



# **Learner Journey Policy (Information, Advice & Guidance)**

<b>Created by</b>	<b>Director Learner Services</b>	<b>June 2021</b>
<b>Approved by</b>		
<b>Version</b>	<b>1.1</b>	
<b>Date of next review:</b>	<b>June 2024</b>	

<p><b>Purpose</b></p>	<p>The purpose of this policy is to ensure the College meets its responsibilities in terms of learner recruitment, induction, curriculum planning, teaching and learning, assessment, support whilst on programme, giving learners access to appropriate information advice and guidance from first contact to progression.</p> <p>All information, advice and guidance will be presented in line with the College’s Equality, Diversity and Inclusion Policy.</p> <p>The Policy supports the College’s achievement of the Matrix Accreditation.</p> <p>Information is available via a variety of methods including:</p> <ul style="list-style-type: none"> <li>- Website</li> <li>- Printed course guide</li> <li>- Face-to-face onsite or online</li> <li>- Live webchat</li> <li>- Leaflets and posters</li> <li>- Social media</li> </ul>
<p><b>Scope</b></p>	<p>The following areas will be addressed in the Learner Journey Policy:</p> <ul style="list-style-type: none"> <li>• Curriculum Design</li> <li>• Course Promotion and Equality &amp; Diversity</li> <li>• Admissions and Initial Information Advice &amp; Guidance</li> <li>• Enrolment</li> <li>• Induction</li> <li>• Transfers</li> <li>• Teaching, Learning &amp; Assessment</li> <li>• Work Experience</li> <li>• Additional Learning Support</li> <li>• Progression / Next Steps</li> <li>• Careers Advice &amp; Employability</li> </ul>
<p><b>Curriculum Design</b></p>	<p>The College will seek to ensure that the curriculum offered provides diverse, enriching and enjoyable lifelong learning, including skills for work, in a supportive environment for adults in Camden and the wider London area.</p> <p>Labour market intelligence, external policy directives and funding regulations will also influence and impact on curriculum offer and design.</p>
<p><b>Course Promotion and Equality &amp; Diversity</b></p>	<p>College courses will be advertised and promoted with a view to reaching the local community, including those deemed to be hard to reach via local community organisations such as community centres and Libraries.</p> <p>All course information will be presented clearly using plain English, to ensure that potential learners are able to make an informed decision.</p> <p>The College publicity and marketing will reflect the cultural diversity of the College community.</p>

	<p>Information about special facilities and resources for learners with learning difficulties and/or disabilities will be included on the website.</p> <p>Key documents are available in other formats upon request.</p> <p>An Equality Statement will appear on the College website.</p> <p>The College’s website provides Accessibility Tools.</p>
<p><b>Admissions and Initial Information Advice &amp; Guidance</b></p>	<p>WM College will:</p> <p>Provide multiple opportunities for accessing information and advice regarding the curriculum offer.</p> <p>Communicate clearly and promptly to all enquiries using a variety of methods including telephone, email, online chat and face-to-face.</p> <p>Provide an accessible and efficient admissions process and provide individual support for prospective learners in need of additional help.</p> <p>Signpost applicants/enquirers to careers and information, advice and guidance delivered by qualified staff as follows:</p> <ul style="list-style-type: none"> <li>• National Careers Service</li> <li>• Employability support</li> <li>• Curriculum Specialists</li> <li>• Level 2/4 Information Advice &amp; Guidance qualified staff</li> </ul> <p>Provide opportunities for virtual meetings with staff where visiting the College is not available.</p> <p>Provide information about financial support for assistance with payment of fees and bursaries whilst studying.</p> <p>Provide information about additional learning support and signpost to the Additional Learning Support team as appropriate.</p> <p>At point of application and/or enrolment there will be an opportunity to declare any additional support needs and a check on previous qualifications including English and maths (for learners under 19).</p> <p>Treat all applications and enquiries fairly, consistently and with respect, giving due regard to our duties and obligations including under the Equality Act and the General Data Protection Regulations (GDPR)</p> <p>Hold regular open events, including virtually, to allow potential learners to view the College facilities and meet staff.</p> <p>Ensure that all entry requirements for courses relate to standards laid down by the appropriate awarding body or to objective criteria relating to course content. The entry criteria for each course is outlined on the relevant course page on the College website.</p>

