

# **ENABLING STUDENT DEVELOPMENT & ACHIEVEMENT POLICY**

1 The University of Law's (the University) Enabling Student Development & Achievement Policy has been informed by the Quality Assurance Agency's (QAA) Quality Code (the Code) for Higher Education, specifically the Advice and Guidance for Enabling Student Achievement. The QAA's Quality Code is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained, and how the quality of learning opportunities are assured and enhanced. This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the Code.

This policy is also informed by the Office for Students Regulatory Framework, specifically Condition B2

## Introduction

2 The University recognises that central to this Policy is the University's responsibility for the academic standards of all awards granted in its name and the quality of learning opportunities for students. This policy sets the framework of expectations within which the University seeks to enable student development and achievement before, during, and after their period of study with the University, by:

- 2.1 putting in place appropriate strategies, policies, resources, practices, and systems to ensure that students make a successful transition to study on their chosen programme;
- 2.2 supporting and monitoring student progress and development while on their chosen programme to enable students to maximise their academic, personal, and professional potential;
- 2.3 ensuring that students who have completed their period of study and who have remaining assessments to re-take are informed on all aspects of the reassessment process and appropriately supported.

## Responsibility for this policy

3 Ultimate responsibility for the development of clear and effective processes and procedures associated with the quality assurance and maintenance of standards of academic provision and overseeing their application lies with the Academic Board.

## Expectation

4 The University has in place, monitors, and evaluates arrangements and resources which enable students to develop their academic, personal, and professional potential.

## Key aims and principles

5 The University ensures that:

- 5.1 students are appropriately supported in their academic, personal, and professional development to encourage them to achieve their full potential;
- 5.2 students are appropriately supported in programme transitions (with a particular focus on the transition to higher education for school leavers and returning learners);
- 5.3 students are aware of the support and learning opportunities available to them;
- 5.4 students are enabled to understand the expectations placed on them by the University and the need to take responsibility for their own learning and development;
- 5.5 students have an opportunity to input into the nature of the University's support provision.

6 In enabling student development and achievement, the University applies the principles of fairness, inclusion, and accessibility, taking into account the differing individual requirements of students and the diversity of the student body.

## Procedural approach

### Structure of the provision

7 The framework of procedures which follows has been organised to reflect the chronological student experience from pre-programme enrolment and study, through induction and in-course learning, to post-programme transition and/or re-sit support as relevant.

- 7.1 The University ensures that students receive accurate and timely information about their chosen programme of study and the support and services available to them, including:
  - 7.1.1 clear indications of the levels of commitment required through estimated study hours (including class contact hours, guided Independent Study hours where relevant);
  - 7.1.2 information about projected timetabling patterns;
  - 7.1.3 appropriate information in relation to visas and other requirements for international students as set out by the Home Office;
  - 7.1.4 information about the requirements of any pre-course study, its nature and, in relation to online study, the date of its availability;
  - 7.1.5 information about designated contacts for pre-course queries;
  - 7.1.6 information about support and services available pre-course;
  - 7.1.7 Information on the support available through the Disability and Inclusion Service including how to access a University of Law Inclusion Plan (ULIP) for neurodiverse students and those experiencing disabilities, physical and mental health conditions.
- 7.2 The University ensures that all its programmes have a comprehensive and supportive induction to enable students to feel welcomed as individuals by the University, and to make a confident transition to their study with the University through:
  - 7.2.1 inclusion in all its induction processes of appropriate registration and information distribution procedures;

- 7.2.2 inclusion of sessions or materials which explain the nature of the programme, the University's expectations as to student study, the resources accessible by students, and the nature of academic and pastoral support available;
  - 7.2.3 opportunities for students to meet and/or communicate with their Academic Coach or Supervisor and to discuss any questions or concerns they may have;
  - 7.2.4 provision for late starters which ensures that they are supported, informed and enabled to find their place on the programme with confidence;
  - 7.2.5 opportunities for students to meet and/or communicate with each other;
  - 7.2.6 in relation to undergraduate programmes, a suitable Freshers' week which may include some or all of the above.
- 7.3 The University ensures that on all its programmes, students are supported and enabled to achieve their full academic, personal, and professional potential, in particular through:
- 7.3.1 high-quality academic teaching, supervision, and support provided by staff who are appropriately qualified, trained, supported, and performance-evaluated;
  - 7.3.2 appropriate academic and pastoral support;
  - 7.3.3 clear information and guidance on assessment processes;
  - 7.3.4 appropriate support and guidance on the development of learning and employability skills,
  - 7.3.5 embracing and encouraging diversity;
  - 7.3.6 appropriate disability support provision;
  - 7.3.7 high-quality counselling support;

- 7.3.8 high-quality Library and Information Services, and other learning resources, together with guidance on the effective use of learning systems;
  - 7.3.9 a high-quality Employability Service, advice, information, guidance, and opportunities to develop employability skills;
  - 7.3.10 good communication between the University and students.
- 7.4 The University ensures that students are appropriately supported in all transitions subsequent to initial registration as a student, including provision of information and impartial advice on the implications of:
- 7.4.1 intermission or change of mode of study;
  - 7.4.2 progression to a subsequent period of study within the programme;
  - 7.4.3 leaving the programme
  - 7.4.4 admission to another University programme.
- 7.5 The University ensures that students who have completed their period of taught study with the University but have not yet passed in their programme (because they have remaining assessments) are enabled to continue to study effectively and to understand what is required of them through:
- 7.5.1 clear information on the implications of the relevant assessment regulations for their programme;
  - 7.5.2 clear information on the re-assessment procedures relevant to their programme;
  - 7.5.3 appropriate access to online and, where relevant, hard copy study resources, including library access;
  - 7.5.4 appropriate access to academic support, such as tutor staffed 'hotlines' before re-sit examinations.
- 7.6 With regard to alumni, the University ensures that students who have completed their period of taught study with the University are informed of and encouraged to take advantage of the post-programme organisations and facilities available to them through the University (such as the Employability Services, the Alumni

Association, etc.) and are made aware of the time limits, if any, for accessing these services.

## Responsibility for the provision

8 Responsibility for the effective enabling of student achievement before, during, and after their period of study with the University is shared across all functions of the University.

## Monitoring and evaluation of the provision

9 Formal responsibility for monitoring and evaluation of this provision lies with the Academic Board.

## Version history:

Version	Amended by	Revision summary	Date
V1.0	Head of Careers Service	Initial drafting group	31/05/13
V1.1	Head of Tutors – Chester and Manchester	QA group	05/07/13
V1.2	External Consultant	Coherence activity amendments	21/08/13
V1.3	Student Officer	Review	17/09/13
V1.4	VP – AGQS	Review	18/09/13
V1.5	Academic Registrar	Review	24/09/13
V1.6	Academic Board	Approval	03/10/13
V1.7	VP – AGQS	Sign-Off	19/12/13
V1.8	Disability Support Officer	Updates	11/11/14

V2.0	Director of Operations	Review	19/11/15
V2.1	Academic Board	Approval	10/02/16
V2.2	Director of Operations	Amends	15/08/16
V2.3	Academic Board	Approval	15/09/16
V2.4	Registry Officer	Change to coding convention	20/03/20
V2.5	Senior Quality Officer	Further naming convention clarifications	26/03/20
V2.5	Registry Assistant	Extension approved for 2years	October 2021
V2.5	Director of Academic Enhancement & Research. Head of Student Support Services, Deputy Director of Student Services	Suggestions and insertions relating to student support.	August 2022
V2.5	Registry Assistant	Extension approved for 3 years	October 2022