

LEARNING SUPPORT POLICY (HIGHER EDUCATION)

1. Purpose and Objectives

- 1.1 This policy sets out guidelines about how Le Cordon Bleu Australia provides learning support to students in order to assist them in achieving their learning goals.
- 1.2 Its objective is to inform students of how they can access learning support within LCBA's higher education programs.

2. Scope

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

3. Legislative Context

- National Code 2018
- HESF (Threshold Standards) 2015

4. Policy Statement

LCBA identifies the learning support needs of students and provides access to the specific support they need.

5. Policy

- 5.1 LCBA acknowledge that students may require learning support due to a number of factors including:
 - A medical illness, injury, health or psychological condition or disability;
 - Learning difficulties or disabilities;
 - A significantly stressful life event;
 - English language proficiency;
 - Time management, organisation skills and study techniques;
 - Academic progress.
- 5.2 LCBA provides opportunities for students to participate in services designed to assist them in meeting course requirements at no cost to students.
- 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 New and continuing students may apply for reasonable adjustment to assessment and must do so within a reasonable timeframe.
- 5.5 LCBA monitors students' academic progress to determine their learning support needs.
- 5.6 LCBA's delivery partners provide learning support services where they are able to meet the student's needs.
- 5.7 Students may be referred to external agencies as appropriate to meet their learning support needs.
- 5.8 Lecturers provide specific learning support for their units by promptly responding to students' reasonable requests for assistance.

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5.9 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 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 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 particular topics, including:
 - numeracy skills,
 - writing for academic purposes,
 - reading for academic purposes,
 - study skills,
 - essay writing,
 - report writing,
 - academic integrity,
 - assessment,
 - presentation skills,

5.11 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.

6. Roles and Responsibilities

Roles	Responsibilities
Lecturers	Provide learning support
Program Managers	Refer students to learning support
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 application and assessment of requests for reasonable adjustment

7. Definitions

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

‘Course’ means a set of Units or a higher degree by research program approved by the Academic Board, and which when satisfactorily completed normally qualifies a student for an LCBA award;

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‘Delivery partners’ are the third party providers contracted by LCBA to deliver part or all of a course or its constituent units of study. Also referred to as a ‘Co-Delivery Partner’.

‘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;

‘Reasonable adjustment’ are adjustments to assessments made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the unit/s being assessed.

‘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 HE
- Access and Equity Policy
- Privacy and Personal Information Policy
- Student Selection and Admissions Policy

9. Implementation

9.1 The Registrar is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, counter signed by the Dean and presented with the policy to the Corporate 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 usually consisting of Admissions Manager, Program Manager and Student Services Manager makes decisions on granting reasonable adjustments.

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.

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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
Academic Registrar	Clarify that support is available at no cost to students Clarify that students may seek support from lecturer outside class time Adopted new policy template