

## Royal Academy of Dance Faculty of Education

### Student Support Policy and Procedure

#### 1. Scope and Purpose

The Faculty of Education is committed to supporting all students throughout their entire student journey at the Royal Academy of Dance. Support for students comprises a wide range of mechanisms and provision from administrative, academic, professional and specialist staff, and includes specialist study skills support and specialist disability and well-being support.

This policy and procedure focuses specifically on specialist study skills support and specialist disability and well-being support.

#### 2. Definitions

Specialist study skills support and specialist disability and well-being support is defined as follows:

**Study Skills Support:** Study Skills Support is specialist support provided by the Study Skills Coordinator (SSC) in addition to support provided by academic and professional staff. Study Skills Support focusses on the development of academic study skills, including study techniques, academic writing, in-text citing, paraphrasing and referencing, research and information literacy, and language.

**Student Support:** Student Support is specialist support provided by the Student Support and Welfare Officer (SSWO) in addition to support provided by administrative, academic and professional staff. Student Support encompasses general pastoral care and guidance, mental health and well-being support, and disability support.

#### 3. Principles

The principles which underpin Faculty of Education student support are informed by the Equality Act 2010 and the expectations, core practices and guiding principles of the QAA UK Quality Code for Higher Education. The principles are as follows:

- 3.1 The Faculty of Education is enriched by the diversity of its student population and is committed to providing a holistic and inclusive approach to learning and teaching to ensure that all students engaged in programmes of study have an equal opportunity to achieve successful outcomes.
- 3.2 The Faculty of Education endeavours to provide an accessible and supportive community of staff and students and an open environment in which students feel confident to seek help.

- 3.3 The Faculty of Education is committed to making reasonable adjustments and offering additional support to ensure that students, who may otherwise be disadvantaged due to circumstances affecting mental health and well-being, learning difficulties, disabilities and/or long-term health conditions, have an equal opportunity to complete their programme of study successfully, whilst promoting independence and maintaining dignity.
- 3.4 In its commitment to providing a holistic and inclusive approach to learning and teaching, the Faculty of Education endeavours to foster collaborative working relationships between specialist support staff and academic and professional staff, and between staff and students, as appropriate to individual students' support needs.
- 3.5 The Faculty of Education is committed to the employment of appropriately qualified staff who are highly skilled in meeting the learning and support needs of students.
- 3.6 The Faculty of Education is committed to providing training for staff and allocating resources to student support services, as determined by legislative requirements, student demand and uptake, and feedback from students and staff.
- 3.7 The Faculty of Education endeavours to provide sufficient and appropriate facilities and access to learning resources and information for study skills and student support as part of a high-quality academic experience.
- 3.8 The Faculty of Education is committed to embedding support mechanisms within the design and delivery of programmes of study and actively engaging students with support services. This includes providing clear, consistent and accessible communication about opportunities and specialist support available to students from pre-entry through to graduation.
- 3.9 The Faculty of Education is committed to regular review and evaluation of its student support services to drive improvement and enhancement.

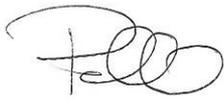
#### **4. Procedure**

- 4.1 All prospective students have the option to disclose details relating to physical and mental health, disability and/or additional learning needs upon application to a Faculty of Education programme of study.
- 4.2 Students are introduced to Faculty of Education student support services as part of their programme induction and/or through their programme documentation.
- 4.3 Every opportunity is taken to ensure that students are actively encouraged to take responsibility for their own learning and support needs, both in terms of recognising their need for support and seeking assistance at the earliest opportunity to ensure early intervention.

- 4.4 Students who disclose details relating to physical and mental health, disability and/or additional learning needs either pre-entry or during their studies, are referred to the SSWO. Any specific learning, teaching and assessment needs identified are shared with relevant academic and professional staff.
- 4.5 Students who require reasonable adjustments to summative assessments complete the application form for reasonable adjustments to summative assessments. Reasonable adjustments to summative assessments are agreed between the Head of Learning and Teaching, the SSWO and the Programme Manager.
- 4.6 Students can access Student Support services by making an appointment with the SSWO. Students can access information on Student Support and guidance relating to physical and mental health and well-being, disability and additional learning needs on the Virtual Learning Environment (VLE).
- 4.7 Access to Study Skills Support is provided in the following ways: students can seek study skills guidance directly from the study skills resources provided on the VLE; students can make an appointment directly with the SSC; academic staff can seek guidance from the SSC and advise students accordingly; academic staff can recommend that students seek guidance from the SSC; study skills are embedded within programme delivery as part of module study tasks and group tutorials.
- 4.8 The effectiveness of student support services is monitored and evaluated through student feedback, student support services reports at programmes meetings, and the Annual Programme Review process. Recommendations for change or enhancement to procedures and guidelines are made to the Learning, Teaching and Quality Committee.

## **5. Related Policies, Forms and Guidance**

*Health and Wellbeing Screening Report Policy and Procedures*  
*Policy and Guidance for Reasonable Adjustments to Learning, Teaching and Assessment*  
*Application Form for Reasonable Adjustments to Summative Assessments*  
*Guidance for Students with Disabilities on Teaching Placements*  
*RAD Equality, Diversity and Inclusion Policy*

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