



Learner Support Policy

DOCUMENT INFORMATION

Status: Approved by AIC Senior Management Committee

Responsible for implementation: AIC Academic Team

Responsible for review: Director - Academics and Quality Assurance

Current version review date: September 2024

Version Control

History of amendments	Version/ pages/ section affected	Summary of changes
Last amended September 2022	Original document	Basic support framework
Updated August 2025	Entire document	Formalized Student Support Team, enhanced feedback mechanisms, structured lecturer support requirements, comprehensive support framework

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

Purpose

The Purpose of this policy is to ensure that all students receive the necessary advice, guidance and support in order to optimize their achievement on courses that are completely appropriate to their needs.

AIC is committed to pursuing high standards of support to all students with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.

Purpose and Institutional Commitment

The American International Campus maintains an unwavering commitment to ensuring that every student receives comprehensive, personalized advice, guidance, and support services designed to optimize their academic achievement and personal development throughout their educational journey. This policy establishes a robust framework for delivering holistic learner support that addresses academic, personal, social, and professional development needs while recognizing that each student brings unique circumstances, aspirations, and challenges that require individualized attention and support.

AIC recognizes that effective learner support extends far beyond academic instruction to encompass emotional wellbeing, career guidance, practical life skills development, and comprehensive preparation for future academic and professional endeavors. The institution is committed to creating an environment where every student feels valued, supported, and empowered to achieve their full potential while developing the resilience and skills necessary for lifelong learning and professional success.

The institution allocates appropriate human, financial, and technological resources to implement this policy comprehensively, ensuring that support services are accessible, responsive, and continuously improving based on student feedback and emerging best practices in higher education student support. This policy undergoes annual review to ensure continued relevance and effectiveness in meeting evolving student needs and institutional objectives.

Official Student Support Team Structure and Responsibilities

Formalization of Student Support Services

AIC has established a formal Official Student Support Team that builds upon existing excellent support foundations while creating structured, systematic approaches to student welfare and academic success. This team operates with clearly defined roles, responsibilities, and accountability measures that ensure consistent, high-quality support delivery across all programmes and student populations within the institution.

The Official Student Support Team comprises dedicated professionals with specialized expertise in student welfare, academic support, career guidance, mental health assistance, and practical life skills development. Team members receive ongoing professional development to maintain current knowledge of best practices in student support, emerging challenges facing higher education students, and effective intervention strategies that promote student success and wellbeing.

This formalized structure ensures that student support services operate systematically rather than depending solely on individual initiatives, creating sustainable support systems

that maintain consistency and quality regardless of staff changes or institutional growth. The team maintains comprehensive case management systems that track student progress, identify emerging concerns early, and coordinate appropriate interventions across different support services.

Student Support Team Composition and Expertise

The Official Student Support Team includes a dedicated Student Welfare Coordinator who oversees comprehensive student welfare initiatives and serves as the primary point of contact for students experiencing personal or academic difficulties. This coordinator maintains specialized training in crisis intervention, mental health support, academic accommodation planning, and liaison with external support agencies when professional intervention is required.

Academic Support Specialists within the team provide targeted assistance for students experiencing learning difficulties, requiring academic accommodations, or needing additional support to achieve their academic potential. These specialists work closely with programme coordinators and academic staff to develop individualized learning support plans, coordinate reasonable adjustments for students with disabilities, and provide ongoing monitoring of academic progress and support effectiveness.

Career and Professional Development Advisors guide students in career planning, professional skill development, industry awareness, and transition planning for employment or further education following programme completion. These advisors maintain current knowledge of employment markets, industry requirements, and career progression pathways relevant to AIC programmes, enabling them to provide informed guidance that supports student career aspirations.

The team also includes Mental Health and Wellbeing Specialists who provide confidential counseling services, stress management support, resilience building programmes, and crisis intervention when students face mental health challenges that may impact their academic progress or personal wellbeing. These specialists maintain appropriate professional qualifications and operate within established ethical guidelines for counseling practice.

Comprehensive Student Feedback and Quality Evaluation Systems

Systematic Quality Feedback Mechanisms

AIC has implemented comprehensive systems that actively encourage and facilitate student feedback regarding the quality of education and services they receive, recognizing that student perspectives provide invaluable insights for continuous improvement and institutional development. These feedback mechanisms operate through multiple channels

that accommodate different communication preferences and ensure that all students have meaningful opportunities to share their experiences and suggestions.

Regular student satisfaction surveys are conducted each semester, covering all aspects of the educational experience including teaching quality, assessment practices, support services, facilities, and overall institutional effectiveness. These surveys utilize both quantitative rating scales and qualitative open-ended questions that allow students to provide detailed feedback about their experiences and specific suggestions for improvement.

