

## LEARNING SUPPORT POLICY (HIGHER EDUCATION)

### 1. Purpose and Objectives

- 1.1 This policy sets out Le Cordon Bleu Australia (LCBA)'s framework for the provision of learning support to students in order to assist them in achieving their learning goals.
- 1.2 This policy also informs students about the types of learning support made available to them within LCBA's higher education programs, how to access them, and any potential associated costs.

### 2. Scope

- 2.1 This policy applies to all students enrolled in LCBA's higher education programs.

### 3. Legislative Context

- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Privacy Act 1988
- Tertiary Education Quality and Standards Agency Act 2011

### 4. Policy Statement

LCBA identifies and monitors the learning support needs of students at admission and over the course of their studies and provides access to the specific support they need.

### 5. Policy

- 5.1 While LCBA only admits students who have the capacity to succeed in their studies, LCBA acknowledges that students may require learning support due to a number of factors, including:
  - English being a student's second language;
  - Adapting to a new culture and transitioning to new education standards;
  - A medical illness, injury, health or psychological condition or disability;
  - Learning difficulties or disabilities; and
  - A significantly stressful life event.
- 5.2 LCBA provides timely access to support services which are designed to assist them in meeting course requirements at no cost or at a reasonable cost where the student has been referred to an external provider for specialised support.
- 5.3 Students are provided with the opportunity to disclose their learning support needs in the application process and during orientation. Students should indicate their learning support needs on the Application Form and/or on the Student Profile Form.
- 5.4 Students may access learning support services either directly through LCBA Co-Delivery Partners or by contacting LCBA Student Services. Students may obtain relevant information on how to access services and relevant contacts from the LCBA Student Guide.
- 5.5 Where Co-Delivery Partners are unable to meet students' needs, students will be referred to LCBA Student Services.



## LEARNING SUPPORT POLICY (HIGHER EDUCATION)

- 5.6 LCBA monitors students' academic progress to determine their learning support needs, considering matters such as lack of participation, non-submission of assessments, academic integrity breaches, and Fail grades.
- 5.7 Students may be referred to external agencies as appropriate to meet their learning support needs.
- 5.8 Lecturers are available for student consultation every week of each term of study.
- 5.8.1 Lecturers working 0.6 FTE and above are available two (2) hours per week; lecturers working less than 0.6 FTE, including casual lecturers, are available one (1) hour per week.
- 5.8.2 Weekly lecturer availability for student consultation, including relevant contact details, is published on Engage and communicated to students by the first week of each term of study.
- 5.8.3 Consultation sessions may be held in staff offices, the library, a vacant teaching room, over the phone, email, LCBA learning and teaching online platform, or via videoconference. Lecturers will have regard to the required level of confidentiality in selecting an appropriate location.
- 5.9 Lecturers provide specific learning support for their units by promptly responding to students' requests for assistance. Students should take every opportunity to discuss support needs during or after class and may also request academic support outside formal teaching time by contacting the lecturer directly by email or via the message feature in Engage.
- 5.10 LCBA Course Coordinators are available to students for advice about their studies.
- 5.11 Students may apply for reasonable adjustment to course delivery and assessments.
- 5.12 Students are responsible for acting on recommendations to access learning support services. Learning support services include:
- referral to external English language courses;
  - individual referral for academic counselling;
  - individual or small group tutorial support;
  - individual or small group learning contracts;
  - additional resources, including video/DVDs, texts, workbooks;
  - workshops on particular topics, including:
    - numeracy skills;
    - academic writing;
    - academic reading;
    - study skills;
    - report writing;
    - academic integrity;
    - assessments; and
    - presentation skills.

## LEARNING SUPPORT POLICY (HIGHER EDUCATION)

- 5.13 LCBA respects the privacy of student information relating to their learning needs. Information provided to LCBA is disclosed only as necessary to provide students with the support they need.
- 5.14 LCBA monitors learning support needs at cohort and sub-cohort levels and improves its provision of learning support services based on student characteristics, including mode of participation.
- 5.14.1 The Learning and Teaching Quality Committee maintains a current understanding of student cohort and sub-cohort characteristics and associated needs.
- 5.14.2 The Learning and Teaching Quality Committee reviews relevant data, including trends, external referencing and student feedback, on the adequacy, availability, timeliness, access, and cost of learning support services at LCBA and makes recommendations for improvement to the Academic Board as appropriate.

### 6. Roles and Responsibilities

Roles	Responsibilities
Lecturers	Provide learning support relating to the units they are teaching Refer students to appropriate learning support services Consider requests for, and implement, modified assessments
Academic Committees	Review student results, monitor their progress, and refer them to appropriate learning support services
Program Managers	Refer students to learning support Approve modified assessments
Admissions	Provide opportunity for students to disclose support needs Facilitate application and assessment of requests for reasonable adjustment
Student Services	Provide opportunity for students to disclose support needs Facilitate access to adequate internal and external learning support services Facilitate application and assessment of requests for reasonable adjustment
Learning and Teaching Quality Committee	Monitor student learning support needs at cohort and sub-cohort levels Make recommendation for improvement of learning support services

### 7. Definitions

‘Full-Time Equivalent’ (FTE) measures the number of standard-hour workloads worked by staff and is calculated based on the total hours worked in a standard working week, which is set as 1 FTE.

‘Learning Support’ refers to a range of educational strategies provided to students in an effort to help them achieve satisfactory academic progress, including assistance to improve literacy, language and numeracy skills.

‘Learning Support Needs’ may relate to the need to improve literacy, language or numeracy skills. A need for learning support may also arise from personal circumstances such as medical condition, impairment, disability or specific learning difficulty.

*Other applicable definitions may be found in LCBA’s Glossary of Policy Terms on the LCBA website.*

## LEARNING SUPPORT POLICY (HIGHER EDUCATION)

### 8. Related Documents

- Academic Progress Policy HE
- Access, Diversity and Equity Policy
- Assessment Policy HE
- LCBA Privacy Policy
- Student Selection and Admissions Policy

### 9. Implementation

- 9.1 The Head of School of Business is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan and presented with the policy to the Academic Board.
- 9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

### 10. Learning Support Needs Procedure

- 10.1 Students advise LCBA of their support needs in one of the following ways:
- by indicating their support needs on the Application Form;
  - by completing the Request for Reasonable Adjustment form;
  - during Orientation by noting their support needs on the Student Profile Form; or
  - after commencement of their course by advising campus administration staff or LCBA Student Services.
- 10.2 Students may be required to provide evidence of their support needs (e.g., medical records).
- 10.3 Modified assessments may be granted by the lecturer with the approval of the relevant Program Manager (or delegate) and notification to the Course Coordinator (or delegate) and Student Services.
- 10.4 Reasonable adjustments to assessment tasks are implemented by the lecturer following notification from Student Services (refer to LCBA *Access, Diversity and Equity Policy*).
- 10.5 Students' support needs are recorded on the SharePoint Learning Support Register. The Register is accessible by LCBA Student Services, Work Integrated Learning, Academic Services staff, and Program Managers.

### 11. Summary of changes since last review

Authored by	Description
Head of School	Inclusion of key indicators for monitoring academic progress and circumstances in which students would be referred to learning support services Inclusion of a reference to the role of Academic Committees in reviewing student results, monitoring their progress, and referring them to learning support services