Document Q4.7

STAFF LEARNING & DEVELOPMENT POLICY:  
STUDENT SUPPORT

Approved by Academic Board – 3 October 2013

Approved by VP (AGQS) – 19 December 2013

Publication Date: 13 February 2014

UPDATED: 26 MARCH 2020
1 The University of Law’s Staff Learning & Development Policy: Student Support has been informed by the Quality Assurance Agency’s Quality 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.

Introduction

2 This policy sets out the key aims and principles of The University of Law (the University)’s Staff Learning & Development Policy: Student Support and the procedures by which the University implements the policy. 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.

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 all staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported.
5.1 The University of Law utilises data from externally and internally generated feedback (quantitative and qualitative approaches) to inform and guide the learning and development processes where appropriate.

5.2 The University has a dedicated Learning and Development function to design, deliver or source relevant training to meet the needs of this policy.

5.3 The University provides the resources and infrastructure to provide and deliver the Learning and Development in both real and virtual environments.

5.4 The University ensures that learning and development provided is evaluated to ensure it meets the relevant objectives and then changed or updated accordingly on an on-going basis to reflect feedback and other relevant changes.

**Procedural approach**

**Induction programmes**

6 All staff who join the University undertake an induction programme that is relevant and appropriate for their area of work and knowledge. The length of the programme varies dependent on role requirements.

**Diversity awareness**

7 All staff are required to complete the University’s Diversity Training and complete the module ‘An Inclusive Workplace’ to help them understand and contribute to an inclusive organisational culture. This is supplemented as appropriate based on role and local needs with additional training modules and resources.

**Teaching programmes**

8 As part of the tutor training framework and as a requirement for achieving the grade of Senior Tutor, tutors are required to complete the internal Teaching in Higher Education training programme and successfully apply and be accepted as a member of the Higher Education Academy. This programme of study is normally completed over a two to four year period depending on local needs and resources.

**Student support programmes**

9 As appropriate for their role and within available resources, both academic and business professional staff complete training programmes in the following areas:

9.1 Disability Support

9.2 Counselling
9.3 Personal Tutoring

9.4 Coaching

**Professional development programmes**

10 Staff in professional roles are encouraged where possible to achieve the relevant professional qualification within their area of expertise (e.g., Professional Library or Careers Qualification). Completion and support for qualifications is prioritised and based on available resources and the local needs of the student population.

**Continuing professional development**

11 All staff in professional roles are encouraged to keep up to date within their subject area through a range of learning and development opportunities which includes:

11.1 attending internal or external workshops or seminars;

11.2 attending internal or external webinars;

11.3 engaging in team or group training to reflect and review current practice and how it can be improved;

11.4 sharing knowledge and disseminating this to their team and colleagues;

11.5 taking opportunities to return into practice where possible;

11.6 continuing to undertake relevant external roles or duties that help inform and keep the individual up to date with relevant knowledge in their area.

**Responsibility for the provision**

12 Responsibility for the implementation of the provision lies with the Operations Function.

**Monitoring and evaluation of the provision**

13 Responsibility for reviewing and evaluating the effectiveness of Staff Learning & Development Policy: Student Support lies initially with the Learning and Development Function. Formal responsibility for monitoring and evaluation of this provision lies with the Academic Board.
Date for next review:

November 2016

Version history:

<table>
<thead>
<tr>
<th>Version</th>
<th>Amended by</th>
<th>Revision summary</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1.0</td>
<td>Senior Development Partner</td>
<td>Initial drafting</td>
<td>30/07/13</td>
</tr>
<tr>
<td>V1.1</td>
<td>Head of Careers Service</td>
<td>QA review</td>
<td>05/07/13</td>
</tr>
<tr>
<td>V1.3</td>
<td>External Consultant</td>
<td>External amendments</td>
<td>28/08/13</td>
</tr>
<tr>
<td>V1.4</td>
<td>Academic Registrar</td>
<td>Review</td>
<td>25/09/13</td>
</tr>
<tr>
<td>V1.5</td>
<td>Student Officer</td>
<td>Review</td>
<td>04/11/13</td>
</tr>
<tr>
<td>V1.6</td>
<td>Academic Board</td>
<td>Approval</td>
<td>03/10/13</td>
</tr>
<tr>
<td>V1.7</td>
<td>VP – AGQS</td>
<td>Sign-Off</td>
<td>19/12/13</td>
</tr>
<tr>
<td>V1.8</td>
<td>Disability Support Officer</td>
<td>Updates</td>
<td>11/11/14</td>
</tr>
<tr>
<td>V1.9</td>
<td>Registry Officer</td>
<td>Change to coding convention</td>
<td>24/03/20</td>
</tr>
<tr>
<td>V2.0</td>
<td>Senior Quality Officer</td>
<td>Further naming convention clarifications</td>
<td>26/03/20</td>
</tr>
</tbody>
</table>