Focus groups and student forums provide opportunities for more in-depth discussion of student experiences, with particular attention to emerging issues, innovative support ideas, and collaborative problem-solving approaches that engage students as partners in institutional improvement. These sessions are facilitated by neutral personnel and maintain confidentiality to encourage honest, constructive feedback that can inform policy and practice development.

Anonymous feedback systems, including online platforms and suggestion boxes located throughout campus, enable students to raise concerns or provide feedback without fear of identification, ensuring that sensitive issues receive attention while protecting student privacy and preventing any potential negative consequences for students who raise legitimate concerns.

Implementation of Feedback and Continuous Improvement

Student feedback data is systematically analyzed by the Official Student Support Team and senior management to identify trends, recurring concerns, and opportunities for improvement in all aspects of institutional operation. This analysis informs regular review and updating of policies, procedures, and service delivery approaches to ensure they remain responsive to student needs and expectations.

Response protocols ensure that student feedback receives timely acknowledgment and appropriate action, with communication back to the student community about how their feedback has influenced institutional improvements. This responsive approach demonstrates institutional commitment to student voice and encourages continued engagement in feedback processes.

Quality improvement initiatives emerging from student feedback are implemented systematically with clear timelines, responsible personnel, and outcome measures that allow evaluation of improvement effectiveness. Regular reporting to students about improvement initiatives demonstrates institutional accountability and reinforces the value of student participation in institutional development.

Enhanced Academic Support and Individual Progress Monitoring

Structured Lecturer and Coordinator Support Requirements

AIC has established formal requirements for all lecturers and programme coordinators to provide systematic individual support to students that goes beyond classroom instruction to include personalized progress monitoring, individual consultation, and ongoing developmental feedback that supports both academic achievement and professional growth.

Every lecturer is required to maintain regular individual contact with students in their courses through scheduled office hours, individual progress meetings, and proactive outreach when academic concerns become apparent. These interactions focus on academic progress discussion, identification of learning challenges, provision of targeted support strategies, and connection with additional support services when students require specialized assistance beyond the lecturer's expertise.

Programme coordinators maintain comprehensive oversight of individual student progress across all programme elements, coordinating with multiple lecturers to ensure coherent support delivery and early identification of students who may be experiencing difficulties across multiple subjects or areas of study. This coordination prevents students from falling through gaps between different courses or support services.

Individual assignment feedback sessions are mandatory for significant assessments, providing students with detailed explanation of their performance, specific guidance for improvement, and personalized development planning that helps students understand their academic strengths and areas requiring additional attention. These sessions operate beyond written feedback to include verbal discussion, clarification of expectations, and collaborative planning for future academic success.

Systematic Progress Sharing and Development Planning

Lecturers and coordinators implement structured systems for sharing student progress information appropriately while maintaining confidentiality and privacy requirements. This information sharing enables coordinated support delivery and prevents duplication of efforts while ensuring that all relevant personnel understand each student's circumstances and support needs.

Regular progress review meetings between students and their programme coordinators provide opportunities for comprehensive discussion of academic development, career planning, personal wellbeing, and any challenges that may be affecting student success. These meetings operate on a scheduled basis with additional meetings available when circumstances require immediate attention or support planning.

Individual development plans are created collaboratively between students and their support team, setting realistic goals for academic achievement, skill development, career preparation, and personal growth. These plans are reviewed regularly and updated as student circumstances change or as progress toward established goals is achieved, ensuring that support remains relevant and effective throughout the student's educational journey.

Academic progress tracking systems maintain comprehensive records of student development, support interventions, and outcomes achieved through various support strategies. This tracking enables evaluation of support effectiveness and identification of approaches that work best for different student populations or types of challenges.

Holistic Student Wellbeing and Mental Health Support

Comprehensive Mental Health and Wellbeing Framework

AIC recognizes that student mental health and wellbeing are fundamental prerequisites for academic success and personal development, implementing comprehensive support systems that address the full spectrum of student wellbeing needs from preventive education through crisis intervention when serious mental health concerns arise.

The curriculum incorporates evidence-based psychoeducation and meta-learning components that help students develop essential skills for managing their wellbeing, understanding mental health principles, recognizing signs of distress in themselves and others, and accessing appropriate support when needed. This educational approach empowers students to take active responsibility for their wellbeing while providing them with knowledge and tools for effective self-management.

Counseling and mental health support services are available to all students through qualified mental health professionals who provide individual counseling, group therapy sessions, crisis intervention, and liaison with external mental health services when specialized treatment is required. These services operate with appropriate confidentiality protections while maintaining necessary communication with academic staff when student wellbeing concerns may impact academic progress.

Wellness programming includes stress management workshops, mindfulness training, resilience building activities, and peer support initiatives that create a campus culture promoting positive mental health and mutual support among students. These programmes are designed to be accessible and engaging while addressing the specific stressors and challenges commonly experienced by higher education students.

