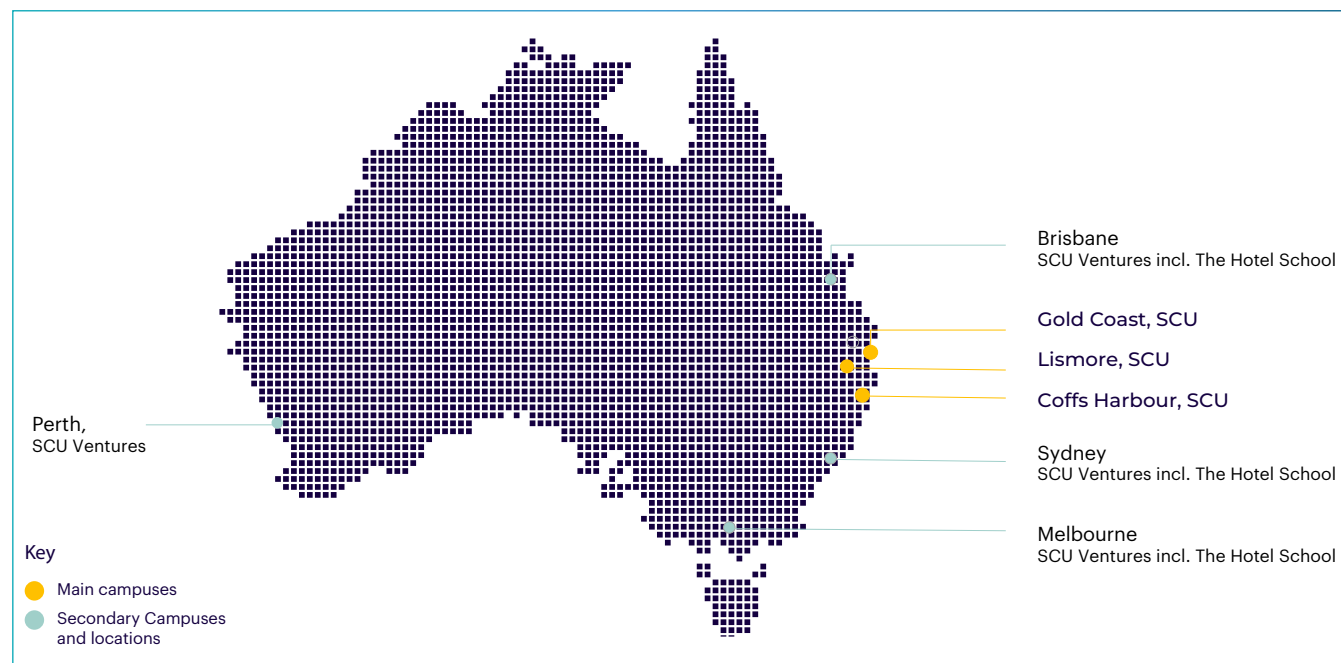
Student Residency & Enrollment

- ▶ 89% reside in New South Wales (NSW) or Queensland (QLD).
- ▶ 79% domestic students, 21% international students
- ▶ 53.3% study online.
- ▶ Many students enroll part-time, leading to longer degree completion times:
 - Bachelor's: 3.26 years (average).
 - Postgraduate: 1.93 years (average).

Campus Locations

- ▶ Main campuses:
 - Gold Coast, QLD.
 - Lismore, NSW.
 - Coffs Harbour, NSW.
- ▶ Secondary metro campuses:
 - Brisbane
 - Sydney
 - Melbourne
 - Perth.
- ▶ International partnerships:
 - Papua New Guinea and China.

Figure 2
SCU campus locations in Australia, 2024



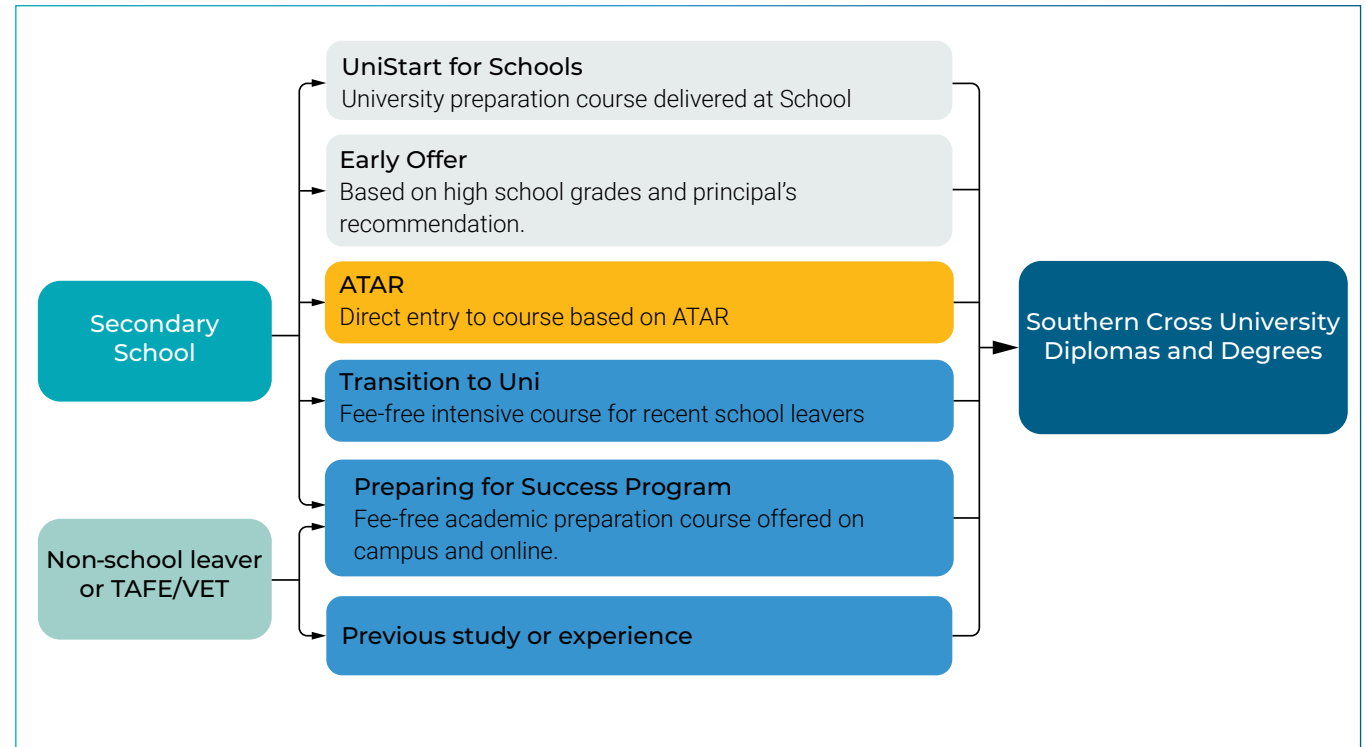
1.2 Pathway programs

SCU offers multiple entry pathways (Figure 3) to support students in transitioning to university bachelor programs:

- ▶ UniStart: Builds confidence and academic skills in Year 12 students. Taught in schools and moderated by SCU academics.
- ▶ Early Offer: A free, direct application process guaranteeing a place at SCU based on school results and recommendations.
- ▶ Transition to Uni: A free, six-week intensive course for ATAR-eligible Year 12 students, ensuring entry upon passing.
- ▶ Preparing for Success Program (PSP): A free, 12-week program developing essential academic skills, with guaranteed entry upon completion.
- ▶ Diploma Programs: Include academic skills units and provide a pathway to bachelor's degrees.
- ▶ Special Admission Scheme: Supports students facing disadvantages during their senior years.

These pathways help students build the skills and confidence needed for success in bachelor programs.

Figure 3
Pathways to entry at SCU





1.3 The Southern Cross Model

Southern Cross University has transformed its approach to teaching and assessment. Progressively implemented across all faculties and colleges between 2021-2023 the key features of the Southern Cross Model are:

Six week terms



Six Terms of six weeks each across the year. Full-time students typically study two-units at a time across four Terms a year. Part-time students can study one unit a time up to six Terms a year.

Increased Success



Success rates, overall grades and teaching satisfaction have all increased under the Southern Cross Model. In 2023, student success rates reached 87.2 percent of attempted units (versus 83.9 per cent in 2022) and increased to 88.5% in 2024.

Immersive learning



Focus on just one or two units each Term for an immersive study experience. Learn with greater focus in engaging workshops and tutorials.

Greater completion



More students complete their units successfully. Gives students a greater sense of momentum and motivation as they achieve milestones quickly.

Student performance, retention and satisfaction has improved since the new education model was introduced, but the six-week Terms of the Southern Cross Model requires a new approach to identifying at-risk students in order to engage with them and support strong learning outcomes in a timely manner.

1.4 SCU Student Success & Retention Framework

The Support for Students Policy is part of SCU's larger Success and Retention Framework which addresses key factors that influence student success as described below.

1. Preparedness

Aligning current capability to the right pathway

Elements:

Pathways to HE via sub-bachelor offers:

- Diplomas
- Preparing for Success
- Transition to Uni

Early Entry Program with an ATAR cross-checking process

English language programs

2. Foundations

Foundations that promote success and access to support

Elements:

Orientation:

- First Year Induction module
- Course information sessions
- Commencing student workshops
- Check in survey

3. Academic Experience

A unique learning approach proven to increase success

Elements:

The Southern Cross Model:

- iQUILT quality assurance and improvement process
- Special Consideration for assessments
- Learning and assessment adjustments

4. Support

A range of proactive academic and psycho-social supports

Elements:

- Peer assisted learning program
- Learning Coaches
- Counselling/crisis help
- Financial assistance
- Advocacy service
- Indigenous and International support

5. Belonging

A welcoming and safe environment with options for engagement

Elements:

- Social media
- Student Associations
- Sports clubs
- Tours and events
- Peer engagement programs
- Ally Network
- Diversity Calendar

Support Service operating model - Tiered Student Support Stepped Care Model

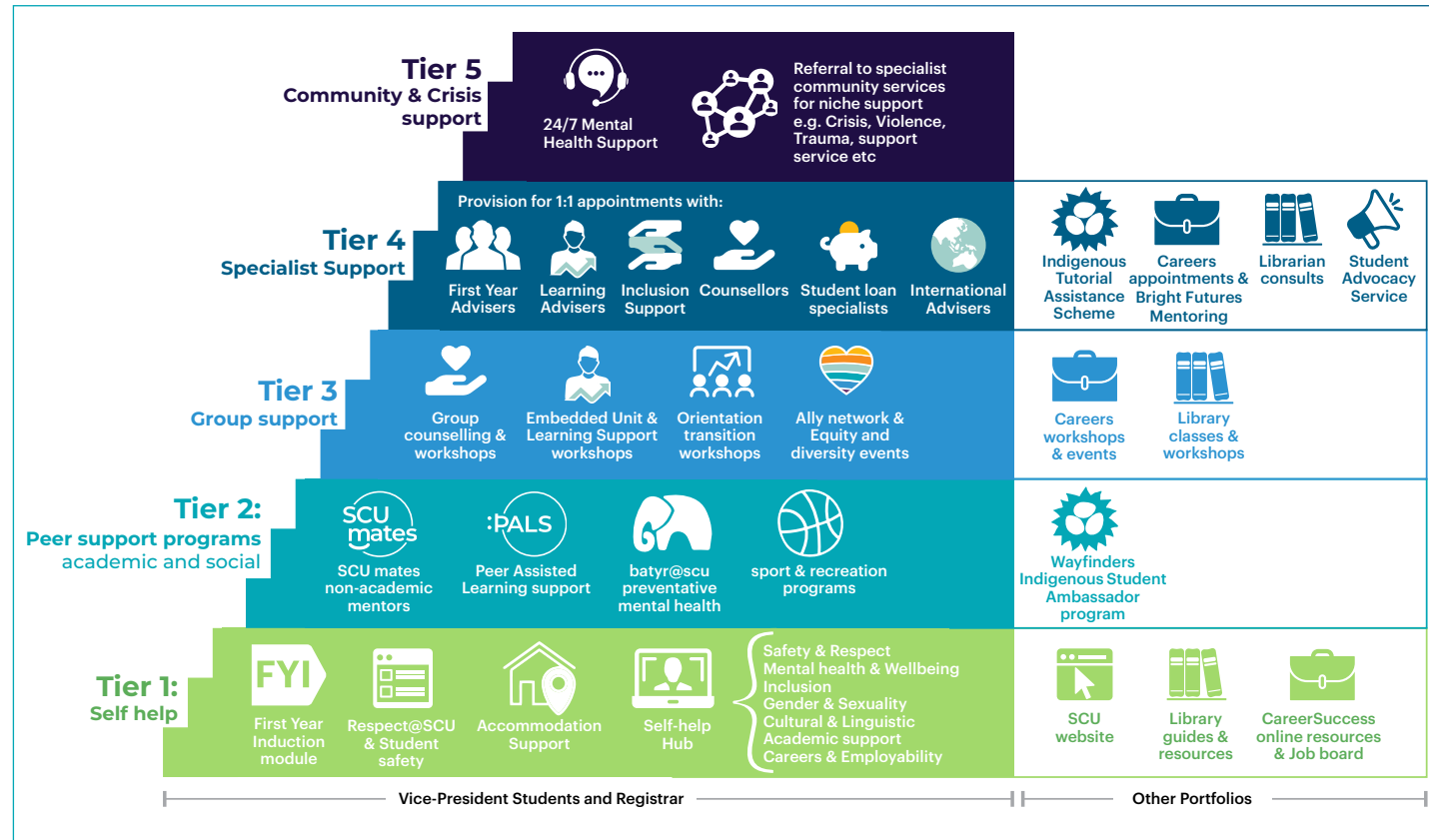
Promoting student agency through access to information and support, combined with data driven interventions.

1.5 Student Stepped Care Support Model

The Tiered Stepped Care Support Model, (introduced mid 2023) provides a structured and scalable approach to student support, providing the right level of assistance based on students individual needs, with support progressively increasing in intensity. The multi-layered support aims to enhance accessibility, reduce barriers to help-seeking, and streamline pathways to support. Figure 4 illustrates the organisation of support services and programs into the five-tier framework.

The Student Support Triaging Team are the central point for assessing student needs and evaluating individual circumstances. They connect students with services, matching to most appropriate tier of support based on their needs ensuring timely and effective access to service.

Figure 4
Support services and programs in the Student Stepped Care Support Model



Tier 1: Self-Help Resources

The foundation of the model focuses on empowering students with on-demand, self-directed resources to support their academic, personal, and well-being needs.

Tier 2: Peer Support

Recognizing the power of student-to-student engagement, these initiatives offer guidance, academic assistance, and social support to help students navigate university life with confidence.

Tier 3: Group-Based Support & Interventions

This level introduces facilitated group workshops and interventions, targeting specific student needs. These structured sessions provide collective support, promoting shared learning experiences and skill development.

Tier 4: Specialist One-to-One Support

For students requiring individualized, professional assistance. These services ensure personalized intervention, helping students address academic, personal, or well-being concerns.

Tier 5: External Specialist Referral

Where students require specialist clinical, legal, financial, or crisis support beyond university capacity, referrals are made to external community services, including medical professionals, legal aid, mental health services, and emergency assistance providers.

All of the above tiered services are available to students on campus and online.

1.6 Identifying students at risk

Table 1

At risk cohort definitions and support summary

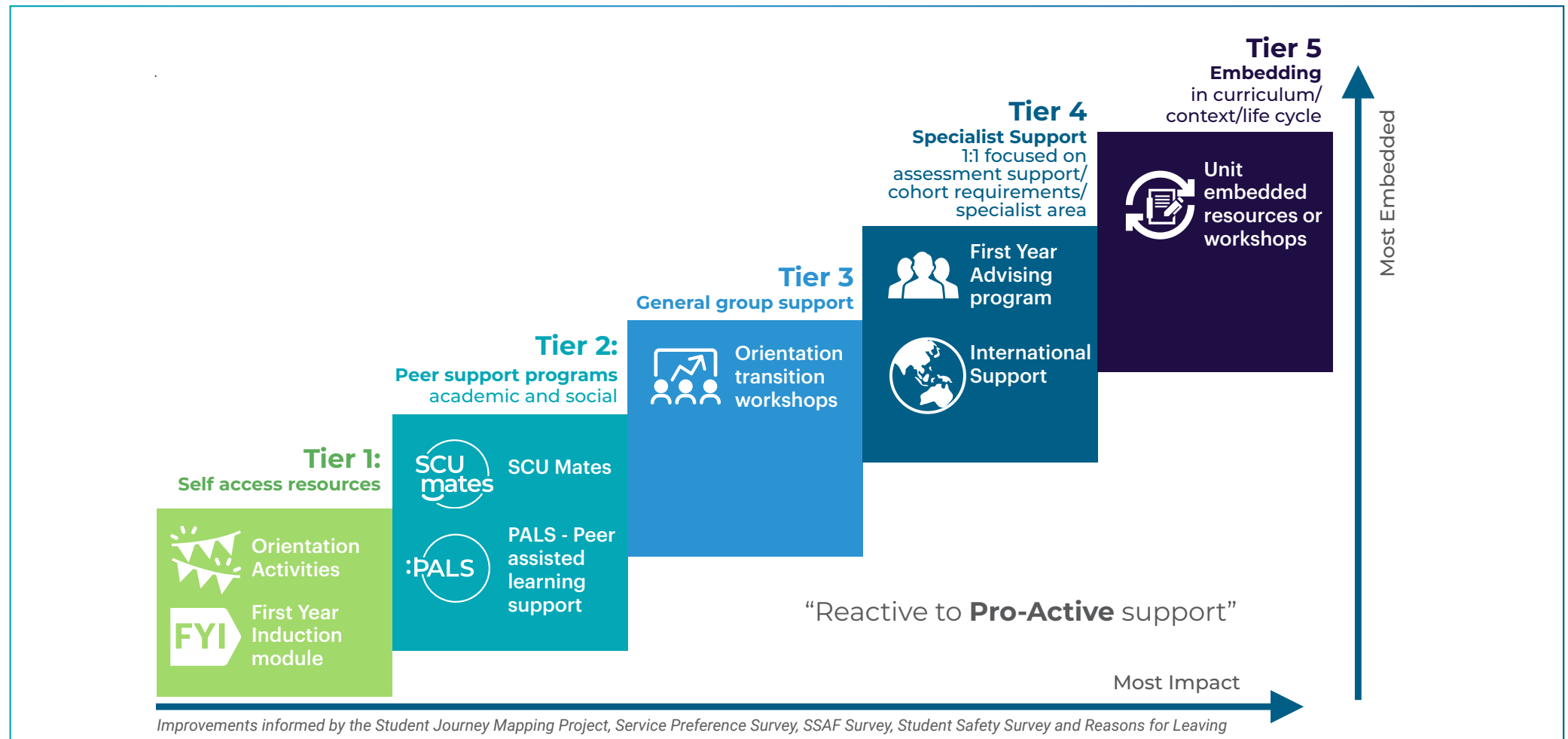
Cohort (risk identified)	Risk cohort definition	Targeted support and intervention
Commencing students	Students commencing a new course. (For 2024 a student with a status of admitted in 2024)	<ul style="list-style-type: none"> • Orientation program • First Year Advisers • Peer support - SCU mates & PALS
Students in identified units	Students enrolled in units identified and selected using the IQILT BIQ dashboard prioritising units with both: <ul style="list-style-type: none"> • Historically higher fail rates, and • >80% commencing students 	<ul style="list-style-type: none"> • Peer Assisted Learning Support (PALS)
Students with previous fail grades	Following grade publication students who receive a failing grade are identified and engagement commenced.	<ul style="list-style-type: none"> • End of term grade intervention
First Nations Students	Students self disclose/identify as First Nations during admission process (or subsequently).	<ul style="list-style-type: none"> • Indigenous Australian Support Services
International Students	Students who apply through international student application process	<ul style="list-style-type: none"> • International Support Team
Students with disability	Students disclose/self identify as having a disability during admission, but can also engage with disability support at any time while they are a student.	<ul style="list-style-type: none"> • Inclusion Support
Students experiencing crisis or hardship	Services are promoted, and support is student initiated.	<ul style="list-style-type: none"> • Counselling • 24/7 mental health support • Financial Support-Student Loans
All Students: Academic and psycho-social support	Students currently admitted at Southern Cross University. Support may be student initiated or via academic or other service referral.	<ul style="list-style-type: none"> • Learning Support • Library • Equity and diversity • Student Safety • Careers and Employability • Accommodation support • Sport and Recreation • Student Safety • Student Advocacy • batyr@scu

2. Commencing students

To address high attrition rates, in 2024 Southern Cross implemented a First Year Success Support Model that delivers targeted support and interventions to first year, main campus, and online Bachelor students. Following a tiered stepped care model

(Figure 5) that begins at unit enrolment and follows through to the completion of 96 credits, the First Year Success Support Model focuses on: Orientation, First Year Advising, and Peer programs targeted at supporting our commencing first year cohort.

Figure 5
First Year Success Support Model 2024



2.1 Orientation

Objective

Orientation and Transition is a six-week Program (Figure 6) that aims to prepare new students to commence study on Day 1 of Week 1 by providing information, awareness and assistance with:

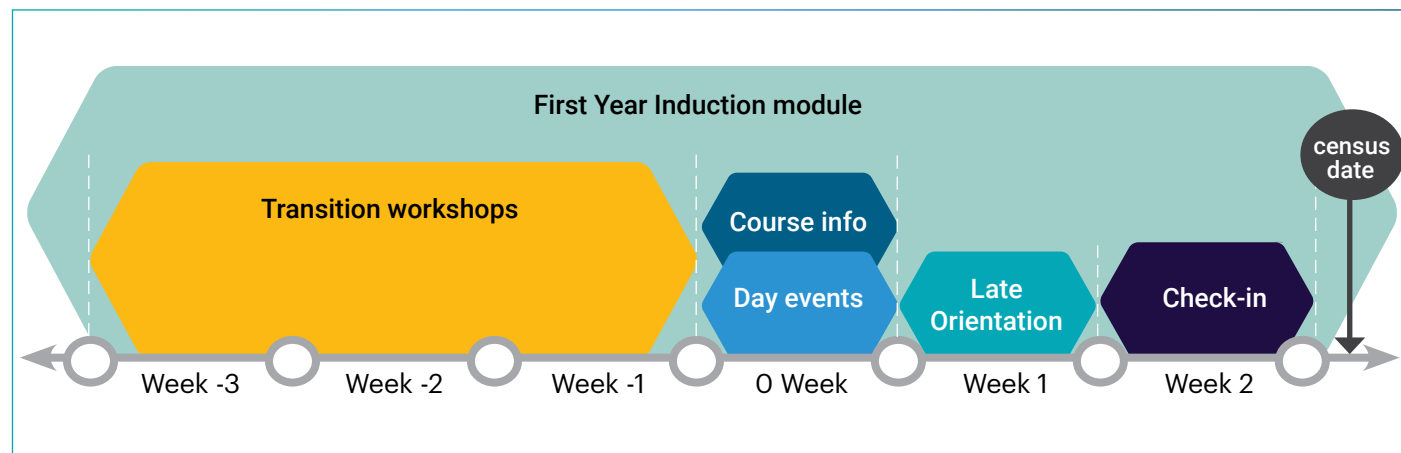
- Administrative tasks and requirements
- Services and support
- Online systems and essential technology
- Preparing for study (general and course/Faculty specific)
- Connection (with peers and staff)

Process

Orientation is promoted to students through a comprehensive communication plan using the following channels:

- Email
- Social media
- SMS
- Phone campaign (with First Year Advising team)
- Hard copy mail out
- Website

Figure 6
Orientation and Transition program timeline



The orientation program is delivered through these primary events:

1. First Year Induction (FYI) Module

A step by step online module in the Learning Management System (LMS) MySCU to cover all the required information and processes for commencing students.

2. Transition Workshops

A series of live online workshops introducing students to SCU support and basic study skills to help students prepare for their transition from high school to university or return to their studies after taking a break. Held over the three weeks prior to O-Week in Term 1 and Term 3. Sessions are also recorded and available on demand in FYI module.

3. Orientation day events

- ▶ Term 1 and term 3: Online, and on-campus orientation events at Coffs Harbour, Lismore and Gold Coast campuses
- ▶ Summer Terms and Term 2, 4 and 5 are online only orientations
- ▶ Orientation volunteers are recruited from current students to support the on-campus orientation activities and deliver peer support to commencing students

4. Course Information sessions

Faculty staff facilitate online sessions about course information. These sessions can be attended live, but are also recorded and made available to students in the FYI module.

5. Late Orientation Sessions

Online sessions held in Week 1 of Term 1 and Term 3, to support students that commenced late or missed main orientation. This initiative was introduced in Term 3, 2024.

6. Week 2 Check-in

Each term in week 2 orientation is followed up with Check-in activities: a mixture of surveys, emails and on-campus pop-up events to ensure students know where and what support services SCU offers. Activities on offer differ by term and Table 2 summarises which Check-in events occur in which terms.

Table 2
Check-in activity by term/intake in 2024

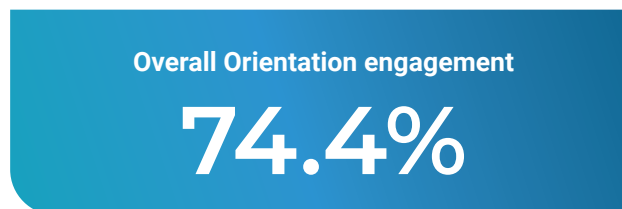
Check-in activities	ST	T1	T2	T3	T4	T5
Check-in email	✓		✓		✓	
Check-in survey		✓		✓		✓
Campus Connection day (on-campus event)		✓	✓	✓	✓	✓
Orientation day survey		✓		✓		

Outcomes

Orientation success is assessed by measuring engagement with the primary events and from student feedback collected by survey. Where engagement has been expressed as a % rate, the number of engaging students has been compared to the total number of students enrolled at the start of orientation.

