

RG53 Delegate Support and Well-being Policy		Effective date: 03/2024
Authorised owner: Siobhan Mellor	Department(s) / Project team(s); PEDaL	Last revision: 03/2024
Classification: Public	Issue: 01	Next review: 12/2025



Delegate Support and Well-being Policy

1. Introduction

Real Group is committed to providing a high-quality learning environment that empowers delegates to achieve their full potential and provide high-quality teaching and support for the children and young people in their school/setting. This policy outlines our commitment to support delegates on our courses and within our shared professional community through all aspects of our educational delivery. We believe that through supporting delegates to achieve and continuing professional development and therefore their professional goals, we can achieve our company aims of having a positive impact on children and young people in schools.

2. Values and Educational Beliefs

Real Group's values are inclusivity, growth, positivity, curiosity, integrity and sustainability. We believe that education and continuing professional development is developmental and is not a race, it is the expansion of horizons and perspectives. In relation to our courses:

- we aim to provide inclusive, high quality and flexible learning opportunities to enable everyone accepted on to a course to make progress. The online model is designed in a way to enable practice to be reflected and built on to enable growth of experience and knowledge.
- We take seriously our duty of care to ensure that only those who should be able to succeed are given places on programmes. Once a delegate is accepted on a programme or given membership it is the responsibility of the support/programme team to be resourceful, creative and flexible, within agreed academic frameworks, to enable, where possible, the delegate to succeed. To encourage participation in courses and to have an experience that enables learning and development to take place that impacts on professional practice and ultimately children, young people and adults.

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- The primary role of the tutor and the assessment process is to support delegates to the successful completion of their studies, via constructive feedback to improvements in the aim of end goal aspiration.
- Academic rigour is fundamental to our course design and delivery. Enrolling delegates who have the opportunities in their working setting to succeed underpins our admissions and enrolment processes.

3. Support for delegates

We acknowledge that our courses are undertaken predominantly by teachers and education professionals who, in addition to studying with us, lead busy professional lives often with complex commitments. We therefore take our responsibilities very seriously to support delegates through efficient and effective courses that can, in turn, impact on and improve our delegates' ability to support children and young people in schools/ settings. We strive to support delegates through:

(a) Clear course design

These provide a framework for optimising teaching and learning for all. This approach to our course design focuses on accommodating the needs and abilities of all learners to eliminate unnecessary hurdles or frustrations in the learning process. This means designing and delivering courses in a flexible and accessible learning environment in which information is presented in multiple ways wherever possible. Course design is built upon our practice-led learning pedagogy with activities provided in a variety of ways. Course design includes automated prompts, sent from the VLE at intervals to remind delegates of their course submission dates and ongoing tasks.

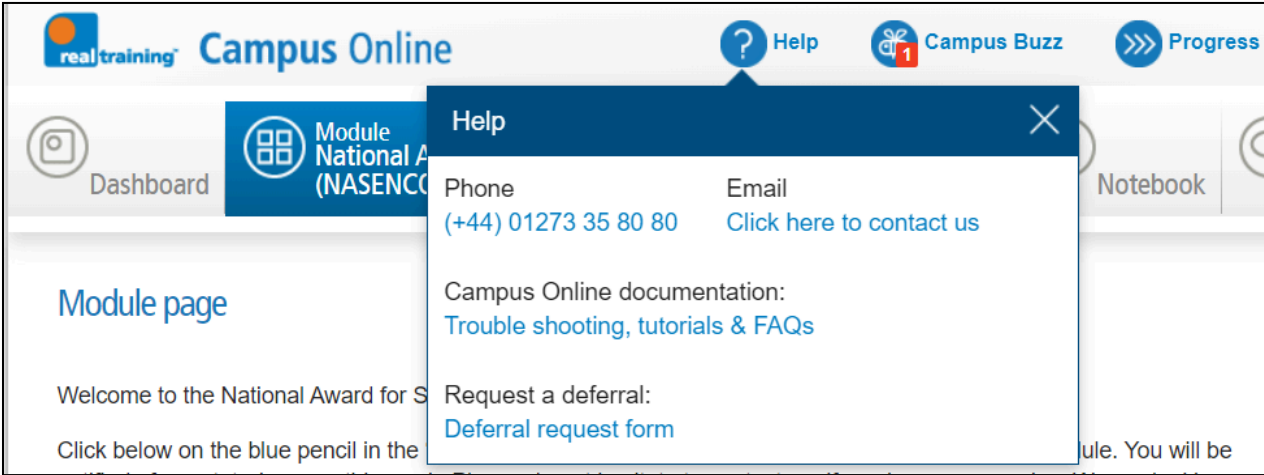
(b) Clear signposting to sources of support

