

# DOMESTIC STUDENT SUPPORT FRAMEWORK

## 1.0 INTRODUCTION

### 1.1 Context

Supporting students to progress through and complete their chosen course at the AIM Business School (ABS) is of paramount importance to ABS. Under the Higher Education Standards (Threshold Standards) Framework 2021 ABS is required to ensure suitable and sufficient student support services are accessible to students. Under the HESA Act 2003 and as detailed in the HEP Guidelines, ABS is required to provide support to assist students identified as at risk of failing their courses and for (particularly equity students) to receive support to successfully complete their units of study.

### 1.2 Purpose

AIM Business School (ABS) is committed to providing suitable and sufficient student support services to all students to assist each student to progress in and complete their studies.

### 1.3 Scope

This framework applies to all domestic students enrolled at ABS.

### 1.4 Scope Exceptions

None.

## 2.0 SUPPORT MECHANISMS

### 2.1 Resourcing and Services

1. ABS provides services and support personnel to assist students to achieve success in their studies through the provision of services tailored to students' needs.
2. ABS makes available and accessible a range of internal services and staff to assist ABS students prior to census and post census, as detailed in the below sections. Details of all staffing and shared services at ABS are outlined in the ABS Workforce Plan and ABS organisational charts.
3. ABS provides staff training on customer service, compliance (including legislation and internal policies and procedures), and access and equity so that staff are equipped to provide accurate guidance to students.
4. ABS will refer students, at no additional cost, to suitable external professionals and services, where further follow up is required. The contact details, nature of the services offered, and any applicable fees or charges will be made available to students and confirmed with the student prior to a referral.

5. ABS makes information on internal and external staff and services available to students on its website, its Learning Management System (MYABS), student handbooks and Orientation program.

## 2.2 Academic Matters

1. The following internal staff are available for support with academic matters:

| Role            | Responsibility   | Availability   |
|-----------------|--|--|
| Facilitators    | The facilitator's responsibility is to lecture and provide advice to support the students' academic progress. They are the first point of contact for student concerns on academic matters.  | Phone/email.<br><br>Available for direct consultations at specific times/dates as noted on MyABS.<br><br>Online via appointment during business hours. |
| Success Coaches | The Success Coach's responsibility is to coach and guide students, providing them with additional academic support outside of their lectures to ensure successful academic progression and retention.<br><br>Success Coaches are academically qualified subject matter experts and have years of experience working in their specialised fields. | Available for individual online consultations via a booking system linked in MyABS.<br><br>Available during and outside of business hours.             |

|                                   |  |  |
|-----------------------------------|--|--|
| Executive Dean, ABS               | Ensures that all students are provided with a safe, supportive, and challenging teaching and learning environment at the higher educational level that is consistent. Monitors student and facilitator performance.  | Phone/email.<br><br>Via referral through the Student Support team.<br><br>During business hours. |
| Progression and Retention Manager | Ensures that all students are provided with adequate resources to support their learning. Monitors student and Success Coach performance.  | Phone/email.<br><br>Via referral through the Student Support team.<br><br>During business hours. |
| Progression and Retention Team    | Ensures that students at risk of disengaging or not progressing are proactively contacted and appropriate support is provided to re-engage the student and complete their studies.<br><br>This team specialise in identifying the reasons why students are at risk of not successfully completing their units of study and can work with students to develop a plan to enable them to succeed. | Phone/email.<br><br>Via referral through the Student Support team.<br><br>During business hours. |

- Students who are seeking support to improve their academic performance can arrange to meet online with Facilitators in order to discuss their progress in each unit of study, including feedback on assessments and academic support, in accordance with the Student Assistance and Consultation on Academic Matters Policy. Under this policy, Facilitators are required to be available to students for consultation on academic matters on the units they teach. Students can also seek guidance from their personal Success Coach, who can meet with them online regularly during the learning cycle and provide assistance with their academic

study skills and expert advice on understanding their unit content.