Overall engagement

The overall engagement with orientation for 2024 is at least 74.4% which is the completion rate for the FYI module. Students who did not complete the FYI module may have engaged with other elements of orientation.



Orientation satisfaction

Students are surveyed about their orientation experience in week 2 (as part of check-in) of Term 1 and Term 3 (the major intakes). Table 3 shows the percentage of respondents who found orientation useful, very useful or extremely useful.

“The orientation events were very informative and helpful. It gave me a good foundation for my study at Southern Cross.”

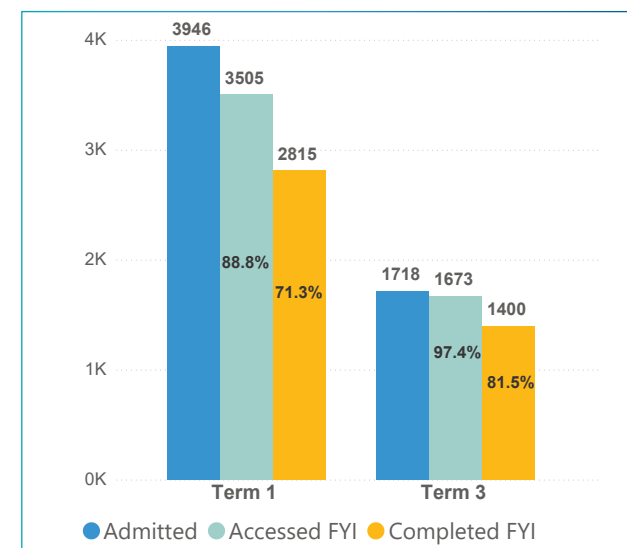
Table 3
Orientation Survey - satisfaction rate in 2024

Campus	Term 1 (%)	Term 3 (%)
Coffs Harbour	100	100
Lismore	100	100
Gold Coast	99	97
Online	95	95
Coomera	100	
NMSC	100	

First Year Induction module

Data collected through Blackboard shows 93% of commencing students accessed the FYI module and 74% completed the FYI module in 2024. Figure 7 shows the results for the major intake terms in 2024.

Figure 7
FYI Module access and completion in 2024



Transition workshops

16 online zoom transition workshops were offered and delivered for Term 1, which was expanded to 22 workshops for Term 3 based on student feedback. Registration and attendance levels for each term were similar, but with a smaller commencing cohort in Term 3 this equated to a much higher attendance rate. (Table 4)

Table 4
Transition workshop attendance in 2024

	Number commenced	Number registered	Number attended	% attendance rate
T1	3946	2052	684	17.3
T3	1718	2093	685	39.9

On-campus orientation attendance

On-campus attendance was measured for the first time in 2024 by asking students to check-in by QR code. The new process was incentivised by a prize draw, but may not have captured every attendee. It is likely our results are slightly underrepresented. The average attendance across our main campus locations for Terms 1 and 3 was 37.6%. The average attendance rate for each of the main campuses are shown in Figure 8.

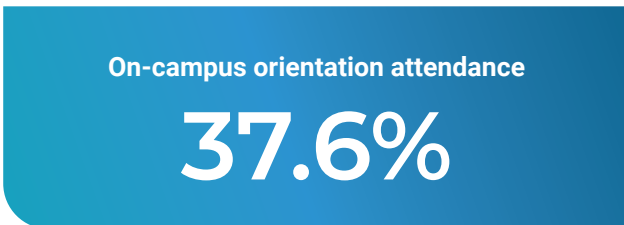
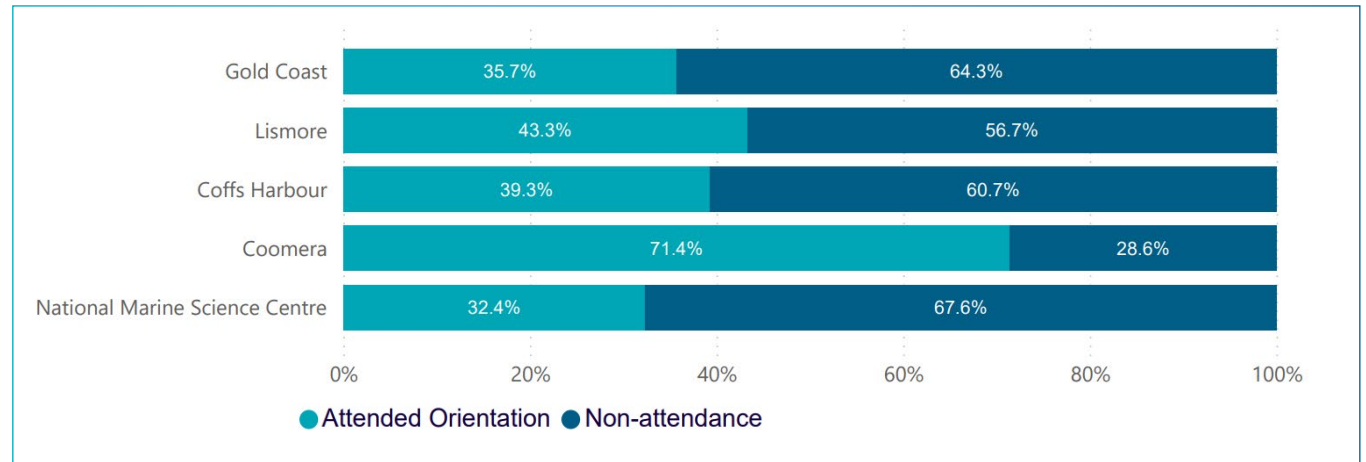


Figure 8

On-Campus orientation average attendance rate for T1 & T3 in 2024



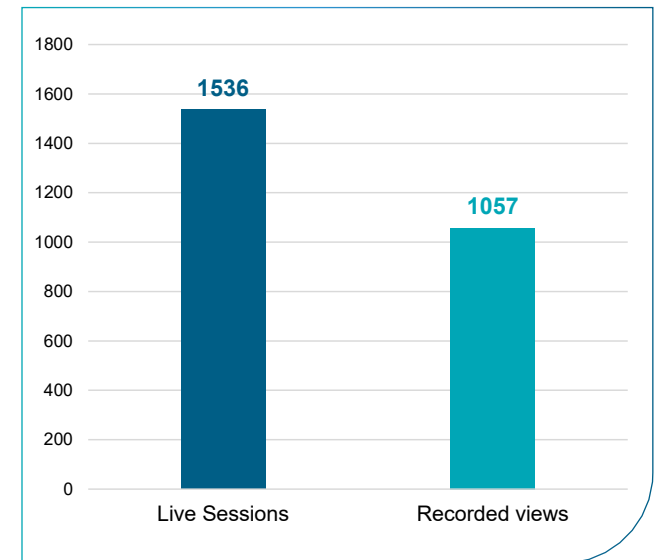
Course Information Sessions

Course information sessions are delivered in Blackboard Collaborate Ultra which provides data on number of attendees for a live session and number of times a recorded session is viewed. Combined results for Term 1 & 3 are shown in Figure 9.



Figure 9

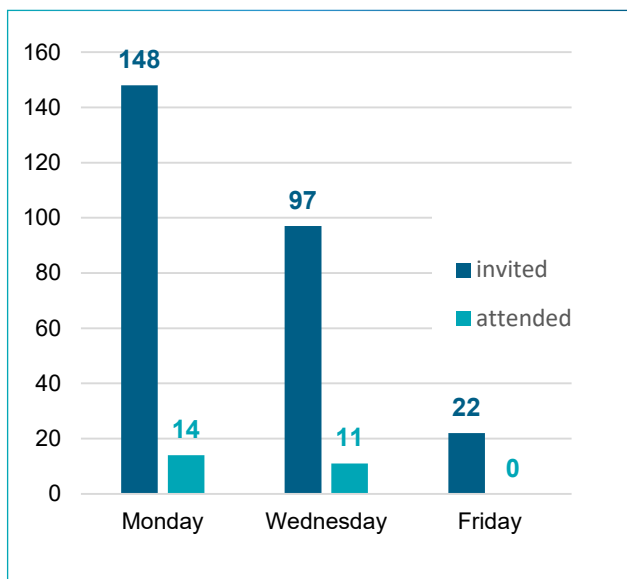
Course Information session engagement T1 & T3, 2024



Late Orientation Sessions

Students who accepted their offer after orientation in Term 3 were invited to attend late enrolment sessions via Zoom in week 1. The invite and attendance numbers are shown in Figure 10.

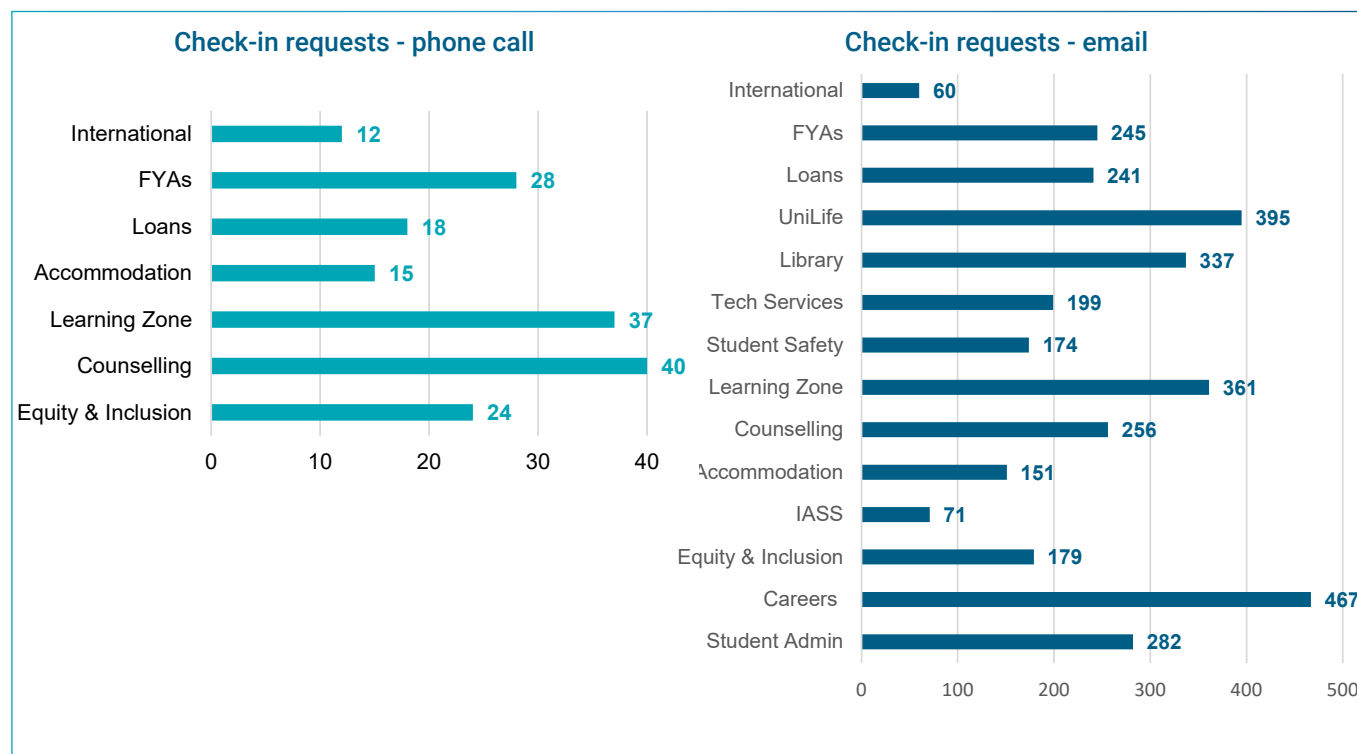
Figure 10
Late orientation attendance - T3, week 1, 2024



Check-in

As part of the Check-in survey students are able to request either an email or phone call for more information on support services of interest to them. This opportunity is well utilised with Figure 11 providing details on the number of requests made for each channel and service.

Figure 11
Check-in contact requests from check-in survey T1 & T3, 2024



2.2 First Year Advising

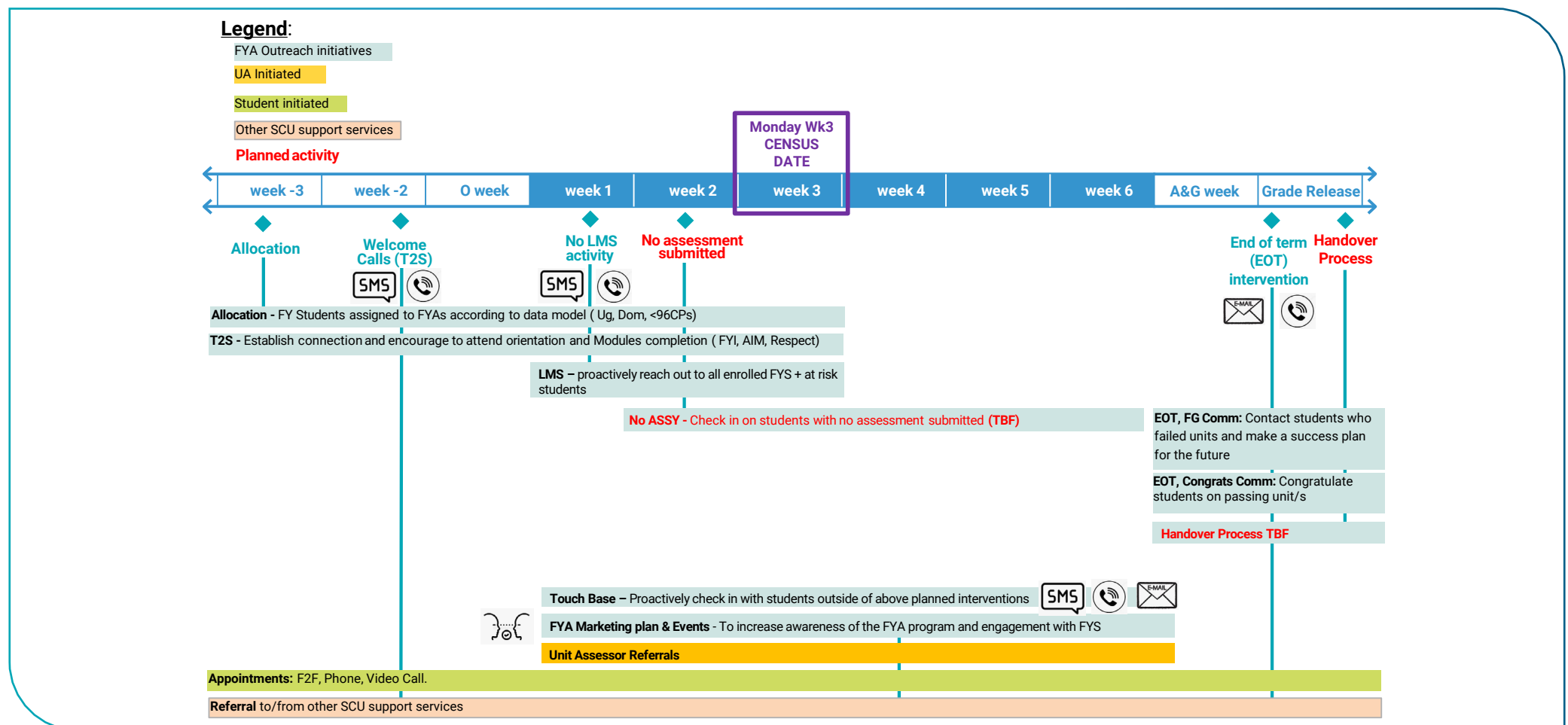
Objective

The First Year Advising Program supports students in their transition to Southern Cross University by assigning a professional staff member as a personalised guide i.e., a First Year Advisor (FYA). The

FYA delivers proactive interventions based on real-time dynamic behavioral indicators of dis-engagement and poor academic progression. Figure 12 shows the framework and timing for FYA interventions. Each

FYA works with a cohort of up to 300 undergraduate, domestic students who have completed less than 96 credits. In 2025 this program will expand to include postgraduate coursework first year students.

Figure 12
First Year Advising outreach activities framework





FYA Team

Process

The First Year Advising program is delivered through these primary interventions.

1. Transition to study

New students are assigned a FYA who makes contact (phone, SMS, Email) to establish a relationship i.e., welcome them to SCU, provide information on SCU supports, and extend a personal invitation to Orientation. This intervention is run during Terms 1, 3, and 5 which represent the major intakes of the first-year cohort.

2. No Learning Management System (LMS) access intervention:

During the first two weeks of every term, a system flag identifies students who have not accessed their LMS

(MySCU). The FYAs contact students by phone and SMS to encourage engagement and access to MySCU.

3. Low assessment intervention

Students who have no or low assessment results are identified by referral from the Unit Assessor. This triggers an intervention from the FYA and/or an email from the Unit Assessor.

4. End of Term (EOT) intervention

Following the release of grades, all first-year students are contacted with either a congratulatory email if they have successfully passed all units, or placed in the EOT intervention if they have failed one or both units and sent a personal invitation to meet with the FYA to discuss ways to improve for subsequent term.

5. Events and Check-ins

During each term, the FYAs organise events to increase the connection and engagement with their first year advisees and increase visibility of the first year program. In addition, each FYA can proactively reach out to their advisees during the term to maintain the relationship outside of the established interventions.

“ [The FYA] has been vital in my decision to continue with my study. With [their] assistance I hope to grow in confidence in all areas of study and Uni ”

Outcomes

Success of the FYA program is determined by measuring engagement with the primary interventions and the impact indicators. Where engagement has been expressed as a % rate, the number of engaging students has been compared to the total number of students in the FYA program who remained enrolled at the end of a term.

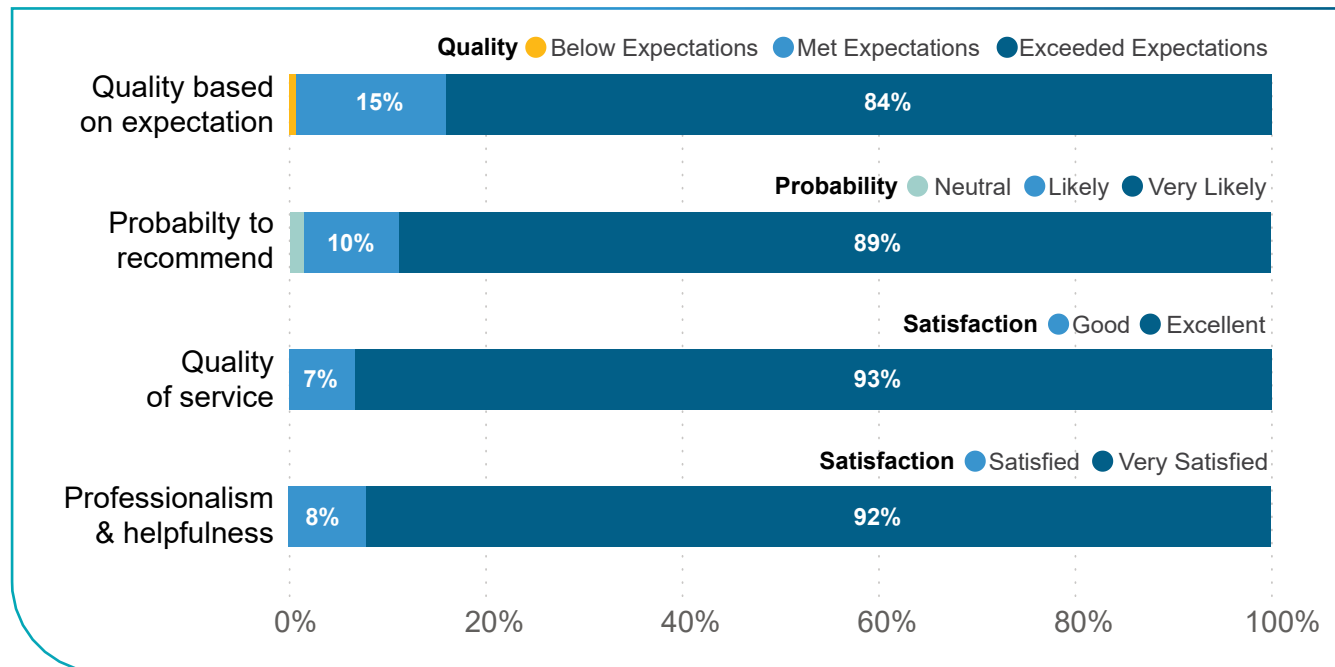
Overall engagement and satisfaction

Engagement is defined as a two-way conversation between an advisor and a student, including phone call, SMS and email. Overall engagement for terms 1-5 is 17.8% within the First Year Advising program.

Students are surveyed about their first year advisor experience to measure student satisfaction. Figure 13 shows the results of the survey.



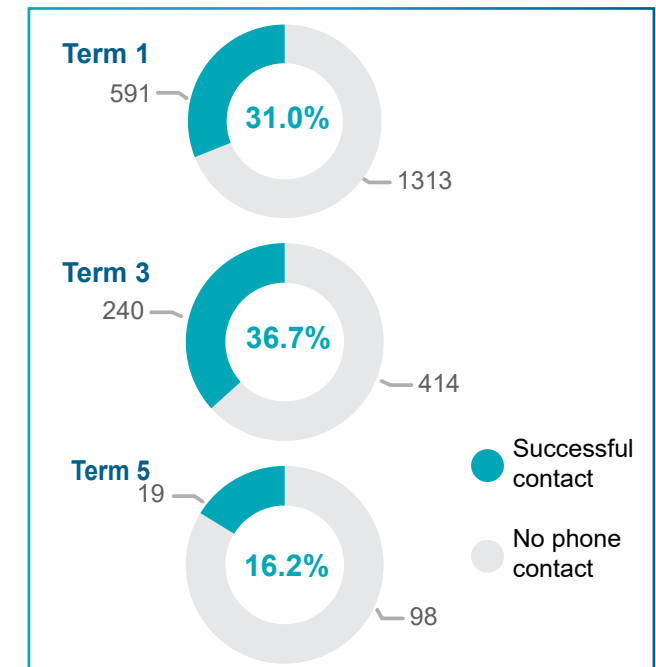
Figure 13
Post FYA experience survey, 2024



Transition to Study (T2S) Intervention

Data collected through the CRM shows student engagement in the T2S intervention to be 31.8% Figure 14 shows the number and % of successful connections made in the T2S intervention. Successful connections are when the FYA was successfully able to contact the student by phone and have a conversation about preparing and welcoming them to SCU. It is higher than overall engagement rate because only newly admitted and enrolled students for the particular term are included in the Transition to study intervention. (i.e. a smaller subset of the whole FYA cohort) This intervention only occurs in Terms 1,3 and 5 representing the major first year intakes.

Figure 14
Transition to study engagement rate, 2024



No LMS access intervention

The measures for the No LMS access intervention are:

- ▶ Engaged number: The number of students who directly responded to the phone call/SMS intervention by the FYA
- ▶ Access within 3 days: the number of students that accessed MySCU (BB) within 3 days of the phone call/SMS intervention.

Table 5 shows the results for terms 1-5. Impact is the percentage of students who accessed their LMS within 3 days over weeks 1-3, from the original number of students in the intervention in week 1.

Table 5
No LMS access intervention results, 2024

Term 1						55.43% Impact %
Weeks	Students in Intervention	Engaged Number	Engaged %	Students that accessed BB within 3 days of Intervention Activity	Accessed %	
Week 1	276	15	5.43%	94	34.05%	
Week 2	92	16	17.39%	45	48.91%	
Week 3	47	3	6.38%	14	29.78%	
Term 2						
Weeks	Students in Intervention	Engaged Number	Engaged %	Students that accessed BB within 3 days of Intervention Activity	Accessed %	
Week 1	259	5	1.93%	*		
Week 2	104	14	13.46%	*		
Week 3	312	7	2.24%	*		
Term 3						45.03% Impact %
Weeks	Students in Intervention	Engaged Number	Engaged %	Students that accessed BB within 3 days of Intervention Activity	Accessed %	
Week 1	382	12	3.14%	144	37.70%	
Week 2	146	4	2.74%	21	14.38%	
Week 3	91	2	2.20%	7	7.69%	
Term 4						41.94% Impact %
Weeks	Students in Intervention	Engaged Number	Engaged %	Students that accessed BB within 3 days of Intervention Activity	Accessed %	
Week 1	248	5	2.02%	76	30.65%	
Week 2	123	2	1.63%	20	16.26%	
Week 3	65	3	4.62%	8	12.31%	
Term 5						32.76% Impact %
Weeks	Students in Intervention	Engaged Number	Engaged %	Students that accessed BB within 3 days of Intervention Activity	Accessed %	
Week 1	116			30	25.86%	
Week 2	65			7	10.77%	
Week 3	40			1	2.50%	

*Note: LMS access data for term 2 was not captured due to technical issues. Additionally, the data for Week 3 Students in Intervention may contain inaccuracies due to an issue with our Power BI dashboard data feed.

Low assessment intervention

The primary method of identifying students who have no assessment submission or low assessment marks uses the qualtrics referral form completed by the Unit Assessor (UA). The UAs are also able to flag students directly via email to the first year advising CRM queue. The total number of UA referrals received for Terms 1-5 was 1084. Table 6 shows the primary UA reason for referral.

