

## LEARNING SUPPORT POLICY (VOCATIONAL EDUCATION)

### 1. Purpose and Objectives

- 1.1 This policy sets out guidelines about how Le Cordon Bleu Australia (LCBA) provides learning support to students in order to assist them in achieving their learning goals.
- 1.2 Its purpose is to provide information to students to assist them to access learning support while undertaking a Le Cordon Bleu Australia Vocational Education program.

### 2. Scope

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

### 3. Legislative Context

- National Code 2018
- Standards for RTOs 2015

### 4. Policy Statement

- 4.1 LCBA identifies the learning support needs of each student and provides access to the specific support they need.

### 5. Policy

- 5.1 LCBA provides opportunities for students to participate in services designed to assist them in meeting course requirements.
- 5.2 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 Program Application Form and/or on the Student Profile Form.
- 5.3 New and continuing students may apply for reasonable adjustment to assessment and must do so within a reasonable timeframe.
- 5.4 On commencement of their study program, students undertake a Learning Support Activity designed to evaluate literacy, language and numeracy skills. Students are informed in writing of their results and prompted to access support where a possible need is identified.
- 5.5 LCBA monitors the academic progress of students to identify learning support requirements and provides services that meet individual learning support needs.
- 5.6 Lecturers provide specific learning support for their units by promptly responding to students' reasonable requests for assistance. Students should take every opportunity to discuss support needs with their lecturer at appropriate times and may also request academic support outside scheduled lessons by contacting the lecturer by email or via the message feature in Engage.
- 5.7 LCBA will make reasonable adjustments to ensure students with a disability have access to and can participate in work integrated learning activities. The needs of students with disabilities should be considered during placement allocation.
- 5.8 Students may be referred to external agencies as appropriate to meet their learning support needs.
- 5.9 Students are responsible for acting on recommendations to access learning support services.

## LEARNING SUPPORT POLICY (VOCATIONAL EDUCATION)

### 5.10 Learning support services may include:

- referral to external English language courses
- individual referral for personal, financial or academic counselling
- individual or small group tutorial support
- individual or small group learning contracts
- additional resources, including video/DVDs, texts, workbooks
- workshops on topics, including:
  - numeracy skills
  - writing for academic purposes
  - reading for academic purposes
  - study skills
  - essay writing
  - report writing
  - plagiarism
  - assessment
  - presentation skills
  - reflective practice.

5.11 Failure to access recommended learning support services or participate in academic skills sessions may be factored into academic progress decisions.

5.12 LCBA respects the privacy of student information relating to their learning needs. Information provided to LCBA is confidential and disclosed only as necessary to provide students with the support they need.

## 6. Roles and Responsibilities

<b>Roles</b>	<b>Responsibilities</b>
Trainers / Assessors	Facilitate enquiries and applications for learning support Provide learning support
Program Managers	Ensure learning support identification activities are conducted Refer students to learning support Approve reasonable adjustment of assessments
LCBA Admissions staff	Provide opportunity for students to disclose support needs Facilitate application and assessment of requests for reasonable adjustment
LCBA Student Services staff	Provide opportunity for students to disclose support needs

## 7. Definitions

‘Academic Progress’ means a student’s progress towards successful completion of the academic requirements of the program in which they are enrolled.

‘Co-delivery partners’ are the institutions that provide training and assessment in LCBA’s vocational education programs.

## LEARNING SUPPORT POLICY (VOCATIONAL EDUCATION)

‘Learning Support’ refers to a range of educational strategies provided to students 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.

‘Reasonable adjustments’ may include measures or actions taken to assist any student with a specific disability.

‘Unit’ refers to a component of a course of study with a designated code, title and credit point allocation in which students enrol and undertake assessment tasks in order to achieve specified learning outcomes.

### 8. Related Documents

- Academic Progress Policy VET
- Access and Equity Policy
- Privacy and Personal Information Policy
- Student Selection and Admissions Policy
- Work Integrated Learning Policy

### 9. Implementation

9.1 The Academic Director VET is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, countersigned by the Dean 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. 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
- After commencement of their program by advising campus administration staff.

10.2 Students may be required to provide evidence of their support needs (e.g. medical records)

10.3 A group consisting of Admissions Manager, Program Manager, Student Services Manager and Head of Industry Engagement make decisions on granting reasonable adjustments. Any reasonable adjustment requests for assessments will involve the relevant assessor and is to be approved by the program manager (or delegate) and recorded on assessment evidence.

10.4 Reasonable adjustments that are agreed to by LCBA are recorded on the Reasonable Adjustment Assessment Record, which is retained on the student file and provided to the LCBA Student Services, Work Integrated Learning, Academic Services staff, and Program Managers. Reasonable adjustments could include one or more of the following:

## LEARNING SUPPORT POLICY (VOCATIONAL EDUCATION)

- Additional time to complete assessments
  - Academic skills tutoring
  - Opportunities to submit a draft for feedback and guidance
  - Audio feedback & comments from the assessor
  - Assessment extensions for course work
  - Support with time management
- 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 approval

Authored by	Description
VQMC Policy working Group	Adopted new policy template Applied continuous improvement as per LCBA VQMC and Academic Board recommendations - procedural instructions, definitions, formatting, editorial.