

Adult Community Learning

Course Delivery

Tutor Handbook 2022-2023

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1. Coronavirus (Covid-19) -Advice

Although restrictions have been lifted, we all play a role in keeping our workplace safe and looking out for each other, especially colleagues who are at risk of serious illness from Covid-19.

If you feel unwell and have flu-like or Covid-19 symptoms and a high temperature, please stay at home if you can and avoid close contact with others until you no longer have a high temperature (if you had one) or until you no longer feel unwell. Try to work from home if you can. If you are unable to work from home, talk to your line manager about the options available to you.

2. Adult Community Learning Courses

We offer a variety of courses for different levels of ability online and at our various centres and in the borough. Our courses are focused on improving the employment skills and life chances of residents to help familiarise yourself with the range of courses on offer each term to share your learners [Click here for more information about our courses](#)

3. Enrolling learners to courses

Learners are now encouraged to apply online to join a course, where applications are reviewed by LHOs and approved by tutors and/or team leaders. If it is an enquiry and if it is decided that they should apply to join the course, the enquiry must be approved (by the tutor/team leaders) and an automated email is sent to the learner to make a full application to the course.

Where an enrolment form is used, new learners must complete a green form and continuing learners a supplementary blue form, signed by both learner and tutor. Tutors must ensure that these are fully and correctly completed, including:

- Residency status
- Employment status
- Any benefits claimed
- Prior attainment

Proof must be provided by the learner and its description noted on the enrolment form in the following situations.

- Learner is in paid employment and earning less than the London Living Wage (currently £21,547) - wage slips for the last three months or contract of employment. This applies to any course potentially leading to a qualification but does not apply to English and Maths and Essential Digital Skills (up to L1).
- Learner is not a UK/EEA national or has no right of abode in the UK and has been in the UK and/or EEA (with pre-settled/settled) for less than three years - Proof of residency status, for example biometric residency permit and home office letter.
- Proof of ID, where possible, for unique learner number generation purposes.

If proof cannot be produced in a face-to-face situation, the learner can provide evidence using Zoom or Teams on a 1:1 basis. The learner should not email it to you – for data security reasons. If this is not possible, then we may have to rely on learner self-declaration until the situation allows.

Non-compliance will affect the Service's to claim full funding for the relevant learning aims.

If in any doubt, please consult with the MIS manager Ying Chan ying.chan@islington.gov.uk

4. Closing courses with Low enrolment numbers

Islington Adult Community Learning reserves the right to cancel, combine or reschedule courses and/or to make changes to details advertised including costs, location and dates. Islington Adult Community Learning reserves the right to only run a course if enrolment has reached the minimum numbers required, subject to funding availability. More information is available at the end of this document.

5. Course Induction

All Tutors must give an induction at the start of each course. Induction must cover access to Moodle Adult Community Learning Virtual Learning Environment, Dignity for All (Council Policy); Health and Safety, Safeguarding, including e-safety, Complaints Procedure, Punctuality and Attendance to online courses, Information Advice Guidance and Progression opportunities. For online only courses induction must include online delivery rules.

For courses delivered at partner venues, the induction must also cover the venue facilities, including Health and Safety. The internal learning centres have a generic Induction PowerPoint which should be used in conjunction with any other course presentations you may use.

Tutors have access to policies and relevant information which is located on your individual Moodle course page [click here to access ACL Gateway](#)

6. Registers

On-line registers are available for you to use at the start of the course. Registers must be completed at the start of each timetabled lesson/session and learners' attendance must be marked at the point of arrival, recording lateness and number of minutes late in the comments tab. Registers are legal documents must be completed on time. Repeated failure to complete registers on time will followed up by council disciplinary procedures.

If the tutor is unable to complete their lesson/session register, they must immediately inform their line manager the register has not been completed and why they were not able to complete the register.

The register keys used for face to face and online are as follows:

Key	Comments
P(present)	Face to face delivery
V(virtual)	Used for distance learning/online
X	Not attended
A(authorised)	Notified absence, but still counted as non-attendance.
L(late)	The number of minutes late should be recorded in the 'Comments' tab within the MIS system and be in intervals of 5 minutes.
S(sick)	Notified absence, but still counted as non-attendance
N(not required)	Should be used in situations such as if: <ul style="list-style-type: none">• a learner's first session of attendance is later than the original course's start date.• a session is cancelled• the learner's planned final session of attendance is before the course's last session.

