



NTIA

Learner Support Policy

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1.0 Purpose

We recognise that there are learners and apprentices who, due to their individual circumstances, will need additional learning support to enable them to have every opportunity to access their course, achieve their Learning goals and progress.

2.0 Aim

To set out how we will identify learners requiring additional learning support and to set out how this support will be delivered and monitored for effectiveness throughout the group.

3.0 Definitions

The term, “Learners or apprentices with additional learning support needs” is a term used to describe learners who need adjustments made for them due to a medical condition, disability, sensory or physical impairment or learning difference or because English is their second language.

“Additional Learning Support” is the term used to describe a broad range of support on offer to learners with additional learning support needs including: -

- the adjustments to be made by the delivery and assessment staff (e.g. providing copies of hand-outs before the start of a training session, giving advance notice to learners of timetable changes or dates for mock exams);
- the need for assistive technology to be provided;
- one to one or small group support sessions provided by trainers, assessors or workplace Skill Coaches;
- In-class support;
- the adaption of materials into Braille or enlarged text by the training and assessment team;
- Access to Examination Arrangements;
- Communication Support from assessors or skill coaches, who will translate and transcribe master class lecturers and materials for learners and apprentices who are Deaf or having hearing difficulties.
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4.0 Scope of the Policy

The scope of the policy extends to all learners and apprentices. However, the type of support received by an individual learner or apprentice may be delivered in different ways to effectively meet their specific needs. Wherever possible, we will make arrangements which best suit the needs of the learner or the apprentice whether they are attending the training on a full-time, part time or work-based mode.

5.0 Cognassist Assessment

Cognassist have provided the following statement to support this policy:

“The standard deviation (SD) is the average distance (or number of points) between all test scores and the average score. Average is between the range of 85–115 points. One SD (15 points) from the average or standard score (100 in this case) is the threshold value of 85. A standard score of 84 or lower is counted as a learning difficulty.”

This understanding of learning difficulties is well-established, and many cognitive tests exist for this. The Cognassist assessment was built to deliver 8 of these tests digitally rather than on paper.

The Cognassist neurodiversity assessment has been designed to assess a broad spectrum of cognitive capacities rather than a single dimension. The individual tasks have been selected to be stand-alone, and given this, a low score on one task is evidence of a need in that domain.

Statistical analysis of our own dataset (n>35,000) shows this to be the case. Intercorrelations between tasks included in the CA assessment are low, which means that they are measuring capacities that are more different than they are the same, and therefore affect different types of daily tasks important for thinking and learning.

The majority of the intercorrelations between the Cognassist tasks are negligible, and those that are higher are still in the low category. Therefore, ignoring a low score on one domain because it is not accompanied by a low score on others runs the risk of withholding support from somebody that significantly struggles with an often broad category of tasks important for thinking and learning that at least in part rely on this type of information processing.”

Once a learner is identified as having a need the learners are assigned a cognitively tailored learning plan of strategies based on their strengths and areas of need. Cognassist provides a learner-centred, personalised approach, which helps create independent learners who have skills to last a lifetime. understands that learners need to complete strategies each month and have a detailed documented discussion to evidence the support provided.

adhere to:

- Ensuring all new learners are assessed using the online Cognassist assessment within the first 4 weeks of enrolment if the learner is unable to be assessed on the enrolment day.
- If a learner has identified as requiring further support, the learner will be placed on a support plan developed and led by the Cognassist system for the duration of the apprenticeship. The support will be reviewed every twelve weeks during the learners twelve weekly review with their assessor to establish if the impact of the support and if it should be continued.

6.0 Roles and responsibilities

Assessor's and Tutors:

All delivery, assessment staff and support teams should be aware of this policy so that they can contribute to ensuring that learners who need additional learning support receive it in a timely and effective way.

When working with learners or apprentices with additional learning support needs, tutors and assessors have the responsibility to: -

- make reasonable adjustments for learners or apprentices with additional learning support needs;
- pro-actively liaise with support staff to ensure effective implementation of the support plans or educational health care plans;
- seek advice or training from either external or internal sources in order to develop their skills and knowledge in making adjustments;
- liaising with the exams team to request access arrangements, where appropriate as soon as the need is identified;
- use different ways of making adjustments that encourage learners' or apprentice's independence.

Staff will offer support that focuses on the needs of the individual learner or apprentice whilst maximising the impact of the resources that are available for additional support.

This may include the following support services: -

- Setting small Master class sizes, where appropriate;
- In class support;
- Support workshops;
- Individual tailored support;
- Group support sessions;
- Arrangements for examination concessions;
- Adaptation of learning materials or the learning environment;
- Provision of specialist equipment and resources;
- Specialist external support depending on individual needs;

Learners or apprentices have a responsibility to: -

- attend appointments and training sessions promptly;
- attend 1:1 sessions promptly;
- inform staff of any relevant changes to their circumstances;
- ensure that any paperwork is still valid and up to date.
- Engage with the Cognassist support system.

7.0 Monitoring and Review

To assess the impact of the support we will monitor the progress of each learner or apprentice receiving additional support at least every twelve weeks in order to ensure its effectiveness.

We will also annually assess the effectiveness of the policy via the self- assessment process, which will analyse and report on the success of learners and apprentices who have received additional learning support.