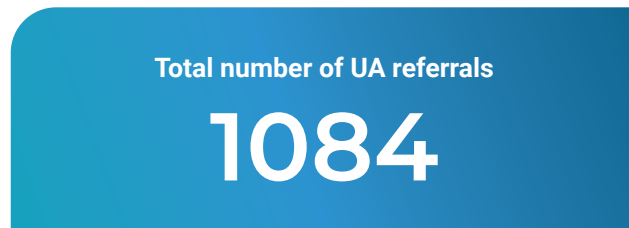


Table 6
Unit Assessor reason for referral

UA Referral reason	Terms 1-5
Assesment -non submission	615
Low/ No engagement	289
Academic concerns/skills/support	46
Other	46
Low/Fail grade	37
General welfare	26
Late submission/ special consideration	13
Unit withdrawal	9
Academic Integrity	2
Class registration	1

End of term (EOT) intervention

The majority of FYA students receive a congratulatory email for passing their unit/s. Figure 15 shows the proportions of passing students and those placed in the EOT intervention if they have failed a unit.

Figure 16 shows the number of students captured in the EOT intervention who attended their FYA appointment, against total number of FYA students in the EOT intervention, and students with absent fails.

Figure 15
Proportion of pass students vs EOT fail intervention students in 2024

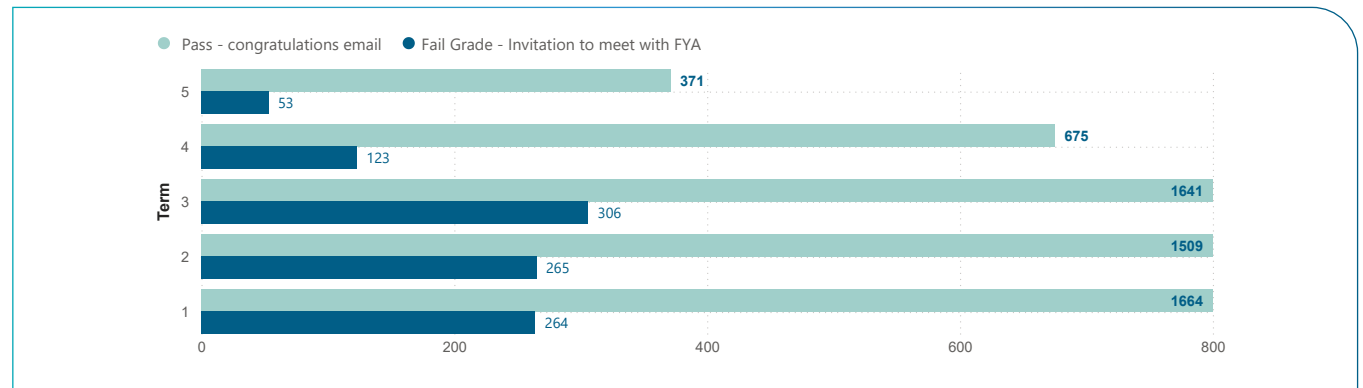
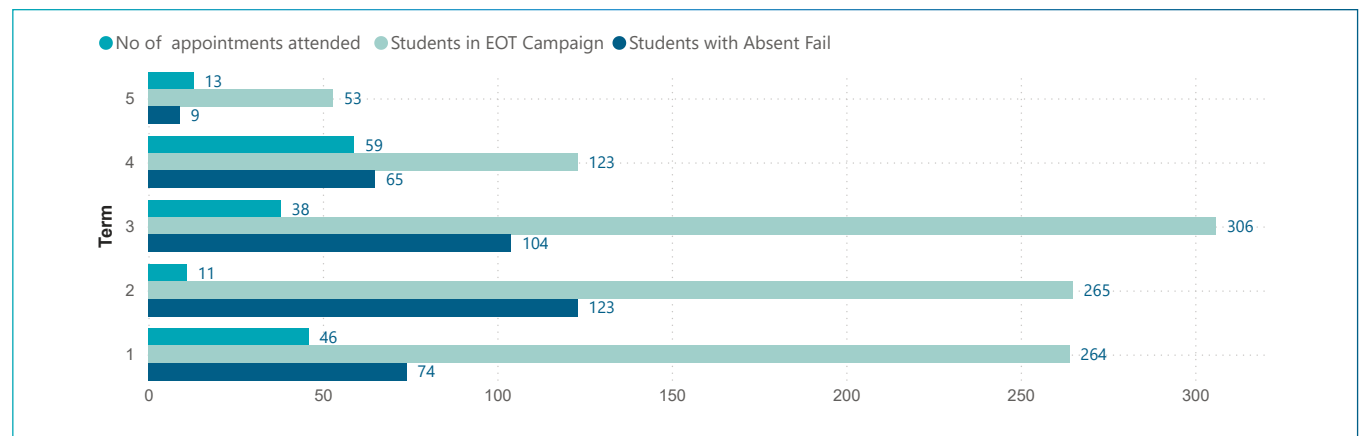


Figure 16
Appointment attendance for FYA EOT intervention in 2024



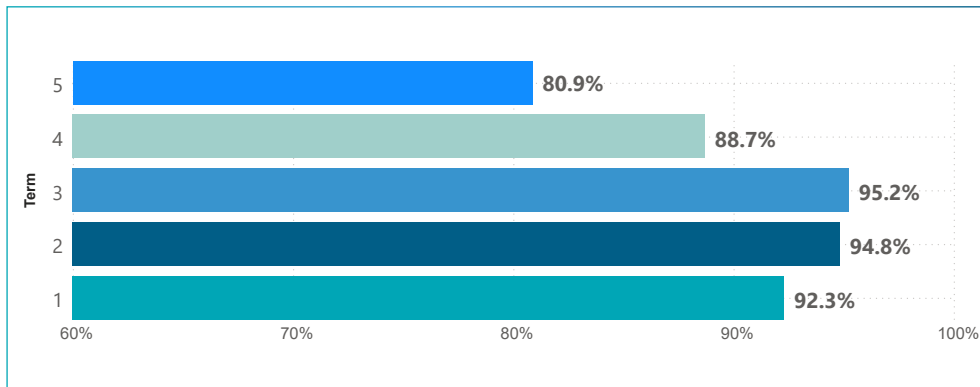
Overall Retention

The FYA program measures the term retention and longitudinal retention.

Term Retention

This measures the percentage of students who were enrolled on the first day of the term and remained enrolled past the census date. This data is derived from BIQ load data, where FYA students are identified. The retention rate by term is shown in Figure 17. The average term retention rate is 74%.

Figure 17
Retention rate per term (FYA cohort)



Longitudinal Program Retention

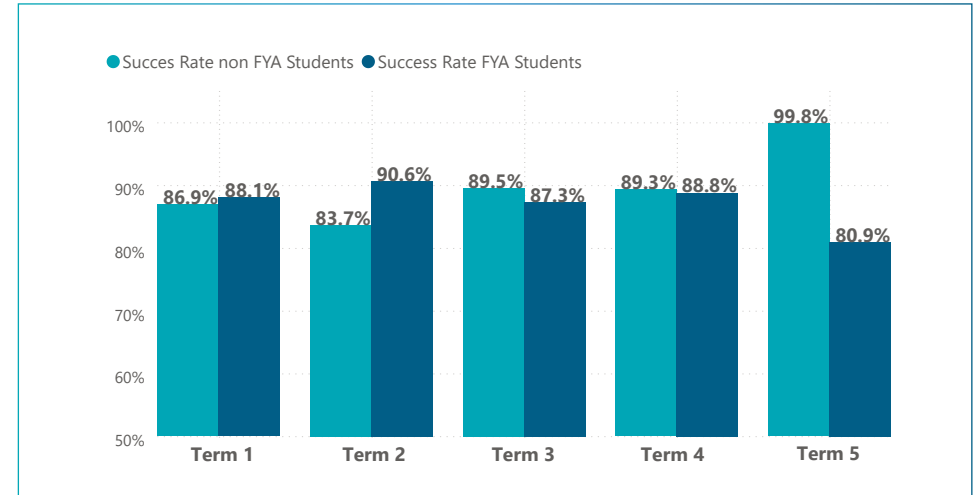
Longitudinal Retention tracks how many students from the term 1 allocated cohort were still enrolled or had completed more than 98 credit points by the end of the year. This method focuses on the same group over time and excludes new intakes in later terms from the calculation.



Overall Success

Success rates are calculated using BIQ performance data for the term and represent the percentage of students who passed a unit during the term. Figure 16 shows the success rate comparison between FYA students, and those without a FYA, for each term.

Figure 18
Success rate comparison between FYA cohort and Non-FYA cohort



Future Success Measurement Approach (2025 Onward)

From 2025, success rates will be analysed by engagement levels rather than a broad FYA vs. non-FYA cohort comparison. This change is driven by the recognition that new students are more likely to fail a unit in their first year compared to continuing students. To provide a more accurate measure of the impact of the FYA program success rates will be segmented into:

- Engaged FYA students – those who actively participate in First Year Adviser support and interventions.
- Non-engaged FYA students – those who are allocated a First Year Adviser but do not engage with the support provided.

This shift will allow assessment of the effectiveness of student engagement within the FYA program in improving success rates, rather than comparing new FYA students to a broader student cohort that includes continuing students with higher overall success rates.

2.3 First Year Peer Programs

There are two peer programs primarily for first year students. SCU mates and the Peer Assisted Learning Support (PALS) program. PALS is delivered in units that have higher first year student enrolment numbers and higher fail rates. It is discussed in [Section 3 - Students in identified units](#).

SCU Mates

Objective

From the start of 2024 SCU Mates replaced the UniMentor program as the central non-academic peer mentoring program. This program provides non-academic support and focuses on creating social connections between experienced students (mentors) and new students (mentees) to help new students settle successfully into university life at SCU. Mentors gain experience and training in communication, interpersonal and leadership skills.

Process

Mentees and Mentors use the SCU mates online registration portal to register and match:

Mentors:

1. Students who have completed at least 48 credit points can register to be a mentor.
2. After registering, they create a Mentor profile. This profile includes a short bio, a suitable photo, and other information for potential Mentees. Mentors can set a maximum amount of Mentee matches.
3. Mentor training is provided which consists of self-paced online modules

4. Once the training is complete, the Mentor profile becomes active in the SCU Mates portal and is available for prospective mentee to match.

Mentees:

1. Register on the portal using their student email
2. Browse available mentor profiles, and select a mentor
3. The mentor gets in touch within two working days

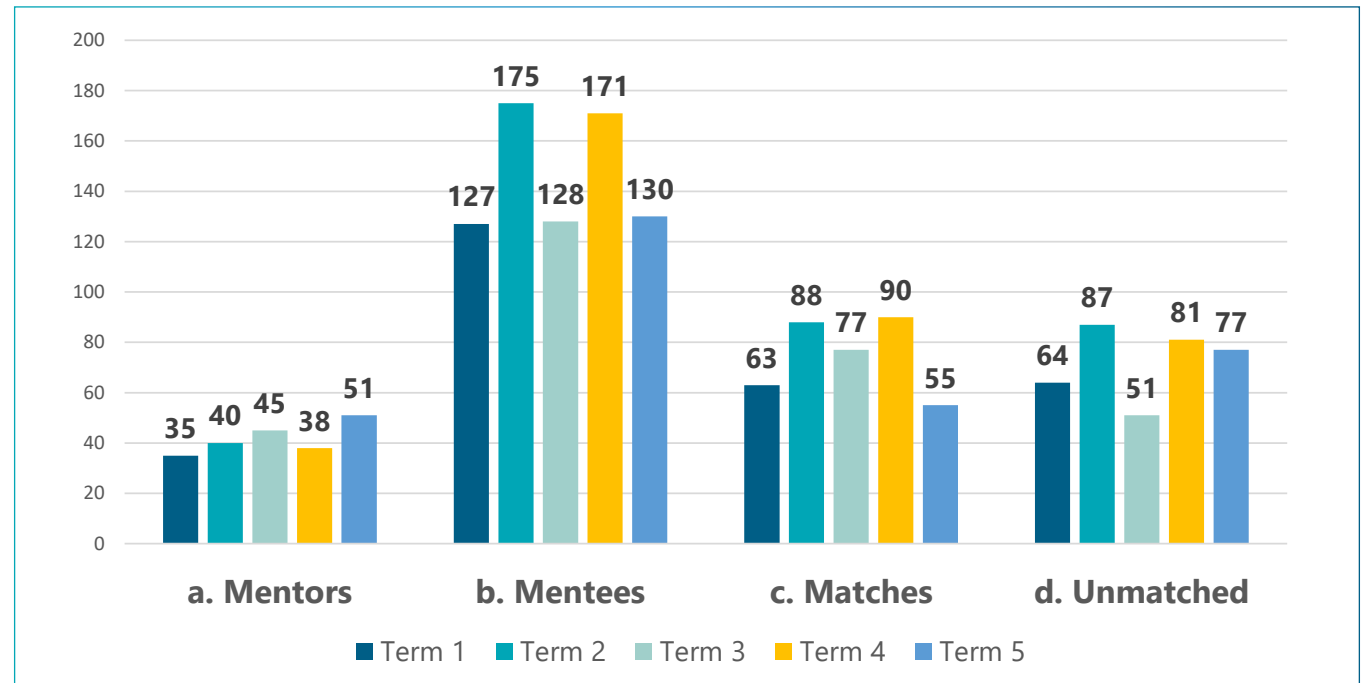
Outcomes

The engagement with the SCU Mates mentoring program is recorded through the SCU Mates portal.

Figure 19 shows data per term for:

- a. Total number of Mentors registered
- b. Total number of Mentees who clicked on the portal. It should be noted that anyone can click into the portal to view the Mentors and would be counted as a "Mentee" even if they were browsing with no intent to make a connection
- c. Total connections made where a Mentee selects a Mentor (reset every 2 study periods)
- d. Remaining Mentees who were not matched (reset every 2 study periods)

Figure 19
SCU Mates engagement and matches for 2024



3. Students in identified units

3.1 Peer Assisted Learning Support (PALS)

Objective

PALS is SCU's peer-to-peer study support program offered to students in targeted "higher fail" units. The PALS program aims to increase the success rate of students in these units by offering them weekly individual and/or group (1:4) mentor support sessions. In these sessions the PALS mentor helps students with:

- ▶ Collegial support and encouragement
- ▶ Fostering a sense of belonging and peer connection
- ▶ Reviewing and implementing study strategies
- ▶ Time management and planning
- ▶ Interpreting assessment questions and using the rubric
- ▶ Referencing and locating appropriate resources
- ▶ Triaging students to wellbeing support, international student support, or any other relevant SCU services.

Process

Higher fail units are identified and selected using the IQILT BIQ dashboard prioritising:

- ▶ **Higher Fail rates:** Units with historically higher failure rates

- ▶ **Commencing students:** Units where at least 80% of students are new/first year.

The selected units become the PALS target units.

Selection of PALS Mentors

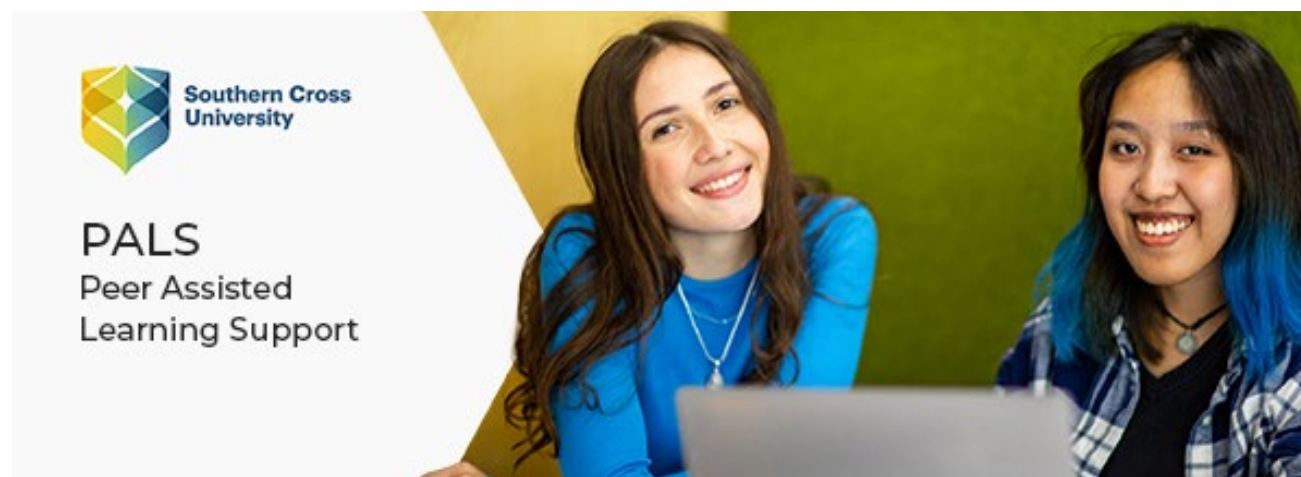
Highly successful students who understand and apply good academic study habits (and have ideally completed the selected target units) are recruited and trained to be PALS mentors. There is specific focus on recruiting students who also have good communication skills, the ability to listen and empathise, as well as to understand and uphold clear boundaries regarding what a PALS mentor can and cannot assist with. Over twelve months the mentors receive continuous improvement training, which can be applied to future employment opportunities.

Communication and Promotion of PALS

Students enrolled in the PALS target units are made

aware of PALS services through:

- ▶ Announcements in the Learning Management System through Unit Assessors (UA) in 0 Week
- ▶ A PALS discussion thread is set up in the Learning Management System
- ▶ The UA introduces the PALS mentor to the students in the Week 1 tutorial, encouraging them to engage
- ▶ Students are invited to a group PALS team planning session in Week 1
- ▶ Weekly emails and SMS reminders are sent to students with links to the available PALS study support sessions
- ▶ Students are able to learn about and make PALS bookings on the SCU website
- ▶ The PALS team attends on-campus Orientation events and Campus Connection days



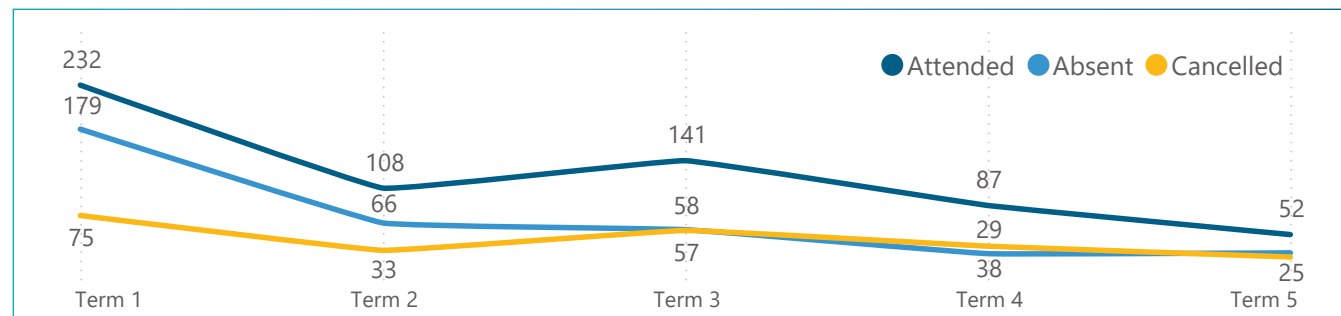
Outcomes

Engagement

In 2024, the total enrolment in units offering PALS was 5432. Table 7 shows session and unit offering per term along with number of PALS mentors. 982 PALS sessions (individual and group) were offered. Total student attendance at PALS sessions was 620, from 555 unique students. Students could attend multiple sessions or be enrolled in multiple units offering PALS. Students book in advance to attend sessions, but some cancel, or do not show up as shown in Figure 20.

Figure 20

PALS sessions attendance in 2024



The participation rate expresses the number of students who attend a PALS session for a select PALS unit out of the total number of students enrolled in that unit. Unit participation rates are shown in Figure 21. Figure 22 shows these participation rates averaged for each term.

Figure 22

Average participation rate per term in 2024

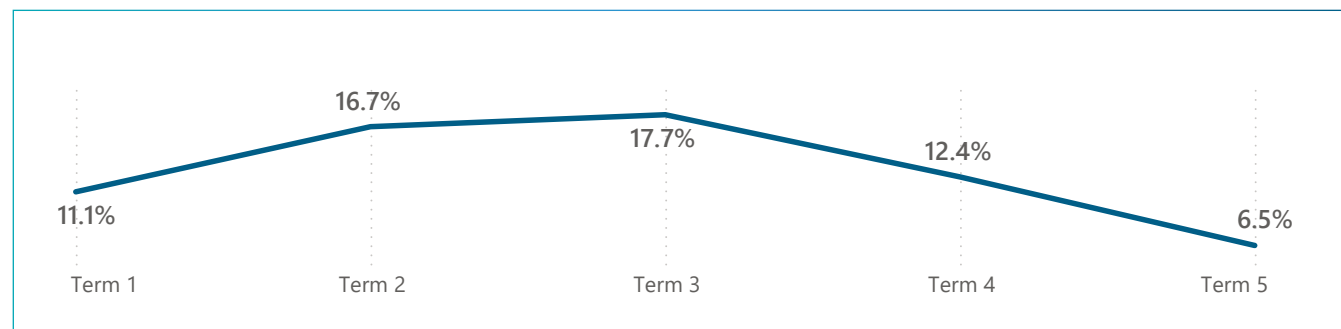


Table 7

PALS Unit and session offering in 2024

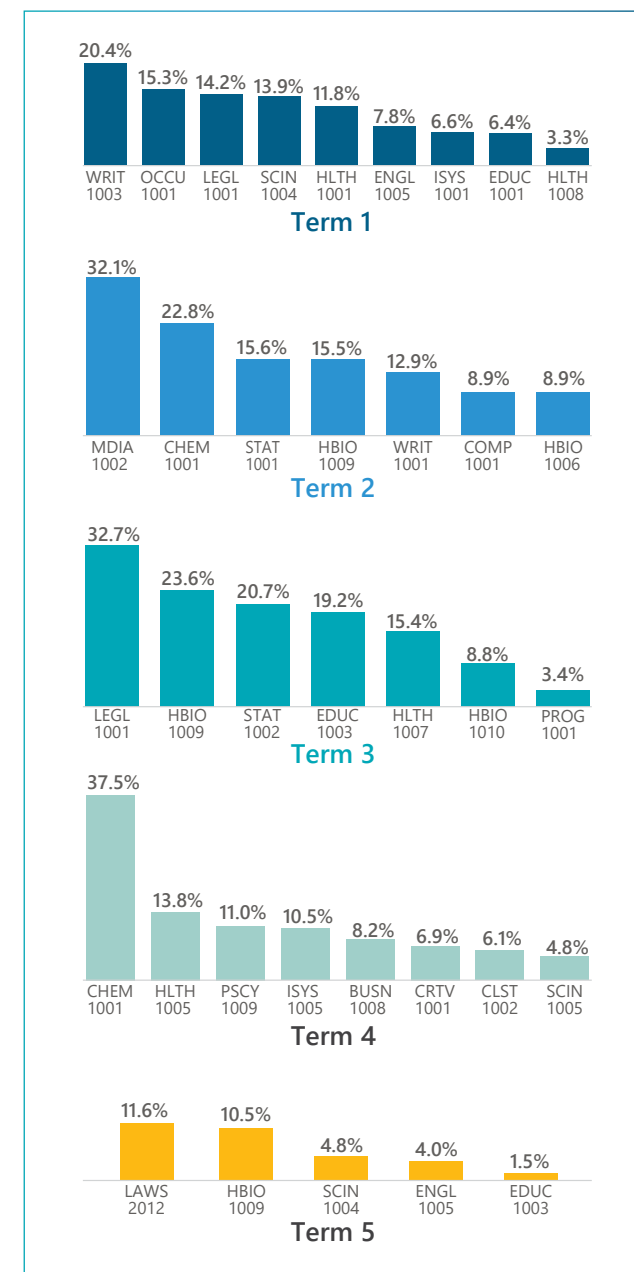
	Term 1	2	3	4	5	Total
No. PALS mentors	15	9	9	10	5	
No of Units	9	7	7	8	5	36
No sessions offered	411	174	199	116	82	982

Total student attendance at PALS sessions

620

Figure 21

Participation rate per unit per term in 2024



Success rate is summarised in Table 8 and explained below.

PALS students are students who attended at least one PALS Session.

- ▶ The column *Success rate PALS students* details how many students achieve a pass or higher out of this cohort.
- ▶ The *Change in success rate 23-24* compares the success rate of all enrolments in the specified units from 2023 (without PALS) to 2024 (with PALS.) Success is again defined as achieving a pass or higher.
- ▶ A positive change indicates an increased success rate, and a negative result indicates a decreased success rate in 2024.

Each term students that attended a PALS session are asked to complete a satisfaction survey. The majority of students find the sessions very helpful, with all responses shown in Figure 23.