When the course has ended, the tutor must fully complete the register within 24hrs after the end of the course and that the 'end of course form' is completed and forwarded onto Learner Hub Officers to process.

7. Punctuality and Attendance on Courses (Learners)

Inform learners that they must make every effort to participate in/ attend their course regularly and on time. They must inform you if they are going to be late or are not able to attend.

If learner numbers are low, the course will have to be cancelled or postponed. It is the responsibility of the tutor to inform the Team Leader if a learner or learners do not attend and if the number of learners in the class is low.

Regular attendance and punctuality are important for learners to successfully achieve and complete their course. Three successive absences will mean the learner is withdrawn from a course.

Repeated non-attendance or lateness may lead to a learner not being admitted to future courses.

8. Drop-In and Employment Support Sessions

Learners can participate/drop into these open and friendly sessions for support with writing their CV, filling in application forms and getting help with how to search and apply for jobs effectively. They can also get support with their studies. Learners can also find out more about the courses we offer and get information about which course would best suit their needs. For more information contact [Mariantha Fomenky](mailto:Mariantha.Fomenky@islington.gov.uk)
Mariantha.Fomenky@islington.gov.uk

As part of their course, we help learners to explore opportunities for further training and education, or how to move into paid or voluntary work. This is done in conjunction with i-work advisors and Adult Community Learning, Information Advice Guidance Advisors. As a tutor you are responsible for informing learners throughout the course of the services that we provide and the help and assistance that learners can get. Contact person: Alison Moore
Alison.moore@islington.gov.uk

9. Working in in Outreach Venues

When working in outreach venues it is important to have all relevant information to hand such as the main contact person. A tutor induction must be completed before you start the course covering Health and Safety arrangements and relevant contacts within the outreach venue. A copy of this document should be kept in your course folder.

Absence

Note that in the event of sickness you must inform your line manager within at least 2 hours of your normal start time to provide:

- The reason for absence
- The expected duration of your absence and when you currently expect to return to normal duties, details of how you can be contacted and to briefly advise your manager of any appointments that are due or work which needs to be done in your absence.

Registers

If agreed to be used beforehand, all enrolment forms should be passed on to a Learning Hub Officer (LHO), at 222 Upper Street. The LHO will enrol the learners online and the tutor will then need to subsequently update the register using a 'N' or 'Ns' if the learner's first session of attendance is later than the original course's start date.

10. Initial Assessments

English, Maths and ESOL initial assessments are completed by learners with a tutor who specialises in these areas. This is done before entry to any Adult Community Learning course within these curriculums. All tutors should still complete a diagnostic assessment with learners which informs the group profile and identifies any individual learner support needs. If a learner has been identified as requiring support before starting the course and this will be communicated to you by a relevant member of staff.

For further information regarding Initial Assessment please see policy guidance Enrolment and Assessment

11. Course Delivery

Council Staff ID

Must obtain an Islington ID badge and wear this whilst delivering Adult Community Learning courses. Speak to your line manager at your induction for details of how to do this.

Online Delivery

For online delivery ACL uses two video conferencing platforms, MS Teams and Islington Corporate Zoom licences. Tutors are required to follow the Islington Digital Skills policy when using Zoom. Before using Zoom, the tutor must attend mandatory Zoom moderator training.

Use of Zoom as a moderator is only permitted on a council-managed laptop using Global Protect. Co-hosts should also use a laptop this does not have to be council laptop. Moderating or co-hosting using a smartphone or tablet is not acceptable.

Tutor/staff must not record lessons or resources using Zoom. Zoom can only be used to record City & Guilds Speaking and Listening exams. These must be registered on the Zoom meeting the reason for recording. All recording must be deleted after 30 days as per DPIA.

Working from Abroad

During the exceptional circumstances that we find ourselves in, Islington Council has adopted a number of flexible approaches to working which includes considering applications to work remotely from abroad.

