

Support for Students

Date of approval	16 October 2025	Approved by	Academic Board
Date of effect	16 October 2025	Review date	31 October 2028
Responsible Owner	Director Student Experience	Version	v1 2025
Functional Manager	Director Graduate School Director VET Business Operations Manager Student & Residential Services		

1. Outline, Context and Purpose

- 1.1 The Batchelor Institute of Indigenous Tertiary Education (the Institute) is unique in that it is the only dual-sector, Indigenous Australian tertiary education and training provider in Australia. This unique cultural position impacts directly all areas of the Institute; including, the strategic, operational, governance, legislative, education and training, regulatory and cultural requirements; and the leadership of the Institute. The Institute currently provides Vocational Education and Training (VET), and research programs at the masters and doctoral levels for Indigenous Australian students.
- 1.2 The Institute believes that all students and staff, and those seeking employment or admission to training, education and research programs, should be treated with dignity and equity, including those with any disability or from disadvantaged situations. They should be provided with clear and accurate information concerning the Institute, the training product and their suitability to undertake the course prior to enrolment. Students will be provided the support and any reasonable adjustment to achieve their training, educational or research aspirations. As such, students and staff should not be subject to any form of discrimination the same rights and benefits of work, education and training as are available to all.
- 1.3 The Institute will work within principles and practices that are appropriate for the Institute, respecting Indigenous Australian cultural requirements (protocols/practices) /awareness and traditions, and the individual needs of students and staff. This includes in the development and delivery of curriculum and student support services and the design of job functions, employment and support for staff.
- 1.4 The Institute will provide a work environment and deliver education services and training which are, as far as practicable, without discrimination and stigmatisation. This will include eliminating stereotyped beliefs about the abilities and choices people with disabilities, or from disadvantaged groups, may make in regard to their employment, training, education and research.

2. Summary

This policy outlines the support available to students and candidates to assist them in achieving success and aspirations in their training, education and research. This policy is published in accordance with the Institute's obligations under the *Higher Education Support Act 2003 and Quality Area 2 of the Outcome Standards for NVR RTOs*.

3. Policy Statement

- 3.1 **Scope.** This policy applies to all staff and students of the Institute.
- 3.2 **Cultural Framework.** As the student cohort of the Institute are Indigenous Australian students the Institute's Cultural Framework is integral to their support, assistance and success. The framework sets the position and actions to ensure that the Institute builds and maintains strong cultural capabilities with quality and integrity as key focus areas. The Cultural Framework is fundamental in providing students with an educational, training and research environment that is culturally safe and supportive.
- 3.3 **Office of Elder** The Institute established the Office of Elder to support students in cultural contexts. The office is able to provide support, guidance and reassurance to students in being able to successfully complete their studies and assist in achieving their aspirations.
- 3.4 **Positive Duty.** The Institute affirms its legal, ethical and cultural responsibility to provide a safe environment for students and staff, and for those who are visiting any Institute facilities or campuses. This includes the obligation to prevent sexual harassment, sex-based harassment, sex discrimination, hostile work and study environments and victimisation. The Institute affirms its commitment to the seven standards required to satisfy the positive duty under the *Sex Discrimination Act 1984*.
- 3.5 **ABSTUDY.** Many students at the Institute have an entitlement to ABSTUDY which is administered by Services Australia. ABSTUDY is financial assistance and support available to Indigenous Australian students undertaking tertiary studies. This is dependent on the individual student(s) circumstances and type of study undertaken. Assistance to students can include allowances to cover fares, incidentals, course fees, living allowance and relocation expenses.
- 3.6 **Away from Base (AFB) funding.** The Institute has available AFB Funding that provides financial support and assistance for students to study via mixed mode or distance education.
- 3.7 **Indigenous Student Support Program (ISSP).** The ISSP provides supplementary funding to universities, and the Batchelor Institute, to help students take on the demands of higher education and succeed. The Institute can offer scholarships, tutorial assistance, mentoring, safe cultural spaces and other personal support services to Indigenous Australian students using ISSP funding. The flexibility of the ISSP assists in tailoring services to match student needs.
- 3.8 **Indigenous Tutorial Assistance Scheme (ITAS).** The Institute will provide assistance to students through provision of individual and group assistance. The purpose of ITAS is to assist students in achieving their educational goals by giving support in the academic tasks and skills necessary to successfully complete their studies. This support is provided in addition to the course content given by the lecturer in workshops, course study guides and workbooks.