Delegates studying with us generally have no in-person content with our office teams or tutors, with all interactions managed through digital platforms, email communications and online virtual learning environments (VLEs). We therefore understand the importance of clear and accurate communications about the course, the tasks, and the processes for accessing help and support. We ensure that on all

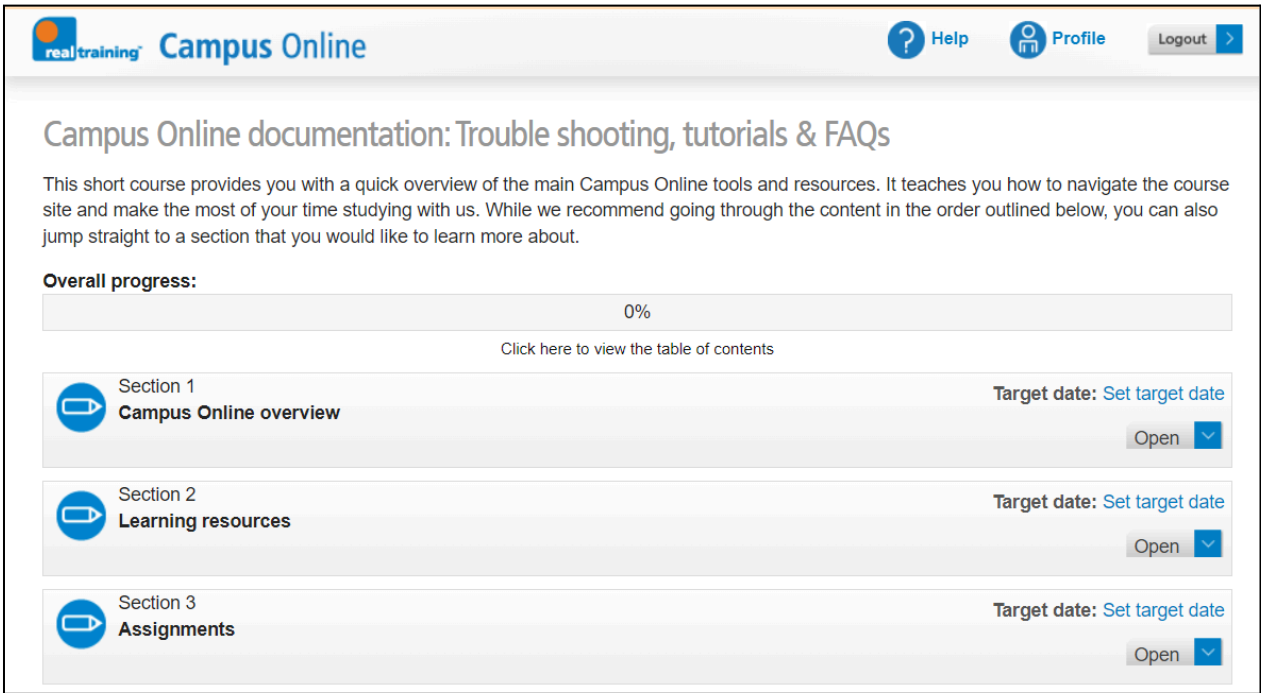
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course website pages, there is clear signposting to administrative and IT support to ensure barriers to course progress are quick to access. Tickets can be raised within our customer services system to ensure that each issue is directed quickly to the most appropriate person to assist with the query, and the progress of each issue can be monitored.



In addition to signposting to support from our employed teams, we also provide access to a short course with FAQs to support delegates with queries that arise outside of office working hours.



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(c) Linked academic tutor

All delegates have an allocated tutor with relevant academic and practice-based expertise in the area of the module content. Tutors aim to provide support to encourage delegates and provide feedback on first drafts of the assessments. There are clear SLAs for feedback timescales. For additional support, a delegate or tutor can escalate any issues to one of the wider team within the Pedagogy and Learning (PEDaL) team, including:

- Academic Programme lead
- Academic and Professional Leads
- Director of Pedagogy and Learning (PEDaL)

d) Access to pastoral support

All delegates can be directed via a member of the academic team to additional personalised support over the phone or video calls with a member of our pastoral support team.

Related Documents

Document history

Issue 1

Initial release