	<p>Clearly indicate where a pre-course interview and whether evidence of previous qualifications is required.</p> <p>Clearly indicate where an offer of a place on a course requires participation in assessed activities, for example, initial assessment, submission of portfolio work, a written task or an audition (this list is not exhaustive).</p> <p>Clearly indicate where a course has a mandatory work placement as part of the overall fulfilment and successful completion of a course, and where there may be a requirement for an applicant to complete checks using the Disclosure and Barring Service (DBS). (The college reserves the right to refuse entry to a course or withdraw a course offer where a notification via a DBS check would mean that an applicant would be unable to practise or pursue their career ambition as a result of the check.)</p> <p>Ensure the Additional Learning Support team are invited to join interviews where an applicant has declared a support need. Where the ALS team are not able to join, a follow-up meeting will be arranged with the prospective learner.</p> <p>Provide information in respect of progression/next steps prior to enrolment via the course information page on the College’s website.</p>
Enrolment	<p>When College opens enrolment for the following academic year, early enrolment incentives will be clearly communicated.</p> <p>During their enrolment journey, prospective learners will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Speak to a curriculum specialist to discuss the most suitable course based on their aspirations and current qualifications and/or experience</li> <li>• Have access to impartial advice &amp; guidance if they are not able to study their preferred subject or level</li> <li>• Speak to an Additional Learning Support specialist where a declaration of a support need is made</li> <li>• Receive advice and guidance on fees and finance options based on their current status. Advice could include instalment options, reduction of fees based on income or previous qualifications or applying for an Advanced Learner Loan.</li> <li>• Receive advice and guidance on their eligibility to study and the level of fees applicable where they are a non-UK/EEA citizen</li> <li>• Receive advice and guidance on welfare support such as bursaries to help stay on course.</li> <li>• Information in respect of the College’s Refund Policy</li> <li>• Declare their ability to access digital equipment (internet, computer, webcam) to allow the College to assess whether loan of equipment would be appropriate to support learning (note: not all courses qualify)</li> </ul> <p>Where a learner is enrolling online, it will be clearly signposted as to where and how to access all of the above.</p> <p>On the completion of the enrolment and fee-paying process, learners will receive:</p> <ul style="list-style-type: none"> <li>• Their Learning Agreement including start and end date of course</li> <li>• Details of the planned timetable, where it is available</li> </ul>

	<ul style="list-style-type: none"> <li>● The College’s Refund Policy</li> </ul> <p>Where a course is full, a waiting list will be created. Prospective learners will be informed of the process of being added to the waiting list and will subsequently be informed if a place becomes available. This will be managed by the College on a first-come-first-served basis.</p> <p>Where a course is cancelled, the College will aim to inform enrolled learners at the earliest opportunity and will provide advice on suitable alternatives.</p>
Induction	<p>To prepare both new and returning learners for their course at the College, there will be an induction plan that allows learners to get to know the College, the staff and each other.</p> <p>The induction process includes the following elements:</p> <ul style="list-style-type: none"> <li>– Welcome to the College</li> <li>– Course specific information including course outline, how it is assessed, homework / course work expectations, how course content and resources will be made available on Virtual Learning Environment,</li> <li>– Term dates.</li> <li>– Attendance, punctuality and progression policy</li> <li>– Communication arrangements (e.g. to report absence or how the College will communicate class cancellation)</li> <li>– Expectations of the College and its Code of Conduct</li> <li>– Safeguarding and Prevent information</li> <li>– Additional Learning Support information</li> <li>– Health &amp; Safety information</li> <li>– Orientation to the College and College services</li> <li>– Introduction to e-learning facilities and support and course specific section of Virtual Learning Environment</li> <li>– Library and Learning Centre induction</li> <li>– Careers and Employability services offered by the College</li> <li>– Information about additional activities provided by the College, e.g. learner voice activities, exhibitions and Learner Success Awards</li> <li>– Feedback procedures (complaints and compliments)</li> </ul> <p>Note: Some elements of the induction will be provided by video but will be supported by tutor explanation</p> <p>All learners will be given information on how to access the following:</p> <ul style="list-style-type: none"> <li>- The College Code of Conduct</li> <li>- The Learner Disciplinary Policy</li> <li>- The Complaints Policy</li> <li>- Safeguarding &amp; Prevent Policy and Procedures</li> </ul> <p>To ensure new learners are fully supported, staff will at the first available opportunity:</p> <ul style="list-style-type: none"> <li>● Refer any learner who has declared a learning difficulty or disability to the Additional Learning Support team</li> <li>● Ensure any Exam Access Arrangements are applied for using the ALS referral system in good time</li> </ul>

<p>Transfers</p>	<p>We are committed to ensuring that students are happy on their chosen course, but we understand that sometimes individuals may want to change their course or career pathway.</p> <p>During the induction period, College staff will provide advice and support, including careers guidance, where a learner or the tutor believe the chosen course is not suitable.</p> <p>If a suitable alternative course is identified and a place on the course is available, it may be possible to transfer. This would be subject to any additional course or material fees being paid where applicable.</p> <p>Where a suitable alternative cannot be found, the College will signpost the learner to external providers.</p>
<p>Teaching, Learning and Assessment</p>	<p>Teaching and assessment may be a combination of blended, online and classroom/workshop delivery.</p> <p>Learners will have an individual learning plan (ILP) which identifies goals on course, and records progress against those goals.</p> <p>Learners' digital skills will be assessed and where appropriate the learner will be referred for digital support in the Learning Centre and/or they will have access to the loan of digital equipment should their course qualify.</p> <p>On accredited courses that use internal assessment, marking of work and feedback will be timely and in line with standards set by awarding bodies.</p> <p>Marking of learner work and feedback will be timely and developmental, enabling learners to understand how well they are progressing and what they need to do to improve.</p> <p>Teachers will discuss a learner's progress with the learner throughout the course and the format and frequency of progress reviews will be appropriate to the size and learning objectives of the course.</p> <p>Progress reviews will, where appropriate, include soft target skills, such as employability related themes alongside academic/vocational qualification targets.</p>
<p>Work experience</p>	<p>Where Work Experience is a requirement of the course or programme, learners will be provided with information about what is expected of them and support and advice to help them obtain appropriate placements.</p> <p>All work placement providers, employers and partners will be required to adhere to the College's Health &amp; Safety and Safeguarding Policies.</p>
<p>Additional Learning Support</p>	<p>The College will:</p> <p>Provide information on the College website for each course, whether it is funded for Additional Learning Support.</p> <p>Ensure that learners are encouraged to disclose any additional learning needs and/or disabilities.</p> <p>Ensure that every effort is made to make use of pre-enrolment information in a timely manner.</p>

