3.3.6 Review of Learner Support Services

Procedure code and title:	3.3.6 Review of Learner Support Services
Policy area:	3.3 Monitoring and Evaluation
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Purpose

The purpose of this procedure is to detail how through the regular review of learner support services, KWETB undertakes to ensure that there are equitable progression opportunities for learners participating in our programmes in FET Provision and FET Provision-Second Providers, and that supports will help to mitigate against identified barriers to successful engagement.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision Second Providers denoted in the fourteen step procedures. This procedure covers specific arrangement and methods for the review of learner supports.

Preamble

Learner support services and easily available supports, both academic and non-academic, should be responsive and accessible for all KWETB learners. In addition, KWETB embraces the concept of Universal Design to ensure that barriers are removed for learners.

Learner supports fall into three categories:
- Practical and advisory supports, including pastoral care (non-academic)
- Learning supports (academic)
- Policy-driven supports for specific purposes associated with Reasonable Accommodations, Compassionate Consideration, Assessment Malpractice, and Appeals.

The adequacy of the resources available to learners should be monitored on an ongoing basis. Learning resources should be updated and expanded as necessary to reflect up-to-date approaches and learner needs as identified through feedback on teaching and learning.

KWETB Support Services:

- KWETB Accessible Learning Integrated Support Service (ALISS).

- KWETB Adult Guidance Service

- KWETB Student Counselling Service

- Youthreach Advocate

- Literacy and English language support

- One to One support

- Reasonable Accommodations Policy and Procedure

- Compassionate Consideration Policy & Assessment Deferrals

- Laptop loans

- Non-academic support consists of advising: giving information, exploring problems and suggesting directions, assessment, giving feedback to the individual on non-academic aptitudes and skills; action: practical help to promote study; advocacy: making out a case for funding, writing a reference; agitation: promoting changes

Approaches for Learner Support Services:

a.	There should be an integrated approach from the perspective of the learner.
b.	Resources and supports should be responsive to: (i) the needs of the programme (ii) programme review and other evaluation activities (iii) deliberative or decision-making processes requiring feedback on learner support.
c.	Resources should be designed to be accessible to all learners.
d.	There should be clear information to learners about the full range of services available to them and active promotion of resources and supports to ensure that learners are aware of their existence.

e.	There should be mechanisms for annual review of learners' overall impression of learning resources and learner supports and their perspectives about the sufficiency and quality of learning resources and learner supports are listened to and inform improvement.
f.	There should be opportunities for different learning Support/Resource Units to network with each other to ensure a coherent approach.
g.	Pastoral care for the general well-being of learners, provided by staff for learners, including Learning Practitioners, Guidance officers and counsellors and other advisors. Staff will be trained in ethical responsibility and boundaries appropriate when offering pastoral care to learners.
h.	The Code of Practice for Provision of Education and Training to International Learners should be complied with where applicable.
i.	There should be access to services related to programmes, such as library/document repositories; information and computing services; appropriate equipment for practice and, if appropriate, open learning centres.
j.	There should be learner representation opportunities, including regular learner forums to enable learners to communicate with management and give feedback about matters of general concern.
k.	Learners should have full access to guidance service.

Procedure – 3.3.6 Review of Learner Support Services

1	The assigned person(s) responsible for Review of Learner Support Services should develop a cyclical approach for review.
2	The assigned person(s) responsible for Review of Learner Support Services should identify the support or resource to be reviewed.
3	The assigned person(s) responsible for Review of Learner Support Services should develop a proposal which should be submitted to the Quality Assurance Sub-group for review.
4	The Quality Assurance Sub-group should submit the proposal to the Quality Council for approval and inclusion in the overall work plan

5	The Quality Assurance Sub-group/Quality Council/Quality Team should identify key personnel to carry out the work. A time bound Working Group should be established with a Terms of Reference if necessary.
6	The Working group should identify an appropriate methodology and instruments for the review.
7	The Working group should communicate the process to all key stakeholders.
8	The Working group should carry out the review.
9	The Working group should analyse data gathered.
10	The Working group should publish a Review Report.
11	The Working group should agree an Improvement Plan if necessary, and implement improvements.
12	The assigned person(s) responsible for Review of Learner Support Services should check and evaluate the impact of the improvements.
13	The assigned person(s) responsible for Review of Learner Support Services should submit report on follow up actions arising from review.
14	The Quality Assurance Sub-group should prepare a report for the Quality Council on an annual basis.

Links to other Policies and Procedures

2.1.4	Information on learner supports available
2.1.8	Learner Councils
2.2.1	Guidance
2.2.3	Learner Appeals
2.2.4	Academic Integrity and Assessment
2.2.5	Reasonable Accommodation in Assessment
2.2.6	Compassionate Consideration
3.3.4	Conducting Thematic Reviews