Aboriginal and Torres Strait Islander Peoples Education Policy

Policy Category	Corporate		
Policy Owner	General Manager IGI		
Responsible for Implementation	Registrar		
Review Date	Oct 2025		
Relevant to	IGI staff, consultants, contractors, and business partners		
Related Documents	Admissions Policy Complaints and Appeals Policy Complaints and Appeals Procedure Diversity, Equity and Inclusion Policy Enrolment Terms and Conditions		
Version	**Authorised by**	**Approval Date**	**Effective date**
1.0	General Manager IGI	1 Oct 2023	1 Oct 2023

1. Purpose

The purpose of this Policy is to describe how the International Graduate Institute (IGI) supports the participation and success of Aboriginal and Torres Strait Islander Peoples in their courses.

2. Definitions

Definitions	
Aboriginal and Torres Strait Islander (ATSI)	A person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal person or Torres Strait Islander and is accepted by the community in which they live (High Court of Australia (1983)).
Cultural safety	A spiritually, socially and emotionally safe environment and inclusive of cultural and academic diversity.
Deficit Thinking	A term encompassing various theories that conjecture that the lack of student educational achievement is due to the student's race, culture, or socioeconomic status.
Western Academic Culture	An academic environment where the dominant academic culture is based on Western traditions and values.
Western Culture Capital	The accumulated knowledge, behaviours, and skills that demonstrate one's cultural competence in Western society.

3. Scope

This Policy applies to all IGI employees, consultants, contractors, and business partners.

4. Policy Provisions

4.1 Principles

4.1.1.   IGI recognises that increasing Aboriginal and Torres Strait Islander (ATSI) participation and success in higher education is critical to addressing ATSI disadvantage.

4.1.2.   IGI acknowledges the complex and unique challenges faced by Aboriginal and Torres Strait Islander peoples seeking to participate and succeed in higher education. As such, a strategy based upon the following has been developed:

    a)   An understanding of the issues faced by Aboriginal and Torres Strait Islander Peoples who:
       i.   Participate in institutions largely governed by Western academic culture; and
      ii.   Receive support often based upon assessment or assumptions of a student's Western culture capital.

    b)   Recognition that:
       i.   Barriers to ATSI success in higher education remain, and
      ii.   More effective institutional responses are needed to support the tertiary preparation of many ATSI students.

4.1.3.   Where an ATSI student seeks entry to IGI, this Policy is designed to empower the ATSI candidate and ascertain how that student's success and completion in higher education are best supported.

4.1.4.   ATSI applicants are supported at all stages, including:

    a)   General enquiries and pre-admission
    b)   Course selection (if required)
    c)   Student Readiness
    d)   Entry and transition
    e)   Progress and completion (which includes ongoing support based on the transition and scaffolding framework for developing student capability); and
    f)   Any case-by-case management strategies are developed either in response to progress data or as requested by the student.

4.2 Student Support Available

4.2.1.   Student Support is a function of the student experience at IGI and is factored into all stages of student life. Transition and support processes have been built into pre-admission, application and entry, course design and delivery, and student progress.

4.2.2.   Organised by the Student Services Office and dependent on student's needs, the following support services are available to all students:
    a)   English Language and Academic Assistance
    b)   Learning Resources
    c)   Information Technology
    d)   Student Consultation
    e)   Translating and interpreting services
    f)   Legal services
    g)   Emergency and health services
    h)   Counselling services
    i)   Pastoral care
    j)   Special needs or disabilities support
    k)   Careers Advice, and
    l)   Employment liaison services.

4.2.3. IGI seeks to establish a culture where students are encouraged to choose their own framework of experience within a supportive environment. The Institute encourages communication, self-reflection, and self-determination in assessing the need for and actively seeking support available. This is supported by a proactive approach to student support and making support services readily available and accessible.

4.2.4. IGI is committed to the fostering of a place of cultural safety by ensuring:
   a) All support is offered sensitively and in confidence
   b) Referral of students to support organisations that are culturally relevant to the students' needs
   c) A case-by-case strategy to manage absenteeism due to cultural or family commitments of Aboriginal and Torres Strait Islander Peoples
   d) Detailed cultural awareness training for Academic or Academic Support staff
   e) Cultural awareness practices in the classroom, and
   f) Awareness of "deficit thinking" in relation to minorities.

4.3 Monitoring and Review

4.3.1. The Registrar will monitor the participation, progress, and completion of ATSI students.

4.3.2. The findings will be presented to IGI's Academic Board and used to improve the admission policies and the teaching, learning, and support strategies for ATSI students.

5. Responsibilities

5.1. IGI Governing Board ensures that appropriate policies and practices are approved and implemented.

5.2. IGI Academic Board monitors the effectiveness of academic policies and practices.

5.3. IGI General Manager is responsible for ensuring the implementation of this Policy throughout IGI's processes and practices.

5.4. The Registrar is responsible for ongoing monitoring of all appropriate processes and practices aligned with this Policy to ensure the appropriateness and effectiveness of the strategies implemented.

5.5. The Registrar will report at least annually to the Academic Board of the participation, progress, and completion of all IGI's ATSI students.

6. References

- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003 (Cth)
- TEQSA Guidance Note: Diversity and Equity

7. Document History

Version	Date	Author	Reason	Sections
1.0	Oct 2023	IGI	New Policy	All

PBL Education Pty Ltd trading as International Graduate Institute (IGI)
Provider ID PRV14347, CRICOS Provider Code 04116M

Page **3** of **3**