

## Student Learning Support Policy

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### 1. Purpose

1.1 This Policy sets how *Leaders Institute* (LI) will provide a supportive teaching and learning environment that is responsive to individual student needs.

### 2. Principles

2.1 LI ensures that it provides staff and students with information regarding the various facilities and resources that are available to provide english language and academic support during their course.

2.2 The expectations from LI staff with regards to identifying students that require learning support and directing or providing them to / with appropriate resources.

2.3 LI aims to foster an environment where students feel that they are supported to help achieve their learning outcomes.

### 3. Roles and Responsibilities

2.1 Program Directors and delegated supervisors are responsible to identify and inform about students who require learning support.

2.2 Student Support Officer is responsible to ensure that the Dean and Program Directors are notified about the progress of students identified with needing learning support.

2.3 Registrar is responsible to ensure that the policy is implemented across all departments of the Institute.

### 4. Scope

4.1 This policy is applicable to all staff of LI.

4.2 The policy should be read in conjunction with the following documents:

- *Student Learning Support Procedures*
- *Progression and Exclusion Policy*

## Student Learning Support Procedure

### 1. Context

1.1 LI acknowledges that some students need a supportive teaching and learning environment that is responsive to individual student needs.

1.2 Some students may not be able to achieve the academic results of which they are capable and would need academic support to realise that potential.

1.3 To inform students of what support services are available to them during their course of study at LI.

### 2. Procedures

#### 2.1 Orientation

All students are required to attend the Orientation Program prior to commencement of classes. The Program Director and Registrar are responsible for the delivery of the Orientation program to all students. The Orientation program encompasses a range of educational, course planning, independent living and social information sessions. These include:

- Registration, ID and campus tour
- Living and studying in Australia
- Library orientation
- Learning Management System and IT systems introduction
- Course planning
- Individual course advice and enrolment check
- Academic expectations including plagiarism
- Student Support Services information

Orientation sessions are supported through appropriate resources posted on the website and the Student Learning Management System (Moodle System). The Student Support Officer or delegated member of staff is responsible for checking student attendance at Orientation and following up with students who do not attend or who arrive late. The Orientation and follow up procedures are designed to ensure that all students are appropriately inducted into their course.

#### 2.2. Identification of Individual Student Needs

Close scrutiny of students is maintained by lecturers and student services staff. Attendance rolls are taken at each class and assignment submissions are monitored. Students who fail to attend class regularly and/or who fail to submit one or more assessments are contacted by the Program Director. The Program Director may identify these students as having learning support needs. The Program Director will consult with each student identified as having learning support needs. Learning support needs of students may arise from issues associated with:

- English language
- literacy
- numeracy
- study techniques
- time management
- organisational skills
- working with others
- I.T.
- the requirements of the course

Learner support needs may be identified:

- by poor attendance or poor assessment outcomes
- during initial discussions with academic staff during Orientation
- by self-referral by a student
- when a lecturer/tutor has identified that a learner is experiencing difficulty (this may be by observation in class or upon analysis of assessment items submitted early in the term)
- when a learner seeks assistance from the Student Support Officer, Program Director or some other member of staff
- after a student subject evaluation survey
- during an interview with a student
- as part of an intervention strategy agreed between the learner and the Program Director

### 2.3. Ongoing Student Learning Support

Programs commence during Orientation to assist students with the transition to a tertiary level study regime. The programs include workshops, individual interviews with students and informal support provided by lecturers/tutors. The support programs utilise a wide range of resources available on Moodle system and in the library. Individual assistance is available from specialist support staff.

#### 2.3.1 English Language and Academic Assistance

English language and academic advice workshops and resources include such topics as essay writing, report writing, APA referencing, avoiding plagiarism, using Turnitin, making oral presentations, and examination tips.

#### 2.3.2 Library

Library information sessions are held during Orientation. Additional workshops are scheduled throughout the year to assist students to most effectively utilise the range of library resources, including the available electronic databases. These workshops are designed to improve information literacy skills of students. Library staff are available throughout library opening hours to give individual assistance and advice to students.

#### 2.3.3 Information Technology

Information technology staff are available to help students with the technology available to them and with connectivity issues related to their course.

#### 2.3.4 Academic Advice

The Student Support Officer will provide academic advice to students, such as time management, exam preparation, essay and report writing, referencing, avoiding plagiarism, library research, and stress management. The Student Support Officer will also provide individual counselling with students by referral from staff or self-referral by students. Appointments can be made in person, by email or at the campus reception desk. Times available for appointments are advertised and sent in electronic form to each student.

#### 2.3.5 Documentation of students seeking support

Records are maintained when students are referred for additional academic or English language support. The Program Director also keep records of students seeking assistance. Summary data form part of the educational metrics reported to the Learning, Teaching and Curriculum Committee (LTCC).

#### 2.3.6 Academic Staff Consultation

- In-class consultation: Individual student consultations with the subject lecturer, tutor or other appropriate academic are an integral part of the learning experience for each subject. The normal weekly teaching pattern provides face to face lectures and a structured tutorial. Further diagnostic tutorials are scheduled to allow students the opportunity to clarify points of confusion, discuss aspects of the subject in more detail and obtain feedback on their assignments, both in draft form and on completed work.
- Electronic consultation: Each unit is enhanced by an individual web based support site through Moodle System. The Moodle System provides students with access to subject resources and also includes a 'forum' and group email facilities that allow for the posing of questions by students and lecturers and response by both students and lecturers. Such community based facilities are moderated and controlled by the unit coordinator. All students enrolled in a unit have access to the unit web page.