



Safeguarding Learners Policy

DOCUMENT INFORMATION

Status: Approved by AIC Senior Management Committee

Responsible for implementation: AIC Academic Team

Responsible for review: AIC Academic Team

Current version review date: May 2025

Version Control

History of amendments	Version/ pages/ section affected	Summary of changes
Last amended May 2023		

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

Purpose

This policy focuses on fostering a mentally well college community for both staff and students. It aligns with our Strategic Plan for Growth, emphasizing student success, and aims to investigate ways to guarantee that every student achieves their potential by prioritizing their mental health and overall well-being. The safeguarding of our learners is our primary concern in their educational experience.

AIC is committed to pursuing high standards of support and safeguarding to all students with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.



Honorary Dean

08/05/2023

Aims

AIC Campus is responsible for the training of adult learners, as well as some programs in which there are minors 16 to 18 years of age, such as foundation level courses, Level 3 Pearson courses, and trainers and assessors should be aware of any situation which may make any student vulnerable.

An adult who is vulnerable in the learning environment can be defined as someone over the age of 18 years who is unable to safeguard him/herself against significant harm or exploitation.

Adults who are vulnerable could include individuals attending training:

- With learning disabilities
- Who suffer from dyslexia
- With physical disabilities
- With sensory impairments
- Where there is an uneven gender mix in the group
- With mental health problems
- With a long-term illness
- Who misuse substances or alcohol

All individual employees of AIC Campus must recognize the indications of abuse.

Types of abuse that could occur during a learning environment could include:

- Physical abuse
- Sexual abuse
- Psychological abuse
- Discriminatory abuse

All trainers and assessors have a duty of care to act in the best interest of the allegedly abused person. Where the allegedly abused person is clearly able to make choices, they must be advised of the options available to them and their wishes respected, unless it was so serious that it needed to be reported to the police.

Our guiding principles are as follows:

- Implement our teaching and learning strategy, which embraces a comprehensive approach to learners, utilizing scaffolding to assist students in developing their skills, confidence, and performance at an appropriate pace.
- Foster deep learning and subject mastery, recognizing that students engaged in deep learning tend to experience better well-being.
- Design the curriculum, practices, and processes to have a positive impact on students' mental well-being. This can be achieved through collaborative classroom practices and promoting the sharing of expertise across our teams, such as Trauma Informed Practice and compassionate pedagogies.

Maintain close collaboration throughout the university to clarify the roles of academics in supporting mental health.

- Incorporate high-quality psychoeducation and meta-learning into the curriculum to empower students in managing their own well-being and learning effectively.

Action Plan

To implement and achieve these we hope to take the following actions:

1. We will persist in connecting with students before they arrive, offering various options such as informal and anonymous briefings for those seeking self-help, directing them to specific resources, and actively inviting one-on-one discussions with our Student Support and Wellbeing team to address individual needs. Additionally, we will be mindful of identifying student groups that may be at a higher risk of experiencing mental health challenges. The student counselors provide the first contact and support necessary.
2. We will continue enhancing study skills and support sessions for prospective students, providing access to classroom and discussion rooms, organizing academic "get to know your course" and "getting ready for college" sessions, "academic

writing for college” sessions, “IT support” and “becoming tech savvy in college” support sessions, facilitating early internship opportunities, job applications, arranging campus tours and visits, introducing student clubs and societies, sharing blogs and articles on what to bring, and offering regular opportunities to engage with current students for better preparation.

3. Develop and implement an engagement strategy to maintain connections with students who choose to defer their enrollment for a year through the counselors who follow up. Also maintain an engagement plan for students who after enrollment and progressing with the courses, chooses to take a semester break or two, through the Admissions Office team who follow up and guide towards course completion.
4. Introduce the four-week introductory module designed to help students concentrate and establish a sense of connection with their course from the beginning. This is specifically to be one for the students enrolling in Foundation level courses to better prepare for college work. Four weeks of classes going on as zero semester aims to better equip students to be ready for bigger workload, time management and academic writing policies involved with college level work.