3. Students must complete the Preparing for Academic Study unit that assesses their preparedness and provides an induction to academic study skills including academic English language, LLN, writing, reading strategies, and referencing. Students have ongoing access to the materials of the Preparing for Academic Study unit.
4. ABS monitors student progress in line with its Domestic Student Progression And Support Policy and Procedure who are at risk of unsatisfactory course progress are notified by ABS and referred to support services available. Students who are identified as not making course progress are contacted by the Progression and Retention team, notified that they are 'at risk', and placed on the Academic Boost program. This program includes a Boost plan customised to the student's individual support needs. The Boost program and plan outline the intervention strategy and support plan that is developed in consultation with the student.
5. Pre-census the Retention and Success Team will proactively reach out to students who have:
  - A Boost Plan;
  - Where a Facilitator or other ABS staff member has identified the student is likely at risk; and/or
  - There is low to no engagement on MyABS (Learning Management System).

## 2.3 Non- Academic Matters

1. The following internal staff are available for support with non-academic matters:

| Role                 | Responsibility  | Availability   |
|----------------------|---|--|
| Student Support team | <p>The Student Support team provides students with administrative support.</p> <p>The Student Support team is the first point of contact for all student enquiries, and they ensure a student's enquiry is referred to the appropriate staff/service.</p> | <p>Phone/email.</p> <p>Online via appointment.</p> <p>During business hours.</p> |

|                             |  |  |
|-----------------------------|--|--|
| Student Support Team Leader | Ensure the Student Support Team is effectively assisting students and students are satisfied with the service. This role assists and guides the team on complex cases or cases requiring escalation. | Phone/email.<br>Online via appointment.<br>During business hours.                        |
| IT Support team (Tecala)    | This offsite team assists students with any IT related issues including Wi-Fi access, student accounts, access to MyABS etc.   | Phone/email.<br>During business hours.   |
| Registrar                   | For matters relating to Admissions, issuance of qualifications and student records.  | Phone/email.<br>Via referral through the Student Support team.<br>During business hours. |

2. Students may also seek assistance from the Student Support Team for administrative matters, or in some cases may approach the Progression and Retention Manager and/or Academic Dean for advice, guidance or referrals.
3. Students seeking support are encouraged to contact the Student Support team in the first instance. The Student Support team typically respond within 24-48 hours. Matters that require escalation will be referred to the Academic Dean, ABS or Registrar, as appropriate.
4. The IT Support team (Tecala) is available to support students during business hours with technical matters across their ABS accounts, learning platforms and ABS equipment (if on campus).

## 2.4 Wellbeing and Safety

1. ABS communicates to its students its Code of Conduct and information relating to student wellbeing, health and safety.
2. Students may obtain a referral to the external Employee Assistance Program (EAP) counselling service throughout their enrolment. EAP offers psychological support to support to improve the mental health, resilience and wellbeing of individuals. Counselling services are provided by external independent professionals. Referrals are arranged by the Student Support Team Leader or the Progression and Retention Manager.

3. Additional information and contact details are made available to external organisations such as [Lifeline](#), [RU OK](#) and [Beyond Blue](#).
4. ABS has established a Mental Health and Wellbeing Strategy and Implementation Plan that sets out ABS's strategy for student and staff mental health and wellbeing. It establishes an institution-wide approach to promoting mental health awareness and the provision of suitable support services.
5. In alignment with the ABS Business Continuity Plan, ABS has established a Critical Incident Policy and Managing Critical Incidents Procedure which lists key emergency contacts and outlines ABS crisis and critical harm responses for students.

