

Guidance and Support

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Foreword

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THE FURTHER EDUCATION FUNDING COUNCIL



The Basic Skills Quality Initiative Team

The *Basic Skills Quality Initiative* is a major programme of staff and organisational development that forms part of the Council's overall response to raising standards. The initiative includes three specific elements. First, a package of materials designed for use by managers and lead practitioners. Four units of material include: *Teaching, Learning and Students' Achievements*; *Guidance and Support: Curriculum Organisation and Management*; and *Quality Assurance and Staff Development*. Second, funding for providers to employ trained facilitators to help providers make effective use of the materials and support them in addressing key issues. Third, the opportunity for one thousand members of staff to attend a training event designed to focus on the strategic and operational management of basic skills. The three elements of the *Basic Skills Quality Initiative* comprise a comprehensive and innovative package of support.

While the materials are intended primarily for those concerned with basic skills, they are relevant to everyone working in further education. Whether we teach or manage provision in workshops, learning centres or classrooms, the materials provide an opportunity to remind ourselves of the vital processes of teaching and learning, and of the importance of effective structures and procedures to support them.

All learners are entitled to high-quality basic skills provision. Making sure learners can read, write and use numbers confidently is part of the core business of further education.

These skills give learners the opportunity to take part in education and training, to complete programmes of learning successfully and to progress to employment or further study.

The initiative was steered by four consultants: Teresa Bergin, Pat Hood, Liz Lawson and Sheila Leevers. Thanks are due also to the Council's inspectors who guided and contributed to the work: Stuart McCoy, Carol Tennyson and William Lewis. Colleagues from the Council's Quality Improvement Unit – Emer Clarke, Mary Kelly, Kathryn O'Regan, Andrew Lambe, Gillian Blake and Claire Wood – provided support and expertise throughout. Jillian Peach designed the materials and Ray Oram provided technical advice.

Guidance and support are essential elements of all learning provision, but are especially important for students needing help with basic skills. Guidance assists learners to assess their potential; identify appropriate opportunities; increase their awareness of self and others; and become progressively responsible for their own lives. Support is provided for learners and for learning. It can include child care, benefits advice and financial help. Support for learning involves all of the arrangements that teachers make to assist students to learn, including extra teaching sessions, specialist support for students with specific difficulties such as dyslexia or hearing impairment, learning materials and workshops and tutorials. The level and quality of guidance and support are key factors in the progress made by learners.

Effective support for learners of basic skills requires sound structures and systems within institutions. Teachers of basic skills, course and personal tutors and specially trained staff who help with specific needs may all be involved in the support service. Supervision of this service by a senior manager will enhance its status and effectiveness. Staff involved in the provision of support are more effective when they have received relevant specialist training. Learners should have a clearly stated entitlement that includes a description of the range of support that is available. Providers need to ensure that this entitlement is known and understood by both teachers and students. They should also ensure that arrangements are in place to enable learners to gain access to support where, and when, they need it.

While many teachers as a part of their usual work may provide information and general advice, guidance is a specialised function.

Guidance is most effectively provided by specialist staff who are qualified and have received specific training in offering guidance to students of different ages and with differing needs. Some guidance workers may also be trained counsellors. An increasing number of teachers have roles also as tutors. Additional training is usually required for this role, and organisations may devise a handbook to help tutors in this work. Tutors provide key points of contact for basic skills students, many of whom lack confidence at the start of their courses. Care needs to be taken to devise an appropriate tutorial curriculum and to keep tutorial records, including the learning agreement, learning goals, and the progress made towards achieving them.

The following are fundamental to the provision of good support and guidance.

- comprehensive policies and their effective communication to all staff
- arrangements for all students regardless of their course, at convenient times and places
- opportunities for interviews and assessment, both initial and diagnostic, to meet individual students' needs
- comprehensive assessment of learners' additional support needs (e.g. dyslexia, physical or sensory impairment) and access to specialist external advice and guidance for these learners if needed
- information to all learners early in their course about the institution's equal opportunities policy
- induction into the relevant services provided by the institution and help in taking responsibility for one's own learning
- regular, structured and confidential opportunities for learners to discuss in tutorials their progress and the opportunities for their further progression
- trained staff with relevant specialist qualifications
- collaborative and partnership working with other agencies
- effective monitoring and evaluation of all guidance and support processes.



Structures

The importance which an organisation gives to the provision of support for basic skills has a critical impact on its effectiveness. Basic skills needs to be seen as an essential part of the management structure and curricular organisation and its management needs to be made the responsibility of a member of the senior management.

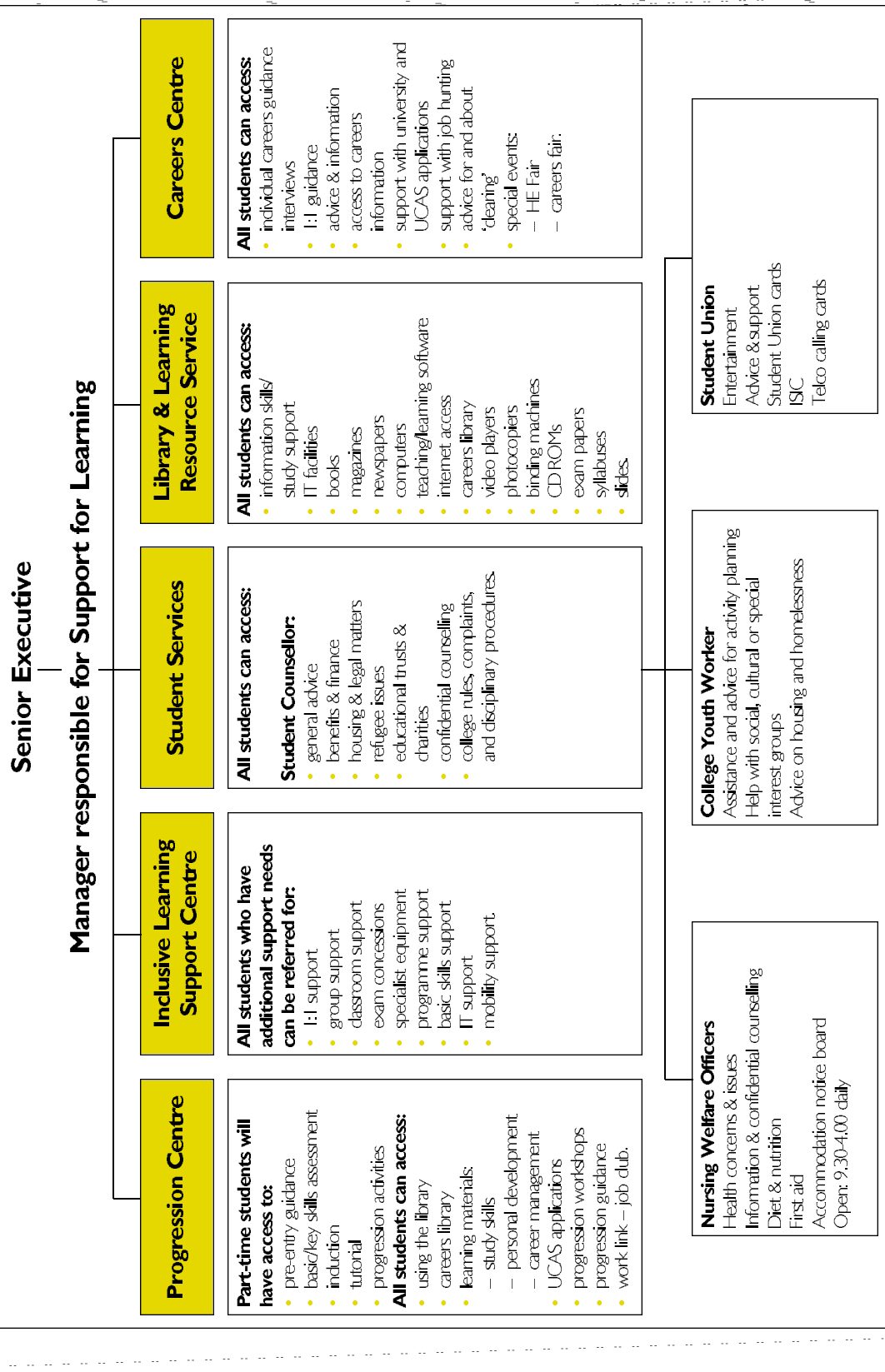
Two examples of differing approaches are given below.

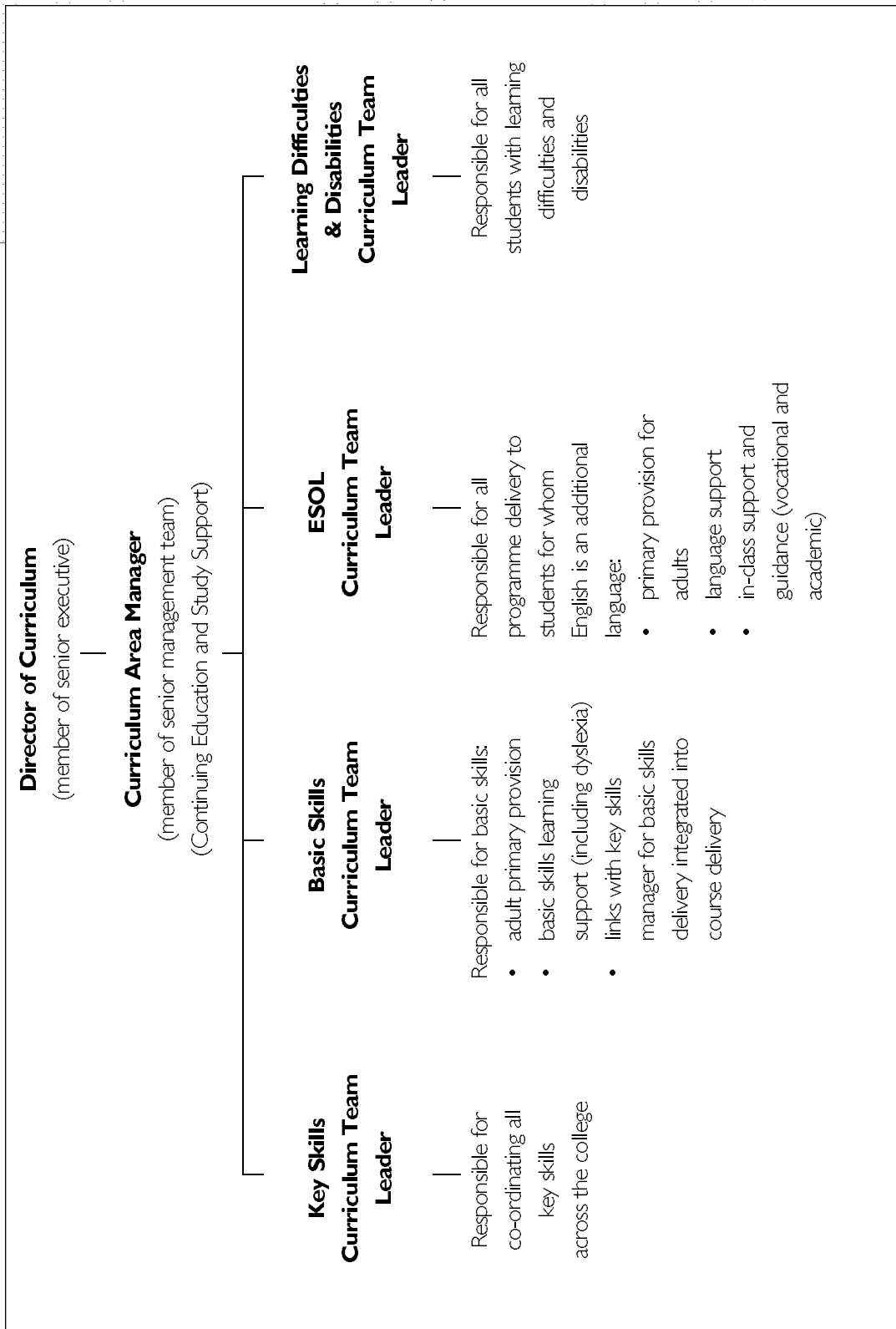
In one college, all the support services and the learning resource services are the responsibility of one manager who is a senior manager and reports to a member of the senior executive (Example 1). In another college, the senior manager responsible for the support of basic skills is also responsible for key skills, disability learning support and ESOL support. The link to key skills is seen as essential in this college. Student Services has a different manager but both areas are the overall responsibility of the same member of the senior executive (Example 2).



Example 1

Basic Skills Quality Initiative







Entitlement

Many colleges publish the learner's entitlement to basic skills support, often in the college charter. This may be expressed as part of an overall entitlement for support for any learning difficulty or disability as well as for basic skills. Several examples of differing approaches are given below.

Example 1

In one college the charter is produced in a shortened version in an A4 folded leaflet and in a longer more detailed version which is available at admissions, all reception desks, helpline desks and learning resources centres. All students are given the shortened version at induction. The service standards for learning support are included in both versions. The longer version also includes a brief description of the learning support service.

Learning support

We will:

- ensure that all full time and substantive* part time students receive a learning support leaflet at the start of their programme
- provide a confidential interview, within ten working days of receiving a request, to all students who indicate that they may have a need for learning support
- provide an assessment service to identify the individual learning support needs of all full time students
- provide learning support on an appropriate basis to all full time and substantive part time students
- provide up to date information and advice on access to buildings for people with physical disabilities
- provide at least two reserved car parking spaces at our main campuses for people with physical disabilities.

* Students attending college for 5 hours or more per week

Example 2



Another college makes sure all students receive a copy of its charter prior to their arrival at the college. The charter is also explained aloud within the framework of course and college induction procedures. The section in this charter relating to learning support is reproduced below:

Learning support

We offer you:

- access to high quality professional learning support which is suited to particular needs
- access to professional guidance and counselling
- up-to-date and accurate information concerning careers, student welfare and progression into further and higher education
- access to a member of staff who has responsibility for students with learning difficulties and disabilities
- an initial assessment and guidance service for each full-time and part-time student
- regular, prompt and constructive feedback, which will contribute to the recording of achievements
- additional learning support on request or referral
- advice, information and educational guidance for students who experience difficulties with learning
- designated rooms with a loop system for students with hearing impairment
- specialist equipment in information technology
- a fully equipped library and learning resource centre which is open 7 days a week and is well stocked with up-to-date books, journals and other resources and comprises 30,000 items. Database software is available on the library's multi-media workstations.



Example 3

Entitlement to support is also included in disability statements. Although such statements do not apply specifically to students with basic skills needs, they do apply to students with dyslexia or discalculia and some students who may also have a disability such as hearing or visual impairment as well as basic skills needs.

An example of a disability statement which sets out the full process for support entitlement for students with learning difficulties and disabilities is reproduced in full below. The disability statement is available in both written and audio formats.

Accessibility

College Disability Statement 1999-2000.

Policies

The college's policy, procedures and practice in respect of people with learning difficulties and/or disabilities can be found in the following documents:

- Mission Statement
- Equal Opportunities Policy
- Disability Code of Practice
 - Strategic Plan
- College Charter
- Health & Safety Policy

All the above are available from the Inclusive Learning Support Service. The College's Inclusive Learning Manager is

Admissions

The following admission arrangements for people with learning difficulties and/or disabilities are well established:

Pre-entry guidance service:

This is a free, objective service, available on request from individuals or their advocates and is offered by the Inclusive Learning Support Team throughout the year.

Application screening system:

A system is in place to identify any additional support needs, at the application stage, where further guidance is available.

Needs assessment:

The Inclusive Learning Support team interview all applicants who have identified themselves as having learning difficulties and/or disabilities.

They are able to advise on the additional support available. Where the college are unable to meet the identified needs they will be able to advise on alternative routes.

Initial assessment:

All applicants are assessed as part of the interview process. This is to ensure that applicants are offered a programme that matches their individual needs. It also highlights any additional support that may be needed to ensure success on the chosen programme.

Applicants with support needs will be invited to complete a more detailed assessment and a support programme will be devised. Personal tutors are informed of the additional support needs of their students. Students and the College enter into a contract. This outlines the support that will be provided.

Induction:

There is a period of induction for all new students during which each individual is interviewed by their Personal Tutor to identify any support needs that have not been provided for. Referrals are then made to the Inclusive Learning Support Team.

Liaison with Local Education Authorities:

The Inclusive Learning Manager liaises, on behalf of individual students, with home LEAs to arrange services for which they are responsible.



Example 3 (continued)

Educational Facilities & Support

Academic & curriculum support:

The level of support required is determined by the assessment of individual need.

The support offered can be one, or a

combination, of the following:

- 1:1 support sessions
- Group support
- Specialist assessment
- Study skills support
- Specialist support
- Classroom support
- Specialist equipment

Much of the above is offered in the Inclusive Learning Support Centre on the ground floor of the main building.

The on-programme referral system allows additional support needs to be met whenever they are identified.

All students in receipt of additional support are offered a one-to-one progression interview to plan ahead for post-college provision.

Staff expertise, training & development:

The Inclusive Learning Manager co-ordinates staff, from across the college, who offer the support required.

The service is monitored to ensure it matches individual student need and the programme they are following.

There is an annual, in-house, staff development programme offering training in all aspects of disability. The college arranges for specialist agencies to offer sessions where there is an identified need.

All staff are encouraged to attend a range of external courses and conferences on disability issues.

Technology & equipment:

The College has recently purchased a wide range of specialist IT equipment for students with learning difficulties and/or disabilities, including:

- Aladdin Personal Reader
- Voice Activated Programmes
- Touch Sensitive Screens
- Specialist Software
- Electronic Notebooks

Other specialist technology and equipment are sought, where possible, as individual needs are identified.

Complaints

Complaints, specific to disability issues, are dealt with by the Inclusive Learning Manager and the Dean of Support for Students. All students have access to the College's process for handling complaints regardless of their learning difficulties and/or disabilities. The College also has a 'Disciplinary Code' for students with learning difficulties to ensure that parents and advocates are involved in the full procedure.

Examinations

Students with learning difficulties and/or disabilities may be eligible for concessions in their examinations. Applications will be made, on behalf of individual students, by the Inclusive Learning Manager.



Other support

Student Counsellor

College doctor

Careers Advice

Nursing Welfare

All students have a personal tutor and all programme areas have a Course Manager.

Physical access

Where physical access is a difficulty, arrangements will be made (where possible) to accommodate courses or classes in accessible areas of the college.

There are lifts, with verbal commentary, in the main building. Toilets for the disabled (using RADAR keys) are available in the main areas of the college. There is a chair lift for access to the student refectory.

The Library and Learning Resources Centre is accessible with a lift to the first floor.

Disabled car parking is available on request.



Example 4

The same college also has a student handbook in which it lists the learning support entitlement of all students at the college. An extract follows:

Guidelines on using the Additional Learning Support Service

Learning support

Learning support is a programme of entitlement for all learners and consists of the following elements:

- initial assessment in communications and numeracy
- induction
- learning agreement
- tutorial
- record of achievement/progress file
- careers guidance/education
- basic/key skills support
- study skills
- library and learning resources
- open access IT
- advice and guidance – medical/financial/personal/academic.

All the above is offered pre-entry and on-programme.

Additional Learning Support

Who is it for?

- students with learning difficulties and/or disabilities
- students who require basic and key skills support
- students who require language support
- students who have been identified through initial assessment as needing basic skills support in order for them to be successful on their course.

Example 5



Basic Skills Quality Initiative

Some entitlements are included in college mission statements.

The following is the mission statement for literacy and numeracy support in one college.

Literacy and numeracy support for all college students

The availability of high quality basic skills support for individuals is a key function of the college. It will contribute to the retention of students on courses and the achievement of positive outcomes. It should also widen access to further education, as course tutors may be encouraged to accept applicants who might otherwise be rejected as unable to cope with course demands.

The following principles are essential for any system of assessment and support:

- students of the college should be assured the opportunity to achieve an agreed level of competence in basic education, as an entitlement.
- assessments in the first instance should relate to literacy and numeracy; it is recognised that there is a link between these essential skills, personal confidence and problem solving
- any system should have the capability of being extended in due course to all students of the college
- the process should be sensitive and indirect
- any necessary basic support should be negotiated with the student.

