

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 Related Policies

- Academic Progress Policy
- Access and Equity Policy
- Privacy and Personal Information Policy
- Student Selection and Admissions Policy

4 Definitions, Acronyms

'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;

'Delivery partners' are the institutions that provide training and assessment in LCBA's education programs.

'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' Adjustments are 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 being assessed.

'Unit' means a component of a Course having a discrete designated code and title in which students enrol and complete specific work requirements.

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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.
- 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.
- 5.9 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;

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- 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,

5.10 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 Procedure

6.1 Students advise LCBA of their support needs in one of the following ways:

- a) By indicating their support needs on the Application Form
- b) By completing the Request for Reasonable Adjustment form
- c) During Orientation by noting their support needs on the Student Profile Form
- d) After commencement of their program by advising campus administration staff.

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

6.3 A group usually consisting of Admissions Manager, Program Manager and Student Services Manager makes decisions on granting reasonable adjustments.

6.4 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.

6.5 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.

7 Change and Version Control

Version	Authored by	Description	Effective Date
1.0	NAQM	Reviewed and reformatted	
2.0	NAQM	Addition of information on SharePoint register for Learning Support Needs and on applying for reasonable adjustment	5 th March 2019