- 3.9 **Doctor of Philosophy and Master of Philosophy Research Program Rules.** The Institute is committed to undertaking high quality research programs. To ensure candidates have the maximum potential for success in the PhD and M Phil programs the Rules governing each degree include specific requirements and expectations for both candidates and the Institute. The Rules require specific admission criteria for candidature. Candidates are then provided with high quality supervisory arrangements, appropriate resources and research training, progress monitoring and assistance, and thesis examination.
- 3.10 **Library.** The Institute maintains libraries at both the Batchelor and Alice Springs campuses. The library staff are available to assist students, candidates and staff in not only obtaining and using educational and training resources but also in research assistance.
- 3.11 **Batchelor Campus Accommodation and Safety.** When studying in block mode the Institute provides accommodation for students and candidates. The Institute takes seriously its obligation to provide a safe environment and secure accommodation. Appropriate security arrangements are put in place at Institute campuses. The Student and Residential Services teams provide ‘wrap-around’ services to ensure the most appropriate provision of support is provided to students.
- 3.12 **First Aid and Health Facilities.** Appropriate Institute staff are trained in First Aid. The Batchelor Health Centre is located close to the Batchelor Campus and medical and health facilities are within a short distance of the Alice Springs campus.
- 3.13 **Special Dietary Requirements.** Due to the health status of a number of Institute students the kitchen is able to cater for a range of dietary requirements.
- 3.14 **Academic Dates.** Academic dates should be taken into account before enrolling with Batchelor Institute. It is important that all students are aware of these dates before they commence as it is a student’s responsibility to adhere to all academic dates set by the Institute. Failure to adhere to the various dates may result in being charged for education that was not completed or being noted as not completing education units. Important dates are available on the Institute’s website as indicated in section 4 below.
- 3.15 **Complaints.** Students are able to make complaints about academic or non-academic issues in accordance with the Institute student complaints policies and procedures, the Student Code of Conduct and Student Conduct Rules.

4. Supporting Documents

For a list of Institute policy documents related to student safety, wellbeing, support, and expectations see Annex A.

Batchelor Institute Websites

<https://www.batchelor.edu.au/students/>

<https://www.batchelor.edu.au/research/>

<https://www.batchelor.edu.au/explore/library/>

<https://www.batchelor.edu.au/students/forms-guides/>

<https://www.batchelor.edu.au/students/student-services/scholarships/>

<https://www.batchelor.edu.au/students/important-dates/>

5. Related documents

- *Higher Education Support Act 2003*
- *Higher Education Standards Framework (Threshold Standards) 2021,*
- *National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025,*
- *Disability Standards for Education 2005,*
- *Disability Discrimination Act 1992,*
- *National Principles for Child Safe Organisations,*
- *Sex Discrimination Act 1984,*
- *Work Health and Safety (National Uniform Legislation) Act 2011,*
- Tertiary Education Quality and Standards Agency (TEQSA) Guidance and Good Practice Notes. and
- Australian Consumer Law

6. Modification history

<i>Date</i>	<i>Version</i>	<i>Authority</i>	<i>Section Modified - Details</i>
May 2024	v1 2024	Academic Board	New policy
October 2025	v1 2025	Academic Board	Review and update

7. Feedback

If you have any comments or feedback about this policy, please contact the Director Graduate School or Manager Student & Residential Services.

Annex.

- A. Policy Documents Related to Student Safety, Wellbeing, Support, and Obligations

Annex A

Policy Documents Related to Student Safety, Wellbeing, Support, and Obligations

[Academic Board Rules](#)

[Academic Freedom and Freedom of Speech Policy](#)

[Academic Governance Framework](#)

[Academic Integrity Policy](#)

[Academic Rules](#)

[Alcohol and Other Drugs Policy](#)

[AQF Certifications Document Details Policy](#)

[AQF Certifications Policy](#)

[Assessment Rules](#)

[COVID-19 SMP Policy and Procedure.pdf](#)

[Complaints Policy.pdf](#)

[Diversity Equity and Inclusion Policy](#)

[Doctor of Philosophy Rules](#)

[Emergency Plan - Batchelor Campus.pdf](#)

[Form Notification of Grievance or Complaint.pdf](#)

[Graduation and Presentation Ceremonies for Communities Procedure](#)

[Graduation Ceremonies Policy](#)

[Graduation Ceremonies Procedure](#)

[Harassment Policy](#)

[Higher Degree by Research Qualifying Guideline](#)

[Library Collections Policy.pdf](#)

[Master of Philosophy Rules](#)

[Model Clinic and Science Laboratory Procedure](#)

[Model Clinic Science Laboratory and Home Economics Room Procedure DPC](#)

[Organisational Education Policy](#)

[Privacy and Confidentiality Policy.pdf](#)

[Quality Assurance Policy](#)

[Regalia Guideline](#)

[Research and Ethics Procedure](#)

Research Policy

Research Training Program (RTP) Scholarship Policy

RPL Policy

Sexual Harassment Guideline

Student Code of Conduct

Student Conduct Rules

Student Encumbrance Policy

ToR Research Committee

ToR Research Ethics Advisory Committee

VET Appeals Policy

VET Assessment Policy

VET Enrolments Policy

VET Student Fees Policy

VET Student Withdrawal and Fee Refunds Procedure

Whistleblower Reporting (Improper Conduct) Procedure and Guideline

Work Health and Safety Policy
