

7.1 Principles of student support

Overarching

Education for Health recognises that as changes in our student population and delivery methods are on-going our student support services must diversify and develop to address the needs of our student community.

Induction

Approaches to induction will recognise and address the fact that induction is an ongoing process that extends beyond the first few weeks of a student's programme of study. Effective induction is crucial to ensuring that students are supported throughout their time with Education for Health.

The induction process will ensure that students receive information to cover all aspects of the student experience including an academic induction that addresses the skills required to study and a more general induction which covers student support facilities.

Core Provision

General

Core provision for all students seeks to ensure they have parity of access to the full range of support and opportunities, within Education for Health.

Core provision supports students in the face of any difficulties, challenges or obstacles as they arise and as they impact on the student's ability to perform to their potential.

The following key principles apply:

The Director of Education and Training , supported by the nominated point of contact will ensure that Education for Health:

- facilitates and encourages holistic academic and personal development;
- creates and sustains an environment in which all students can flourish both academically and personally;
- Operates a student support service that is accessible to all students equally.

Elements of Core Provision are both proactive and reactive

The proactive elements of Core Provision include:

- promoting the various forms of student support
- ensuring that all students know how to access support
- enabling students to understand the Regulations
- ensuring that students understand the processes and procedures so that students will alert Education for Health, at the appropriate time and by the recognised means, of any circumstances which might impair the student's engagement with their academic studies;
- ensuring delivery of the University's Equality and Diversity policy;

The reactive elements of Core Provision include:

- discussing with students any circumstances which may be affecting their progress and performance and advising appropriately
- assisting students to access support appropriate to their personal circumstances as and when necessary
- providing specific individualised support as necessary
- offering appropriate advice and support regarding Academic Appeals and issues of dissatisfaction;
- providing, on request, character references as appropriate;
- offering appropriate advice and support regarding issues of academic discipline (e.g. Plagiarism);

In all contacts with students Education for Health will treat information with confidentiality in accordance with the Data Protection Act and will share it within Education for Health as necessary and on a need to know basis.

Academic support and guidance

Provision for developing academic literacy and study skills will form an ongoing part of the academic support provided.

Pastoral support

The Director of Education and Training has the ultimate responsibility for assuring the provision of pastoral support to students (by which we mean support in relation to personal matters and personal circumstances that affect academic studies). The Director of Education and Training will identify a principal point of contact on all pastoral support matters (usually the Head of Academic Studies).

Personal development

Education for Health is responsible for that aspect of personal development that derives from student acquisition of generic and transferable skills within our modules and programmes (in accordance with our underlying principles for the development of the taught curriculum), and through the provision of academic support and guidance