



STUDENT LEARNING SUPPORT POLICY AND PROCEDURES

Purpose

Lincoln Education Australia (LEA**) recognises that the provision of academic language and learning skills support is crucial to enhancing student participation in education and academic outcomes. Academic language and learning skills support services tailored to the needs of student cohorts greatly improves the student experience and quality of learning and teaching at LEA.

LEA's *Student Learning Support Policy and Procedures* identifies the principles underpinning the development of academic language and learning support services at LEA. It details the key roles and responsibilities in administering support, and the processes that shall facilitate student access to support services.

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

**The trading name for the Lincoln Institute of Higher Education (LIHE) is Lincoln Education Australia (LEA).

POLICY

Scope

This policy applies to all staff and students at LEA. 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.

Principles

Student learning support services at LEA are tailored to each student cohort and specific disciplines. The services shall remain flexible in order to respond to student needs as they arise, and may include:

- Workshops
- Seminars
- One-on-one consultation

LEA shall evaluate the needs of each student cohort as early in the semester as possible.



LEA shall enable students to access learning support at any point during the semester. Students who are identified as needing extra support, for example those at risk of unsatisfactory progress, shall be specifically directed to support services.

LEA shall review learning skills support services regularly to ensure students are fully supported. The findings of these reviews shall be used to develop and improve new student admissions policies and processes.

LEA shall ensure that all students, including domestic and international students, have access to academic language and learning skills support. LEA shall offer services to individual students for those English is not their first language.

LEA shall make specific efforts to ensure that the participation in education of underrepresented and/or disadvantaged groups is fully supported, including:

- Aboriginal and Torres Strait Islander students
- Students who are part or full-time carers
- Students with disabilities
- Students experiencing mental or physical health concerns
- Mature-age students
- Students who are single parents
- Students who are first in family to attend higher education
- Students from low-socio economic backgrounds
- Students with financial difficulties
- Students who identify as LGBTI

Student learning support services shall address using English for academic purposes, for example essay writing, report writing, editing and proof-reading skills, while academic learning support services shall cover topics such as note taking, time management, and exam preparation.

Learning support services work with other support services to ensure students are fully supported in their studies. See the *Student Counselling Policy and Student Support, Wellbeing and Safety Policy and Procedures* for policy frameworks regarding non-academic support services.

PROCEDURES

Responsibilities

Course Coordinators

Course Coordinators are responsible for ensuring that students enrolled have the capacity to meet, and continue to meet, course progression requirements.



Course Coordinators shall monitor the progression of the cohort as a whole, as well as handling individual incidents of students at risk of unsatisfactory progress.

Course Coordinators shall determine student needs through the monitoring activities described in this policy and the *Academic Progress Policy and Procedures*, as well as through collecting and analysing student feedback on academic support services (see *Student Feedback Policy*). Course Coordinators shall pass on information to the Academic Dean to review and improve academic support services.

Academic Dean

The Academic Dean shall develop academic language and learning skills workshops and seminars, and provide one-on-one-consultation for students as needed.

They shall consult with Course Coordinators to ensure that the overall program of academic language and learning support is tailored to each student cohort and discipline. Throughout each semester, the Academic Dean shall take advice from Course Coordinators in order to adjust support services to meet changing student needs.

In consultation with the Course Coordinators, the Academic Dean shall monitor the effectiveness of academic language and learning support services.

Academic staff

Staff involved in teaching and learning activities at LEA play a central role in ensuring that students are aware of the support services available to them. They communicate this information to students at the beginning of each semester, and they refer students to support services on detection of poor performance, as per the *Students at Risk and Unsatisfactory Progress Policy*.

Academic staff shall be available for students to approach them with any concerns. For more information see the *Learning and Teaching Policy*.

Academic staff shall be trained to implement this policy through induction, professional development activities, and communication with the Academic Dean.

Information for Students

All prospective and current students shall be informed of their options for support services available to them during their studies at LEA.

Students shall be informed in writing and verbally of what academic support services are available and how to access them, including contact details for the Academic Dean, via:

- Information accompanying the Letter of Acceptance and Welcome Letter
- Orientation sessions
- The LEA website
- The student portal



- The Student Handbook
- Email announcements
- In lectures and tutorials

Students shall be introduced to the Academic Dean and key academic staff at the Orientation Program.

Orientation

All on campus students are required to attend the Orientation Program prior to commencement of classes. The Academic Dean is 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 to be supported through appropriate resources posted on the website and the student Learning Management System (LMS).

