

Identifying Learning Needs Policy and Procedures

Policy

1. This policy supports the Standards for Registered Training Organisations (RTOs) 2015 - Standard 1 and 3 and Standards P3.1 and P3.2 of the ELICOS Standards 2018.
2. This policy is to ensure the College's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
3. The College will determine the support 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 VET accredited courses or the requirements of the ELICOS General English or English for Academic Purposes (EAP) Curriculums.
4. The College establishes the needs of learners, and delivers services to meet these needs.
5. This policy outlines the process for assessing learner needs.
6. This policy applies to all students and all trainers and staff at the College.
7. This policy applies to the College students and staff.
8. The CEO is responsible for the implementation of this policy and to ensure that staff and students are aware of its application and that staff implement its requirements.

Procedures

Purpose

The purpose of this procedure is to identify the general methodology to be used when identifying learning needs.

For all students, information about the individual needs of learners is gathered formally during the enrolment process and / or Language, Literacy and Numeracy (LLN) testing.

The application of reasonable adjustment will be applied when deemed necessary.

Responsibility

The CEO is responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements.

Requirements for VET Students

The College must ensure that in developing, adapting or delivering training and/or assessment products and services:

- Methods used to identify learning needs, and methods for designing training and assessment, are documented
- The requirements of the Training Package or accredited course are met
- Core and elective units, as appropriate, are identified
- Customisation meets the requirements specified in the relevant Training Package/ accredited courses.
- Language, literacy and numeracy (LLN) requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses
- Delivery modes and training and assessment materials which meet the needs of a diverse range of learners are identified
- The College has effective strategies for learner support, monitoring and assessment

Method

1. The enrolment team will review the individual training needs with the student and identify appropriate training content, level and pathways (core and elective units).
2. The enrolment team will conduct a pre-training review of each student's previous education and training and identify any RPL or Credit Transfers that may be applicable. A Pre-Enrolment Questionnaire Form, among others, is to capture more details of students' extra/ special assistance/ support needs if applicable. A Pre-Enrolment Questionnaire Form completed by the student is to be successfully assessed by the Enrolment Officer before the student can be offered an enrolment into their chosen course(s).
3. Generally, if a student has completed VCE or a Certificate IV level qualification or completed year 12 or equivalent and had IELTS level as per entry requirement for a course for International students, their language, literacy and numeracy could be assumed as sufficient unless the proposed qualification has high demands in numeracy and literacy.
4. The Enrolment team will enrol the student in an appropriate course based on the learners training needs, pre-training review and language literacy and numeracy levels or test outcome, in consultation with each student.
5. This individual learners needs are then passed onto the Trainers/ other relevant staff who will, in conjunction with the ELICOS Coordinator/ Director of Studies, if necessary, determine the support 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 VET accredited courses. This is documented on the student's Individual Training Plan.

6. As per the College's Training and Assessment Strategies, the application of reasonable adjustment will be applied when deemed necessary, the below table gives some examples:

Type of special need	Examples of difficulties	Possible reasonable adjustments
Special Considerations due to self-declared medical/pre existing conditions as per learner's application form	As per learners declaration (example chronic fatigue syndrome, depressive illnesses)	Adjustments for training and assessment schedule, this will be noted in the learners Individual Training Plan Flexible delivery times

9. The Individual Student Training Plans are kept with Trainers in the Students Assessment Folder

For ELICOS Students

- students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement
- where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively
- teacher-to-student ratios do not exceed 1:18 per class
- students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block.

ELICOS trainers will be allowed to:

- customise teaching to student needs
- access the resources required for delivery of the course
- research course content and developments in English language teaching to meet student needs.