

# Identifying and Supporting Student Learning Needs Policy and Procedures

## 1. Objective

The objective of this policy is to provide guidelines to support the needs of individual learners to maximise their learning outcomes.

## 2. Responsibility

The VET Academic Head and ELICOS Academic Manager is responsible for the implementation of this policy and for ensuring that staff are aware of its application.

## 3. Policy

This policy provides guidelines to identify any support individual learner needs prior to their enrolment or commencement (whichever is the earliest) facilitate student access to that support throughout their training.

Support 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
- 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
- referrals to external support services if RGIT is unable to provide the support.

## 4. Methods for Identifying and Supporting Student Learning Needs

Learning Need	Identification Methods	Support Options
<b>Language needs</b>	Language needs are identified through VET entry tests focusing on identifying student language skills and gaps After course commencement, VET trainer identifies students experiencing difficulties in meeting course requirements due to poor English language skills	Trainer liaises with departmental coordinator to discuss support options which may include referral to a language specialist or offering student a lower level course and/or: RGIT's language specialist conducts an assessment of student needs and prepares a strategy to assist student to improve their language skills. Such strategies may include recommending student keeps word lists or enrolls in a language course either with RGIT or externally and/or: Provide flexible training to enable students to complete courses over an extended period of time or to study part-time to enable student to attend English language classes to improve their language skills. Final decisions on flexible training options to be made by course coordinator in consultation with student, trainer and, if necessary, student services manager or counsellor.

# Identifying and Supporting Student Learning Needs Policy and Procedures

Learning Need	Identification Methods	Support Options
<p><b>Academic needs</b></p>	<p>Conduct pre-training learning need assessments (VET only)</p>	<p>Student Administration summarises outcomes and sends outcomes to coordinator who is responsible for liaising with trainers and other relevant staff to action the needs identified in the pre-training needs assessments. The needs assessment may require individual learning plans to be developed. Coordinator responsible for ensuring that a person is appointed, for example, student's trainer, to monitor how effective the individual learning plan is in meeting student's specific needs.</p>
	<p>Conduct student surveys at end of each study block (e.g., term); Student Services collates and summarises responses that are then sent to respective academic coordinators. Coordinator liaises with training staff to discuss survey outcomes and to determine what actions need to be taken to improve quality of RGIT's services to better meet student requirements.</p>	<p>Range of supports offered depending upon needs identified through survey. Coordinator responsible for overseeing implementation and monitoring of improvements. Possible identified student needs include: Improved IT services so student can complete work more efficiently Plain English language resources More personalised attention from teacher to enable student to better understand course requirements Improved access to student progress results Improved feedback on student progress</p>

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	Through regular staff meetings to discuss how student services and training can be improved to better meet student learning needs.	Will depend upon needs and issues identified during meetings. Coordinator is responsible for ensuring meeting minutes are kept and person(s) selected to carry out improvements.
	Through student access to RGIT's complaints and appeals processes	Provides students with option of having their problems listened to by a third party including an external arbiter. This may result in a more just outcome for student.

## 5. ELICOS Levels and Class numbers

In accordance to *ELICOS Standards P3.1*, the organisation ensures that students are assigned to a class appropriate to their English proficiency level and that teacher-student ratios of 1:18 are maintained at all times.

Prior to the assignment of a classroom and level, ELICOS students sit a placement test administered by a qualified teacher. Typically, this is performed by *Student Services* one week prior to students' first day of class. The ELICOS Teacher monitors students in class and suggest level changes if the placement is inappropriate for the student's ability.

The organisation has a system of standby teacher(s), who are scheduled to work every day, and attend to class(es) to ensure 1:18 teacher-student ratios are maintained. As a second teacher, they support the primary teacher by monitoring and correcting work, running errands, moderating group activities and managing classroom behaviour. Depending on how often the organisation requires the standby teacher(s), the organisation will work to organise short term solutions such as engaging temporary teachers, and long-term solutions such as arranging for additional rooms and permanent staff.

## 6. Revision History

Revision	Date	Description of modifications
7.1	June 2016	Minor updates
7.2	January 2018	Header and footer updates
7.3	November 2018	Updated a procedure for ELICOS