

# Learner Guidance policy

## Introduction

This policy concerns is to:

- identify learning and learning support needs;
- ensure that learners are appropriately placed on courses; and
- optimise learner achievement

## Aims and Objectives

CTM recognises that the recruitment of learners and the selection procedures should be as welcoming and uncomplicated as possible. As such, the recruitment and selection procedures must be designed and take into careful consideration of the varied backgrounds and needs of the learners.

The recruitment and selection procedures should facilitate learners to be responsible for their own learning.

The recruitment and selection procedures and practices should reflect CTM's mission and quality assurance requirements.

All staff members engaged in the initial assessment should be qualified and equipped with the relevant and updated knowledge.

## Responsibility and Scope

The policy covers all learners, academic staff, enrolment staff, and any other staff members who are engaging in providing course information.

## Implementation

The course information provided should clearly explain the entry requirements, progression routes, contents, outcomes, teaching methods and materials that learners may require or need to purchase.

The College should provide a consistently high quality of course information however it is delivered e.g. via website or telephone or email.

All teaching staff shall ensure that all learners undertake an initial assessment in order to identify their learning and support needs. This assessment will be appropriate to the nature of the course and the needs of the learners.

All teaching staff shall ensure that, wherever appropriate, learners will receive a personal interview prior to being admitted to a course.

All relevant teaching staff shall ensure that all learners will receive a pre-course interview.  
All teaching staff shall ensure that the learners will be informed of the initial assessment

All teaching staff shall ensure that all learners receive an induction appropriate to the course to include, for example: course content, teaching methodologies, tutorials, learning plans and assessment.

The Principal shall ensure that initial induction will be documented in way that is transparent.

The Principal shall ensure that initial assessment, where appropriate, will include the development of an individual learning plan or will lead to the development of one.

As part of the individual learning process, the learners will be guided and supported to set learning targets which are measurable and achievable.

Where it is agreed with the Principal that the specific nature of the course and needs of the learners are not appropriate to the development of individual learning plans then the Course Administrator will devise and implement an alternative process.

At the enrolment stage, learners will have the opportunity to identify any learning support needs.

However, tutors will also monitor the learning progress of individual learners throughout the course in order to identify any specific learning support needs.

If the College does not have the resources to meet the needs of a learner then the learner will be advised or to be referred to other alternatives to proceed.

## Monitoring

The recruitment and selection procedures will be regularly reviewed by the Principal in the light of: attendance, retention and achievement.

The Module Leader will closely monitor the implementation of the learning process of the individual tutors.

The Principal will identify the training needs of the tutors and communicate these to the Module Leader.

The Principal of the College will monitor the implementation of this policy.

This Policy is subject to annual review

Last reviewed: November 2013

Next review: November 2014

	Signature	Position
Reviewer		Principal
Content Checker		
Proof Reader		