

## Learner Recruitment and selection policy

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### 1 Introduction

This policy concerns Step into Learning's responsibility to:

- 1.0 identify learning needs and learning support needs
- 1.1 ensure that learners are appropriately placed on courses
- 1.2 optimise learner achievement, ethos & aims
- 1.3 The organisation recognises that learner recruitment and selection procedures should be as welcoming and uncomplicated as possible. As such, they must be sensitive to the varied backgrounds and needs of our learners.
- 1.4 Learner recruitment and selection procedures should facilitate learners taking responsibility for their own learning.
- 1.5 Learner recruitment and selection procedures and practices reflect our Mission Statement, Values.
- 1.6 All staff involved in initial assessment will be properly qualified and skilled and have the relevant up-to-date knowledge.

## 2 Scope

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

## 3 Policy Statement

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

3.2. Step into Learning will provide a consistently high quality of course information however it is delivered e.g. from website, via telephone or mail drop or social media.

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

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

3.5. For courses which require learners to have a current DBS check, the organisation will support the learner in attaining this, however costs will not be covered by Step into Learning.

3.6. All relevant staff will ensure that all learners [ depending on the level] will receive a pre-course interview and \ or assessment before being allocated a course.

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

3.8. The Head of Centre will ensure that the outcomes of learners' individual skills assessment and induction will be documented in way that is transparent.

3.9. The Head of Centre will ensure that information from initial assessment is incorporated in an individual and group learning plan.

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

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



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

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

3.14 Learner recruitment and selection procedures will be regularly reviewed by The Head of Centre in the light of attendance, retention and achievement data, learner and tutor feedback and lesson observations. Reports will be monitored by the Executive Director and Board of Trustees.

3.15 The Head of Centre will closely monitor tutor's implementation of the ILP and RARPA processes.

3.16 The Head of Centre will identify the training needs of their teams and either cover the topic during the team meetings or communicate these needs to the Executive Director to arrange external training.

3.17 Learners are actively encouraged to declare any neurodiverse or learning needs, this will help staff reasonably adjust all materials to ensure progression and equitable accessibility. Declaration of any learning needs or support should occur within the first 42 days on enrolment. Learners and staff must abide by AO and DFE requirements in declaration of needs, especially if it is to impact on any form of assessment and/or examination.

•3.17 The Board of Trustees will monitor the implementation of this policy.