

## Procedure for Management of Learning Agreements

### Objective:

This procedure ensures that Learning Agreements (LAs) are effectively managed to support students facing challenges in their academic journey. The agreements aim to facilitate **Personalized Learning Plans** tailored to students' individual needs and circumstances.

---

### 1. Eligibility for a Learning Agreement

A Learning Agreement can be initiated for students who meet one or more of the following conditions:

- a. **Contract for work-based learning**
  - b. **Documented learning disorders (e.g., dyslexia, ADHD)**
  - c. **Extenuating circumstances (mid- to long-term issues affecting attendance)**
  - d. **Student request for learning support**
  - e. **Low performance in exam sessions**
  - f. **Repeating the year or retaking failed exams (critical cases)**
- 

### 2. Responsibilities

- **Head of Department (HoD):**
  - Direct contact with students to initiate the LA process.
  - Organize initial and follow-up meetings with students.
  - Complete and monitor the LA.
  - Ensure regular communication with relevant academic staff involved in the student's learning plan.
- **Program Leader:**
  - Assist in defining the learning plan.
  - Support the HoD in coordinating the agreement where necessary.

- **Module Leader & Tutor:**

- Provide academic support based on the needs outlined in the LA.
  - Monitor student progress within specific modules.
- 

### **3. Steps for Managing a Learning Agreement**

#### **3.1. Initial Contact**

- i. The Head of Department initiates contact with the student to discuss potential eligibility for a Learning Agreement.
- ii. If eligibility is confirmed, a meeting is arranged with the student to discuss the details.

#### **3.2. Initial Meeting with the Student**

- **Purpose:**

- Understand the student's specific challenges and needs.
- Discuss potential interventions and support mechanisms.
- Outline steps for completing the LA.

- **Attendees:**

- Head of Department
- Student
- Other relevant academic staff (e.g., Program Leader, Module Leader)

- **Key Points Discussed:**

- Nature of the challenge (e.g., learning disorder, work-related, etc.)
- Impact on academic progress.
- Possible academic adjustments (e.g., rescheduled deadlines, exam support).
- Agreement goals, milestones, and timeframes.

#### **3.3. Developing the Learning Agreement**

- iii. The HoD drafts the Learning Agreement based on the initial meeting. It must include:
- **Student Information:** Name, program, year, relevant modules.
  - **Reason for Agreement:** Explanation of the specific challenge (from eligibility criteria).
  - **Support Plan:**
    - Adjustments to coursework or deadlines.
    - Exam support or special accommodations.
    - Involvement of tutors or additional learning support.
  - **Performance Monitoring:** Outline of how and when student performance will be reviewed.

The Head of Department drafts the Learning Agreement based on the specific type of request, with adjustments to support the student. Each type of request requires consideration of the following key points:

**a. Contract for Work-Based Learning:**

- The Learning Agreement must ensure that the student's clinical placement is in accordance with their work-based learning contract. The agreement guarantees the student's role and responsibilities during the clinical placement. It is compulsory for the student to meet all outlined obligations related to the placement.

**b. Documented Learning Disorders (e.g., Dyslexia, ADHD):**

- A request for compensatory mechanisms must be based on an official certification of the learning disorder. The Learning Agreement offers accommodations such as:
- These measures aim to ensure equitable assessment while recognizing the student's specific needs.

**c. Extenuating Circumstances (Mid- to Long-Term Issues Affecting Attendance):**

- The Learning Agreement follows guidelines outlined in the institution's **Extenuating Circumstances Policy** (refer to the relevant handbook chapter). The policy ensures that students facing significant attendance challenges are offered appropriate academic accommodations and adjustments to manage their workload.

**d. Student Request for Learning Support:**

- This agreement provides personalized learning support upon the student's request. It may include additional academic guidance, tutoring, or specific resources tailored to the student's needs.

**e. Low Performance in Exam Sessions:**

- The agreement is recommended by the exam board, especially before the last exam session (C2), and is aimed at addressing poor academic performance.
- The student is informed that their current performance is critical and there is a concrete possibility of repeating the year. The agreement offers optional tutoring support, which the student may choose to accept or decline, to help them improve before the final assessment.

**f. Repeating the Year or Retaking Failed Exams (Critical Cases):**

- For students repeating the year or retaking failed exams, the Learning Agreement outlines a tailored plan to help them manage both their repeated modules and new course enrolments, if applicable. It includes structured feedback from previous exam attempts and dedicated tutoring or mentoring support.

### **3.4. Student Agreement and Sign-off**

- The student reviews the Learning Agreement. Any concerns or adjustments are discussed with the Head of Department.
- Both the student and the HoD sign the agreement.

### **3.5. Implementation of the Learning Agreement**

- The student, with the support of academic staff, follows the steps outlined in the agreement.
- The HoD ensures all relevant staff (e.g., Program Leader, Module Leader, Tutor) are informed of their role in the agreement.

### 3.6. Monitoring and Follow-Up

- Regular monitoring of the student's progress takes place.
  - Follow-up meetings may be scheduled with the student to assess progress and, if needed, make adjustments to the agreement.
  - The HoD collects feedback from the Program Leader, Module Leaders, and Tutors regarding the student's performance.
- 

## 4. Learning Disability

For students with documented learning disabilities (e.g., dyslexia, ADHD), the following compensatory mechanisms may be provided:

- **Exam time extension by 30%.**
- **Use of assistive devices** for reading and writing.
- **Use of conceptual maps or alternative assessment tools**, where applicable and agreed upon with the teaching staff.

### For the use of conceptual maps:

- Students must submit the conceptual maps to the administration **at least 3 weeks before the exam date.**
- The administration will **forward the materials to the examiner** for review.
- The examiner will either:
  - Approve the conceptual maps.
  - Deny their use, with a written explanation of the reasons for denial.
- If approved, the conceptual maps will be provided to the student by the **supervising staff at the beginning of the exam.**

---

## 5. Critical Cases

Agreement may include:

- Additional tutoring or mentoring.
  - A plan for reviewing failed exams with clear feedback and re-assessment timelines.
  - Enrollment in courses for the next academic year while managing repeat exams.
- 

## 6. Documentation and Record Keeping

- The Learning Agreement and all associated documents should be securely stored by the Head of Department.
    - Each student needs a specific folder that includes the following:
      - Learning Agreement draft (Word file)
      - Signed Learning Agreement (PDF file)
      - Minutes of meetings
      - Feedback reports
  - Progress reports and meeting notes should be recorded and shared with the necessary academic staff involved in the LA.
- 

## 7. Completion of the Learning Agreement

- Upon completion (i.e., when the goals have been achieved), the HoD reviews the student's overall performance.
- A final meeting is held to conclude the agreement and reflect on its effectiveness.
- The agreement is signed off as completed, and a copy is provided to the student.