



Student Learning Support Policy

Purpose	Sets out the Institute's approach to supporting student learning.
Location	The policy is maintained on owncloud (original: Pydio)- http://cloud.ee.edu.au/owncloud
Responsible executive	Principal
Responsible office	Principal's Office
Contact officer	TBA
Effective date	30 November 2016
Review date	30 November 2018
Modification history	Jun 2013 (V1), Nov 2016 (V2)
Related documents	No related policies or plans
Authority	Approved by Council

1. Purpose

The purpose of this policy is to provide a supportive teaching and learning environment that is responsive to individual student needs.

2. Scope

This policy is intended to provide staff and students with information regarding the facilities and resources that are available to students to support them with the academic and English language demands of their courses. The policy also outlines the expectations and responsibilities of staff to identify students with learning support needs and to direct them to or provide them with appropriate resources.

3. Principles

3.1 Orientation of students

All students are required to attend the Orientation Program prior to commencement of classes. The Director of Professional Programs and Student Services Manager are responsible for the delivery of the Orientation program to all students. The Orientation program encompasses a range of educational, student learning support, course planning, independent living and social information sessions including:

- 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 Services Manager 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.

Equity and diversity

Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Wellbeing

All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.

Access to appropriate support services

Students are provided with information on, and access to, learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts.

Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

3.2. Identification of Individual Student Needs

The Principal delegates to the Academic Dean and teaching staff to develop and implement clearly defined strategic plans and processes (early assessment tasks including a first assessment task no later than week four to assist the identification of at risk students), using a range of evidence-based procedures that enable the early identification of students who may be at risk in academic progress.

Students at risk and requiring learning support will be identified through the following:

- By poor attendance (attendance rolls are taken at each class) or poor assessment outcomes (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 Director of Professional Programs
- Monitoring of students by lecturers and student services staff
- During initial discussions with academic staff during Orientation
- 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 Services Manager, Director of Professional Programs or some other member of staff
- During an interview with a student



- As part of an intervention strategy agreed between the learner and the Director of Professional Programs

The Academic Dean 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
- equity and diversity factors

An individual learning support program is prepared in consultation with the student utilising advisory services and resources outlined in Section 3.3 of this policy.

3.3. 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.

Ongoing provision of learning support procedures will include:

- 3.3.1 Confirmation that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;
- 3.3.2 Confirmation that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students; and
- 3.3.3 Encouragement of teachers to consult with relevant institute-based and external stakeholders when planning for students at risk.
- 3.3.4 English Language and Academic Assistance. English language and academic advice workshops and resources include such topics as essay writing, report writing (i.e., student may be suggested to undertake CMU101 - Professional Writing unit), APA referencing, avoiding plagiarism, using Turnitin, making oral presentations, and examination tips.
- 3.3.5 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.

- 3.3.6 Information technology staff are available to help students with the technology available to them and with connectivity issues related to their course.
- 3.3.7 Academic Advice. The Academic Dean 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 Academic Dean 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.
- 3.3.8 Documentation of students seeking support. Records are maintained when students are referred for additional academic or English language support. The Academic Dean also keeps records of students seeking assistance. Summary data forms part of the educational metrics reported to the Teaching, Learning and Examination Committee (TLEC).
- 3.3.9 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.
- 3.3.10 The learning environment and associated learning activities support academic interactions among students outside of formal teaching.