Organisations publicise the support available for basic skills through a range of processes. The basic skills support team will usually be represented at induction events in the first few weeks of the academic year. They may also be involved in giving talks to students on the learning support available as part of the induction process. They also produce a wide range of printed materials to publicise the support available both at induction and throughout the time students are enrolled on learning programmes. These include: statements in the college prospectus; statements in the student handbook or student diary; leaflets and posters; and staff handbooks either specifically on learning support or general handbooks with sections on support.

Example 1

One college identifies how each student can access support at each stage of the college process as follows:

When?	How identified?	How referred?
Pre-Entry: Initial contact	Self-referral; referral by parents, carers, Careers, Social Services, open days etc.	Usually by telephone; noted on Learning Support Record (LSR)
Pre-Entry: Application	✓ additional needs box on application form	Admissions ref Sector Manager; support offered at interview
Pre-Entry: Interview	Self-referral; response to questions	Details recorded on LSR
Entry: Enrolment	✓ additional needs box on enrolment form	Personal details recorded on LSR
Entry: Induction	Initial assessment procedure; self referral (action planning)	Learning Support Record
On-Course	Self-referral; lecturer referral; interim review (action planning)	Learning Support Record
Exit & Progression	Self/lecturer referral	LSR

Example 2



Basic Skills Quality Initiative

One college gives the following statement in its general prospectus. The information is accompanied by a photograph of a student receiving support.

LEARNING SUPPORT

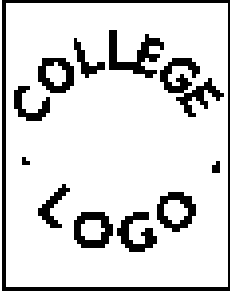
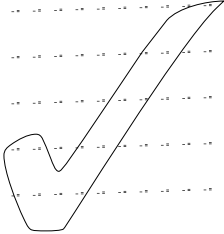
The College welcomes applications from all members of the local and surrounding communities. We are able to provide specialist advice and guidance to all who enquire about our course. Types of support available include help with Maths and English, assistance with physical needs, getting around the college, dyslexia, as well as special consideration when students apply to undertake exams/assessments. If you would like to know more, please contact...

This college also produces separate prospectuses for each subject area. Information on the availability of learning support is included in each individual prospectus.



Example 3

The following are extracts from one of the range of leaflets produced in one college to give students information on the support available once they have enrolled.

	<p>What can we help with?</p> <p>The College has a service to give you additional support with your course.</p>
<p>Study support <i>a free service for all College students</i></p>  <p>The road to success</p>	<p>Here are the type of things we can help with:</p> <ul style="list-style-type: none"> • support with assignment work • spelling • developing your vocabulary • grammar • sensory impairments • a disability • dyslexia • basic maths • further developing your key skills in the areas of Communication, Application of Number and Information Technology. <p>If English is not your first language we can help you with:</p> <ul style="list-style-type: none"> • the language of your course • grammar • listening skills • pronunciation and oral skills. <p>?</p> <p>Do you want to know more? Fill in the tear off slip & send it to us.</p>

Example 4



Basic Skills Quality Initiative

In one college students have the opportunity to indicate on the application form that they would like support for basic skills and this will be

discussed at interview with the vocational/academic tutor. Vocational and

academic tutors are given guidelines on the procedures they should follow and the

information they should give and are then

asked to complete a referral form (copy below)

to send to the learning support service to follow up.

Example 4 (continued)

Student interview referral form for completion at student interview

Learning support is provided to enable all students to learn more effectively through increasing access to the curriculum.

To all interviewing staff: Please complete this form for any student who says in interview or on their application form that they might need some Learning Support, i.e. help with one or more of the following:

- a disability, sensory impairment or learning difficulty including dyslexia
- a language need either oral or written (English for Speakers of Other Language)
- a basic skill i.e. English or maths

For guidance, please read our Guidance notes. **Please send the top copy to and retain the bottom copy.** The appropriate LS Manager will then get in touch with you.

We feel that your involvement is important because:

- **it will help us to plan with you any extra help the student may need**
- **it will boost the student's confidence if you discuss any concerns at this stage.**

Please explain to the student that you will pass on their details to us and that we will contact them.

We will then liaise with you about any specific needs. Thank you for your help.

Name of student:.....
 Address:.....
 Telephone number:.....
 Course applied for:..... Start Date:.....
 Name of tutor completing form:.....
 Date of interview:..... Campus:..... Tel Ext:.....

Please ask the student to explain the sort of help they would like, have used before or why they feel that they may need some extra support etc. If the student ticked the Learning Support box on the application form they will probably welcome the chance to talk over their reasons.

I understand that a member of the LSS team will contact me:

Student Signature:

Types of Learning Support

Colleges offer learning support for basic skills in a variety of ways as the following examples illustrate.

Example 1

One college has the following list of the ways in which it provides support.

- one-to-one support
- group support
- classroom support
- exam concessions
- specialist equipment
- study skills
- specialist assessment
- specialist support
- numeracy support
- communication support
- language support
- mobility support
- medical/personal support.

Example 2

Another college lists its support provision as follows.

- informal assessment advice and guidance on basic skills
- a learning plan which sets basic skills targets and ways to achieve them
- 1:1 support with a qualified basic skills tutor
- small workshops at convenient times
- supported distance learning
- access to basic skills resources – Internet, CD ROMs and paper-based resources
- regular reviews of progress.

Example 3

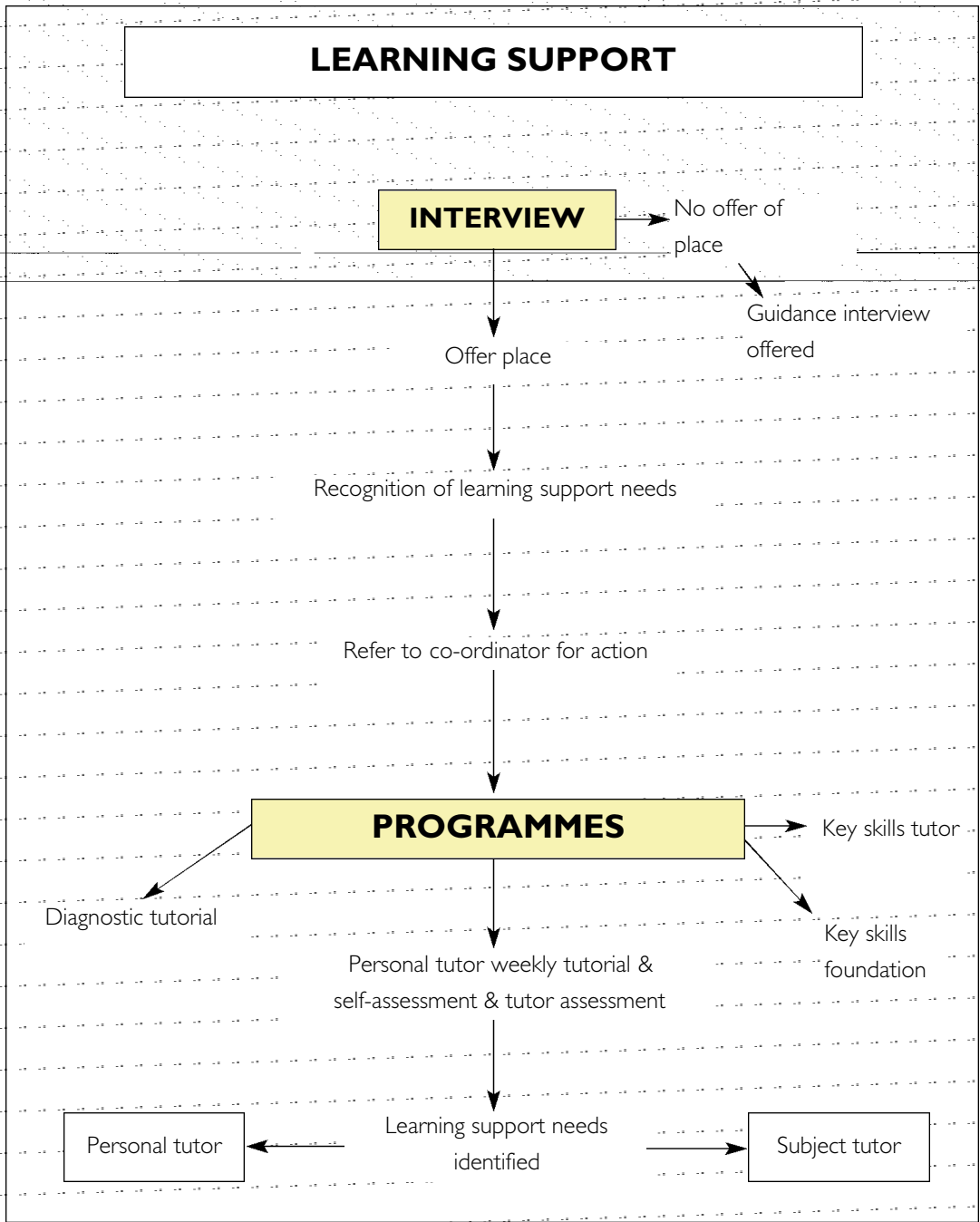


In another college, a number of staff have specialist qualifications and experience in basic and key skills throughout the college and they are deployed on the full-time courses and short courses as well as the community based courses offered. Basic and key skills are built into courses across the provision and sessions to support basic and key skills development are clearly defined. The college provides:

- specific courses
- basic skills learning sessions.
- team teaching
- one-to-one support
- withdrawal sessions
- English language, mathematics and ICT workshops open to all.

The flowchart below explains the process of support for students on full-time courses at this college. This flowchart is explained to students during induction. It also forms part of the course handbook to highlight the process and clarify the tutor's rôle in identifying the need for basic skills and key skills support.

Example 3 (continued)



Example 3 (continued)



In the same college the following explanatory sheet is issued to students.

Learning support on the programme

If you are having difficulties with your studies a range of support in the college is available.

You will see your personal tutor weekly and s/he should be your first port of call for help. Your basic and key skills tutor will also be able to offer advice. The Self-Assessment which you complete in week 1, along with discussions with your personal and basic and key skills tutor, will be an opportunity for you to raise any concerns. You will have a tutorial with your basic and key skills tutor at the end of the course specifically to discuss and assess your progress in key study and learning skills.

Do see your personal tutor to discuss any issues relating to your studies. S/he will organise any extra help you require.

If you are attending other support sessions and are still experiencing particular difficulties then small group or one-to-one support may be available. Discuss this with your personal tutor in the first instance who will refer you as appropriate. If you think you are dyslexic it may be appropriate to arrange for an assessment. We would normally do this after you had taken up extra support and after discussing your difficulties with you.



Example 4

Some colleges encourage adult learners to attend a basic skills course before enrolling on an academic or vocational course. In some cases this will be through attendance at the college's adult basic skills provision. Other colleges offer short courses aimed specifically at learners whose long-term aim is an academic or vocational qualification.

In one large FE college support takes the form of 12-week modular courses with the following titles:

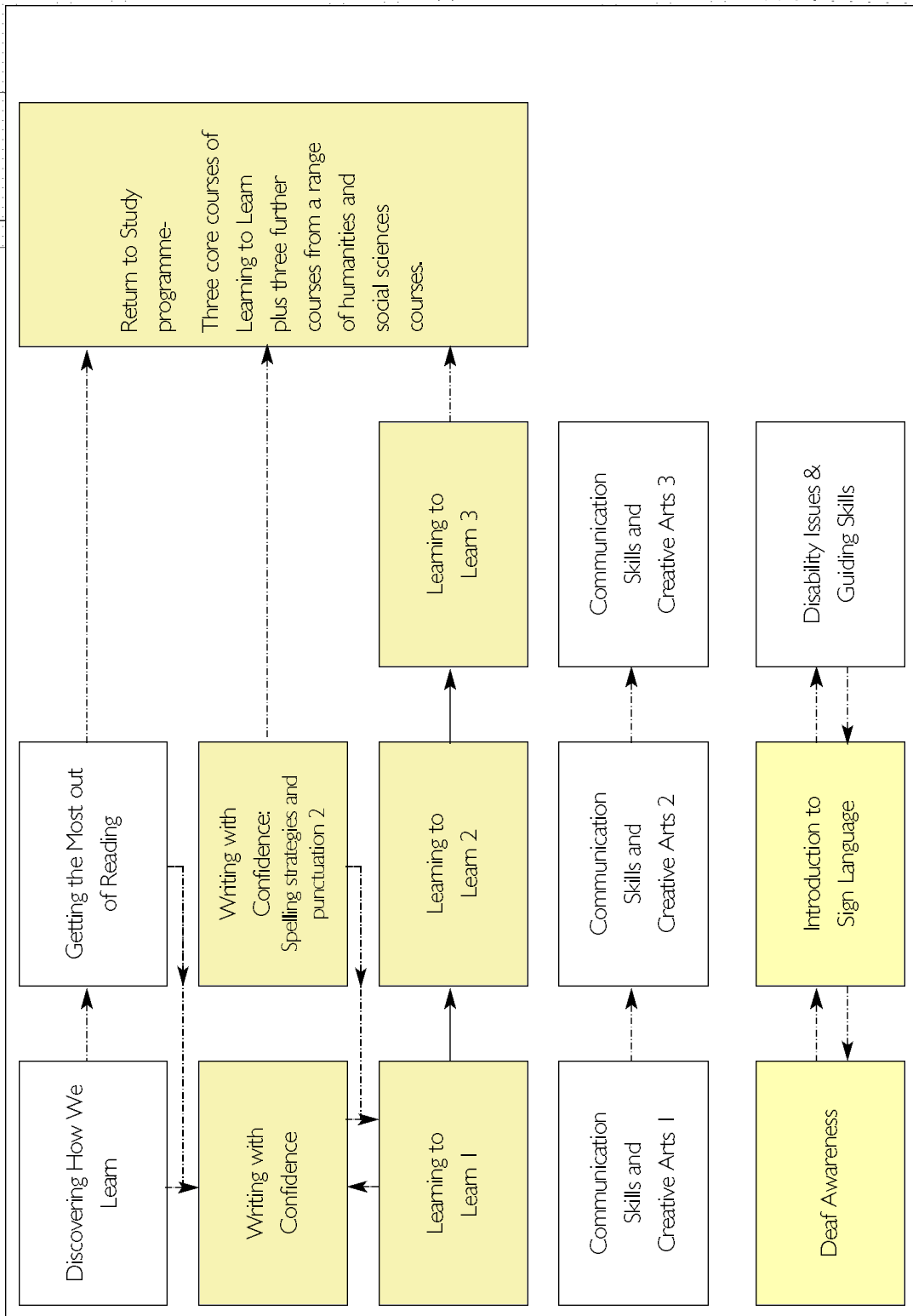
- Spelling Techniques
- Punctuation and Grammar
- Enjoy Writing
- Extend your Vocabulary

These courses can also be attended by learners already enrolled on another college course. Learners need to be above entry level basic skills before enrolling on these courses.

Example 5

Another college offers a number of basic skills short courses to give learners the skills for progression to other academic or vocational courses. The diagram overleaf shows the examples of the variety of routes to learning basic skills in this college either through specific short courses or through related communications subjects. The shaded boxes show the basic skills and personal development modules taken by one student. The case study which follows illustrates the benefit that this learner derived from the support.

Example 5 (continued)



Example 5 (continued)

Case study: Accessing new learning experience and basic skills

K, a young mother, returned to education after a break of six years. She had achieved a number of GCSEs at school grades D-F. She has a young son of 18 months and has recently begun to work part time as an administrative assistant.

K chose to enrol at the college when she saw a poster advertising the opportunity to study British Sign Language. As she came into contact with deaf people at work K was keen to learn some initial signs to communicate with them.

Having attended the course K then sought guidance from the tutor and the Student Services about her interest in developing her skills further.

Having attended the sign language course, K was aware of the supportive environment and the childcare facilities that would help her to address her learning needs. K, as an administrative assistant, felt conscious of her basic skills level in written work:

"I always say and write admin assistant, I can't spell administrative and I can't always spell assistant!"

It was suggested that K might find it useful to attend a course, the aim of which is to introduce students to basic skills in spelling, punctuation and grammar, as well as introducing writing skills for formal, informal and creative writing. She found that this course helped her to identify strategies for improving her spelling, structures and conventions for formal writing which enhanced her skills for the work place and resulted in her developing an interest in creative writing.

She then enrolled for a Return to Study programme where she chose to study Psychology and Understanding the Media as her options alongside the core programme of Learning to Learn.

K's work within her subjects of interest has given her the opportunity to implement and practise her written skills, and her distance learning on basic English language is developing her confidence and contribution within her place of work.

Enrolling for the sign language course helped K to develop the confidence to seek help with her basic skills. Her experience at the college made her aware that the support she needed was available.

Example 6



One college has two strands of support:

- workshop – where learners can work individually or in small groups
- on-course support.

These strands aim to:

- provide support for individuals that is clearly course related
- work with staff to improve materials and the teaching of courses
- increase basic skills tutors' knowledge of vocational courses which can then inform workshop practice and on-course support for students
- develop an insight into basic skills practice that enables vocational staff to provide better counselling for students and present a positive image of support for them
- build partnership between basic skills and vocational tutors
- devise coherent strategies that meet the needs of different vocational areas.

A critical aspect of this is the role played by non-basic skills specialists. Specialist basic skills teachers work with academic and vocational staff to develop the learners' basic skills through the whole course and a named vocational tutor is allocated to every vocational area to support staff.



Example 7

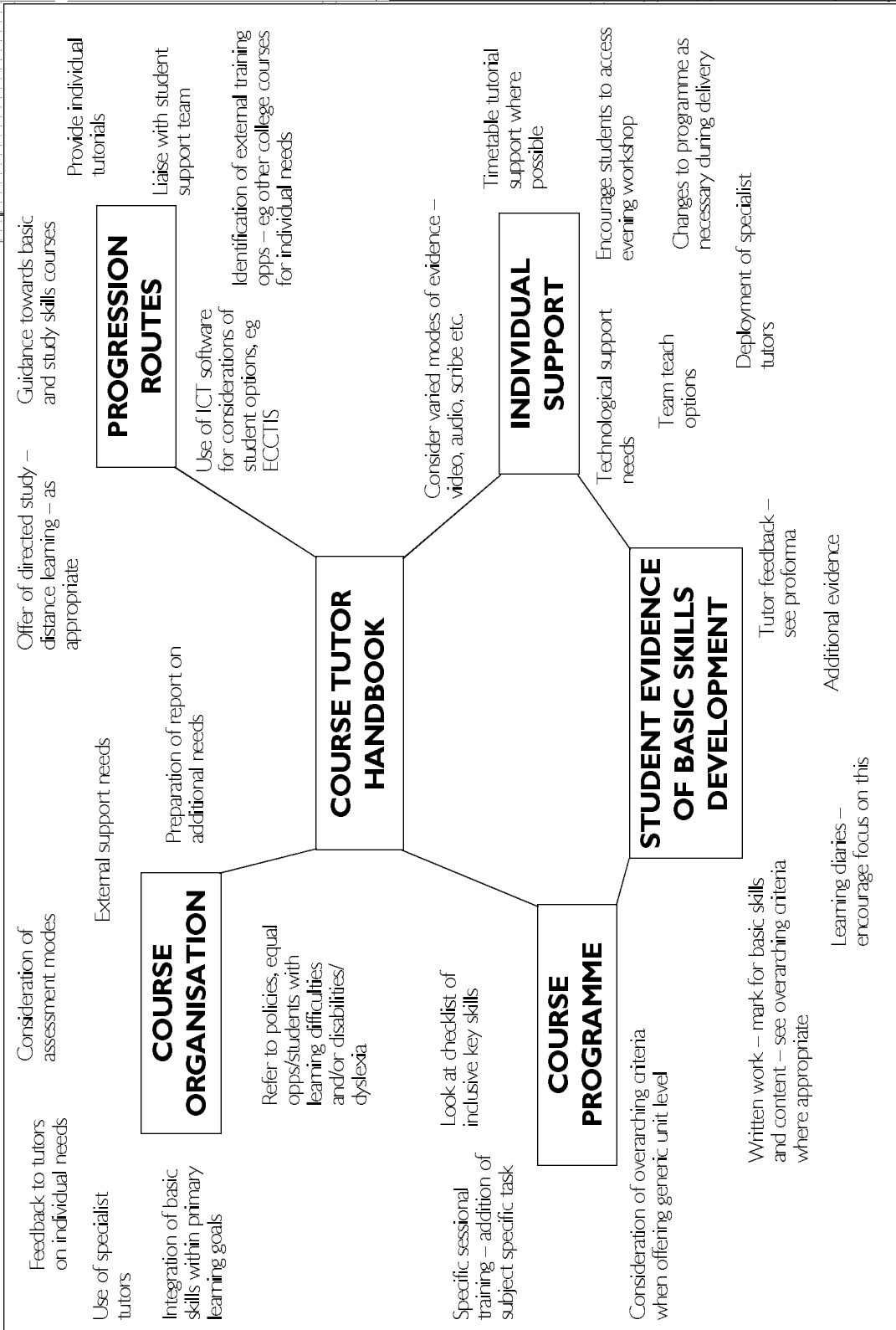
Another college has a statement in its basic/key skills policy that the development of basic skills should not be viewed in isolation from the development of other skills. 'Basic/key skills' development is not independent of cognitive development and in order to be effective and autonomous learners, students should be encouraged to develop holistically with both knowledge and skills being important.' This college provides guidelines to support tutors to explain the procedures they need to follow to support their students. These guidelines are disseminated through staff training and through a handbook, extracts from which are reproduced below.