Figure 23
Student satisfaction with PALS in 2024

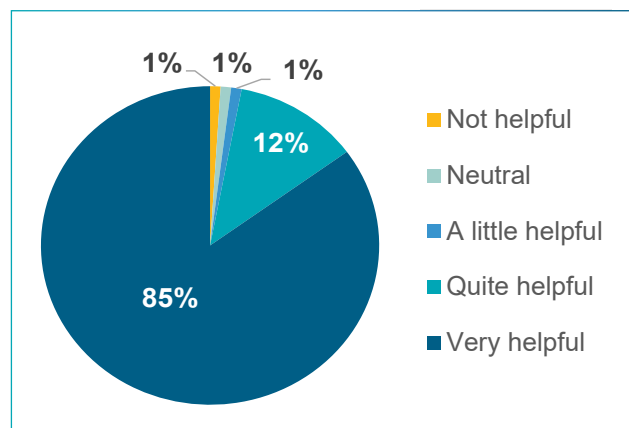
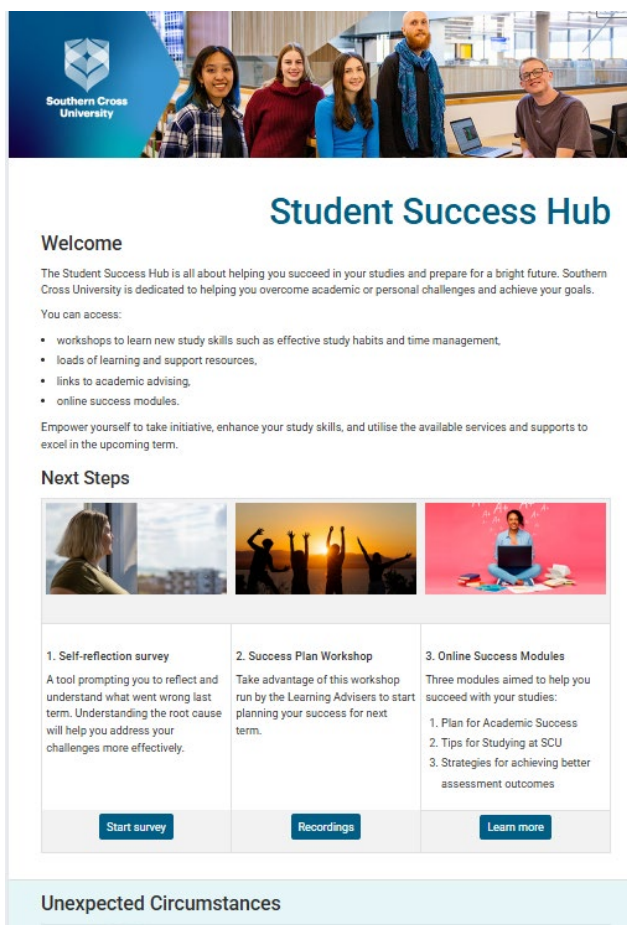


Table 8
PALS success measures in 2024

Term	Unit	Success rate PALS students (%)	Change in success rate 23-24 (%)
1	EDUC1001	88.0%	-6.5% ↓
	ENGL1005	92.0%	7.4% ↑
	HLTH1001	94.0%	7.2% ↑
	HLTH1008	94.0%	9.4% ↑
	ISYS1001	100.0%	0.7% ↑
	LEGL1001	93.0%	9.5% ↑
	OCCU1001	96.0%	2.6% ↑
	SCIN1004	100.0%	-1.1% ↓
	WRIT1003	78.0%	9.4% ↑
	2	CHEM1001	87.5%
COMP1001		85.7%	7.3% ↑
HBIO1006		100.0%	2.8% ↑
HBIO1009		97.1%	-3.3% ↓
MDIA1002		100.0%	7.9% ↑
STAT1001		100.0%	-2.0% ↓
WRIT1001		100.0%	2.6% ↑
3	EDUC1003	78.3%	-6.3% ↓
	HBIO1009	92.3%	
	HBIO1010	98.4%	2.8% ↑
	HLTH1007	95.1%	-5.3% ↓
	LEGL1001	57.1%	-17.8% ↓
	PROG1001	88.9%	17.8% ↑
	STAT1002	72.4%	-0.3% ↓
4	BUSN1008	100.0%	-2.3% ↓
	CHEM1001	87.0%	-6.5% ↓
	CLST1002	86.0%	0.0% ↑
	CRTV1001	100.0%	-1.7% ↓
	HLTH1005	100.0%	-2.3% ↓
	ISYS1005	100.0%	20.1% ↑
	PSYC1009	100.0%	7.9% ↑
	SCIN1005	100.0%	-3.7% ↓
5	EDUC1003	71.4%	14.1% ↑
	ENGL1005	76.9%	10.2% ↑
	HBIO1009	92.2%	8.9% ↑
	LAWS2012	79.0%	-0.4% ↓
	SCIN1004	80.0%	1.6% ↑

3. Student Success Hub

Students are encouraged to engage with the Student Success Hub, an online resource providing self-help tools, links to academic and wellbeing support services, and a self-reflection survey. This helps students identify their challenges and take proactive steps to improve their academic performance.



screen shot of Student Success Hub landing page

Outcomes

6550 EOT intervention emails were sent in 2024. (First email only - does not include follow up communications). The breakdown by term and cohort is shown in Table 9. On average 47.9% of EOT emails were opened by the student.

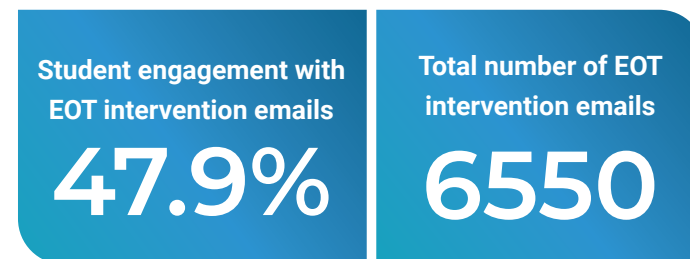


Table 9
Number of EOT intervention emails sent

Cohort	T1	T2	T3	T4	T5
Domestic (without FYA)	841	680	1007	589	644
Students with FYA	264	265	306	123	53
Keypath (SCU Online)	66	46	4	55	65
SCU ventures	68	27	0	4	60
THS	53	52	0	18	33
SCU College - PSP	69	52	2	0	53
International Offshore	62	57	6	23	21
International Onshore	400	194	11	76	201
Total	1823	1373	1336	888	1130

- ▶ 547 students visited the Student Success hub in 2024.
- ▶ Success Planning workshops ran in term Term 2 with 55 participants, and Term 3 with 10 participants. For terms 4 and 5 workshop recordings were made available.
- ▶ 909 Intervention strategies for international students were provided. 79% were successful with students passing their next term. More detail available in [Section 6 International Students](#).
- ▶ 1,011 invitations to meet with a FYA were sent. 167 appointments were attended. More detail available in [Section 2.2 First Year Advising](#).

5. Indigenous Australian students

5.1 Indigenous Australian Student Services (IASS)

Objective

The Indigenous Australian Student Services (IASS) unit provides a wide range of information, advice, and support to Aboriginal and Torres Strait Islander students in a culturally appropriate, safe, friendly, and supportive environment.

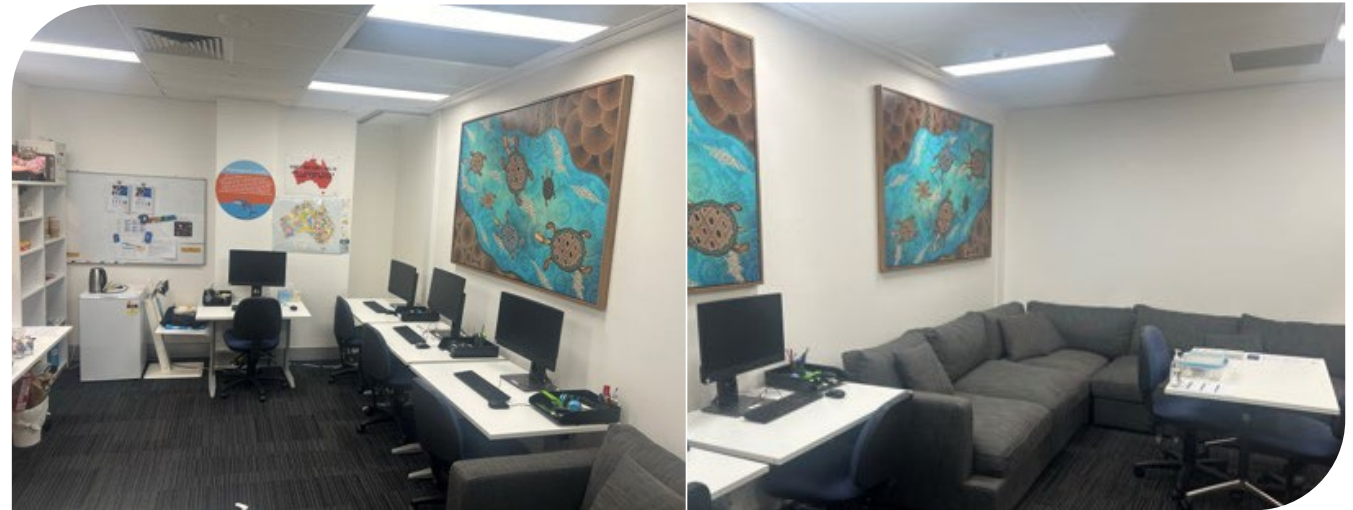
The principal objective of IASS is to provide Aboriginal and Torres Strait Islander students with the services and support they need to gain access to, and succeed, in higher education.

Process

IASS Officers are located at each of the three main campuses at Coffs Harbour, Gold Coast, and Lismore. They provide support to both on-campus and online students. Support is provided in the following areas:

1. Social and emotional support

- ▶ Providing culturally safe spaces across all three campuses including:
 - Computer labs with free printing
 - Dedicated tutor and study spaces
 - Access to specialised Indigenous Student Support staff
 - Social spaces with tea/coffee and food supplied



Gnibi Wandarahn Room: Gold Coast IASS space

- ▶ Administrative support including help with offers and acceptance, class registration, site navigation, special consideration and HECS Census
- ▶ Peer support
- ▶ Wayfinders (Indigenous Student Ambassador program)
- ▶ Support, advocacy and referral to: SCU and community health, Counselling, Equity and Inclusion, Student Village Accommodation, Community support services

2. Academic support

The Indigenous Tutorial Assistance Scheme (ITAS) offers free tutoring to Aboriginal and Torres Strait

Islander students to help with their undergraduate and postgraduate studies.

The ITAS Coordinator maintains a register of casual tutors and assists students to find a suitable tutor.

Tutoring assists with:

- ▶ Understanding course content
- ▶ Research skills
- ▶ Assessment support
- ▶ Time management
- ▶ Exam preparation

Study support is also provided for Aboriginal and Torres Strait Islander students enrolled in the SCU Preparing for Success Program (PSP).

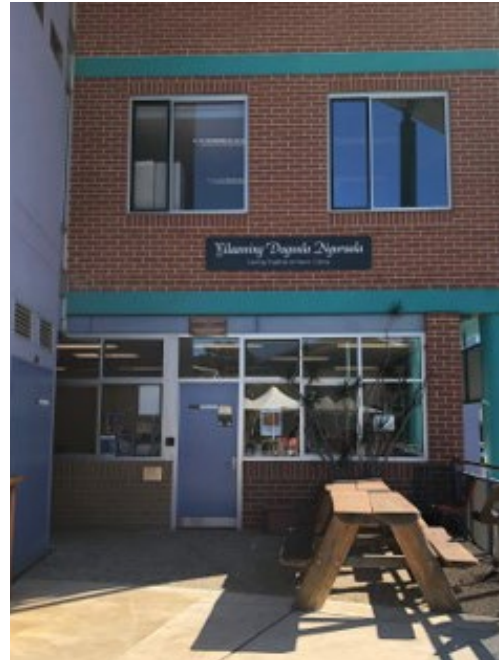
3. Financial support

Assist students to access Indigenous scholarships and rewards

- ▶ Indigenous Commonwealth Accommodation Scholarship - \$8000
- ▶ Indigenous Commonwealth Education Costs Scholarship - \$4000
- ▶ Uncle Greg Harrington Award (Credit Average) - \$1000
- ▶ Aunty Hazel Rhodes Award (Distinction Average) - \$2000
- ▶ Indigenous Student Success awards (GPA between 4-5) - \$1000
- ▶ Compulsory residential and placement support
- ▶ Financial hardship support and referral

4. Engagement

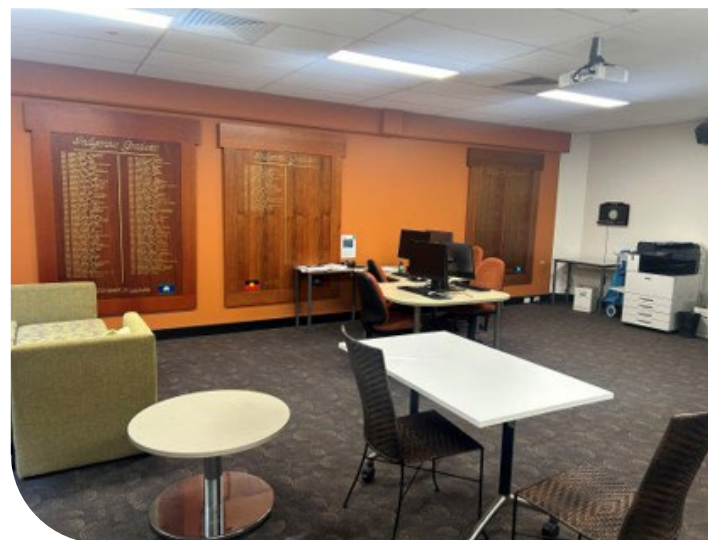
- ▶ SCU and community events including Open Days, Orientation, Welcome to Country ceremonies, NAIDOC, Sorry Day, Reconciliation Week
- ▶ Indigenous Nationals (National Indigenous Tertiary Education Student Games)
- ▶ Gnibi Indigenous Elders Council
- ▶ Indigenous Student Excellence
- ▶ Inbound and Outbound activities including Career Expos, Workshops, Showcases, High School and Primary School promotions, tours and campus activities, Community Business and Aboriginal organisational interagency meetings.
- ▶ Joint Future Students recruitment and promotional activities



Gumbayngirr Room: Coffs Harbour IASS space



Lismore IASS space



Outcomes

SCU's 2024 Indigenous enrolment numbers are shown by term in Figure 25. The number of Indigenous graduates for 2024 is 111. Figure 26 shows number of graduates by Campus.

Figure 25
Indigenous student enrolment numbers in 2024

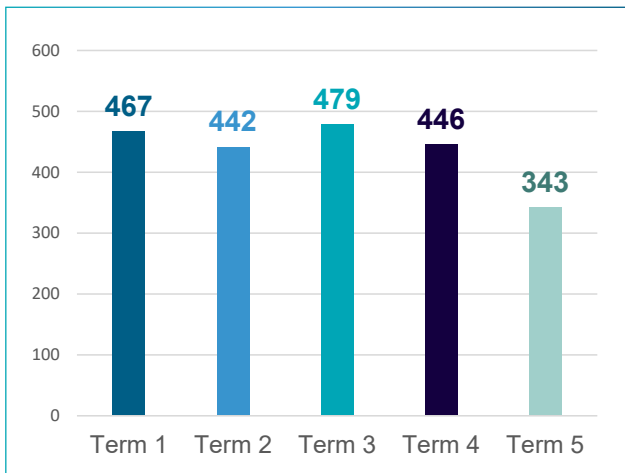
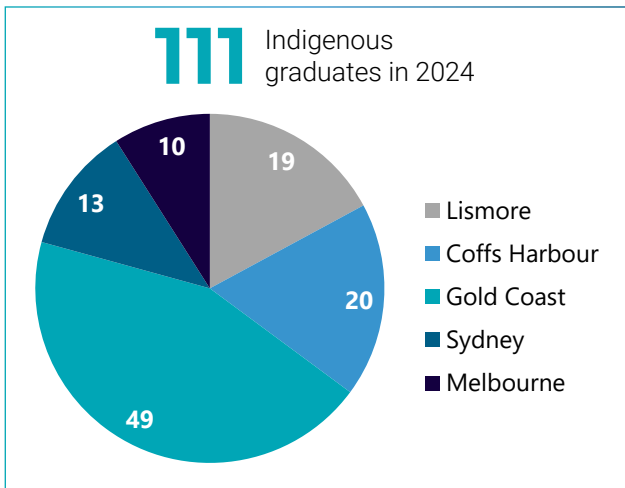


Figure 26
Indigenous Graduations



Social and emotional support

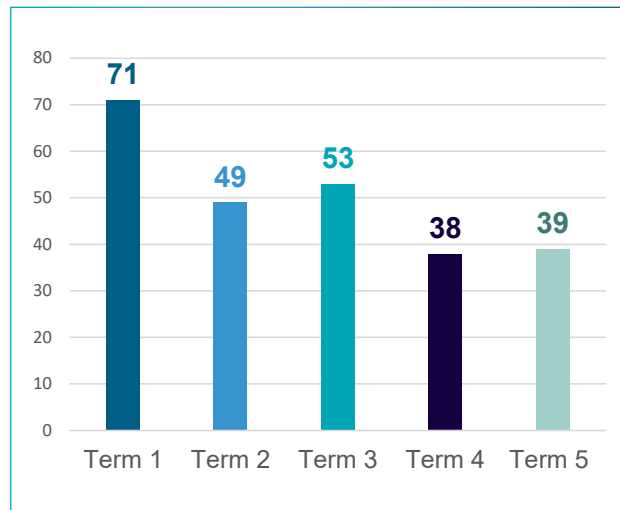
No quantitative measurement of the engagement with culturally safe spaces is undertaken. Images of these spaces are shown on pages 20 and 21.

Lismore Campus, has 24/7 access. Coffs Harbour Campus has after hours access by request and Gold Coast Campus, is available 8:30am - 5pm, Mon-Fri.

Academic support

250 students accessed the ITAS program 2024. Figure 27 shows the engagement by term.

Figure 27
ITAS Engagement by Term in 2024



Financial support

Term 1, 2024:

- 135 Scholarship applicants
- 19 Accommodation Scholarships offered (\$8000/yr)
- 28 Education Scholarships offered (\$4000/yr)

Term 3, 2024:

- 85 Scholarship applicants
- 21 Accommodation Scholarships offered
- 29 Education Scholarships offered

2024:

- Currently 201 Indigenous students in receipt of an Indigenous Commonwealth Scholarship
- 180 Students received the Indigenous Student Success award valued at \$1000



Lismore graduates

6. International students

6.1 International Support

Objective

The international student support program is designed to enhance the overall experience of international students by fostering their education experience, personal well-being, and sense of belonging within the university community. Through dedicated support from International Student Advisers (ISAs), the program provides tailored guidance and proactive interventions to help students navigate academic, cultural, and logistical challenges. The ultimate goal is to empower international students to thrive and achieve their full potential at Southern Cross University.

Process

1. Pre-Arrival Engagement

ISAs establish initial contact through email and phone to welcome students and promote transition workshops and orientation. They provide essential pre-arrival guidance on accommodation, visa requirement, and travel arrangement and address any concerns or questions to help students feel prepared and confident. Pre-arrival engagement is run at each of the 5 intakes.

2. Orientation and Transition

Orientation and transition workshops address academic expectations, study skills, local culture, safety, university policies and support services. Peer connection and cultural exchange is encouraged through interactive delivery.

3. Intervention Strategy

Students who failed to meet satisfactory course progression requirement at the end of each term must attend personalised intervention meetings to understand and address reasons for failure. Students work with their ISAs to develop a tailored intervention plan to improve their course progression and meet student visa requirement.

4. Confirmation of Enrolment (CoE) Management

International students must comply with the Education Services for Overseas Students (ESOS) legislative requirements. ISAs monitor and manage student's enrolment statuses and academic progression. They maintain accurate CoE records and update changes regarding deferments, suspensions, transfer and extensions within the required timeframe.

5. Community and Social Engagement

The International Student Support team plans and hosts many events including cultural celebrations, excursions, networking opportunities and social mixers to foster a sense of belonging. They also collaborate with student associations, and other external partners to enrich the international student experience.

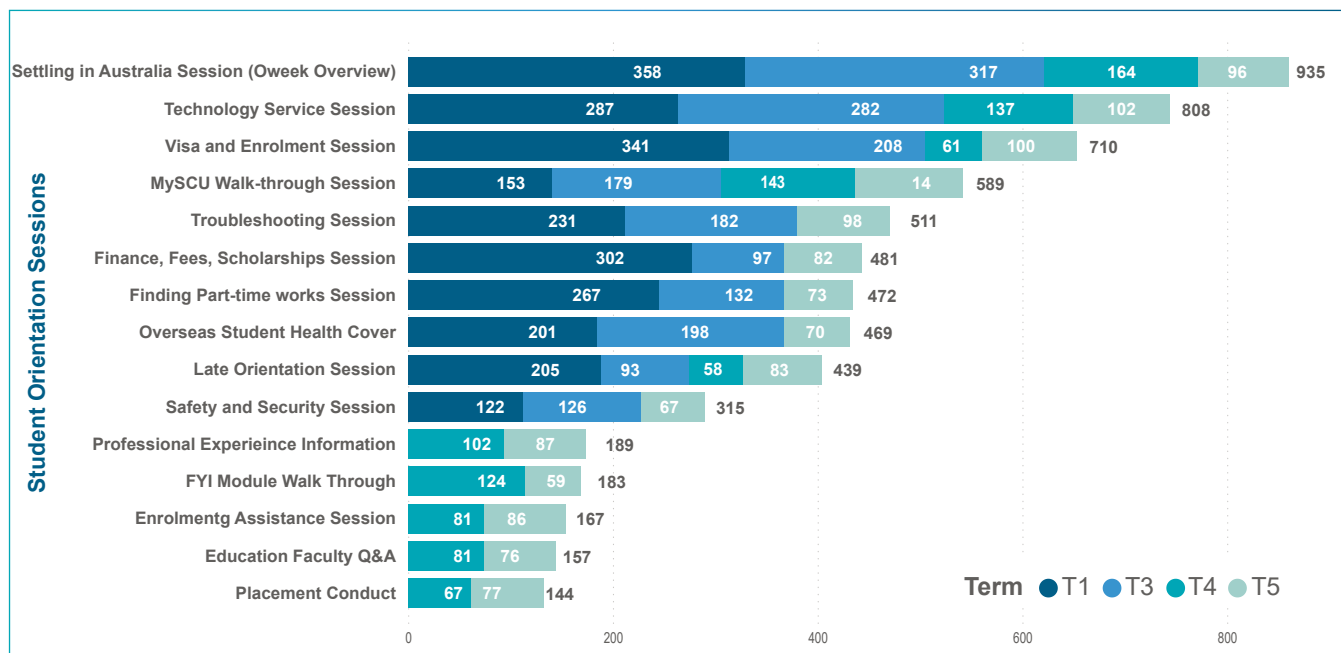


Outcomes

Orientation and Transition

Figure 28 shows the international student attendance numbers recorded for each of the orientation sessions or workshops. Numbers are higher for terms 1 and 3, reflecting the major intake periods. There was no Term 2 intake in 2024 for international cohort and additional sessions were added for Term 4 and Term 5 intakes.

Figure 28
Orientation Session attendance by International students in 2024



Intervention Strategy

The total number of Intervention strategies for international students who failed at least one unit and in 2024 was 909. Figure 29 shows the numbers by term. Figure 30 shows how students engaged with the intervention. Students who complied attended all scheduled meetings during the intervention. Students who engaged attended some meetings but not all.

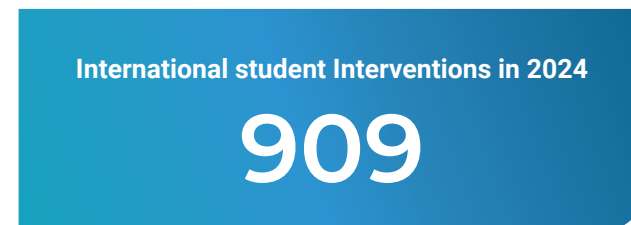


Figure 29
International student Interventions by term, 2024

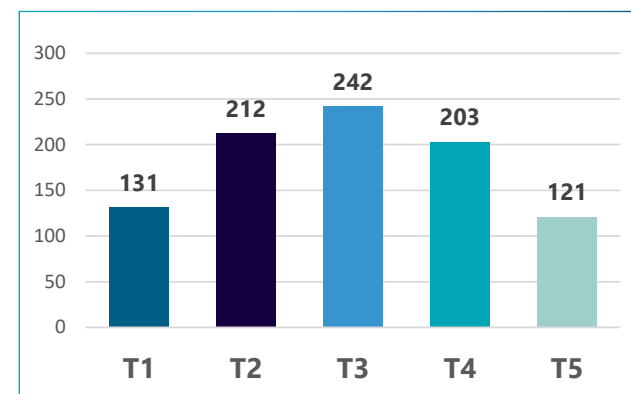
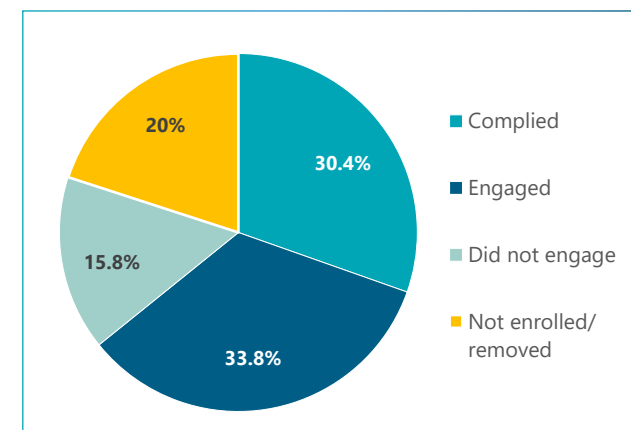
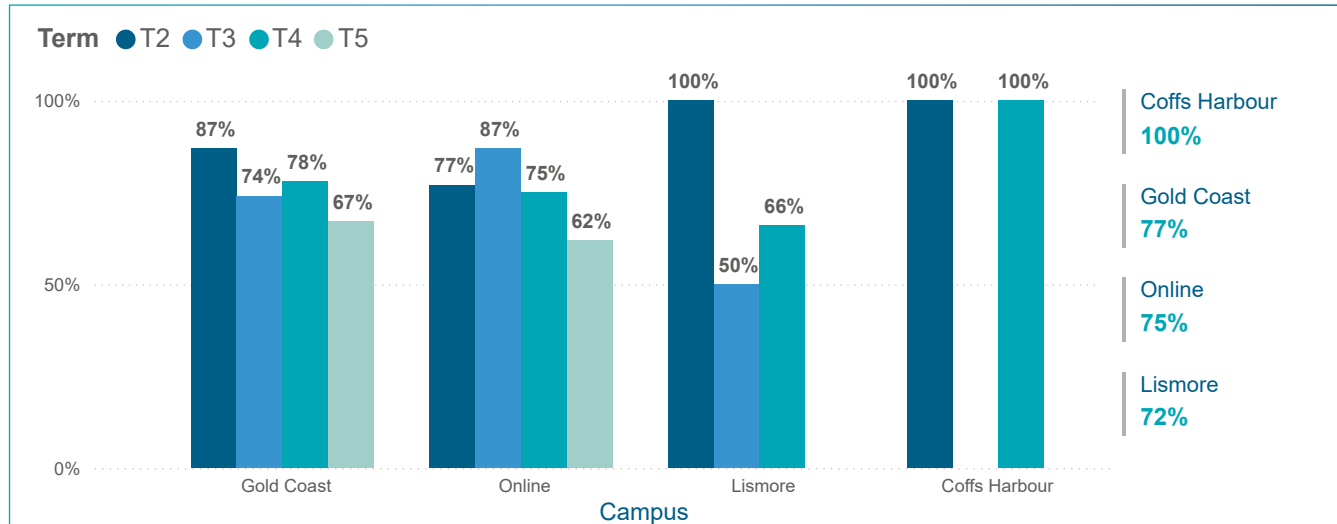


Figure 30
Intervention strategy engagement, 2024



Success of EOT intervention strategy is gauged by comparing the percentage of students who pass all of their units in the term following an EOT intervention. The post EOT intervention success rates per campus and term are shown in Figure 31. The overall post intervention success rate is 79%. Where data is missing, no students were included in EOT intervention in the previous period.

