

<b>Document Name and Version</b>	<b>6.1 Policy Framework for Learner Care, Support and Welfare</b>
<b>Policy Number</b>	6.1
<b>Policies that Interact with Policy 6.1</b>	<p>Policy 3.10 Policy and Procedure on Moodle Copyright and Usage</p> <p>Policy 6.2 Learner's Code of Conduct</p> <p>Policy 6.3 Learners' Charter</p> <p>Policy 6.4 Policy and Procedure on Learner Welfare and Wellbeing</p> <p>Policy 6.5 Learner Disciplinary Policy</p> <p>Policy 6.7 Dignity and Respect</p> <p>Policy 6.8 Complaints Procedure</p>
<b>Approval Body</b>	Academic Council
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<b>Date Policy Comes into Force</b>	25 <sup>th</sup> January 2021
<b>Date of Review</b>	2025
<b>Revisions</b>	

## **1. Preamble.**

- 1.1. Care, support and welfare policies, procedures and services are intended to enhance each learner's experience of education by providing personal supports focused on the development of the whole person – academic, professional and personal. Working alongside academic policies, they foster equality and fairness, providing inclusive provisions for an increasingly diverse learner population.
  
- 1.2. IICP College's approach integrates learner care, support and welfare with the academic and professional goals of the College. To this end the College provides programmes and supports that acknowledge difference and promote diversity.
  
- 1.3. IICP College's approach to learner welfare aims to meet the learning needs of learners, and to foster the personal and social development of learners. This is achieved through programme design, in particular curriculum, teaching and learning strategies, and assessment strategies, as well as through learner care and welfare policies.

## **2. Purpose.**

- 2.1. The aim of care, support and welfare policies is to provide an inclusive and effective learning environment in IICP College, in order to assist our learners in achieving an educational experience that is as enriching as possible, educationally, professionally, socially and psychologically.

## **3. Principles.**

- 3.1. In order to meet the education and training needs of learners and to foster effective learning, IICP College:
  - Ensures that teaching and learning activities build on prior knowledge and experiences;
  - Provides frequent opportunities for learners to discuss learning programmes and progression;
  - Includes socially and culturally relevant learning opportunities;

- Responds appropriately to the individual education and training needs of learners;
- Documents and publishes its quality assurance policies and procedures;
- Encourages learners to take responsibility for their own learning and behaviour.

3.2. In order to provide for the care and welfare of learners, IICP College:

- Develops and implements policies and procedures that protect the rights, safety and health of the IICP College community;
- Ensures that policies and procedures take account of the diversity of the IICP College community, and that principles of equity and fairness are reflected in policies and procedures;
- Establishes clear rules that are known and understood by staff, learners and the training community;
- Monitors attendance, time-keeping and involvement in the programme, and takes action when learner health and welfare require;
- Recognises the relationship between learner and staff welfare, and ensures that staff welfare is also a priority.

3.3. To encourage learner participation and promote IICP College as a learning community, the College:

- Develops strong links between learners, staff, and other members of the IICP College community;
- Incorporates learners' views into planning;
- Provides frequent opportunities for learners to discuss learning programmes and progression;
- Provides opportunities for, and encourages, learner representation on IICP College boards.

#### **4. Scope.**

4.1. This policy applies to all training and educational programmes provided by IICP College.

#### **5. Roles and responsibilities.**

5.1. The Academic Council is responsible for formally approving this policy and for overseeing its implementation.

5.2. The Head of Academic Studies has overall responsibility for the management of learner supports on all programmes.

5.3. All staff and learners of IICP College are jointly responsible for the effective implementation of this policy.

#### **6. Policy.**

6.1. IICP College encourages the pursuit of excellence in all scholarly activity, as well as the development of personal responsibility and self-evaluation in order to foster creativity and the development of ethical, competent and confident practitioners. It does this through the development of a safe, enhancing culture of learning and growth.

6.2. IICP College's culture of learning is grounded in its ethos, which reflects the Quality School Model of Choice Theory, Reality Therapy, and Lead Management, ideas developed by Dr. William Glasser. This ethos promotes the following goals:

- A warm, safe environment that is free from fear, criticism and coercion;
- Clear and direct communication that enhances relationships and fosters an environment conducive to learning;
- Clear goals and plans to maximise the learning experience;
- A contract of learning that clarifies roles and responsibilities for learners and lecturers;

- Consistent feedback utilising self-evaluation, concurrent evaluation and co-verification;
- A need-satisfying environment where choice and personal responsibility will enrich creativity, attitudes and the development of competent and confident practitioners;
- A system for monitoring standards of good practice by promoting ethical awareness for both counsellors in training and lecturers;
- Transparency, integrity and accountability in academic and professional work;
- A commitment to fairness, justice and transparency.

