

A16 Student Support Policy

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1 Introduction

SAE Institute fosters a diverse and inclusive learning community; committed to providing all students with holistic support to promote their academic, professional and personal development. This policy outlines provisions of student guidance and support, SAE Institute has in place to overcome possible barriers to learning, enabling student development and achievement.

All members of the SAE community have a responsibility to support students. Staff are encouraged to address issues through early interventions, proactively supporting students through appropriate channels or signposting to specialist provision.

1.1 Related Policies and Documents

This policy should be read in conjunction with:

- A01 Student Selection and Admissions Policy
- A08 Assessment Policy
- A08.4 Extenuating Circumstances
- A16.1 Fitness to Study
- A16.2 Equality, Diversity and Inclusion Policy
- EU General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679).

2 Scope

This policy applies to general, pastoral and academic student support and outlines the arrangements and resources that are in place to enable students to achieve their academic, personal and professional potential.

3 Policy

3.1 General and Academic Support

Support staff on campus are the first point of contact for students with pastoral & wellbeing issues, those requiring academic skills building, or student finance advice. If SAE is unable to provide direct or specialist support, students will be referred or signposted to appropriate external services according to their need.

Academic support is primarily available from faculty and teaching staff, through individual tutorials.

3.2 Languages and Translations

As part of SAE Institute's commitment to support all students in their pursuit of academic, professional, and personal development, SAE provides key documentation relevant to the student's programme in the language of tuition.

3.3 Pastoral Support

SAE Institute is committed to providing exceptional pastoral care. With student cohort sizes smaller than traditional Higher Education providers, SAE is well placed to offer a more individualized approach to pastoral support. Campuses should facilitate and encourage a sense of community, within which all students feel supported in their learning journey. Proactive support in partnership with students is central to this policy.

3.4 Identification of Needs

All campuses should ensure that all students prior to enrolment have clearly available information about the pastoral support available to them, as well as a simple, confidential channel for making these needs known to SAE Institute. This information and registration procedure should be as easily available to existing students. This process should:

- Conform to all quality-related requirements, rules, policies and processes developed by SAE Institute.
- Meet the needs of a diverse student profile.
- Address relevant national, professional and industry standards.

All students who disclose a disability or health condition, on application, at enrolment or on programme, will be invited to discuss their individual needs, with the support team on campus. An individual support plan will be drafted in collaboration, between the student, the Academic Coordinator and campus support team. The plan will be reviewed each trimester to ensure that it is up to date and that the measures in place are providing targeted and effective support. Those students who are able to share professional assessment reports or documentation will be encouraged to do so, in order to enable appropriate and effective support measures to form the basis of their plan.

All eligible students with a disclosed disability or health condition, will be advised and guided to seek relevant specialist support via statutory or charitable funding channels where available. This should form part of a holistic support plan and should not replace regular meetings with the campus support team.

3.5 Confidentiality

SAE Institute and its representatives shall not disclose any confidential information shared by a student in any matter whatsoever, except as necessary to ensure adequate and timely support to the student. Privacy and confidentiality should be strictly observed in all cases of students seeking support or students at risk.

In the case of a medical emergency, SAE may be requested to release personal data in the vital interest of the student, in line with the provisions of the GDPR. This may include contacting a student's designated Emergency Contact where necessary.

3.6 Monitoring

Regular reviews of SAE Institute's regional and local provisions and procedures for student support should be undertaken to ensure that the support for all students is appropriate and timely. All campuses should adopt a local strategy contributing to a diverse and inclusive learning community with high-quality learning opportunities for all students.

3.7 Evaluation of Effectiveness

The thorough evaluation of the effectiveness of the strategies and operation of provision to enable student development and achievement is a key priority. A system should be in place to ensure regular updates of procedure, continual training and discussion, as well as dissemination of new information in the field and best practice between campuses.

4 Policy History

Policy Created:	August 2021
Date of Last Revision:	November 2021
Approved by:	UPSQC, November 2021