Figure 31
Post Intervention success rate per campus and term in 2024



Community and Social Engagement

34 international student engagement trips were organised and attended between March and October in 2024. Student engagement for each trip was recorded as shown in Table 10. Total engagement for all trips was 435.

International student trip attendees

435

Table 10
International Student trip attendance in 2024

	Trips	No.
Term 1	Byron Bay Tour	19
	Yamba Tour	18
	Global Connections Rainforest Tour	36
	Kondalilla Falls and Montville Tour	20
	Purlingbrook Falls Bush Walk	17
	Stradbroke Island Tour	18
	Mt Codeaux Hike	20
Term 2	Mt Ngungun Tour	11
	Byron Bay Tour	10
	Purlingbrook Falls Trek	10
	Mt Tamborine Tour	10
	Stradbroke Island Tour	10
	Minyon Falls Walk	10
	Australia Zoo Tour	11
	Coffs Harbour Tour	10
	Binna Burra Bushwalk	10
	Yamba Lighthouse and Beach Tour	11
Term 3	Twin Falls Trek	11
	Pulingbrook Falls Trek	11
	Byron Bay Lighthouse	11
	Mt Ngungun and Sunshine Coast	12
	Mount Tamborine	11
	Yamba Beach and light house	11
	Binna Burra bushwalk	11
Term 4	Kondalilla Falls	11
	Mount Cordeaux	10
	Twin Falls Trek	10
	Byron Bay Tour	11
	Mt Ngungun Hike	10
	Mme Tamborine Tour	11
	Stradbroke Island Escape	10
	Coochiemudlo Island	11
Kondalilla Falls Bush Walk	11	
Coffs Harbour Tour	11	

7. Students with a disability

7.1 Inclusion support

Objective

Inclusion Support services provide specialised 1-1 support to all SCU students with disabilities by providing Learning Access Plans (LAPs) that recommend learning support adjustments, which are tailored to the individual student based on the barriers they face and the particular requirements of each unit. Inclusion Support services are designed to ensure that students with disabilities, medical conditions, or other specific learning needs have equal access to educational opportunities and campus life.

Process

Registration

Newly admitted students who disclose they have a disability at admission are proactively contacted and informed about Inclusion Support services and encouraged to register. Comprehensive information is provided about the registration process in accordance with compliance obligations.

Support

Registered students are provided with an individualised Learning Access Plan (LAP) with regular follow up and support. LAPs are reviewed at regular intervals based on the nature of the disability and supporting medical documentation

Outcomes

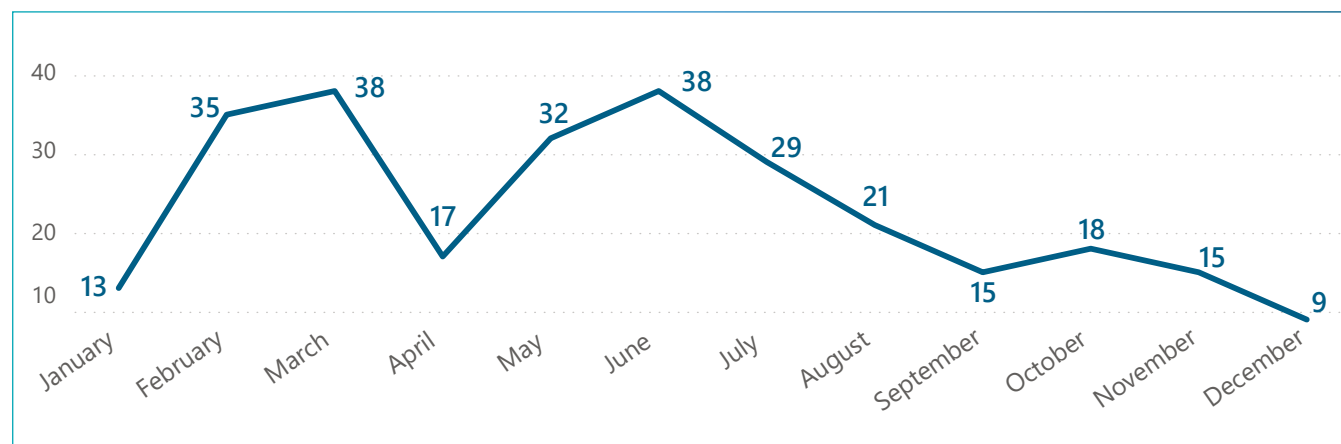
Engagement

The total number of unique students newly registered for Inclusion support in 2024 is 280, new registrations are shown by month in Figure 32. The total number of students registered with inclusion in 2024 was 694.



Figure 32

Inclusion support registrations per month

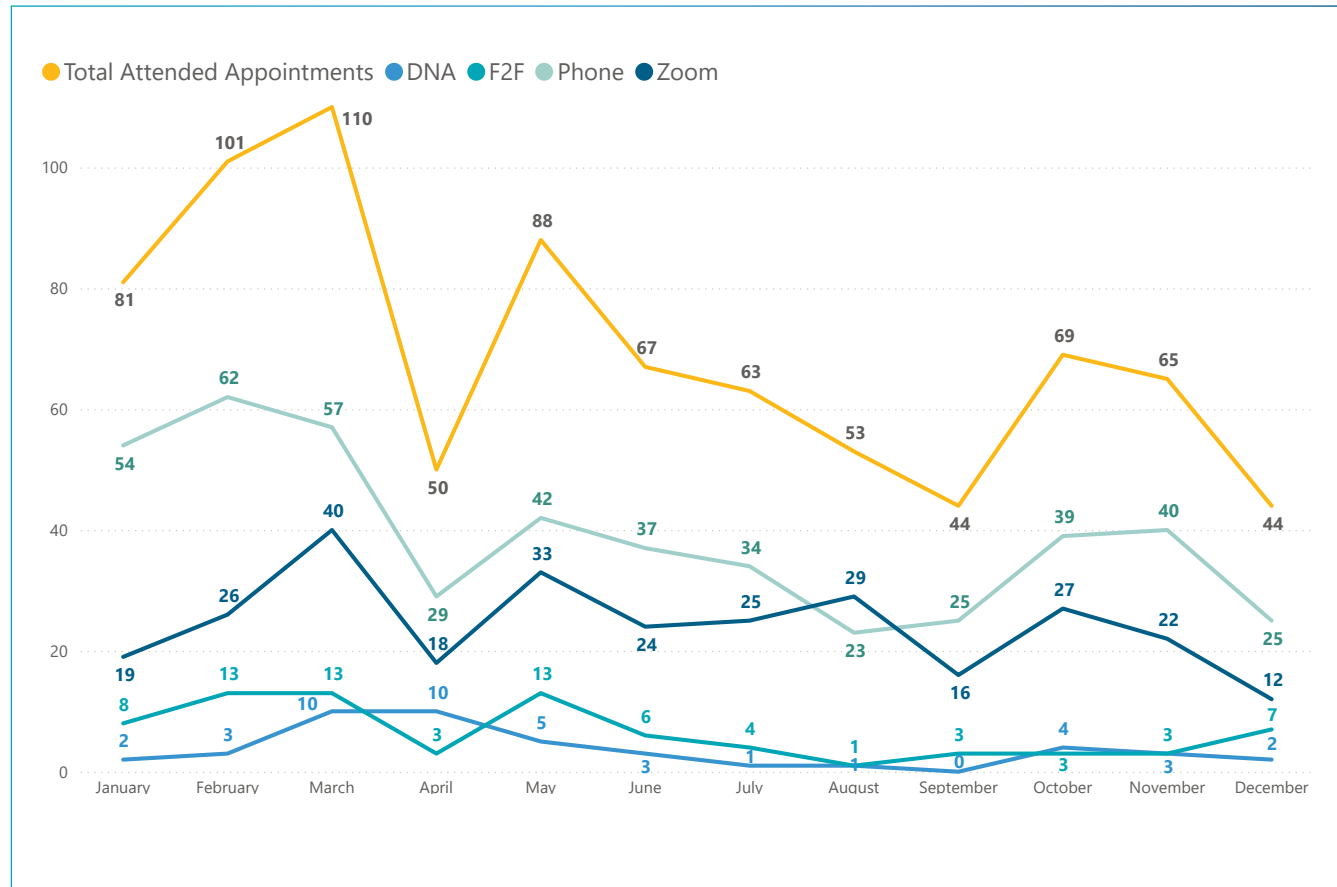


“ [The Inclusion Adviser was] very open minded and compassionate. I was doubting my capacity to do the course, but now feel it MAY be possible. ”

Inclusion Appointments

Inclusion Support services facilitated 835 appointments with the students, either face to face (F2F), or by phone or zoom. Figure 33 shows these appointments per month as well as appointments booked that students did not attend (DNA)

Figure 33
Inclusion support appointments per month in 2023



Inclusion appointments in 2024

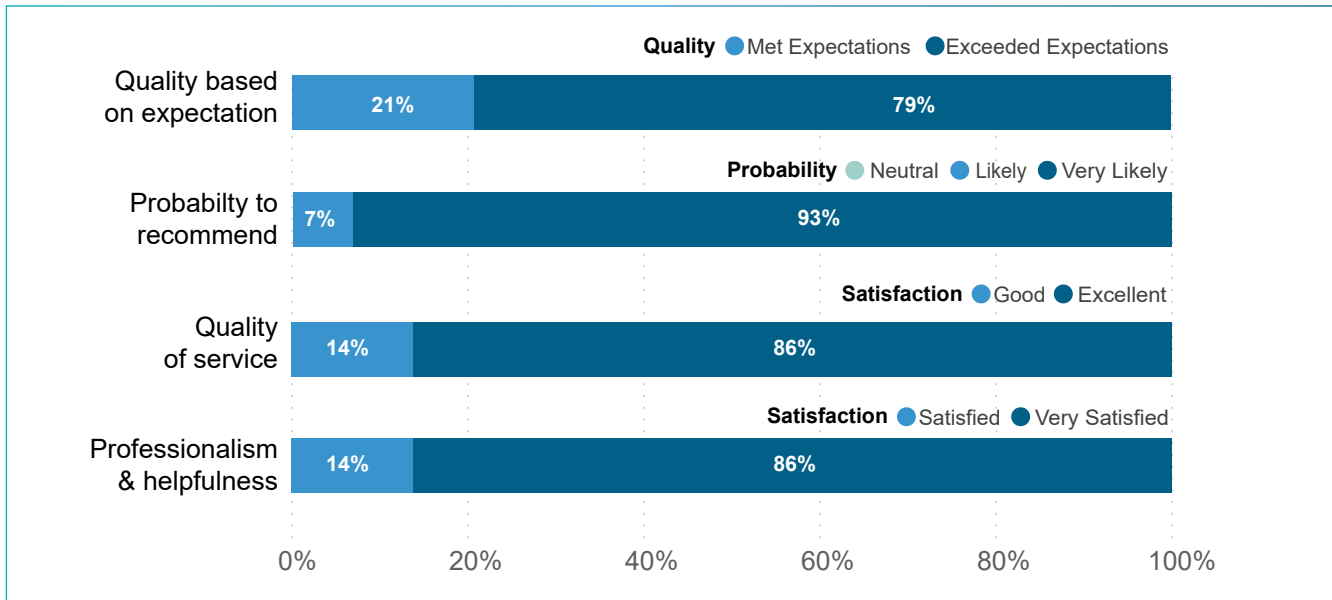
835



Satisfaction

Satisfaction with the Inclusion support service is high, with only positive qualitative responses to the post appointment survey. Results are shown in Figure 34.

Figure 34
Inclusion support satisfaction in 2024



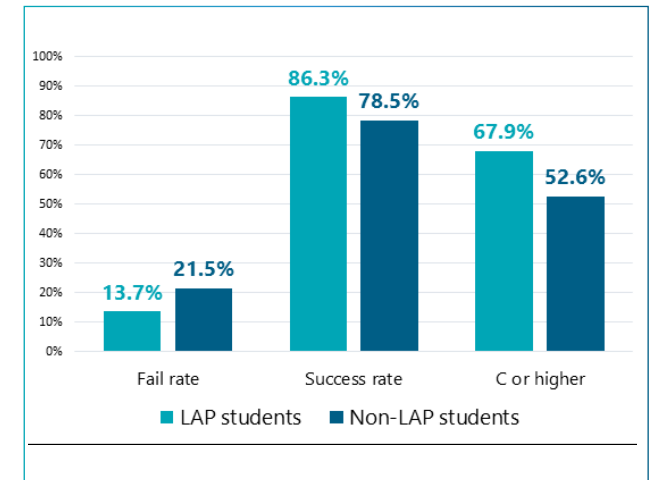
“ [The Inclusion Adviser] is very skilled at providing insightful and relevant practical support in an understanding and compassionate way, [they] were kind and friendly and made me feel safe. It was my first phone call with [them] and I'm really stoked that [they] are on the inclusion team! ”

Success

The success of inclusion support is assessed by measuring the grade results of students with a disability who have a LAP against students with a disability who do not have a LAP in a given year.

Students who register with Inclusion and have a LAP in 2024 are much more likely to succeed and achieve better grade results than students with a disability who do not register and do not have a LAP (Figure 35).

Figure 35
LAP success comparison for 2024



8. Students experiencing crisis or hardship

8.1 24/7 Mental Health Support

Objective

24/7 Mental health support (24/7MHS) is available 24 hours a day, 7 days a week by phone or text and connects the caller with qualified mental health support professional, especially at a time of crisis.

The mental health support responders do not offer ongoing therapy, but can assist with the immediate situation and provide appropriate referral if necessary.

The service can be used:

- ▶ By students themselves (e.g., stressed, distressed, feeling helpless, overwhelmed, fragile)
- ▶ By staff or students supporting someone else who is emotionally distressed.

The service helps to:

- ▶ Find immediate relief from emotional distress
- ▶ Explore coping strategies for current problems or during a crisis
- ▶ Open pathways to find longer-term solutions
- ▶ Help work out the next steps to take
- ▶ Manage safety concerns
- ▶ Seek advice when concerned for someone else

Process

A third-party provider, Lifeline, engages mental health professionals who respond to calls on SCU's behalf. These professional log and record all enquiries for information and support purposes. Call and SMS records are shared with the SCU Counselling Service. All contacts generate a report, which is reviewed and followed up by the SCU counselling team.

Suicide risk assessment is undertaken with all callers reporting distress and the responders coordinate emergency service intervention if required.

Outcomes

185 calls were made to the 24/7 MHS service in 2024. Total calls per month are shown in Figure 36.



Figure 36
24/7 MHS calls per month in 2024



The issue/s discussed in the call are recorded and shown in Table 11.

Table 11
24/7 MHS recorded call issues in 2024

Call Issues	Total
Abuse and Trauma	2
Anxiety	47
Bereavement and Loss	2
Depression	7
Employment	6
Family & relationship	13
Financial Management	2
Health & Disability	4
Loneliness & Isolation	3
Practical Help	49
Self	15
Self-Harm	1
Suicidality	8
University Studies	55

8.2 Counselling

Objective

SCU Counselling Services (CS) delivers services via individual, group and targeted interventions. CS maintain a comprehensive, curated range of self-help and psychoeducational material related to improving student mental health and wellbeing. CS also delivers health promotion activities and consultancy on psychological, mental health and wellbeing issues to the SCU community.

The service aims to assist students to develop skills for building resilience, promoting self-efficacy, managing transitions and succeeding academically. CS provides evidence-based interventions within a collaborative, brief solution, focused model.

Process

All enrolled students and those on an approved leave of absence are eligible to engage in counselling services which are free and confidential. Students can self-refer or be referred to the service (with consent.)

Individual Counselling:

Individual counselling is, by definition, a support that must be willingly engaged in, with consent and privacy as core considerations.

SCU promotes the availability of the counselling service through social media, SCU website, print and digital media, at events, presentations, workshops and via direct referrals from any SCU staff, both academic and professional. Students are regularly surveyed about coping and well-being (check-in surveys), and targeted communications promoting the service are



sent directly to students indicating any level of concern or distress.

Initial triage is undertaken by the Triage officer's to determine eligibility, immediate risk and correct service booking.

Students can attend up to 6 sessions per year, online or in-person, with review and extension of sessions where required.

Students can seek counselling for any reason that is having an impact on their study.

Common topics for engagement include:

- Transition to university
- Reducing stress, anxiety & depression
- Improving mental health and wellbeing
- Improve coping skills
- Screening and referral if required for complex mental health conditions
- Support for experiencing violence, harassment, sexual harm, or other traumatic events

Workshops

Some workshops are requested by staff for particular student cohorts, i.e., international students, students preparing for placement in particular disciplines, addressing behavioural issues, etc. Other workshops will be open to all interested students. ie: Respectful relationships, balancing priorities for life and study. Workshops are delivered both in person and online.

Post-incident support

Students can self-refer for support following an incident, or where required, be referred by other staff to the CS team for a well-being review.

Health promotion

CS is engaged in health promotion activities across a wide range of broader events offered to students.

CS regularly participates in orientation, student connection and themed events focused on improving mental health and well-being, including RUOK? Day and Mental Health Month. During these events, the goal is to raise awareness of the internal and external support available to students and promote mental health and wellbeing through discussions, self-care strategies and distribution of psychoeducational material.

Self-help resources

CS maintain and recommend self-help mental health and wellbeing information, online programs and apps through the *Self-help Hub*, located in MySCU.

Internal Triaging

New initiative commencing 2025 - Students new to the service are offered a brief intake interview with

a counsellor. Students will be directed to the most appropriate pathway for service provision based on their individual preferences, identified risks and needs. Options can include:

- ▶ Targeted Self-help resources
- ▶ Workshops
- ▶ Individual counselling
- ▶ Immediate safety intervention



“ [The counsellor] was very calm, clear in [their] feedback and shared much wisdom....I always feel in a more healthy, calmer state of being after our meetings and can walk forward into the days and life's stresses with better clarity and relaxed confidence. ”

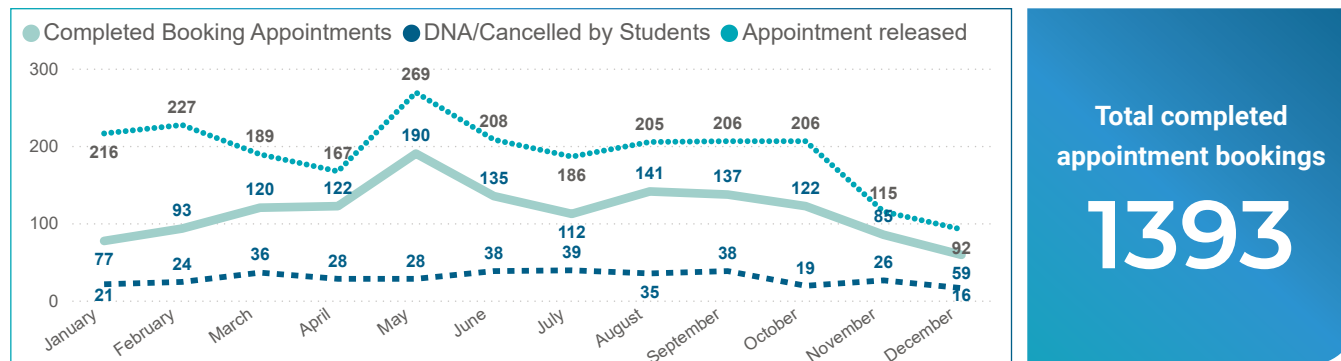
Outcomes

Individual appointments

Counselling has facilitated over 1393 completed appointment bookings in 2024. Figure 37 compares number of completed appointments, with the number of appointments released (made available) and number of appointments where the student cancelled or did not attend (DNA). Appointment completions have grown steadily each month, with the highest completed bookings in May at 190. This increase may reflect growing awareness and demand for mental health support across university students.

Figure 37

Counselling Appointments in 2024



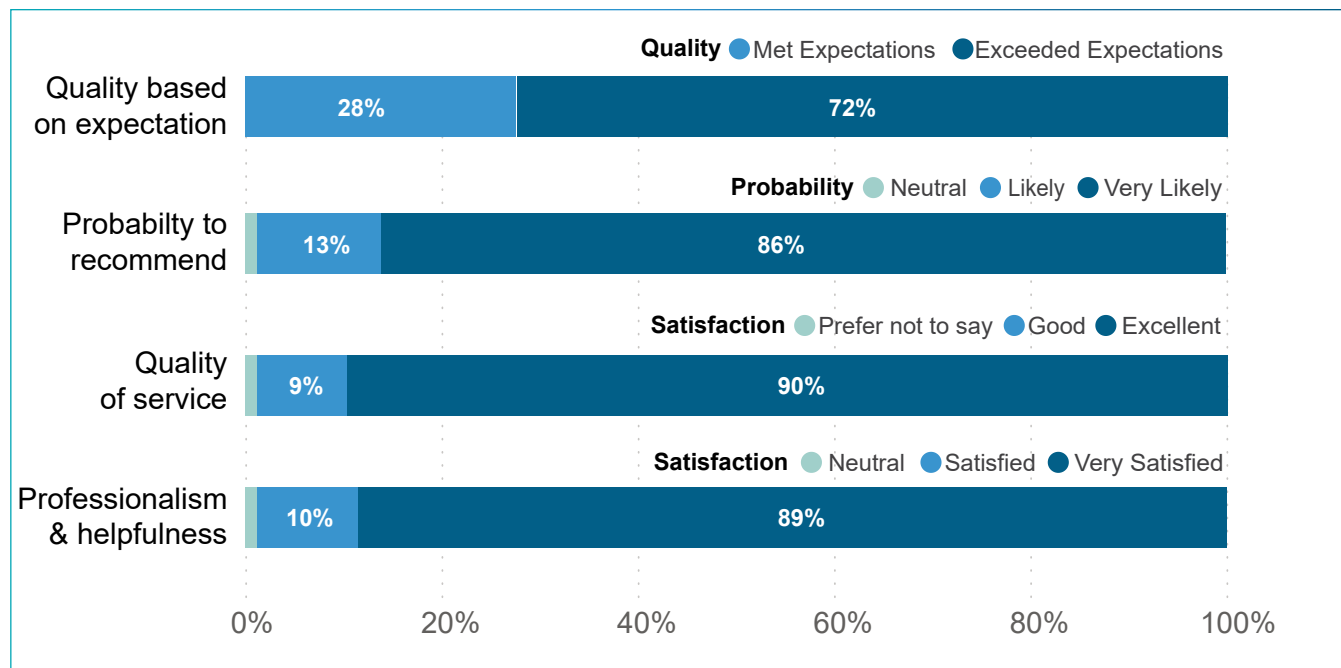
Overall Student Satisfaction

Students who engaged with counselling services reported high satisfaction with the service when surveyed (Figure 38). This indicates the counselling service is providing an experience that resonates positively with the student community.

“ [The counsellor] works with me in a flexible, empathetic and supportive manner. [Their] insights are helping me manage my way through my Masters and life. ”

Figure 38

Counselling student satisfaction in 2024



Counselling workshops

In 2024 CS delivered 19 workshops on topics ranging from managing anxiety to mental fitness - walking and talking, and balancing priorities. Table 12 shows the attendance recorded for each workshop. Total attendance for all workshops was 493. Attendance by quarter is shown in Figure 39. This shows a positive trend in students' participation in these activities, with particular growth in Q2. The hybrid delivery model (in Zoom and on campus) is a key factor in providing accessible support to students, catering to both those who prefer virtual workshops and those who benefit from in-person interactions.

