

Skills Development Policy

Additional Learning Support

Initial diagnostic assessment for all students prior to induction provides information for the Academic staff and forms the basis of personalised additional learning support.

The Academic staff supplement this profile with the student's language strengths and weaknesses after an initial needs analysis as part of an individual tutorial session. Analysis of the results helps to broaden teachers' awareness of the additional support needs of each learner. This information also provides a foundation for individual learning plans.

Additional learning support can include:

- study skills
- research skills
- presentation skills
- essay writing skills
- exam skills.

Once an additional support need is identified, the teacher will work with the Academic Manager and the student to incorporate the required support into the student's classes.

Transferable Skills Development

Teachers encourage students as far as possible to develop the key transferable skills of literacy and IT.

Opportunities to develop and refine literacy skills are provided through:

- reading and note-taking exercises;
- essay / extended writing practices;
- discussion and oral presentations;
- one-to-one discussions or small group exercises;

In classes, students are expected to talk to each other and to the teachers only in English.

Particular emphasis is placed on careful correction and self-correction of assessed work to help learners improve their mastery of spelling and essential grammar.

Opportunities to develop ICT skills are provided through:

- use of e-learning platforms;
- independent research using online materials;
- requirements to submit some work typed or by email;
- class presentations using Powerpoint;
- use of data response questions.

The School also focuses on developing the 'soft skills' such as group working, time management and inter-personal skills.

Strategies for Inclusion – Uses of Assistive Technologies

The Leeds School of English is committed to supporting any learner admitted with a disability and/or learning support needed.

To ensure that a learner with any of these needs is adequately supported the School makes reasonable adjustments including the use of assistive technologies, including:

- communication devices
- electronic note-makers
- scanning and magnification aids
- keyboard and mouse options
- recording devices

Careers Education, Information, Advice and Guidance

The School acknowledges that each learner may need individual support in developing a career plan/ applying for a Further Education or Higher Education programme.

The Leeds School of English believes that each learner has an entitlement to support in developing career management skills.

The School's strategy is based on support for careers information, advice and guidance from teachers during tutorial sessions, or from the Academic Manager or Student Services Officer during ad-hoc meetings or Q&A sessions.