

STUDENT LEARNING SKILLS SUPPORT POLICY

1 The University of Law's Learning Skills Support Policy has been informed by the Quality Assurance Agency's Quality Code for Higher Education, specifically the Advice and Guidance on 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 Conditions B1 and B4.

Introduction

2 The University of Law (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:

- 2.1 supports student academic, personal and professional development through the design, provision and delivery of learning skills support appropriate to each of its programmes;
- 2.2 reflects on the appropriateness of existing provision and as appropriate puts in place strategies for their future development;
- 2.3 monitors and reviews the provision to ensure its continuing relevance and effectiveness.

Responsibility for implementing 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:
 - 5.1 ensures that students are supported in their learning to encourage them to develop their full academic potential;
 - 5.2 ensures that students are supported in all programme transitions to enable them to adjust to the demands of the programme (with a particular focus on the transition to higher education for school leavers and returning learners);
 - 5.3 ensures that students are supported in their use of learning technology, resources, and systems;
 - 5.4 provides appropriate additional support in learning skills and personal skills (ie beyond that offered as a matter of standard provision within the learning environment) for those students who need such support;
 - 5.5 delivers such support initially through course management teams and appropriately trained tutors;
 - 5.6 implements a planned strategy for the development of appropriate student learning skills and language support resources, both hard copy and e-learning
 - 5.7 monitors and evaluates the take up and effectiveness of this provision.

Procedural approach

Structure of the provision

- 6 The University ensures that appropriate learning skills support is available to all students on all its programmes through the following 2-level approach:
 - 6.1 Level 1 – Support available to all students on all programmes through the following mediums:
 - 6.1.1 as a ‘built-in’ part of programme delivery through designed and timetabled study skills, time management skills, research skills, critical evaluation skills, legal writing and referencing and assessment technique sessions appropriate to the programme;
 - 6.1.2 as part of the standard expectation of student support placed on all subject and personal tutors.

- 6.2 Level 2 – Support available on a voluntary basis to self-selecting students and to referred students (referred by personal or subject tutors) through the medium of additional resources both online and in hardcopy

Responsibility for the provision

7 Responsibility for the effective support of student academic development and the design and delivery of learning skills lies with the University’s Programme Directors.

Monitoring and evaluation of the provision

8 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	Director Operational Services		25/08/17
V1.9	Registry Officer	Change to coding convention	20/03/20
V2.0	Senior Quality Officer	Further naming convention clarifications	26/03/20

