

## Student Learning Support Policy

Purpose	<b>Sets out AITC's approach to supporting student learning.</b>
Location	<b>The policy is maintained on owncloud</b>
Responsible executive	<b>CEO</b>
Responsible office	<b>CEO's Office</b>
Contact officer	<b>TBA</b>
Effective date	<b>29 June 2020</b>
Review date	<b>23 March 2022</b>
Modification history	<b>Version 1.0 (29 June 2020), Version 1.1 (24 March 2022)</b>
Related documents	<b>AITC Student Consultation Policy          AITC Student Grievance Mediation Policy          AITC Student Orientation Policy          AITC English, Computing and Mathematics Support          AITC Library Policy          AITC Education Plan</b>
Authority	<b>Approved by Council</b>

### 1. Purpose

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

### 2. Scope

This policy outlines the expectations and responsibilities of staff to identify students with learning support needs and appropriate learning support resources. This policy also provides staff and students with information regarding the facilities and resources that are available to students to support them with the academic English language demands of their course.

### 3. Principles

#### 3.1 Orientation of students

All students are required to attend the Orientation Program prior to commencement of classes. The Academic Dean and Registrar 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 (but not limited to):

- 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 Integrity Rules & Requirements
- Work Health Safety
- Student Safety & Conduct Rules
- Student Support Services information

On-campus orientation sessions are supported through appropriate resources posted on the website and the Student Learning Management System (Moodle System). The Registrar 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 adversely affecting their study.

#### Access to appropriate support services

Students are provided with information (AITC website) 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 CEO delegates responsibility to the Academic Dean and teaching staff to develop and implement clearly defined early intervention strategies (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 Academic Dean.

- 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 having trouble (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 Registrar, Academic Dean 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 (see English Language Proficiency and English, Computing and Mathematics Support Policies):

- English language
- Literacy
- Numeracy
- study techniques
- time management
- organisational skills
- working with others
- Technology usage.
- 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

to enable actions that meet specific needs of their students (see Staff Professional Development Policy); and

3.3.3 Encouragement of teachers to consult with relevant institute-based and external stakeholders when planning support actions 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, 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.

3.3.5 Information technology staff are available during normal office hours to help students with the technology available to them and with connectivity issues related to their course.

3.3.6 Academic Advice. The Academic Dean must ensure that each student is provided with appropriate academic advice including course progression, attendance, academic performance, support actions and referral to other services.

3.3.7 Records are maintained by the Academic Dean and Administration staff when students are referred for academic or English language support as well as students seeking assistance. Summary data forms part of the educational metrics reported to the Teaching, Learning and Examination Committee (TLEC).

3.3.8 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. Individual consultations can be arranged by Students making appointments with teaching staff. Please refer to the Student Consultation Policy for more information.

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 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.

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All students enrolled in a unit have access to the unit web page.

3.3.9 The learning environment and associated learning activities support academic interactions among students outside of formal teaching. Students are encouraged to engage in discussions and debate with their student peers (a social aspect of learning) regarding matters related to understanding concepts and developing mental models relevant to the field of study.

3.4 Support Services offered by AITC are at no extra cost to the student.