

Identifying Individual Learning Needs

Purpose

GoodStart Training College ensures that the needs of candidates are identified and documented to ensure proper adaptation in delivering training and/or assessment for developing learning and assessment strategies. The purpose of this procedure is to ensure individual needs such as learning needs and the needs of a diverse range of individuals are accurately obtained and to apply those identified needs to the delivery and assessment process

Procedure

Types of Individual Needs

Learning needs cover a wide array of factors including:

- career needs
- development needs
- physical needs
- emotional needs
- literacy and numeracy needs
- inclusion needs
- qualification needs
- study path needs
- personal needs
- language needs

The needs of a diverse range of individuals cover a wide array of factors including:

- cultural needs
- learning ability
- language, literacy and numeracy
- career aspirations
- physical capabilities
- attention spans and other intellectual characteristics

Methods to Identify Learning Needs

Initially, GoodStart Training College identifies the client learning needs from the enrolment process and initial Training Mentor contact. Details of learning needs and the needs of a diverse range of individuals can be identified via one or more of the following methods:

- interviews
- questionnaires
- notes from teaching sessions
- speaking with career advisors at the college
- speaking with groups of candidates
- liaising with industry
- liaising with professional bodies
- comparing curricular
- one on one meetings with candidates
- discussions and meetings with parents and interested parties
- assessment tools
- other sources

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Process of Identifying and Documenting Individual Needs

The process below is to be used for identifying and documenting individual needs:

- initially identify learning needs from the enrolment process
- using one or more of the methods above capture the details/learning needs of candidates and the needs of the diverse range of individuals
- consult with trainers/assessors to map the individual needs against the units of competency
- ensure the learning plan, assessment plan and course documentation are aligned with these needs
- ensure topics included in the unit cover both the competency requirements and the learning needs and the needs of the diverse range of individuals
- ensure inclusion of special needs and the equity of the learning and assessment process
- individual needs are documented

Taking Account of Individual Needs

In the course of the learning and assessment process, GoodStart Training College develops equitable learning and assessment strategies to take account of individual needs such as learning needs and the needs of the diverse range of individuals relevant to the assessment by:

- Developing responsive course design that meets client needs by:
 - reviewing the job functions of the candidate when applying the unit in a preferred job setting
 - reviewing the career aspirations of the candidate
 - reviewing the critical components of the job and how they relate to the job
 - analysing literacy and numeracy levels and needs
 - analysing the special needs of the candidate
 - using alternative methods of curriculum delivery and assessment
 - negotiating alternative tasks and assessment methods
 - ensuring that there are no physical or communication barriers, timetabling or location difficulties, or barriers in assessment types or procedures, or in field work, laboratory work or studio work
 - ensuring that additional or alternative materials or equipment are ready in advance
 - providing tutorial materials in a range of formats if necessary so that they are accessible to a range of candidates
- Engaging candidates in learning by:
 - providing a positive learning environment with engaging, challenging and responsive learning experiences for all candidates
 - finding out about the individual needs of candidates with special individual needs and develop strategies to ensure that these can be met as far as possible
- Being a critically reflective trainer/assessor in response to candidate learning needs by:
 - evaluating unit requirements, including unit content, materials, classroom practices, assessment tasks and candidate learning outcomes, to ensure that there are no barriers to candidates participation and success
 - monitoring candidates progress to ensure that they are not failing or withdrawing
 - addressing any real or potential discrimination against candidates or difficulties in work placements or field experience
- Creating flexible, supportive learning environments that help in delivering learning needs by:
 - ensuring that candidates with disabilities or difficulties with learning can participate, contribute and succeed in their chosen area of study
 - treating information provided by candidates about their disabilities or difficulties with learning with respect and confidentiality
 - ensuring that candidates' other needs, such as social and recreational needs, are being met