



Identifying Learning Needs Policy and Procedure

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Purpose

The purpose of this procedure is to identify the general methodology to be used when identifying learning needs pre-training and designing and delivering training and assessment.

Scope

IBM staffs including admin personnel involve in student enrolment activities and designated trainers to check LLN discussions with prospective students who engage in enrolment process for IBM's courses.

Responsibility

Admin personnel in collaboration with relevant trainers and assessors. The CEO/Head of training/Admin manager is responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements.

Considerations

- The term 'students with special learning needs' is a broad term that includes students with a range of disabilities, difficulties and additional needs that impact on their ability to learn.
- Students with special learning needs have conditions such as sensory disabilities, physical impairments, cognitive impairments, or additional needs such as minor reading and language difficulties, hearing impairment, visual impairment, mental health, and wellbeing needs, and or that make it harder for them to learn than their peers in the same learning environment.

Requirements

Clause 1.7 requires IBMs to ensure that students receive training, assessment and support services that meet their individual needs. There is no defined approach as to how this support will be evaluated and provided; however, there is an assumption that the purpose of the support is to maximise the outcomes for the learner. clause 5.4 requires that students remain fully informed about any changes to agreed services.

As required by Standard 6 IBM has a publicly available complaints and appeals policy with information allowing learners to easily engage with our staff about their concerns to provide valuable feedback that can be used to improve our services.

Educational and support services include, but are not limited to:

- pre-enrolment materials
- learning support
- language, literacy, and numeracy (LLN) programs or referrals to these programs
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity.
- mediation services or referrals to these services
- flexible scheduling and delivery of training and assessment
- counselling services or referrals to these services
- information and communications technology (ICT) support

- learning materials in alternative formats, for example, in large print
- learning and assessment programs contextualised to the workplace.
- any other services that the IBM considers necessary to support learners to achieve competency (E.g., guidelines for YouTube tutorials, access to additional reference books, libraries, and/or external short course providers).

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. IBM ensures that in developing, adapting, or delivering training and/or assessment products and services to suite the learner needs (Fairness and flexibility principles). Institute of Business Management (IBM) Management and staff are committed to providing enrolled learners with Language Literacy and Numeracy (LL&N) needs and/or learning differences, with advice and support service options to assist enrolling students in consideration of their specific learning needs. IBM recognises that all people learn differently and acknowledges that some Learners may require additional support including some adjustments to training delivery, course materials, equipment, tools, and resources. IBM offers additional student support options and resources to help them with their learning, and assessment processes to gain competency to achieve their learning goals. IBM caters to the needs of all learners and where necessary, arrangements will be made for learners requiring literacy and/or numeracy support programs. IBM also has access to additional Learning Support services to support these needs some of these are at an additional fee to the learner. All learner's will involve with some or all the following processes, designed to establish their educational and support needs:

- Learning support arrangements.
- Reasonable adjustment processes.
- Referral to external support with the permission of the learner if and/or as required.

Identification of individual learner needs

The admin personnel will identify the students as having learning support needs during the pre-enrolment stages. The admin personnel will consult with relevant trainers/assessors for each student identified as having learning support needs. Learning support needs of students may arise from issues associated with:

- Student language needs and their level of ability to comprehend information.
- Students experiencing difficulties in communicating with IBM staff due to poor English language skills.
- Level of ability to comprehend numeric information.
- Student's ability to meet the requirements of the course.
- Student's ability to understand core and elective units offered in the course.
- Whether student's learning capacity is consistent with the essential requirements for workplace performance specified in the relevant units of competency of the courses
- Whether delivery modes and training and assessment materials meet the needs of a diverse range of students
- Whether student is able to meet the amount of training and volume of learning requirements due to student's circumstances (Attendance, travelling distance etc.)

The requirements of the course; and,

Application of foundation skills requirements during training and assessment such as:

- Learning abilities
- Reading abilities

- Writing abilities
- Oral communication abilities
- Planning and organizing abilities.
- Initiative and enterprise abilities
- Self-management abilities
- Problem solving abilities.
- Teamwork abilities
- Get the work done abilities.

Special needs may include:

- conditions such as sensory disabilities.
- physical impairments.
- cognitive impairments.
- hearing impairment.
- visual impairment or additional needs such as minor reading and language difficulties, mental health, and wellbeing needs, and or
- that make it harder for them to learn than their peers in the same learning environment.

Procedures

Pre-training assessment

1. Discuss with the prospective student about their learning abilities, specific requirements and adjustments needs.
2. Ensure that potential course participants are aware of the recommended level of LLN required to undertake the various courses.
3. Review individual training needs with the student and identify appropriate training content, method of training, level, and pathways.
4. Conduct a pre-training review of each student's previous education and training and identify any RPL/recognition of prior learning that may be applicable.
5. Conduct a pre-training assessment to identify any special needs (I.e., any bodily condition that require special attention – Vision, ability to type, sitting posture etc.
6. Help prospective student to take LLN Robot test with proper and clear guidelines as to how the test will take place and how student will be assessed.
7. Enrol the student in an appropriate course based on the student training needs and each individual student's pretraining review and language literacy and numeracy levels, in consultation with each student.

Methods for Identifying and Supporting Student Learning Needs

- Establish a one-on-one discussion session with the prospective learner.
- Ask series of relevant questions to identify level of learning needs.
- Conduct LLN Robot test to identify level of language, literacy, and numeracy abilities if or as required.
- Assess the test results and determine learning needs requirements.
- Enter learning needs on the learning needs register available as a central spread sheet for access by trainers and assessors.
- In the event that the learning needs are beyond what IBM can offer, provide counselling services or referrals to external services.

Support may include providing students with special needs:

- Language, Literacy and Numeracy (LLN) support with additional training sessions
- For visibility needs, provide extra learning materials, adjustments of learning materials to suit the needs of learner (Font size, simple language with additional instructions etc.).
- Adjustment of speed of delivery, equipment, and tools to suite learner needs.
- Provide assistive technology (Any software or equipment used to help learners with disabilities navigate their learning challenges and strengthen their skill sets according to individual situations and IBM's capacity).
- Additional training/tutorials and learning materials.
- other mechanisms, such as assistance in using technology and/or verbal questioning and recording for written tasks and activities.

