



Learner Satisfaction Strategy Policy

Policy Ref: TMP33v2

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

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Signed

Date July 2020

Reviewed By Martin Heaton
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Signed

Date July 2020

Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM
v2	July 2020	General procedural review, references updated, formatting changes	JM

Date of Next Review: July 2021

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Scope

TMP College is committed to gathering and analysing learner feedback and taking actions where appropriate to ensure high levels of learner satisfaction throughout their entire experience with us. In order to assess this we offer a number of learner evaluation systems, the results are then fed into the TMP College annual Self-Assessment Reports and Quality Improvement Plans each academic year.

Monitoring and Impact Measurement

The effectiveness of our provision will be monitored regularly by the Senior Management Team and will be subject to annual review by the Board and updated or amended accordingly. The effectiveness of this policy will be measured by improvements in retention, achievement and satisfaction through KPIs and through the methods stated above to ensure the following :

- Ensure that all learners have an individual learning plan where appropriate.
- Ensure that all learners receive an effective induction programme within the first week of the start of their programme.
- Post-induction, ensure that all learners receive one-to one reviews as appropriate to their programme and are aware of their options beyond it.
- Ensure that all learners receive relevant information advice and guidance to improve skills, knowledge competencies, qualifications and personal attributes to be desirable to future employers.
- Provide a broad enrichment programme of extra-curricular activities to be available to all learners.
- Provide opportunities for additional support in achievement of chosen pathway and enhance literacy, numeracy and ESOL.
- Provide all learners on full time programmes with an appropriately timed written report on progress.
- Provide IT resources to support learning.
- To provide an effective learner welfare service.
- Provide learners with a handbook during induction.
- Ensure that we provide alternative assessment methods where appropriate
- Engage with parents and carers (for minors or vulnerable adults) to ensure the curriculum is appropriate and suitable for the learner and address any issues promptly.
- Engage with employers on the learner's behalf to ensure the learner journey is consistent within industry needs and expectations.
- To Safeguard learners and promote British values to all employees and learners.

- To have positive impact on the learner through high levels of quality of teaching, learning and assessment and those developing good vocational skills, team working, problem - solving skills, English and Maths.

Methods to be used to gather and action feedback will include but will not be limited to:

These methods include:

- Focus Groups
- Learner Representative System
- Unit Evaluation
- Learner Online Survey

Focus Groups

These sessions are held during each term with staff and learners to gain feedback from the overall tutor group on any issues or suggestions they may have for the current term or moving forward academically or personally.

Learner Representative System

A learner rep from each course is elected by the learners in October of the academic year. The learner rep is then responsible for meeting initially with the learners and then at regular intervals throughout the year. If any learner has an issue to raise between these dates they can approach the learner rep to put something forward for the group. The learner rep will attend meetings with the tutor and with the leadership team regarding feedback and any necessary actions to consider.

Unit Evaluation Survey

At the end of each unit on each individual course, learners are given the opportunity to complete a short survey and feedback on how they found the contents of the unit and what they feel they have learned.

Online Learner Surveys

Online surveys which remain anonymous are completed at key points in the year, the initial survey focuses on reviewing IAG, induction, enrolment and first experiences at TMP, the second survey focusing on teaching, learning, assessment and support and the final survey to focus on overall satisfaction with the course and progression.