



<b>POLICY 5 Student Support, Engagement and Learning Resources</b>					
<b>Prepared by</b>	Ian Fleming	<b>Reviewed by</b>	Ercan Erkus	<b>Approved by</b>	Canan E. Celik
<b>Review No</b>	7	<b>Next Review Date</b>	Aug 2023	<b>Approved on</b>	26/08/2022

**Policy Issued:** April 2014

**Policy Owner:** Principal / CEO

- ❖ This policy is shared with our students and/or can be obtained:
  - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - on the desktops of all computers in the library on the top floor,
  - by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our students are informed about the main aspects of the policy in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

## **1. Introduction**

- 1.1** The Academy views effective student support as a crucial part of its overall academic provision. The Academy seeks to engender a supportive learning and social environment for all its students and recognises that well planned student support arrangements make a major contribution to personal well-being and academic success.
- 1.2** The Academy also views positive engagement with students as critically important and will take steps to engage all students as partners in the assurance and enhancement of their educational experience.
- 1.3** The Academy considers that the provision of adequate and appropriate learning resources to support and underpin student learning as vital to the successful operation and success of the Academy.

## **2. Terminology**

- 2.1** In the context of this policy, '*student support*' is taken to mean all the measures adopted by the Academy to ensure that its students are enabled to gain the maximum benefit from their programmes at the Academy. This includes general pastoral support, specialist individual counselling, learning and tutorial support, participation in social activities and education, advice and guidance about careers and progression. The



term also encompasses measures to support and assist disabled students (however defined) during their time in the Academy.

**2.2** The term '*student engagement*' is taken to include arrangements for student representation, the Student Committee, and the involvement of students in formal structures. This policy also covers the Academy's approach to all types of student surveys of opinion, the analysis of data from such surveys and the ways in which the findings are used.

**2.3** The term '*learning resources*' stands for all physical and electronic resources used to support student learning. The term '*book stock*' is taken to cover the full range of printed material, from journals to textbooks. The term '*virtual learning environment*' means the Academy's internal electronic platform which includes learning resources, assignment submission and electronic record keeping and enables communication between teaching staff and students.

### **3. Scope**

**3.1** This policy is restricted to broad-based student support formal arrangements for student engagement, including the determination of student views. Some specific aspects relating to learning and assessment are addressed in Policy 3.

**3.2** This policy addresses conventional library provision, access to external electronic resources and the virtual learning environment. It covers strategic planning of learning resources, their currency and relevance, review and renewal of physical resources and matters of technical support for online learning.

### **4. Aims**

**4.1** The overall aim of the policy is to ensure that all students receive effective support, appropriate to their individual needs, to enable them to benefit fully from their learning experience at the Academy. The policy also ensures that the Academy fully engages with its students, both individually and collectively, to ensure their full involvement in their learning experience. In addition, the Academy will ensure that findings from a range of student survey methods are appropriately analysed and considered at a senior level.

**4.2** In terms of learning resources, the aim of the policy is to ensure that all students have access to adequate and varied learning resources which are appropriate to their studies, and which encourage independent learning.

### **5. Objectives**

The objectives of the policy and its related procedures are:

#### **5.1 Student support**

- to ensure that student support and development resourcing, management and evaluation is considered at a strategic level,
- to ensure that all prospective students receive detailed and accurate initial information about the Academy and about their programmes before they enrol,



- to provide student support on the basis of equity and fairness; in particular to provide appropriate academic support and guidance for disabled students, facilitate their access to and use of information and communications technology and ensure that they have full access to student support services in the Academy,
- to ensure that all current students are fully informed about their programmes and about what the Academy expects of them,
- to make available relevant information about pastoral care provision and any mentoring arrangements and to ensure that all students seeking assistance are helped swiftly and efficiently,
- to ensure that the Academy provides appropriate and effective support if students experience problems which may require a change of programme
- to provide an effective counselling service which addresses any urgent personal problems which students may encounter in a discrete and efficient manner, as well as providing appropriate follow up and, where necessary, referral to medical professionals,
- to consider progression and career issues when designing curriculum and assessment and to advise students sensitively about academic progression, providing referral to relevant external bodies where necessary,
- to make information available to all students about learning opportunities and learning support,
- to offer tutorial support on a regular basis,
- to ensure that any students making an academic appeal are supported and receive appropriate guidance,
- to facilitate appropriate student social activities, in order to broaden their overall experience and social life, in conjunction with the Student Committee,
- to ensure that all staff who provide support to students are appropriately qualified and competent.