Please speak to your line manager to discuss your request, you will need to discuss with them your reasons for wanting to work from abroad, the length of time you need this arrangement to be in place and agree the work that you will undertake whilst abroad. You and your manager will need to consider the country you will be working from; the data and work you will do; the system(s) that you will access; the equipment that's required and; the reason(s) for your request.

If your manager supports your request, you will need to submit a request via ICT HelpMe and complete the risk assessment. Your Information Asset Owner (IAO) (Head of Service or Service Director) will approve or reject your request based on the information risks associated with your request.

Requests to work abroad will only be approved for a maximum of 6 weeks, where an employee wishes to exceed this, it must have written approval from the IAO. Any variation to normal working arrangements will need to be confirmed in writing with a copy of the letter sent to HR to be included on the employee's file.

Course Files

Course files must be kept up to date on the VLE [click here to access ACL Gateway](#) Course content list can be found at the end of this document.

Recognising and Recording Progress and Achievement

Non-accredited courses need to follow the RARPA process. Tutors need to ensure that their course file contains documents as listed in the RARPA moderation checklist. The RARPA policy can be found on [click here to access ACL Gateway](#). All non-accredited courses are subject to the termly RARPA moderations to monitor quality and consistency.


Accredited Courses

All courses must follow all aspects of the awarding bodies accreditation criteria, relevant documentation can be found on [click here to access ACL Gateway](#) If portfolios are used as a means of assessment they must be handed in at the ACL Head Office by the agreed date.

Individual Learning Plans

You must work with your learners to agree an Individual Learning Plan. This will help you identify what it is they want to learn and keep track of their goals, progress, and achievements throughout the course. Individual Learning Plan pro-forma is available on the Moodle [click here to access ACL Gateway](#) and from your Team Leader

GLA London Learner Survey

GLA London Learner Learning Survey is part of the GLA;s conditions of funding. Learners are required to complete the GLA learning survey within three weeks of starting their course. All learners will be emailed an invite, including their 'LearnerRefNo', to take part in the survey. Tutors need to encourage all their learners to take part in the survey, e.g. during induction or setting aside a 15-20 mins. period during one of the first sessions. If the learner require their 'LearnerRefNo', you can find it by clicking on  next to the learner record on your LTrack register, otherwise the learner can leave this blank when asked for on the online survey.

It is expected that all learners complete the survey online, especially since it is translated in 10 languages, and paper questionnaires should only be used in exceptional circumstances.

See link for further details on the survey - <https://londonlearnersurvey.co.uk/provider/>

Mid/End term Course Reviews

You must carry out course reviews with your learners. These can be mid and/or end of term depending on the length of the course. You must also speak to each of your learners about their options for progression before they finish their current course. Course review pro-forma is available from your Team Leader or [click here to access Moodle](#)

End of Course learner Feedback

QDP end of course survey will be sent out direct to learners to complete online. Learning hub Officers will contact learners who have not responded to the survey and remind learners to complete the survey. If the learners are unable to complete the survey Learning Hub Officer will complete their feedback evaluation over the phone.

Tutor Course Evaluation

Tutors are also required to complete a course evaluation form at the end of each course, summarising learner feedback. MIS manager will forward prepopulated tutor course evaluation forms for the tutor to complete. Completed tutor evaluation must be sent to the Team Leader.

12. Tutor Resources and Learning Materials

Tutors are required to upload resource and learning materials onto Adult Community Learning VLE [click here to access Moodle](#)

13. Confidentiality

Any information that learners provide us with will be treated as strictly confidential. However, we reserve the right to share or disclose information if we feel that they, another learner, or member of staff is at risk. We will discuss this with them first before sharing the information.

We use anonymised data for statistical reports to ensure that we are reaching people of all backgrounds and age groups. Advise learners that they can discuss this with the MIS Manager if they have any concerns.

Tutors need to be aware that stored data can be viewed by others. However, files can be password protected. It is beneficial if you stored your files on One Drive, otherwise an encrypted USB memory stick. For more information please refer to the online privacy notice - <https://www.islington.gov.uk/about-the-council/information-governance/data-protection/privacy-notice/islington-adult-community-learning-privacy-notice>

14. Comments and Suggestions

We want to ensure that we continually improve the services we provide. To help us to do this, we welcome any comments or suggestions that you or learners would like to make about any aspect of the learning venue and the service that we offer.