In planning learning programmes, incorporate the principles and practice of equal opportunities into your session plans and learning materials. Plan for the development of basic and key skills, i.e. written and oral communication, application of number, IT and interpersonal skills within the module. Make the development of key skills an explicit learning outcome. This is particularly important for second semester modules when students will no longer be taking compulsory basic and key skills, but may well need further basic and key skills development.

It is of critical importance that tutors provide feedback on basic and key skills. Note where there are errors of spelling, grammar or punctuation. If there are many such errors, then tutors should correct some of these to demonstrate to students what is needed to make their writing technically correct; it may be appropriate to refer the student to the Language Workshop.

The assessment form includes a section for the assessment of basic and key skills.

The flowchart overleaf summarises and identifies the issues to be considered and action to be taken in support of students on short courses.





Example 7 (continued)

Non-basic skills specialists are also offered guidance on how they can develop the basic skills of their students.

This is achieved by:

- employing a range of teaching and learning methods, not all of which rely on the written word
- ensuring that any written material is read aloud
- not asking students to read aloud, unless they volunteer
- offering the use of tapes to record ideas as standard practice
- when requiring students to record the outcomes of class discussion, ensuring that students work in groups, with one person recording ideas
- offering support routinely to all students in the completion of any written work
- identifying the skills that will be developed on each course and integrating this development into the teaching and learning
- integrating guidance and tutorial opportunities into the course
- mentioning future learning possibilities, including basic skills courses, to students at the end of courses.

Example 8

Support for learners can also be provided by non-teaching staff. In one collège a project was set up to support GNVQ Foundation level students through staff of the learning resources centre. An allocation of hours was made to enable a member of staff to work directly with students in their class environment. This resulted in:

- a) assistance with the identification of resources relevant to individual assignments
- b) growing student awareness of the range and potential of learning resources available
- c) students developing a personal link with the learning resources centre through a 'friendly face'
- d) increased use of the learning resources centre by Foundation students.



In order to provide high-quality support in basic skills it is essential that its effectiveness is monitored and action taken to instigate any changes required as a result of this monitoring. Further information on this can be found in Unit 4. Many colleges have a system for reviewing the quality of support for learning basic skills. Few colleges, however, have effective strategies for implementing improvements.

Example 1

One college, having recognised the importance of monitoring the take-up and effectiveness of support for basic skills, has introduced the following measures of performance. Providers of basic skills may wish to consider the standard of performance that they would wish to apply to each measure. In this case, the first two are set at 100%.

The college also has a form for monitoring initial assessment and basic skills support, as shown.

Example 1 (continued)

Performance indicators for basic skills support programmes.

1. Percentage of learners that identify a support need on their application form who are given a guidance interview with a member of the learning support team.
 Method: Checking database of applications to ensure referrals are made.
 Personnel: Admissions Centre Manager
 Inclusive Learning Manager
2. Percentage of learners that are identified as having a basic skills need, through initial assessment, who are given appointments for a further diagnostic assessment.
 Method: Checking database of applications and initial assessment results to ensure appointments have been given.
 Personnel: Admissions Centre Manager
 Inclusive Learning Manager
3. Percentage of students who attend diagnostic assessment session.
 Method: Original referral list checked and students entered on monitoring sheets.
 Personnel: Inclusive Learning Manager
4. Percentage of learners who did not attend first appointment, enrol on a course and are seen in September.
 Method: Original referral list checked against enrolment data and tutors contacted to give learners appointments.
 Personnel: Inclusive Learning Manager
5. Percentage of learners who complete a diagnostic assessment that accept and attend the support programme arranged.
 Method: Learners entered on tracking sheets and monitored through the individual student support files.
 Personnel: Inclusive Learning Manager
6. Percentage of learners assessed that attend all support sessions arranged for them.
 Method: Individual student support files checked and monitored three times a year. Entered on to tracking sheet.
 Personnel: Inclusive Learning Manager
7. Percentage of learners that regularly attend their support programmes who complete their course.
 Method: Checking learners against course completion data.
 Personnel: Inclusive Learning Manager
8. Percentage of learners who regularly attended support programme achieving their primary learning goal/target qualification and/or an additional qualification in basic skills where appropriate.
 Method: Checking learners against qualification data.
 Personnel: Inclusive Learning Manager

Example 2

One college identified the need for change in its basic skills provision because of a number of findings. First, basic skills tutors working across the college with students on vocational courses became concerned that the impact of their support was limited because skills learnt were not reinforced in other sessions which students might be attending. Secondly, through an Inclusive Learning pilot looking at whether materials used matched students' needs it became apparent that many of the materials used did not. Then basic skills tutors working in-class with tutors found that a significant number of tutors were interested in developing students' basic skills but lacked confidence in how to do it and because of time constraints found it difficult to attend an appropriate training course. Finally, where tutors had worked successfully as a team it had been possible to develop the skills of vocational tutors in a supportive way by relating the teaching of basic skills to their area of expertise.

This college describes how it managed and developed the change required as follows.

“For developments to be successful they need the support of senior management. The strategic plan clearly identifies the agenda and the priorities of the college over the next twelve months and all activity within the college should relate to this. Having a strategy is not enough. The strategy is only effective when accompanied by an action plan that is clear in terms of its objectives and how they will be achieved. It is important that individuals are clear regarding their responsibilities, the way in which they will evaluate their work and to whom they feedback.”

The college has an effective approach to implementing appropriate changes as shown overleaf.



Developing clear objectives

The team delivering basic skills across college had the following objectives:

- to work with the whole course team not just the tutor in the lesson that they were supporting
- to develop the awareness of basic skills in course teams
- to develop the skills of vocational tutors in preparing materials that are appropriate for the basic skills level of the group and individuals within it
- to assist tutors in building in opportunities for the development and practice of basic skills in the curriculum
- to develop the skills of vocational tutors in working with different ability levels at the same time and in developing individual learning programmes.

Gaining the support of senior management

The team put forward a proposal for the principalship outlining the following:

- the way in which this met national objectives outlined in the Moser report
- concerns that the college was not meeting students' basic skills needs as effectively as it might
- evidence for the success of the new approach based on the experience of a few tutors and the pilot undertaken as part of the development of inclusive learning.

Resourcing the plan

As a result of backing from the principalship the following was able to be resourced:

- a new post of basic skills co-ordinator for cross-college work
- the allocation of a number of hours (approximately 4 per week) for basic skills tutors to work directly with vocational tutors in order to develop skills
- staff development time for the basic skills tutors as they also developed new interpersonal skills for their new role.

Implementing the plan

It was also important to inform and involve other key staff across the college. In order to do that the team:

- ran a session for middle managers
- produced written guidelines regarding the approach to be adopted
- visited faculties to discuss issues
- involved course tutors from the beginning prior to the start of the September term.



Example 3

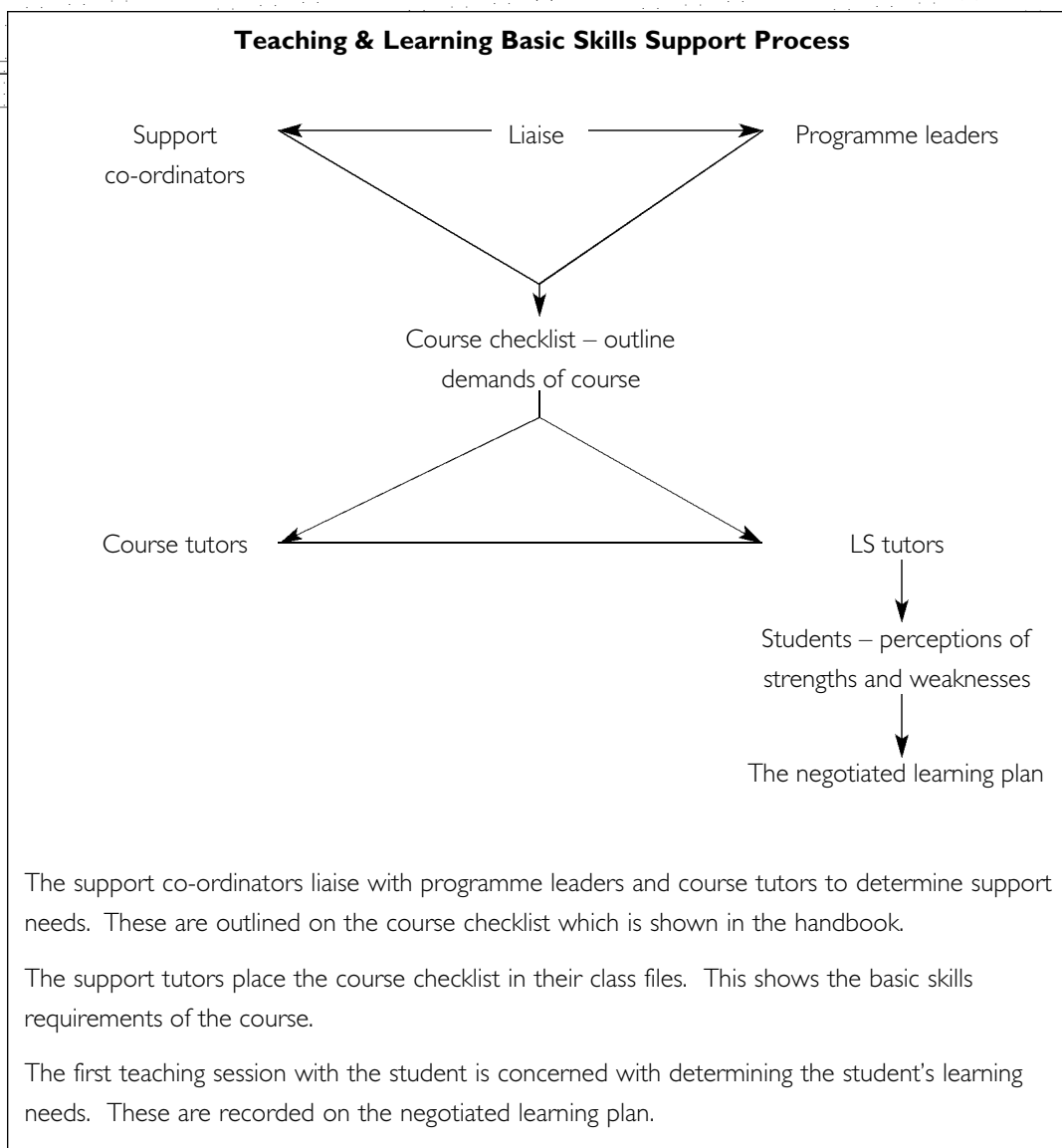
The action plan below was drawn up by another college following review of its provision.

Basic Skills Action Plan 1999/2000

Issue	Action	Performance indicator	Target	Timescale	Responsible person	Monitor and review
Support take-up rate of students in the 10th percentile of the initial assessment results.	<p>Target course teams, foundation to intermediate by:</p> <ul style="list-style-type: none"> a) attending course team meetings to raise issues regarding student support b) close liaison with personal tutors of identified students c) offering timetabled slots to course teams. 	<ul style="list-style-type: none"> a) A rise in the percentage of students that fall within the 10th percentile attending for support. b) Timetables. 	A 2% rise in students falling in the 10th percentile.	1st November 2000	Learning Support Manager – named.	June 2000 and October 2000
Proving the benefit of basic skills support.	<ul style="list-style-type: none"> a) Record of achievement of identified students who received support compared with those who did not accept support. b) Record the retention of the identified students who received support in comparison with the students who did not accept support. 	<p>The retention and achievement of students accepting support will be a higher percentage compared to those who are not receiving support.</p>	70% of the students identified will remain on course and achieve accreditation for their main course.	September 2000	Learning Support Manager – named.	Review Study Skills attendance stats on each funding date against withdrawals.
Accurately logging student support hours. Most students have a regular timeslot that is easily monitored but additional drop-in hours are not always logged. Therefore, not all support hours are recorded.	Create an attendance sheet for each student to sign with respect to the hours of support received. Collecting accurate student support data for funding dates.	An increase in the number of additional support hours.	All additional support hours are logged to enable claiming of the hours.	1st February 2000	Learning Support Manager and named tutor.	1st November 99 and 1st February 2000

Example 4

Close links between basic skills staff and academic/vocational support staff are essential if students' basic skills are to be developed most effectively. Such links are improved by regular liaison and feedback between staff in the different areas. In one college liaison begins before a learning plan is negotiated for an individual student. The process is shown in the diagram below.





Example 4 (continued)

The effectiveness of support is also increased by asking vocational and academic tutors to provide regular feedback on the support they feel students need. The form used for this is shown below.

Basic skills feedback sheet

Please complete this form and send back to

To:

..... is currently attending the study skills centre for support with
literacy and study skills.

Please could you let me know if there are any additional areas of work for which this student needs help?

*The key focus, in my view, has to be on grasp of sentence structure (see comment below).
At present, complex meanings are lost in rambling, never-ending sentences.*

This student has been attending the study skills centre for a term. Do you see any improvement in their previously weak areas? Please comment:

The student has started to submit prose work to me in word-processed form. This has ameliorated the problem with letter-reversal somewhat, but she continues to struggle with comma splice or simply over-running sentence length.

Are there any new areas this student needs to improve?

Signed Dated

Signed Dated

Example 5



Basic Skills Quality Initiative

Several colleges monitor the effectiveness of learning support by recording the student's response to the support they are receiving. This then leads to action in setting up the next stage of the programme. The following documents illustrate how this is achieved.

Review 1: Assessment, induction & starting

		English		Maths	
1	What are you attending support for?				
Tick ONE answer box for each question					
2	Who suggested that support would help you on your main course?	<i>Personal choice</i>	<i>Tutorial tutor</i>	<i>A course tutor</i>	<i>Other</i>
3	When was this discussed?	<i>In a tutorial session</i>	<i>At a course review</i>	<i>In a lesson</i>	<i>Other</i>
4	How were you assessed for support?	<i>Via entry test</i>	<i>Assessment on course</i>	<i>Discussion with tutor</i>	<i>Personal choice</i>
		English		Maths	
		Yes	No	Yes	No
5	At induction for support were you given the name of your support tutor?				
6	Have you attended regularly?				
7	Do you have a work plan for your support?				
8	Are you writing up your record of work regularly?				
9	Do you feel your support work will give you more confidence to tackle your main course?				
10	Have you started to work on areas which need strengthening in your main course work?				
11	Is guidance and feedback from your tutor clear and useful?				
12	Are you satisfied with your progress so far?				
Are there any suggestions you would like to make to improve your support sessions?					
Comments:					
Actions:					
Tutor signature:			Student signature:		
Date:			Date:		

Example 5 (continued)

Review 2: On course

		English	Maths		
1	What are you attending support for?				
Now tick Yes or No to the following questions					
		Yes	No	Yes	No
2	Have you been able to attend regularly?				
3	Is the support relevant to your course?				
4	Do you get individual feedback?				
5	Do you have enough time with the tutor?				
6	Is the level of support appropriate?				
7	Is the place where you work on your support suitable?				
8	Are the materials useful?				
9	Do you have a study support work plan?				
10	Are you keeping your record of work up to date?				
11	Do you feel more confident on your main course as a result of your support work?				
12	Do you feel you have made progress in your work?				
Comments:					
Actions:					
Tutor signature:			Student signature:		
Date:			Date:		

Review 3: Summary Review

		English	Maths
1	What are you attending support for?		
Now tick Yes or No to the following questions			
		Yes	No
		Yes	No
2	Have you been able to attend regularly?		
3	Has the support been relevant to your course?		
4	Has feedback from your tutor helped you progress?		
5	Have you had enough time with the tutor?		
6	Has support been at the right level for you?		
7	Have the resources you have used for support been appropriate?		
8	Are you following your work plan?		
9	Is your record of work up to date?		
10	Are you making progress on your main campus?		
Now answer these questions, please			
11	Are you on target to gain the qualification for your main course? Tick	Yes	No
12	What do you intend to go on to after your present course? Write below		
13	If you return to college in September, do you think you will need some further support?	Yes	No
14	What might you need support in?	English	Maths
Comments:			
Actions:			
Tutor signature:		Student signature:	
Date:		Date:	

■

How do managers review provision to check that a range of appropriate support is offered to meet the learning needs of individual students?

■

How do basic skills specialists in your institution work with vocational and academic tutors to ensure students receive appropriate support?

■

How do you ensure that non-specialist staff are trained to provide appropriate support for learners at the right level?

■

What methods do you have for measuring the effectiveness of the support you provide?

■

What systems are there for recording the take-up of the support you have offered?

■

How do you monitor the retention and achievement of students receiving support?

■

What methods do you have for identifying the need for change in any aspect of support?

■

Element 3: Additional Support for Basic Skills Students

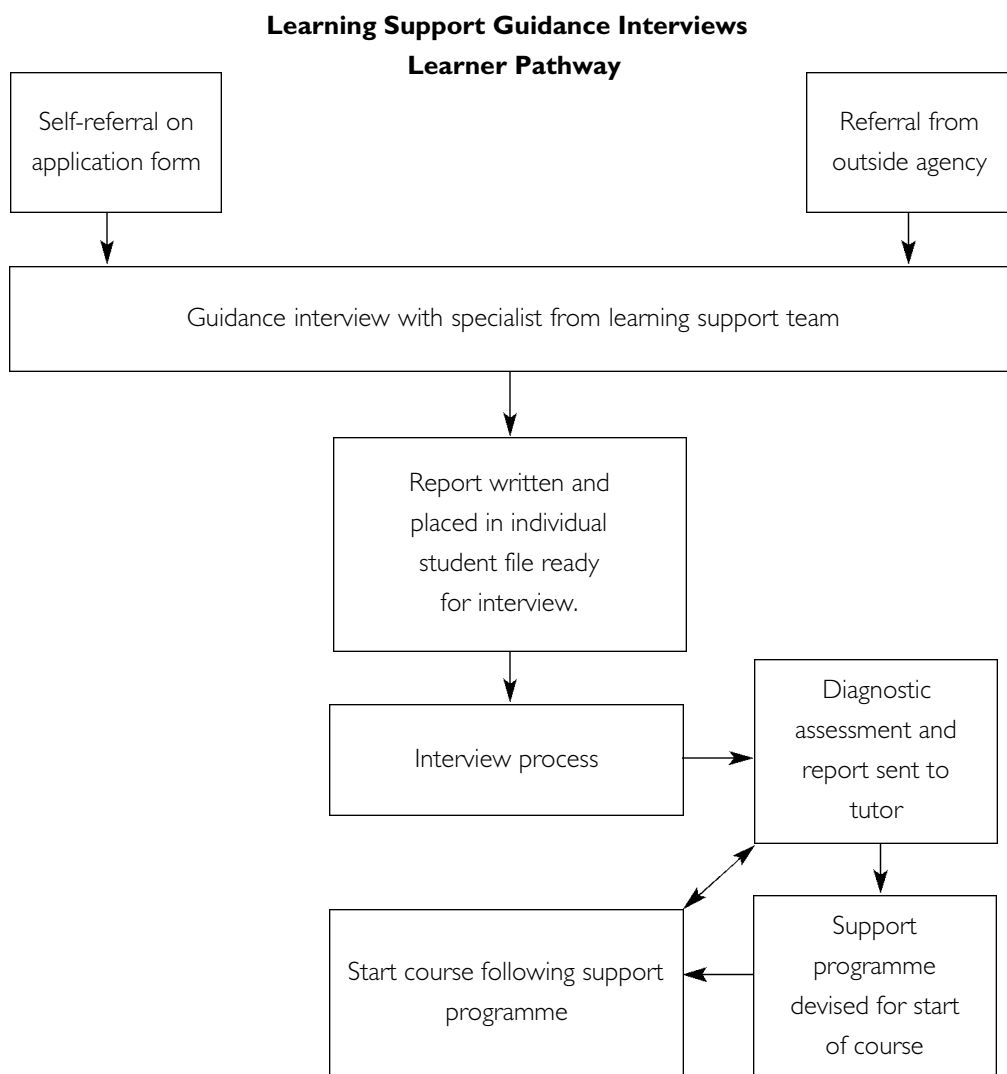


Arrangements for assessing learners' needs

Prospective students with a previously assessed disability may contact a college prior to application to discuss the support the college can offer. Colleges which offer effective support have clearly defined procedures to follow up these enquiries.

