Student Welfare Policy

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1. Policy statement

1.1 University Centre Quayside (UCQ) is committed to fair and equitable treatment for all members of the UCQ community and the disclosure of any health issue or physical, social or cultural need, will be treated confidentially and will not put the student at a disadvantage.

1.2 UCQ will take all reasonable steps to ensure that the provision of appropriate welfare support is appropriately resourced based on the needs of students. The amount of support to be provided will be determined using demographic and demand needs and will focus on resilience and prevention as far as possible. Where there are external specialist services which are well placed to support our community UCQ will form links with them as far as possible in order to develop the best referral pathways, rather than replicating services.

1.3 The UCQ website has a range of health and wellbeing services freely available to support students on all provision: https://ucq.ac.uk/support-links/

2. Scope and purpose

2.1 The Strategic Plan sets the missions of UCQ to have a safe and supportive community of staff and students, making a difference to every individual and organisation with whom we work. This Student Welfare Policy is underpinned by the Equality and Diversity Policy and Safeguarding Policy and appendices and sets out UCQ's student welfare arrangements to enable all students to participate fully in UCQ life.

2.2 Any significant and urgent concerns about a student's welfare should be notified to the Designated Safeguarding Lead immediately.

3. Key responsibilities

3.1 Although some key roles in UCQ have responsibility for developing and leading the implementation of student welfare strategies, the responsibility for student welfare lies with every member of the UCQ community.

3.2 Senior Leadership Team

The Senior Leadership Team will ensure the appropriate allocation of resources to support student welfare. All policies and procedures, including those relating to academic matters, should take into account any impact on student welfare.

3.3 Safeguarding Team

The Safeguarding Team are responsible for developing and delivering appropriate welfare policies, procedures and services and for dealing with individual issues of student welfare. They are also responsible for signposting and arranging for specialist welfare support, at all times acting in accordance with any relevant professional body requirements. The Safeguarding Team are the first point of contact for staff and students who may have concerns for their own, or other students' welfare.

3.4   Academic and Professional Staff

All academic and professional services staff have a responsibility to act on any concerns raised about a student's welfare. These staff are not expected to be experts in student welfare support but to know where to signpost students for appropriate support.

3.5   Students

Students have responsibility for being proactive in managing their own welfare and in seeking support as and when appropriate. In particular students must provide information about any situation or condition that will impact on welfare and for which they would like support from UCQ or which may impact upon their time on their programme of study.

4.   Professional Development Assessors

4.1   Each higher education student is assigned a dedicated Professional Development Assessor (PDA) to support them throughout their programme of study. The PDA provides professional, pastoral and career development advice and guidance. UCQ work closely with the student's employer to develop skills and pave a career pathway within their organisation. The PDAs are committed to supporting students and would be happy to discuss how the programme can assist students within their management career. With honest, open discussions with their employer and armed with new skills, knowledge and behaviours, UCQ are confident students will develop greater self-awareness, self-confidence and have the skills and knowledge necessary to meet the challenges of an ever-changing world. Students are also provided with pastoral and academic support through the Academic Support Tutor.

5.   Counselling

5.1   UCQ offer a confidential non-judgmental space where students can talk about any emotional or psychological problems which may be affecting their ability to work or study. Students can expect the counsellor to respect them and not impose opinions on them. The aim of counselling is to help students find their own answers and to become more in charge of their life. The Safeguarding Team are responsible for referring and making the necessary arrangements for access to this service.

6.   Mental Health First Aider

6.1   One in four will experience mental ill health at some point in their lives. It is therefore important that everyone take steps to promote positive mental health and support those experiencing mental health issues. UCQ's support arrangements are published on the Student Space platform: https://studentspace.org.uk/find-support/university-centre-quayside

6.2   Nicola Suddes is UCQ's dedicated Mental Health First Aider and available to support students and sign-post them to further resources. Nicola can be contacted at nicola.suddes@ucq.ac.uk / 0191 275 5015.