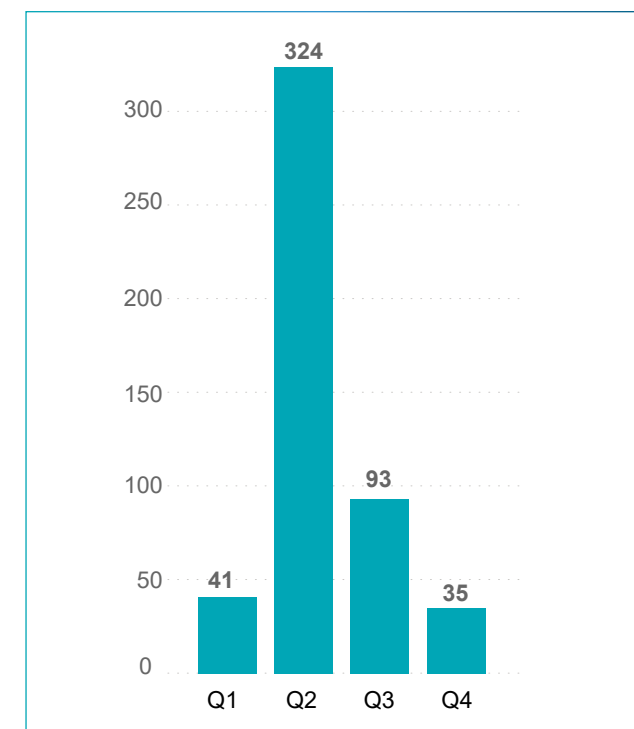
Table 12
Counselling workshop attendance in 2024

	Workshop	Delivery mode	No. Attended
Q1	LANTITE – Managing Exam Anxiety FoE	Zoom	4
	Mental Fitness Walk & Talk - Coffs Harbour	On campus	8
	Mindfulness - Lismore	On campus	6
	Managing Anxiety - Gold Coast	On campus	0
	Term 1 Orientation - Balancing Priorities	Zoom	19
	Respect@ Uni - Respectful Relationships	Zoom	4
Q2	Mental Fitness Walk & Talk - Coffs Harbour	On campus	22
	Mindfulness - Lismore	On campus	14
	Term 2 Orientation - Balancing Priorities	Zoom	0
	LANTITE	Zoom	3
	Preparing for placement OT	Zoom	120
	ELP – Adjustment/ bullying/ respect	In person	45
Q3	OT - Working with difficult situations	Zoom	120
	Mental Fitness Walk & Talk – Coffs Harbour	On campus	18
	Mindfulness - Lismore	On campus	12
	T4 Orientation -Balancing Priorities	Zoom	15
Q4	ELP – Adjustment/ bullying/ respect	In person	48
	CS outline inc managing stress tips presentation	Zoom	35
	Connection Day cross campus	On campus	Not recorded

Attendance at counselling workshops in 2024

493

Figure 39
Counselling workshop attendance in 2024



Self-help resources

The online resources in the Self-help Hub for mental health and wellbeing have seen steady engagement, with 752 unique student IDs accessing the resources in 2024.

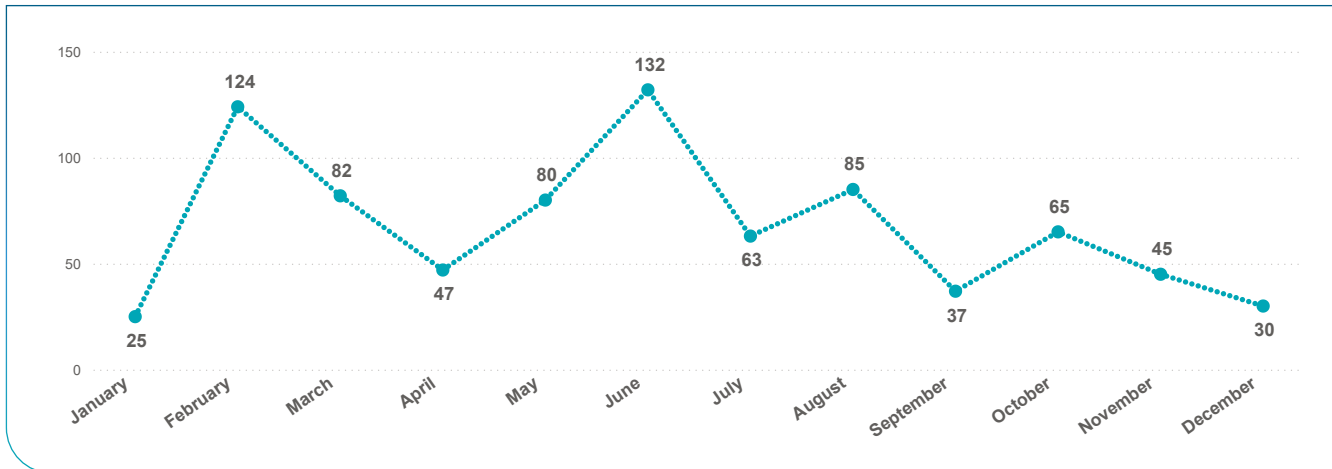
Figure 40 shows unique views per month. Monthly access has fluctuated with distinct peaks and valleys in usage, reflecting varying levels of students' needs and engagement across the academic year.

Unique student views per year Self-help Hub mental health and wellbeing resources

752

Figure 40

Unique student views per month of Self-help Hub mental health and wellbeing resources in 2024



8.3 Student Loans

Objective

The Student Loan Scheme aims to support students facing financial difficulties that challenges their continued attendance at the University. By providing small, interest-free loans, the scheme assists students who demonstrate genuine need. This initiative is available to:

- Australian students
- Full-fee-paying onshore international students
- Students with permanent residency status formally enrolled in a Commonwealth-funded course of study at SCU.

All students must be enrolled in the current term to access the Student Loan Scheme.

Process

Student loans are promoted through various channels below to ensure students are aware of this financial support option:

- Email notifications
- Social media outreach
- Informational posters around campus
- The SCU website
- Referrals from other SCU services

To apply for a loan, students are required to:

1. Submit a Student Loans eForm online.
2. Book an appointment through CareerHub with a UniLife Officer.

The UniLife Officer is authorized to assess and approve loans that align with the University's Student Loans Policy.

Loans are available in the following amounts based on individual needs and circumstances:

- \$200
- \$500
- \$1,000
- \$1,000 (Placement Loans) – for students completing professional placements as part of their studies.
- \$1,500 – for students requiring higher levels of financial support.

The Student Loan Scheme offers a structured, step-by-step approach to financial support, ensuring students can access funds responsibly. Students can apply for a \$500 loan first, and upon successful repayment, they become eligible to apply for progressively larger amounts, such as \$1,000, and up to \$1,500 for students with greater financial needs.

Placement Loans are available to students completing professional placements. They are not required to have availed a \$500 student loan previously but need to supply official placement dates. This tiered system ensures that loans are distributed equitably, providing immediate relief while encouraging financial accountability. The flexibility and variety in loan amounts cater to diverse student circumstances, from short-term needs to placement-related expenses.



Southern Cross University

Student Loans

Relieve your financial stress with a cash loan for study and living expenses.

Southern Cross University operates an **interest free** loan scheme for domestic and international students.

This can help:

- Pay for textbooks
- Provide accommodation assistance
- Meet basic living and study needs

Talk to us to learn more:
1800 SC HELP
(1800 72 4357)
studentloans@scu.edu.au

scu.edu.au/loans

CRICOS Provider 01241G
TEQSA Provider Code: PRV12043 Australian University

Transforming
Tomorrow

Student Loans poster

Outcomes

132 Student Loans were approved in T1- T5 2024, with only 7 applications rejected for not meeting criteria. The Student Loans data is shown in Figure 41 and Figure 42.



Satisfaction

All students who engage with the loan service are emailed a survey on their satisfaction with the service. All responses to the survey are positive with results shown in Figure 43

“It was an easy process to apply and book an appointment. The [Loans officer] was lovely and helpful, [they] explained everything well.”

Figure 41
Loan enquiries in 2024

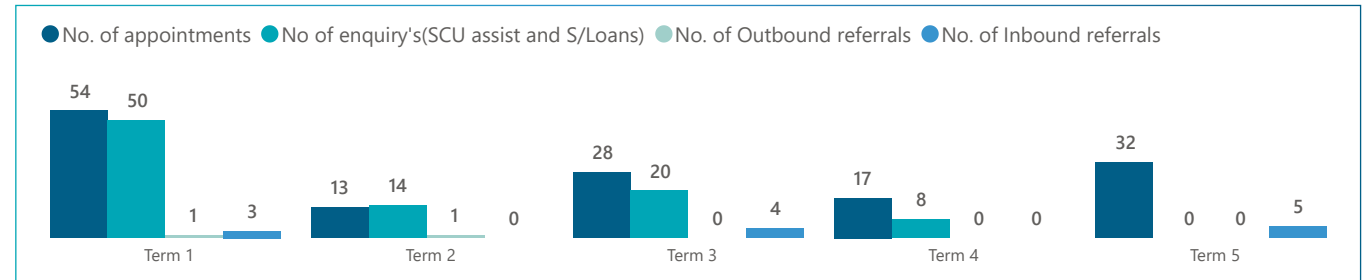


Figure 42
Loan application outcomes in 2024

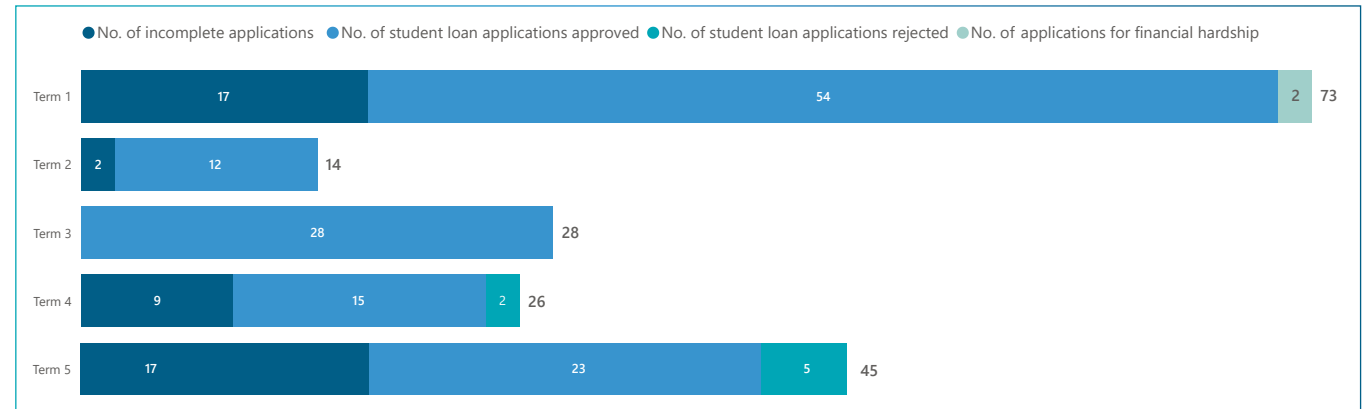
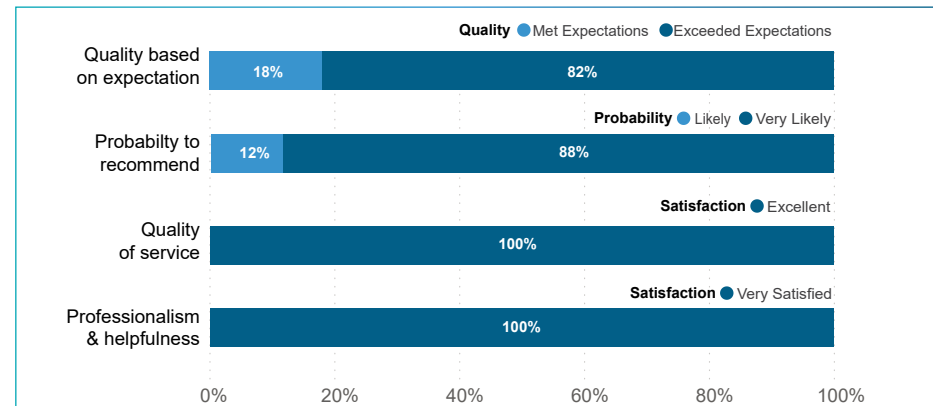


Figure 43
Student satisfaction with student loans in 2024



9 All students - Academic and psycho-social support

9.1 Study Support

Objective

Study Support provides resources and services to help students develop study and independent learning skills and confidence. Learning Adviser appointments and Embedded unit support have evolved to focus on supporting students identified as being more at risk of failing their units.

Process

Learning Zone self-help resources

A comprehensive range of self-help resources are maintained on the Learning Zone website:

- ▶ Quick guides: how-to instructions covering over 70 topics
- ▶ Workshop recordings
- ▶ Videos - Short recordings on a range of topics
- ▶ Studying in the sciences guides
- ▶ Numeracy guides
- ▶ Academic integrity resources, information on Using Gen AI and turnitin

Learning Adviser 1-1 appointments

Up until Term 3, 2024 any student could schedule an appointment directly with a Learning Adviser (LA). A triage and referral process was implemented in Term 3 to focus on providing more targeted support to students most in need of support.

First Year Advisers, International advisers, Triage officers, Client Services and Inclusion support can refer students who they have triaged using academic performance (i.e. GPA,) behavioral, emotional, administrative and demographic criteria as being at risk of not successfully completing their units. In 2025 the referral process is planned to be extended to Unit Assesors.

In 1-1 appointments LAs provide general academic support such as help with structuring written work, giving feedback on academic writing and providing study skills advice on time management, note-taking, paraphrasing, academic integrity and numeracy. From Term 3, LAs also prepare a Learning Support Plan with students referred as at risk of failing a unit in their first appointment.

Embedded unit support

The embedded unit project is an initiative that offers tailored support and interventions to students in specific higher-risk units in order to help improve assessment outcomes and success rates. The support focuses on academic skills and assessments. The goal of this collaborative approach with faculty is to support students throughout the term from multiple avenues in consultation with the Unit Assessor, including workshops, content or assessment specific resources, and 1-1 support.

The selection of units for embedded support is based on various factors related to student feedback and unit performance metrics set by the university. Among these criteria, particular emphasis is placed on units with a fail rate (all fail grades) exceeding 10%, an academic fail rate (excludes absent and withdrawn fails) of over 5%, an iQILT status requiring action or monitoring, and a student satisfaction rate below 70%. These criteria are prioritised further to identify units where immediate student support may be needed such as first-year units to aid students in their transition to university. Identified units were then reported to the faculty Associate Deans of Education, and final units are confirmed upon their approval.

Outcomes

Learning Zone self-help resources

Siteimprove analytics show the Learning Zone landing page was the 5th most viewed page, and 4th most visited page on the current students website in 2024. A visit is defined as a series of page requests from the same uniquely identified visitor with less than 30 minutes between each page request. Table 13 shows the number of page views and visits in 2024 for the Learning Zone pages that contain self-help resources.

Learning Adviser 1-1 appointments

LAs provided 1210 individual student appointments, **Table 13**

Learning Zone page views and visits 2024

Page	No. of Views	No. of Visits
Learning Zone (landing page)	62 129	50 960
Quick Guides	21 366	14 338
Videos	5 319	3 989
Workshops	4164	3527
Numeracy resources	1178	878
Studying in the sciences	493	358
Academic Integrity, turnitin and Gen AI	423	331

with 568 unique students accessing this service in 2024. Figure 44 shows the number of appointments released, (made available by LAs for booking) attended, cancelled or absent (students not showing up) for each month. On average 72.2% of booked appointments are attended. The reduction in LA

appointments from term 3 can be attributed to the change in service model delivery from student self-booking, to appointments by referral. Figure 45 shows the average GPA for appointment attendees by term. It shows prior to term 3, most students booking LA appointments were already achieving successful grades. Topics of appointments are shown in Table 14.

Student satisfaction with Learning Adviser appointments

Figure 44
Learning Adviser appointment attendance

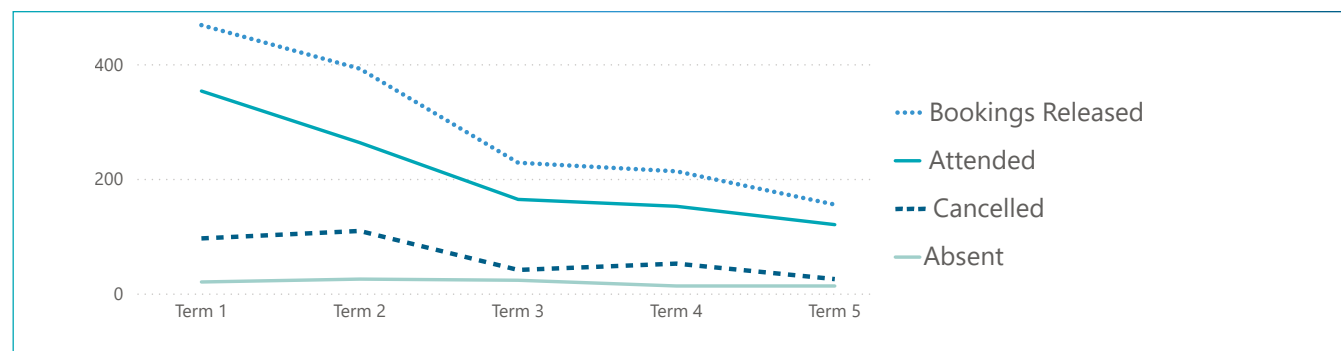
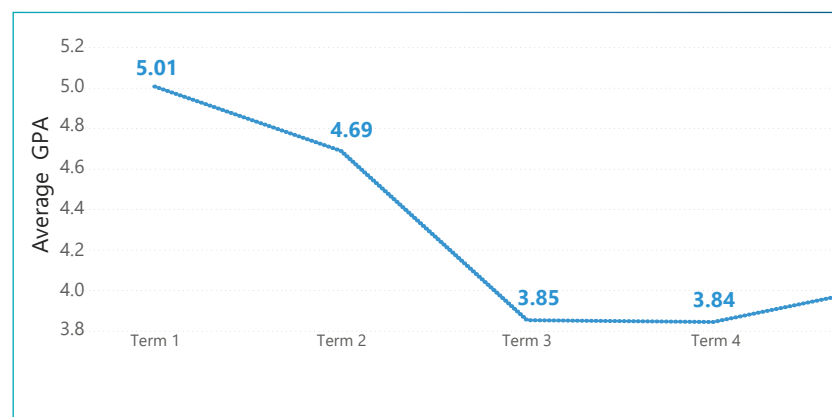


Figure 45
Average GPA of LA appointment attendees by term, 2024



Unique Students

568

Total LA appointments

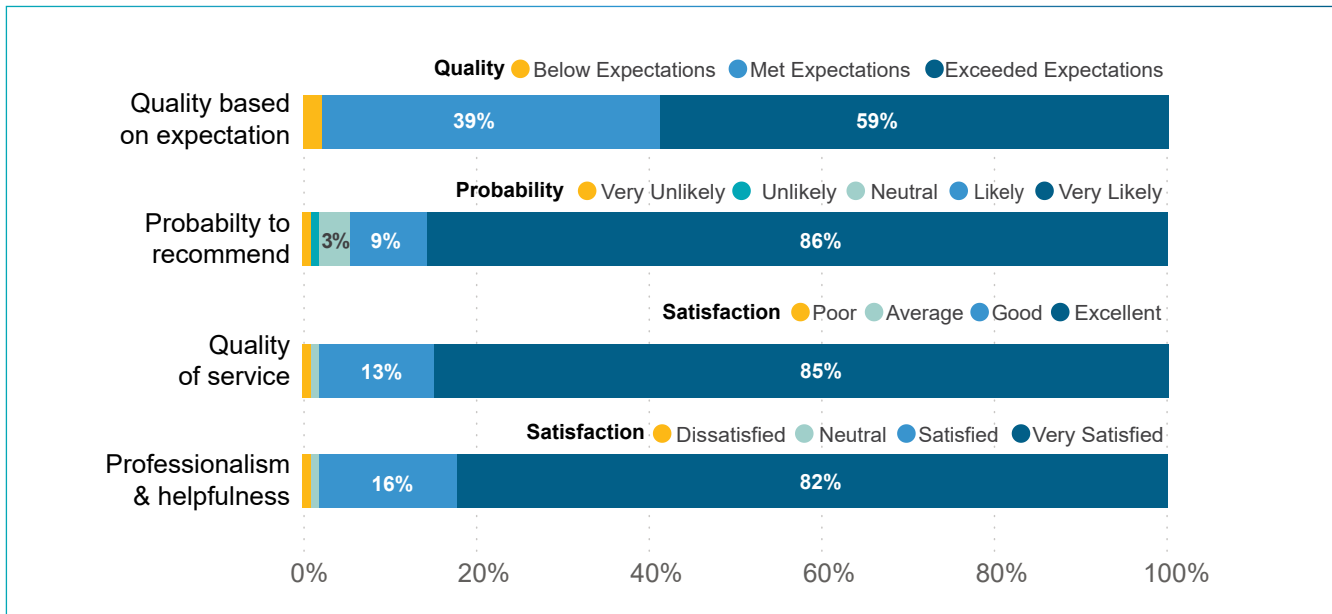
1210

Table 14
Learning Adviser appointment topics

Topic	No.
Assessment appointment	867
Initial appointment Triage	98
Study skills	38
Assessment resubmission	34
Numeracy	10
English Language Assistance	7

Student satisfaction with Learning Adviser 1-1 appointments is high with responses to the satisfaction survey shown in Figure 46.

Figure 46
Learning Adviser 1-1 appointment satisfaction in 2024



“ [The LA] was able to guide me in a way that helped me to problem solve with my challenges. [Their] patient and attentive manner combined with [their] knowledge base has encouraged me to continue studying at SCU. ”

Embedded unit support

Total engagement with Embedded Unit Workshops was 358. Table 15 outlines student attendance for each Embedded Unit Workshop in 2024.

Total attendance at Embedded Unit Workshops
358

Table 15
Embedded Unit Workshop attendance in 2024

Unit	No.
T1 The Reflective Learner & Health Science Scholar	15
T1 Intro to OT & Human Occupations	90
T2 English Education: Curriculum and Pedagogy I	13
T2 Constitutional Law	40
T3 Education and Philosophy: Playing with Thought	6
T3 Cyber Security	20
T3 Scientific Data Management and Analysis	14
T4 Classroom Management	35
T4 Foundations of Evidence for Health Science Practitioners	6
T5 Introductory Anatomy and Physiology	7
T5 Property Principles	91
T5 Leadership and Advocacy in Early Childhood	21

9.2 Library

Objective

Library services play a crucial role in enhancing the student experience and supporting academic success of undergraduate (UG), postgraduate coursework (PG) and Higher Degree Research (HDR) students. The Library provides:

- ▶ Assistance through enquiries
- ▶ Access to study spaces and facilities
- ▶ Online resources
- ▶ 1-1 Librarian consults
- ▶ Library classes
- ▶ Self-help guides, videos and resources

Process and Outcomes

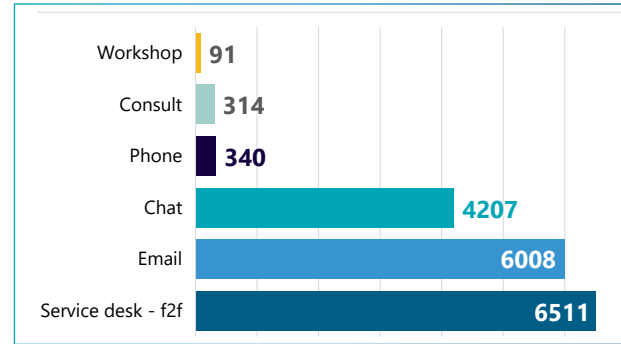
Service interactions

Students and other clients seek assistance through the following channels of enquiry:

- ▶ Face to face (f2f) at Service desk
- ▶ Emails
- ▶ Chat
- ▶ Phone
- ▶ Consultations
- ▶ Workshops

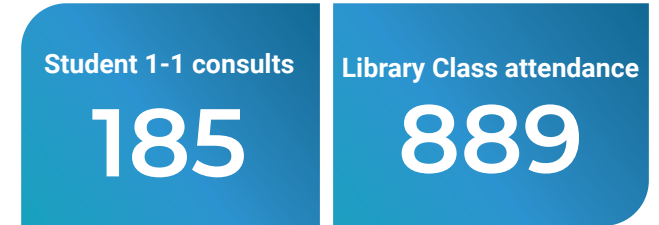
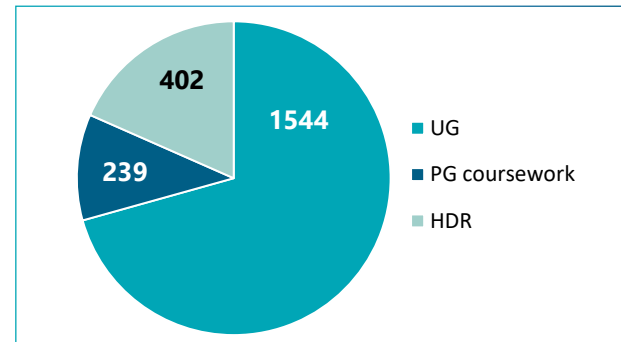
A total of 17,471 interactions were received from Jan-Nov 2024 from all Library clients, which includes students, staff, Alumni, and the community. Figure 47 illustrates the number of enquiries received via each channel, showing a strong preference for online

Figure 47
Enquiry channel (all enquiries)



enquiries (email+chat.) The number of identified student service interactions is 2185. (For 7843 enquiries it was not possible to identify the client type.) Figure 48 shows the proportion of student enquires by student type.

Figure 48
Type of student enquiry



Student consultations

These 1-1 consultations provide personalised support, helping students with specific research queries, searching guidance and referencing. Student consultations offer tailored support to enhance student learning outcomes. A total of 185 1-1 consults were completed with the majority (81%) being postgraduate students (Coursework +HDR.)