Example 1

The flowchart below shows the procedure followed in one college.



Students can be referred at any time throughout their course. All will be given a diagnostic assessment before a support programme is written.



Example 2

The same college also provides the following interview guidelines for staff:

Guidelines for staff conducting guidance interviews

- Prospective learners will often feel worried about giving details of their particular difficulty. Always start the interview by explaining that the information given will only be used to help them when they start a college course and that we wish them to succeed.
- Reassure the student that the information they give should not influence the outcome of their interview in a negative way. It should, in fact, offer them an advantage as the interviewer will know a little more about them and will be sure that their support needs have been identified at an early stage.
- Remember that some of the information given may be of a sensitive nature and that guidance interviews should be carried out in privacy.
- Complete the report as you carry out the interview, informing the learner of what you have written. Read the completed report to the learner at the end of the interview and explain that it will be in their file for their academic interview.
- Refer to the 'A to Z' of guidance interviews and use the appropriate record sheet to ensure that you gather the information required to fully identify their needs.
- If it becomes obvious that the learner will not be able to cope on the course they have chosen offer further guidance on other appropriate routes—the college prospectus or admissions unit staff can advise on this.
- Explain that they will be asked back into college in June or July for a further diagnostic assessment in order that we can devise an appropriate support programme. Inform them that this will take approximately two hours and that it will also offer them the opportunity of discussing other issues that they may not have raised at this interview. For learners who attend guidance interviews after they have enrolled, offer them a date for their diagnostic assessment.
- Copy the report and place one in the individual student file and one in the guidance interview record file.

Students with specific learning difficulties frequently enrol on college programmes without having previously notified any member of the college staff that they have an additional support need. Colleges with effective support provision have a range of means by which these students can find out what support is available. In some colleges there is publicity which is specifically aimed at students with a specific learning difficulty. The term dyslexia is frequently used in college publicity as it is more readily understood by staff and students.

The following are extracts from a publicity leaflet produced by one college.

Guidelines for students with dyslexia

If you have dyslexia you will get a sympathetic reaction from the college and we will help you in every way possible.

You will not be excluded from a course simply because you have dyslexia.

If you are, or think you might be, dyslexic, you should tell your tutor at once. It is important that you do, so that help can be provided to make sure you succeed on your course.

Your tutor will arrange for you to see (name of tutor) for an assessment. This assessment is free.

What the college will do for you

For further information you or your personal tutor should contact (tutor's name) on extension

The study skills centres are:

.....
.....
.....
.....

There is a photocopy card held in each library for dyslexic students to use. There is also yellow, pink, green or blue paper there for you to copy work onto. The use of both of these is free. (See (tutor's name) to get authorisation.)

The lecturers that teach you will help you in any way possible, but they cannot do this unless you tell them you are dyslexic.

The lecturers will only use the information to provide you with any support you need.

They will treat this information confidentially, if you want them to, and they will not use the information to discriminate against you.



Example 4

Another college has a policy for dyslexic students which gives mainstream staff advice on diagnosis and also on the support available for dyslexic students.

Extracts from this are reproduced below.

A policy for dyslexic students

The college's disability statement forms the background to its policy on dyslexic students. There are five elements to the dyslexia policy:

1. Diagnosis and guidance
2. Specific specialist support
3. On course support
4. Learning aids and resources
5. Course assessment.

1. Diagnosis and guidance

A formal assessment/diagnosis for dyslexia is important for students for a variety of reasons. It enables appropriate support to be provided. It provides information about special considerations or concessions in exams and other accreditation procedures. Information about obtaining a diagnosis is available from student services. It is essential that appropriate guidance follows any diagnosis for dyslexia. Educational psychologists may offer their own guidance but the college will always provide post-assessment guidance through the programme co-ordinator or a tutor designated as appropriate by the programme co-ordinator.

2. Specific specialist support

Specialist tutor support is available for dyslexic students on full-time programmes. This takes the form of weekly one-to-one or small group tuition. Access in the first instance to this form of support is via the programme co-ordinators, and a review of the support takes place.

3. On course support

The college recognises that it is important for all tutors to develop a greater understanding of dyslexia and language awareness. Tutors have been circulated with information about working with dyslexic students and general good practice. A folder containing information about dyslexia is also available for tutors and is on general access currently in the library seminar room. The college designates a staff member to update information in the folder. Tutors should also be aware of the language demands of their subject and course material requirements.

4. Learning aids and resources

The college is constantly seeking to update and develop its facilities for students with disabilities who attend short and full time courses on college premises and in outreach sites. Currently, it has a range of equipment of help to such students. It has:

- a CCTV scanner available to project text onto a monitor thereby enlarging the typeface
- software for producing large print on screen
- word processing facilities with spellcheck facilities available to long and short course students based at the college and in outreach sites.
- a typing tutor package
- handheld spellcheckers available from the library
- software (thinksheet) to help students organise their ideas when writing essays
- software which scans text and reads back in synthetic speech/magnifying glasses are available in the library
- 4 track cassette recorders where text can be indexed, so that books can be read onto tape and accessed by students
- photocopying facilities which enable students to highlight key points in texts; full-time students who are dyslexic have access to photocopy cards with an extended number of copies; short-course students can obtain photocopying cards from the library or student services upon production of a letter from their course tutor
- on-line catalogues are equipped with printing facilities to make a correct copy of the catalogue entries
- a range of books about dyslexia
- a range of self-access materials on spelling, punctuation and study skills.

5. Course work assessment

Special consideration is given to assessing the course work of students who have dyslexia. Such consideration will take into account the specific needs of students. On short courses, tutors aim to offer alternative methods of assessment (using tapes, videos, oral records etc.) for students who are not confident in writing. Such consideration will be open to students with dyslexia.

Students will also be supported to develop their writing and study skills.

Consideration will be given to time extensions for submission of written assignments by full-time students.



Example 5

In another large further education college students identified as needing basic skills support have an initial interview with the learning support tutor who has been allocated to support their curriculum area. At this interview, the tutor will discuss with the student the reasons for referral, will carry out further more detailed assessment and will ensure that the student understands what basic skills learning support can offer. The tutor and student will agree the type of learning support which will most suit the student's needs and availability (e.g. one-to-one tuition, workshop, small group or in class support).

An initial interview form is completed and signed by both the student and the interviewing tutor. In some instances students say that they do not want any additional support. A copy of this form is kept both by the learning support service and by the student's personal tutor. A support plan is also completed at this interview. This is used as evidence of agreed support for funding purposes. The student keeps a copy as the day, time and place of the support are listed on the plan. The plan also gives the name of the tutor who will be teaching the student, and the name of the contact learning support tutor who will be the permanent member of the learning support staff responsible for the relevant curriculum area. The support plan is not the student's learning plan. This will be completed at the student's first session. At the end of each term copies of the support plan with all comments on progress, are sent to the student's personal tutor.

Copies of the initial interview form and the support plan follow.

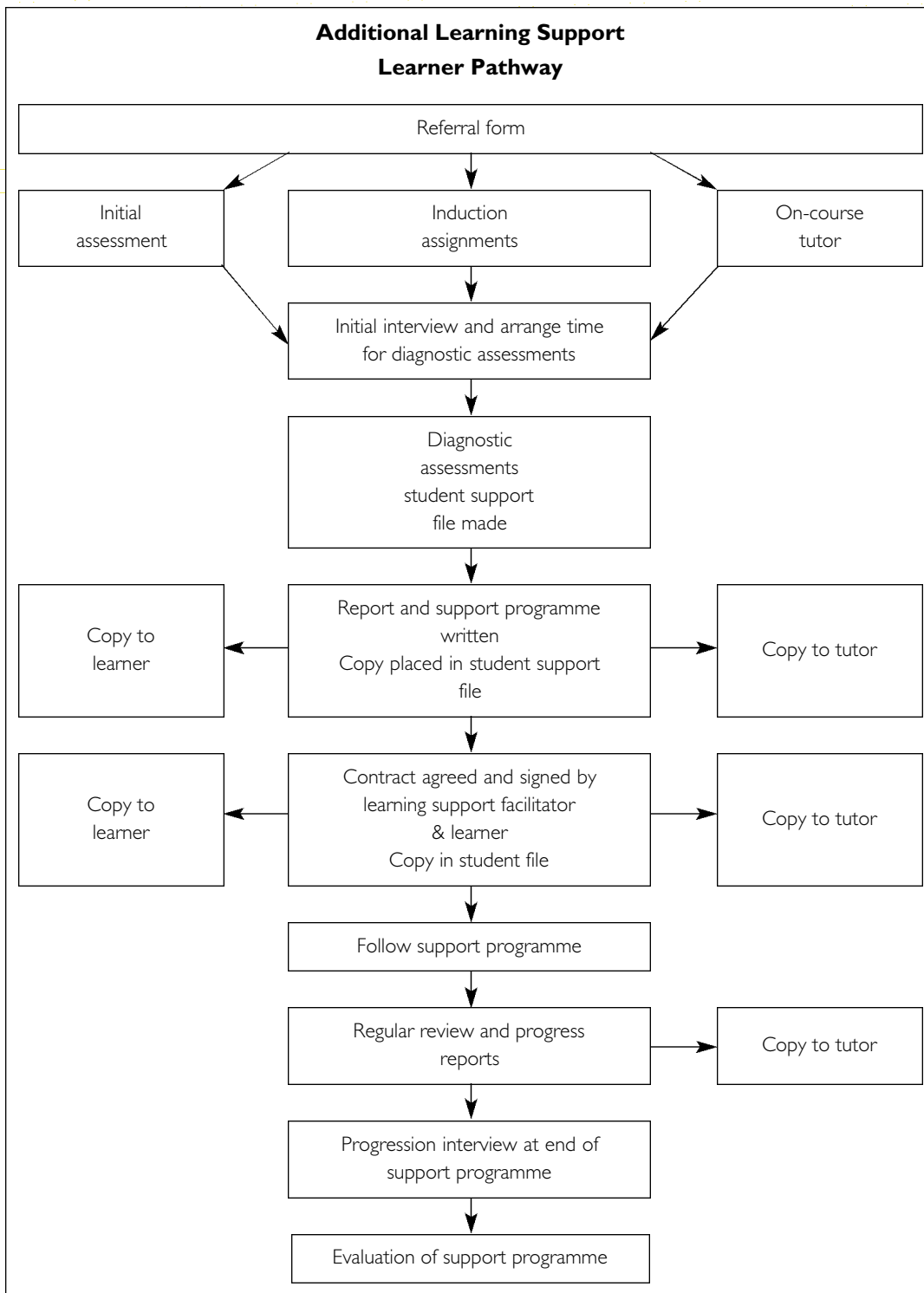
Example 5 (continued)

SUPPORT PLAN																					
<i>This plan summarises the additional support over and above that provided by the course/programme team</i>																					
Name of student: Male <input type="checkbox"/> Female <input type="checkbox"/> Main course details: Course tutor: School: Campus: Course title: Exam body: Other courses: Full time <input type="checkbox"/> Part-time <input type="checkbox"/> <i>(tick as appropriate)</i>																					
LS tutor: LS Service contact: LS Review Dates: <table border="1" style="display: inline-table; margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 40px; height: 40px; text-align: center;">1</td> <td style="width: 40px; height: 40px; text-align: center;">2</td> </tr> </table>	1	2	Date support started: No. of hours/week: No. of weeks support: Date support to end:																		
1	2																				
Support needs: <i>(tick as many as apply – double tick primary need)</i> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Basic literacy</td> <td><input type="checkbox"/> Grammar</td> </tr> <tr> <td><input type="checkbox"/> Basic numeracy</td> <td><input type="checkbox"/> Handwriting</td> </tr> <tr> <td><input type="checkbox"/> Basic literacy & numeracy</td> <td><input type="checkbox"/> Language of maths</td> </tr> <tr> <td><input type="checkbox"/> Coping with coursework</td> <td><input type="checkbox"/> Notetaking</td> </tr> <tr> <td><input type="checkbox"/> Course related language</td> <td><input type="checkbox"/> Oral/Aural skills</td> </tr> <tr> <td><input type="checkbox"/> Dyslexia</td> <td><input type="checkbox"/> Punctuation</td> </tr> <tr> <td><input type="checkbox"/> Essay techniques</td> <td><input type="checkbox"/> Spelling</td> </tr> <tr> <td><input type="checkbox"/> Exam/revision techniques</td> <td><input type="checkbox"/> Study skills</td> </tr> <tr> <td><input type="checkbox"/> GCSE level D+ literacy</td> <td><input type="checkbox"/> Understanding assignments</td> </tr> <tr> <td><input type="checkbox"/> GCSE level D+ numeracy</td> <td><input type="checkbox"/> Vocab/expression</td> </tr> </table>	<input type="checkbox"/> Basic literacy	<input type="checkbox"/> Grammar	<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> Handwriting	<input type="checkbox"/> Basic literacy & numeracy	<input type="checkbox"/> Language of maths	<input type="checkbox"/> Coping with coursework	<input type="checkbox"/> Notetaking	<input type="checkbox"/> Course related language	<input type="checkbox"/> Oral/Aural skills	<input type="checkbox"/> Dyslexia	<input type="checkbox"/> Punctuation	<input type="checkbox"/> Essay techniques	<input type="checkbox"/> Spelling	<input type="checkbox"/> Exam/revision techniques	<input type="checkbox"/> Study skills	<input type="checkbox"/> GCSE level D+ literacy	<input type="checkbox"/> Understanding assignments	<input type="checkbox"/> GCSE level D+ numeracy	<input type="checkbox"/> Vocab/expression	Referral source: <i>(tick as necessary – double tick primary source)</i> <input type="checkbox"/> Careers service <input type="checkbox"/> Course tutor <input type="checkbox"/> Course basic skills assessment <input type="checkbox"/> Language support tutor <input type="checkbox"/> Other external agency <input type="checkbox"/> Previous dyslexia assessment <input type="checkbox"/> Previous school <input type="checkbox"/> Self <input type="checkbox"/> Training agent
<input type="checkbox"/> Basic literacy	<input type="checkbox"/> Grammar																				
<input type="checkbox"/> Basic numeracy	<input type="checkbox"/> Handwriting																				
<input type="checkbox"/> Basic literacy & numeracy	<input type="checkbox"/> Language of maths																				
<input type="checkbox"/> Coping with coursework	<input type="checkbox"/> Notetaking																				
<input type="checkbox"/> Course related language	<input type="checkbox"/> Oral/Aural skills																				
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<input type="checkbox"/> Exam/revision techniques	<input type="checkbox"/> Study skills																				
<input type="checkbox"/> GCSE level D+ literacy	<input type="checkbox"/> Understanding assignments																				
<input type="checkbox"/> GCSE level D+ numeracy	<input type="checkbox"/> Vocab/expression																				
Type of support provided: <i>(tick as appropriate)</i> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> 1:1</td> <td><input type="checkbox"/> Exams assessment</td> </tr> <tr> <td><input type="checkbox"/> Admin</td> <td><input type="checkbox"/> Group</td> </tr> <tr> <td><input type="checkbox"/> Assessment</td> <td><input type="checkbox"/> In-class support</td> </tr> <tr> <td><input type="checkbox"/> Communicator</td> <td><input type="checkbox"/> Language assessment</td> </tr> <tr> <td><input type="checkbox"/> Course Basic Skills Assessment</td> <td><input type="checkbox"/> Liaison with course tutors</td> </tr> <tr> <td><input type="checkbox"/> Double staffing/LS tutor</td> <td><input type="checkbox"/> Liaison with exam boards</td> </tr> <tr> <td><input type="checkbox"/> Dyslexia assessment - in house</td> <td><input type="checkbox"/> Notetaker</td> </tr> <tr> <td><input type="checkbox"/> EAL/ESOL group</td> <td><input type="checkbox"/> OTC assessment</td> </tr> <tr> <td><input type="checkbox"/> Ed. Psych. assessment</td> <td><input type="checkbox"/> Workshop</td> </tr> </table>	<input type="checkbox"/> 1:1	<input type="checkbox"/> Exams assessment	<input type="checkbox"/> Admin	<input type="checkbox"/> Group	<input type="checkbox"/> Assessment	<input type="checkbox"/> In-class support	<input type="checkbox"/> Communicator	<input type="checkbox"/> Language assessment	<input type="checkbox"/> Course Basic Skills Assessment	<input type="checkbox"/> Liaison with course tutors	<input type="checkbox"/> Double staffing/LS tutor	<input type="checkbox"/> Liaison with exam boards	<input type="checkbox"/> Dyslexia assessment - in house	<input type="checkbox"/> Notetaker	<input type="checkbox"/> EAL/ESOL group	<input type="checkbox"/> OTC assessment	<input type="checkbox"/> Ed. Psych. assessment	<input type="checkbox"/> Workshop	Person providing support <i>(tick as appropriate)</i> <input type="checkbox"/> Admin <input type="checkbox"/> Basic Skills Manager <input type="checkbox"/> Communicators <input type="checkbox"/> Disability LS Manager <input type="checkbox"/> Ed. Psychologist <input type="checkbox"/> Language Support Manager <input type="checkbox"/> LS Tutor/MS Lecturer <input type="checkbox"/> Student Support Assistant		
<input type="checkbox"/> 1:1	<input type="checkbox"/> Exams assessment																				
<input type="checkbox"/> Admin	<input type="checkbox"/> Group																				
<input type="checkbox"/> Assessment	<input type="checkbox"/> In-class support																				
<input type="checkbox"/> Communicator	<input type="checkbox"/> Language assessment																				
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<input type="checkbox"/> Dyslexia assessment - in house	<input type="checkbox"/> Notetaker																				
<input type="checkbox"/> EAL/ESOL group	<input type="checkbox"/> OTC assessment																				
<input type="checkbox"/> Ed. Psych. assessment	<input type="checkbox"/> Workshop																				
Other learning support details: <i>(Outline of learning support provided)</i> DAY: TIME: PLACE: OTHER DETAILS: Date support plan agreed: Student signature:																					
Distribution: White: LSS Manager Yellow: Student Green: LSS Tutor Pink: Personal Tutor (for circulation to all relevant tutors and placement on student's file)																					

Managing and Planning Additional Support

Careful procedures need to be in place for referring learners for appropriate additional support. In one college this procedure is set out as follows.

Example 1





Example 1 (continued)

The process is explained by the college as follows.

Contracts

All learners who follow an additional support programme are asked to sign a contract with the learning support service. A copy of this is given to both the learner and the tutor. A further copy is kept in the student's support file.

Student support file

All students who follow an additional support programme have a file that is kept in the Inclusive Learning Support Centre or with the tutor who is delivering the support. This contains:

- student assessments
- student report
- contract
- student record sheets—these keep a record of:
 - every time a student attends support
 - what support they were offered
 - how long each session lasted
- progress/review records
- record of progression interview
- any work that they have completed other than coursework.

The record sheets are signed by both the learner and learning support facilitator, after each session. Additional support that is provided 'in class' is recorded in the same way.

Reviews and progress reports

All additional support programmes are reviewed frequently to ensure that they match the needs of the students and the course they are following. Progress reports are sent to tutors regularly, highlighting progress and any difficulties that have arisen. These are usually sent out termly. Absence returns are sent weekly to tutors. If a student misses four consecutive sessions the support can be withdrawn and the learner will need to liaise with the centre staff to rearrange the programme.

