



# AUSTRALIAN INSTITUTE OF MANAGEMENT

---

## ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT SUPPORT FRAMEWORK 2024

---



## CONTENTS

PURPOSE .....	2
SCOPE .....	3
APPROACH.....	3
MONITORING, REPORTING AND IMPROVEMENT .....	4
ASSOCIATED LEGISLATION.....	8
RELATED REFERENCES .....	8

## DOCUMENT DETAILS

Document Owner:	Executive Director AIM
Approved by:	Executive Director AIM
Date Approved:	12 April 2024
Implementation Owner	Executive Director AIM
Maintenance Owner	Head Academic Delivery
Review Date	March 2026
Review Dependencies	To be reviewed in conjunction with Student Diversity and Equity and Procedure

## CHANGE HISTORY

Version	Approval date	Approved by	Change
V1.0	12 April 2024	Executive Director AIM	Initial framework

## PURPOSE

The Aboriginal and Torres Strait Islander Student Support Framework aligns to the Australian Institute of Management Student Diversity and Equity Policy and Procedure.

As part of AIM's commitment to student success, this Framework has been developed to ensure accessibility and opportunity to Aboriginal and Torres Strait Islander students from pre-enrolment (recruitment) to graduation.

This Framework is underpinned by policies and procedures, relevant systems, registers, and frameworks that provide a supporting network for all students. Through this framework, AIM aims to ensure Aboriginal and Torres Strait Islander students have every opportunity for success and ensures inclusion, accessibility, and fairness to academic success within a supportive learning environment.

## SCOPE

This Framework applies to all academic staff and all staff involved in student support and success.

## APPROACH

Aboriginal and Torres Strait Islander students may self-identify through the recruitment and enrolment process and seek support. Particular student support needs can be identified either by the student or AIM staff and monitored throughout the student lifecycle. Additional support is provided in accordance with Student Diversity and Equity Policy and Procedure.

The following student policies and procedures are integral to this framework and support the Student Diversity and Equity Policy and Procedure at relevant stages of the student lifecycle.

- Academic Integrity
- Assessment
- Bullying Harassment and Discrimination
- Complaints and Appeals
- Credit Transfer
- Enrolment Policy
- Privacy of Student Information and Records
- Sexual Assault and Sexual Harassment Prevention and Response
- Student Code of Conduct
- Student Diversity and Equity

### Related Staff Policies

- Sexual Assault and Sexual Harassment Prevention and Response
- Staff Code of Conduct
- VET Professional Development
- Training
- Cultural Safety and Inclusivity Training for AIM staff

This information is intended for inclusion on the AIM website and will be reviewed in conjunction with the Student Diversity and Equity Policy and Procedure.

## MONITORING, REPORTING AND IMPROVEMENT

The table below outlines the student support available to Aboriginal and Torres Strait Islander students to ensure inclusion, support services, and responsiveness to their needs throughout the student lifecycle.

By developing an inclusive and safe environment, AIM will contribute to the success of Aboriginal and Torres Strait Islander students.

Stage	Approach	Supporting Documents	Monitoring
<b>Prospective students (Recruitment &amp; Admissions)</b>	<ul style="list-style-type: none"> <li>• Support and opportunities available for student success</li> <li>• Clear, transparent, and easily understood information</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment Policy and Procedure</li> <li>• Student Diversity and Equity Policy and Procedure</li> <li>• Student Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of recruitment procedures</li> <li>• Course performance reviews</li> <li>• Complaints and Remissions registers</li> </ul>
<b>Enrolment</b>	<ul style="list-style-type: none"> <li>• The Enrolment form identifies Aboriginal and Torres Strait Islander students and this is entered into the Student Management System, Salesforce (SF)</li> <li>• Self-identification on enrolment and monitored as a cohort where required.</li> <li>• Open, fair, and transparent procedures for making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment Policy and Procedure</li> <li>• Student Diversity and Equity Policy and Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• SF tracking by Aboriginal and Torres Strait Islander attribute</li> <li>• Quarterly demographic reporting to Academic Governance Committees (T&amp;L)</li> </ul>

Stage	Approach	Supporting Documents	Monitoring
<b>Orientation</b>	<ul style="list-style-type: none"> <li>• Contact with students before Orientation to encourage them to attend available sessions.</li> <li>• Orientation information includes a session that covers student support available to students, policies, and the student code of conduct.</li> <li>• Student Handbook includes available student support services and programs together with information on diversity and the AIM approach to culturally safe training.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation: Welcome emails, Training plans, academic support, learning and assessment.</li> <li>• Student Handbook</li> <li>• All student-related policies and procedures</li> </ul>	SF reporting to Student Services by Aboriginal and Torres Strait Islander attribute
<b>Access</b>	<ul style="list-style-type: none"> <li>• Private discussion with culturally sensitive staff and the student to understand their needs.</li> <li>• Advice on financial options for course fees to suit the student's needs where applicable.</li> <li>• Flexible study options and technology support and assistance as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Diversity and Equity</li> <li>• Policy and Procedure Student Handbook</li> </ul>	SF reporting to Student Services, Academic teams by demographics
<b>Learning resources</b>	<ul style="list-style-type: none"> <li>• Access and equity issues are considered, and attention will be given to the provision of a mix of appropriate instructional and assessment modes.</li> <li>• Pedagogy considerations and reasonable adjustments are made proactively.</li> </ul>	<ul style="list-style-type: none"> <li>• Student assistance and consultation</li> <li>• Individual Training Plan</li> <li>• Product Development policy and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Management System (LMS) provides details and resources to all students.</li> <li>• SF demographic data and student performance data is used to inform product design and development.</li> <li>• Consideration by the Product Development and Teaching and Learning Committees</li> </ul>
<b>Support services &amp; resources</b>	<ul style="list-style-type: none"> <li>• Fair and reasonable allocation of resources is made available.</li> <li>• Quality support services that enhance individuals'</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progression Policy and Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review points &amp; monitoring by the Head of VET Delivery</li> </ul>