Library workshops

Library workshops cover topics such as research skills and academic writing that are crucial for helping students develop the competencies needed for academic success. Attendance for library classes was 889. Undergraduates had a slight majority at 58%.

9.3 Equity and Diversity

Objective

Equity and Diversity Support provide assistance to students of diverse identities and cultures, develops and delivers programs, and provides resources and consultation to the University community to progress and promote inclusion. This support helps develop and implement strategies that promote equitable practices, enhance accessibility, and create a welcoming campus experience for all students and staff.

Process and Outcomes

Equity and Diversity program is delivered to students via the following activities:

Diversity Calendar

An annual calendar celebrating and acknowledging our diverse university community through on-campus and online events.

Diversity events are promoted to students through a comprehensive communication plan using the following channels:

- ▶ email
- ▶ social media
- ▶ website
- ▶ Student Association communications

Table 16 shows the days included in the 2024 Diversity Calendar.

Table 16
Diversity Calendar events

Name of event	Date	On campus event	Online event	Email sent to all students	Further resources provided online
Anniversary of National Apology*	13 February		✓	✓	
International Women's Day	8 March			✓	✓
Close the Gap Day*	21 March	✓	✓	✓	
Neurodiversity Celebration Week	18 - 24 March			✓	✓
Harmony Week	18 - 24 March	✓	✓	✓	✓
World Autism Awareness Day	2 April			✓	✓
Global Accessibility Awareness Day	16 May			✓	✓
IDAHOBIT Day	17 May	✓	✓	✓	✓
National Sorry Day*	26 May	✓		✓	
Reconciliation Week*	27 May - 3 June	✓		✓	
National Pride Month	1 - 30 June			✓	✓
Refugee Week	16 - 22 June			✓	✓
NAIDOC*	4 - 11 July	✓	✓	✓	
Diversity Fiesta	23 July	✓	✓	✓	
Wear It Purple Day	30 August	✓	✓	✓	✓
Transgender Awareness Week	13-19 November			✓	✓
International Day of People with Disability	3 December			✓	✓
Human Rights Day	10 December			✓	✓

* Indigenous events are organised in partnerships with the Southern Cross University Indigenous Events Coordinating Committee (SCUIECC), a broadly inclusive group with membership open to Indigenous and non-Indigenous students, staff and the community.



Wear it Purple Day, Lismore campus



NAIDOC week, Coffs Harbour campus



Pride Month, Lismore campus

LGBTIQA+ Ally Network

A community of staff and students dedicated to supporting and celebrating LGBTIQA+ inclusion at SCU.

- ▶ Commitment to diversity – fostering a safe, respectful, and discrimination-free environment.
- ▶ Allies advocate & raise awareness through visibility, events, and professional development.
- ▶ Open to everyone – whether you identify as LGBTIQA+ or stand in support.

How to Join

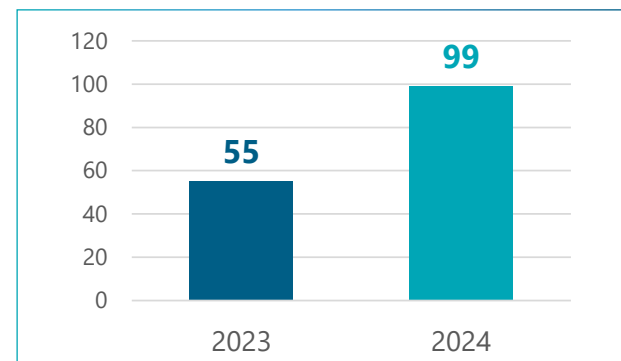
- ▶ Complete the Understanding Gender & Sexuality Diversity and Respect@SCU eLearning modules (self-paced & online).
- ▶ Access the Ally list via the Self-help Hub in MySCU (Blackboard)

Growth in 2024

- ▶ Student Allies: 22 EOIs received, 8 completed training.
- ▶ Staff Allies: Increased from 55 in 2023 to 99 in 2024 with the introduction of accessible online training. (Figure 49)

Figure 49

Number of Staff Allies 2024



Ally Network data is shown in Table 17.

Table 17

Ally Network data 2024

Ally Network	
Ally Network emails sent in 2024	4
Ally Network student EOIs received	22
Ally Network students who completed trainings	8
Number of NEW staff Allies in 2024	44

Training

A collection of self-paced modules are made available for students and staff in Equity, Diversity and Inclusion matters that enhance inclusivity, belonging, and a sense of community. These on-demand online learning modules are designed to increase student's understanding of contributing to a respectful and inclusive academic, social, and cultural environment.

Trainings on offers include:

- ▶ **Understanding Gender and Sexuality Diversity eLearning:** Covers sexual orientation, gender identity and gender expression and strengthens understanding of diverse identities and LGBTIQ+ peoples and communities. Since launched in December 2023, 13 students and 42 staff have completed this training.
- ▶ **Unconscious bias:** This module helps the learner understand how unconscious bias can affect one's behaviour and how to mitigate its influence.
- ▶ **Respect@SCU:** This online module helps understand what it means to be a respectful member of the Southern Cross University community and promotes an inclusive and diverse culture on campus.
- ▶ **Introduction to Disability Awareness:** This training challenges ingrained cultural and attitudinal barriers that perpetuate discrimination and teaches about the inclusion of people with disability in Australia.

- ▶ **Introduction to the Prevention of Gender Based Violence:** This Course helps develop foundational knowledge to support further studies or work in gender equity and the prevention of violence against women.

Student Self-help Hub

The Student Self-help Hub offers a range of self-guided tutorials, external support connections, and equity-related resources covering Gender & Sexuality Diversity, Cultural & Linguistic Diversity, and Disability Support. Table 18 shows the number of unique students that accessed this content.

Table 18

Engagement with equity and diversity content in Self-help hub, 2024

Resources and content in self-help hub	No of unique students
Cultural & Linguistic Diversity	344
Gender & Sexuality Diversity	390

Equity Cohort Initiatives Scoping Project

The Equity Cohort Initiatives Scoping Project in 2024 identified 41 targeted actions across 10 service areas, strengthening support for equity cohorts. This comprehensive approach focuses on areas such as first-year advising, wellbeing, and financial aid, ensuring student services are more inclusive and

accessible. These initiatives will be implemented in 2025 to enhance student success

Diversity event communication

Raising awareness through Diversity Event Communication has been a key focus, with 10 all-staff emails sent in 2024 to highlight significant EDI days and Indigenous events. These updates serve as both educational tools and reminders, helping staff provide informed, empathetic support to students from diverse backgrounds.

Membership of peak industry bodies

SCU remains connected to key national networks through industry memberships, supporting best practices and advocacy for inclusion. Our staff actively engage with organisations such as EPHEA (Equity Practitioners in Higher Education Australasia), HEAPPS (Higher Education Australia Pride Practitioners), University Unity, and ANZSSA (Australian & New Zealand Student Services Association). These memberships help keep SCU at the forefront of equity, diversity, and inclusion in higher education.



9.4 Careers & Employability

Objective

The Careers and Employability (C&E) team at Southern Cross University provides comprehensive and personalised career planning and employability support for current students across all years and recent graduates. The services include individual appointments, workshops, careers fairs, online and offline tools and resources and the Bright Futures Mentoring Program. C&E help students explore their career options, plan their career goals, develop their employability skills (e.g. through volunteering or relevant paid roles), network with industry, prepare their job applications, and succeed in their interviews. The overarching goal is to equip students and graduates with the skills needed to identify, secure and transition into fulfilling roles throughout their careers.

Process

C&E build and promote awareness of their services through Orientation, workshops, on-campus events and social media. Programs and services are delivered as follows:

Individual Careers appointments

Providing careers advice and employability support by accredited staff, to all students online and face-to-face at Gold Coast, Coffs Harbour and Lismore campuses. Supporting students to access further education or training opportunities to enhance their career prospects.



Home Applications Interviews Industry Insights Bright Futures E-Hub Appointments Events

LATEST NEWS



Invisible barriers: the importance of mastering cross-cultural communication
03 Dec 2024
Effective cross-cultural communication is about being aware of the variations ...

CONTACT



SCU Careers & Employability
✉ careers@scu.edu.au
☎ 02 6620 3300

QUICK JOB SEARCH

Keyword:

City:



CareerSuccess online platform

Workshops

Conducting workshops on job applications, interviews, LinkedIn and networking. Providing specialised workshops to support international students' employment needs.

CareerSuccess online resources and job board

Tailoring, curating and creating student resources that provide scalable advice and support to help students obtain employment or career advice. Managing and promoting the CareerSuccess jobs board for employers to advertise directly to SCU students and graduates, assisting them in gaining employment and researching career options

Bright Futures Alumni Mentoring Program

Coordinating a university-wide program that matches

second, third and final year students with industry to build their networking and employability skills. This program runs twice per year.

Job application reviews and email enquiries

Offering written reviews of job applications to assist students in gaining employment. Responding to other student career planning and employability questions.

Festival of Careers

Coordinating and delivering two, month-long events that bring employers on campus and online to build industry networks and provide career and employment advice.

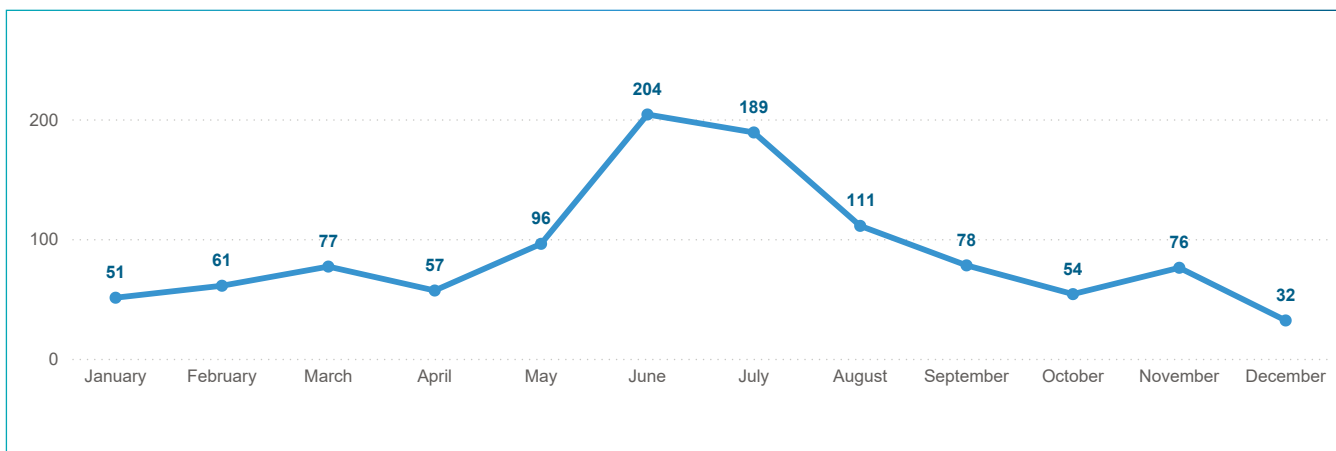
Coordination of unpaid work experience

Centralised coordination of relevant unpaid work experience, including insurance approvals

Outcomes

C&E monitor and report on the number of students using the Careers and Employability services and resources. From January to December, a total of 1086 careers consultations were provided to students seeking careers and employability support. Figure 50 shows engagement varied throughout the year, with the lowest number of appointments recorded in January (51) and April (57) and the highest in June (204) and July (189). These fluctuations are influenced by academic schedules, recruitment cycles, and specialised follow up appointments that are generated after embedded Careers workshops. Table 19 shows the number of C&E consultations by topic. Student satisfaction is high at 6.8 (on a 7 point scale).

Figure 50
Career consultations per month in 2024



Total number C&E consultations

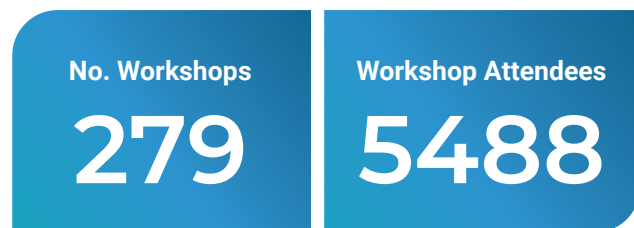
1086

Table 19
Career consultation topics

C&E Topic	No. of interactions
Written Review only	273
Resume & application assistance	180
General enquiry	168
Degree choice	139
Graduate employment	100
Part-time employment	68
Interview preparation	65
Postgraduate study	40
Industry advice/research	38
Science Internship interview	20

Workshops

C&E delivered approximately 279 job seeking, networking and other Careers workshops to over 5,488 attendees.



Bright Futures Mentoring program

In the Bright Futures Mentoring program, C&E matched 223 student mentees to industry Mentors for career and networking advice. Table 20 shows the Mentee and Mentor numbers for the two times a year the program runs.

Table 20
Bright Futures Mentoring Program participation 2024

No. of Matched:	Term 2	Term 5	Total
Mentors	64	107	171
Mentees	68	155	223

CareerSuccess online resources and job board

The CareerSuccess platform recorded significant engagement, with Table 21 showing the CareerSuccess usage and online job searches. These numbers indicate participation and a positive response to the platform's offerings, showcasing its role in supporting students' career development. The data shows there is high demand by students seeking and researching employment.

Table 21
CareerSuccess Usage 2024

CareerSuccess usage	
Activities	170,576
Logins	29,574
Users	10,449
Online Job Searches on CareerSuccess	
Job Searches	80,631
Jobs Viewed	5,304



9.5 Sport and Recreation

Objective

The Sport and Recreation Program aims to foster a sense of belonging, enhance student health and well-being, and support retention through offering a diverse range of sporting and recreational activities. The activities cater for all skill levels and abilities and create a supportive and inclusive environment where students feel connected to their peers and the university community.

Process

The program has a comprehensive communication and engagement approach:

- ▶ Email Campaigns
- ▶ Social Media Platforms
- ▶ Text Messaging (SMS)
- ▶ On-Campus Outreach
- ▶ Integration with Events:

UniLife's Sport and Recreation program offers a wide range of activities to suit diverse interests and skill levels, ensuring every student can find a place to belong.

Social Sports

- ▶ Low-cost, inclusive weekly activities held on- and off-campus.
- ▶ Open to all SCU students and staff, catering to all abilities.

Recreational Tours and Trips

Opportunities to connect and build friendships through

activities like:

- ▶ Learn to Surf Program
- ▶ Surf Camps
- ▶ Skiing and snowboarding in New Zealand and Japan.

UniSport Australia Representative Sports

- ▶ Participation in national university competitions, featuring sports like basketball, netball, athletics, and swimming.
- ▶ Engages students with competitive opportunities while fostering pride in representing SCU

Intervarsity Competitions and Events

- ▶ Friendly clashes with universities such as Bond



SCU mixed touch team, UniSport Nationals Canberra 2024

and Griffith, involving sports like touch football, basketball, and netball.

Community Sport and Recreation Events

- ▶ Involvement in local events such as the Gold Coast Marathon, Coffs Harbour Running Festival, and Darrell Chapman Fun Run.
- ▶ Encourages healthy lifestyles and inclusivity, supported by SCU's partnerships with the Fitness Centre and Pool.

Elite Athlete and Performer Support

- ▶ Academic and financial assistance for high-achieving athletes and performers.

Esports

- ▶ Launched in October 2024, Esports is a new initiative offering social and competitive events, including inter varsity representation. While no data is available yet, it is set to become a key platform for student engagement and connection.

Clubs and Societies

- ▶ Students can join or start sports clubs, form teams for local/state competitions, or pursue personal interests.

Outcomes

Engagement

The total engagement across all Sport and Recreation programs in 2024 was 761 participants. Some programs are open to Alumni, Staff and SCU Gym members. Figure 51 shows the participation for each program, with Surf Programs being the standout most popular programs.

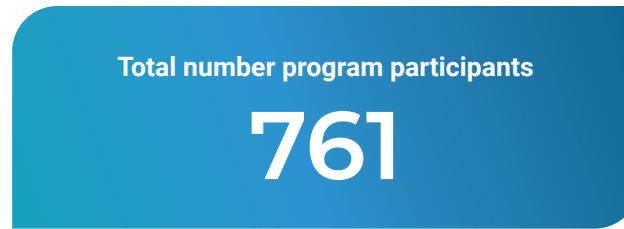
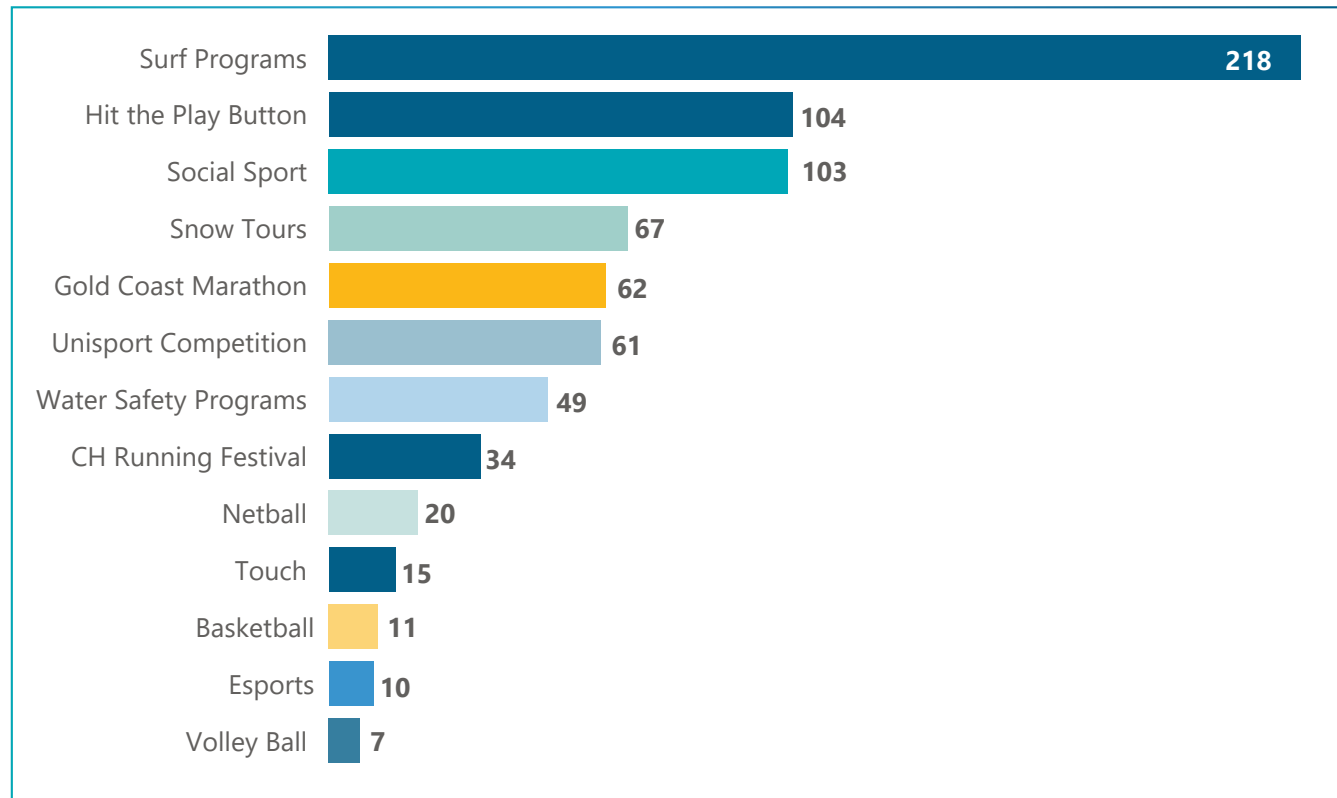


Figure 51

Participation by Sport and Recreation categories



Satisfaction

Feedback from 104 participants highlights the positive impact of Sport and Recreation programs. All respondents except 1 who was undecided, would recommend the program to a friend, and 86 would highly recommend the program. Overall satisfaction with the experience was also high. Figure 52 shows the survey results for satisfaction and probability to recommend to a friend.

Figure 52

Participant satisfaction



Elite Athletes and performer support

The UniLife team currently supports 31 students in this program.

9.6 batyr@SCU

Objective

SCU partnered with preventative mental health charity batyr in 2024 aiming to reduce stigma and prevent mental ill-health through peer-to-peer education.

Process

batyr@SCU delivered programs and event activities sharing lived experience stories. Programs and event activities were delivered by the batyr@SCU coordinator and a team of 5 SCU student execs. Across the year batyr@SCU tailored program content and delivery options to ensure programs were relevant and suitable for the cohorts they engaged with. batyr@SCU attended various SCU events, providing interactive activities creating engagement with students and staff and having light-hearted conversations, and meaningful support-seeking interactions.



Outcomes

Batyr offered 12 programs in 2024, with 3 cancelled due to poor registration rates, and 9 programs being delivered. 204 students engaged with these programs. At every program qualitative and quantitative feedback was collected to measure the impact the program had on students. The impact measures for the 2024 programs are shown in Figure 53. Eight Event activities were also delivered by Batyr@SCU reaching 375 students at SCU Events including: Orientation Days,

Stress Less Days, Cultural and Diversity Days, Wear It Purple Day, R U OK? Day, and Mental Health Awareness Days.

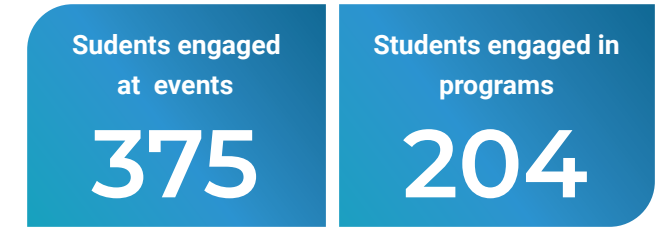
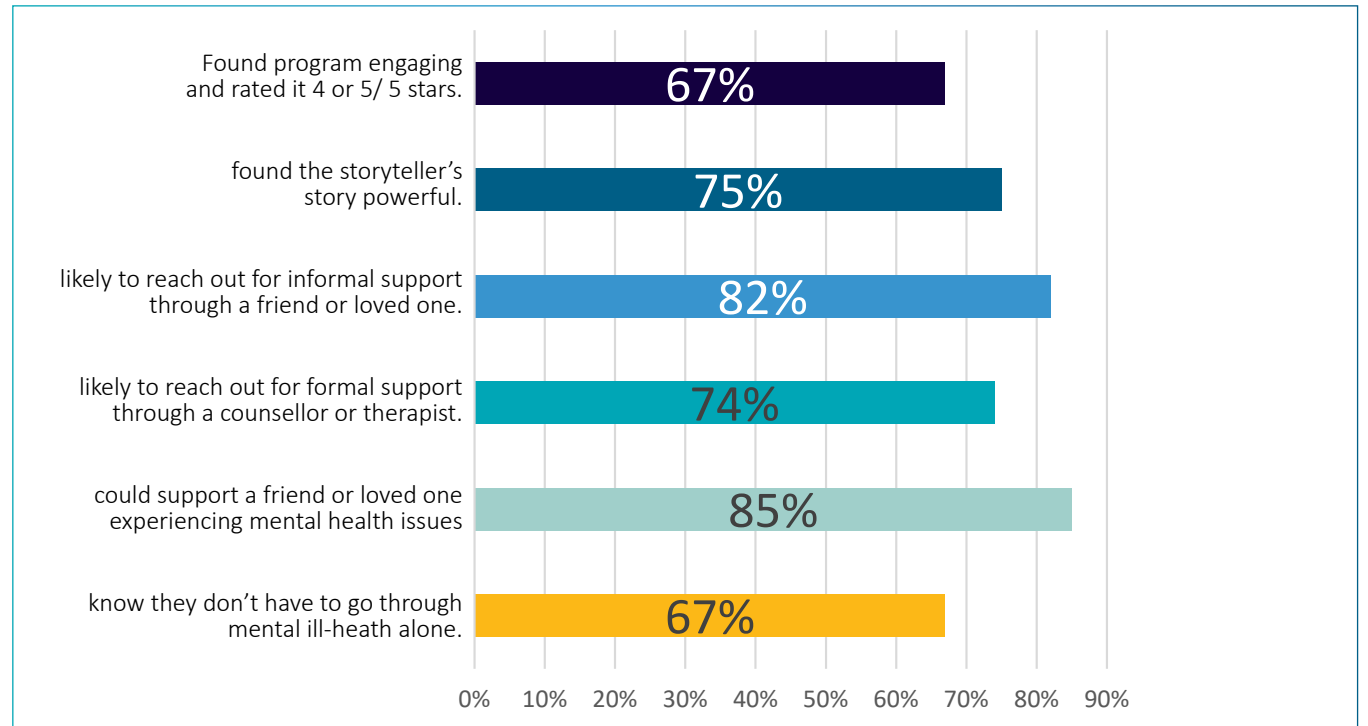


Figure 53

batyr@SCU program student impact in 2024



9.7 Student Safety

Objective

Student safety develops and delivers initiatives and activities to support the wellbeing and safety of students. Support is also provided to students whose safety and wellbeing has been compromised and reported through the universities centralised incident and hazards reporting platform, Riskware.

Process

Non Critical & Critical Incidents - Riskware

Students and staff are encouraged to lodge non-critical or critical student incidents, such as, work or study injuries/illnesses, sexual violence, bullying and discriminatory actions on Riskware. These Riskware reports are reviewed and responded to by the student safety team and appropriate groups sensitively and respectfully to offer after-care support or mitigate overall risks through implementation of a management plan. Quarterly reports are provided to the University Executive.

Respect@SCU

The Respect@SCU online module helps build a respectful, inclusive and diverse community and culture on campus. It is mandatory for students to complete and covers racism, discrimination, sexual consent, bystander intervention and student misconduct and more. It also provides avenues on how to seek support.