Progression interviews

These are carried out either at the end of a support programme or at the end of the course the learner is following. The interview is used to decide whether support will need to continue if the learner is progressing to another programme or if a report needs to be forwarded to another provider.

Evaluation of programme

All learners are asked to complete an evaluation form at the end of their programme. This gives them the opportunity to comment on how effective they felt the programme has been for them. This forms the basis of quality control and is commented on in the annual report given to the Academic Board.

Example 1 (continued)



Basic Skills Quality Initiative

Copies of the student referral form and the contract form follow.

Student Referral Form									
Student details									
Family name:									
First name:									
Student number:									
Home Tel. No:					Date of Birth:				
Course:									
Personal Tutor:									
Faculty:									
Date of Referral:									
Referral details									
Referred by Tutor <input type="checkbox"/>					Self-referral <input type="checkbox"/>				
Pre-entry <input type="checkbox"/>	Induction <input type="checkbox"/>			On-course <input type="checkbox"/>					
Careers Advice									<input type="checkbox"/>
Additional Learning Support									<input type="checkbox"/>
Medical Advice									<input type="checkbox"/>
Guidance for course change									<input type="checkbox"/>
Financial Advice - under 19 <input type="checkbox"/>					over 19 <input type="checkbox"/>				
Counselling									<input type="checkbox"/>
Other advice									<input type="checkbox"/>
Brief details of reason for referral:									
Use the timetable format to indicate student's free time by shading									
	9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00	15.00-16.00	16.00-17.00	17.00-18.00
Mon									
Tue									
Wed									
Thur									
Fri									



Example 1 (continued)

Student:

Course:

In order to offer you the support that you require whilst you are at college, we would like you to enter into a contract. This informs you of our intentions and asks you to agree to undertake the activities suggested.

College agreement:

The college agrees to offer you the following support whilst you are attending your chosen course:

- To support to help with your basic skills and coursework
- Support sessions, with other students in the support centre or in your classes
- Application for exam concessions
- Liaison with your tutor regarding this programme and your progress
- Other

Student agreement

In order for this support to be of value to you we ask you to agree to the following:

- To attend the sessions arranged for you and inform us if you are unable to attend
- To bring any coursework that you are having difficulties with
- To inform both us and your tutor if you are having any other difficulties

Signed: Student:..... **Tutor:**.....

Date:.....

Example 2



In one college, the roles of team leader and tutors in relation to support are defined as shown in the following documents.

The role of the basic skills curriculum team leader

The college has a basic skills curriculum team leader responsible for the management of basic skills learning support and basic skills discrete primary provision. There are separate curriculum team leaders for ESOL and for disability support. All are middle managers in the college structure. The three team leaders work together to run a coherent learning support service but are responsible for the provision and the staff within their own specialist areas. They all report to a curriculum area manager who is a member of the senior management team.

The basic skills curriculum team leader is not responsible for key skills delivery although links have been introduced as part of the restructuring. The delivery and quality of integrated basic skills tuition is the responsibility of each curriculum area. However, there has also always been a strong overlap and link with basic skills learning support, in particular with the provision of staff development and double staffing or in class support. Double staffing occurs when the vocational/academic tutor and the basic skills support tutor deliver the programme together.

Tutors delivering basic skills learning support and discrete primary provision basic skills

These are mostly the same tutors. All permanent staff take individual students for learning support and primary provision basic skills groups. This is not the case for all part-time tutors although many learning support part-time tutors have had experience of working in both areas. It is felt that the experience gained in each area is beneficial to the other area. All staff must have at least a minimal basic skills qualification and the equivalent level of education to a degree or a teaching certificate.

In-house training courses are run regularly. These usually have a target group and the focus may be for primary basic skills provision or for learning support. Staff, including volunteers, are expected to attend at least one training course a term. Externally run training is offered to permanent tutors.



Example 3

One college sets out its planning cycle for the management of all additional support, including basic skills support, as follows.

Additional Support Annual Planning Cycle			
Action	By Whom	Documentation	By When
Agree the projected number of students to be supported on each course	A.S. manager, Director of Academic Planning & HoS/PAL		Prior to enrolment period
Nominate permanent staff from within School and recommend agency staff	HoS		Prior to start of courses
Timetable support sessions	HoS/PAL		Prior to start of courses
Arrange for nominated permanent staff and recommend agency staff to attend	HoS & A.S.manager		Ongoing (begins in induction period)
Attend sample of lessons from courses to be supported	A.S.tutors		Induction period, Autumn term.
Begin analysis of vocational course	A.S.tutors	Own records	
Identify attainment of whole group using a variety of evidence	Course team	Own records	
Carry out initial assessment for level 1 and level 2 groups	Course team, A.S.tutors	Assessment results form	
Identify students for Additional Support	Course team, A.S.tutors	Own records	Before Autumn half term (or when resource reallocated)
Agree with student that they will receive support and sign individual learning plan	Course tutor, A.S.tutors and students	A.S. costs form	
Send details of names of students to A.S.manager with cost form	Course tutor, A.S.tutor	A.S. referral form and register blank	
Sign Learner Agreement which includes A.S. "sentence"	Course tutor & student	Learner Agreement	
Keep evidence of selection and audit trail	Course tutor, A.S.tutor	Own records	
Identify students who may be dyslexic and refer for assessment	Course team A.S.tutor	Dyslexia referral form	Any time. Preferably early in the year
Identify students who may have particular learning requirements and refer for assessment		PLR referral form	
Carry out in-depth assessment of supported students, matched to entry criteria and course requirements	A.S. tutor	Individual learner profile	Early in 2nd half of Autumn term
Begin delivery of support and keep appropriate records	A.S. tutor	Work record sheet	Ongoing
Notify A.S. manager of student withdrawals	Course tutor		Any time up till February census
Re-allocate resources to other students	A.S. manager and Course tutor	A.S. referral form and costs proforma	
Review students progress and sign report	A.S. tutor and student	Student's progress review form	End of each term
Review and evaluate support programme. Feed back to A.S. manager	Course team and A.S. tutor	Course review	End of support programme
KEY: HoS = Head of School PAL = Programme Area Leader PLR = Particular Learning Requirements			

Example 4



Basic Skills Quality Initiative

Effective planning and management of additional support results in learners feeling confident about enrolling on courses.

The following case studies illustrate some successful outcomes.

Case Study 1

K contacted the additional needs service as he wanted to know what support would be available for a deaf person enrolling on a basic skills English programme. K was invited to attend an initial interview. During the interview additional support was discussed. The additional needs service contacted basic skills staff and arranged for an informal interview with teaching staff about specific skills K wanted to learn. During the interview an individual learning plan (ILP) was developed for K and arrangements were made for a meeting with staff and K to discuss communication and learner support. K was placed in groups where the basic skills tutors had deaf awareness training and arrangements were made for specialist support to be provided.

Case Study 2

As an older student returning to study I was anxious – my initial sight of the college buildings was daunting. But I was befriended when I arrived and I now make a point of doing the same for other new students. I first came to the college about three years ago, I've achieved so much since then that I'm not sure what I started with but it was probably an introduction to IT. I have always been so frustrated when trying to get my thoughts down on paper so learning to use the computer has been a godsend. My confidence has improved and I have learned to be up front about my dyslexia. Through the skills support I have received at the college I have noticed that the characteristics of my dyslexia – when I was first identified in 1984 – have changed. I no longer create a bottleneck and then total mind block. I try to be calm now and find more ways through with the support and strategies given to me by the tutors. The library staff and ICT Support have been very helpful. The whole college ethos is about being supportive and in particular the tutors are all accessible – it makes it easier to ask questions even if the subject is not their specialism.

Case Study 3

My name is LD, I am registered with a green card as I have a hearing impairment. I have a little hearing left but not much. I left secondary modern school at the age of 16, with no qualifications. The reason I had no qualifications was when I was at school no one including myself realised I was deaf. I started work in the mill where most of the school leavers went, that was in 1976. Last year I decided I wanted out after being made redundant for the second time in a matter of months. So I started a course on word processing at the chamber of commerce. I got on quite well but my hearing became a problem, as I could not hear my tutor when I had my back to him. So I went to the local college to see if I could do a course there. I went into the reception and asked for some information, they sent me to the courses office where I spoke to LP who advised me to come on one or two short courses first as it had been a long time since I had left school.



Example 4 (continued)

I signed up for a course that ran for a week called return to learn, I loved it and was glad LP had advised me to come on it as learning was not that easy after being out of it so long. But the support I got for my deafness was unbelievable, from the staff at the college and from the students that had come on the same course. I could not believe the help and support I received from complete strangers. I got chatting to DF about coming on the diploma course and about my hearing he told me I would get all the help I needed when I came on the diploma course. He was not joking either. It was about a month before I came on the diploma that DF rang me at home to ask if there was any way the college could help. They had installed a loop system. The help did not stop there when I did come in September DF had informed all the tutors to stand in the light so as I would be able to read their lips and also to speak clearly, and DF was still there for me whenever I had difficulties. I also was given a personal tutor called EE who has also been very supportive... She is also testing me for dyslexia.

Collaboration to Provide Guidance to Adult Learners



One college collaborated with other service providers in their area to offer intensive guidance on their services in adult learners' week. A minibus was stocked with leaflets and staffed by personnel from each organisation who were able to offer appropriate advice and guidance. Extensive publicity was circulated in the previous week giving a list of the service providers represented and the locations that would be visited by the minibus together with the times of the visit. Contact names and numbers were given for each organisation. The list of organisations is given below.

- adult guidance service – free confidential and impartial advice on local courses, training and routes into jobs
- the community college – find out about free courses in your area
- the enterprise training and employment centre – offer advice and guidance in career development and business start up
- the community centre – offer a range of courses and activities
- the child development service – find out how you could become a childcare/playcare volunteer. You can also gain a professional qualification in this field
- the employment links service – for city wide jobs information
- the sports centre – there are numerous sporting activities available in your community
- the parent school partnership
- supportive help and development organisation.

A feedback meeting was held a month later in order that the participating organisations could monitor the effectiveness of this approach. Inter-agency networking had proved effective, with most organisations reporting an increase in new contacts as a result of the information day.



Referrals to External Agencies

Many colleges refer students to external agencies for support and guidance.

Example 1

The following scheme summarises how the process works in one college.

Process

- Stage 1: initial diagnosis of student needs and assessment as to whether these needs are best met internally or externally
- Stage 2: if external then use information database to find appropriate agency
- Stage 3: make referral
- Stage 4: follow up to ensure that student's needs are met

Educational

Educational Psychologist – e.g. where it is suspected that a student might be dyslexic.

Another college – when we can't offer the student exactly what they require, e.g. some short course students require ongoing support with developing their literacy skills and they can best obtain this from their local FE college.

Welfare

Specialist counselling services – e.g. for drug, alcohol or sexual abuse.

Welfare rights services – e.g. where a student requires more detailed information on how their benefits might be affected by being a student.

Careers and educational guidance

Local adult guidance agencies.

Telephone helplines – e.g. Learning Direct or the Learning Information Service.

Medical

Local hospital, GP and CPN services.

Specialist helplines – e.g. British Epilepsy Association.

Example 2



Basic Skills Quality Initiative

Colleges contact a range of specialist organisations for advice on supporting the needs of individual learners. The following are organisations that other colleges listed as being useful in providing advice or support for learners.

- The Royal National Institute for the Deaf (RNID) can offer advice on working with hearing impaired students and has also been approached by colleges who do not have a bank of signers to provide signers if needed. The signers are then briefed and supported by the support specialist.
- SKILL, The National Bureau for Students with Disabilities can offer advice on teaching students with specific disabilities and have fact sheets available
- the National Federation of Access Centres can offer advice about equipment
- the Adult Dyslexia Organisation and the British Dyslexia Association
- Mencap are approached by one college to provide care assistants if needed.



Example 3

One college's comments on the benefits of working with an outside counselling service

Development of link

In addition to the counselling service offered internally through the college, staff and students felt that it was appropriate to widen the range of specialist counselling expertise. In a region of economic and educational disadvantage, in an institution focusing on potential learners with no formal qualifications and in a residential learning environment, it was recognised that the provision of accessible counselling opportunities was vital. The need for specific types of expertise e.g. relating to violence, abuse or under-achievement, led to the development of strong working links with counselling services and support agencies external to the college. These links are supported through the student services department of the college.

Benefits to learners

- a wider range of appropriate support mechanisms than would be possible through existing resources.
- the opportunity to seek support outside of the intensive residential or community learning environment, if appropriate
- the availability of specialist support at a time when it can make most difference to the learner, rather than at the end of a waiting list.

Benefits to the college

- the avoidance of inappropriate support potentially damaging to learners and staff
- enhanced provision through engagement with external agencies
- the opportunities for staff development and support for those involved in counselling activities within the college.

■
What strategies do you have to ensure that additional learning support needs are identified for basic skills students?

■
How does your organisation work with vocational and academic staff to ensure that they are able to provide effective support?

■
How is additional support for basic skills students co-ordinated across the college?

■
How do you ensure that specialist support is available for students who need it?

■
How do you work in partnership with other organisations to provide support for basic skills students?

■

Element I: Entry Advice and Induction Arrangements

Entry advice

A prospective learner may make their first contact with a provider either by phone or in person. Depending on the type of provider, the contact may be directly with a member of the basic skills staff or with a member of the admissions or guidance staff. The learner may also have been referred from within the college, from an outside agency or they may have simply called in with no prior information or guidance.

Example 1

The importance of the initial contact is recognised by one provider that has the following guidance for staff to help them alleviate the potential learner's fears and provide information that will lead into an initial interview:

- answer the phone promptly and clearly
- ask:
 - how they can be contacted
 - what made them decide to come now? (AIMS)
 - what they would like to learn
 - what times would suit them best (responsibilities)
 - support needs
- explain:
 - they can work at their own pace
 - all adults
 - everyone may be working on different things (so no competition/comparison)
- listen:
 - to any anxieties the potential student may have about attending college/course
 - to what they want to tell you about past experiences
 - to what they want
- reassure
 - first step is the hardest – everyone has had to experience a 'first time'
 - they have choices, but will get guidance from the tutor
- refer:
 - basic skills tutor may not be appropriate for some people who may need referring on – each centre needs to have systems to do this quickly and clearly
- check:
 - personal details
 - details of appointment for first visit/initial interview – that student has all the information they need
 - that they feel comfortable with coming in for the first time
 - do they need anything else.



Example 2

Effective advice is often based on course directories that help the guidance team to provide detailed and relevant advice.

The course directory from which a page is reproduced below is used by:

- student services
- college staff/course enquiry line – in college advice and guidance
- outside agencies.

The purpose of this directory is to:

- inform potential students of the range of learning opportunities (courses available)
- inform potential students of range of provision (timetabling, venues, support etc.)
- ensure students are given guidance and helped along the appropriate route
- give outside agencies up to date, relevant information
- give college staff up to date relevant information when dealing with enquiries
- inform tutors of college policies and procedures.

Basic Skills	A variety of qualifications offered	The course offers you the chance to improve your Maths or English and prepare for further study. You can learn at your own pace in our Drop In Study Centre, alongside other adults. Groups are small enough for you to get individual attention. You will have a chance to use computers. You can join our short courses, where you can learn about things like creative writing or computers. Sessions are at times to suit people with children. You will be able to work for nationally recognised qualifications in Maths and English. Arrangements can be made for you to join other courses in the community or at other college centres.	None	Contact Name Place Tel. no.
Location name				
Day/Evening				

Example 3



The initial interview is important for a learner who wishes to enrol on a basic skills course. As one college states: 'without tutor support, encouragement and reassurance the experience could reinforce negative previous experiences, making the student feel that the provision is inappropriate. Therefore, sensitivity, tact and gentle questioning are vital on the tutor's part'.

The purpose of the initial interview is described by one college as follows:

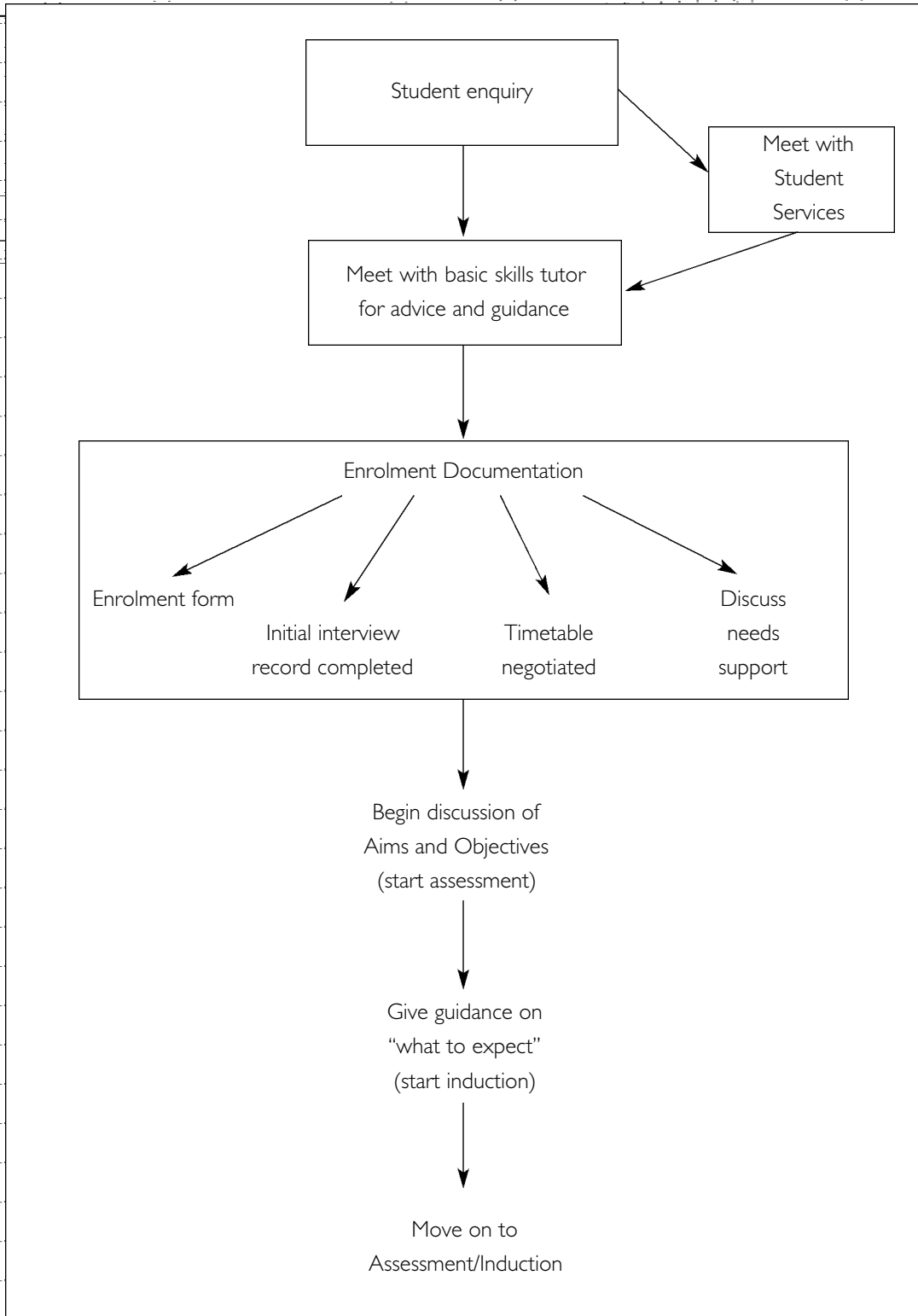
1. To provide relevant and appropriate advice.
2. To ensure students are enrolled on the right course and at the right level.
3. If not enrolled, to make sure that we can refer them on to the correct course.
4. To record information that is supplementary to learning needs.
5. To find out the student's long term goal.
6. To record prior experience/knowledge.
7. To inform the initial assessment.

The initial interview process in this college is described in the following flowchart.



Example 3 (continued)

Flowchart to demonstrate the initial interview process.



Example 3 (continued)



Basic Skills Quality Initiative

This college also provides interviewers with the following guidance notes both on interviewing and on active listening.

