

POLICY STATEMENT



STUDENT ENTITLEMENT POLICY

1. Operating Statement

In accordance with its mission and strategic plan, The College will act to identify, develop and provide high quality learning opportunities that address the specific needs of individuals through an inclusive approach to learning.

This policy aims to establish a framework which provides a caring and supportive learning environment in which individual students can achieve their potential within their chosen course. To this end, and in line with its commitment to equality of opportunity, The College offers a wide variety of support and curriculum delivery to provide for the personal and developmental needs of individual students.

In widening participation to include a greater diversity of students, The College will provide an effective learning framework and a range of learning support services that underpin and enhance every student's experience at all stages of the learning process:

- on entry
- on programme
- on achievement and progression

2. Implementation Strategy

2.1 On Entry

Independent Central Admissions and Customer Enquiry Centre services provide unbiased information, advice and guidance and initial applicant screening enabling curriculum managers to recruit suitable students with integrity. Central Admissions and the Customer Enquiry Centre offer the following services and facilities:

- Comprehensive printed course information
- A quick response to course enquiries by mail, telephone, fax, internet, minicom and in person.
- A range of open evenings, taster days, student-shadowing opportunities for school leavers and adult students.
- An educational and careers guidance service accredited by the Guidance Accreditation Board that provides impartial advice on course choice and career direction through a face to face preliminary interview or by telephone.
- An overseas advice service for applicants from outside the UK
- A summertime helpdesk to assist late applicants with course choices.

- Information on the financial support available through The College and other sources, fee remission, travel, childcare and accommodation.
- Procedures for the identification of additional support needs of students with significant learning difficulties and disabilities including pre-entry guidance and attendance by Learning Support staff at course interviews.
- An accommodation service for full-time and international students.

2.2 On programme

To encourage students to take responsibility for their own learning and to support the learning process, The College will:

- Provide all students with an induction programme that introduces the students to their courses and the facilities available to them ensuring as smooth a transition into college life as possible.
- Discuss with all students The College's Student Agreement and obtain the student's adherence to the principles of this Agreement.
- Identify the need for additional learning support for full-time students through an initial screening assessment which includes numeracy and literacy.
- Offer appropriate additional support on an individual or group basis in class or a Study Advice Centre which is negotiated between course teams and students.
- Identify and provide appropriate support for students with dyslexia or other learning difficulties and/or disabilities through the Learning Support Team or other specialist staff.
- Provide special equipment and enabling technology along with training for students in their use.
- Provide all students with a programme of tutorial support appropriate to their needs and the demands of their course. All full-time students, and students studying substantial part-time hours, will have the support of a personal tutor.
- Offer a range of teaching and learning strategies to address individual learning needs.
- Address students' individual needs through the regular evaluation of progress, target setting and action planning.
- Provide all students with an annual schedule of assessment and assignment activities which distributes the workload throughout the year.
- Ensure all assessed work is marked within agreed timescales and that work contains tutor feedback which allows student improvement and progression.

- Provide at least two written reports and two parents' evenings annually for the parents of all full-time and substantial part-time 16-19 year old students.
- Support students to develop their Key and Basic Skills to a level that is appropriate to their needs and aspirations in line with the College Key and Basic Skills Policy.
- Expect all 16-18 students who have not achieved grade A*-C English, Maths or ICT to take programmes which lead to formal acquisition of the GCSE or appropriate level of Key Skill. Students on advanced programmes will be supported to achieve at least one accredited unit at level 3.
- Provide enrichment activities that give all full-time students the opportunity for personal development in areas outside their main subject.
- Enable students to maximise the opportunities available to them in College through enrichment activities arranged by the Student Liaison Team and the Students' Union.
- Provide Learning Resource Centres (LRCs) that are proactive in identifying and satisfying the needs of both staff and students. LRCs offer a wide variety of printed and electronic resources relating to the College curriculum and produce guidance leaflets on subject and search skills both in hard copy and on-line format and on both the intranet and the Virtual Learning Environment (VLE).
- Provide trained Learning Resource staff able to give guidance and specialist support directly related to the student's specific course needs.
- Provide networked computers to allow students access to shared resources including standard College software packages, internet, intranet and college Virtual learning Environments (VLEs).
- Provide computer facilities in 'drop-in' College open access IT centres.
- Provide access to new technologies to support blended learning activity, self-study as well as traditional delivery.
- Provide support in the open access IT centres for students using our IT systems.
- Provide ongoing counselling support by professionally qualified counselling staff.
- Provide information and advice on welfare and financial matters, and on the assessment of need for the distribution of Learner Support funding.
- Provide specific support for international students through dedicated guidance and welfare staff.
- Provide careers and educational guidance for individuals and tutor groups to inform students' decision making and choice of progression routes. This will involve personal tutors, subject tutors, the College Careers Co-ordinator and Connexions staff.
- Provide an information, advice and guidance service for students applying to higher education institutions.

