



## **Quality Assurance System**

### **PL09 - Policy on Learning Resources and Supports**

Rev 1.0

## Policy on Learning Resources and Supports

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**Amendment History:**

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	1.0	New Document

## Learning Resources and Supports

LASNTG is committed to creating a learning environment that supports and facilitates the personal and professional development of our Learners. We seek to provide a positive, empowering, inclusive and mutually respectful learning environment that enables Learners to achieve the best possible outcomes and add value to their work. The methodologies we use are cognisant of the range of learning styles of the Learners.

We are committed to providing the necessary learning resources to deliver a Programme. Learner supports focus on what LASNTG does to support Learners beyond the formal delivery of Programme content. LASNTG regard the provision of appropriate resources and supports as a critical component of an effective learning environment. It aims to maximise the learning experience, to be creative and innovative in delivery methodology and to ensure the continued relevance of Programme content in line with best practice.

The Programme Design and Development Teams examine the design of an effective learning environment at the design stage, based on specific Programme needs and requirements and the Learner profile. Details of the supports and resources required for each Programme are set out in the Programme Specification. The Trainers keep a watching brief on the adequacy and effectiveness of Learner supports and resources and if any gaps are identified, the Trainer brings them to the attention of the RTC Manager. Learner support/s is an agenda item for all Programmes reviews and self-evaluation exercises.

We identify the diverse needs of Learners at the application, registration and induction stages and we address each request for reasonable accommodation of a case-by-case basis. We have a procedure in place for facilitating diversity and providing reasonable accommodation.

The RTC Manager acts as the main point of contact for Learners and deals with individual Learner issues on a day-to-day basis.

The Trainers are responsible for the distribution of relevant Programme documentation to Learners. The Trainer gives a copy of a Learner Handbook to each Learner at induction. The Trainer inducts the Learners at the outset of each Programme. Induction includes an introduction to LASNTG, the relevant awarding body and to the Programme. The most important supports/services are highlighted at induction e.g. availability of reasonable accommodation, support available outside the classroom. The Programme outline is made available, a structured and detailed manual containing lesson plans, copies of reading materials, Programme content, assessment criteria, reading/reference lists and specific assessment admin details.

The Trainers provide formative and summative feedback to Learners throughout the Programme. Some of the Trainers give provisional results to Learners as part of the formative feedback process. If they do, they advise Learners that the results are marks that are provisional until they have been approved by the Results Approval Panel and may change. LASNTG accommodates specific learning requirements insofar as this is practicable and is made known by the Learner in time so as to make appropriate arrangements and meet the Programme needs. This is to ensure that Learners who may

need additional support have the opportunity to access to, and benefits from, the Programmes. We also offer, and provide, reasonable accommodation for assessment e.g. provision of a scribe. The Trainers are available to meet Learners on a one-to-one basis if a Learner has a particular concern or there is a specific issue, they wish to raise in confidence.

As well as direct support with Programme content, LASNTG recognise that Learners sometime need help and guidance on administrative or personal issues. LASNTG does all it can to ensure that Learners succeed while meeting the standards of the Programmes, and support and assist Learners in their specific circumstances and support the general wellbeing of the Learners.

The RTCs, and outreach centres, used for training delivery are comfortable, well-equipped and serviced and maintained. All Programmes consumables are supplied.

LASNTG recognise that Learners are an important source of support for each other. LASNTG encourages the Trainers to promote this source of support by designing collaborative learning activities, group work, and setting up online discussion groups to facilitate Learners working collaboratively.

### **1.1 Facilitating Diversity**

Fundamental to the provision of learning opportunities is the principle of equality and inclusivity and LASNTG is committed to equality of access and attainment among Learners. LASNTG aims to provide training which meets the needs of individuals with additional or diverse needs to enable them to successfully participate in the Programmes insofar as this is possible and practicable.

Employers, who's Learners may need any specific learning supports, are asked to let us know when they apply or as soon as the Programme begins. LASNTG makes every effort to accommodate special needs but LASNTG can only respond to requests that are reasonable and practicable and Learners must meet the minimum entry requirements.

Host Authorities provide equality and diversity training as part of staff induction and on an ongoing basis to ensure staff are aware of equality and diversity issues and have the capacity to promote equality and combat discrimination. LASNTG address equality and diversity in the Learner and Trainer Handbooks and at induction. LASNTG provide information on the range of supports available to Learners and how they can be easily accessed at induction. LASNTG request that the Trainers, when preparing Programmes and training materials, to bear in mind the needs of all the potential participants. LASNTG provide pre-entry information about the content, assessment and demands of each Programme to enable employers make an informed choice about Learner participation. There is a question on the Booking Form asking employers if their Learners have any additional support needs. Individual Learner's needs are reviewed and identified at the start of the Programme and appropriate resources and/or strategies are provided to respond to those needs effectively. LASNTG advises Learners, who encounter any difficulties at any stage during their Programme, to talk to their Trainer or to contact the RTC Manager. These contact details are provided at induction. If a Trainer identifies, during a Programme, that an individual Learner needs additional help, the Trainer will

facilitate them with as much individual assistance as possible while working within the constraints of Programme delivery.

## **1.2 Learner Complaints**

The Programme Coordinator has overall responsibility for the complaints procedure. The RTC Manager is responsible for handling complaints locally and escalates them to the Programme Coordinator if necessary. LASNTG regularly ask Learners for feedback and also ask Learners if they have any complaints. While LASNTG do the utmost to resolve complaints informally and at the earliest possible opportunity, this is not always possible. Therefore, LASNTG provides Learners with the opportunity to make a formal complaint to help resolve an issue if it cannot be resolved informally. LASNTG takes all valid complaints seriously and aims for speedy, equitable and timely solutions reviewing all complaints in a consistent and fair manner and resolving them to the complainant's satisfaction, insofar as this is possible. LASNTG have a documented Learner's complaint procedure in place. The Trainer outlines the complaints procedure at induction and in the Learner Handbook and Learners are asked if they have any complaint in the Learners Feedback Questionnaire.

## **1.3 Learner Induction**

The Trainer inducts the Learners and gives them a copy of the Learner Handbook at the outset of each Programme using the LASNTG standard induction presentation. Details of the full range of supports and services are detailed in the Learner Handbook.

## **1.4 Quality Assuring Physical Premises, Equipment and Facilities.**

### **1.4.1 Health and Safety**

LASNTG are committed to ensuring that all Programmes are delivered in a safe environment and in compliance with all relevant legislation and regulatory requirements and that premises and facilities are maintained accordingly. Each RTC has an up-to-date health and safety statement in accordance with its own host Authority's health and safety policies and procedures. There are regular health and safety committee meetings and regular health and safety audits completed.

The RTC Manager maintains a record of:

- Accidents and incidents
- Health and safety training
- Signage, fire safety apparatus, specialist equipment, first aid kits, etc.
- Record fire/evacuation drills
- Fire register
- Fire Alarm/Extinguisher, etc. maintenance contracts
- Hazard checklist/log, risk analysis (verified); action plan
- Records of safety check on equipment

### **1.4.2 Approval of Outreach Centres**

LASNTG has a procedure for Checking Outreach Facilities in place to ensure that any outreach facilities, used to deliver training and/or carry out assessments, are to the required standard and are suitable and safe for the Learners, the Trainers/assessors and meets the needs of the Programme.