

LEARNING SUPPORT POLICY

1. Purpose

- 1.1. Ikon Institute of Australia (Ikon) recognises that the provision of academic skills support is crucial to enhancing student participation in education and academic outcomes. Academic skills support services tailored to the needs of student cohorts greatly improves the student experience and quality of learning and teaching.
- 1.2. Ikon's *Learning Support Policy* identifies the principles underpinning the development of academic support services, details the key roles and responsibilities in administering support, and the processes that facilitate student access to support services.
- 1.3. The purpose of this policy is to provide a supportive teaching and learning environment that is responsive to individual student needs.

2. Scope

- 2.1. This policy applies to all staff and students at Ikon and 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.
- 2.2. The policy also outlines the expectations and responsibilities of staff to identify students with additional needs and to direct them to or provide them with appropriate resources.

3. Related Documents

This policy should be read in conjunction with the following documents:

- Assessment Policy
- Teaching and Learning Plan
- Academic Integrity and Misconduct Policy
- Student Academic Progress Policy and Procedures
- Student Services Policy
- International Student Services Policy
- Inclusion, Diversity and Equity Policy
- Orientation and Transition Policy

This policy and related documents can be accessed via the [Policy and Procedures](#) section of the Ikon website and the student and staff policy libraries.

4. Definitions

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

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

“Academic performance improvement plan” is a written agreement where the student formally agrees to complete a recommended program of study and activities over a specified period of time to assist in their academic progress.

“Access to appropriate support services” means students are provided with information on, and access to, academic support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts.

“Domestic student” means a student enrolled in a course of study at Ikon who is either an Australian or New Zealand citizen, or an Australian Permanent Resident.

“Equity and diversity” means 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.

“International student” means a student enrolled in a course of study at Ikon who is not a citizen of Australia or New Zealand, or an Australian Permanent Resident, and has been granted a student visa to study full-time in Australia.

“Non-academic support services” means support services Ikon offers students to assist with their transition into higher education in Australia and ensure their time at Ikon is an enjoyable and satisfying experience. Non-academic support services include counselling, medical and welfare assistance.

“Orientation” means the scheduled program of activities prior to the beginning of each trimester that provides students with opportunities to meet staff and other students, tour the campus, enrol in academic support workshops and seminars, engage in social activities, learn more about Ikon and the services on offer, learn more about their rights and responsibilities as students, and access other important information

“Student Handbook” is produced for student use that serves as an important resource for students throughout their time at Ikon. The Student Handbook is available on the Ikon website and contains course information and contact details for student support services and identifies student policies and procedures.

“Student portal” means the online login access point for students to access the learning management system, student email and library resources.

“Student support services” means the non-academic support services. The Student Experience Team can refer students to counsellors, general practitioners, and other health and wellbeing services.

POLICY

5. Principles

- 5.1. The services shall remain flexible in order to respond to student needs as they arise, and may include:
 - workshops
 - seminars
 - one-on-one consultation
- 5.2. Ikon shall evaluate the needs of each student cohort as early in the trimester as possible.
- 5.3. Ikon shall enable students to access learning support at any point during the trimester. Students who are identified as needing extra support, for example those at risk of unsatisfactory progress, shall be specifically directed to support services.

- 5.4. Ikon shall review academic 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.
- 5.5. Ikon shall ensure that all students, including domestic and international students, have access to academic skills support.
- 5.6. Where English is not the student's first language, and the student is having difficulty with their study, Ikon shall recommend language support services.
- 5.7. Ikon shall make specific efforts to ensure that the participation in education of underrepresented and/or disadvantaged groups is fully supported, including students:
 - who identify as being Aboriginal and Torres Strait Islander
 - who are part or full-time carers
 - with disabilities
 - experiencing mental or physical health concerns
 - who are single parents
 - who are first in family to attend higher education
 - from low-socio economic backgrounds
 - with significant financial difficulties
 - who identify as LGBTQIA+
- 5.8. Student support services shall address writing for academic purposes, for example essay writing, report writing, editing, and proof-reading skills.
- 5.9. Academic support services work with other support services to ensure students are fully supported in their studies. See the *Student Services Policy* and the *Health, Safety and Wellbeing Policy* for policy frameworks regarding non-academic support services.