Early Intervention and Crisis Response

The Official Student Support Team implements systematic early intervention approaches that identify students who may be experiencing difficulties before these challenges

significantly impact their academic progress or personal wellbeing. Early identification occurs through academic performance monitoring, attendance tracking, engagement observation, and proactive outreach that demonstrates institutional concern for student success.

Crisis response protocols ensure that students experiencing mental health emergencies receive immediate appropriate support through trained personnel who can assess risk, provide immediate safety planning, coordinate with emergency services when necessary, and arrange appropriate follow-up support that addresses both immediate safety concerns and longer-term recovery planning.

Recovery and reintegration support helps students who have experienced mental health difficulties return successfully to their academic studies through graduated reentry planning, ongoing monitoring, academic accommodations when appropriate, and continued access to mental health support services that prevent relapse and promote sustained wellbeing.

Specialized Support Services and Accessibility

Learning Support and Academic Accommodations

AIC provides comprehensive learning support services for students with diverse learning needs, including those with diagnosed learning disabilities, students requiring English language support, individuals with different educational backgrounds, and anyone experiencing academic difficulties that may benefit from additional specialized assistance.

Assessment and accommodation planning begins with thorough evaluation of individual student needs through consultation with qualified specialists who can identify appropriate reasonable adjustments, assistive technologies, alternative assessment methods, and support strategies that enable students to demonstrate their academic capabilities effectively while maintaining programme standards and learning outcomes.

Ongoing learning support includes individual tutoring, study skills development, time management training, assistive technology training, and academic coaching that helps students develop effective learning strategies tailored to their individual circumstances and learning styles. This support operates on both scheduled and drop-in bases to accommodate varying student needs and preferences.

Regular review of learning support effectiveness ensures that accommodations remain appropriate as students develop new skills and confidence, with adjustments made when circumstances change or when more effective support approaches are identified through experience and evaluation.

Career Development and Professional Preparation

Career guidance services help students understand employment opportunities relevant to their programmes of study, develop professional skills required by their chosen fields, and make informed decisions about career progression and further education opportunities that align with their personal interests and professional aspirations.

Industry connections and networking opportunities enable students to develop professional relationships, gain insights into current industry practices, and access work experience opportunities that enhance their employability and career readiness. These connections are maintained through guest lectures, industry visits, internship programmes, and professional mentoring initiatives.

Professional skills development workshops address communication skills, leadership development, teamwork capabilities, project management, and other transferable skills that enhance student employability across different career paths. These workshops complement academic learning while preparing students for successful transition to professional environments.

Monitoring, Evaluation, and Continuous Improvement

Systematic Evaluation of Support Effectiveness

AIC implements comprehensive evaluation systems that measure the effectiveness of learner support services through quantitative outcome tracking and qualitative assessment of student experiences and satisfaction with support services received. This evaluation informs continuous improvement initiatives and ensures that support services remain responsive to changing student needs and institutional objectives.

Student outcome tracking includes academic progression rates, programme completion statistics, employment outcomes following graduation, student satisfaction with support services, and long-term career success of AIC graduates. This data provides objective measures of support effectiveness while identifying areas where enhanced support may improve student success rates.

Stakeholder feedback collection includes input from students, staff, employers, and external agencies about the quality and effectiveness of support services provided by AIC. This comprehensive feedback approach ensures that support services meet the needs of all stakeholders while maintaining focus on student success as the primary objective.

Benchmarking against sector standards and best practices ensures that AIC support services remain competitive and effective compared to other higher education institutions, with regular review of emerging approaches and innovative practices that may enhance support effectiveness and student satisfaction.

Continuous Improvement and Innovation

Regular policy and procedure review ensures that learner support approaches remain current with evolving student needs, educational technology developments, and best practices in student support services. This review process includes consultation with students, staff, and external experts who can provide insights into effective support innovations and emerging challenges.

Staff development and training programmes ensure that all personnel involved in student support maintain current knowledge and skills relevant to their roles, with ongoing professional development that addresses emerging student needs, new support technologies, and evidence-based practices that enhance support effectiveness.

Resource allocation review ensures that adequate funding, staffing, and technological resources are available to deliver high-quality support services that meet institutional commitments to student success and wellbeing. This review process includes assessment of service demand, effectiveness of current resource utilization, and identification of areas where additional investment may enhance support delivery.

Innovation initiatives explore new approaches to student support that may enhance effectiveness, accessibility, or efficiency of service delivery while maintaining the personal touch and individual attention that characterizes excellent student support practice. These initiatives are evaluated carefully to ensure they genuinely improve student experiences and outcomes rather than simply implementing change for its own sake.

This comprehensive Learner Support Policy demonstrates AIC's commitment to providing exceptional support services that enable every student to achieve their academic potential while developing the personal and professional skills necessary for successful careers and meaningful lives. Through systematic implementation of these support approaches, the institution creates an environment where student success is actively supported, monitored, and celebrated as a shared institutional achievement.