



PP-09 Identifying Support and Learning Needs Policy and Procedure

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Policy

1. This policy supports Standards 2 and 6 of the ESOS National Code 2018, and the Standards for RTOs 2015 - Standards 1.13, 4.1
2. The objective of this policy is to support the needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or accredited courses in order to maximise their learning outcomes.
3. In particular, this policy will
 - a. identify any support individual learners need prior to their enrolment
 - b. provide access to that support throughout their training. This may include providing:
 - Language, Literacy and Numeracy (LLN) support;
 - assistive technology;
 - additional tutorials;
 - other mechanisms, such as assistance in using technology for online delivery components;
 - educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
 - learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
 - facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
4. The Academic Manager is responsible for the implementation of this policy and procedure and to ensure that staff are aware of its application and how to implement its requirements.
5. AIST must ensure that in developing, adapting or delivering training and/or assessment products and services:
 - a. Methods used to identify learning needs, and methods for designing training and assessment, are documented
 - b. The requirements of the training packages or accredited courses are met
 - c. Core and elective units, as appropriate, are identified
 - d. Customisation meets the requirements specified in the relevant training packages
 - e. Language, Literacy and Numeracy (LLN) requirements develop the learning capacity of the individual and are consistent with the essential requirements for performance specified in the relevant units of competency or outcomes of accredited courses
 - f. Delivery modes and training and assessment materials meeting the needs of a diverse range of clients are identified.



Procedures

Methods for Identifying and Supporting Student Learning Needs

1. Review student enrolment form and needs questions to identify students' learning needs and objectives.
2. Provide orientation for new and enrolled students to ensure students are familiar with the student services available to ensure their learning experiences remain positive.
3. Provide trainers with feedback sheets for use with assessments so that students receive timely feedback from trainers and to enable the student to identify gaps in their learning.
4. Provide a supportive supervisor structure for trainers so that they can seek advice and assistance when experiencing difficulties with students.
5. Organise interviews and counselling for students who appear to be experiencing study difficulties so they can discuss the reasons for their difficulties with support staff. Support staff may include trainers, coordinators, Academic Manager, Compliance Manager, a Student Service Officer or the CEO.
6. Offer students Recognition of Prior Learning (RPL) and course credit options either pre- or post-enrolment so they do not need to complete units in which they are already competent.
7. Have clearly identified course entry requirements so students are placed into courses suitable for their level of language and academic proficiency.
8. Use marketing material that clearly describes course outcomes, duration, fees and units of study so students are able to decide which course of study best suits their needs.
9. Have a complaints and appeals procedure in place that allows students to lodge complaints or appeals both informally and formally.
10. Have efficient processes in place to ensure students have timely access to progress reports and results.
11. Conduct regular staff meetings to discuss how student services and training materials can be improved to better meet student learning needs.
12. Have a system to ensure that changes to course curriculum, student service processes and other matters impacting on student learning are implemented and monitored for effectiveness by specifically assigned individuals.
13. Conduct regular student surveys to identify specific student learning needs.
14. Provide trainers with professional development opportunities to ensure they are able to expand their understanding of training and their particular industry. This will improve the quality of training and better satisfy student needs.
15. Regularly review and update the resource base to ensure that the quality of training is based on up-to-date materials that will better satisfy student needs.