

Individual Learner Needs

In accordance with Clause 1.7 of the Standards for RTOs 2015, AIHFE 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

AIHFE 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.

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 Trainer & Assessor is responsible in managing and coordinating the support services for the learner and will be the appointed contact for any student support matters.

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, an AIHFE personnel is to engage with the prospective learner personally, and clarify and explain the materials in simple and plain English to the prospective learner. We are 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 enrolment interview, 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.

- **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 before enrolling the student:

- AMES Australia – 13 26 37
- 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, AIHFE 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 where possible.

- **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 AIHFE 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 where possible.

- **Identified difficulties in learning**

Where a learner has been recognised as having learning difficulties, the Trainer and Assessor assigned should schedule 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 or referred to 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 possible. 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.

- **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.

- **Financial difficulties**

Where a student is undergoing financial difficulties that prevent them from being able to make their tuition payments on time, AIHFE 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 CEO.

Cultural Awareness

AIHFE is committed to providing a multiculturally supportive environment for our learners and staff members. We aim to achieve this by educating our learners and staff members on culturally appropriate communication techniques, as well as acceptable behaviours and actions.

All cultures have customs, values, and codes of behaviour that are important. These contribute to the cultural diversity we get to cherish in Australia. AIHFE will outline the observances, practices and etiquettes of three common cultures in Australia:

- Aboriginal and Torres Strait Islander – the original people of Australia (both mainland and the 274 islands located north of the mainland);
- Chinese – the fastest growing cultural group in Australia since 2011; and
- Indian – the second fastest growing cultural group in Australia since 2011.

(Source: ABS Census of Population and Housing, 2016)

Aboriginal and Torres Strait Islander	
Respect	Respect and acknowledgement are essential to good working relationships with Aboriginal and Torres Strait Islander communities and it should always be our first priority. This demonstration of respect will make it easier to set up mutual standards of respect and trust and will make it easier for working relationships to take place effectively.

Aboriginal and Torres Strait Islander

What to call people

It can be offensive to refer to Aboriginal and Torres Strait Islander people in the incorrect way. Some prefer to be called 'Aboriginal' and others prefer 'Indigenous'. It is always a good idea to try and gauge how people want to be addressed. You can do so by spending some time listening to their conversation, or you can ask if you feel that it won't be offensive. It is generally better to avoid referring to Aboriginal people as Kooris or Murris, or any other name they may use themselves.

Gender protocols

Aboriginal and Torres Strait Islander societies still regard some information as specific and sacred to either men or women. The knowledge is sacred and recorded in a way that only men or women can access. Discuss with the learner if there are any aspects of the training that are considered men's or women's business, and if so, make appropriate adjustments in the program.

Communication process

The communication process requires respect, good listening, patience, understanding, checking, clarification and confirmation.

It is important to remember the following when interacting with Aboriginal and Torres Strait Islander people:

- Not to assume anything
- Be honest, sincere and open-minded
- Use simple, clear, plain and appropriate language
- Do not mimic Aboriginal and/or Torres Strait Islander ways of speaking (i.e. words, slang, speech or accent)
- Never be boastful about your ideas
- Do not be too direct as this can be taken as confrontational and/or rude
- Do not ask hypothetical questions

Aboriginal and Torres Strait Islander

Language

Aboriginal and Torres Strait Islander people make considerable use of non-verbal signs, especially when discussing direction. These are an integral part of the communication process and should not be ignored. Be sensitive to the use of non-verbal communication cues. The use of silence does not mean Aboriginal and Torres Strait Islander people do not understand. They may be listening, remaining non-committal or waiting for community support. During discussions, Aboriginal and Torres Strait Islander people may delay expressing a firm opinion, preferring to listen to others' opinions first before offering their own.

It is common for some Aboriginal and Torres Strait Islander people to use swear words in their regular vocabulary and in general conversation. Swearing is not considered offensive as it is in non-Aboriginal and Torres Strait Islander cultures.

Be aware that if an Aboriginal and Torres Strait Islander person swears, it is important not to take any offence. The only exception to this is if the person swears directly at you. When this happens, it is important to speak to the CEO about this as soon as possible as this behaviour should not be tolerated by anyone.

Providing support

It is important to approach this sensitively and not cause embarrassment or shame to the person by asking them whether or not they can read and/or write. In most cases, the person will ask for assistance if they need it, provided the issue has been approached with sensitivity and respect.

Naming and images of deceased people

Each Aboriginal and Torres Strait Islander community may have different protocols regarding naming and displaying images of the deceased. It is best to avoid naming or displaying images of the deceased. If it is important to do so, make sure that you have permission from the person's family and/or community and include a relevant disclaimer. The CEO must be consulted if it is important to name or display images of the deceased, and approval must be given by the CEO.

