



David Game College Higher Education Centre

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Student Wellbeing Policy

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Summary of Changes between previous and current issue	Page Number
Change of Policy name	All
Minor edits	All
Addition of reference to Careers Service	5-6
Changes and additions to Section 1, 2, 3 ,4 and 7	

Student Wellbeing Policy

1. Introduction

The David Game Higher Education Centre (DGHE) recognises that in order for students to develop and succeed both pastoral and academic support services need to be comprehensive and accessible. In addition, student welfare can only be assured when the culture and environment of the institution recognises equality, diversity and equal opportunity. Student wellbeing and welfare is viewed holistically. Pastoral and academic support mechanisms work together providing a safety net for the whole student body. This philosophy is reflected in the Centre's Vision, Mission and Value statements and puts the student at the heart of our higher education provision.

This policy should be read in conjunction with the following handbook and policy documents:

Advice and Wellbeing Service (AWS) section of Moodle

Disability Adjustments Policy & Procedures

Student Code of Conduct

Student Engagement Policy

DGC Single Equality Policy

(This Policy subsumes the policies in the following areas: Disability; Race Equality; Equal Opportunities; and Equality and Diversity)

2. Advice and Wellbeing Service (AWS)

DGHE has a dedicated professional Advice and Wellbeing Service (AWS).

The service provides confidential information, advice and guidance, and wellbeing support to all students. This includes support for students with learning differences and disabilities. AWS works in conjunction with the academic and student service teams. Students may be referred or self-refer in a variety of ways. The Head of the Service is the Chair of the Equality, Diversity and Inclusion Working Group (EDI) and the Student Staff Liaison Committee (SSLC)

3. Disability Policy & Services

DGC's Single Equality Policy incorporating its disability policy aims to afford opportunity to employees and students who have a disability and to ensure compliance with the *Special Educational Needs and Disability Act 2001* ("SENDA") and the Equality Act (2010). It addresses discrimination, consideration during the admissions process and the making of "reasonable adjustment" in order to cater for a student's disability/long term health condition.

Students with a disability, long-term health condition, or learning difference have access to specialist advice and guidance via the Advice and Wellbeing Service. The College provides a free dyslexia screening service via AWS and Learning Support Agreements (LPAs) where necessary.

Extensive information is available on the college website as well as Moodle. This includes a Disability Handbook.

4. Equality, Diversity & Inclusivity

Promoting equal opportunities is fundamental to the aims and ethos of the College and is also addressed in the above policy. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. The College is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background.

5. Student Engagement & Representation

DGHE recognises that the views of students, individually and collectively, should inform quality systems with the purpose of improving the student educational experience. Student involvement in quality can have a positive influence on the delivery and development of any aspect of the student educational experience.

The Centre has systems in place to ensure that all students have the opportunity to be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them. In considering its approach to this, we strive to create and maintain a culture and environment where students are encouraged to take up the opportunities on offer.

Student representatives are elected by their peers to represent the interests of their peer group on the Student/Staff Liaison Committee, Programme Committees, the Academic Board, the Higher Education Administration Team, the Governance Advisory Committee and other appropriate groups within the College. They are responsible for providing feedback on various aspects of the College and the student experience to the College management and to the student body. They are also expected to serve as advocates for a particular student or group of students when necessary.

6. Student Attendance

This Centre's attendance policy is a response to the quality agendas and requirements presented by the Common Inspection Framework (Ofsted), the statutory requirements of

the UKVI (United Kingdom Visa and Immigration) as prescribed under Tier 4, the Student Loans Company (SLC) and Student Finance England (SFE). It also takes account of the Quality Code for Higher Education (QAA), the compliance expectations under Office for Students (OfS) registration and the College's aim to fulfil its commitment to comprehensive student engagement. The College is committed to offering opportunities for the development of all students in ways that meet individual needs.

The policy aims to assist all students to take responsibility for their full and prompt attendance which will enhance their learning experience, develop their personal skills and promote retention, achievement and progression.

There are four principles underpinning the College's approach to student attendance:

- a. Student attendance should be managed across the College;
- b. Targets for student attendance rates should be set and monitored across all College programmes;
- c. Punctuality and full attendance at lessons should be a benchmark by which the quality of the College's teaching and learning is judged;
- d. Every effort should be made to maximise punctuality and attendance.