## **5.2 Student engagement**

- to ensure that students are fully informed about how they might become involved as representatives, providers of feedback, members of the Student Committee and as participants in other formal structures such as Academic and Advisory Committee and Board of Governance,
- to support and enable arrangements for effective student representation, including the briefing and training of elected student representatives,
- to ensure that the whole student body can benefit from representation and that students can make individual and collective views known through the Student Committee, Academic and Advisory Committee and Board of Governance,
- to ensure that the Academy will engage appropriately with the student body about all significant changes in policy or academic direction,
- to make available appropriate methods to ensure that the collective student voice may be heard across



the Academy,

- to ensure that students receive appropriate information about quality assurance and enhancement and have the opportunity to discuss this with both their peers and with members of staff,
- to involve students as participants upon appropriate formal boards and committees where possible,
- to use student surveys and other appropriate mechanisms for obtaining student feedback in a systematic manner, so as to gain as accurate a picture as possible at any one time of overall student views, specific views on defined topics and detailed feedback on both teaching and assessment,
- to review student engagement on a formal basis, both in quantitative and qualitative terms, and to report upon this in appropriate committees and in the annual report.

### **5.3 Learning resources**

- to ensure that learning resource provision is considered, resourced, and reviewed at a strategic level,
- to ensure that appropriate physical library provision is provided and that arrangements are made to enable students and other users to enjoy adequate access to the library,
- to ensure that book stock is reviewed and renewed on a regular and systematic basis to maintain currency and relevance,
- to make appropriate and reasonable arrangements for book loans,
- to ensure that students are fully informed and guided about alternative external physical library resources which it might be appropriate for them to access,
- to ensure that provision of study skills support enables students to gain the maximum benefit from the learning resources provided and to develop as independent learners,
- to ensure that students are appropriately informed about learning resources and trained in the means of access to them at the time of their induction,
- to provide access for students to appropriate external electronic learning resources which will support their studies,
- to provide a virtual learning environment and to ensure that students utilise this facility to the full, both as a repository of information and as an interactive learning resource,
- to underpin electronic learning resources with full and appropriate technical advice and support arrangements.

## **6. Related Documents**

### **6.1 Policies**

- **2** Academic Management
- **3** Teaching Learning Assessment
- **4** Admissions
- **5** Student Support, Engagement and Learning Resources



- 7 Information

## 6.2 Procedures

- 1.5 Equal Opportunities
- 1.9 Review and Revision of Policies and Procedures
- 2.11 Pearson Registration
- 2.13 Access and Participation Statement
- 3.1 Expectations of Staff in Teaching Delivery
- 3.3 Encouraging Independent Learning
- 3.4 Tutorial Arrangements
- 3.5 Assessment Expectations
- 3.8 Feedback to Students
- 3.9 Remote Learning
- 4.1 Student Enrolment and Selection
- 4.3 Recognition of Prior Learning (RPL)
- 4.4 Attendance Monitoring
- 4.6 Student Induction
- 4.13 Transfers Suspensions Withdrawals Closure and Change of HE Provision
- 4.14 Fees Charges and Financial Support
- 5.1 Student Code of Conduct
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 5.5 Library Procedures
- 5.7 Reviewing Learning resources
- 6.15 Safeguarding
- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- 7.1 Review and Sign off PI
- 7.4 HE Public Information

## 6.3 Terms and Conditions

## 6.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Course Design & Development at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>



- **UK Quality Code Advice & Guidance – External Expertise** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>
- **UK Quality Code Advice & Guidance – Monitoring & Evaluation** at [https://www.qaa.ac.uk/en/quality\\_code/advice-and-guidance/monitoring-and-evaluation](https://www.qaa.ac.uk/en/quality_code/advice-and-guidance/monitoring-and-evaluation)
- **UK Quality Code Advice & Guidance – Learning and Teaching** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- **UK Quality Code Advice & Guidance – Student Engagement** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- **OIA The Good Practice Framework for Complaints and Appeals** at <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>
- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- **Pearson Recognition of Prior Learning Policy** at [https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition\\_of\\_prior\\_learning\\_and\\_process\\_policy.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf)
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]**