LEARNING SUPPORT POLICY (VOCATIONAL EDUCATION)

Purpose and Objectives

1.1 This policy sets out guidelines about how Le Cordon Bleu Australia (LCBA) provides learning support to students in order to assist them in achieving their learning goals.

1.2 Its purpose is to provide information to students to assist them to access learning support while undertaking a LCBA Vocational Education program.

2. Scope

2.1 This policy applies to all students enrolled in LCBA Vocational Education programs.

3. Legislative Context

- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Standards for Registered Training Organisations (RTOs) 2025
- Disability Standards for Education 2005

4. Policy Statement

4.1 LCBA identifies and monitors the learning support needs of each student at admission and over the course of their studies and provides access to the specific support they need.

5. Policy

5.1 LCBA admits students who have the capacity to succeed in their studies, but acknowledges that students may require learning support due to a number of factors, including:

- english being a student's second language;
- adapting to a new culture and transitioning to new education standards;
- a medical illness, injury, health or psychological condition or disability;
- a learning difficulties or disabilities; and
- a significantly stressful life event.

5.2 LCBA provides timely access to support services which are designed to assist students in meeting course requirements at no cost or at a reasonable cost where the student has been referred to an external provider for specialised support.

5.3 Students are provided with the opportunity to disclose their learning support needs in the application process and during orientation via the relevant Program Application Form and/or on the Student Profile Form.

5.4 New and continuing students may apply for reasonable adjustment to training and/ or assessment tasks and must do so within a reasonable timeframe.

5.5 On commencement of their study program, students undertake an activity designed to evaluate literacy, language and numeracy skills. Students are provided with their results and prompted to access support where a possible need is identified.

5.6 LCBA monitors the academic progress of students to identify learning support requirements and provides services that meet individual learning support needs.

5.7 Lecturers provide specific learning support for their units of competency by promptly responding to students' reasonable requests for assistance. Students are encouraged to take every opportunity to discuss support needs at appropriate times.

This online version is a controlled document. Any printed versions are considered invalid.

Learning Support Policy VET	Version 4	Sector: VET
Approval Authority: Academic Board	Date: 18/03/2025	Page **1** of **5**

5.8   Students may also request academic support outside scheduled lessons by contacting their lecturer by email or via the message feature in LCBA's learning management system (Engage).

5.9   Students may apply for reasonable adjustment to course delivery and assessments.

5.10   Reasonable adjustments are based on:

- the impact on course integrity

- the extent of hardship for LCBA

- the effectiveness of adjustment. For more information see Disability Standards for Education 2005 - Department of Education, Australian Government

5.11   LCBA will make reasonable adjustments to ensure students with a disability have access to, and can participate in, work integrated learning activities. The needs of students with disabilities are considered during placement allocation. Refer to the *Access and Equity Policy*.

5.12   Students may be referred to external agencies as appropriate to meet their learning support needs.

5.13   Learning support services may include:

- referral to external English language courses
- individual referral for academic counselling
- individual or small group tutorial support
- individual or small group learning contracts
- additional resources such as texts, workbooks, online learning support modules
- workshops on topics, including:
    - numeracy skills;
    - writing for academic purposes (essays, reports);
    - reading for academic purposes;
    - positive study habits;
    - academic integrity;
    - assessment types and requirements;
    - presentation skills;
    - reflective practice;
    - mental health and well-being.

5.14   Students are responsible for acting on recommendations to access learning support services.

5.15   Failure to access recommended learning support services or participate in academic skills sessions may be factored into academic progress decisions.

5.16   LCBA respects the privacy of student information relating to their learning needs. Information provided to LCBA is confidential and disclosed only as necessary to provide students with the support they need.

This online version is a controlled document. Any printed versions are considered invalid.

Learning Support Policy VET	Version 4	Sector: VET
Approval Authority: Academic Board	Date: 18/03/2025	Page **2** of **5**

6. Roles and Responsibilities

Roles	Responsibilities
Trainers / Assessors	Facilitate enquiries and applications for learning support Provide learning support
Program Manager	Ensure learning support identification activities are conducted Refer students to learning support Contribute to reasonable adjustment decisions in relation to program admission Approve reasonable adjustment of assessments
Academic Manager	Contribute to reasonable adjustment decisions in relation to program admission
LCBA Admissions officers	Provide opportunity for students to disclose support needs Facilitate application and assessment of requests for reasonable adjustment
LCBA Admissions Manager	Contribute to reasonable adjustment decisions in relation to program admission
LCBA Student Services officers	Provide opportunity for students to disclose support needs
Student Services Manager	Contribute to reasonable adjustment decisions in relation to program admission
Head of Industry Engagement	Contribute to reasonable adjustment decisions in relation to program admission

7. Definitions

'Academic Progress' means a student's progress towards successful completion of the academic requirements of the program in which they are enrolled.

