

## Continuous Enrolment

UKCE runs courses which are subject to continuous enrolment, with students starting every Monday. Students may have a trial lesson on any day. If the trial takes place on a Monday, the student may enrol on Tuesday; otherwise, they will start on the following Monday.

At UKCE, Academic Managers and teachers are accustomed to dealing with any potential problems which may arise as a result of continuous enrolment. They are dealt with in a number of ways:

### Placement

Students that enrol have an induction on their first day where they are carefully assessed by a placement test and a speaking test before being placed in a group which is suitable for them and their level. The placement procedure not only takes into account the level, but also how much progress has already been made through the syllabus.

### Tutorials

Teachers sit down with students and discuss their experience and progress. Tutorials take place every four weeks. It is an opportunity for students to express any concerns they may have regarding class fit and level, and for teachers to make any changes, for example to their planning for the following week, or a change of class for any students as well as discussing the students' progress. Students are also given the opportunity to speak to a member of the Academic Team.

### First week feedback form

Students receive a survey during their first week, usually on Wednesday, which they complete online. The results are collated by the Academic team and are treated confidentially. Students can also express any concerns they have, which may arise from continuous enrolment, by either requesting a meeting with the Head of Academic Delivery or seeing the Academic Counsellor at specified times. UKCE is committed to dealing with any concerns efficiently and sensitively.

### Teaching Techniques

Teachers are encouraged to pursue several strategies in the classroom which can help overcome any problems arising as a result of continuous enrolment. These include but are not restricted to:

- a) Group and pair work
- b) Peer teaching

- c) Recycling learning goals
- d) Concept checking
- e) Signposting
- f) Balance of skills
- g) Modular tests (done every 4 weeks)
- h) Promoting learner autonomy
- i) Focused error correction
- j) Making the most of emergent language
- k) Clear bridging between lessons
- l) Inclusive teaching
- m) Teaching to different learning styles, e.g. visual, aural, kinaesthetic, etc

*Reviewed in June 2023*

*Reviewed annually or more often as required*

1. Future Facing
2. Achievement through quality
3. Supporting a global community
4. Commitment to the individual