Stage	Approach	Supporting Documents	Monitoring
	<p>chances to achieve positive outcomes.</p> <ul style="list-style-type: none"> <li>Plan in place on reasonable steps to support academic success.</li> <li>Student Support Services.</li> <li>Proactive support sessions with an assigned Trainer to monitor and support needs.</li> </ul>	<ul style="list-style-type: none"> <li>Student Diversity and Equity Policy and Procedure</li> <li>AIM Teaching and Learning plan</li> </ul>	<ul style="list-style-type: none"> <li>Consideration by the Teaching and Learning Committee.</li> </ul>
<b>Participation</b>	<p>Progression coordinators/trainers will be assigned to monitor engagement and develop strategies to proactively support students in collaboration with the Head of Vet Delivery</p>	<p>Student Progression Policy and Procedure</p>	<p>LMS</p>
<b>Progress</b>	<ul style="list-style-type: none"> <li>Proactive steps are in place to identify students at risk throughout the course at each assessment point.</li> <li>Reporting to relevant Academic staff and boards and committees based on the Aboriginal and Torres Strait Islander</li> <li>Consideration in assessment feedback and adjustments are made in accordance with policies.</li> <li>Individual case management by the assigned Trainer</li> </ul>	<ul style="list-style-type: none"> <li>Student Progression and Support Policy and Procedure</li> <li>Scenia Governance Manual</li> </ul>	<ul style="list-style-type: none"> <li>Key Academic governance committees and boards monitor student progress in line with their Terms of Reference.</li> <li>Key checkpoints monitored at unit level &amp; cohort identified by Academic Staff</li> </ul>
<b>Completion</b>	<p>Completion of studies in accordance with relevant policies.</p>	<ul style="list-style-type: none"> <li>Student Progression Policy and Procedure</li> <li>Award Issuance Policy and Procedure</li> </ul>	<ul style="list-style-type: none"> <li>SF tracks completion for students.</li> <li>Completions reported to relevant Academic Committees and Boards.</li> </ul>
<b>Student Feedback</b>	<ul style="list-style-type: none"> <li>Embedded student satisfaction surveys within the student lifecycle.</li> <li>Inclusion of student feedback in course</li> </ul>	<ul style="list-style-type: none"> <li>Student Complaints and Appeals Policy and Procedure</li> <li>Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>Complaints register.</li> <li>Student feedback is provided to relevant Academic Governance</li> </ul>

Stage	Approach	Supporting Documents	Monitoring
	reviews and support services review		Committees and Boards.
<b>Staff Learning</b>	<ul style="list-style-type: none"> <li>• Access to staff development to assist staff with training of under-represented groups.</li> <li>• Consideration of under-represented groups to assist learning designers.</li> <li>• Observation skills to be embedded within staff - orientation and professional development.</li> <li>• Awareness of and respect for the lands AIM is situated within.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Policy and Procedure</li> <li>• Recruitment and Induction of Non-Academic Staff</li> <li>• AIM Cultural Safety and Inclusion training</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Matrix</li> <li>• Consideration by the Teaching and Learning Committee and Academic Board.</li> </ul>
<b>Governance, Reporting &amp; Improvement</b>	<ul style="list-style-type: none"> <li>• Any identified concerns reported to Student Services without delay.</li> <li>• Any grievances will be handled by the AIM Student Complaints and Appeals Policy and Procedure.</li> <li>• Standard reporting to relevant staff and Academic Governance boards and committees based on the Aboriginal and Torres Strait Islander attribute within SF</li> <li>• Monitoring and review of Governance processes following the Scentia Governance Manual.</li> <li>• Data, reports, progress, and statistics are used to inform decisions, improvements required, policy, procedure, and framework review.</li> </ul>	<ul style="list-style-type: none"> <li>• Scentia Governance Manual</li> <li>• Reporting Framework</li> </ul>	<ul style="list-style-type: none"> <li>• SF reporting available by Aboriginal and Torres Strait Islander attribute.</li> <li>• Quarterly data reports to relevant committees.</li> </ul>



## ASSOCIATED LEGISLATION

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Equal Opportunity Act 2010 (VIC)
- Anti-Discrimination Act 1991 (QLD)
- National VET Regulator Act 2011 Amendment Bill 2024

## RELATED REFERENCES

- <https://www.aecg.nsw.edu.au/policies-and-programs/cultural-safety/>
- <https://www.safework.nsw.gov.au/safety-starts-here/our-aboriginal-program/culturally-safe-workplaces/what-is-cultural-safety/what-a-culturally-safe-workplace-looks-like>
- <https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/cultural-and-linguistic-diversity>