7. Disability services

7.1 UCQ actively promotes equality and diversity in all aspects of its work and aims to provide an environment where all individuals have the opportunity to achieve their full potential with a feeling of positive self-esteem. Whatever your disability or learning support need, UCQ will seek to arrange the support you need to benefit from your programme experience.

7.2 The Equality Act (2010) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This may include:

- A specific learning difficulty such as Dyslexia, Dyspraxia or ADHD
- A visual impairment
- A hearing impairment
- A physical condition affecting your mobility
- A mental health condition
- A long-term medical condition

7.3 All students will undertake an initial assessment during induction to determine whether additional support may be of benefit. As a follow up, students will be able to talk with their Tutor or PDA about help that may be available. The PDA will work with individual students to create an individual learning plan that is specific to their support needs. This plan will address any additional support required in order to achieve the programme learning outcomes. Additional support may be provided through:

- Special arrangements during examinations and/or assessments
- Teaching materials in alternative forms such as Braille, tape or large print
- Portable loop system or communicator
- Extra curriculum support if required

7.4 UCQ have appointed an academic support tutor to provide students with additional academic and educational need support.

8. Financial advice and guidance

8.1 Any student requiring financial advice and guidance will be referred to an appropriate service by the Safeguarding Team.

8.2 The provision delivered by UCQ is funded by either the Education and Skills Funding Agency/Devolved Authority and/or the employer. Normally, students will not need to make any financial contribution towards their course, unless expressly agreed for a further education programme.

9. Prayer facilities

9.1 UCQ provides space/s for prayer and religious observance or quiet contemplation. For those students attending the UCQ Head Office in Newcastle, room 106, 107 or 113 will be made available for use and can be arranged by the Student Services Team. For sites outside of UCQ's Head Office the Student Services Team will liaise with the centre contact to ensure a space is arranged when required.

10. Other important policies and procedures

GP-001 Equality and Diversity Policy
GP-004/GP-015 Student Handbook
GP-011 Reasonable Adjustments Policy
GP-019 Access and Participation Statement
GP-024 Student Disciplinary Policy and Procedure
SA-002 Safeguarding Policy and Appendices
TLA-017 Learner Support Policy
TLA-019 Fitness to Study Policy and Procedure

11. Initial Equalities Impact Assessment

Department: All	Completed by: Tara Henderson, Head of Policy & Governance	Date of initial assessment: 20/01/21
Area to be assessed:	SA-015 Student Welfare Policy	
Existing or new policy/procedure:	New	
What evidence has been used to inform the assessment and policy? (please list only)		

External guidance and requirements:
➢ UK Quality Code for Higher Education
➢ Ofsted Education Inspection Framework
➢ Equality Act 2010

Internal guidance and requirements:
➢ Equality and Diversity Policy
➢ Safeguarding Policy and supporting appendices
➢ Consultation with Safeguarding Team

1. Describe the aims, objectives or purpose of the policy/procedure	This Student Welfare Policy is underpinned by the Equality and Diversity Policy and Safeguarding Policy and sets out UCQ's student welfare arrangements to enable all students to participate fully in UCQ life.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?	All students		

The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups	3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:- **High** **Medium** **Low** **No effect**	4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).	5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.
Age	No effect	Not applicable	Not applicable
Disability	No effect	Not applicable	Not applicable
Gender	No effect	Not applicable	Not applicable
Gender reassignment	No effect	Not applicable	Not applicable
Marriage and Civil Partnership	No effect	Not applicable	Not applicable
Pregnancy and Maternity	No effect	Not applicable	Not applicable
Race	No effect	Not applicable	Not applicable
Religion or Belief	No effect	Not applicable	Not applicable
Sexual Orientation	No effect	Not applicable	Not applicable

(Left side label spanning the rows above: **Protected characteristics**)

6. Has there been any consultation/engagement with the appropriate protected characteristics?	Not applicable as no PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?	None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)	No

Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 20/01/2021