## **2.5 Access and Disabilities Support (Reasonable Adjustment)**

1. Accessibility matters will be referred to the Executive Dean by the Student Support team and processes will be followed as per the Student Diversity and Equity Policy and Procedure. The Executive Dean will liaise with relevant facilitators, and where appropriate external agencies, relating to reasonable adjustments possible.
2. Students who may require Reasonable Adjustment are identified during the admissions stage and will meet with the Executive Dean to discuss all relevant circumstances, including the student's needs, the reasonable adjustment being sought, and the students view on the assistance required.
3. Students may notify ABS at any time if their circumstances change, and reasonable adjustment is required to support them to continue their studies.
4. An Access Plan is established for students requiring reasonable adjustment. The Access Plan is developed in consultation with the student and based on the recommendations of their health practitioner.

## **2.6 Support for Aboriginal and/or Torres Strait Islander students**

1. Support for Aboriginal and/or Torres Strait Islander students is identified through the enrolment process, considered during the recruitment stage and monitored throughout the student lifecycle. As student support needs are identified either by the student or ABS staff, additional support is provided in accordance with the Student Diversity and Equity Policy and Procedure.

## **2.7 Hardship Support**

1. ABS offers support to assist students experiencing genuine hardship that is impacting their ability to successfully complete their studies and progress in their course. This may include but is not limited to, financial hardship, critical incidents, and experience of Traumatic Events including Domestic violence, assault, sexual assault.
2. A Support Plan is established for students experiencing hardship in line with the

## 2.8 Orientation

1. ABS offers an Orientation session to all its students at the beginning of each study period. This involves a live online introduction to ABS courses where relevant staff are introduced, key policies and procedure are outlined, an overview is provided of what support is available and where to access it, followed by a Q&A session.
2. All new students are expected to attend the Orientation program. Domestic students have the opportunity to opt-in to a catch-up orientation session/meeting if they are unable to attend the scheduled session.
3. ABS ensures key information for students is covered which includes:
  - Support services available to help students.
  - Study assistance programs and English language support including numeracy and literacy.
  - A walk through of the LMS will be provided and LMS training is made available.
  - Legal, emergency, health, counselling, and financial support services (external)
  - Information on complaints and appeals processes, academic progress requirements, and services to help with general or personal circumstances that may be adversely affecting their study.
4. The information in this framework including support staffing, availability, and contact details is provided to students during orientation.
5. Recordings of the orientation session will be made available to students who are unable to attend.

## 2.9 Additional services

1. ABS makes available the following additional services to its students:

| Service        | Description   |
|----------------|---|
| Studiosity     | Studiosity is a service that provides on-demand study help for students who need assistance with academic skills.                                       |
| Student Forums | Student Forms are available on the MyABS platform; forums are used for students and facilitators to connect and share questions, tips, and experiences. |

|                                       |   |
|---------------------------------------|---|
| Preparing for Academic Success Unit   | ABS Students have instant and free access to the PAS unit for the entire duration of their program. The unit contains useful study techniques and student success tips and provides information on such topics as academic reading, research and referencing skills, writing and language skills and studying effectively in an online environment. |
| Online library/database (AIM Library) | <a href="#">This is the online library of AIM Business School, where students can access a range of academic resources, such as books, journals, articles, and databases</a> such as ProQuest and EBSCOhost.  |
| Alumni Events                         | ABS hosts online and face to face alumni events and current or prospective students are invited to join.  |
| Gold Card access                      | The Gold Card supports students by providing them with free and unlimited access to a range of AIM short courses that can complement their postgraduate study and enhance their professional growth.  |
| Training Material on using the LMS    | Additional material including videos is available to students on navigating and effectively using MyABS.  |

## 2.10 Feedback and Improvement

1. ABS uses regular feedback and undertakes reviews of its support services to ensure they continue to suit students' needs and identify opportunities for improvement where appropriate. A review of the available services, including effectiveness and suitability, occurs at a minimum on an annual basis.
2. Stakeholder feedback via surveys and data analysis (including demographic data such as age, previous education etc.) informs ABS of the effectiveness of its support services. Opportunities for improvement will be captured in the ABS Continuous Improvement Register. Further detail is contained in the Quality Assurance Framework.
3. Internal staff may alert the Executive Dean, ABS to any issues related to support services. The Executive Dean, ABS will escalate these where appropriate to the Teaching and Learning Committee for academic matters, and to the CEO where there are additional budget requirements relating to resources or facilities.
4. ABS utilises its Workforce plan to ensure resourcing allocated adequately and sufficiently supports its students, and the Executive Dean will monitor resourcing the ensure adjustments are made as appropriate.