- Provide first aid cover at all times when The College is open.
- Provide childcare facilities at both main sites staffed by qualified childcare staff. Financial support for childcare is available through the Learner Support Fund.
- Provide cafeteria facilities on the main sites and at other designated centres. Facilities for beverages and snacks are available at all sites.
- Ensure that access to buildings, mobility support and adapted environments is planned and provided, wherever possible, for both staff and students.

2.3 On Achievement and Progression

Students completing a programme of study at The College are entitled to expect:

- That they will have had access to relevant internally and externally validated assessments and that their attainments and achievements, will have been systematically recorded.
- That targets in the action plans negotiated with students at the outset and during their programmes have been achieved.
- That they will have been prepared for, and understand the importance of, continuing learning throughout life within a range of suitable environments including HE and FE.
- That transition skills (CVs, application, jobsearch etc) included in careers education programmes have been acquired and that students have the optimum information and awareness of progression opportunities both for employment and Higher Education.
- To have opportunities available through the Helpdesk to access careers information and guidance during the summer vacation and particularly when examination results are known.
- That interviews are available with College Careers Guidance and Connexions staff.
- That their views, opinions and experiences of The College and of their programmes of study have been sought, recorded and acted upon.

3. Monitoring and Evaluation of Services

All curriculum areas and support services are subject to review and evaluation on a continuous basis through the Self Assessment process. In addition Teaching Academies are subject to course audit by the College Development and Support Team (DST) reporting to Academy Boards of Study and the College Quality Board.

Support Services, reporting to College Executive members, report to the College Academic Board or one of its sub-committees. These processes incorporate comprehensive customer feedback through the Student Perception of College (SPOC)

analysis, Academy Fora, work-based and employer feedback, Student Councils and the annual Student Feedback Conference.

Senior management review resource levels at regular intervals through the business planning process and through self assessment reports and development plans to ensure adequate resources are maintained or allocated.

4. College Policies and Operating Statements

The following policies, operating statements and quality standards underpin this student entitlement at The Bournemouth and Poole College.

- The College Development Plan
- The College Mission Statement
- The College Charter
- The Student Agreement
- The College Apprenticeship and Work Based Learner Agreements
- The College Equality and Diversity Policy
- The College Quality Statement and Quality Handbook
- The College Disability Statement
- The Raising Standards Strategy
- The College Full Time Admissions Policy, Procedures and Standards
- The College Tutorial Policy
- The College Induction Policy and Quality Standards
- The College Policy on Careers Education and Guidance
- The College Skills for Life Policy
- The College Health and Safety Policy
- The College Enrichment Policy
- The College Student Support Operating Statement
- The College Information Advice and Guidance Operating Statement
- The College Childcare Operating Statement
- The College ILT Policy
- The College Child Protection Policy
- The College Student Disciplinary & Referral Procedure
- The College Compliments, Comments and Complaints Procedure

Signed

Date November 2006

Designation: Chair of the Academic Board

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This policy is to be reviewed by the Senior Management Team and the Academic Board by October 2008.