

IDENTIFYING LEARNING NEED POLICY

1. Purpose

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our").
- 1.2 The purpose of this policy is to provide guidelines to identify students' support needs prior to their enrolment or commencement (whichever is the earliest) and to facilitate students' access to support throughout their studies, and to identify the general methodology to be used when identifying learning needs and designing training and assessment materials
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 An education agent refers to an entity (in or outside Australia) that
 - i. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or

- intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students;
and
 - ii. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.2 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.3 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.4 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.5 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.6 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.7 DHA refers to the Department of Home Affairs.
- 2.8 OSHC refers to the Overseas Student Health Cover.
- 2.9 eCoE refers to the electronic Confirmation of Enrolment.
- 2.10 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

- 3.1 The Institute ensures that in developing, adapting or delivering training and/or assessment products and services:
- i. Methods used to identify learning needs **and to design training and assessment**

are documented.

- ii. The requirements of the Training Package or accredited course are met.
 - iii. Core and elective units are identified as appropriate.
 - iv. Language, literacy, and numeracy requirements develop the **individual's learning capacity**. They are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses.
 - v. Delivery modes, training and assessment materials that meet the needs of a diverse range of clients are identified.
- 3.2 The Institute ensures that students' well-being needs are identified and that strategies are put in place to support them.
- 3.3 The Institute ensures
- i. Students are supported to disclose their disabilities (special learning needs) if they wish to do so.
 - ii. Students with special learning needs will receive reasonable adjustments to ensure equal access to and participation in training and assessment.
 - iii. Where reasonable adjustments are not appropriate or possible, the reasons are communicated to students as soon as reasonably practicable.
- 3.4 The term 'students with special learning needs' refers broadly to students who have disabilities, learning difficulties, or additional needs that affect their ability to learn effectively.
- 3.5 Students with special learning needs may have conditions such as sensory or physical disabilities, cognitive impairments, or additional challenges, including minor reading and language difficulties, hearing or vision impairments, mental health issues, or wellbeing needs. These factors can make learning more difficult compared to their peers in the same environment.
- 3.6 The Institute identifies each learner's support needs, provides services to support

students and ensures students have access to the educational and support services required to meet the outcomes of their training program.

- 3.7 The Institute has a publicly available Complaints and Appeals Policy that provides information to help and encourage students with special learning needs to easily engage with our staff about their concerns and provide feedback.
- 3.8 The Institute provides education and support, including but not limited to
- i. pre-enrolment materials
 - ii. learning support
 - iii. language, literacy, numeracy and digital skills (LLND) programs or referrals to these programs
 - iv. equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity.
 - v. mediation services or referrals to these services
 - vi. flexible scheduling and delivery of training and assessment
 - vii. counselling services or referrals to these services
 - viii. information and communications technology (ICT) support
 - ix. learning materials in alternative formats, for example, in large print
 - x. learning and assessment programs contextualised to the workplace.
 - xi. any other services that the Institute 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).
- 3.9 The Institute's CEO is responsible for the implementation of this procedure and ensuring that staff are aware of its application and implement its requirements

4. Measures

- 4.1 The Institute reviews individual training needs with students and identifies appropriate training content, level and pathways (core and elective units).
- 4.2 The Institute conducts a pre-training review of each student's prior education and training, and identifies any Recognition of Prior Learning or Credit Transfer that may be applicable.
- 4.3 The Institute assesses students' language, literacy, numeracy, and digital skill needs, and refers them to appropriate support services if needed.
- 4.4 The Institute enrolls a student in an appropriate course based on the student's training needs and the results of a pre-training review of language, literacy, numeracy, and digital skills.
- 4.5 **Initial assessment**
 - i. All students will undergo an initial assessment during the enrolment process to identify their learning needs.
 - ii. The assessment will include an evaluation of academic skills, language, literacy, numeracy, and digital skills (LLND), and consideration of any disclosed disabilities or learning difficulties.
- 4.6 **Continuous monitoring**
 - i. Learning needs will be continuously monitored through regular interactions between students and trainers/assessors.
 - ii. Feedback from the assessment will be used to identify emerging learning needs.
- 4.7 **Individual Learning Plans (ILPs)**
 - i. Students identified with specific learning needs will have an Individual Learning Plan (ILP) developed.
 - ii. ILPs will outline tailored support strategies, resources, and any necessary adjustments to the training and assessment methods.
- 4.8 **Support services**

- i. The Institute will provide access to a range of support services, including academic support, counselling, and disability services.
- ii. Students will be informed about available support services during orientation and throughout their course.

4.9 Trainer and assessor training

- i. Trainers and assessors will receive ongoing professional development to recognise and support diverse learning needs.
- ii. Training will include strategies for adapting teaching methods and assessments to accommodate different learning styles and abilities.

4.10 Student feedback

- i. Students will be encouraged to provide feedback on their learning needs and the effectiveness of the support provided.
- ii. Feedback mechanisms will include surveys, focus groups, and one-on-one meetings.

4.11 Review and evaluation

- i. The effectiveness of this policy will be reviewed annually through analysis of student outcomes and feedback.
- ii. Adjustments to the policy will be made based on the review findings to ensure continuous improvement.

- 4.12 Reasonable adjustments are provided for students with disabilities (special learning needs) when appropriate. If reasonable adjustments are not suitable or feasible, students will be informed of the reasons within 10 working days of the assessment decision.

VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.