

2023  
V3

# Learner/Staff Support & Mentoring Policy

## Introduction

Debut Academy aims to provide the highest quality of Learner Services and Support, which seeks to aid, develop and encourage all our learners to fulfil their academic and personal potential whilst benefiting from College life. In the delivery of our learner support services, we have a learner centred approach in which access is provided to an range of support/learner services which are reflective of the needs of all College learners and staff.

This Policy will ensure that all learners and staff are aware of the nature, extent, purpose and location of all the services and facilities that we provide and how they can best access and benefit from their provision. All learners, through the individual guidance notes related to this policy, will be made aware of their first points of contact for advice, guidance, support, welfare, health services, counselling and well-being. We fully appreciate that learners or staff may come to us with a past history that may include areas that they are personally trying to manage/cope with.

In that respect, with appropriate and early support, individuals will have the means to:

- cope with or help them resolve or lessen any personal matters
- receive ongoing support as frequently as needed
- recognise Debut are understanding and will apply any adaptations to a learner or staff's commitments if possible
- stay on programme and succeed (if a learner)
- meet expectations of their employment (if a staff member)

## Responsibility and Authority

Debut Training Academy has ultimate responsibility for their staff and learners and will ensure that the arrangements for overseeing support are effective, robust and reviewed on a regular basis. As such specific members of staff have been designated as Learning Support Personnel.

The designated support personnel are:

All Tutors and Contract Managers in addition to:

Linda Edwards  
Designated Safeguarding Lead & General Manager  
01268 560552  
[linda@debutacademy.com](mailto:linda@debutacademy.com)

Kersti Harding  
Safeguarding Deputy  
01268 560552  
[kersti@debutacademy.com](mailto:kersti@debutacademy.com)

Jade Schaverien  
Student Liaison  
01258 560552 & 07826 916947  
[jades@debutacademy.com](mailto:jades@debutacademy.com)

Kay Dodd  
In-House Counsellor  
01268 5606552

Bobbie Hales  
Functional Skills Tutor/Assessor  
01268 560552  
[bobbie@debutacademy.com](mailto:bobbie@debutacademy.com)

Stephanie Vanlint  
HR Officer  
01268 560552  
[stephanievanlint@debutacademy.com](mailto:stephanievanlint@debutacademy.com)

Nikki Henry  
Adult Learning Loans Admin & Support Plan Officer  
01268 560552  
[nikki@debutacdemy.com](mailto:nikki@debutacdemy.com)

### **By providing appropriate and timely support:**

LEARNERS - are more likely to cope with the work/tasks required to gain their full qualification and support their transition into further education or employment.

STAFF – are more likely to cope with the work/tasks required of their role in and outside the workplace, providing them with a positive attitude to their work and opportunities for progression within the company.

### **Supporting Learning, Equity and Equality & Diversity**

Support includes a full range of services available for individuals to get the most out of their time at Debut Academy.

This includes:

- financial advice and support
- welfare check-ins
- counselling services
- learning support
- social & emotional pastoral support/mentoring
- signposting to outside organisations

The Academy welcomes applications from individuals who have a disability, learning difficulty, mental health or medical condition and actively encourages early disclosure of support needs and requirements to ensure effective support can begin from the outset.

### **Assessing Learner Support Needs**

The following process is followed

- Learners/Apprentices submit a comprehensive application form which asks information on personal circumstances. The application form also requests applicants to identify any barriers that could potentially affect their learning journey.

- Debut will then book a 1:1 with the learner/apprentice to discuss and implement a plan that will benefit them on their learning journey.
- We will ask the learner/apprentice if they have any EHC plans, assessment reports, letters from previous providers, medical conditions or doctors letters so we can request reasonable adjustments with our Awarding Body, if necessary.
- The Support Plan is shared with the tutor, support officer, counsellor and safeguarding lead where necessary. The Support Plan is uploaded to BUD.

### **Getting to Know the Learner**

- Learners/apprentices complete this activity during their first lesson with their tutor(s).
- This is a further opportunity for learners/apprentices to disclose any barriers.
- Should a learner/apprentice not disclose a barrier at the start of their qualification but it emerges later on in their journey, then a Support Plan and the necessary support will be implemented accordingly.

### **Support Review**

- A 1:1 is arranged with the learner, usually on a monthly basis, however this can be as often as required.
- Support provided can range from extra study assistance to someone to talk to
- If a learner/apprentice does have a EHC plan, assessment report, doctors letter or letters from previous providers, we will implement reasonable adjustments with the AO for extra exam time, reader for exams etc.

