UK Versity
Education That Empowers Lives

Learner Management and Support Policy

EFFECTIVE DATE : AUGUST 2014

REVIEWED BY : QUALITY MANAGER

NEXT REVIEW : NOVEMBER 2020

POLICY NUMBER : QA-35

Introduction

As a private College, we have to assess and meet the needs of adult learners, including IAG and provide them meaningful information for decision making. Most enquiries generated and contacts made in the centre are dealt by the admission team using the recruitment policy. The following processes in place to support learner and its management processes.

1. Learner Support Officer
2. Comprehensive Learning Management System (LMS)
3. Initial assessment and diagnostics are done using ForSkills.co.uk
4. Pen profile and individual learning plans are developed which get information from initial discussion at the time of enrolment. The ILP captures the main aim and objectives of the learner undertaking the qualification
5. Information, Advice and Guidance is provided at the time of enrolment and after completion to provide further guidance in terms of jobs prospects, progression opportunities
6. The learners complete an exit interview and provide monthly feedback using survey which are circulated and the data collected monthly.

The process starts with a detailed discussion on the learner requirements and the need to join a particular course. The enrolment form completed online leads to initial assessment, followed by IAG services and then the learner is inducted into the course. The processes as detailed below

Initial assessment processes

Our Initial Assessment process has been developed to identify the specific needs of learners who apply to be registered on the programmes we run in Business, Management, Healthcare and Education and Training courses. These courses start at level 3, so it is important that we make sure that they are able to understand and cope with the information at that level, as presently our learners are self-funding. The provider has subject related initial assessment tests which are administered to learners while joining the courses. These include initial assessment via Multiple Choice Questions (MCQ) and the use of ForSkills for assessing the Functional Skills in English and Mathematics for Learner taking level 2 or higher qualifications.

Learners that are found to be below the required standard are then offered tuition to bring their Functional Skills, up to a level commensurate with the course requirements of their chosen programme.

This starts with a diagnostic of their results, so that we can develop a learning plan to meet their needs. This is followed by weekly support via online learning, with Tutor support, paper-based workbooks and practice tests, when they are approaching the next level, to determine readiness.

The Forskills online process, allows learners to complete assessment and initial diagnostic in the centre and then continue to practice on the GAP areas via online learning. The learning logs are checked by tutors on weekly basis and the learners are invited to attend tutorials in the centre on the specific weakness areas. Methodology and reasoning is taught in terms of how to approach these questions and queries are answered to provide feedback. The tutor checks their progression against the specific national standards, showing them what they need to improve. We give learners access to ForSkills via the online portal. Most learners find this motivational, because it allows them to practice and do revisions at any time and resume at a more convenient date. All our learner cohorts are presently adult and the vast majority from ethnic backgrounds, with varying levels of ability in English and functional skills competency.

Learner Support Officer (LSO)

As a part of the central operations team, LSO is the mediator between tutors and learner. The LSO works towards supporting the Aims and Objectives of the learners and provides feedback which helps to tailor the delivery of teaching and learning to suit the learners. For eg. class on specific days and time which allows learners to attend and receive feedback from tutors. The main role of the LSO is to gather feedback from learners on the quality of teaching, delivery and issues being faced in learning. Other roles of the LSO include

- Take active feedback once a month from all learners which is documented and recorded in file,
- Ensure that the SoW, LP, Presentations, recordings are updated and available on LMS post the session,
- To undertake effective tracking and monitoring, assessment of learner work,
- Create and update the existing learner resources for relevant modules,
- Act as the learner voice to provide feedback in management meetings.

Comprehensive Learning Management System (LMS)

The provider has invested heavily on its LMS and over the years made it more interactive. The LMS provides additional learning resources to learners at home for studies. The LMS has e-books, presentations, case studies, handouts, assignment briefs, suggested additional reading resources and videos recording of the sessions, which are used by learners for revision and augments the learning away from the provider premises.

Individual Learning Plan (ILP)

All learners are given initial assessment test which are subject specific to capture the strength and weakness areas. The learner support officer and tutors create a pen profile which captures the main aim and objectives of studying the qualification. This is then further developed into an Individual learning Plan (ILP) mirrored on the Ofsted / ESFA template.

The ILPs are reviewed every 8 weeks to check on progress and learners given additional support in terms of tutorials, professional discussions and the outcome of the activities are updated in the ILP.

The learners are given additional material to read, and continuous tutor support is provided to maintain progress in the course.

Collection, Dissemination of information and feedback

The provider has the following systems in place to capture, disseminate and collection feedback from learners, staff and key bodies

1. Use of monthly surveys – using Survey Monkey
2. LSO collects monthly feedback on feedback forms via Telephone, f-2-f discussion and using surveys
3. Exit interviews provide feedback from learners on course completion.
4. CRM systems which is used as a central system for emailing, sending out information and news shots and tracking is done for all learners.

Guidance for employment/ progression

Every learner is provided a Learner handbook which has information on awarding organisation, courses and progression opportunities. The handbook in conjunction with posting of jobs data is done on the LMS which allows the learners to seek employment opportunities on completion. The exit interview captures specific request from learners on further progression opportunities and learners seeking to receive further information are provided detailed information via email and face to face discussions by qualified IAG officers.

The learners are given information at induction, during enrolment and the various contacts they may need on their journey. To be fair to learners, we accept them from entry 3, leading to level 2 for progression to Level 3 courses and beyond, but this can be run from entry 1, to lift learners' Functional skills only, in preparation for the local job market.