PROCEDURES

6. Responsibilities

Heads of School

- 6.1. The Heads of School and faculty senior lecturers are responsible for ensuring that students enrolled have the capacity to meet, and continue to meet, course progression requirements.
- 6.2. The Heads of School and faculty senior lecturers shall monitor the progression of the cohort as a whole. Individual incidents of students at risk of unsatisfactory progress are monitored by the Student Experience Team.
- 6.3. The Heads of School shall determine student needs through the monitoring activities described in this policy and the *Student Academic Progress Policy*, as well as through collecting and analysing student feedback on academic support services. The Heads of School and faculty senior lecturers shall pass on information to the Teaching and Learning Committee to review and improve academic support services.

Dean

- 6.4. The Dean shall consult with the Heads of School to ensure that the overall program of academic support is tailored to each student cohort and discipline.

- 6.5. In consultation with the Heads of School, the Dean shall monitor the effectiveness of academic support services.

Academic Teaching Staff

- 6.6. Staff involved in teaching and learning activities 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 trimester, and they refer students to support services and the Student Experience Team on detection of poor performance or for students 'at risk'.
- 6.7. Academic staff shall be available for students to approach them with any concerns. Academic staff shall be trained through induction, professional development activities, and communication with the Heads of School and the Dean.

Academic Support Team

- 6.8. The Academic Support team helps students realise their learning, studying and academic potential. The team is available to all students from the very beginning of their studies right through to graduation.
- 6.9. The Academic Support Team shall develop academic skills workshops and seminars and provide one-on-one-consultation for students as needed.

7. Information for Students

- 7.1. All prospective and current students shall be informed of their options for academic support services available to them during their studies at Ikon.
- 7.2. Students shall be informed in writing and verbally of what academic support services are available and how to access them, including contact details for academic staff, via:
 - orientation sessions
 - Ikon website
 - student portal
 - Student Handbook
 - email announcements
 - lectures and tutorials
- 7.3. Students shall be introduced to key academic teaching and support staff during the Orientation Program.

8. Orientation

- 8.1. All students are required to attend the Orientation Program prior to commencement of classes. The Orientation program encompasses a range of educational, course planning, independent living, and social information sessions. These include:
 - registration, Student 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 and collusion
 - student Support Services information
- 8.2. Orientation sessions are to be supported through appropriate resources posted in the student learning management system (LMS).
- 8.3. The Student Experience Team 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.
- 8.4. For more information on the above measures see the *Orientation and Transition Policy*.

9. Transition Support

- 9.1. Academic support services form a key component of transition support into study at Ikon. Alongside the orientation program and non-academic student support services, Ikon ensures that:
- students are offered introductory workshops on academic support skills at the start of their course
 - students are provided with academic support materials such as referencing, research, and exercising academic integrity.
 - academic support needs of students are assessed early in the trimester.
- 9.2. For more information on the above measures see the *Orientation and Transition Policy*.

10. Identification of Individual Student Needs

- 10.1. The Dean and Heads of School are responsible for developing and implementing clearly defined strategic plans and processes using a range of evidence-based procedures that enable the early identification of students who may be 'at risk' in academic progress.
- 10.2. Students 'at risk' and requiring academic support shall be identified through the following:
- by poor attendance 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 Student Experience Team.
 - 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 has identified that a learner is experiencing difficulty
 - when a learner seeks assistance from a member of staff
 - during an interview with a student
 - as part of an intervention strategy agreed between the student and staff
- 10.3. The Academic Support Team shall consult with each student identified as requiring academic support. Academic support needs of students may arise from issues associated with:
- literacy
 - numeracy
 - study techniques
 - time management
 - organisational skills

- working with others
- computing skills
- course academic requirements
- English academic language
- equity and diversity factors

10.4. An individual academic support program is prepared in consultation with the student utilising the advisory services and resources of this policy. Further details, please see the *Student Academic Progress Policy*.