### **Counselling**

- All staff and learners have the opportunity to receive free counselling via our in-house counsellor Kay Dodd.
- Counselling is booked via completion of a registration form which will ask the individual specific topics they would like support with.
- The learner/staff member will then be provided with a link to select a date and time from the counsellor's diary that is convenient to them.
- There is no limit to the number of counselling sessions an individual may book and attend.
- Debut arrange monthly 1:1 counselling sessions in a way that suits both our staff and learners - this can be by zoom, call or in person.

### **Safeguarding/Welfare Support**

- Should the learner/apprentice disclose something on their application form or GTKTL activity they will be referred to the DSL.
- Should the tutor or another learner, apprentice or employer hear or discover something pertaining to safeguarding and welfare of the learner/apprentice this will also be referred to the DSL.
- Similarly, the DSL or Deputy Safeguarding Officer will provide support to staff who may be signposted to them for a safeguarding or welfare concern.

### **Additional Support ESOL learners**

arranging for subtitles in English or in a designated alternative language on specific learning portal areas for information materials to be made available in alternative formats (e.g., Braille or audio formats)

### **Evaluating Suitability for Course Programme**

We strongly feel it is not responsible to enrol learners onto a course that they would personally struggle with and are unlikely to achieve. NVQs are qualifications that should ideally be achieved in a stepping stone format to ensure learners feel confident and happy in the knowledge they can successfully meet all the needs required of the qualification.

By gathering a comprehensive range of information from an applicant, which includes both educational ability and emotional and medical data, the Contract Manager will be able to determine if the learner would be suited to the specific course they have applied for.

Although Debut Academy makes every attempt to include and welcome learners of all abilities, if after initial assessment and evaluation of the learner's ability it is found that it is not at a reasonable level to be able to reasonably cope and achieve with the work associated with the qualification they have applied for, (even with support in place), they will be signposted to an alternative course that may best suit their ability.

It could be determined that the learner has the appropriate educational background level and ability to complete the course, however if they are dealing with a substantial medical, personal and/or emotional circumstance at that point and it could be determined that the fundamentals of NVQ course could potentially impact on them personally we would advise they re-apply when matters have been fully or significantly alleviated.

Additionally, if the learner has also disclosed, they have a specific medical condition that could potentially be affected by the specific course they wish to apply for, Contract Managers will ask the individual to seek medical advice and a letter to confirm the course would not impact on their health prior to continuing to course place offer.

### **Reasonable Adjustments in Learning, Teaching & Assessment**

Reasonable adjustments are those made to overcome the disadvantages that an individual learner may suffer because of a specific disability or difficulty.

The desire to make adjustments to overcome any identified disadvantage must be balanced with considerations of academic standards, health and safety concerns, practical and financial feasibility and the requirement that in overcoming disadvantage to one, others are not disadvantaged, as a consequence.

To ensure reasonable adjustments can be put in place, learners must provide any documentary evidence as necessary (ie., statement relating to special educational needs). Awarding Bodies require specific evidence in which to assess adjustments and approving them.

Reasonable adjustment requests, based on needs assessment reports, from individuals may include:

- allowing support assistant, signers, note-takers, guide or hearing dogs into classes, to be seated in a position that allows them to undertake their role, in support of the disabled learner
- providing teaching materials in advance of classes, in either digital form (for the learner to customise to their own needs) or in a form requested by the learner (eg paper colour, font type or size)
- using coloured overlays
- providing paper resources and workbooks in place of online documents
- sharing learning resource notes to bridge any note taking gaps
- tutors wearing a microphone
- tutors allowing class to be audio-taped. Where this is requested by the learner, they may be advised, if the tutor so wishes, that the content of the class remains the intellectual property of the lecturer and the tape must only be used for personal use and must not be copied, other than for their own transcription purposes.

Where formal learning difficulty assessment evidence may not be available, Debut will try to gather supporting evidence, such as asking a learner to complete an online dyslexic assessment to support an application and back this up with their Skills First initial assessment outcomes. This evidence cannot be used as an alternative to gain reasonable adjustment application, however it can provide staff who either tutor or support the learner regarding any specific indicators and barriers.

### **Access to Learning Resources and Activities**

These adjustments will be made to ensure that learners have fair access to learning resources and activities, where their needs indicates the value to the individual in overcoming a disability:

- the timetabling and room scheduling process takes into account the mobility of individual learners and or any autistic needs if they require quieter learning environments
- where staff are based in the few offices that are inaccessible to disabled individuals, the receptionist in the Main Building will organise for the staff member to meet with learners in accessible rooms or at ground floor level.

