Candidate Support System – Tutor and Pastoral Support

1. Policy Statement

The Wellbeing Academy is committed to providing high-quality academic, pastoral, and emotional support to all learners undertaking CPCAB qualifications.
We recognise that counselling training is both personally and professionally demanding, requiring robust systems of support to promote learner wellbeing, inclusion, and success.
Our support system reflects CPCAB's values of fairness, accessibility, and reflective practice, and is underpinned by our trauma-informed and person-centred ethos.

2. Aims

The aims of the Candidate Support System are to:

- Ensure every learner feels safe, supported, and valued throughout their training.
- Identify and respond promptly to individual learning or pastoral needs.
- Provide access to consistent tutor guidance, academic feedback, and wellbeing support.
- Promote reflective and ethical practice in line with CPCAB and BACP standards.
- Remove barriers to learning through reasonable adjustments and inclusive practice.

3. Key Principles

- **Accessibility:** All learners have equal access to support, regardless of background, health, or circumstance.
- **Confidentiality:** Personal information shared in support contexts is treated with sensitivity and in accordance with GDPR.
- **Early Intervention:** Issues are addressed proactively to prevent escalation.
- **Empowerment:** Learners are supported to take responsibility for their own learning and wellbeing, with guidance from staff.
- **Integration:** Support is embedded throughout the learning experience — academically, professionally, and personally.

4. Tutor Support System

Each learner is assigned a **personal tutor** who provides both academic and professional guidance throughout the qualification.

Academic Support

- Regular group tutorials covering assessment requirements, academic writing, and reflective practice.
- Individual tutorials available on request to review progress, learning needs, and goals.
- Detailed written and/or verbal feedback on all assessments in accordance with CPCAB assessment criteria.
- Support with action plans where learners are at risk of non-completion or referral.
- Clear guidance on CPCAB policies, deadlines, and expectations.

<u>Professional Development Support</u>

- Tutors model professional ethical practice and reflective awareness in line with BACP and CPCAB standards.
- Learners are supported to integrate supervision feedback, placement experience, and classroom learning.
- Tutors facilitate group supervision and reflective discussions to help learners link theory with practice.
- Ongoing observation of interpersonal skills and self-awareness is used to guide learner development and readiness for qualification.

5. Pastoral and Wellbeing Support

The Wellbeing Academy recognises that counselling training can evoke personal material and emotional responses.
We are committed to providing compassionate and trauma-informed pastoral care.

Available Support Includes:

- **Pastoral Contact:** Learners may approach their tutor, the Centre Director, or any member of the team for confidential wellbeing support.
- **One-to-One Support Meetings:** Offered where a learner is struggling personally, academically, or within placement.
- **Signposting to External Support:** Learners may be encouraged to seek additional counselling or supervision where training issues overlap with personal therapy needs.
- **Reasonable Adjustments:** The Wellbeing Academy Centre works with learners and CPCAB to implement adjustments for physical, sensory, neurodiverse, or mental health needs.
- **Crisis Support Protocol:** In cases of acute distress or safeguarding concerns, immediate support and referral pathways are activated (e.g., GP, counselling, or emergency services).

6. Inclusion and Additional Learning Needs

- All learners complete an initial learning needs and accessibility questionnaire during induction.
- Reasonable adjustments are considered in collaboration with CPCAB and documented in learner files.
- Tutors and assessors receive training in neurodiversity, trauma-responsive teaching, and inclusive communication.
- Learning materials are designed to be clear, flexible, and accessible (digital and print).

7. Monitoring and Review

- Learner progress and wellbeing are discussed at regular tutor meetings and IQA reviews.
- Learner feedback is collected after each module and via CPCAB candidate feedback forms.
- Patterns of need are identified and addressed through staff training or curriculum review.
- The Centre Director and IQA monitor the effectiveness of the support system annually and update procedures as needed.