The Student Experience 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.

Transition Support

Learning support services form a key component of transition support into study at LEA. Alongside the orientation program and non-academic student support services, LEA ensures that:

- Students attend introductory workshops on academic language and learning skills at the start of their course
- Students are given written information skills such as referencing, research, and exercising academic integrity.
- The learning support needs of students are assessed early in the semester.

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.

Identification of Individual Student Needs

The Teaching and Learning Committee delegates to the Academic Dean and teaching staff to responsibility of developing and implementing 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 shall 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 Course Coordinator
- Monitoring of students by teaching and student support 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 Experience Manager, or some other member of staff
- During an interview with a student
- As part of an intervention strategy agreed between the learner and the Course Coordinator

The Academic Dean shall 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
- Computing skills
- Course academic requirements
- Equity and diversity factors

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

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 LMS and in the library. Individual assistance is available from specialist support staff.

Ongoing provision of learning support procedures shall include:

- 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;
- 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
- Encouragement of teachers to consult with relevant institute-based and external stakeholders when planning for students at risk.
- English Language and Academic Assistance: English language and academic advice workshops and resources include such topics as essay writing, report writing, referencing, avoiding plagiarism, using Turnitin, making oral presentations, and examination tips.
- 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.
- Information technology staff are available to help students with the technology available to them and with connectivity issues related to their course.
- The Academic Dean or Course Coordinator shall 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 or Course Coordinator shall 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.
- Documentation of students seeking support: Records are maintained when students are referred for additional academic or English language support. The Academic Dean or Course Coordinator also keeps records of students seeking assistance. Summary

data forms part of the educational metrics reported to the Learning and Teaching Committee / Examiners Committee.

- **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 LMS. The LMS 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 Course Coordinator. All students enrolled in a unit have access to the unit web page.
- **Online facilitators:** Facilitators of subjects delivered online provide students with information on the support they provide in their welcome email. Students are required to respond to the welcome email to confirm they have received it. Students are contacted in the first week to ensure they understand the course and assessment requirements and clarify any concerns or questions they may have. Facilitators contact students on a weekly basis and also use the Discussion Forum for regular contact.
- Online students also have access to any of the online support staff regarding their studies. These include dedicated online Coordinators who provide support to students who have queries or problems.
- **Consultation with Course Coordinator:** Course Coordinators are available for individual consultations at times when they are not engaged in teaching or associated administrative duties. Course Coordinators are normally full time permanent staff and are generally on campus at least from 9am to 5pm Monday to Friday. Appointments can be made in person, by email or at the reception desk. Times available for appointments are advertised and sent electronically to both on campus and online students.
- Course Coordinators provide a range of academic and course management advice, from course planning and subject enrolments, to dealing with appeals and progression issues.
- The learning environment and associated learning activities support academic interactions among students outside of formal teaching.
- **Students 'at risk':** Students are required to attain minimum academic standards. The Academic Dean or Course Coordinator monitors the academic performance of students against the minimum academic standards at the end of each term. Students do not meet minimum academic standards in a course if they:
 - fail a particular unit of study more than once; or
 - fail 50% or more of the units of study attempted in a term.
- Students who do not meet the minimum academic standards are deemed to be "at risk". The Academic Dean or Course Coordinator shall arrange for academic

counselling for all students who are deemed to be “at risk” and also advise such students of the possibility that conditions may be placed on their enrolment.

- **Intervention strategies:** During the academic counselling session the counsellor and the student shall determine what additional support shall be provided to the student. This may include, but is not limited to, the student:
 - attending academic skills programs;
 - attending tutorial or study groups;
 - attending at least 80% of scheduled classes in specified units of study;
 - receiving individual case management;
 - attending counselling;
 - receiving assistance with personal issues which are influencing progress;
 - receiving mentoring; or
 - a combination of the above and a reduction in course load.
- **Intervention contracts/documentation:** Students deemed at risk are required to complete and sign an Intervention Contract that stipulates the steps agreed with the counsellor to give them the appropriate level of academic support.
- The Academic Dean or Course Coordinator is required to records the details of any student deemed ‘at risk’ and placed on an intervention contract. Summary data of students on intervention contracts form part of the educational metrics reported to the Teaching and Learning Committee.

Directing Students to Academic support

LEA shall identify students who require additional academic support and direct them to academic language and learning skills support services. The following processes shall also inform adjustments to the overall program of support services for the entire cohort.