Learners are encouraged to discuss their specific needs with tutors, to ensure that they receive the most appropriate additional support. Tutors who require guidance on a reasonable adjustment request may seek the guidance of the Lead IQA and/or Center Manager.

### **Quality of Support**

Debut are committed to providing high quality support. In order to achieve this the support plans and reviews are periodically moderated by Linda Edwards General Manager. Linda checks that all barriers have been included in a support plan and the recommended support is appropriate. Support reviews are regularly conducted and these are moderated to ensure the support is appropriate, individualised and timely.

### **Student Liaison Support**

Learners also have the facility of Jade Schaverien who is Debut's designated Student Liaison Officer

- Understanding how to use and accessing Learning Portals and ensuring continuity of access
- Helping learners negotiate their Skills First or Debut Online accounts
- Helping learners know how to use any other online course portals for industry enrichment
- Providing information on Student Discount cards
- Welcome calls and checking-in with learners periodically on how their course is suiting their needs
- Arranging catch up sessions
- Helping learners time manage and plan their workloads
- Creating learner profiles so that tutors and support staff are aware of the learner's needs
- Welfare check-ins
- Periodic career chats associated with the learner Career Pathway forms

Some of these signposted courses help support towards:

- Depression/Mental Health
- Low Confidence
- Anxiety
- Stress Management
- Anger Management
- Managing Money
- Low Literacy Ability
- Successful Job Seeking Skills
- Low ICT Skills

These support courses are optional, and whilst most learners may feel that they are able to self-manage themselves what may be impacting on their wellbeing or health, this is usually not always successful and ongoing support is necessary. If a learner undertakes a support course and decides that it was not entirely effective, then Debut will seek alternative support measure elsewhere and signpost information to the learner.

Where Debut is able to provide learner support with bursary funding, specific support forms will be generated. Learners will receive regular reviews and their feedback on how the support is impacting on them is sought on a regular basis. Their support plans may be adapted depending on their or their Tutor's feedback.

### **Classroom Practice**

All learners, but particularly those with certain disabilities and specific learning difficulties, will benefit from tutors:

- facing the class when speaking
- previewing all topics / classes and relating them to earlier topics / classes
- making it clear what learners are expected to be able to do or know at the end of the class (review of learning that has taken place)
- summarising the main points to the class
- repeating learner' questions clearly for other learners to hear
- providing explicit guidance on essential and recommended reading in advance of classes · providing glossaries of technical terms
- giving instructions regarding class organisation or assessment in writing as well as orally
- using a variety of teaching methods and varying activities as well as using different teaching aids eg., hand-outs, videos, specimens or samples, overhead slides, whiteboards, games, quizzes etc.
- Linking the learner up with a 'study buddy' or learning mentor
- Providing a list of transcribed words for technical or A&P terminology for ESOL learners to support them with learning theory prior to their exams

### **In Work Based Practice**

All learners who are on apprenticeship and receive work-based training and guidance throughout their competence-based qualification should also be fully supported under the same guidelines as those of classroom-based learners.

The learner's Tutor will liaise closely with the Employer to ensure he/she has full understanding of the learner's needs and provide support accordingly, reviewing the effectiveness of this at appropriate intervals.



## **1:1 Support**

Where provision allows, a Tutor may schedule in additional time to support a learner through any areas they may need, whether it is academic or of a personal nature. The staff member will record support provided and impact on BUD. This kind of 1:1 support may be restricted to set times depending on the staff member's commitments and duties and room availability, in which case the learner should be as flexible as possible towards this. In most cases a support review is completed to record ongoing support provided and any impact (this is recorded on BUD for the learner).

One-to-one support is also provided for Maths & English subjects. Learners are encouraged to supplement their in-class lessons with 1:1 lessons. They can access the Maths & English tutor's calendar/diary and select a date/time of their choice from available slots and indicate if they prefer face-to-face or online. Learners who are completing Maths & English as additional learning aims will be scheduled for 1:1 lessons towards the final part of their learning journey to address any final weak areas prior to completing mock and actual exams.

## **Curriculum Modification**

The curriculum can be modified to the extent that learners will be supported, as far as is reasonable, to develop the intellectual, practical, technical, and transferable skills and the knowledge and understanding demanded within the published programme specification.