15. Adult Community Learning Policy on the distribution of software to learners

Under no circumstances should software that requires a license be distributed to learners whether it is personally owned, or council owned - this is in breach of copyright laws. Failure to comply with the laws may render the council, or its employees, liable to prosecution. Staff who fail to comply with the regulations may be subject to disciplinary proceedings under the Council's Staff Code of Conduct.

Further details of the Council's policies relating to the use of ICT equipment, can be found in the on Izzi, the council's intranet <http://izzi/me/staff-essentials/information-governance/data-security/Pages/default.aspx>

16. ICT Acceptable use policy

Whilst Adult Community Learning provides access to the Internet at its learning venues, it does not have control over the Internet or its content. As with other information sources, including television, videos and books, some material may be unsuitable and could be considered offensive.

It is not acceptable to access or transmit illegal, offensive or defamatory material; any of these actions will result in the individual's access being withdrawn.

Personal or private information should not be broadcast over the network.

We accept no liability for financial transactions carried out over the Internet.

Using Email

Do not send confidential, sensitive, or personal data via e-mail

Do not send anything illegal: example anything that is defamatory, copyrighted, or pornographic

Do not send abusive messages

Do not attempt to monitor, intercept read or tamper with anyone else's e-mail

17. Dignity for All (Equal Opportunities)

All staff and users of Adult Community Learning venues must comply with Islington's Dignity for All Policy.

This means that no person will be discriminated against on the grounds of their race, gender, sexuality, disability, culture, religion, age, colour, language, HIV status, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

Any discriminatory action, language, opinions, or assumptions, including harassment and victimisation will be challenged.

18. Health and Safety

Health and Safety is the responsibility of all council employees, awareness for themselves and their colleagues. Please make yourself aware of the relevant procedures and ensure that these are covered with your learners during induction and at each session if necessary. Please pay attention to any staff notices in the learning venues.

19. Safeguarding and the Prevent Duty

We want all learners and staff to feel safe in their learning environment, and if you have any concerns, speak to your line manager, and refer to Adult Community Learning Safeguarding and Prevent Policy.

Contact: aclsafeguarding@islington.gov.uk

To support our learners to feel connected to the community, Adult Community Learning expects tutors to embed Shared Values.

Teaching and learning support pupils to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. There exist multiple opportunities to discuss controversial issues and teachers are confident in creating a safe space for debate. Learners have a holistic understanding of how values can change over time.

20. Virtual Learning Environment - Moodle

All the documents mentioned in this booklet (and more) can be found on Moodle Virtual Learning Environment [click here to access ACL Gateway](#)

- Learner Handbook
- Tutor Handbook
- Learning Centre Induction PowerPoint's
- Course Content Checklist
- Recognising and Recording Progress and Achievement RARPA Checklist and Policy
- Templates for Scheme of work, Lesson Plans and Group Profiles
- Drop-In and Employment Support Sessions
- Punctuality and Attendance Policy
- Learning and Behaviour Policy
- Key Partnerships
- Safeguarding Poster
- Shared Values Poster (Prevent)
- Dignity for All
- Acceptable Use Policy
- Complaints Procedure
- Distribution of Software to Learners Policy
- Diary Dates
- Adult Community Learning Contact List

21. Useful Contacts

A full ACL contact list can be found on the ACL Gateway [click here to access ACL Gateway](#)
Central Office telephone number (G11, Town Hall) – 020 7527 5782

-Bola Adeneye - Learning Hub Officer ESOL &FL
Email: bola.adeneye@islington.gov.uk Tel: 020 7704 4500

-Antoinelle Branch - Learning Hub Officer DS/ VES
Email: antoinelle.branch@islington.gov.uk Tel: 020 7704 4500

-Estifanos Abebe - Learning Hub Officer English and maths
Email: estifanos.abebe@islington.gov.uk Tel: 020 7527 5083

-Tracey Armes - First Steps Learning Centre Manager: Tel: 020 7527 7002
Email: traceyarmes@isonline.org / tracey.arnes@islington.gov.uk