Academic staff shall:

- Administer informal activities at the beginning of the semester that gauge English language proficiency
- Administer formative assessment tasks early in the semester
- Monitor attendance and classroom participation
- Moderate and monitor assessment results
- Monitor student performance and progression
- Monitor and appropriately handle instances of academic misconduct (see *Academic Integrity and Misconduct Policy*)

In most cases, academic staff shall refer students to academic language and learning support services. If performance is affected by non-academic matters, academic staff shall be equipped to handle the matter sensitively and refer students to LEA’s non-academic support services.

For more information on the above measures see the *Academic Progress Policy and Procedures*.

Policy Implementation and Monitoring

The Academic Board delegates responsibility for the day-to-day implementation of this policy to Course Coordinators, senior academic and support staff and learning and teaching staff as per ‘Procedures’ above.

The Academic Board shall review all periodic reports from relevant Committees and staff members. Additionally, the Academic Board shall review all relevant student complaints, concerns raised by staff members, and instances of student or staff misconduct on an ongoing basis.

Based on these monitoring activities, the Academic Board shall advise the Corporate Governance Board accordingly and ensure that findings are taken into account in planning, quality assurance and improvement processes.

Compliance

All staff and students at LEA are required to comply with this policy and its procedures, and with related policies and procedures. Non-compliance may result in disciplinary action.

File Number	LEA-GEN-COR-70066-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	<ul style="list-style-type: none"> • <i>Higher Education Standards Framework (Threshold Standards) 2015</i> • <i>Tertiary Education Quality and Standards Agency Act 2011</i>
Supporting Documents	
Related Documents	<ul style="list-style-type: none"> • <i>Teaching and Learning Plan</i> • <i>Academic Integrity and Misconduct Policy</i> • <i>Academic Progress Policy and Procedures</i> • <i>Student Counselling Policy</i> • <i>International Student Services Procedures</i> • <i>Assessment Policy</i> • <i>Moderation Policy and Procedures</i> • <i>Orientation Program Policy and Procedures</i>
Superseded Documents	
Effective Date	1 January 2022
Next Review	3 years from the effective date

Definitions

Academic Board: Governing body responsible for academic matters, including learning and teaching, course approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes.



Academic language skills: Written and verbal communication skills required to effectively engage with academic texts and ideas in learning and study contexts, and are applied in assessment tasks.

Academic language and learning support services: Support services LEA offers students to help them effectively read, understand, write and engage with academic language and learning. This includes workshops, seminars and one-on-one consultation sessions.

Academic learning skills: Skills and abilities that enable effective knowledge acquisition, understanding and critical thinking at a higher education level. Academic learning skills include effective study habits, note-taking, effective listening, reading critically, exam preparation, and time management.

Academic Dean: Responsible for the academic standards of LEA and maintaining and developing academic courses, teaching excellence and interaction with stakeholders. Plays a crucial role in defining, disseminating and supporting academic standards and values across LEA.

Domestic student: Person enrolled in a course of study at LEA who is either an Australian or New Zealand citizen, or an Australian Permanent Resident.

International student: Person enrolled in a course of study at LEA who is not a citizen of Australia or New Zealand, or an Australian Permanent Resident, and has been granted a student visa by the Department of Immigration and Border Protection (DIBP) to study full-time in Australia.

Non-academic support services: Support services LEA offers students to assist with their transition into higher education in Australia and ensure their time while enrolled at LEA is an enjoyable and satisfying experience. Non-academic support services include counselling, medical and housing assistance.

Orientation: On-campus scheduled program of activities prior to the beginning of each semester that provides students with opportunities to meet staff and other students, tour the campus, enrol in academic workshops and seminars, engage in social activities, learn more about LEA and the services on offer, learn more about their rights and responsibilities as students, and access other important information.

Student handbook: Produced for student use that serves as an important resource for students throughout their time at LEA. The student handbook is available on the LEA website and contains course information and contact details for student support services, identifies student policies and procedures.

Student portal: Online login access point for LEA students to access the learning management system, student email and library resources.



Student support services: Non-academic support services. A Student Experience officer can refer students to counsellors, general practitioners, and other health and wellbeing services.

Review Schedule

This policy shall be reviewed by the Academic Board every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	13/08/2020	New policy
1.1	Academic Board	22/02/2023	TEQSA and CRICOS requirements incorporated