Where a learner's disability prevents them from being able to develop specific skills (e.g. practical skills requiring good co-ordination), Debut will assess the learner to determine if the qualification criteria can be fulfilled to the Industry and Awarding Body Standards. It may be possible that a programme can be negotiated that allows the learner, within the constraints of their disability, to develop and demonstrate skills, knowledge and understanding commensurate with HABIA and the Awarding Body VTCT. Such programmes will be negotiated by the learner, Tutor and Lead IQA. If it is determined that the learner cannot fulfil the requirements of the qualification, then we would advise them to any alternative course routes that may be more suited to their needs.

## **Catch Up Support Sessions**

These are additional tutorials or sessions that Debut Academy will put in place over and above all scheduled classes. Tutors will inform the Teaching & Learning Lead of any learners that may require support in relation to several and recommend them to attend to gain the necessary support in a specific area. These will be planned around classroom and tutor availability, running for a period of time to comprehensively deliver elements that are needed. These super groups may involve catching up learners on lessons missed, including any 1:1 elements, practical recapping, theory delivery or Maths and English. Learners will be given advance notice of super group sessions, detailing dates and times, including the topics to be delivered. The learners who attend these sessions will have their attendance recorded on a register so their guided learning hours (if low) will be improved.

## Learning Materials

All learners will benefit from tutors:

- distributing hand-outs, including overhead transparencies or slides, at the beginning of classes or in advance, through the virtual learning environment, so that learners can customise to their preferred font, size or paper colour or for software reading
- using a simple sans serif font, such as Ariel or Comic, for all written materials, not using more than one font within a document and using a minimum of 11 point for hand-outs and 24 point on overhead transparencies or projected slides
- using short bulleted or numbered points, not blocks of text
- restricting slides to 6 points and 20 words
- using wide margins, and left justification
- not using upper case letters for whole words
- using bold for highlighting rather than italics or underlining
- avoiding background graphics but using pictures, figures or graphs to explain points where possible
- avoiding use of garish or unnecessary colour, providing coloured overlays for learners to place over screens or pages so they can read any text more easily

## Assessment

All learners will benefit from tutors:

- avoiding assessments which rely on rote learning large volumes of information
- offering the opportunity to receive feedback orally, as well as in writing
- making assessment tasks as explicit as is reasonable, with transparent but concise assessment and marking criteria
- ensuring examination duration is sufficient for learners to read through their work and take rest breaks from writing (of at least 5 minutes in the hour), whilst remaining at their desks
- delivering information in short bursts, taking into account learners who may have a shorter
- attention span
- observing the needs of their learners individually, looking at the details on their personal
- profile and adapting lessons accordingly for differentiation and inclusion
- in respect of EPA formal assessments, apprentices will have a mock assessment scheduled
- for them by their tutor so they are familiar with the schedule and expectations of their End
- Point Assessment exam
- in respect to NVQ assessments, learners have opportunity to practice in the classroom
- environment and from home, as well as mock assessment opportunities prior to their actual formal exam.

## Assessment Arrangements

Assessment arrangements should be organised to ensure that a learner's disability does not unfairly disadvantage them in demonstrating that they can satisfy module learning outcomes. Reasonable adjustments typically include revising the assessment arrangements and, in those circumstances where this is not appropriate, offering an alternative mode of assessment. In the case of the latter, the learner is expected to meet the same academic standards as other learners and all module learning outcomes must be assessed. Reasonable adjustments that are typically made are listed below. The following adjustments may be made, where agreed via approval for reasonable adjustment with the Awarding Body at least four weeks before examinations commence:

- additional time of 25% of the assessment duration
- using large print format or colour overlays
- providing assistive technology such as a PC, voice activated PC or Dictaphone advance of examinations
- in exceptional circumstances, providing rest breaks, where a needs assessment report indicates more than five minutes per hour are required
- providing clean, unmarked dictionaries or specialist spell checkers
- providing personal assistance in the form of a signer, reader, scribe or prompter

Only in exceptional circumstances can assessments that are written in a language other than English be assisted through the use of a scribe. In assessments where a scribe is exceptionally used and criteria include the accuracy of spelling, a separate spelling test will be undertaken by the candidate.

Where time constrained assessments are organised outside of the formal examination periods, the Lead IQA is responsible for liaising with the Examinations Officer to ensure that these adjustments are made.

Such in-class assessments are normally constrained to specific weeks in an academic year, in order to ensure that special support needs can be met, Learners must make individual tutors aware of their needs at least four weeks in advance of such assessments, so that any reasonable adjustments can be considered.