6.3. IICP College is committed to ensuring that its practices and procedures are conducted in a fair and equitable manner thus creating an environment which is conducive to a good working atmosphere between learners, staff and management. In order to achieve these goals, IICP College has in place:

- I. Policies and procedures that document learners' rights and responsibilities, safeguard community rights, and foster personal, academic and professional growth and transformation, and
- II. Support structures and roles.

6.4. IICP College's Care, Support and Welfare policy framework:

6.4.1. Preserving IICP College's ethos and fostering effective learning, growth and professional development in all its members requires that rights and responsibilities of all are clearly stated and understood, and that there are procedures in place for enforcing those rights and responsibilities.

6.4.2. The rights and responsibilities of IICP College Learners are set out in the following core documents, supported by related policies on specific activities:

- Learner's Charter, which sets out the rights of learners.
- Learner's Code of Conduct, which sets out the responsibilities of learners.
- Academic and Professional Conduct Policy and Academic and Professional Impropriety Policy, which set out responsibility and good practice for scholarly (academic and professional) activity.

- Readiness to Practise Policy and Continuing with Clinical Placement Policy, which set out the responsibility of IICP College to ensure that learners who practice as a counsellor during their training have the capacity to perform key skills and tasks required of this practice, as well as a framework and procedure for handling any issues that arise.
- Dignity and Respect Policy, which sets out staff and learner commitment and duty to participate in creating a positive and tolerant environment.
- Learner Care and Wellbeing Policy, which sets out responsibilities and good practice requirements in ensuring and promoting the health and welfare of Learners.
- Review, Recheck and Appeal Policy which sets out a framework and the procedure for handling issues that arise in assessments.
- Complaints Policy and Disciplinary Policy, which set out a framework and the procedure for handling issues that arise in the implementation of IICP College Policies and Procedures.

6.4.3. This framework is illustrated in Table 1. It should be noted that anonymised information gathered through these procedures may be utilised by IICP College in improving its policies.

Table 1. Learner Rights and Responsibilities

Policy area	Main Policy
<b>Learner rights and responsibilities</b>	Learner Charter (Learner rights) Learner Code of Conduct (Learner Responsibilities)
<b>Academic</b>	Assessments Policy Academic and Professional Integrity Policy Academic and Professional Impropriety Policy
<b>Professional</b>	Readiness to Practise Policy Continuing with Clinical Placement Policy (not yet in force)
<b>Non-Academic</b>	Learner Care and Wellbeing Policy Learner Complaints Policy Learner Disciplinary Policy

<b>Bullying, harassment or discrimination</b>	Dignity and Respect Policy Complaints Policy
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6.4.4. IICP College standards of personal and interpersonal behaviour outlined in these policies have been created with an expectation that each IICP College staff and learner will commit to carrying out their responsibilities, and that they are held accountable where they fail to do so.

6.4.5. IICP College’s policy framework provides, primarily, informal means where a dialogical, supportive approach assists with resolutions to differences, and the primary aim is to find an outcome acceptable to all parties. These informal mechanisms recognise that conflict and dispute are normal in relationships, and that managing conflict requires key skills that can be learned and applied. Consequently, it is expected that when seeking to resolve any difficulty, the problem should be addressed informally, where possible, before moving to more formal procedures. In most situations conversations between the impacted parties, grounded in the principals set forth in the Learner Code of Conduct and Learner Charter and unguided by any procedure, are sufficient to resolve differences.

6.4.6. However, there may be occasions when informal means are not sufficient, and consequently the policy framework provides formal means intended to guide the parties move towards a resolution.

6.4.7. Where appropriate, policies include an appeals procedure, which allows an examination by parties who have had no involvement in the matter of the manner in which the formal procedure reached its decision.

6.4.8. It should be noted that time limits apply in procedures. It is the responsibility of the parties involved to ensure that they abide by the appropriate timelines.

6.4.9. The decision to invoke one set of regulations does not preclude a later decision to transfer a case to another set of regulations where circumstances deem it to be more appropriate.

#### 6.5. Support structures and roles:

6.5.1. Learner Support structures and Roles consist of:

- Library;
- IT Services
- Moodle Support;
- Academic Writing Supports;
- Academic advice and guidance;
- Personal Support and Development / Learner Care Supports;
- Disability & Learning Support;
- Fees supports;
- Pat and Rose Jennings Scholarships;
- Dissertation supervision;
- Placement supervision;
- Clinical Supervision.