

<b>Title</b>	FE Learner Journey Policy		
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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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## **Introduction**

1. Cleveland College of Art and Design is committed to providing a rigorous and stimulating education in art and design which will challenge and engage students, and also offer continuity and progression. It will strive to foster a life-long interest in learning and provide our students with a secure foundation on which to continue into Higher Education and/or into the careers of their choice.
2. The curriculum offering will reflect and implement the College mission, vision and strategic objectives. These overriding principles will inform this policy and therefore seek and ensure that all learners who attend the College have an equal right of access to a wide range of educational opportunities.
3. The College recognises that there is an obligation on those staff who manage, support and deliver the curriculum to provide these opportunities with equity and integrity. In seeking to ensure the delivery of these opportunities, the College acknowledges that an extremely important attribute of the curriculum is that it is learner-centred.

## **Scope**

4. This policy applies to all staff and future and existing students. The implementation of this policy is supported by the wider College Policy framework and links with other policies such as:
  - FE Careers Education and Guidance Policy
  - FE Induction Policy
  - FE Learner Involvement Policy

## **Policy Statements**

5. In order to be learner centred the College will seek wherever possible to focus the curriculum to meet individual needs whilst providing challenges to enable each student to fulfil their potential. This will be achieved through a number of avenues such as offering effective and impartial advice and careers guidance to its learners at pre-entry, learning and exit stages of their courses/programmes. The College will be proactive in encouraging all groups of students.
6. The initial interviews, discussions and other forms of diagnostic evaluation will be deployed by the College to inform judgements that enable best match between learners' aspirations, abilities and potential and the

course/programme offered. This will inform the level, pathway and kind of support the student may need to complete their course/programme of study successfully. All initial assessment activities will inform the planning of effective teaching and learning to meet individual learners' needs.

7. Academic guidance will be provided by the College in the form of regular meetings between the learner and members of the academic team. Guidance and individual learner progress will be updated on the student ILP through the creation of negotiated SMART targets which will be monitored and reviewed regularly. The student will review these negotiated targets and once agreed sign them off. Pastoral support will be offered at regular intervals during the learners' journey within the College. This may be with academic staff or with student services staff at the request of the student. In all cases information revealed to academic staff must be passed onto student services. Sensitive information exchanged should not be placed onto the ILP. Instead staff should make a note for reference that information has been disclosed. Discussion should then take place between academic and student service staff over how best to support the student. Where information is deemed private the decision to disclose will be made by the Student Services Manager.
8. Through flexibility and adaptability the College will support the breadth of provision in relation to a variety of appropriate teaching and learning strategies, assessment techniques and learning environments. The College will support a balanced use of innovative teaching and learning strategies to support the College's strategic objectives.
9. Assessment is an essential part of the learning process. It is a joint staff and student responsibility to ensure that academic outcomes are discussed as part of each unit. All units should be available on the course Moodle site. A wide range of assessment processes are used to measure the students' levels of attainment and are invaluable in informing future planning. The individual needs learners will be taken into account in order to address any issues surrounding equality and confidentiality. Observations made of student work and activity in a variety of environments and learning situations will ensure that an accurate recording of individual achievement is made against qualification outcomes.
10. Programmes of study are designed to add value to the learner experience. Activities will be incorporated that will enrich and enhance the curriculum with an emphasis on the integration of good practice that enables individual learner's needs to be met and that prepares them for their future destination choice.
11. The acquisition of relevant skills enables learner progression into higher education or employment. Integrated progression pathways are vital components of the programme of study. Links with employers, other educational institutions and local businesses enable partnerships at strategic

and operational levels. Employability and entrepreneurial skills support the transition enhance the development in students of a strong sense of self esteem and future financial stability.

### **Equality Statement**

12. This policy will be implemented in line with the principle of the College's commitment to equality and diversity which is: Cleveland College of Art and Design is committed to the principles of equality and diversity and aims to ensure that all employees and College users are treated fairly and equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.