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## Learning Support

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### POLICY

Le Cordon Bleu Australia provides access to language and learning support through its various partner institutions. Each partner institution has specialist staff dedicated to supporting students' learning.

Le Cordon Bleu Australia has a high proportion of overseas students with English as a second language; on-going language support is critical to the retention and success of these students. In addition, Le Cordon Bleu Australia also has students returning to formal education after periods of full time employment. Ongoing support in study skills and academic writing is essential to their success.

Specific English proficiency entry requirements are advertised in the prospectus for all Le Cordon Bleu Australia programs. Students can expect that English language proficiency will be assessed at the start of a program. A student who does not achieve the required minimum standard when assessed on commencement will be required to undertake specific English language support programs, regardless of whether the student has provided documented evidence of having met the minimum IELTS standards.

Where deemed necessary by the Academic Director, students may be required to defer or reschedule their Le Cordon Bleu Australia program to undertake such English language support if a full-time English language course is assessed as being the most appropriate option.

### PROCEDURE

Students are asked to declare any disabilities or impairments or learning support needs on their initial application form. Once specific learning and support needs are assessed, where possible, an appropriate support plan is developed and, if the plan is agreed to by the student, the enrolment is processed, relevant staff members are alerted to the student's requirements and the support plan is implemented.

Where LCBA or a partner institution identifies after commencement that a student requires support the student and authorised staff will attempt to develop an appropriate support plan and once this is agreed to by the student, it is implemented.

In all cases where a support plan is required, specialist advice, for example learning skills, language skills or medical advice, will be sought as required, to inform decision making.

The student for whom a support plan is being developed may be required to temporarily suspend participation in some or all classes or other program related activities where this is deemed appropriate for safety reasons, based on specialist advice.

Le Cordon Bleu Australia assesses student's language skills in an initial assessment session at the beginning of each program. These results are collated and students at risk of poor academic progress are identified.

All students' academic and classroom performance is monitored and lecturers are required to identify any student whose behaviour or academic performance indicates they may be at risk of poor academic progress.

All at risk students are counselled and Le Cordon Bleu will seek to develop a plan, negotiated with each student, for monitoring and support.

Possible actions for support include, but are not limited to:

- referral to English language courses
- referral for individual personal, financial or academic counselling
- individual or small group tutorial support
- individual or small group study plans
- additional resources, including but not limited to video/DVDs, texts, workbooks
- workshops on particular topics, including but not limited to:
  - numeracy skills
  - writing for academic purposes
  - reading for academic purposes
  - study skills
  - essay writing
  - report writing
  - plagiarism
  - assessment
  - presentation skills

The Academic Director must be notified of students identified as at risk and of the strategies implemented to support these students. A copy of these strategies must be placed on the student file.