LEARNER RECRUITMENT & SELECTION
POLICY

Introduction
- This policy concerns our responsibility to:
    - identify learning needs and learning support needs
    - ensure that learners are appropriately placed on courses
    - optimise learner achievement

Ethos & aims
- The Service recognises that learner recruitment and selection procedures should be as welcoming and uncomplicated as possible. As such, they must be sensitive to the varied backgrounds and needs of our learners.

- Learner recruitment and selection procedures should facilitate learners taking responsibility for their own learning.

- Learner recruitment and selection procedures and practices reflect our Mission Statement, Values and Strategic Goals.

- All staff involved in initial assessment will be properly qualified and skilled and have the relevant up-to-date knowledge.

Responsibility and scope
- The policy covers all learners, all academic staff, enrolment staff, and any other staff who provide course information.

Implementation
1. The course information that learners receive when or before they apply will clearly explain: entry requirements, progression routes, content, outcomes, teaching methods and materials that learners may need to purchase. In some cases Learners may be informed during their induction of recommended materials / study aids.

2. The Service will provide a consistently high quality of course information however it is delivered e.g. from website, via telephone.

3. All teaching staff will assess their learners ability / skills, relevant to the area of learning, in order to identify their learning and support needs at the start of the course. This process will be appropriate to the nature of the course and the needs of the learners.

4. All teaching staff will ensure that, wherever appropriate, learners will receive a personal interview prior to being placed on a course.

5. For courses which require learners to have a current CRB check, the service will support the learner in attaining this, however costs will not be covered by WAES.

6. All relevant CTL's or AL will ensure that all ESOL, Basic Skills, Vocational [depending on the level] and all LDD learners will receive a pre-course interview and \ or assessment before being allocated a course.

7. All teaching staff will ensure that all learners receive an induction appropriate to the course to include, for example: course content, teaching methodologies, tutorials, individual learning plans and methods of assessment.

8. Head of Learning Areas will ensure that the outcomes of learners individual skills assessment and induction will be documented in way that is transparent.

9. Head of Learning Areas will ensure that information from initial assessment is incorporated in an individual and group learning plan.

10. As part of the ILP process, the tutor will discuss the learner's prior knowledge and experience, specific needs, goals, starting position and range of courses. Learners will be guided and supported to set individual targets which are measurable, achievable and within a specific time frame.

11. The ILP will be reviewed regularly by learner and tutor who will sign and date each review.

12. At the enrolment stage, learners will have the opportunity to identify any learning support needs. However, tutors will also monitor learners throughout the course to identify any specific learning support needs.

13. If the Service does not have the resources to meet the needs of a learner then that learner will be advised on how else to proceed or be referred to alternative provision.

Monitoring
- Learner recruitment and selection procedures will be regularly reviewed by Heads of Faculty in the light of: attendance, retention and achievement data, learner and tutor feedback and lesson observations. Reports will be monitored by the Deputy Head of Service, the Executive Board and Performance Review Committee

- Course Team Leaders or Area Leaders will closely monitor tutor's implementation of the ILP and RARPA processes.

- Head of Learning Areas will identify the training needs of their teams and either cover the topic during the curriculums staff meeting or communicate these needs to the HR Manager and Director of Teaching & Learning.

- The Curriculum Monitoring and Review Committee and the Service Quality Review Committee will monitor the implementation of this policy.

Review
This policy was reviewed by the Director of Teaching & Learning in August 2012.

This policy may be read in conjunction with the Learner Guidance and Support Policy, the Assessment Policy and the Tutorial Policy.

For further information on this or other WAES policies please contact the Quality Improvement Manager on 0207 641 8128