



STUDENT LEARNING SUPPORT POLICY

Responsibility for Implementation:	Head of Trainers
Approved by:	PEO
Date of Approval:	2016 (V1), 2019 (V2)
Date of review:	June 2021

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 Head of Trainers 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 System (Moodle System) and Student Management System (Wisenet). 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 PEO delegates to the Head of Trainers 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 Head Trainer;
- Monitoring of students by trainers and student services staff;
- During initial discussions with academic staff during Orientation;
- Self-referral by a student;
- When a trainer 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, Head of Trainers or some other member of staff;
- During an interview with a student; and
- As part of an intervention strategy agreed between the learner and the Head of Trainers.

The Head of Trainers 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. In addition, **please refer to Appendix 1** for a list of potential needs identified during a consultation, and how SBI will meet the identified needs.

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;
- 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, APA referencing, avoiding plagiarism, 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 is available throughout library opening hours to give individual assistance and advice to students;
- 3.3.6. Information technology staff is available to help students with the technology available to them and with connectivity issues related to their course;

- 3.3.7. Academic Advice. The Head of Trainers 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 Course Coordinator 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 Head of Trainers and also keeps records of students seeking assistance.
- 3.3.9. Trainer's 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.


Appendix 1 – List of identified needs and possible processes to address those needs

Needs identified	Meeting the needs of our students
Low Language, Literacy and Numeracy skills	LLN assessments will be conducted for all students who do not currently hold a Certificate IV qualification or above
English as a second language	LLN assessments will be conducted for all students. Students will also be monitored by the Trainers to ensure that they understand the course content and are meeting the assessment requirements.
Flexibility of training	In order to meet the needs of students, training may be adjusted to meet the specific needs; this would include delivery and assessment of training.
Students may have physical or mental disabilities	<p>For physical disabilities, where the disability will not affect their training, SBI will make adjustments to the physical environment.</p> <p>For mental disabilities, an assessment of the student's skills will be assessed for their suitability to this course</p> <p>Trainers may use adaptive technology or specific equipment to assist learning</p>
Students may not have access to materials and equipment	SBI will assist the student with gaining access to all materials they will require to successfully complete the course.
The students' knowledge and understanding of subject may be limited	Our trainers will assist the students to develop skills and knowledge in this course, if a trainer identifies that a student is struggling, they will refer the student to SBI Management who will undertake further assessment and identify a suitable pathway for the student.
Students may require validation of current competencies	Trainers will assess the students' current competencies to ascertain whether they would be eligible for recognition or further training and assessing will be required.
Considering cultural beliefs, traditional practises/religion observances	Cultural beliefs and traditional practices will be considered during training, this may include allowing students to leave the classroom for prayer breaks.

Sydney Business Institute

ABN 59 609 650 160

RTO Code: 45097

Level 6, 8 Quay Street, Haymarket NSW 2000

Phone: 02 9211 4958

Email: info@sbi.edu.au

Website: www.sbi.edu.au



SYDNEY
**BUSINESS
INSTITUTE**

<p>Students may be suffering from external factors where they may require assistance.</p>	<p>It is the responsibility of all staff to identify the students' needs throughout the course of their enrolment, as the Trainer will have the majority of the contact with the client, it is their responsibility to monitor student progress and notify SBI Management of any needs that they have identified.</p> <p>Students will be referred to additional support services where required (i.e. hardship services like Lifeline or Support Services for addictions like drugs and alcohol)</p>
<p>Reasonable Adjustments</p>	<p>In order to meet learners' needs, SBI will make Reasonable Adjustments, these may include:</p> <ul style="list-style-type: none">• Modification of educational premises, e.g. Ramps, disability toilets and classes held in rooms accessible to persons with disabilities• Modifying or providing equipment, e.g. lowering benches, enlarging computer screens, providing chairs with support• Changing assessment methods, e.g. Oral exam instead of written or allowing additional time for a scribe to write an exam for person with a disability• Changing course delivery, e.g. Providing student notes or research materials in different formats or by accessing a Sign Language Interpreter• Seek advice from disability organisation's that represent or provide services to people with a disability if necessary• Students may negotiate assessment methods to allow individual circumstances to be taken into consideration.• Assessment tasks can be adapted to suit work place