



COMFORT, COMFORT MY PEOPLE INITIATIVE - [ISAIAH 40:1 - 11]

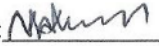
NO
STORY
SHOULD
END
TOO
SOON



DON'T LOSE HOPE - JESUS CARES

COMFORT COMFORT MY PEOPLE

Learner Support Policy

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PURPOSE

This document will provide guidelines for the staff of **COMFORT COMFORT MY PEOPLE** in dealing with and offering Career and general learner guidance to learners on any of their programmes

SCOPE

This section covers issues of exposure of learners to opportunities available for them, both within the organisation and externally. Opportunities within would include proper and well- managed induction of learners into programmes, information resources, counselling/ guidance and advisors, and pre- exit guidance. Those external to the organisation will include workplace (with host employers) mentorship programmes and after- care.

PROCEDURE

5.2.b. (1) Gathering of information about the learner's strengths, weaknesses, aspirations, and learning gaps. Information will be gathered from all relevant sources such as the learner and those who have worked with the learning in the past.

5.2.b. (2) **COMFORT COMFORT MY PEOPLE** will see to it that learners have access to services that they may require for the enhancement of their competence in their field/ area of study and achievement of their goals. Services include RPL, mentorship, and enrolment to programmes they require and after- care.

5.2.b. (3) Induction

A general induction exercise to both programmes offered and to the organisation and its procedures as a whole will be carried out in order to make learners familiar with their environment and feel comfortable within it.

5.2.b. (4) **COMFORT COMFORT MY PEOPLE** will come up with Action Plans as per requirements for various contexts. We will make sure that those who work with or sub- contract from us will comply with what has been set out and meet our requirements.

5.2.b. (5) Reviews and guidance

Learner progress reviews will be conducted regularly to gather evidence of performance acquired competencies. This information will then be communicated to staff and management in order for them to further evaluate the effectiveness of current training methods. Learners will also have an opportunity to review their own progress through analysing their personal study calendars and plans while undertaking their programmes. Appropriate action will then be taken based on the outcome of the review process, and support offered to learners accordingly. Learners will, also, receive support towards the end, of their programmes (after-care).



Needs analysis and formal evaluation of learners

Evaluating the learner's special needs and conducting a needs analysis is critical in understanding how to assist the learner with support and guidance and possible modification to the delivery of the learning process.

Requirement: The occupational therapist / Local Social Worker in conjunction with the training provider and if appropriate, the workplace, will conduct a needs analysis and formal evaluation of learners with special needs and disabilities.

Evidence requirement: Records of the needs analysis and the reports on each of the learners needs to be available at any of the quality assurance activities, monitoring, verification or a visit to evaluate the special needs delivery of learning.

The following kinds of support will be offered:

- 1) **Support Material:** literature and a list of web- sites useful for the programmes enrolled for.
- 2) **Translation Support:** for those who do not understand English as a medium of instruction.
- 3) **Impaired Learner Support:** for those whose disabilities require specialised medium of instruction
- 4) **Learner counselling:** Counselling of learners who have problems that hinder their progress.

