

Higher Education Support Policy

| | |
|--|---|
| Effective Date: | June 2023 |
| Version Number: | 2 |
| Author: | Director of Higher Skills (SE) |
| Review Date: | June 2024 |
| Approved by: | HEQ June 2023 P&P September 2023 Full Corporation |
| Quality Assurance: | UK Quality Code for Higher Education: Enabling Student Achievement |
| Disseminated by: | Staff Development |
| To be read in conjunction with: | HE Teaching, Learning, Assessment and Support Strategy Student Performance Policy Student Behaviour Policy Fitness to Study Policy HE Student Protection Plan |
| Additions: | |

Contents

| | |
|--|---|
| The Hugh Baird University Centre (HBUC) Student Support Policy | 1 |
| Student Entitlement | 2 |
| Support Procedures | 3 |
| Students declaring a disability | 4 |
| Digital Access | 5 |
| | |
| | |
| | |
| | |
| | |

1. The Hugh Baird University Centre (HBUC) Student Support Policy

1.1 The Hugh Baird University Centre (HBUC) has high expectations of its students and is committed to their success. It believes that effective support systems are essential in order to:

- Raise students' confidence and aspirations.
- Establish appropriate learning goals and personal development plan.
- Support learning by monitoring progress.
- Recognise achievement.
- Develop employability skills and attributes:
- Develop, resilience, independence and self-reliance.

1.2 The HBUC is committed to provide every student with access to support appropriate to their programme, the aims of which are, but are not limited to:

- Supporting achievement through one-to-one progress meetings.
- Enhancing the university experience through tailored academic and personal development workshops.
- Promoting resilience through study skills resources and in conjunction with Pod, Library and external services.
- Building Career Readiness through a wide programme of career events, speakers, and networking opportunities.
- Facilitating the Student Voice through support of student reps, focus groups, staff /student liaison and Personal Development Coach (PDC) Teams Page.
- Sustaining wellbeing through referrals to Pod Support Services and external agencies.
- Creating a holistic listening and positive culture for study in conjunction with Academic tutors and support staff.
- Nurture student transition through all levels and develop graduate skills.

1.3 All support processes will be subject to Quality Monitoring according to the HBUC Quality Procedures, which includes audits of student Pro Monitor on-line records, student questionnaires and focus groups.

1.4 A support action plan will be produced annually by the (PDC) team and updated throughout the year as appropriate. This will be monitored at the HE Quality (HEQ) meeting.

2. Student Entitlement

2.1 All students will be allocated to a PCD and progress will be reviewed in line with the Access and Participation Plan.

2.2 All students will have access to workshops developed and delivered throughout the year by the PDC team.

- 2.3 All students will have access to the College's Retention and Progression Coordinators based within the College's Student Services facility (The POD) and to the services that they provide. The PDC team will also respond to individual queries and refer to services as appropriate.

3. Support Procedures

- 3.2 A key outcome of the Policy is to ensure that "at risk" students are supported effectively.
- 3.3 The Faculty Leads will monitor student attendance on a weekly basis and report to the HE Management Team in the weekly Faculty Manager meeting in order to identify any at risk students.
- 3.4 The Directors of Higher Skills have overall responsibility for the monitoring of the attendance, behaviour, success and retention of the students.
- 3.5 The Directors of Higher Skills will meet to:
- Discuss workshop content.
 - Share good practice.
 - Discuss relevant student support issues.
 - Review initiatives and standards.
 - Check adherence to policy.
 - Discuss local/national legislation issues.
- 3.6 Curriculum teams will be responsible for following up student non-attendance, inputting Progress Review data and associated SMART targets and initiating action under the College's Behaviour and Performance policies. They will also be responsible for the recording of issues and actions (via the College's Promonitor system) and communicating this to the appropriate individuals.
- 3.7 The PDC team will implement and monitor agreed actions under the College's Access and Participation Plan, reporting at committee level as required.

4. Students declaring a disability

- 4.1 All students declaring a disability or support need will be provided with such Reasonable Adjustments that may be necessary in line with UK legislation.
- 4.2 Students with a disability may be eligible for support through the Disabled Students' Allowances (DSA) available via Student Finance England (SFE) for a range of help including a long-term health condition, mental-health condition, or specific learning difficulty such as dyslexia or dyspraxia. Help available can include:
- Day-to-day costs of studying that are related to a disability. e.g. photocopying costs
 - Specialist equipment. e.g. a computer or disability-related software (subject to student financial contribution).
 - A non-medical helper e.g. Specialist Mentor or 1:1 Study Skills Tutor

- 4.3 Students are able to apply via the SFE website prior to starting their course
- 4.4 This process will be promoted as part of the interview and enrolment process although it is the responsibility of individual students to apply.
- 4.5 Non-Medical help is not provided by the College and contracts for this reside with the individual student and the provider allocated by SFE

5. Digital Access

- 4.1 For the purposes of this policy, the term “Digital teaching and learning” is defined as: “teaching and learning that is delivered using digital technology and involves some element of delivery in a digital environment.” Barber, M. 2021)
- 4.2 It is recognised that all courses will have some requirement for synchronous or asynchronous digital access and that students will, invariably, require support in order to maximise the effectiveness of the approaches used. In order to achieve this the following definition of “digital access” will be adopted:

| Element | Criteria |
|---------------------------------|---|
| Appropriate hardware | Students have the hardware that allows them to effectively access all course content. Hardware is of the specification required to ensure that the student is not disadvantaged in relation to their peers. |
| Appropriate software | Students have the software they need to effectively access all aspects of course content. |
| Robust technical infrastructure | Technical infrastructure and systems work seamlessly and are repaired promptly when needed. |
| Reliable access to the Internet | Students have reliable and consistent access to an internet connection. Reliability and bandwidth of the internet connection are at a sufficient level for ensuring that a student is not disadvantaged in relation to their peers |

| | |
|---------------------------------|--|
| A trained teacher or instructor | Students have a trained teacher or instructor who is equipped to deliver high-quality digital teaching and learning. |
| An appropriate study place | Students have consistent access to a quiet space that is appropriate for studying. |

- 4.3 Students can therefore expect access to appropriate equipment and Internet access within appropriate study space at the University Centre (or associated areas of the College campus), maintained as per relevant College policies and procedures. Staff Development will ensure that all staff are able to effectively use equipment with students and support them in its use, whilst relevant student skills are developed through teaching approaches and additionality as appropriate.
- 4.4 In the event that access to the College estate is prevented (e.g., as set out in the HE Student Protection Plan), the College will invoke such reasonable measures as are within the scope of its resources to ensure Digital Access for students.

Hugh Baird College

Balliol Road
Bootle
Liverpool
L20 7EW

Telephone
0151 353 4444

Email
enquiries@hughbaird.ac.uk

www.hughbaird.ac.uk