

Policy 37 - Supporting Learners

Learning
Development
Training



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POLICY STATEMENT

LD Training aims to enable learners to progress and achieve their learning objectives.

Learners have different needs and we recognize that support can take many forms to help learners through to successful completion of their learning programme e.g. from general motivation, to support with additional learning needs, to technical assistance, to help in achieving qualifications quickly and help with other wider issues like benefits and housing.

Supporting learners includes holding regular reviews of progress with them and all parties involved in their learning programme.

- On identification of several learners in the same situation (e.g. disengaged from their learning, struggling with particular modules of the same programme), arrange a focused workshop to support learners overcome their shared difficulties. Prior planned workshops enable delivery staff to think ahead and plan for how to deal with issues by providing focused support/encouragement and learners don't feel that they're on their own in dealing with problems
- Offer subject-specific 'surgeries' for learners to develop and practice their skills in weaker (common) learning areas. These may be 1:1 sessions that enable individual learners to have direct and specific support or group learning sessions that enable a number of learners to get together and tackle a shared weaker area together. Where reasonable and appropriate, LD Training will consider the use of technology e.g. webcams to provide remote learners with similar opportunities
- Know how to access additional funding to support learners before the occasion arises of needing to do this
- Be conscious of local circumstances, such as high rates of unemployment or drug abuse. Include a focus on this in induction to help the learner see how you are in touch with wider challenges they face. Work with partner agencies to provide in-house surgeries to help with key local issues learners are facing e.g. in claiming benefits, securing asylum, information on family issues like registering with local schools/doctor surgeries
- Use observations/staff development to assess and improve the way trainers might react to a problem presented by a learner, in order to support them appropriately. Ensure staff are aware of any known issues in a learner's programme
- Design and implement an option for learners to achieve qualifications quickly. This could attract learners needing to secure qualifications quickly e.g. for acceptance on planned FE courses. Plan 'Fast-Track' days or structured programmes that appeal to learners but ensure that learner needs and skills are appropriately assessed and addressed and this learning option is clearly explained to them
- Consider other ways that keep in touch with learners –they may respond more favourably to communications via Facebook, text messaging etc.
- Link progress reviews to progress a learner is making against their Individual Learning Plan. This promotes learner ownership of their learning. Plan and discuss with the learner the learning that they will be following between the current and next progress review meeting
- Hold reviews more frequently for learners who require additional support or those at high risk of dropping off their programme

- Hold progress review meetings regularly and sufficiently frequently to maintain momentum (not just to meet contractual requirements). Be prepared to personalise the frequency to individual learners
- Encourage learner ownership of the progress review process. Spend time with a learner before their actual progress review and explain how they could prepare –provide some key questions that they could think about in advance and/or ask them to bring examples of their learning they struggled with or were really pleased with
- In work-based training the employer representative best involved in learner reviews is the one who can facilitate on-the-job training and assessment opportunities (this may be the main employer or a member of staff designated as the main trainer for a learner)
- Provide reports to employers on their employees' progress so they are informed of staff members who are on track and those who are behind and to promote the shared responsibility of supporting learners through to achievement
- Check whether any additional support is required above that being given, including support for assessment in the workplace
- Record progress made and targets for the learner to work towards until the next review meeting.
- Purchase carbonated progress review forms to give learners (and employers in work-based learning) copies of progress review records which provide reminder of points discussed and targets agreed.
- Sharing 'tangible' records of progress reviews has helped ground their importance in the learning process
- Break larger targets down into a series of short understandable actions for learners as this helps them see how large goals can be achieved through a series of actions and therefore they will be more likely to progress
- Use progress review meeting to reinforce key messages on health and safety and equality of opportunity, particularly in the workplace. Develop a bank of questions/scenarios to check learner understanding the use of which can be varied at each progress review
- Train –and continue to regularly observe and train, staff that conduct reviews. Do not assume that 'anyone' can conduct them well. Support staff in identifying (negative) 'habits' of conducting progress reviews to ensure that meetings are personalised and relevant to individual learners and the progress they have made in their learning