

LSDN Recruitment with Integrity Policy Statement

Statement of Principles

Learner recruitment must represent LSDN's learner first ethos at all times. The interest of the learner is paramount. **Recruitment targets and contract performance must never take precedence over the needs, wellbeing and best interest of our learners.**

Learners must be given clear, accurate and impartial IAG prior to their start on programme which clearly sets out how the course may meet each learner's career aims and objectives, what they can do or progress onto on completion of the course, the limitations of the qualification/programme they are undertaking (as appropriate), and the currency/value of the qualification.

Learners must be placed onto appropriate programmes which accurately represent their prior levels of subject knowledge and expertise. Learners should not be placed onto provision which repeats prior learning or is comparable to existing levels of knowledge, experience or expertise.

Learners must meet appropriate entry requirements and have the necessary levels of basic skills to enable them to fully participate in the course or programme they are undertaking, where this is not the case, learners should be offered alternative programmes and options to enable them to work towards their desired courses/learning programmes in line with their preferences and career ambitions.

Where LSDN does not offer provision which fully meets learner needs or interests, learners must be referred to alternative suitable provision which adequately meets learner needs and interests.

Learner recruitment must be undertaken in the spirit of inclusion, widening access and equality of opportunity. Learners must not be denied access to programmes unfairly or on a basis which is discriminatory or which is biased and/or based on LSDN or staff preference rather than learner needs and best interests. Any inappropriate staff or partner actions in this regard may lead to disciplinary actions or sanctions.

In line with LSDN values and ethos, LSDN recruitment should focus on learners and communities with the greatest levels of evidenced need, including those least likely to participate in education and training, marginalised individuals and communities, those with multiple barriers to participation and individuals who are underrepresented in identified sectors.