Tips for interviewers

1. Make the interviewee feel as comfortable as possible – encourage normal conversation:
 - introduce yourself, using first names
 - sit alongside interviewee, not behind a desk.
2. Listen! Encourage student to talk about aims and experiences, strengths and weaknesses.

Explain that a frank and accurate self assessment will help in starting off a plan for a programme of work.

Some useful questions:

Do you read anything at all – perhaps some signs; notices; parts of the paper, magazines to do with interests, etc?

Do you avoid writing?

Could you write some things if you had to – some parts of forms, a note?

Do you do any calculations, e.g. change, measuring?

3. Give information as well as receiving it.
4. Share any notes with student and negotiate what is to be written.
5. Make a start on finding out student's aims and learning needs – the interview should have a positive outcome. (Write aims in student's own words.)
6. Give student an opportunity to ask questions.
7. Don't forget to write down essential information so that student can be contacted again if necessary.

Make sure the student has information (written if necessary) on:

- options available (including other centres)
- Equal Opportunities
- style of learning to expect
- free tuition
- progression
- date of first review
- confidentiality of information
- what happens next.



Example 3 (continued)

Active listening involves:

- giving complete attention
- communicating acceptance
- being aware of non verbal communication (theirs and yours)
- avoiding personal prejudice.

Techniques which can aid active listening

1. Use open rather than closed questions, for example, instead of 'Do you like reading?' you might ask 'What kinds of things do you like to read?'
2. Use probing questions such as 'Can you tell me a bit more about that?'
3. Paraphrase briefly what the person is saying. For example, in response to 'I've had real problems sorting out childcare and managing to fit in some study at home, but it's great using my brain again' you might say 'It sounds like it's been a struggle starting college, but worth it all the same.'
4. Try picking up any feelings which are not being expressed directly. For example, in response to 'I was so looking forward to going on the course, but it's not really what I expected' you might say 'It sounds like you are feeling disappointed.'
5. At the end of the interview summarise what has been said and what has been agreed in order to check you have understood and clarify any outstanding issues.

Example 4



An adult education provider uses structured interviews together with reading and writing activities as part of its pre-enrolment assessment processes. Interviewers are provided with guidance. They are asked to use short, relevant activities and to help the learner feel

comfortable and confident. For the assessment, the learner can choose reading material in the interview room or bring a text from home.

A set of pre-enrolment assessment forms for a student in the adult education provision follows.



Example 4 (continued)

General pre-enrolment interview proforma including preliminary Student Learning Agreement.

Venue: **Date:**

1. Personal details

Name:

Postcode: Tel:

2. Long term aims: for example: personal development – new skills or knowledge; further education or training – courses or exam aims; employment

3. Aims to be achieved within the next few months: first steps to achieving the long term aims:

4. Prior learning: list any certificates gained in the last five years, including awarding body and grade. List skills you already have that relate to your long term aims. You may have learned these informally; through looking after family; working with community or church groups, organising activities for friends, hobbies; or formally through school or college.

5. Primary Learning Goal: List learning objective(s).

Qualification sought, if any:



6. Student support

a) Learning support – e.g. dyslexia support, carer, volunteer tutor, special equipment

b) Fee remission – student has received information about fees & remission policy.

Student qualifies? Yes No

Exemption applied for? Yes No

c) Child care needs

Crèche places needs? Yes No

No. of places

7. Next step

This student will be joining (course title/s and codes):

Or This student has been referred to:

8. Any other relevant information

Signed by tutor: **Date:**

I have discussed this learning programme with a tutor and received advice and guidance as recorded above.

Signed by student: **Date:**



Example 4 (continued)

Tutors are provided with the following prompts to help them during the initial interview.

Prompt list for identifying learning goals

- what do you hope to gain from attending classes?
- what do you want to learn?
- are you interested in gaining qualifications?
- you may already have some ideas or you may find this a difficult question to answer; talking things through with the interviewer will help you to work out what you want to learn.

Think about:

- what you hope to be able to do in a year or so?
- what you need to do in your everyday life?
- what do you find difficult and would like to be better at doing?

Would you like to:

- cope better with household and family tasks?
- gain confidence to get out and about more?
- be able to help your child with school work?
- feel more confident about using public services?
- enjoy your leisure time or your hobbies more?
- go on to further study?
- get a job, do your present job more confidently, get a better job?
- start your own business?
- something else?

Which do you find easier – reading or writing?

Don't worry if you can't think of everything now. You will be able to add to the list when working with your tutor.

Example 5



The following form and checklist are used by another college to record the information gathered during an initial interview.

INITIAL INTERVIEW RECORD to be completed by interviewing tutor/Student Services													
<p>Surname/ Family name: First name:</p> <p>Date of Birth: Address:</p> <p>..... Postcode: Tel:</p>	<p style="text-align: right; font-size: small;">Referral to Course Tutor/ Curriculum Customer Support Officers</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 20px; text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> </table> <p>NOTES Sections 1, 2 & 3 are completed by Student Services or Tutors, Sections 4 & 5 are completed by Tutors Top Copy – Students, Bottom Copy – Tutor for tutorial record (See Checklist overleaf)</p>	1		2		3							
1													
2													
3													
<p>1 Explore the entry requirements and implications of the learning programme chosen/discussed</p> <p>a. CURRENT POSITION</p> <p>b. AIMS/GOALS (Short - long term)</p>	<p>3 Student Support</p> <p>Rate of Fee?</p> <p>Home <input type="checkbox"/></p> <p>Overseas <input type="checkbox"/></p> <p>New Deal imminent? <input type="checkbox"/></p> <p>Who is paying the fee?</p> <p>Sponsor/Employer <input type="checkbox"/></p> <p>LEA <input type="checkbox"/></p> <p>Student <input type="checkbox"/></p> <p>Automatic fee remission Eligible to apply for?</p> <p>Discretionary fee waiver <input type="checkbox"/></p> <p>Grant <input type="checkbox"/></p> <p>Loan <input type="checkbox"/></p> <p>Course Equipment Fund <input type="checkbox"/></p> <p>Referral to Learning Support?</p> <p>Language Support <input type="checkbox"/></p> <p>Maths/English Support <input type="checkbox"/></p> <p>Learning Difficulties/ Disabilities Support <input type="checkbox"/></p> <p>Nursery Place Required? Appointment Required?</p> <p>Student Service <input type="checkbox"/></p> <p>Careers Service <input type="checkbox"/></p> <p>Course interview <input type="checkbox"/></p>												
<p>2 Suggested course/programmes</p>	<p>4 Assessment of the suitability of the learning programme</p> <p>Initial Assessment Results.....</p> <p>Reading/Comprehension.....</p> <p>Free Writing.....</p> <p>Numeracy.....</p> <p>Qualifications pending Yes/No Comments</p> <p>Qualifications achieved are appropriate for course Yes/No Comments</p> <p>5 Confirmation/change of course (to be completed during induction)</p>												
<p>NOTES/FURTHER ACTION</p>	<p style="text-align: center; font-size: small;">THIS SECTION TO BE SIGNED BY STAFF AND STUDENT</p> <p style="font-size: x-small;">Guidance may be given by Student Services and Course Tutors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; font-size: x-small;">Guidance given by staff</td> <td style="width: 30%; font-size: x-small;">Guidance received by student</td> <td style="width: 40%; font-size: x-small;">Date</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="font-size: x-small;">Induction by staff</td> <td style="font-size: x-small;">Induction received by student</td> <td style="font-size: x-small;">Date</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	Guidance given by staff	Guidance received by student	Date				Induction by staff	Induction received by student	Date			
Guidance given by staff	Guidance received by student	Date											
Induction by staff	Induction received by student	Date											

Example 5 (continued)

GUIDANCE CHECKLIST		
EXAMPLES OF GUIDANCE & INITIAL ASSESSMENT PROCESSES		
BOX 1: IMPLICATIONS OF THE CHOICE OF LEARNING PROGRAMME		
Clarify the student's choice of learning programme, and check understanding of target qualifications and learning outcomes .	<p>If the student has completed an application form before this interview, use the information on it in the completion of this form</p> <ul style="list-style-type: none"> • ESP Compendium • NDVQ Database • ECCTIS • Prospectuses: other institutions • Adult Directions computer programme • ESP (Electronic Student Prospectus) 	
Check that the choice builds on any previous records of guidance such as action plans brought from a previous school, college or guidance service.		
Clarify the career implications of the choice, including progression to further courses.		
Clarify alternative options if the 'original' choices are unsuitable, including options at other institutions		
Help the student to choose alternative courses if necessary.		
Help the student to implement any changes if necessary.		
Ensure that the student is aware of the possibilities to renegotiate the choice of programme before it is too late to transfer.		
BOX 2: ENTRY REQUIREMENTS OF THE LEARNING PROGRAMME		
Check previous qualifications and experience , and ensure that the student meets entry requirements.		<ul style="list-style-type: none"> • ESP • CV
Check personal details (including date of birth, employment status and nationality) that might affect eligibility for the learning programme, later opportunities or support.		<ul style="list-style-type: none"> • Portfolio
Clarify the possibilities for accreditation of prior learning or credit exemption.	<ul style="list-style-type: none"> • Record of Achievement 	
BOX 3: SUPPORT FOR THE STUDENT		
Enable the student to judge if he or she is likely to have sufficient financial support to complete the programme, and clarify ways of seeking help if not. The New Deal imminent box refers to applicants aged 18-24 who are approaching 6 months on Job Seekers Allowance. They should be made aware that they will be called in for New Deal interviews at their Job Centre but should not have to give up their course. Check with Student Services if you need more information.	<ul style="list-style-type: none"> • Student finance check: Blue Book, Section 2 (Home Students) and Section 6 (Overseas Students). Grants, trusts, charities 	
Clarify any learning support the student may need, e.g.: <ul style="list-style-type: none"> – extra tutorial support – English, Maths, support for students with learning difficulties and/or disabilities – study skills 	<ul style="list-style-type: none"> • Course fees document • Tests/assessments • Learning Support leaflets 	
Clarify any practical support the student may need, e.g.: <ul style="list-style-type: none"> – personal counselling – travel – welfare – special needs – nursery (this requires an application form) 	<ul style="list-style-type: none"> • Student Services Guidance and Careers Advisers. 	
Ensure that the student knows where further help is available in relation to financial or practical issues and the employment implications of the choice of programme.		
BOX 4: ASSESSMENT OF SUITABILITY OF THE LEARNING PROGRAMME		
Clarify what work is involved in the chosen programme, and help the student to decide whether he or she is sufficiently motivated to complete it.	<ul style="list-style-type: none"> • Tests/assessments 	
Help the student assess whether the chosen programme is at a level suitable to current abilities .	<ul style="list-style-type: none"> • Competence checklists, e.g. SKILLSCAN 	

Induction Arrangements



Basic Skills Quality Initiative

Many colleges recognise the importance of induction for basic skills learners.

Example 1

One college describes the importance of induction as follows:

Many students may have returned to education after a long break, or harbour fears about negative learning experiences. Induction should be designed to acclimatise the student, both into the learning process, and into college life.

Students need to know what they can expect from their learning, and what the college expects from them. They also need to know that their opinions and comments on what and how they are learning are of utmost importance. Therefore, one of the most important elements of induction is to encourage the student to take control of their own learning.

This college describes the purposes of induction as:

- to enable potential students to feel part of the college
- to inform students what they can expect from the college
- to inform students what the college expects from them (e.g. attendance, behaviour etc.)
- to inform students of the services and facilities available
- to ensure that the centre has the students' contact details
- to ensure that the student knows how to contact the centre.



Example 2

Tutors in the same college are given the following guidance notes on what should be included in the induction process.

Structure of class

- discuss options and preferences – group work or drop in work
- need for breaks.

Students' views

- what do they hope to gain from this course?
 - what are their aims and ambitions?
 - what are their interests – can we use these to build on existing skills?
 - explain we will build on what they can do, focussing on their needs and preferences.
- Each stage will be negotiated.

The learning environment

- stress the relaxed environment, the pace of learning is dictated by student.
- discuss the flexibility of learning – that if they feel they do not understand we will try a different approach
- explain the system of books, practical materials and worksheets
- encourage self access, stress that student opinion on materials is vital. (if it is too easy/hard/boring)
- encourage self checking
- discuss asking for help. Students learn by questioning and discussing. Stress that you don't have to work in isolation.

The tutor's role

- explain the tutor can offer advice, guidance and expertise
- the tutor is there to provide help and answer questions. Don't hesitate to ask
- discuss how work will be marked (timescale) and that student should expect feedback.

Review

- explain that progress will be discussed at regular intervals, but if any queries or concerns in the meantime discuss with tutor or other members of staff.

Example 3



Basic Skills Quality Initiative

Advice to staff on the objectives and content of induction are shown below.

Induction process

Information for tutor and course teams

Rationale:

The induction process refers to activities during the period from enrolment to being fully on programme. Learners on some programmes will complete the process by the end of the first week. Learners with basic skills needs will benefit from induction activities extended over several weeks. This will help them to develop the confidence to use college facilities and services and to understand what being a student entails.

Course teams design induction programmes within a whole college induction framework. Individual course programmes are specific to the needs of the identified group of learners. They aim to provide the learner with a smooth transition from school, college, employment or unemployment to their course.

Objectives:

All programmes are designed to help learners to:

- settle in to college
- get to know the group, tutor and teachers
- become familiar with the college facilities and services
- understand college rules and their entitlements
- understand their programme structure, assessment procedures, support and progression opportunities
- recognise their preferred learning styles and implications of these for learning
- complete an induction assignment which is designed to assess their levels of skill
- recognise what they have achieved at each stage of the induction programme
- agree their individual learning plan and identify any support needs.



Example 3 (continued)

Induction programme content

Programmes should meet the needs of your students and include:

- group tutorial activities
 - ice breakers 'getting to know the group'
 - role of the personal tutor
 - equal opportunities
- policies, procedures & expectations of students (student handbook)
- entitlement (charter) & grievance procedures (student handbook)
- orientation activity – finding your way round college
- initial assessments in basic skills (if not completed at interview)
- diagnostic assessments (if required)
- an introduction to course/programme (course handbook)
 - structure, assignment schedule & assessment procedures
 - target qualification(s), learning outcomes and progression routes
 - monitoring achievement and required standards
 - timetable
 - induction assignment
 - identifying and recording students' preferred learning styles
- an opportunity to change course/programme
- procedures for monitoring progress
- an introduction to learning support services, including:
 - additional learning support services
 - basic and key skills support centre
 - careers centre
 - library and learning resources centre
 - personal counselling and financial advice
 - medical and welfare services
 - youth worker, student union and recreation programmes
 - health, safety and security
- planning an individual learning plan and identifying support needs.



Useful tips when writing induction assignments

- induction assignments should be fun and interesting to do
- induction assignments should be designed by the course team
- the assignment should be made up of small achievable tasks
- learners should clearly recognise what they have achieved and when they have completed each task successfully
- include 'signposts' of how and where basic skills should be assessed
- the format of the assignment i.e. objectives, tasks, activities and outcomes should match those used throughout the programme
- the instructions must be accessible to all learners
- include simple explanations and examples for each task
- include positive feedback at the end of each completed task



Example 4

In another college, students are requested to sign the following form to show that they have understood their rights and responsibilities. The basic skills tutor talks through the form with the student or uses it as part of a group session at the beginning of a short course. The signature of the student/tutor confirms an agreement to behave in accordance with the college's equal opportunities policy. The form can be kept by the student in his/her file of work.

These are your Rights:

1. To be treated with respect whatever your:

Race	Age
Sex	Sexuality
Religion	Disability
National Origin	Political views
Colour	

2. To have your personal learning needs met.
3. To be given guidance about learning and other opportunities.
4. To be able to look at any records about you. These will not be passed onto anyone else without your permission.

These are your Responsibilities:

1. To respect the rights of all other people using the centre.
2. To attend as regularly as you can and to let us know if you can't.
3. To take an active part in learning.

If you feel your rights have been denied you should talk to:

1. Your personal tutor
2. One of the named people in the centre/college

Any complaints will be listened to in confidence

Anyone working or studying in the College must behave in accordance with the College's equal opportunities policy.

I have read this sheet and agree with what it says.

Student's signature Tutor's signature

Prompt Questions for Element 1

■

How do potential new learners find out about the basic skills provision you offer?

■

How do you ensure the initial contact in your institution is welcoming and effective?

■

What arrangements do you make to ensure new students have an effective initial interview?

■

What strategies do you use to induct new students to the course and the facilities/services available to them?

■

Tutorial practice for full-time students in one college is organised as follows:

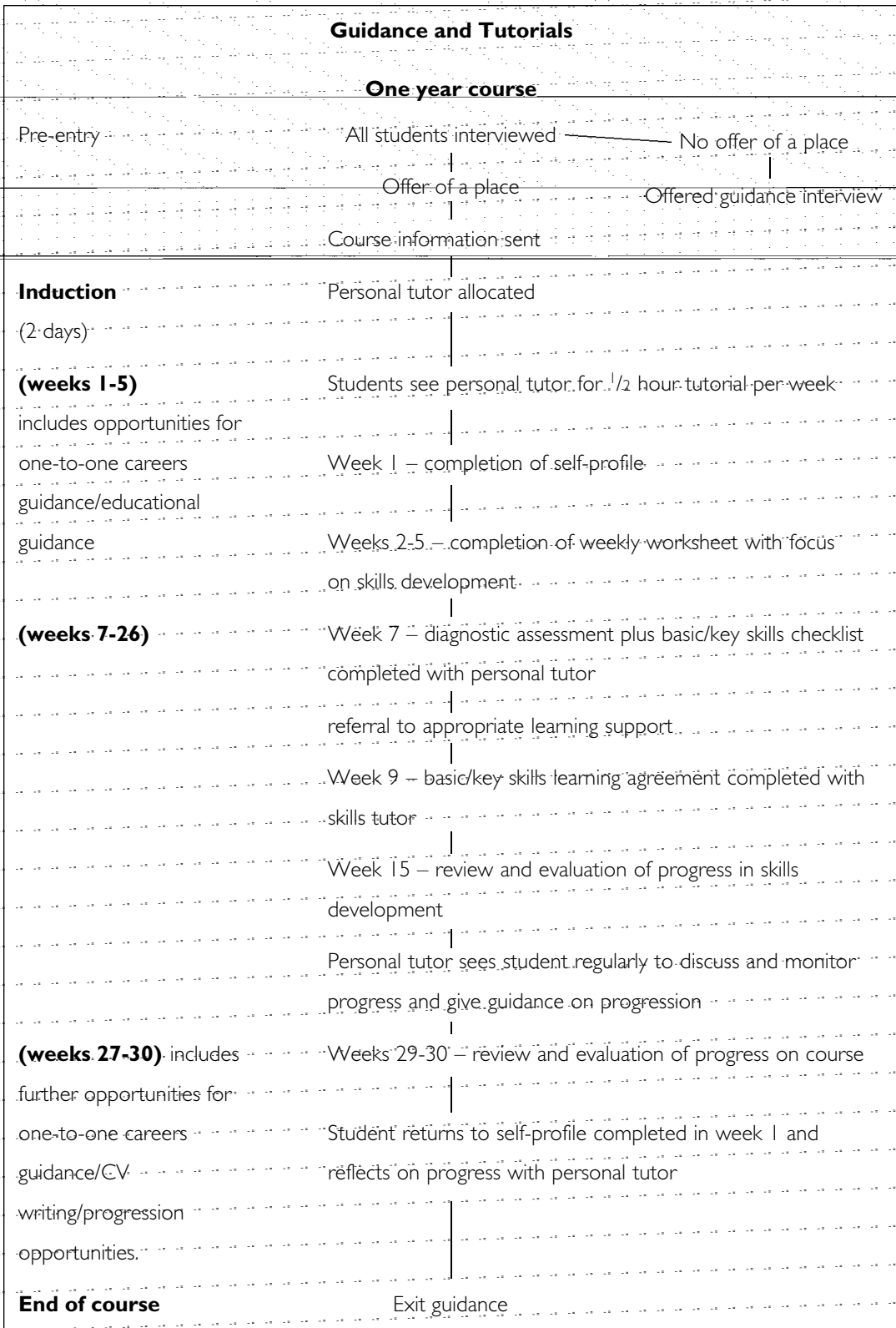
- **Personal tutor:** Each student is allocated a personal tutor, who sees the student at regular intervals throughout the course. Thirteen half-hour tutorials are timetabled, but there is a declared 'any time, anywhere' policy of availability, which means that many students see their personal tutor on other occasions and access help or support as they need it. During the first 5 weeks of the course the student will see his/her personal tutor on a weekly basis. There is an agreed curriculum for these meetings.
- **Evaluation:** At the end of their first term's study, the student completes, with their tutor, an Evaluating Own Performance form. This aims to support both parties in reviewing progress. Student attendance at any workshops is monitored and learning is reviewed and recorded. Any information relating to the student's support or skills development is made available to the personal tutor, programme co-ordinator and relevant module tutors.
- **Tutorial records:** Written records of all tutorials are kept and initialled by both student and tutor. In addition, each week the personal tutor records that a tutorial has been held with a particular student on a computerised record which is accessible to all tutors on the College Intranet. This ensures that all tutors are able to see whether or not a student is attending tutorials regularly.
- **Student Satisfaction Survey:** The level of student satisfaction with both tutorial and other support arrangements is assessed via a questionnaire at 3 points in the academic year. A report is written using this evidence and action points are identified for areas of concern. It is the programme co-ordinator's responsibility to ensure that these are completed according to an agreed timescale.

