SHEL Student Support Policy and Procedures

1. Overview

At SHEL, we are deeply committed to fostering an environment where students are supported in achieving their academic and personal goals. We recognize that student welfare is key to academic success, and we strive to offer a variety of services that promote the well-being of students, both inside and outside the classroom. Our objective is to ensure that students can navigate the ever-evolving landscape of technology in education while maintaining their mental, emotional, and academic health.

Core Principles

- **Inclusivity**: We provide support to all students, regardless of their background or personal challenges.

- **Confidentiality**: Student support services are always confidential to ensure a safe space for all students.

- **Flexibility**: We recognize the diverse needs of students and offer flexible solutions to help them succeed.

2. Student Support Services

2.1 Student Counselling Services

Our **Student Counselling Services** aim to provide a confidential and safe space for students to seek guidance on a range of personal, academic, and career-related issues. Students experiencing challenges that affect their studies are encouraged to reach out to our counsellors for tailored support.

Types of Support Provided:

- **Academic Registry**: Support with course registration, module selection, and academic records.

- **Career Guidance**: Assistance with career development, job search, and career progression.

- **Personal Counselling**: Emotional support for personal issues affecting academic performance, including stress, anxiety, and other mental health concerns.

- **Crisis Intervention**: Immediate support for students experiencing personal or academic crises.

- **At-Risk Case Management**: Support for students identified as being at risk academically or personally.

Procedure:

Students seeking counselling should first contact the **Senior Programme Coordinator**, who will guide them through the process. All counselling sessions are confidential and tailored to meet the individual's needs.

2.2 Student Grievances

At SHEL, we believe that every student should have an equal and fair opportunity to succeed in their studies. Students who feel they have encountered unfair treatment, discrimination, or other grievances can use the formal grievance procedure to address their concerns.

Types of Grievances:

- **Academic**: Issues related to coursework, assessments, and academic expectations.

- **Non-Academic**: Issues relating to administrative processes, facilities, or interpersonal relationships.

- **Discrimination**: Grievances related to race, gender, religion, disability, age, or sexual orientation.

Procedure:

Step 1: The student should initially discuss the issue with the relevant staff member or Programme Coordinator.

Step 2: If unresolved, students can escalate the grievance to the **Grievance Officer** within 10 working days.

Step 3: A formal investigation will be conducted, and a resolution or response will be provided within 20 working days.

Step 4: If the issue remains unresolved, students may appeal to the **Student Support Committee** for further consideration.

For detailed information, students can refer to the **Academic and Non-Academic Grievance Policy and Procedure**.

2.3 Mentoring and Academic Support

SHEL recognizes the value of **mentoring** in fostering a supportive academic environment. Mentoring provides students with guidance on academic progression, feedback on performance, and advice on personal development.

Key Areas of Mentoring:

- **Academic Support**: Mentors provide guidance on coursework, assignments, and academic planning.

- **Non-Academic Support**: Mentors can help with time management, work-life balance, and personal development.

- **Progress Monitoring**: Mentors track students' academic progress, identify potential challenges, and offer guidance for improvement.

Procedure:

- Students will be assigned a mentor upon entry into their programme.

- Regular check-ins between the mentor and mentee are encouraged.

- Students should proactively communicate any academic concerns with their mentors.

2.4 Library and Learning Resources

The **SHEL Library** is a cornerstone of our academic support services, offering a range of resources for research, study, and learning. Our aim is to support students in accessing information and materials to enhance their learning experience.

Services Provided:

- **Textbooks and Study Materials**: Access to a wide range of books, journals, and online databases.

- **Reprographic Services**: Black-and-white and color photocopying, as well as laser printing services.

- **Study Space**: Quiet study areas and computers for students to use during library hours.

Procedure:

- Students must register as library members to borrow materials.

- Students can request specific books or materials by contacting the Programme Coordinator.

2.5 Study Skills and Exam Preparation

To ensure that all students are equipped to succeed in assignments and exams, SHEL provides dedicated **Study Skills and Exam Writing Sessions**. These sessions focus on essential academic skills that students need for success in their coursework and examinations.

Topics Covered:

- **Assignment Structure**: How to plan, structure, and write assignments effectively.

- **Referencing**: Understanding and applying academic referencing styles.

- **Examination Strategies**: Techniques for preparing for exams, managing exam stress, and answering questions effectively.

- **Time Management**: Tips for managing time effectively during both coursework and exams.

- **Plagiarism Prevention**: Understanding academic integrity and how to avoid plagiarism.

- **Online Learning Platforms**: How to use tools like BREO for course materials and communication.

Procedure:

- All students are required to attend these sessions.

- Sessions are scheduled at the beginning of each term, and students are notified in advance to attend.

2.6 Project and Dissertation Writing Assistance

Students undertaking projects or dissertations are provided with **personalized guidance** to help them navigate the challenges of research and academic writing. This support ensures that students receive the necessary tools and feedback to complete their projects successfully.

Procedure:

- Students must contact the Programme Coordinator to request a dissertation supervisor.

- The Programme Coordinator will match the student with a supervisor based on their research area.

- Students and supervisors will schedule regular meetings to discuss progress and provide feedback.

- Deadlines for project/dissertation submission must be adhered to.

2.7 Financial Assistance and Scholarships

SHEL offers **financial assistance** to students who face difficulties in paying tuition or other academic fees. This assistance is provided in the form of tuition fee discounts, scholarships, and flexible payment plans.

Types of Financial Assistance:

- **Tuition Fee Discounts**: Based on financial need or academic performance.

