Regent College London

Learning Support Policy

1. Purpose

1.1 To provide a policy for supporting students with diverse learning requirements and to outline the support services that students can access both at Regent College London (the College) and through external agencies.

2. Background

2.1 Regent College London is committed to equality of opportunity for all of its students. The College has developed an Equality and Diversity Policy which sets out general principles and is applicable to all staff and students. The College is mindful of its requirements to comply with legislation offering access to higher education, specifically the Disability Discrimination Act and more recently the Equality Act 2010. Whilst our Equality and Diversity Policy is designed to help develop and promote a culture of equality and diversity throughout the College, the Learning Support Policy specifically addresses supporting students with diverse learning requirements.

2.2 The College selects students for studying on its higher education programmes from a diverse range of backgrounds, cultures, and educational experiences. Given the diverse profile of our student body, the College aims to support students to be successful and achieve their potential in their higher education studies.

3. QAA Quality Code

3.1 This Learning Support Policy takes account of the relevant Expectations, Practices and Guiding Principles of the UK Quality Code.

This Policy aligns with the UK Quality Code core and common practices in

Expectation for Quality:

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider designs and/or delivers high-quality courses.
- The provider actively engages students, individually and collectively, in the quality of their education experience.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Enabling Student Achievement:

- 1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.
- 2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.
- 3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.
- 4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.
- 5. Equality of opportunity for all students to develop academic and professional skills.
- 6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.
- 7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.
- 8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.
- 9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.

4. Policy statement

4.1 Providing support for a student body with diverse learning requirements is realised in a number of different ways. These include:

- Access to higher education
- Academic support
- Pastoral support
- Disability support
- Learning resources
- Staff development

4.2 *Access to higher education*

Our Admissions Policy and process of offering a place to study a higher education programme takes account of, and encourages prospective students from, a wide range of backgrounds. We encourage prospective students who are committed to achieving and realising their potential with both formal qualifications and a range of equivalent experiences.

4.3 *Academic support*

The College provides practical and personal support to academic study through a range of tutorial type provisions. This ranges from small group tutorial provision to develop study skills, to one to one sessions on specific aspects of study, academic writing, referencing, etc. We recognise and provide support for students who have not been in formal education for a number of years and may find the transition back to formal education challenging and daunting in the early part of their programme of study. This may include note-taking strategies, reading strategies, and time management and organisation. A full Study Skills programme is available to all students.

4.4 *Pastoral support*

Many of our students are mature students with family, work and other types of commitments outside the time they are in attendance at the College. We recognise that these external commitments often present competing demands on a student's time and ability to concentrate on their studies. The Student Support Office is available to support and guide students when external matters impinge on their studies. The Principal, Programme Leaders/Directors of Studies and Cohort Leaders also support the pastoral needs of students. These staff recognise that sometimes a student may need professional help and will be advised to seek support from an appropriate external agency.

4.5 *Disability support*
The Student Support Office provides and coordinates support for students with specific learning difficulties and disabilities. It is our policy to identify the best type of support that could be provided, recognising that the College staff do not have the necessary expertise to deal with students who present specific learning needs, for example, dyslexia or long-term medical conditions. We will make adjustments to suit the needs of the students as much as we are able to, by means of a Personal Support Plan. We will also help by identifying external sources of support and funding that may be available to enable students to develop and achieve in their academic studies. We will note advice offered by external professionals to support the needs of these students.

4.6 *Learning resources*

The College offers a range of different types of learning resources to support students to develop and achieve in their academic studies. The learning resources range from traditional books and lecture notes, to e-books and learning materials on our VLE, to electronic study material. The local public libraries also offer a wide range of learning resources in different formats.

4.7 *Staff development*

The College is committed to enhancing the knowledge, skills and understanding of its staff with respect to the diverse learning requirements of our student body. We will provide specialist staff development sessions to meet specific identified student needs.

5. Monitoring and evaluation

5.1 The College has a number of mechanisms to monitor and evaluate the support it provides to its students to help them develop and achieve academically. These include student surveys and meetings of student representatives at the Student Representative Committee. In addition, our Student Support & Wellbeing Manager reports to the Senior Leadership Team, Academic Board and Course and Programme Boards. Reports by the Student Support & Wellbeing Manager include any identified recommendations for quality enhancement. The Senior Leadership Team and Academic Board will agree on which recommendations to progress.

Author:	*Head of Academic Standards & Quality Enhancement*
Version:	*Version 1.6*
Update:	*February 2020*
Approval:	*Academic Board February 2020*
Review date:	*August 2020*