LEARNING CONVERSATIONS PROCEDURE

Section	Learning and Teaching		
Approval Date	18.12.2017	**Approved by**	Academic Board
Next Review	18.12.2019	**Responsibility**	Director of Learner Services
Last Reviewed	new	**Key Evaluation Question**	4

PURPOSE

To guide regular dialogue between learners and their allocated tutor (and/or Learning Advisor). Regular conversations between a learner and their tutor create the framework for a trusting relationship to be built over time. Such a relationship facilitates authentic, constructive, supportive communication which enable learners to achieve their learning goals. The conversations are a forum for checking the learner's progress, for agreeing SMART goals, and allows both parties the opportunity to raise concerns and to contribute to successful decisions of study pathways.

SCOPE

All learners (including those studying with NMIT or a training partner (face-to-face; online; in the workplace etc.) will engage with learning conversations.

TARGETS

HoDs/DHoDs and Programme Coordinators to ensure the following Learning Conversation targets are met**:**

Target 1: 100% learners confirm they have active learning conversations. Learners will have a minimum of three Learning Conversations per year.

Target 2: >90% learners acknowledge they have a Learning Plan or equivalent within the First Impressions survey.

DEFINITIONS

The NMIT Academic Statute - Section 2: Definitions lists the academic terminology and any Māori terms used throughout this Policy. The definitions of specialist terms relevant to this Policy are listed below:

ILP	Individual Learning Plan – a tool to facilitate a personal, structured conversation between each individual student and tutor/learner advisor. An ILP enables a learner to agree to their learning commitments and to set targets to achieve their intended outcome/s. The learner and tutor can use the documented goals (hard copy using the ILP template; or in soft copy using the online ILP tools available on Moodle) to measure and discuss the learner's progress in subsequent conversations. Other sources of evidence can include written feedback within portfolios, study plans, tutorials, progress reviews, log notes within ebs etc.

Learning Conversation	An overarching term to refer to any regular dialogue between a learner and their allocated tutor and/or Learning Advisor where progress against learning goals are discussed.
SMART Goals/targets	Goals or targets which are **S**pecific, **M**easurable , **A**chievable, **R**elevant, **T**imely

RESPONSIBILITIES

Director of Learner Services	Ensure all learners are engaged in Learning Conversations. Provide the link between support staff and relevant tutors/teams to ensure targets for Learning Conversations are met.
Director of Learner Services; HoDs	Discuss learner/tutor engagement in Learning Conversations at Performance Panels.
HoD/DHoD/Programme Coordinator	Monitor their learners engaged in Learning Conversations using ILPs or similar tools. Ensure Learning Conversations are included in team meetings, self-assessment activity and reporting.
HoDs; **DHoDs**; **Director of Learner Services** and **FLiT team members**	Make efficiencies in reporting online ILP usage data that is timely, accurate and simple to retrieve.
HoDs, DHoDs and Programme Coordinators	Support the process and identify gaps that impede the achievement of Learning Conversations targets
Student	Take responsibility for their own learning, in partnership with NMIT academic and support staff. Attend regular Learning Conversations with the tutor/Learning Advisor and together agree on SMART targets and actions. Regularly review progress using these targets.
Student Learning Advisor (SLA)	Some programme areas (e.g. Applied Business) have dedicated team members whose role is to conduct the ILP conversations with students. The SLA will: • Coach new learners in the preparation of, and engagement in, ILPs

	- Set coherent learning goals for each learner within six weeks of programme commencement - Induct new tutorial staff in the purpose and use of ILPs - Regularly monitor ILPs and facilitate discussion at team meetings to identify learners at risk or with specific information needs. And direct these learners to study support, tutor experts, programme leaders or other appropriate mentors for assistance - Meet with learners at least twice yearly (more if required) to review that learners are on track to meet ILP targets - Ensure that re-enrolling learners have an updated ILP
Tutor/Learning Advisor	Initiate and commit to regular Learning Conversation with their learners, using the templates provided (see APPENDIX ONE). Personalise the conversation to the individual learner. Agree on SMART targets and actions with the learner. Regularly review progress collaboratively with the learner.

PROCEDURE

As early as possible in a learner's Learner Journey Tutors/Learner Advisors will set up a series of meetings with the learner to facilitate Learning Conversations, using the Learning Conversation/Individual Learning Plan template (see APPENDIX ONE) or the online ILP available on NMIT Online (Moodle). The online forum provides e-spaces for recording comments and any supporting documents to be uploaded under the following sections.

During these learning conversations, the tutor will:
Personalise the conversation to the individual learner.
Agree on SMART targets and actions with the learner.
Establish the learner's learning preferences and experiences.
Record the conversation summaries.

The content and level of engagement of Learning Conversations are to be discussed at the monthly Programme Performance Panels; and used to inform the Programme Area's self-assessment activity and any subsequent improvement plans.

REFERENCES

INTERNAL

Learner Voice Policy

Programme Representative Policy

Student Surveys Procedure

ILP Guide for Staff

ILP Guide for Students (link to NMIT Moodle)

Lesson plan **to introduce ILP** to your class

SMART Targets

APPENDICES

APPENDIX ONE: Independent Learning Plan (ILP) Template

(Online ILPs are available in Moodle courses)

NMIT Individual Learning Plan (ILP)

Name of Learner:	Name of Learning Coach / Tutor:
Date:	Department / Programme / Course:
	Current tutor(s):

Learning Commitment:

My learning commitment in 20___ is to complete / achieve the following:

My long term goal is to:

e.g: the bigger picture (ultimate qualification (s); by when, in order to do what?   How – what next steps for this year? To graduate/achieve with what this year? e.g: unit standards, complete which courses etc.):

Student Signature: Date:

Past Learning Success:	Past / Potential Challenges to Learning Success:

Initial Assessment Tool outcomes: Date: Literacy – Step __ ; Numeracy – Step __ ; Writing - Step __ .	**Re-Assessment Tool outcomes**: Date: Literacy – Step __ ; Numeracy – Step __ ; Writing – Step __ .

Learner Goals – steps towards my bigger picture (Identified from: initial assessment; learner thoughts/self-assessment; observation; formative / summative assessments)	**Strategies / Actions / Targets** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imely)	**By When ?** (Date)	**Progress / Outcomes Achieved** (Review points)

	Learner Reflection Comments	Learner signature	**Learning Coach / Tutor Comments**	Learning Coach signature

Date:				
Agree date of next review ☺				
Review 1				
Review 2				
Review 3				

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