## 3.0 DEFINITIONS

- **ABS** - AIM Business School.



- **At-risk student** - A student who has not met (or is at risk of not meeting) course progress requirements.
- **MYABS**- ABS Learning Management System.
- **Boost Plan** - A formal support plan which requires a student who has been identified as being 'at risk', to meet certain criteria in order to support them to meet course progress requirements.
- **Boost Program**- the ABS early intervention for students likely at risk or identified as at risk.

#### 4.0 REFERENCES AND ASSOCIATED INFORMATION

- Domestic Student Progression and Support Policy and Procedure
- Student Assistance and Consultation on Academic Matters Policy and Procedure
- Student Diversity and Equity Policy and Procedure
- Critical Incident Policy
- Critical Incident Management Procedure
- Sexual Assault and Sexual Harassment Prevention and Response Policy and Procedure
- Health, Safety, and First Aid in the Workplace Policy and Procedure
- Mental Health and Wellbeing Strategy and Implementation Plan
- Aboriginal and Torres Strait Islander Student Support Framework
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Higher Education Provider Guidelines 2023](#)

#### 5.0 DOCUMENT STATUS

| Version | Date       | Document owner      | Amendment Details   |
|---------|------------|---------------------|---|
| V1      | 20/01/2022 | Academic Dean, ABS  | New Framework   |
| V1.1    | 13/11/2023 | Executive Dean, ABS | Embedded requirements on the support for student policy requirement of the HEP Guidelines 2023. |

## 6.0 Appendix 1: ABS Academic Boost Plan

The Academic Boost Plan is developed for ABS students identified to require additional support for successful course progression in line with the Domestic Student Progression and Support policy. You can view this [here](#).

The plan must be completed by the Progression and Retention Manager, ABS in consultation with the student and academic staff. The plan must be signed and accepted by the student in order to be in effect.

| Student details  |  |             |  |
|--|--|-------------|--|
| First Name:  |  | Last name:  |  |
| Course Enrolled:   |  | Student ID: |  |
| Boost Plan details   |  |             |  |
| Stage Boost Plan established:  | <input type="checkbox"/> Pre-enrolment<br><input checked="" type="checkbox"/> Post-enrolment (unsatisfactory course progress)  |             |  |
| Start date of Boost Plan:  | 21/12/22   |             |  |
| Review date of Boost Plan:   | 04/01/23   |             |  |
| Areas of Development:  |  |             |  |
| Areas of Focus:  | <input checked="" type="checkbox"/> Academic support<br><input type="checkbox"/> English Language support<br><input type="checkbox"/> Counselling or personal support  |             |  |
| Boost Strategies (Internal/External):  | <input checked="" type="checkbox"/> Attend all webinars<br><input checked="" type="checkbox"/> Study a minimum of 18 hours per week<br><input checked="" type="checkbox"/> Attend weekly individual sessions with your Success Coach<br><input type="checkbox"/> Attend a minimum of one EAP counselling session<br><input type="checkbox"/> Complete modules <b>X</b> in the Preparing for Academic Study unit<br><input type="checkbox"/> Other: |             |  |
| Goals:   |  |             |  |
| Responsible ABS staff:   |  |             |  |
| Student Acknowledgement and signature:   |  |             |  |
| I was consulted in the development of this Academic Boost Plan and understand that my ongoing enrolment at ABS is dependent on meeting the requirements and actions within the Boost plan. |  |             |  |
| Student Signature:   |  | Date:       |  |

| OFFICE USE ONLY                                   |  |       |  |
|---|--|-------|--|
| Progression and Retention Manager, ABS Signature: |  | Date: |  |