- **Scholarships**: Awarded to students based on merit, need, or specific criteria.

- **Payment Plans**: Flexible payment options and deadlines are available for students facing financial hardship.

Procedure:

- Students must submit a letter requesting a grant for financial assistance. This request must justify the need why the assistance must be granted.

- The Programme Coordinator will assess the request and determine eligibility for assistance.

2.8 Student Feedback and Continuous Improvement

We value **student feedback** as it helps us improve the quality of our services and ensure that we meet the evolving needs of our student body. We view feedback as a tool for constant improvement and as a vital component of our commitment to creating an enriching, responsive learning environment. By listening to our students and acting on their concerns, we aim to ensure that all students have a positive and productive experience.

Regular feedback is gathered through surveys and direct communication with Programme Coordinators.

Methods of Providing Feedback:

- **Course Surveys**: Students are encouraged to complete surveys at the end of each module or academic term.

- **Direct Communication**: Students can email their Programme Coordinator with concerns or suggestions.

- **Student Focus Groups**: Regular meetings where students can share their experiences and suggest improvements.

Procedure:

- Feedback is reviewed regularly by the Student Support Team, and actions are taken where necessary to address concerns.

- Students will be notified of any changes or improvements made based on their feedback.

Methods of Collecting Feedback:

To ensure a well-rounded understanding of student needs, we employ various channels to collect feedback, including:

1. **Course and Module Surveys**

   - At the end of each term or module, students are invited to complete detailed surveys that cover key aspects of their academic experience (e.g., teaching quality, course content, course delivery methods, resources).

   - These surveys are anonymous to encourage honest and open responses.

2. **Mid-Term Check-ins**

- We implement **mid-course feedback mechanisms**, such as short, anonymous surveys or in-class discussions, to assess the students' experience during the course. This allows for early intervention if students are facing challenges that could affect their academic success.

3. **Direct Communication with Programme Coordinators**

   - Students are encouraged to directly communicate with Programme Coordinators via email, phone, or in-person meetings to discuss any concerns or suggestions they may have regarding the course, faculty, or support services.

   - A dedicated **Student Support Hotline** or **Online Feedback Portal** is available for easy communication.

4. **Online Feedback Forms**

   - An easy-to-use **online feedback system** allows students to submit suggestions or report issues at any time. This platform is open year-round, ensuring that feedback can be collected outside of survey periods.

How Feedback is Acted Upon

Once feedback is collected, they will be collated together and carefully analyzed and used to make actionable changes. Here's how the process works:

1. **Data Analysis and Reporting**

   - All feedback is collected and categorized by the **Student Feedback Team**. Regular reports are generated that identify common themes, recurring issues, and areas of improvement. These reports are shared with relevant departments, including teaching staff, student services, and senior management.

2. **Action Plans and Timelines**

   - For issues identified through feedback, action plans are developed with clear timelines for implementation. For example, if students express concern over the quality of online learning resources, the **IT and Learning Support Teams** will investigate and implement improvements within a specified period.

   - In the case of ongoing feedback, such as concerns about course content, teaching methods, or faculty support, the Academic Team reviews the feedback and integrates suggestions into future curriculum updates.

3. **Student Representation**

   - **Student representatives** from each program or department are invited to meet with management regularly. These representatives act as the voice of their peers and help ensure that student concerns are effectively communicated and prioritized.

- **Student representatives** will also be part of discussions during **program review meetings** where feedback is analyzed, and proposed changes are discussed.

4. **Student-Centered Improvements**

- For tangible improvements, such as adding new resources (e.g., additional study materials, workshops, or new technologies), the feedback is integrated into the next academic planning cycle. Students are always informed of the **changes made** as a result of their feedback, ensuring that they see the impact of their contributions.

- For instance, if students raise concerns about the accessibility of textbooks, SHEL will explore more affordable options and may adjust the textbook list based on student affordability feedback.

Feedback Loop: Closing the Loop with Students

To ensure that students see the direct impact of their feedback, SHEL commits to the following steps:

1. **Transparent Communication**

- After collecting feedback, SHEL communicates the outcomes to students through email newsletters, noticeboards, or virtual town hall meetings. This transparency ensures students know how their feedback has been used.

- We issue **Annual Feedback Summaries** that outline key feedback themes, actions taken, and future plans for further improvements.

2. **Student Surveys on Improvement Effectiveness**

- After implementing improvements based on feedback, students are invited to complete follow-up surveys to evaluate whether the changes addressed their concerns effectively.

- This **"follow-up feedback"** process helps us gauge the success of changes and refine our approach as needed.

3. **Continuous Engagement**

- We actively encourage ongoing communication between students and faculty members throughout their studies. By creating an open dialogue, SHEL ensures that feedback is a continuous process rather than a one-time event. This culture of **active listening** helps SHEL remain adaptable and student-centered in all aspects of its operations.

Commitment to Ongoing Improvement

Student feedback is an essential tool in **continuous improvement**. At SHEL, we believe in the iterative process of evaluating, adjusting, and refining our services, courses, and policies to enhance the overall student experience. We will continue to:

- **Monitor trends in student satisfaction** and make data-driven decisions.

- **Enhance communication channels** to ensure students are heard.

- **Ensure that students are empowered** to voice their opinions in a safe, supportive environment.

3.0 Responsibility:

Academic Team

Programme Coordinator

Staff

4.0 Approval

Title:	Student Support Policy and Procedures
Current Status:	Version 2
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