	<p>Ensure that once a learning need has been identified, an initial assessment meeting is arranged to ascertain the learner’s individual learning and support requirements.</p> <p>Provide a suitability qualified member of staff from the Additional Learning Support Team to carry out the assessment and, at that meeting, a Personal Learning Plan (PLP) will be agreed with the learner.</p> <p>Where appropriate, the learner will be appointed a tutor or Additional Learning Support Assistant who will take responsibility for ensuring that the agreed measures positively impact on the learner’s progress. The programme will be designed to develop the learner’s own strategies to recognise personal barriers and reduce dependency.</p> <p>The Additional Learning Support Team will also ensure that, where appropriate, all teaching and support staff involved in the delivery of learning are provided with information that facilitates support. Tutors will ensure that support staff have relevant and up to date information about individual learners’ progress.</p> <p>Support strategies will include some of the following:</p> <ul style="list-style-type: none"> <li>• Ensuring that teaching is differentiated in terms of times and delivery methods</li> <li>• Learning materials are inclusive</li> <li>• Provision of learning support assistance in class</li> <li>• Provision of additional learning support out of class</li> <li>• Provision of specialist support such as dyslexia</li> <li>• Provision of study skills support</li> <li>• Provision of physical/mobility support</li> <li>• Provision of assistive equipment or adaptations</li> <li>• Reasonable adjustment for exams</li> </ul> <p>All activities are delivered in line with the College’s Additional Learning Support Policy.</p>
<p>Progression / Next Steps</p>	<p>Learners nearing the end of their course, will be given the opportunity to discuss with their tutor the most appropriate progression route.</p> <p>The tutor will advise one of the following:</p> <ul style="list-style-type: none"> <li>• Enrolment onto the next level / course</li> <li>• Enrolment onto a different subject</li> <li>• Enrolment onto a similar subject with new targets or goals</li> <li>• Progression into employment (referral to National Careers Service or Employability Coach)</li> </ul> <p>Where a learner is not able to progress onto another course at the College, they will be signposted to alternative provision.</p>
<p>Careers Advice and Employability</p>	<p>The College provides a careers advice and guidance service for current learners. This advice is provided by the National Careers Services via bookable appointments and is available twice a week throughout the academic year.</p> <p>One to one Employability Coaching is provided for learners for up to 5 sessions, which may include some of the following:</p>

	<ul style="list-style-type: none"> <li>• Improve Your CV</li> <li>• Application Forms</li> <li>• Writing Cover Letters</li> <li>• Preparation for Interview</li> <li>• Job Search</li> </ul>
Withdrawing learners / refusal of a place	<p>The College has the right to refuse to offer a learner a place at the College or withdraw them from their course. Circumstances where this may occur are:</p> <ul style="list-style-type: none"> <li>• The entry requirements for the course have not been met</li> <li>• Inaccurate or falsified information (including personal information)</li> <li>• The applicant has a severe learning difficulty or profound and complex needs. (The College does not have the facilities or resources to provide appropriate support and in this instance the applicant will be supported to find an alternative institution where sufficient support is available.)</li> <li>• Refusal to undertake reasonable assessments which may help to ascertain academic level or skill level to ensure success on a course or to meet with external requirements.</li> <li>• Failure to meet requirements of current or previous course(s), e.g. attendance &amp; punctuality</li> <li>• The learner has completed too many courses at same level</li> <li>• Learner has failed to complete two courses in a row and adequate support has been provided</li> <li>• The learner has found to have committed plagiarism (see Disciplinary Policy)</li> <li>• Failure to disclose additional learning support needs which subsequently impacts on the individual (e.g. access and support needs)</li> <li>• The applicant or learner has been assessed as not ready to learn under the College's Fitness to Learn Policy (in progress)</li> <li>• Learner is excluded under the terms of the College's Disciplinary Policy</li> </ul>

**Associated documents/policies for this area:**

	<p>Additional Learning Support Policy  Single Equalities Scheme  Complaints Policy &amp; Procedure  Learner Disciplinary Policy  Fitness to Learn Policy  Learner Code of Conduct</p>
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