In giving feedback, tutors should be mindful that typical errors of learners with a Specific Learning Difficulty such as dyslexia, (identified by LADS screening or by a similar report) include:

- omitted words or punctuation
- excessive or misplaced punctuation
- repeated phrases
- unsophisticated language or simplified language (often part of a strategy to reduce grammatical or spelling errors, but which doesn't necessarily denote unsophisticated thinking)

Tutors should also be mindful of the limitations of spell-checkers. Typical errors, identified by Debut, include:

- homophone substitutions (there/their; effect/affect; course/coarse)
- phonetic equivalents (frenetic for phonetic; homerfone for homophone)
- incorrect word substitutions (distance for disturbance)
- American spellings (color)

Learners are expected to seek guidance from their tutor or other appropriate staff so that they are able to prepare appropriately, thinking skills, structured reports and essays and develop strategies for the accurate presentation of written work. Learners are also expected to use assistive technology (eg spell-checkers) in overcoming problems with presenting written work, caused by their disability and utilise dictionaries or thesaurus books readily available. Where it is essential that specialist terms are distinguished between each other (eg where two similarly correctly spelt words are phonetically the same but have very different meanings or serious consequences if confused with each other), learners are expected to develop spelling strategies for these specialist terms, with a Learner Support Tutor's support.

### **Additional Advice: Some Useful Links**

The following list provides details of contact details and website links that individuals may wish to go to for further information:

Action on Hearing Loss (Previously the Royal National Institute for the Deaf)  
<http://www.actiononhearingloss.org.uk/>

Adult Dyslexia Organisation (ADO) Adult Dyslexia Organisation ADO advances the cause of adults with dyslexia through research, education and campaigning, lobbying and training. Web: <http://adult-dyslexia.org/>

British Dyslexia Association (BDA) Information and advice on dyslexia for dyslexic people and those who support them. Web: <http://www.bdadyslexia.org.uk/>

Dyslexia Action Information about dyslexia services. Dyslexia associated training, teaching and publication details. Web: <http://www.dyslexiaaction.org.uk/>

DEMOS Project – Online materials for staff development relating to learning & teaching and disability awareness for academic staff. (please note – useful information but has not been recently updated). <http://www.jarmin.com/demos/>

Equality and Human Rights Commission– Offers advice on measures to prevent disability discrimination and a conciliation service. Web: <http://www.drc-gb.org>

Equality Challenge Unit – supports the higher education sector in its mission to realise the potential of all staff and students. Web: <http://www.ecu.ac.uk/>

Action on Access – National co-ordination team for widening participation in Higher Education. Web: <http://www.actiononaccess.org>

Higher Education Academy – Helps universities and colleges and their staff to provide the best possible learning experience for their students (including those with a disability). Web: <http://www.heacademy.ac.uk>

National Association of Disability Practitioners (NADP) – A professional association for anyone who works in the post 16 education sector involved in the management or delivery of services for disabled students. Web: <http://www.nadp-uk.org>

National Association Access Centres (NAAC) – Information & advice on how and where to get a student’s study needs assessed. Web: <http://www.nnac.org/>

Mind – National Association for Mental Health Web: <http://www.mind.org.uk> Royal

National Institute for the Blind (RNIB) Web: <http://www.rnib.org.uk>

TechDis – Provides information on making electronic materials accessible Web: <http://www.techdis.ac.uk>

Please refer to Debut’s linked policies below for additional information regarding Learning Support & Super Group Policy :

- Admissions & Application Policy
- Apprenticeship Expectation Policy
- Contingency & Change of Circumstance Policy
- Counselling Policy
- Communications Policy
- Confidentiality & Disclosure Policy
- Data Protection & Privacy Policy
- Employer (Work Based) Support & Expectation Policy
- Equal Opportunities & Inclusion Policy
- Functional Skills Policy
- Grading, Academic Standards & Feedback Policy
- Guidance Policy
- Health & Wellbeing Policy
- IAG Policy
- Initial Assessment Policy
- Induction Procedure – Learner Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Mentoring – Learner Policy
- Observation of Teaching, Learning & Assessment Policy
- Off-Site Educational Trip & In Workplace Tutoring Policy
- Review & Appraisal – Learner Policy
- Staff Confidentiality Policy
- Skills for Life/Transferrable Skills Policy
- Teaching & Learning Policy
- Whistle Blowing Policy
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