7. Study Skills, Academic Writing & English Language Support

DGHE is committed to ensuring all students are helped to acquire the necessary study skills to enable them to achieve their full academic potential. The student body comprises of predominantly mature students from a range of backgrounds who may not have had the opportunity to acquire sound study skills. A Study Skills Programme has been established to ensure that all students have the necessary level of skill required to succeed in their chosen Programme. Study Skills classes, which are delivered both in class and online, are designed to correspond with the relevant stages of skills requirements at each stage of study. Tutors are specialists in the various elements of the programme and are able to provide excellent tuition and support to students.

The Study Skills Programme includes a dedicated English for Academic Purposes (EAP) Tutor who is responsible for the management of the successful delivery of the programme. The Centre provides excellent IT facilities for class delivery and for opportunities for students to apply and practice their learning. A key focus of the programme is not only to be computer literate and able to use key applications such as Microsoft Word and Excel, but also to develop sound Academic Writing capabilities and the development of Critical Thinking capabilities, correct Citation methods and accessing information on the virtual learning facilities for their assignments. The expected outcome of the Study Skills Programme is a higher level of academic achievement by students.

8. Individual Learning Plans & 'At Risk' Planning

Individual Learning Plans (ILPs) are designed to encourage learners to reflect on where they are 'now', set goals and reflect on their progress. Each stage of this process requires the student to think analytically about their learning journey and they will have the opportunity to discuss this and receive guidance from their Programme Manager.

In addition the college has a system in place for the identification of students who may be 'at risk' of poor performance. This is often highlighted through the monitoring of attendance, participation in the study skills programme, submission rates for formative and summative assignments and achievement statistics. Students 'at risk' are supported in order to bring them back on track.

9. Academic Support Clinics & Assignment Workshops

In addition to the Study Skills Programme, extra support is provided on two levels:

- i) individual tutor support at Academic Drop-in Clinics, for students requiring additional help, and
- ii) Assessment Workshops to provide support to students as required when completing their final assignments.

10. Progression, Careers & Employability Advice

The College has a careers and employability advisor (CEA) on site to provide careers education, information, advice and guidance (CEIAG) to all of its learners through individual interviews and group work.

The CEA will help students to assess their values, interests, abilities and skills and relate these to opportunities for employment, further study and training and hence help them to make informed decisions, develop strategies and career plans. They will also advise on how students can present themselves effectively at interviews and cope with the transition from HE to employment, make a career change or simply need help with further training.

The careers advisor also works with academic colleagues to promote the employability of students, including careers education within the curriculum, and liaises with employers to help them recruit students and graduates.

On a termly basis the Centre supports its students' aspirations and plans by holding a Careers Day which provides a wealth of information, advice and guidance on employment opportunities, career planning and other higher education progression opportunities. Attendees include the National Careers Service (NCS) and employer organisations from across the HND/degree provision in fields such as business, public services, health and social care and the creative industries.

The College is also active in engaging students in potential networking opportunities through participation in industry events throughout the academic year, including the delivery of sessions by industry speakers and guest lecturers.

11. Handling & Resolving Student Complaints

It is a policy of the Centre to resolve as quickly and fairly as possible any grievance students may have about: a programme of study for which they are registered; a service provided by the College and their treatment by any staff or faculty members. The purpose of the complaints procedure is to provide an opportunity for the student to resolve any such problem. The College takes pride in the quality of the teaching and pastoral care provided to its students. However, if students do have a complaint, they can expect it to be treated by the College in accordance with its policy, the process of which can be summarised as:

Stage 1 – Early Resolution

- Designed to address most concerns at the College, in an accessible, clear and timely manner.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis or the student is dissatisfied with the outcome of Stage 1, then the student should put their complaint in writing which will trigger a formal process to acknowledge and address the complaint.

Stage 3 – Review stage

- The review stage occurs when the student appeals to a higher, independent body, in the College for a review of the process of the formal complaint. This is designed to ensure that the appropriate procedures were followed, and that the decision was reasonable. The stage doesn't involve the reconsideration of issues raised by the student. Students that seek to invoke Stage 3 will be referred to an independent body. In cases where students are enrolled on a course which is delivered under a collaborative agreement, and/or where the awarding body has a specific complaints handling procedure, the college may be obliged to refer the review stage over to that external body.

Stage 4 – The Office of the Independent Adjudicator (OIA)

- If the student is not satisfied with the final decision of the Panel they can refer the complaint to the OIA for a further review. The process will follow its own set of guidelines as designed by the OIA, and accessible via their website: www.oiahe.org.uk

Full details of this process may be found in the colleges Students Complaints Policy.