



Individual Learner Needs

In accordance with Clause 1.7 of the Standards for RTOs 2015, United Institute is responsible in determining the support needs of individual learners and in providing access to the educational and support services necessary for a learner to undertake and maximise their chances to complete the requirements of their course.

General Individual Learner Needs Principles

United Institute has a process in place where we engage with learners at different points in their enrolment and learning journey with an aim to identify any individual needs and support that they may require in the course of their training with us:

- Enquiry phase – where we engage with the learner to determine their training and career goals, as well as their education and work history. This will enable us to align the learner with a particular course.
- Enrolment interview – where we gather information about the learner, including personal information such as their English language proficiency, their education background, any special needs, and their individual needs. This will enable us to ascertain if the learner will require any specific support and whether we are able to cater for it, or whether they are to be referred to another provider or a separate organisation for the support required. The enrolment form also advises us if the learner may be eligible for a Credit Transfer of the nationally recognised training they have already completed, or a Recognition of Prior Learning where their informal training and their work experience can be assessed to provide them with a pathway to competency for one or more units of competency in the course.
- Core Skills Indicator assessment – where we assess if the learner has the required language, literacy and numeracy skills to undertake the training program. This outcome of the assessment will inform us whether we will be able to support the learner throughout their course, or whether they will need to be referred to a specialist program provider to assist them in acquiring the required skills before being accepted into the program.

This multifocal approach enables us to accurately identify a learner's needs and arrange for applicable support services promptly.



Responsibilities

The CEO is to:

- Ensure there are adequate systems in place to support the learner's individual needs; and
- Approve of any external referrals to any support services to determine the suitability of the service to the learner's needs.

The Student & Administration Support personnel is responsible in managing and coordinating the support services for the learner.

Support Services

It is important that we observe the equal opportunity and disability legislation in each state (refer to our Legislation Policy for more information on the specific legislation for each state) in order to not act or conduct ourselves in a manner that could be deemed as discriminatory or biased towards those with particular individual needs.

Where the learner has specific individual needs, we are to use the following as a guide:

- **Understanding pre-enrolment materials**

Where a learner is having difficulty understanding the information in our marketing materials such as Course Brochures, or the information contained in our Student Handbook, the Student & Administration Support personnel is to engage with the prospective learner personally and clarify and explain the materials in simple and plain English to the prospective learner. The Student & Administration Support personnel is to ensure that they are compassionate to the student's comprehension abilities and provide them with information to assist them in making decisions with regards to their training.

- **Minor LLN deficiency**

Where we have identified that the learner has minor language, literacy and numeracy deficiencies through the learner's responses in the Core Skills Indicator assessment, the Trainer and Assessor should draw up a tailored support plan for the learner which can include allocating additional time to spend with the learner to support through throughout their training program, directing or supplying them to suitable resources.



UNITED INSTITUTE

- **Major LLN deficiency**

Where we have identified that the learner has major language, literacy and numeracy deficiencies that would prevent them from actively participating and completing the training program, we should refer them to the following training providers for specialist assistance:

- Kangan Institute – 13 82 33
- Read Write Now – 1800 018 802
- Reading Writing Hotline – 1300 655 506
- TAFE NSW – 13 16 01

- **Hearing impairment**

Students with a hearing impairment, whether mild, moderate, severe or profound may require particular support such as an Auslan interpreter, a specialised tutor or training participation assistance. Where a student has mild hearing impairment, this means we are able to communicate with them with ease, we can support them by speaking at a slower pace, or providing them with the opportunity to record the class in order for them to play it back later, or providing them with additional notes and learning resources. Reasonable adjustments can also be made for practical activities involving speech such as role plays. However, should they have the slightest of difficulties understanding our speech, the matter should be referred to the CEO.

- **Physical disability**

All possible allowances may be provided to persons with disabilities. Trainers and Assessors are to use their judgement in assessing the learner's ability to perform tasks in a safe manner and ensure that if training is to take place in-person. The entry and pathways should be easily accessible by a person in a wheelchair and special accommodations must be made to ensure the comfort and safety of the learner.

