

## 9. Mutual Respect in Learner-Teacher Relationship

The College is committed to providing an educational provision that is learner-centred. This means that the operation and management of the College is ultimately influenced by first considering how the learner is best served. Being learner-centred, the College is conscious of ensuring that the learner is treated with dignity and respect during their studies with the College. However, the College also recognises the responsibilities of the learner. These responsibilities include developing an autonomy over their learning, being responsible for their learning, and having respect for those who are assisting them in their studies.

The learner-teacher relationship is arguably the most critical relationship in the learning experience. A harmonious relationship can greatly assist the learning process, and help the learner achieve their potential, but a fractious relationship can become a significant hindrance.

Therefore, the College will:

- Develop a charter of mutual respect between learners and teachers with input from both parties.
- Ensure that both learners and teachers are aware of the policy and charter of mutual respect that it insists upon. This will be achieved through reference in the Learner Handbook and Employee Handbook.
- Investigate all instances reported from either learners or teachers where the counterpart was not deemed to act in a mutually respectful manner. Where it is found that either the learner or the teacher infringed on the ideal of mutual respect, the College's disciplinary procedure will be followed.

### 9.1. Learner Complaints & Appeals

As previously stated, Dorset College is a learner centred educational institute. Hence, it tries to ensure learner involvement with the development and review of as much of its policies as is appropriate. The College also realises that there may be instances where its ideals of learner centric, mutual respect and inclusion are not met. For such instances, the College has procedures in place for Learner Complaints and Appeals.





<p><b>3 Report of investigation:</b></p> <p>The investigator shall submit their report of the investigation into the complaint to the AMC. Where a member of the AMC is the subject of the complaint, that person will be omitted from the circulation of the report.</p>	<p>Academic Management Committee</p>	<p>Investigation Report</p>
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The AMC will then consider the report at its next meeting. The report will have a recommended outcome that the AMC will consider, but not necessarily adopt. The AMC has the ultimate authority on how to respond to this complaint.

Minutes of AMG

<p><b>4 Outcome of investigation:</b></p> <p>The AMC must have a 2:1 majority for a valid decision. The AMG has discretion as to what potential outcomes they may decide. All decisions must be evidence based and supported by the investigative report. Typically there are 10 working days from a learner complaint to the AMG decision which may be extended, on notice to the learner, if necessary due to the complexity of a complaint/availability of information.</p>	<p>Academic Management Committee</p>	<p>Minutes of AMG</p>
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### 9.1.2. Learner Appeals Procedure

<b>Procedure Stage</b>	<b>Responsibility</b>	<b>Evidence</b>
<p><b>1 Written Appeal:</b></p> <p>If a learner is not satisfied with the outcome of their complaint as determined by the AMC, they are entitled to appeal this outcome to the Appeals Committee within 5 working days from the decision of the AMC.</p> <p>The appeal must detail the reason for the appeal. Specifically, it must state the reason for their dissatisfaction with the outcome from the AMC. If an appeal does not include this, it will not be considered by the Appeals Committee.</p>	<p>Appeals Committee</p>	<p>Written Appeal</p>

## 2 Review of appeal:

Dean of Academic  
Affairs

The Dean will give each appeal an initial screening to assess if it merits investigation. Where an appeal is made without sufficient evidence or support for why the learner believes the initial outcome was dissatisfactory, the appeal will not be progressed and the learner will be notified of this.

If the Appeals Committee deems the appeal to have merit she/he will review the AMC decision and can:

1. Request additional information from the parties;
2. Dismiss the Appeal; or
3. Uphold the Appeal.

## 3 Uphold the Appeal:

Appeals Committee

Review Report  
Minutes of AMC and  
interview parties.

Where the appeal is upheld a fresh investigation will be conducted by the AMC. This investigation will be conducted by a different investigator who reports back to the Appeals Committee who ensures all such appeals and actions are reported to the Academic Council as part of annual reporting.

## 9.2. Learning Environment

The College recognises learning environment as a descriptive term that encapsulates a broad array of its infrastructure and facilities. Its learning environment includes its physical infrastructure as well as that of any potential outreach centres owned by another party, or off-campus environments such as work placements.

The College will:

- Ensure all classrooms are fully equipped with the requisite hardware, such as a computer, projector and speakers, and furniture for learners.
- Ensure that Wifi is available throughout its buildings.
- Ensure that all programmes or modules that have an ICT component will be taught in a computer laboratory.
- Ensure that all of its computer laboratories are equipped with a sufficient number of computers for a class cohort. Thus, the ratio of computers to learners will be at least 1:1.
- Increase the e-resources available in its library to include more eBooks.
- Maintain the operational efficiency of its virtual learning environment and continue to

improve the learner experience of this platform through adoption of plug-ins that will enhance the virtual learning environment.

- Have staff available to support its learning environment. This includes the College librarian, IT manager, and programme administration staff.
- Consult with learners on an annual basis to enquire as to the effectiveness of the learning environment. This will help inform the continued improvement of its environment.
- Review its learning environment on an annual basis to ensure they are maintained to an appropriate standard and that additional facilities and/or supports can be added to its learning environment.
- The College does not currently teach in outreach centres or engage in collaboration with other providers for the delivery of its awards. However, where the College to commence such arrangements, it would commit to the policy details outlined above that cover its learning environment.

The College currently offers work placement as an optional component on some of its programmes. Although the College does not foresee significant changes in its provision of work experience in the short-term (such as having work experience/placement as a larger component of a programme), it is still conscious of the need to ensure the appropriateness of the environment where existing learners may gain ECTS credit for learning acquired in the workplace.

**Therefore, the College will:**

- Ensure that each company that is facilitating work experience for a learner is fully informed on what is entailed. This would ordinarily entail an email communication to the appropriate person in the company with details of the requirements of the work experience.
- Visit the facilities of each company that is facilitating work experience to ensure they are appropriate and fit for purpose.
- Have a designated liaison person internally for the learner to contact with work placement queries.
- Request that the work placement provider informs the College and learner of a nominated contact in their organisation for work placement queries.

### 9.3. Review of Teaching & Learning Policies and Procedures

The College will review these Teaching and Learning policies and procedures on an annual basis. The following individual(s) will be involved in this review:

- Dean of Academic Affairs
- Quality Assurance Lead
- Programme Leader
- 1 Lecturer
- 1 Learner