The documentation used for some of this process is given in the following examples.



Example 1

Flowchart to illustrate the tutorial process



Example 2



A form is used in the same college to record tutorials. This is completed at the time of the tutorial, signed by both tutor and student and kept in the student file.

Tutorial Review & Assessment Weeks 1-7			
Student:		Tutor:	
	Comment	Initialled	
		Student	Tutor
Week 1	F is finding his way around and is settling in. He is concerned about the studying – his reading is slow – he would like one to one support as of next week.		
Week 2 (Self-profile)	Choices: English, Maths and IT. We discussed the completed self-profile, F lacks confidence in many areas.		



Example 3

Regular reviews of the students' basic and key skills progress is an important part of the tutorial programme for all students in this college. The following basic and key skills checklist is completed in week 7:

Name of student:

Worksheet Task (respond with a tick in the correct box)	Can Do	Needs Further Support
Extract information from a text	<input type="checkbox"/>	<input type="checkbox"/>
Set notes from a text	<input type="checkbox"/>	<input type="checkbox"/>
Set of notes from class	<input type="checkbox"/>	<input type="checkbox"/>
Use of number/interpretation of a table	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>
Other skills:		
Oral	<input type="checkbox"/>	<input type="checkbox"/>
IT skills	<input type="checkbox"/>	<input type="checkbox"/>

Further comments

1. FW is a slow reader and has to re-read to get full meaning.
2. FW is seeing JW weekly for support.

Student's Signature:

Personal Tutor's signature:

Date:

Example 4



A basic skills learning agreement is also completed in week 7. The purpose of this is to record the outcome of the extended diagnostic assessment process; and to encourage the student to identify short and long term aims, strategies and a programme to improve his/her skills development. A sample of a completed agreement follows.

Basic and key skills learning agreement	
Name:	FW
Date:	
Curriculum area:	
Personal tutor:	
General comments:	
<p>F has made an excellent beginning. He has made huge improvements as he has had very little education, but his written skills – structure and organisation – need development and he sometimes needs support to understand concepts:</p> <p>Charts/tables – he needs support here.</p>	
Action plan – Short term aims:	Long term aims:
<ol style="list-style-type: none"> 1. Planning 	<ol style="list-style-type: none"> 1. Improve essay-writing skills 2. Understand concepts 3. Understand tables and charts
Suggested programme:	<ol style="list-style-type: none"> 1. Attend workshop regularly 2. One to one support with JW 3. Discuss difficulties with module tutor if necessary
Student's Signature:	FW
Basic and key skills tutor's signature:	JW



Example 5

At the end of the first term students also complete a basic skills review of learning agreement.

The purpose of this is to:

- help students reflect on the strategies adopted to improve their skills development as identified in their learning agreement and to evaluate their progress.
- help students to modify these strategies and their programme as necessary.

This is illustrated on the following page...

Example 5 (continued)



Basic and key skills review of learning agreement: evaluating own performance

Name of student:

Date:

Personal tutor:

General comments:

Short term aims:

Achieved

Not yet achieved:

Identify the progress you have made:

Which strategies for improvement were successful:

Have/will you change or add new strategies:

Revised programme to improve own performance:

Student's signature:

Personal tutor's signature:



Example 6

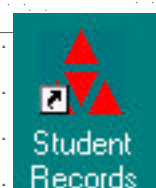
The same college has recently developed an on-line system for recording personal tutorials.

On-line system for recording personal tutorials – please READ THIS

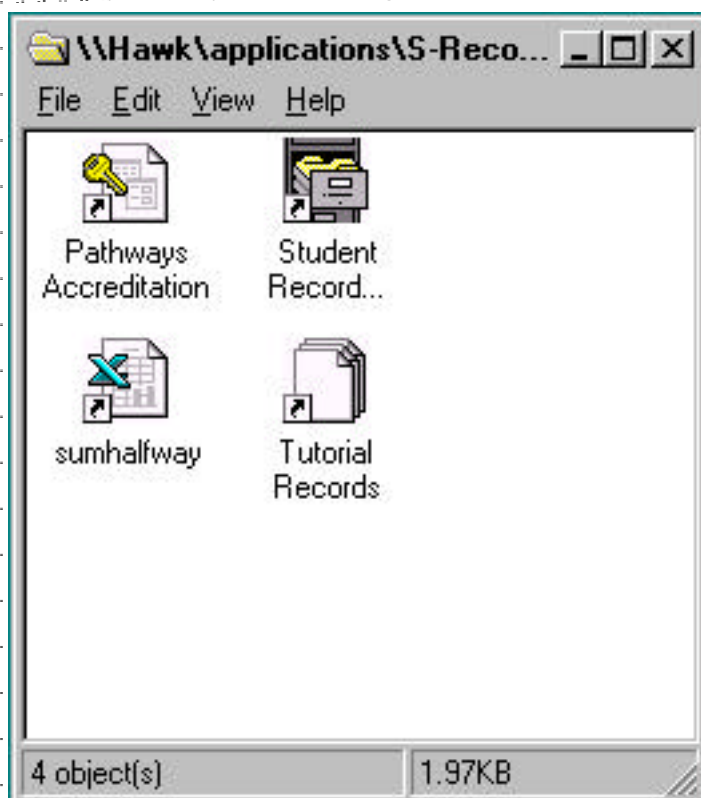
A new system for recording the progress of tutorial systems has been devised for the 1999/2000 academic year. I would be grateful if personal tutors could use the system to record when tutorials have taken place.

Don't worry about this being time consuming, it's as simple as clicking on a box with your mouse.

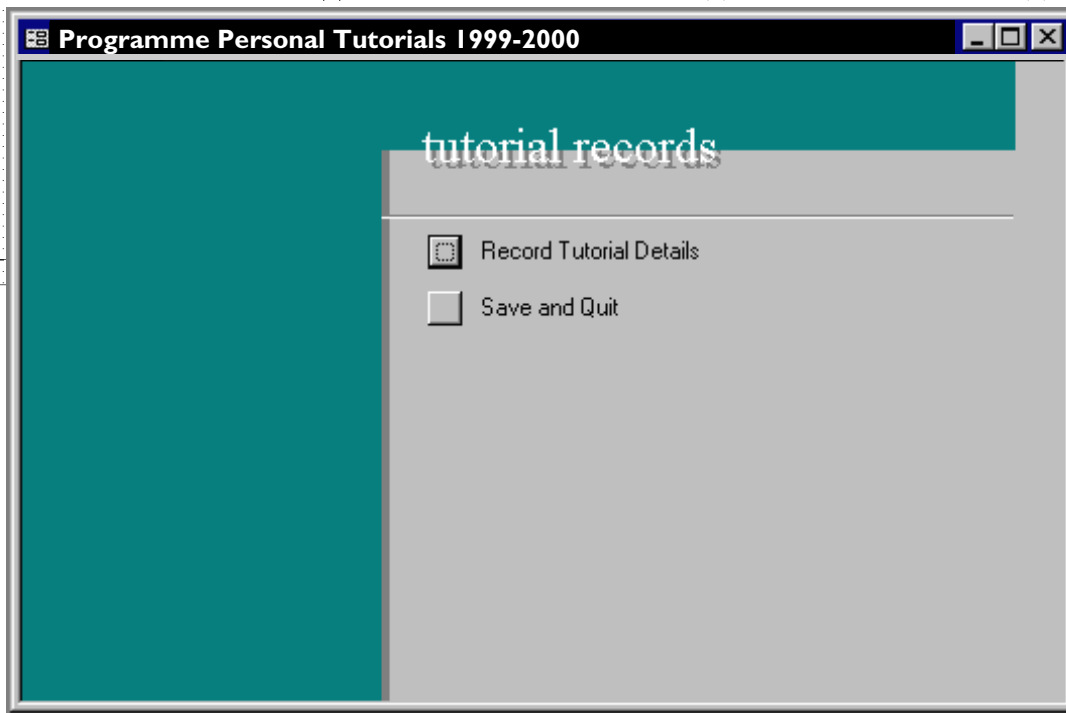
The system resides on your desktop under the 'Student Records' icon



'Double Click' on this and you will open the following window:



'Double Click' on the 'Tutorial Records' icon; this will take you to the Tutorial records system (overleaf).



To enter the system, click on the 'Record Tutorial Details' button – this will present you with a list of students and tutors always starting at Tutorial 1.

Programme Personal Tutorials 1999-2000

description Introductions

Week 1 **previous tutorial** ◀

Date 20 September 1999

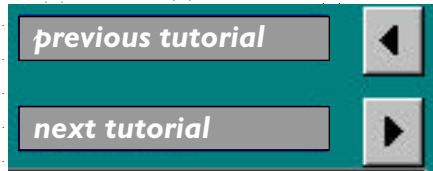
Tutorial records **next tutorial** ▶

	Student		Tutor	Held?
▶	Peter Smith	P	Lennon	<input type="checkbox"/>
	Clive Brown	P	Lennon	<input type="checkbox"/>
	Dave White	P	Lennon	<input type="checkbox"/>
	Wayne Heslop	K	Bailey	<input type="checkbox"/>
	Karen Huxley	K	Bailey	<input type="checkbox"/>
	Mike Griffiths	K	Bailey	<input type="checkbox"/>
	Sarah Ward	K	Bailey	<input type="checkbox"/>
	Brian Cox	S	Bailey	<input type="checkbox"/>
	Julie Grant	S	Kirkbright	<input type="checkbox"/>
	Stuart Waterhouse	S	Kirkbright	<input type="checkbox"/>
	Tracy Gregory	C	Kirkbright	<input type="checkbox"/>

Record: ◀◀ 1 ▶▶ * ▶▶ of 80

Save and Quit []

Example 6 (continued)



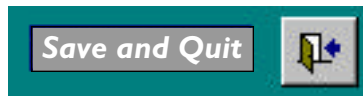
Use the arrows at the top to select the current tutorial.

Now simply scroll down to find your name (the data are ordered by tutor's name).

Click in the appropriate box to place a tick indicating that the tutorial has taken place (see below).

Kelly	Francis	T	Orton	<input type="checkbox"/>
Jo	Glidewell	T	Orton	<input type="checkbox"/>
Katie	Smith	T	Orton	<input type="checkbox"/>
Chris	Jeffries	T	Orton	<input type="checkbox"/>
Mary	Ellis	T	Orton	<input type="checkbox"/>

When you've finished entering your returns, click on the 'Save and Quit' button.



This will return you to the menu screen.

To exit, click on the 'Save and Exit' button of the main menu.



That's it.

In many part-time programmes the role of personal tutor is carried out by the basic skills tutor who also plans the student's academic learning programme. This is often an integral part of the programme as opportunities for guidance and support frequently arise when the tutor is working individually with a student to assess, record and plan the student's learning programme. In good programmes, regular individual review times are built into the learning programme to enable students and tutors to have an opportunity to review academic progress and to discuss any other form of support that may be of value to the student.

Example 7

One college with a large number of 'drop-in centres' has a review process which takes place three times a year – in the autumn, spring and summer terms. This review provides an opportunity for students and tutors to discuss progress.

The purpose of the review is to:

- ascertain student opinion about specific aspects of the provision
- identify points for further action
- make sure that a student is on the right course
- ensure that the student is satisfied with the style of learning
- ensure that the student is satisfied with the available resources
- enable the student to self assess their progress
- encourage the student and tutor to identify possible progression routes or additional learning
- identify possible exit destinations
- summarise and monitor student satisfaction with college procedures and resources
- summarise action points.

The review provides an opportunity for students to discuss a variety of issues. These may include:

- progress
- resources used (including teaching staff)
- guidance
- counselling needs
- childcare.

Tutors refer students to a variety of outside agencies when the student has a problem outside the remit or expertise of the tutor's role, e.g.: Welfare rights.



Example 8

The following guidance is given to tutors carrying out the review.

Purposes of the review:

- to seek students' views on all aspects of teaching and learning
- to support tutors' planning.

Some of these prompts may help you carry out an effective review.

Before review:

1. Plan content of review

- what needs to be discussed?
- what is the most effective way of getting honest feedback?

2. Plan structure of review

- how will it be carried out? (by course tutor, key tutor, on-timetabled or ad hoc basis?)
- what needs to be discussed?

3. Discuss review process with students

- it is an integral part of their learning – for feedback and planning
- explain that we review to improve the service that students receive, both individually (in terms of workplanning) and as a group
- discuss what form it takes (time taken, how operated, etc.).

During review:

- devote time to review, either in a group, through timetabled 'meetings' or as part of a drop in session
- seek honest feedback explaining that change happens through positive and negative comments
- share the paperwork and record keeping (student or tutor can write comments)
- keep it informal
- revisit student's original aims and revise if necessary
- discuss possible progression routes
- explore support needs
- discuss students' and tutors' perceptions of progress and achievements
- plan direction of work using aims and progress made
- ask students what they feel they have learnt – what would they like to learn?
- agree action to be taken and sign.

The whole process needs to be undertaken with the aim of improving the service we offer students in all facets of college life. We must reassure them that the comments they make are valued and will be taken into account.

After review:

- update workplans.
- tutor to explore support/progression needs
- make sure students know that individual and general comments have been noted, actioned and will be dealt with
- feedback action on individual reviews.

Example 9



The following form is used to record the review process.

Name.....

How did you hear about the course?.....

1. Did you get enough information when you enrolled and started on your course?

- Yes No

What else would it have been helpful to know at the beginning?

.....
.....

2. How many hours do you attend each week?

- 1-2 hours 3-4 hours 5-8 hours 9 hours or more

3. Do you want to change your timetable?

- Yes No

4. Is the course what you expected?

- Yes No Partly

Tell us about anything you would like to change:

.....
.....

5. Is the course what you need or want?

- Yes No Partly

Can you tell us what you need or want from the course?

.....
.....
.....
.....



Example 9 (continued)

6. How is the pace of learning for you?

Too fast

About right

Too slow

7. Is there anything you would change about the way you are learning or being taught?

English.....

Maths.....

Computers.....

8. How have you found the tutors' support?

Helpful

OK

Not very useful

I'd like more support
& time with the
tutor

Can you tell us a bit more about this?

.....

.....

9. Is there any other support you need?

.....

.....

10. Are there any other courses you are interested in?

.....

.....

ACTION BOX

Example 10



Example of a review form completed in the second term

Name:.....

What have you learnt since the last review?

English: *I can fill in forms and I can understand the TV listings in the Radio Times.*

Maths:

Computers: *I've used the laptop to type up some of my writing.*

What would you like to learn about?

English: *More about how to read newspaper articles*

Maths:

Computers: *I'd like to do more with computers. How to save my work and how to print it on my own.*

What have you liked about the course so far?

The tutors are really helpful and friendly, it's not like school.

What could be improved?

I would like the crèche to be on all day so that I could stay all day and do maths in the afternoon.

Do you have any comments to make about the centre or materials and resources on offer?

I would like to be able to take books home sometimes and read.

How is the pace of learning for you?

- Too fast About right Too slow



Example 10 (continued)

Is there anything you would change about the way you are learning or being taught?

English: *No*

Maths:

Computers: *No*

How have you found the tutors' support

Helpful OK Not very useful I'd like more support & time with the tutor

Can you tell us a bit more about this?

My tutor is very patient and explains things well. She also gives me information about people who can help me with my housing problems.

Is there any other support you need?

I'd like more cr che time.

Are there any other courses you are interested in?

After a bit more practice I might like to do a computer course for beginners.

Would you like us to book an appointment with

Student Services Tutor
 Careers Other
 Counsellor

ACTION BOX

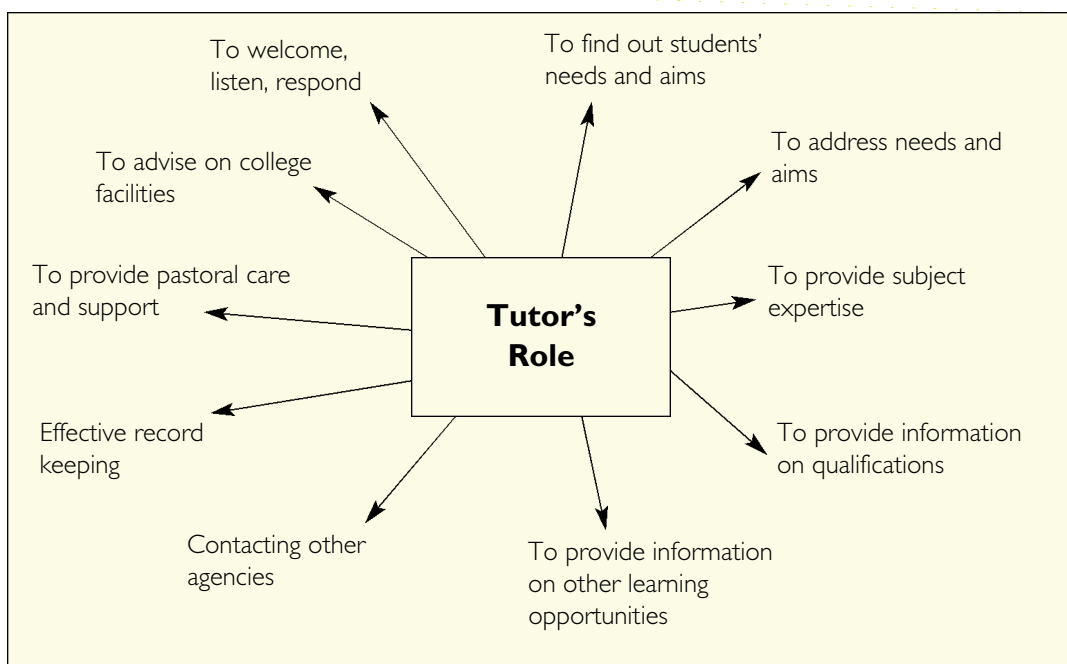
Tutor:

- *investigate possibility of extending cr che*
- *add 'reading newspaper articles' and 'saving and printing work on the computer' to workplan*
- *make appointment with Student Services re appropriate computer course*
- *visit Student Services to discuss a beginners course.*

Tutors can help students address specific practical support needs, and can provide general emotional support and reassurance. However, tutors should be aware that they cannot fulfil all professional roles (e.g. counselling) and should refer students to other specialist staff as and when appropriate.

Example 1

A spidergram produced by one college shows some of the roles a basic skills tutor should fulfil while supporting learners.





Example 2

One college provides the following guidance to help staff understand the differences between the role of the tutor and that of student services.

Boundaries and referrals – the interface between personal tutors and student services

Personal tutors and student services both have responsibility for the guidance and general welfare of our students. Whilst this work should be seen as a form of partnership it is helpful to understand their specific roles and responsibilities. In establishing these roles and responsibilities it is useful to look at the strengths of both parties:

Personal tutor

- ongoing and established relationship with the student
- in depth knowledge of student's course and options available to the student.

Student services

- up to date information database covering careers, FE and HE progression, and welfare rights
- professional counsellors and experience in working with students with a wide range of problems
- input from professional careers guidance staff.

It is likely that a student's first point of call will be the personal tutor and therefore the majority of referrals will be from him/her to student services rather than vice versa. The decision of whether or not to refer will normally be made by the personal tutor. Factors to consider would be:

- the personal tutor's level of competence/expertise in the issue of concern
- how will the student respond to being referred – will it be seen as being 'fobbed off'?
- is there an issue of dependency on the personal tutor?

