

# General Policy G10 Pastoral Support Policy

## 1. Policy Statement

This Pastoral Support Policy:

- Emphasises the importance of providing consistently high quality pastoral support for students at all SAE campuses;
- Promotes fairness in opportunities for students with different learning needs;
- States guidelines for addressing student additional needs fairly and efficiently;
- States guidelines for care for students who are under 18: 'vulnerable adults' and issues of Safeguarding.

## 2. Purpose

The policy purpose is to provide a framework to the provision of pastoral support at SAE Institute campuses in the UK. To achieve this, the policy supports a multiple stage process for effective pastoral support, namely:

- a) Identification of student needs;
- b) Directing students to the best source of help;
- c) Staff training for provision of pastoral support;
- d) Monitoring and improvement of Pastoral Support.

The purpose of pastoral support is to ensure that students can focus on their learning and minimise distractions due to disability, learning difficulties, health, legal and economic issues etc. during their studies at SAE Institute. The role should enhance student academic progress, academic achievement, student retention and widening participation, and by maximising student potential to benefit from the university experience, should enable students to reach their academic potential and enhance employability on graduation.

A core purpose is managing diversity and inclusion and encouraging effective integration of our students based on the Equality Act 2010 and SVGA Safeguarding Vulnerable Groups Act 2006 SVGA.

## 3. Scope

This policy applies to all SAE Institute campuses in the UK. Student experience at SAE Institute is divided into three areas:

- a) Student Information;
- b) Student Records;
- c) Pastoral Support;
- d) Learning Support including library services

Student Experience staff are usually the first point of contact for students in need of support in general (including safeguarding), and should, in consultation with the student, identify the most appropriate follow-up support/advice. This might be academic support or financial support or other support. We envisage the addition of coordinated support and oversight being provided initially by the Head of Quality and Student Experience.

## 4. Student Experience staff

The Pastoral Support Officer (PSO) will:

- a) Evaluate student need;
- b) Provide advice;
- c) Monitor progress and changes in student need;
- d) Ensure that they (PSO) are updated on current local legislation and recommendations for supporting students, as well as policies and procedures from SAE.

## 5. Student Profiles

Areas of support by student experience, among others, for students with:

- a. Dyslexia;
- b. Autism/Asperger's syndrome
- c. Emotional difficulties, e.g.
  - c.1. Bereavement
  - c.2. Depression, Anxiety, Feeling isolated or lonely
  - c.3. Exam and study stress: Out of control, panic attacks, feelings of inadequacy
  - c.4. Family issues: Partners, children, parenting, separation and divorce, homesickness
  - c.5. Lack of confidence: Worried about failing, never being good enough, feeling judged
  - c.6. Relationship difficulties: Family and friends, colleagues
- d. Behavioural difficulties;
- e. Repeated destructive behaviour: Self-harm, abusive relationships, alcohol, drugs
- f. Health issues;
- g. Learning difficulties;
- h. Physical or sensory impairments;
- i. Problems with bullying and harassment;
- j. Needs of international students in similar behavioural domains.

In the event of a student needing counselling, student experience staff on campus will refer students to external professionals. Each campus must have a list of local providers of professional counselling, including options for funding this if necessary (state, charities etc.). This list should include guidelines as to the appropriateness of each provider for different counselling needs. Student experience staff must be active in establishing first contact with external providers of counselling and professional together with other professional student welfare organisations.

## 6. Associated Policies and Procedures

This policy should be read in conjunction with the following policies and procedures:

- A01 Academic Standards and Quality Assurance Policy
- A07 Academic Grievance Policy
- G03 Equal Opportunity, Disability and Inclusion Policy
- G04 Student Engagement Policy
- G06 Non-Academic Grievance Policy
- SAE Institute UK Quality Manual

## 7. Associated Documents

This procedure should be read in conjunction with the following documentation:

- Campus Guide
- Extenuating Circumstances Form
- “No secrets: Guidance on developing and implementing multi-agency policies and procedures to protect under 18/vulnerable adults from abuse.” (Department of Health)
- Disability Discrimination Act (DDA) 2005
- Data Protection Act. 13
- Special Educational Needs and Disability Act (SENDA) 2001
- SVGA Safeguarding Vulnerable Groups Act 2006 SVGA.

Further to this, local legislation on learning support for students should be consulted and made available in the Campus Guide.

## 8. Policy

### Identification of Needs

All campuses must 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:

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

## 9. Acknowledgement of Disability

- a) For students to benefit from certain kinds of help and concessions, diagnosis and proof of needs from an authorised professional may be required. E.g. time extension for exams etc.
- b) The available help for different needs may vary slightly between countries. However we aspire to provide an equivalent level of help for all students in all countries and this PSO support framework (see section 5) addresses that aim.

## 10. Campus Responsibilities

- a) To assist students in finding the best pathway for maximising their potential to benefit from the university experience, reach their academic potential and enhance employability on graduation;
- b) To ensure that the campus has up-to-date information on local and SAE policy/legislation regarding support for students with learning and health difficulties as well as safeguarding of under 18/‘vulnerable adults’.

## 11. Follow-up and Continuous Support

An individual support plan for each student with needs should be outlined and agreed during the first few meetings between the student and PSO.

Support for students can include:

- one-to-one sessions

- In-class support where appropriate
- Small group sessions with a specialist tutor
- Help with study skills
- Providing learning resources in advance
- Providing learning resources in alternative formats
- Incorporating inclusive learning strategies
- Scheduling classes in rooms that are appropriate for your needs
- Alerting teachers to your needs in terms of teaching and learning materials
- Permitting necessary breaks
- Permitting the use of assistive technology for the purpose of learning activities
- Permitting the assistance of an independent disability support worker, e.g. sign interpreter, reader, note taker, or mobility support assistant.

## 12. Responsibilities of the Student

- a) To provide supporting evidence for specific claims of learning and medical difficulties;
- b) To inform the student experience staff of any changes in their needs and/or condition;
- c) To follow any action plan agreed on and fulfil any agreed commitments in the Individual Support Plan.

## 13. Safeguarding

### Vulnerable Adult

A Vulnerable Adult is defined as someone over the age of 18 years who:

- “Is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation” (*Who Decides*, 2007)
- Is at risk of abuse in some form;
- Mental health diagnosis;
- Reduced ability to communicate with others;
- Evidenced abuse history;
- Has a reduced ability to protect themselves from assault, abuse or neglect.

## 14. Responsibilities with Safeguarding

Student Experience staff will be responsible for matters of safeguarding under 18/vulnerable adults (at risk of abuse). All staff must report to the Campus Manager or Academic Coordinator any incidents with under 18/vulnerable adults, including disclosure of abuse, suspected abuse, distressed behaviour, accidentally hurting an under 18/vulnerable adult and any suspected misunderstandings.

- Records will be kept of all such incidents and their outcomes and held by the PSO in accordance with the Data Protection Act. 13.
- If an under 18/vulnerable adult discloses abuse to a member of staff (or to a student working with vulnerable adults on SAE Institute’s behalf), they MUST report it to the PSO.
- Staff must indicate to an under 18/vulnerable adult that they are obliged to do so and cannot keep the matter confidential.
- Any allegations involving a member of staff and an under 18/vulnerable adult should be reported to the Campus Manager and Head of Quality and Student Experience.

## **15. Staff Training and Development**

Staff development specifically for these roles are essential for ensuring a standardised and comparative approach throughout SAE Institute. Student experience staff will take part in an induction programme to discuss current issues and share good practice and receive coaching and reference materials relevant to the role.

## **16. Policy History**

Last Review: November 2016

Policy Review Date: 1 September 2018