-Arsenal Red Zone Learning Centre Tel: 020 7704 4500
Emirates Stadium, 56 Benwell Road N7 7BA

Anna Stec - Family Learning and ESOL Team Leader
Email: anna.stec@islington.gov.uk

Anna Ward – English and Maths Team Leader
Email: anna.ward@islington.gov.uk

Juliet Bellagambi – Digital Skills Team Leader Tel: 07816 116639
Email: juliet.bellagambi@islington.gov.uk

Mariantha Fomenky - Vocational and Employability skills Team Leader
Email: Mariantha.fomenky@islington.gov.uk

John Healey- Lead Tutor
Email: john.healey@islington.gov.uk Tel: 020 7527 2668

Colin Gardiner – Lead Tutor
Email: colin.gardiner@islington.gov.uk Tel: 020 7527 5792

Akeel Ahmed – Assistant Director Community Learning and Libraries
Email: akeel.ahmed@islington.gov.uk Tel: 020 7527 3468

Ann Braithwaite - VES and DS Curriculum Manager
Email: ann.braithwaite@islington.gov.uk Tel: 020 7527 4156

David Coleman- Quality Manager/Safeguarding Officer
Email: david.coleman@islington.gov.uk Tel: 020 7527 3343
Email for safeguarding: aclsafeguarding@acl.gov.uk

Simon Fuller- English, ESOL FL and Maths Curriculum Manager
Email: simon.fuller@islington.gov.uk Tel: 020 7527 3405

Ying Chan- MIS Manager
Email: ying.chan@islington.gov.uk Tel: 020 7527 2654

Appendix 1

ACL Checklist for Tutor Course Folders (Aide Memoire)

The checklist below details documentation/information, which must be kept in your course folder. For online delivery, we have sections in every online Moodle course [click here to access ACL Gateway](#) where the information you would normally save in your course folder must be now be stored. If you have any questions regarding your Online Course Folder please contact either Sharon Hall or John Healey who will be able to assist you. All templates can be found in: [click here to access ACL Gateway](#)

Initial / Diagnostic Assessment of Learners	To be carried out before or at the beginning of the course by the tutor. Keep results in course folder. Outcomes must inform learner profile, SOW, LPs and individual ILP SMART learner goals.
Group Profile	Key learner information such as gender, language and learner support need together with strategies on how needs will be met. This document should be updated when learner circumstances change.
Evidence of Induction	Tutors to use the PowerPoint presentation induction. This can be found on ACL Gateway. Print, present to learners and keep in course file. Keep a list of learners that have completed induction, including late starters.
Register	<p>On-line registers are available for you to use at the start of the course. Registers must be completed at the start of each timetabled lesson/session and learners' attendance must be marked at the point of arrival, recording lateness and number of minutes late in the comments tab. Registers are legal documents must be completed on time. Repeated failure to complete registers on time will followed up by council disciplinary procedures.</p> <p>If the tutor is unable to complete their lesson/session register, they must immediately inform their line manager the register has not been completed and why they were not able to complete the register.</p>
Scheme of Work (SOW)	Need to contain SMART Aims & Objectives. Examples and templates can be found on ACL Gateway or ask the Team Leader or the Curriculum Manager for the template. Include links to employability, English, maths, personal and social skill development (wider skills)
Lesson Plans	Need to contain SMART Aims, Objectives, and outcomes for learners, including differentiated tasks. Outcomes may include wider skills. Examples and templates can be found on ACL Gateway or ask the Team Leader for the template.
Individual Learning Plans/ RARPA/assessment	Should be used in all courses to record and review SMART course and learner individual learning goals. Examples and templates can be found on ACL Gateway or ask the Team Leader or the Curriculum Manager for the template.
Resources	Keep in course folder and/or electronically. Ensure positive examples of diversity are used. You are required to upload all your resources on ACL Gateway in your 'Hand in' folder so you can share them with other tutors- please speak to your Team Leader who will advise you.