Where a referral seems appropriate then the personal tutor should ring student services.

Alternatively, it may be more appropriate to discuss the issue or to draw on the information database in order that the personal tutor can continue to deal directly with the student.

It should be borne in mind that the counselling service is a confidential one and that once a referral is made there will not be any feedback as to the outcome.

Example 3



Basic Skills Quality Initiative

The functions described by most colleges as part of the role of the basic skills tutor have been summarised below.

Role of basic skills tutor

Teaching and learning:

- assessment of student's learning needs
- planning learning programmes
- teaching
- developing appropriate materials

- assessing and reviewing progress
- recording progress
- reviewing learning plans
- advising on progression.

Monitoring attendance:

- keeping registers
- reporting and following up absence
- reporting and following up early leavers.

Record-keeping:

- ensuring all forms required for central information systems are completed
- ensuring all exam registrations are completed accurately.

Advice and guidance:

- delivering induction programmes
- conducting tutorials
- advising on where further information can be obtained, e.g. on crèche facilities counselling.

Functioning as part of a basic skills team:

- attending and contributing to team meetings.

Sharing information on learners' needs and progress:

- ensuring all tutors teaching a student are aware of their learning programme and progress.
(This applies both to students on vocational/academic programmes who are receiving basic skills support and adult learners whose learning plan is delivered by more than one member of staff.)



Example 4

One college provides all basic skills staff with a staff booklet relating to their local centre and a staff handbook which gives guidance on whole college procedures.

The aims of these are to:

- familiarise tutors with the procedure for enrolling students
- ensure tutors induct students into their course appropriately/fully
- ensure tutors assess students appropriately
- ensure tutors are reminded of the need for accurate and up to date record keeping (registers, attendance, withdrawals)
- give guidance on the procedures for reviewing students' progress
- give information on what the student can/should expect from the college/course
- make sure that the tutor is aware of their expected contribution to the course team and what they can expect from it
- give guidance on other admin issues
- familiarise the tutor with college issues/funding issues/background information.

The staff handbook contains:

- Induction, the College Charter
- Extract from the College Charter
- Equal Opportunities and Harassment Statement and Disability Statement
- Policies and Procedures/College Reference Manual
- Strategic Planning Framework and Self-Assessment Review
- Strategic Planning and Self-Assessment Process
- Resources for Teaching and Learning
- Learning Resources Centres
- Photocopying Facilities for Teaching Staff
- Audio Visual Aids
- Ordering Equipment and Materials/Tutorial Resources/Support for Students
- A Tutor's Guide to Student Support
- Student Services
- Counselling Services
- English, Maths and Language Support
- Learning Support
- Mental Health Support
- Staff Development
- Members of College Corporation Board
- Senior Management Team
- Management Groups.

Monitoring Attendance



Many colleges have developed procedures for following up students who do not attend classes.

Example 1

The following is one college's description of the procedures it has developed.

The students who attend the course are usually mature students (30+). They have jobs or other responsibilities and attendance depends on these. If they tell us in advance that they will be absent for some time but will be back, we ask them to sign a form indicating this.

Tutors keep a register of attendance for each class they teach and they monitor the attendance of each student. When a student has missed three weeks the group tutor sends a letter inviting the student to return. This letter was introduced as it was recognised that students often felt that if they had missed a few classes they were unable to come back.

If the student returns no further action is taken. If the student asks to come back but is unable to attend for personal reasons, they are asked to complete and return an 'Absence Form'.

If the student does not respond the tutor follows this up in three weeks with another letter, which includes a form with a tick list for noting reasons. The letter is signed by the co-ordinator as it is felt that students will be more likely to respond to the co-ordinator if there has been a problem with the tutor. If a response is given, this is noted on the Early Leaver's log, which is sent in at the end of the academic year to the co-ordinator.

It is very difficult to balance getting the information we would like from the students with the need to keep language easy to read. This is under constant review.

A stamped addressed envelope is essential to ensure replies. Many students will ring us at this point rather than write.



Example 2

This college also provides a Tutor Handbook for part-time staff teaching in community provision.

This includes the following instructions.

Absence forms

If you know in advance that a student is going to be absent for more than three weeks (e.g. holiday, hospital or temporary training), ask them to complete one of these. Please send in with your register, but keep in contact with the student, if possible to encourage them back after the specified time.

PLEASE DO NOT SEND ABSENCE FORMS TO ABSENT STUDENTS. We do not want to pressurise them unduly, so a note on the register, indicating that you have had a phone call or other message, is sufficient.

We send absence forms out after a register check, if possible after no more than a three-week absence. You may expect quite a few students to return in response to them.

Please warn students (tactfully) that these forms are sent.

This letter is a formal one. It is not a substitute for the tutor contacting missing students informally. A phone call after one or two absences might just do the trick.

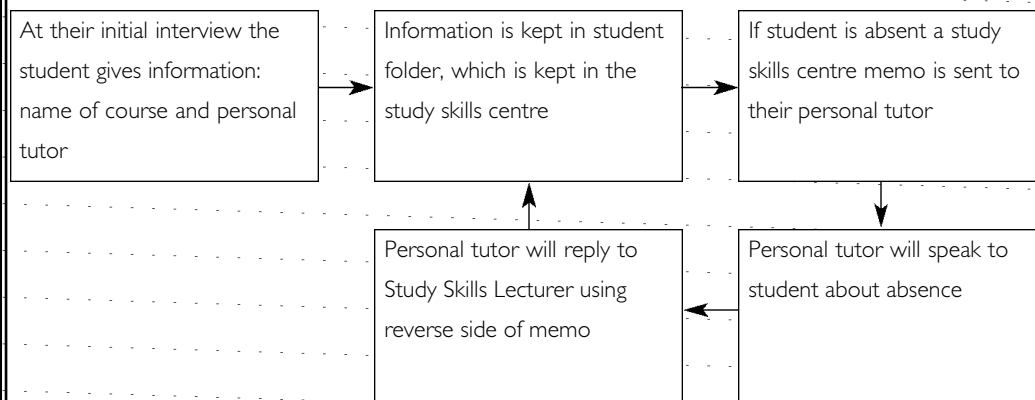
Example 3



The same college also identified the need to monitor students' absence at support sessions and develop a system to improve attendance. A diagram of the system is given below.

Students were not attending regularly/at all and there was no system in place to contact the tutor. Part-time lecturers did not know whom to contact. The basic skills co-ordinator and team discussed possible solutions, the result of which was to put in place a system by which all study skills centre lecturers could contact the personal tutor of an absent student to find out why the student was not attending.

System for monitoring absence:



As a result of this system the following advantages emerged:

- the attendance of the students improved in the study skills centre and on courses
- there was a greater awareness across the college of the study skills centre
- main programme lecturers were made aware of what happens in the study skills area
- communication between personal tutors and study skills lecturers increased
- the personal tutor could take early action to counter poor attendance
- personal tutors realised that their involvement was crucial in ensuring retention and the success of students
- students accepted study skills as part of their programme because of their tutor's involvement
- students were made aware of the communication between the study skills lecturer and the personal tutor.



Part-time students often miss out on a range of guidance and support provided by personal tutors for full-time students in their induction and tutorial programmes and National Record of Achievement activities.

Following a review of the needs of part-time students in one college, a list of part-time entitlements was produced. The review revealed a clear need for an additional centre where support and guidance for the broader curriculum, not provided by the learning support centre nor the library and learning resources centre, could be offered.

This would cover the following:

- guidance activities
- NRA/progress files
- job seeking skills
- job search
- CVs
- UCAS applications.

The centre would also help to support the needs of many other student groups:

- The Prince's Trust
- New Deal
- job seekers
- careers education for full-time students
- franchised programmes.

Day to day management of the centre would be the responsibility of a middle manager with teaching experience particularly in the area of careers education.

The centre would bring together careers education and guidance resources.

The centre would complement the range of learning support services already in place, ensuring that all students have access to the guidance and learning support to which they are entitled.

Example



Basic Skills Quality Initiative

The following information is provided for part-time students at the college:

Tutorials for part-time students

- support with course selection
- basic/key skills assessment
- see what the college has to offer you
- support with your course
- reviewing progress and recording achievements

- support with applications, study skills, personal and career development
- progression – what next?

Pre-entry guidance and support

- access to an initial guidance interview – what is the right course for me?
Getting on the right course
- basic/key skills assessment – is the course at the right level for me?
- referral for support – what support can the college provide me?

Tutorial support

- induction to college and its services
- tutorial guidance, feedback and referral
- access to progression activities – progress file and recording achievements
- access to support for UCAS applications
- how to use library resources – support to assist research and use of careers learning resources
- careers library including computerised programmes and the internet
- access to learning materials and support in:
 - study skills
 - personal development
 - career development
 - job search
 - job seeking skills
 - UCAS applications
- work-link – supporting entry to work, information on benefits, childcare, New Deal, work experience, job vacancies
- workshops, focus days/events (themes according to student's 'progression' needs)
- progression guidance – what next?



Progression centre

Located on the ground floor of the learning resources centre, direct access will be from the entrance opposite the gym.

The centre will be open for access to all learning resources for the same opening hours as the library and learning resources centre:

9.30 am	—	8.00 pm	Monday to Thursday
9.30 am	—	4.30 pm	Friday

It will be staffed by a team of specialist lecturers for guided activities and student support from 10.00 am – 2.00 pm every day and one evening a week to start from 4.00 pm – 7.00 pm.

Students can drop in at any of these times.

For further information ask tutors or contact the centre co-ordinator.

■
What arrangements do you make to provide effective tutorial support for students?

■
How effective is the training you provide for tutors?

■
How do you ensure that tutors are aware of the support services provided by the college?

■
How could you improve the ways in which tutors record the outcomes of tutorials?

■
How do you monitor the effectiveness of tutorial support?

■
How effective are your arrangements for contacting students who have missed classes?

■
What arrangements do you make to ensure basic skills tutors know what support is available for students, and can help them to access it?
■



Element 3: Progression

Progression guidance for students on part-time courses

In one college, all students on part-time courses are entitled to a guidance interview. The guidance interview is carried out by the course tutor or the head of student services. The interview is intended to be student-centred.

The student is given the opportunity to reflect upon his/her learning and to look at possible progression routes. As part of this process it is often necessary to look at other factors such as domestic circumstances, previous educational experience, and aspirations. With this in mind the college produced the following aide-memoire for use by tutors when interviewing students.

Example 1

Aide-memoire for interviewing students.



Basic Skills Quality Initiative

Example of completed progression interview form

Student Name: TW

Current Course: Learning to Learn

Tutor Name: GW

Date: 29 March – 1 April

1 BACKGROUND – education (including college), work, voluntary, trade union:

Have work experience: various – cash till/distribution/factory work, managed public house – skills include: team leader/management etc. Start in March – wanted to see 'how far I could push myself' – to build confidence.

2 QUALIFICATIONS:

Left school without qualifications, went to college to start 'O' level English but personal circumstances cut this short. Have experience of in-house training but there wasn't the opportunity for formal qualifications.

3 DOMESTIC CIRCUMSTANCES/HEALTH – e.g. family, financial, benefits:

Previous job was heavy work – reflected on dissatisfaction with work situation. Currently on income-support looking for part-time work. Have one son - age 11.

4 INTERESTS – community involvement, hobbies, social activities:

*Previously did voluntary work for RNIB.
Hobbies – gardening, reading and crosswords – feel these are ways of being creative and exercising brain.*

5 SELF-REFLECTION – what have they gained from college courses, and other experiences – have they implemented what they have learned?

Everything I have learned is important now – I have different avenues to explore: can ask questions, know how to seek out information; realise new opportunities, e.g. Computer, developed good groupwork skills.

6 ASPIRATIONS – educational, vocational, community, personal – how do future courses fit with aspirations?

Realise growing interest in learning a number of things: computing, sociology, psychology and history. Feel I'm developing a hunger for learning and enjoy groupwork.

7 RECOMMENDATIONS

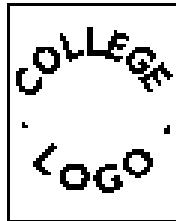
Keen to apply for a number of courses – sociology, psychology – long-term aim counselling work. Also interested in popular culture and IT.

Next course applied for – interview technique to help with job search.

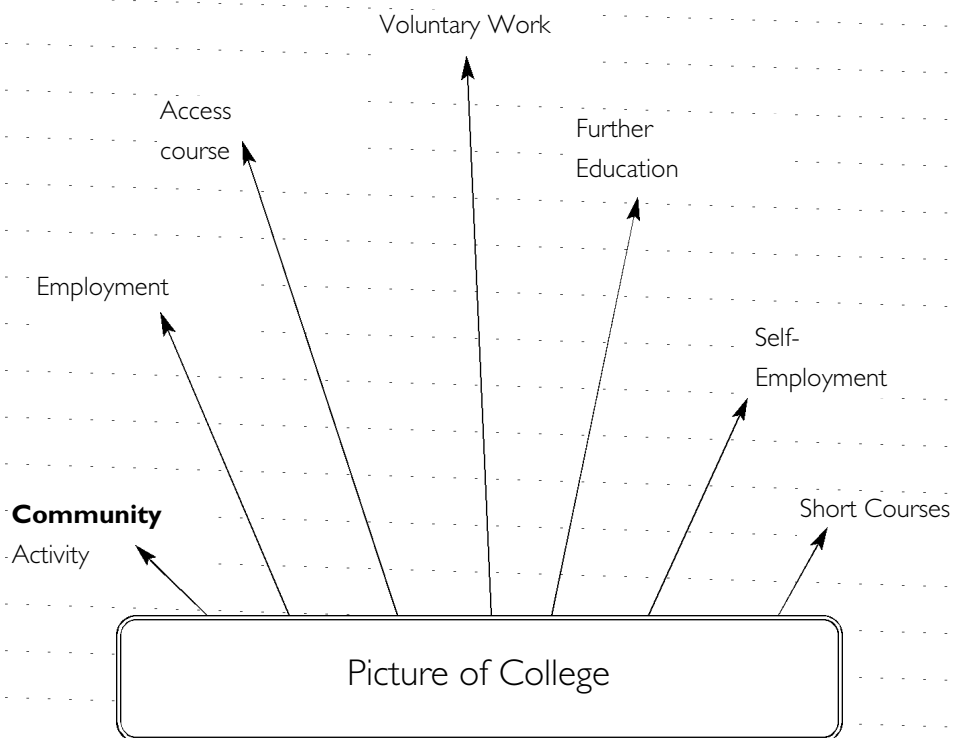


Example 2

In addition to the guidance provided by their tutor or student services, students also receive a 'Your Next Steps' guidance pack. The pack is intended to aid student progression. It does this through a combination of self-awareness exercises, diagrammatic representation of qualification pathways, and sources of further help and advice. It is intended to be welcoming and simple to read. It can be used either as a basis for group exercises in class or for individual students to work on at their own pace.



YOUR NEXT STEPS



A guidance pack for _____ College students



Example 3

The same college uses the following review forms:

Introduction

We hope that you enjoyed your time studying at the college. The purpose of this pack is to help you to think about what you might want to do after you have finished this course. Your course tutor will be able to help you to think about your next steps. However, if you require more in depth help then please:

- (1) call into Student Services (located just off the reception foyer in the main building)
- (2) ring _____ in Student Services on _____. *It doesn't matter if you have completed your course by this stage.*
- (3) contact the Adult Guidance Service that is closest to your home (see list in pack).

This pack includes the following:

- **your achievements**
- **your interests/skills profile**
- **reasons for studying/learning**
- **progression routes**
- **individual action plan**
- **adult guidance services.**

Your Achievements

Many people have difficulty in recognising their achievements. In this exercise you should list three things of which you are proud, and then think about what this tells you about yourself. You may be proud of raising a family, you may also be proud of turning up for your first course at the college.

My achievements:

What this says about me:

For example

I arrived successfully at College

I am prepared to take risks

(1)	➔
.....	➔
.....	➔
(2)	➔
.....	➔
.....	➔
(3)	➔
.....	➔
.....	➔

Example 3 (continued)

Individual Progression Action Plan.



Basic Skills Quality Initiative

During the course I have learnt the following about myself:

(1)

(2)

My aim is to:

.....

In order to achieve this I will need to take the following steps:

(1)

(2)

NAME: (block capitals).....

Example 4

In one college all the guidance and welfare support software is available on the college's network. This means that students can gain access to it any time between the hours of 9.00 am and 10.00 pm. The software is grouped together and can be accessed easily by clicking on the Student Services icon.



The following software is located within the Student Services window:

- Adult Directions is a computerised interest guide which helps students to generate job ideas
- UK Course Discover (ECCTIS+) helps students to search for the course that is most appropriate for them
- Funderfinder is a guide to sources of possible funding for students
- KeyClips is a database of occupational information
- LIS is a hotlink to the Learning Information Service website and contains local information on educational and training courses, childcare provision, benefits and job vacancies
- Adult Directions, ECCTIS and the LIS Website all have search facilities specifically for students with few or no qualifications. Both Funderfinder and KeyClips are suitable for people from a wide range of educational backgrounds.

Example 5



Basic Skills Quality Initiative

In another college, basic skills tutors are encouraged to work with students to think about their progression from the start of their programme. Students are given a booklet entitled 'Moving On' at an early stage of their programme. This is then referred to at regular reviews. Excerpts from this booklet are reproduced below.

Basic skills tutors also receive training in working with their students towards moving on from the basic skills programme.



Example 5 (continued)

MOVING ON

When you have finished your ABE course you may want to:

- use your new skills in your daily life
- sign up for a different course
- start a leisure activity
- do voluntary work.

Use this booklet from the start of your ABE programme to think about what you would like to do next.

1

OPPORTUNITIES IN COLLEGES

Other Basic Skills or Return to Work Courses.

For information

Consult your course organiser or the Helpline.

Vocational courses

There are numerous courses available at this College and other colleges, e.g. Caring, Construction, Catering, Business Administration, Computing, Engineering.

For information

Ask at the college Helpline.

2

VOLUNTARY OPPORTUNITIES/ COMMUNITY ACTIVITIES

There are many opportunities to do voluntary work which can be very stimulating for the volunteer.

It would be impossible to provide a full list but try the following.

For information

Ask at:

- your local church
- the library
- the Citizens Advice Bureau
- the Council for Voluntary Service
- the Council Offices.

If you are interested in a particular area of voluntary work, e.g. in a hospital, visit them and ask directly about opportunities.

3

LEISURE OPPORTUNITIES

Take up a sport

Join a club

Learn to play a sport (e.g. badminton) in a leisure class and then join a club

Join a gym

For information

Ask at local sports centres or swimming pools

Look for leaflets in the library

Look in the Yellow Pages

Look for advertisements in your local paper

Ask at the Citizens Advice Bureau (CAB).

4

Collecting Destinations Data



Destinations of learners after they have left a provider can be difficult to record as they are not always known at the time of leaving. In basic skills programmes learners may also leave unexpectedly and, despite follow-up letters, it is not easy to collect information on their destinations.

Example 1

One college uses a telephone survey to monitor the destination of students who attend short courses. These short courses covered a range of subjects including basic skills. The methods used, results and comments are included below:

Methods: The survey is carried out by telephone. Students are asked set questions which had been previously prepared in the form of a tracking questionnaire. The questionnaire includes enquiries of both a quantitative and a qualitative nature. A statistical and interpretative analysis of the data collected is undertaken.

Sample: The total number of student registrations on short courses was 937, involving 776 individuals. Some students attended more than one short course. Telephone calls were made to all the students who had attended short courses and those who were available over a period of 4 days were interviewed.

Practical issues relating to the survey: The telephone list in use was one year old and there were many telephone numbers that proved unobtainable. The ratio of responses to contact attempts was approximately 1 in 4. FEFC categories of student destinations were used. Many students fell into multiple categories; for example some students were balancing part-time study with part-time work and perhaps even some voluntary work.

Prompt Questions for Element 3



Basic Skills Quality Initiative

■
Are basic skills tutors in your institution aware of the progression opportunities for their students?

■
Are basic skills learners in your institution encouraged to plan for moving on from the basic skills programme?

■
Do basic skills learners have a review leading to an action plan at the end of a specified period of time, e.g. the end of a specific course or the guided learning hours for which they have enrolled?

■

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