Aboriginal and Torres Strait Islander

Welcome to Country

A 'Welcome to Country' is where the Traditional Aboriginal and/or Torres Strait Islander Custodians, in most cases the Elders, welcome people to their Land. A non-Aboriginal or Torres Strait Islander cannot perform a 'Welcome to Country' as to do so is considered to be rude and disrespectful to the traditional owners and to all Aboriginal and Torres Strait Island people. This is a significant recognition and is made through a formal process. A 'Welcome to Country' should always occur in the opening ceremony of the event in question, as the first item, and the person or group delivering the 'Welcome to Country' must be remunerated.

Protocols in relation to the performing of a 'Welcome to Country' ceremony are wide and diverse and can vary according to region and locality. A 'Welcome to Country' may consist of a single speech by the representative of the local Aboriginal and/or Torres Strait Islander community, or it can also include a performance of some description (which varies according to region and locality). Performances can include a Traditional Welcoming Song, a Traditional Dance, a didgeridoo performance, or a combination of any of the aforementioned.

Acknowledgement of Country

An 'Acknowledgement of Country' is a way that non-Aboriginal people can show respect for Aboriginal and Torres Strait Islander heritage and the ongoing relationship of traditional owners of the land.

An 'Acknowledgement of Country' can be performed by both Aboriginal and non-Aboriginal people. It is a demonstration of respect dedicated to the Traditional Custodians of the Land and/or Sea where the gathering of participants is being conducted.

An example of 'Acknowledge of Country' is:

'Let us acknowledge that we are meeting on country for which the members and elders of the local Aboriginal community have been custodians for many centuries, and on which Aboriginal people have performed age old ceremonies. We acknowledge their living culture and unique role in the life of this region.'

Chinese

Proper character and behaviour

Traditional Chinese beliefs place a great deal of importance on observing the proper social etiquette and showing good character and behaviour. Chinese people prefer modesty and keeping a low profile, both in regard to their own achievements and status as well as their interactions with others. Chinese people will often downplay their own positions and achievements while emphasising those of others. The average Chinese person will generally not attempt to make waves or to make themselves stand out overtly when compared to others. When praised by strangers or friends, a Chinese person will often downplay an accomplishment or character trait. Those who are not as modest or prefer to claim their own accomplishments can be viewed as rude, proud or braggarts.

Chinese people also dislike being touched by strangers. It is not common for Chinese people to touch, hug, lock arms, back slap or make any body contact. You can however greet a Chinese person by using a handshake or a nod.

It is also considered rude to click one's fingers or place feet on a desk or a chair. It is important to be mindful of these behaviours as it can be taken as offense.

Respect

Chinese people place a strong emphasis on respecting the feelings of others, often by not directly refusing a request. Aside from respecting the feelings of others, speaking in a less direct, roundabout manner is also viewed as a proper way to comport oneself, and by talking in this manner, one upholds the socially acceptable idea of how to behave as a cultured individual.

Chinese people place a strong emphasis on respect, and their language reflects this intimately. They are very polite and it is not common for them to be as open with their communication as those from a Western background are.

Chinese

Language

There are many dialects in the Chinese language, with the two most common dialects being Mandarin and Cantonese. It is considered very disrespectful to assume that all Chinese people speak the same dialect.

Lucky colours

The Chinese believe that red, yellow and green are three main lucky colours and white and black are considered unlucky colours.

Red – is believed to bring happiness, beauty, vitality, good luck, success and good fortune. It is widely used during festivals and important events like weddings. Red lanterns adorn businesses and residences, red outfits are worn during weddings and festivals, and red envelopes are stuffed with money and given as gifts during Chinese New Year.

Yellow – is the most important colour from an ancient perspective and symbolises royalty and is reserved for the emperor. Emperors were dressed in yellow imperial robes, rode in yellow carriages, and travelled on yellow paths. Official seals were packaged in yellow fabric.

Green – is the colour of wealth, fertility, regeneration, hope, harmony and growth. Buildings, banks and restaurants in China are often painted in green. Packaging for milk or produce is often in green to indicate that the product is contamination free.

Indian

Family

For generations, India has a prevailing tradition of the joint family system. It is when extended members of a family live together. Usually, the oldest male is the head of the joint Indian family system and he makes most of the important decisions and rules. The other family members are likely to abide by them without question. This is why they are very respectful of their elders and treasure the family structure.

Significance of the cow

The cow is a sacred animal in Hinduism and it is believed to be the mother goddess and brings good fortune and wealth. For this reason, cows are revered in Hindu culture and feeding a cow is seen as an act of worship. It is an offense to consume any beef in mainstream Hindu and Jain society. It is important to be mindful when consuming any beef around Indians as this may be seen as an act of disrespect.

Language

Indians are really inquisitive people and their culture is one where people do anything but mind their own business, often due to a lack of privacy in India and the habit of placing people in the social hierarchy. One should not be surprised or offended if someone asks how much you earn for a living and a host of other intimate questions in the first meeting. It is encouraged to ask the same types of questions in return.

Etiquette

It is not polite to be pointing your finger or feet at people, or touching people or objects with your feet or shoes. If you do so accidentally, one should apologise straight away. It should also be noted that Indians will often touch their head or eyes as a show of apology, and it is a sign of respect to bend down and touch an elder person's feet in India.