'Co-delivery partners' are the institutions that provide training and assessment in LCBA's vocational education programs.

'Learning Support' refers to a range of educational strategies provided to students to help them achieve satisfactory academic progress, including assistance to improve literacy, language and numeracy skills.

'Learning Support Needs' may relate to the need to improve literacy, language or numeracy skills. A need for learning support may also arise from personal circumstances such as medical condition, impairment, disability or specific learning difficulty.

'Reasonable Adjustment' refers to a measure or action taken by LCBA to enable students and learners with a disability to apply for admission or enrolment; participate in their chosen course, training, learning and assessment; and use LCBA's facilities or services on the same basis as students and learners without disability.

'Unit of Competency' is the unit of learning in a VET qualification including assessment requirements and the specification of the standards or performance required in the workplace as defined in a Training Package.

This online version is a controlled document. Any printed versions are considered invalid.

Learning Support Policy VET	Version 4	Sector: VET
Approval Authority: Academic Board	Date: 18/03/2025	Page **3** of **5**

8. **Related Documents**

   - Academic Progress Policy VET
   - Access and Equity Policy
   - Assessment Policy VET
   - LCBA Mental Health and Wellbeing Strategy
   - LCBA Privacy Policy
   - Student Selection and Admissions Policy
   - Work Integrated Learning Policy

9. **Implementation**

   9.1 The Academic Managers are responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan and presented with the policy to the Academic Board.

   9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

10. **Procedure**

   10.1 Students advise LCBA of their support needs in one of the following ways:

   - By indicating their support needs on the Application Form
   - By completing the Request for Reasonable Adjustment form
   - During Orientation by noting their support needs on the Student Profile Form
   - After commencement of their program by advising campus administration staff.

   10.2 Students may be required to provide evidence of their support needs (e.g. medical records).

   10.3 A group consisting of Academic Manager, Admissions Manager, Program Manager, Student Services Manager and Head of Industry Engagement make decisions on granting reasonable adjustments for program admission.

   10.4 Reasonable adjustment requests for assessments will involve the relevant assessor and is to be approved by the Program Manager (or delegate) and recorded as part of the assessment evidence. See *Assessment Policy VET* for further information.

   10.5 Reasonable adjustments that are agreed to by LCBA are recorded on the Reasonable Adjustment Assessment Record, which is retained on the student file and provided to the LCBA Student Services, Work Integrated Learning, Academic Services staff, and Program Managers. Reasonable adjustments could include one or more of the following:

   - Additional time to complete assessments;
   - Academic skills tutoring;
   - Reader or scribe assistance;
   - Opportunities to submit a draft for feedback and guidance;
   - Audio feedback and comments from the assessor;
   - Assessment extensions for course work;
   - Support with time management.

This online version is a controlled document. Any printed versions are considered invalid.

Learning Support Policy VET	Version 4	Sector: VET
Approval Authority: Academic Board	Date: 18/03/2025	Page **4** of **5**

10.6 Students' support needs are recorded on the SharePoint Learning Support Register. The Register is accessible by LCBA Student Services, Work Integrated Learning, Academic Services staff, and Program Managers.

11. Summary of changes since last approval

Authored by	Description
VQMC Policy working Group	Improved language consistency, aligned possible reasonable adjustments to related policies, included LCBA Mental Health and Wellbeing strategy under related documents section.
VQMC	Inclusion of Academic Manager VET to be involved in reasonable adjustment of program admission decisions.
	Improved language to differentiate between reasonable adjustment for program admission and assessments.
	Included in roles and responsibility section all relevant stakeholders involved in making decisions for reasonable adjustment of program admission.

This online version is a controlled document. Any printed versions are considered invalid.

Learning Support Policy VET	Version 4	Sector: VET
Approval Authority: Academic Board	Date: 18/03/2025	Page **5** of **5**