11. Ongoing Learning Support

- 11.1. Programs commence during Orientation to assist students with the transition to a tertiary level study regime. The programs include workshops, and individual discussions with students and informal support provided by lecturers. The support programs utilise a wide range of resources available on LMS and in the library. Individual assistance is available from the specialist Academic Support team.
- 11.2. The Academic Support team facilitates students to realise their learning, studying and academic potential. The team is available to all students from the very beginning of their studies right through to graduation.
- 11.3. While the Academic Support team has individual specialties, any one of them can assist in areas such as:
- study habits, time management, procrastination
 - understanding an essay or assignment task
 - essay planning, writing, and editing
 - APA-7 style and referencing
 - critical reading and note-taking
 - applying and integrating lecturer feedback for assignments
 - academic integrity and misconduct
 - exam tips
- 11.4. Study Skills Resources have been developed for students to assist in establishing good study practices from the onset of their learning at Ikon and to ensure that they are aware of the expectations when it comes to the more formal part of their learning and assessments. This can be found in the Student Hub in Canvas.
- 11.5. Workshops are held each trimester in response to student need which may be requested by a member of the academic staff, Academic Support Team, Student Experience Team, Heads of School, or students.
- 11.6. Individual 1:1 session (30 mins) can be booked with an Academic Support team member via the support page in the Student Hub on Canvas.
- 11.7. Ongoing provision of academic support procedures shall include:
- encouragement of teachers to consult with relevant institute-based and external stakeholders when planning for students at risk.
 - library information sessions are held during Orientation.

- records are maintained when students are referred for additional academic or English academic support. The Academic Support and Student Experience Teams also keep records of students seeking assistance.
- individual student consultations with the subject lecturer are available.
- each subject is enhanced by web-based support through the 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 facilitated by the subject lecturers. All students enrolled in a subject have access to the subject web page.
- lecturers of subjects provide students with information on available support.
- online students also have access to support staff regarding their studies. These include dedicated staff who provide support to students who have queries or problems.
- consultations with academic teaching staff are available for individual consultations at times when they are not engaged in teaching or associated administrative duties. The Academic Support Team have bookable online sessions for students.
- 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 Student Experience Team monitor the academic performance of students against the minimum academic standards at the end of each term and advise the Head of School of those students who are not making satisfactory progress. Students do not meet minimum academic standards in a course if they:
 - fail a particular subject more than once; or
 - fail 50% or more of the subjects of study attempted in a term.
- students who do not meet the minimum academic standards are deemed to be "at risk". The Student Experience Team shall arrange for academic counselling with the Academic Support Team 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.
- during the academic counselling session the Academic Support Advisor and the student shall determine what additional support shall be provided to the student. This may include the student:
 - attending academic skills programs
 - receiving individual case management
 - attending counselling
 - receiving assistance with personal issues which are influencing progress
 - a combination of the above and a reduction in course load
- students deemed at risk are required to sign an academic performance improvement plan that stipulates the steps agreed to give them the appropriate level of academic support.
- Student Experience Team shall record the details of any student deemed 'at risk' and placed on an academic performance improvement plan. Summary data of students on academic performance improvement plans form part of the educational metrics reported to the Teaching and Learning Committee.

12. Directing Students to Academic support

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

12.2. Academic staff shall monitor:

- attendance and classroom participation
- assessment results
- student performance and progression
- appropriately report instances of academic misconduct (see *Academic Integrity and Misconduct Policy*)

12.3. In most cases, academic staff shall refer students to academic support services.

12.4. For more information on the above measures see the *Student Academic Progress Policy*.

13. Policy Implementation and Monitoring

13.1. The Academic Board delegates responsibility for the day-to-day implementation of this policy to the Dean, the Heads of School, senior academic and support staff, and learning and teaching staff as per the Procedures section above.

13.2. 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.

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

14. Publication

This policy is published via the [Policies & Procedures](#) section of the Ikon website and in the staff and student policy libraries.

Policy Information & History

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| Policy Category | Academic, Support |
| Policy ID | SU005A |
| Approved by | Academic Board |
| Date of Approval | 1 February 2022 |
| Endorsed by | Dean |
| Date of Endorsement | 21 January 2022 |
| Previous Versions | - |
| Next Review Date | January 2025 |
| Government Legislation | Tertiary Education Quality and Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 National Code 2018 Higher Education Support Act 2003 Disability Standards for Education 2005 Disability Discrimination Act 1992 |
| Responsible Officers | Dean |
| Sources: | <p>The following documents were considered in developing the resolution framework:</p> <p>Tertiary Education Quality and Standards Agency, Guidance Note: Diversity and Equity, Version 1.2, 11 October 2017</p> <p>Tertiary Education Quality and Standards Agency, Guidance Note: Monitoring and Analysis of Student Performance, Version 1.0, 6 January 2020</p> <p>Tertiary Education Quality and Standards Agency, Guidance Note: Staffing, Learning Resources and Educational Support, Version 1.3, 22 November 2017</p> |
| Benchmarking: | External referencing activities were conducted against comparable providers and best practice using publicly available information, including from: Kaplan Business School, JP Slain Global School of Management , Avondale University College, and Victoria University. |