Enquiry

Students may reach out to raise safety matters via the SCUAssist@scu.edu.au or StudentSafety@scu.edu.au emails. These are reviewed and passed on to other teams as required.



Southern Cross University

Your safety matters

Access Riskware anytime, anywhere

Students are encouraged to notify the University about incidents and hazards that impact themselves and others through Southern Cross University's risk platform, Riskware.

Report or disclose concerns on your own terms, including:

- Work or study-related injuries, illnesses, and near misses
- Sexual violence
- Bullying, destroying property or illegal activities

We support you to choose whichever course of action is best for you and are committed to supporting the wellbeing of those impacted.

Reports of a sensitive nature are treated with care and respect.

Download the app or visit online

Access via the Riskware app
Find on your app store

Access via the website
Riskware.scu.edu.au

Download on the App Store

GET IT ON Google Play



Emergency? Call 000

Call 000 (triple zero) if there is an immediate life-threatening emergency to you or another person

Riskware promotional slide



Southern Cross University

Respect@SCU:

Building safe and respectful communities at Southern Cross University

START >



Screen shots from Respect@SCU module



Respect@SCU

MENU | RESOURCES | HELP | SAVE & EXIT

INTRODUCTION

The seven students below are curious about how they can have a safe, respectful and positive experience while studying at Southern Cross University.

Click any of the students to see if we can help them.

- Louise**: What are my rights and responsibilities?
- Derek**: What is misconduct?
- Lillian**: What is racism and racial and religious vilification?
- Carmelina**: What do I need to know about alcohol and other drugs?
- Matthew**: What is problem behaviour?
- Alenka**: Why are healthy relationships important?
- Adnan**: How can I be an active bystander?



Outcomes

Non Critical & Critical Incidents - Riskware

Student Safety team reports quarterly on Student Incidents with data from Riskware. In 2024 38 critical incidents and 101 Non critical incidents were reported.

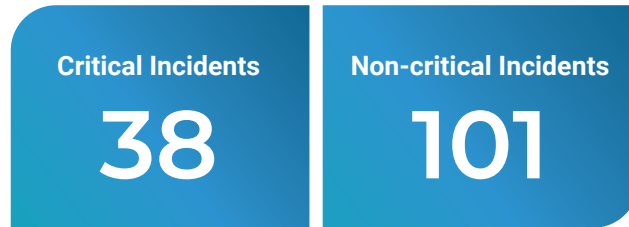


Figure 54 shows number of student incidents per quarter. Figure 55 shows number of student incidents per Incident category. All incidents of sexual assault and sexual harassment occurred off-campus.

Figure 54
Student Incidents per quarter in 2024

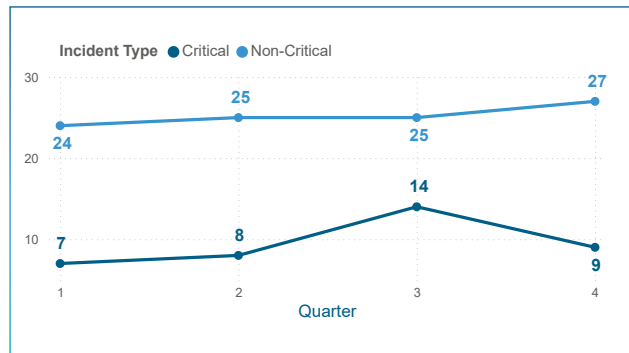
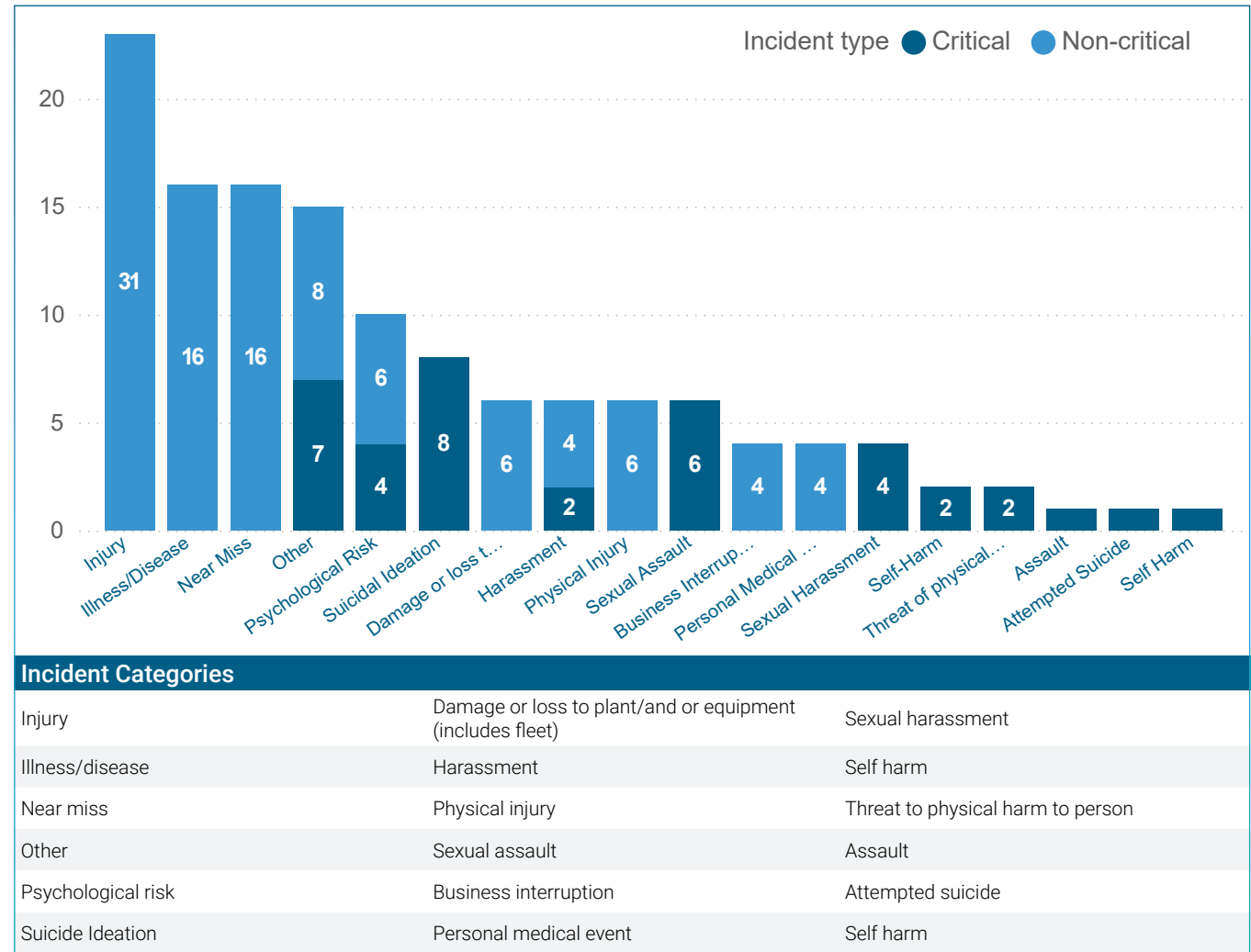


Figure 55
Student Incidents per category in 2024



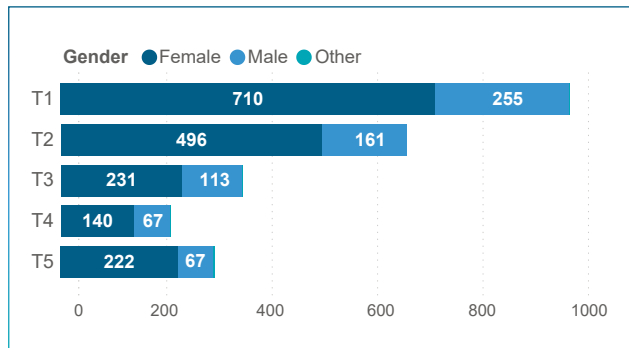
Incident Categories		
Injury	Damage or loss to plant/and or equipment (includes fleet)	Sexual harassment
Illness/disease	Harassment	Self harm
Near miss	Physical injury	Threat to physical harm to person
Other	Sexual assault	Assault
Psychological risk	Business interruption	Attempted suicide
Suicide Ideation	Personal medical event	Self harm

Respect@SCU

2467 students completed the Respect@SCU module in 2024. Completion breakdown by term and gender is shown in figure 56.



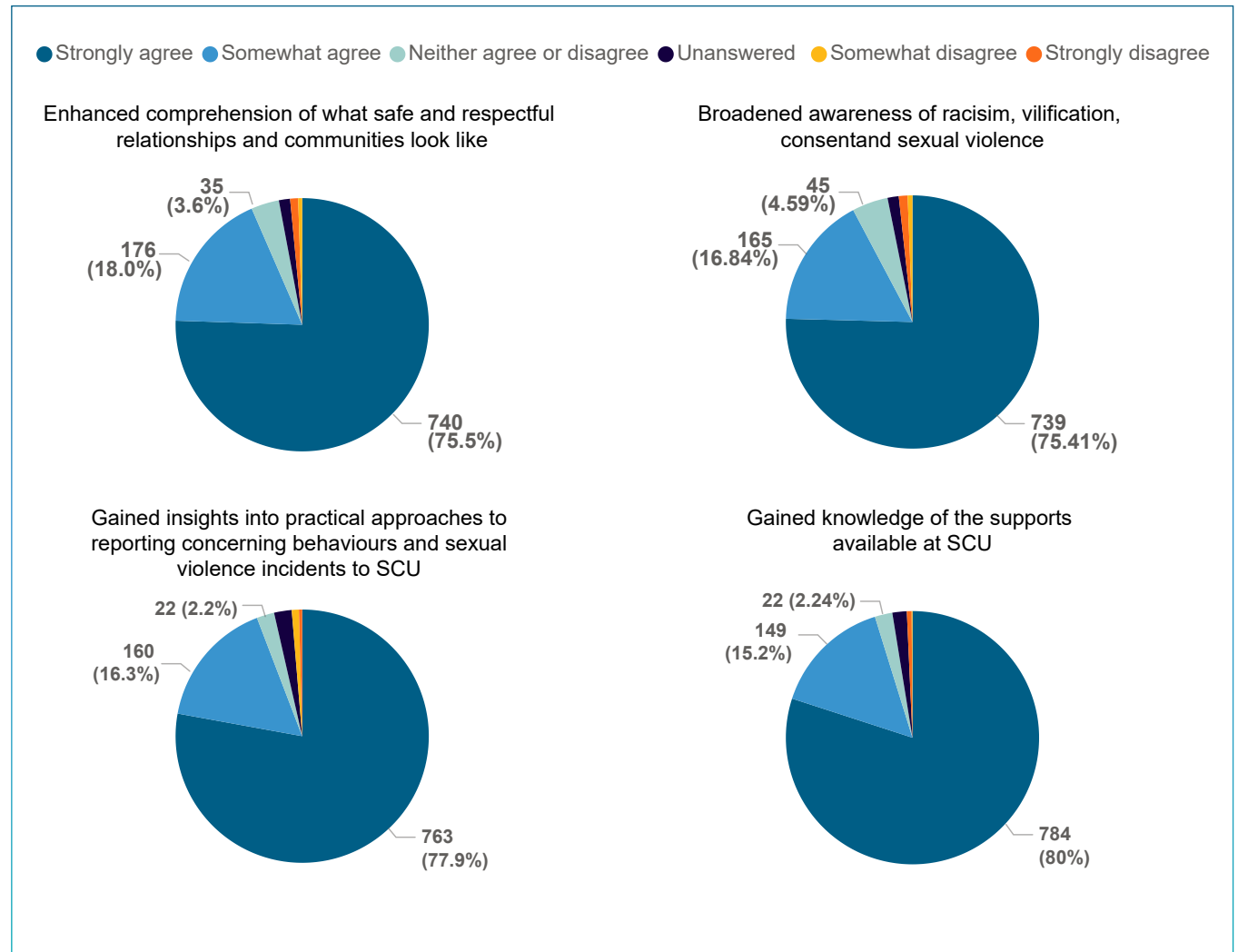
Figure 56
Respect@SCU completions



Between Terms 1 and 5, 2024, a non-compulsory feedback survey was administered to gather insights into students' experiences with the Respect@SCU module. 980 responses to the survey were collected. Overall, students that completed the module and the survey reported a strong positive reception of the Respect@SCU module as shown in Figure 57.

Figure 57

Respect@SCU feedback survey responses from students in 2024



9.8 Accommodation

Objective

Accommodation support services, ensure students have access to safe, affordable, and suitable housing options while studying. In 2024, SCU continued to assist students through:

- ▶ On-campus residential colleges (UniLodge)
- ▶ Off-campus rental support (UniStays)

Process

On-Campus Accommodation – UniLodge

On-campus housing is provided at Lismore and Coffs Harbour campuses managed by external provider UniLodge, providing students with a secure, convenient, and community-focused living environment.

Off-Campus Accommodation – UniStays

UniStays helps students find long and short-term off-campus accommodation options, such as share-houses, apartments and other private rentals located near SCU campuses. Students must register to get contact information for listings and to use features of the UniStays website. They can also register to use the Flatmate Finder where:

- SCU students can create a Flatmates profile, outlining their preferences for housing, location, and lifestyle.
- UniStays suggests listings that match their needs.
- Other SCU students with available accommodation or those wanting to team up to find a place can contact them directly.

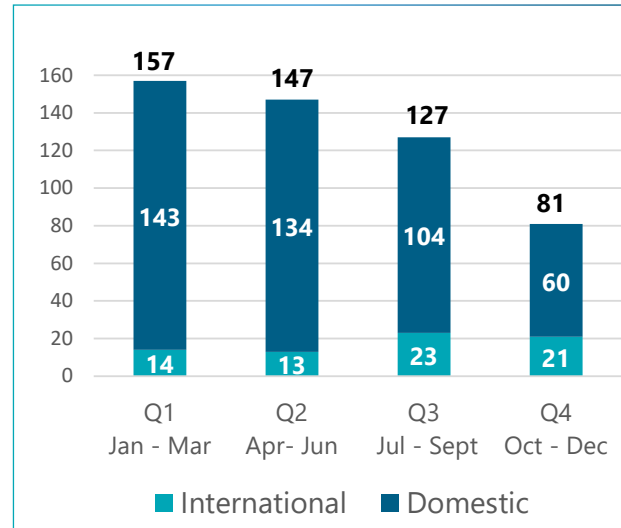
The UniStays team works with landlords to post their property listings on the UniStays platform and conducts promotional drives to ensure their is adequate supply of accommodation options available to students.

UniStays also provides comprehensive rental support resources such as:

- Tenancy Information
- Guide for Students & Providers – Detailed FAQs covering rental agreements, tenant rights, and responsibilities.
- Renting in NSW & QLD – Understanding tenancy laws in different states.
- International Student Resources – Guidance on housing and settling in Australia.

Figure 58

UniLodge Occupancy



Outcomes

UniLodge Occupancy

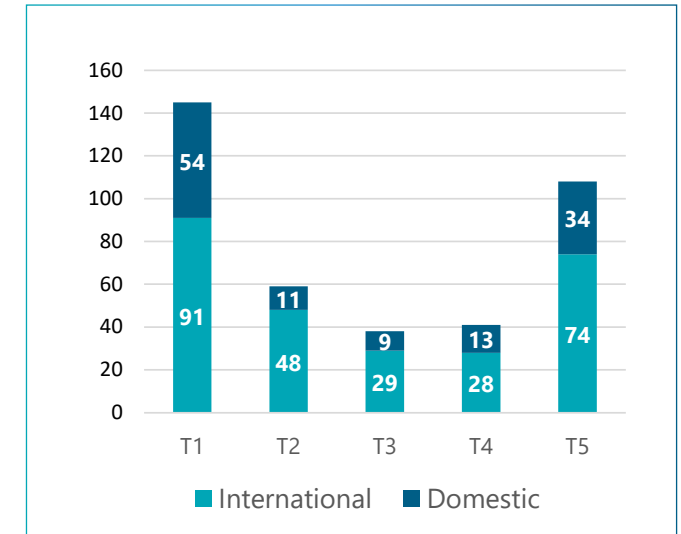
Throughout 2024, 512 students resided with UniLodge with it being a popular choice for both domestic and international students. The number of students residing with UniLodge are shown per quarter in Figure 58.

UniStays

The number of students registering on the UniStays website is shown in Figure 59. International Students use Unistays more than domestic students, and usage is highest during Term 1 reflecting the largest intake of commencing students.

Figure 59

UniStays registrations



9.9 Student Advocacy Service

Objective

The Student Advocacy Service is an independent service that works to represent student's interests, within the academic and procedural rules of the University. Advocates are independent from decision-makers and do not make academic or procedural decisions. The Student Advocates work to support student progress and success. The Student Advocacy Service ensures that students are fairly represented by providing relevant information, referral and advice as well as acting as an advocate, liaison or support person

Process

The Student Advocacy Service provides free and confidential advocacy to all enrolled students. This includes assistance, advice and/or advocacy for matter such as:

- ▶ Special consideration requests
- ▶ Grade disputes
- ▶ Appeal processes, submissions and representation
- ▶ Lodging a grievance or complaint
- ▶ Student misconduct (academic and non-academic)
- ▶ University rules and regulations
- ▶ Enrolment issues

In addition to this, the Student Advocacy Service may also provide assistance, advice or referral for a broad range of issues that affect a student's ability to maintain their studies at Southern Cross University. This may include;

- ▶ Centrelink problems
- ▶ Residential tenancy advice and referral
- ▶ Discrimination and harassment
- ▶ Work and Development Orders (unpaid fines)

Three Student Advocacy officers are employed by the Lexsa (Lismore and External Student Association) with contact details promoted on the SCU Services and Support webpage.

Outcomes

The Student Advocacy Service provided advice and support on 1145 new matters in 2024. Table 22 shows the type of advocacy matter categorised into academic or administrative matters.



Table 22

Number and type of advocacy matters

Academic Matters	
Academic misconduct	216
Grade dispute/query	191
Placement/practicum	112
Special Consideration	83
Exclusion	24
Grade adjustment	9
Academic appeal	9
Academic staff	8
Other	22
Administrative Matters	
Remission of Fees/Withdraw Without Fail	156
Student services processes	113
Formal complaint	43
Informal complaint	22
Non-Academic misconduct	18
Access and Inclusion	16
Withdraw Without Fail	2
Other	50

10 Institutional Retention and Success

10.1 Retention

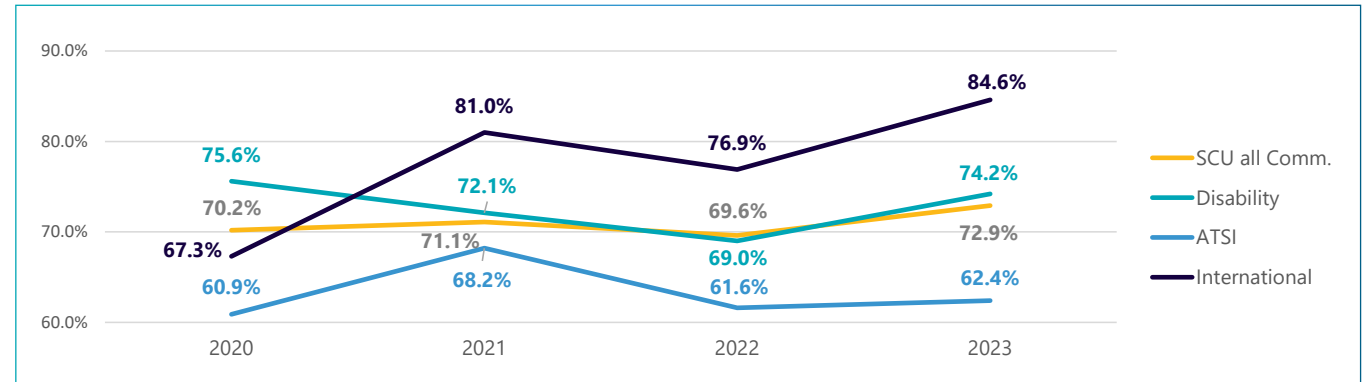
Business Intelligence and Quality (BIQ) analyse student enrolment and completion data to monitor the rate at which SCU is retaining students. Retention measures the number of students who return to study at SCU from one year to the next. It excludes students who do not return due to course completion. The 2024 Retention Rates are not finalised until the end of the 2025 academic year, and hence are not included in this report.

Figure 60 examines the 2020-23 retention rate trends for undergraduate and postgraduate commencing students in the following cohorts:

- all commencing students,
- students with disability,
- Aboriginal and Torres Strait Islander; and
- International.

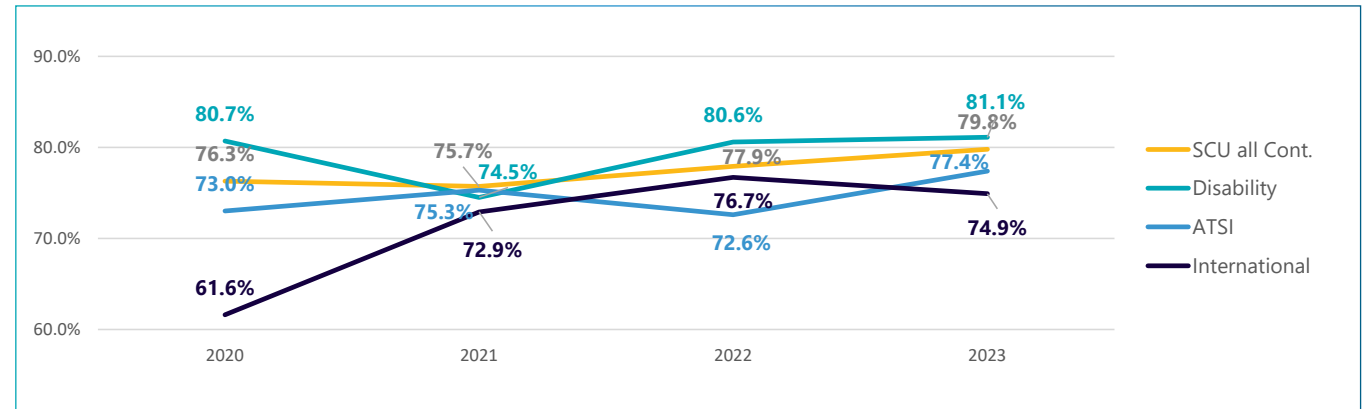
Figure 61 examines the 2020-23 year retention rate trends for undergraduate and postgraduate continuing student in the equivalent student cohorts. All retention rates exclude Non Award courses.

Figure 60
Commencing retention rate trend 2020-23



Source: BIQ Course Metrics dashboard

Figure 61
Continuing retention rate trend 2020-23



Source: BIQ Course Metrics dashboard

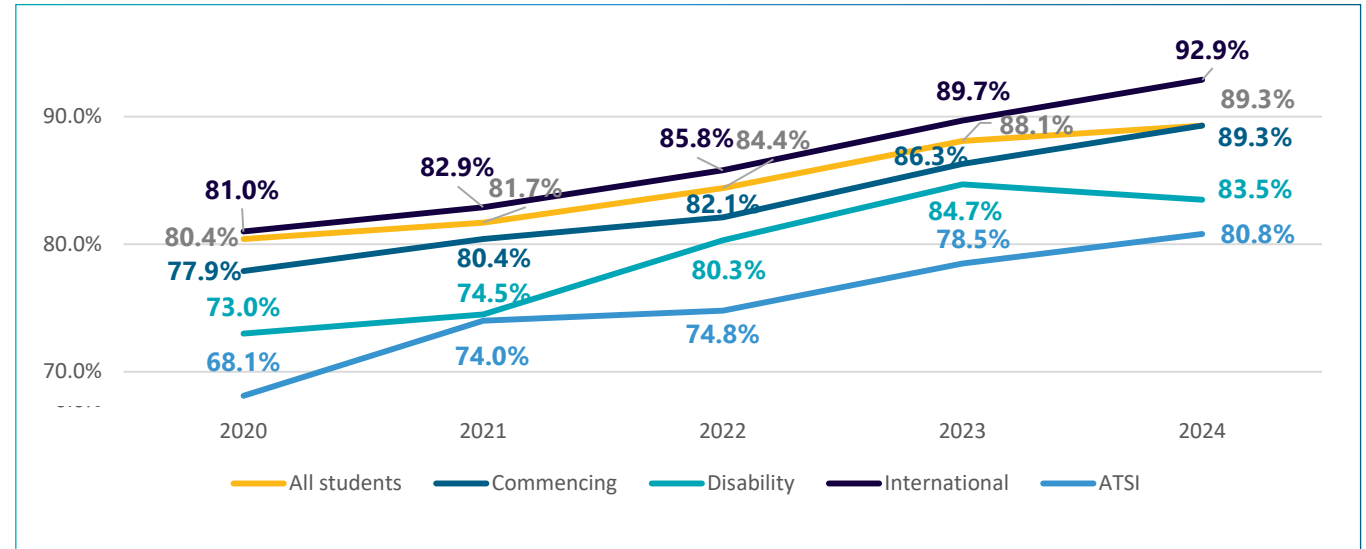
10.2 Student Success

BIQ provide reporting on success rates, which is the rate at which units are being passed. (Sum of successful Equivalent Full-Time Student Load (EFTSL) divided by the sum of all finalised EFTSL) The overall student success rate for 2024 is 89.3% and Figure 63 shows the increasing trend over the past five years for all students and different cohorts.

2024 Success Rate

89.3%

Figure 63
Success Rate Trend



Source: BIQ Course Metrics dashboard, 31/03/2025

