

## MINUTES

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### Supporting Holmesglen Learners

<b>Date:</b>	12/5/2021
<b>Time and venue:</b>	5:00pm – Webex Meeting
<b>In attendance:</b>	Emilie, Swetta, Sebastian, Michaela, Travis, Simran, Divyangana, Amanda, Nisura, Theresa, Anandpreet
<b>Apologies:</b>	
<b>Minute's secretary:</b>	Sebastian Garrido

1. Welcome & Apologies.

### 2. Discussion Theme – Supporting Holmesglen Learners

#### 2.1 Evaluating current support.

##### 2.1.1. Are students aware of the support offered – academic and personal support?

Simran – Students are aware of services offered through the student wellbeing centre, and the centre posts advertisement often around the campus.

Swetta – Students are aware of the services but not where they are located. Some students might be afraid to approach their teacher about issues they are having.

Emilie – Students might know where the centres are, but they might not know exactly what kind of support they are able to get from them.

Divyangana – Students do not know directly where to go for support with the learning skills centre.

All students are aware of the library and what kind of support they can get from it.

2.1.2 Are students comfortable in accessing both academic and personal support via Holmesglen? If not, why not?

Travis – Students are not always comfortable to connect with student wellbeing for personal support.

Swetta – Students are usually more prone to ask peers for academic support rather than professional services offered in campus.

Divyangana – Students that get recommended to access student support might hesitate at first, or not feel comfortable accessing it.

Simran – Accessing support might be difficult for international students because of cultural barriers. The student raised an issue of long wait times when accessing support.

2.1.3 What barriers exist in accessing support? Consider location of support, timings support is available, language Holmesglen uses around support.

Divyangana – At first, understanding the acronyms behind different supports offered might not be easy to reference to what is that they do.

Travis – We should not include acronyms or abbreviations with students to refer to support centres.

2.1.4. Considering specific diversity groups i.e., LGBTQIA+, those with disability, indigenous learners, culturally and linguistically diverse learners, what do you think are the issues facing these learners and what can Holmesglen do?

Travis – Trans students do not access support, or might be reluctant because of existing barriers, including cultural ones.

Travis – Minorities would usually reach out for their friends first for support. If everyone were aware of specific support offered for different groups, it would be easier to direct diverse groups to access the support they need.

Divyangana – Gender awareness is important to identify people that need support and people in the community who can provide support.

Divyangana – We should highlight education around pronouns and gender awareness.

Travis – We could have a council around diversity groups to support topics that are related to these communities.

## 2.2. Support motivators.

**2.2.1.** Is learning a motivator for support or are we kidding ourselves? Who/ what are the motivators for support? i.e., Teacher feedback? Assessment tasks? Due dates? Like hidden veges....do we need to hide learning in the support we provide, to ensure motivation is fulfilled while learning is achieved?

Swetta – Learning is a motivator for support because people that are invested on their learning and their courses are always looking for peers or teachers that can guide them.

Travis – Teacher's feedback is a huge motivator for support.

Divyangana – She agrees that teacher's feedback motivates students to look for support, but teachers should guide students in how and where to access support.

Anandpreet – Students get feedback on their assignments and their answers, but teachers are not providing the correct answer for the student to see their mistakes and be able to improve based on the feedback provided. The teachers reply on this was that they usually reuse the questions that is why they do not provide answers for standardized assignments.

Travis – Information regarding additional support in regard to special consideration and extension is always provided with assignments which is important for learners to know what their options for support in their submission for assignments are.

## 2.3. Post COVID support.

**2.3.1.** Have needs changed? Due to remote/ blended learning in 2021 (things have changed again!) – what support do students want/need (may not be available at Holmesglen?) How do they tap into this support? *Moving on* from lockdown comms - what can support areas do to reach students in most need?

Travis – International students require some extra support regarding their financial situation including payment plans and financial aid/relief.

- Students in general seem to be unaware of the financial counselling service provided by Holmesglen.

Divyangana – She was a recipient of a scholarship, but with the high fees and financial hardships from COVID the amount is not significant enough.

### 2.3.2. What are the academic support needs of learners in a post COVID world?

Travis – Webex will be a platform that will be part of Holmesglen post COVID so support surrounding the learning of this platform should be provided, especially for new students.

### 2.3.3. What are the personal support needs of learners in a post COVID world?

- There should be generalized access to technologic platforms and devices for students to support their learning, especially for students that are part of socio-economic brackets that prevent them to be able to access these by their own means.

## 3. Recommendations

### 3.1. What recommendations are you putting to the institute to improve the student experience regarding providing the correct support to Holmesglen learners?

Recommendations:

1. Skills & Jobs Centre and Holmesglen Placement Officers to collaborate together.
2. Holmesglen to form a subcommittee (mix of staff and learners) to focus on minority groups.
3. Further education to staff and learners about inclusive language for members of the LGBTQIA+ community.
4. Consider increasing visibility and communication of the financial counsellor. Students are not across this service.
5. Further visibility of advocacy support for assessments.
6. Teachers to be more involved in directing students to support services.
7. Increased communication (via email) re scholarships. Students are not aware of these opportunities.
8. More information around access to loan equipment and resources to students post Covid.
9. Academic and study skills support embedded in all courses, particularly at first year.

Divyangana motions these recommendations to be brought forward to the CEAR.

Travis seconds the motion.

**4. Next meeting & meeting topic.**

2<sup>nd</sup> June, Assessments