- **Low general intellectual functioning and acquired brain impairment**

Learners diagnosed with low general intellectual functioning and acquire brain impairment would require specific support mechanisms such as for the Trainer and Assessor to be extra patient with the learner, to provide them with resources that are easy to understand and simple language is used. It is best to consult with the learner's medical practitioner to help us understand more about their condition before preparing a specific support plan for their learning. Where United Institute does not believe we are in a position to accommodate to this particular need, we are to refer them to another RTO that may be able to provide the support required for the learner.



- **Identified difficulties in learning**

Where a learner has been recognised as having learning difficulties, the Trainer and Assessor assigned should schedule in additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the learner and to engage the learner in discussion about the subject matter. These sessions should be structured in accordance with the planning learning for the training program. The learner should be consistently encouraged during their learning and offered additional support where required. The Trainer and Assessor should also provide the learner with additional advice on the best approach and schedule for them to complete their learning. It should be noted that some learners learn better reading, where this is the case, the learner should be provided with adequate learning texts and reading materials. Where a learner learns better visually, they should be provided with adequate videos and images to help them with their learning. Where a learner is an auditory learner, the Trainer and Assessor should provide the learner with audio recordings of classes and learning material.

- **Mental health disorders**

Students with a mental health disorder may exhibit different symptoms, and the symptoms may flare up in the presence of triggers. It is important that we provide as much support to these students as possible. If the student requires time off, offer them deferment options. If the student requires an assessment extension, provide them with an extension within reason.

- **Vision impairment**

Learners with significant vision impairments can be supported by being provided with texts with a larger font. Alternatively, they can be supplied with audio recordings of the classes and learning texts to assist them in their learning.

- **Chronic medical issues**

Where a student is unable to keep up with their training and assessment plan due to chronic medical issues, we would review their training plan and provide options such as an extension to their enrolment or offer them additional time to complete their assessments. The Trainer and Assessor should consult with their medical practitioner to better understand the learner's medical condition in order to be able to support them practicably.



UNITED INSTITUTE

- **Counselling support**

Where a learner is requiring counselling, we are to refer them to:

- Lifeline – 13 11 14
- Beyond Blue – 1300 224 636
- MensLine – 1300 789 978
- National Domestic Violence and Sexual Assault Helpline – 1800 737 732
- Sane Australia – 1800 187 263
- Suicide Call Back Service – 1300 659 467

- **Restrictive work hours**

Most learners will be trying to juggle work and their studies at the same time. Where the learner is an online student, the Trainer and Assessor is to help them develop a schedule to manage their learning and their work commitments. Where the learner is a face-to-face student, the Trainer and Assessor may support the learner outside of classroom hours if they are unable to attend certain classroom sessions. Where scheduling permits and resources are available, we may schedule the classes to accommodate the learner's working hours, such as night classes or weekend classes.

- **Workplace learners**

Where a learner is enrolled by their employer, we may be required to deliver training and assessment to meet their requirements, so long as it also meets the requirements of the training package. The Trainer and Assessor is to draw up a suitable training plan that satisfies and supports the needs of the employer, and the requirements of the training package. This may include substituting elective units where permitted by the rules of the qualification and/or skill set.

- **Information and Communications Technology (ICT) support**

Some learners may not have the knowledge and skills to seamlessly use the resources such as computers, and our learning management platform. Where the learner is struggling with utilising these resources, the Trainer and Assessor is to provide assistance to the student to help them navigate and utilise the ICT resources appropriately. Where required, the IT Support personnel and/or the Student & Administration Manager may also be required to render their assistance.



UNITED INSTITUTE

- **Financial difficulties**

Where a student is undergoing financial difficulties that prevent them from being able to make their tuition payments on time, United Institute will offer them with a payment plan to assist them. Should a student be in dire need for necessities such as food due to their financial difficulties, we are to direct them to the nearest soup kitchen.

Other individual needs will need to be considered on a case-by-case basis in consultation with the CEO.