Progress tracking sheet or individual learner	To record the progress and learning of learners during the course and used as evidence of achievement for RARPA.
Learner's Work (kept separately in learners folders)	Learner folders/portfolios kept as evidence of RARPA or for the awarding body when the aim is external certification. To be presented at termly RARPA moderation meetings or as requested for Internal/External Verifier.
Course Reviews: Mid-Course and End of Course.	As minimum evidence of mid and end of course reviews should be available for all courses with comments from both learner and tutor. This may be part of learners ILP. Goals should be reviewed as required during the course and final achievement recorded at the end of the course.
Adult Community Learning Course Evaluation for Learners	QDP end of course survey will be sent out direct to learners to complete online. Learning hub Officers will contact learners who have not responded to the survey and remind learners to complete the survey. If the learners are unable to complete the survey Learning Hub Officer will complete their feedback evaluation over the phone
Adult Community Learning Course Evaluation for Tutors	Tutors are also required to complete a course evaluation form at the end of each course, summarising learner feedback. MIS manager will forward prepopulated tutor course evaluation forms for the tutor to complete. Completed tutor evaluation must be sent to the Team Leader. Tutor must record intended progress and destination in the register.
Signposting and Advice	Towards the end of the course learners should receive and Information Advice and Guidance session as part of the course, learners can also book a one to one IAG session with Alison.moore@islington.gov.uk Up to date information relevant to learners: ACL leaflets, CIC/Candi prospectus, IAG sessions, Support Services folder (kept in Learning Centres) and other organisations etc. Intended progress and destination must be recorded on register.

Our Data Entry Guidelines and Enrolment Procedure (Accredited Courses) and Enrolment form check requirements are available in Moodle [click here to access Moodle](#)

Appendix 2

Closing courses with low enrolment numbers

This policy refers to all timetabled courses delivered by Islington ACL apart from timetabled specific one to one support session, for example Dyslexic support, IAG sessions and Adult Learning support.

Islington Adult Community Learning reserves the right to cancel, combine or reschedule courses and/or to make changes to details advertised including costs, location and dates. Islington Adult Community Learning reserves the right to only run a course if enrolment has reached the minimum numbers required, subject to funding availability.

Adult Skills Budget Courses

Adult Skill Budget (ASB) course will be based on the number of learners needed to be enrolled to cover teaching and examination cost. This varies between curriculum areas and qualifications being delivered. The average break-even number is approximately 6 learners enrolled onto the course and need to be retained on the course, although this maybe more for course with lower funding rate.

If only 5 learners or below are enrolled on the course, the course does not run. If the course does not run sessional tutor will not be paid.

If after 2 weeks, due to nonstarters and dropouts the course falls to 5 learner or below the courses is closed tutors paid 2 weeks' notice.

An ASB course which started with the minimum number of learners enrolled will continue to run after three weeks, even if there are dropouts. If there is a pattern of poor retention with certain courses and/or tutors QM to arrange OTLA and feedback to be given to Curriculum Manager and Line Manager.

Recommendation to allow for dropouts and nonstarters, to achieve break even funding numbers on ASB courses. The curriculum area should aim to recruit at least 25% above the minimum enrolment numbers. For example, if 6 is the minimum number of learners that should be on the course, target recruit at the start of the course is 8 learners

Adult Community Learning

Adult Community Learning (ACL) minimum numbers to be enrolled on a course is 6 learners.

If only 5 learners or below are enrolled on the course, the course will not run. If the course does not run sessional tutor will not be paid.

Courses up to 5 weeks long. If enrolments on the course falls to 5 or below after 1 week the course will be closed and Sessional tutor will be paid 2 weeks' notice.

Courses 10 weeks or longer. If enrolments on the course falls to 5 or below after 2 weeks, the course will be closed and Sessional tutor will be paid 2 weeks' notice.

ACL courses which started with minimum of 6 will continue run after 3rd week, even if there are dropouts from the course.

If no learners have attended timetabled Drop-in sessions for the first three weeks, the session will be cancelled. Sessional tutor will be paid 2 weeks' notice and will attend the Drop-in session during this notice period.

On occasions it may be appropriate to continue with or start a course with low numbers. Curriculum managers need to submit a business case to Assistant Director or Quality Manager with a rationale as to why it is beneficial to service to continue to deliver a course with low enrolment numbers.

