Section 8 - Student Supports			
Subject:		Policy on Academic Support	
Applicable QQI Core Standard		Supports for Learners	
Date Approved by Board of Directors:			**July 2019**
Policy Version	1/2019	Date due for Revision	February 2024

CONTEXT

The College has a responsibility to provide student support in a wide range of areas of their College life from registration to graduation. Academic support is an integral part of students' experience and is pivotal to supporting them to succeed and reach their full potential.

It is important to note that the provision of academic support is vital for all students, not just those facing issues or in need of help. Academic units within the College combine the provision of general advice and guidance with effective signposting to facilitate the development and enhancement of specific skills.

For example, students are supported with;

- A structured induction and orientation programme
- Optional classes to support digital literacy
- Be provided with formative and summative feedback
- an opportunity to review and reflect on feedback with a member of academic staff
- progressive opportunities to develop students' skills and their potential to build on knowledge and progress successfully.

The Registrar's Office is responsible for the co-ordination, management, and operation of student support services and acts as a focal point for students to seek advice and support or assistance with their general experience of College life, including academic supports. The Office supports students in achieving appropriate academic support form programme teams in their programme of study.

The Registrar's Office is available to assist and advise students, including incoming first year students, with programme related decisions before and during the start of term. Incoming first year students will be briefed by the Director of Studies (either Undergraduate or Postgraduate Programmes) during Orientation and Induction Week about the programme choices available across their academic journey.

POLICY STATEMENT

The clear commitment of the College is to promote and facilitate a nurturing and supportive learning environment (both a physical and virtual environment) that enables learners to realise their potential. This commitment extends from the Application Stage through Graduation or programme completion.

The College is committed to ensuring optimal access to its programmes and services and will have due regard to ensuring appropriate academic supports to learners on an equitable basis. The College commits to the provision of clear information in relation to academic supports available.

Additional supports are made available on the basis of identified need. The College recognises that it needs to balance the needs for high levels of autonomy in learning in Higher Education environments, the needs to support identified needs and the rights of individuals to privacy regarding personal life circumstances.

SCOPE

Applies To	Staff	Students	Both	
		✓		
Responsible for Implementation	Registrar			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer
		✓		

DEFINITIONS

The term academic support may refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed. (Available at; https://www.edglossary.org/academic-support/. Accessed 5th June, 2019)

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY
- Charter for Inclusive Learning (AHEAD, 2009)
- Policy on Quality Assurance Guidelines (QQI, 2014)
- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers
- European Association for Quality Assurance in Higher Education (ENQA) et al (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming To QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act.
- Quality and Qualifications Ireland (2016) Policies & Criteria for the Validation of programmes of Education.
- Quality and Qualifications Ireland (2015) QQI Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training.
- National Qualifications Authority of Ireland (2005) – re-published by QQI, 2015) Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training June 2005
- Quality and Qualifications Ireland (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
- Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the 2012 Act.
- Quality and Qualifications Ireland (2013) Assessment and Standards, Revised 2013
- Quality and Qualifications Ireland (revised 2018) Quality Assuring Assessment: Guidelines for Providers
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)
- Government of Ireland (2018) Data Protection Act 1988 Revised 2018.
- Quality and Qualifications Ireland (2016) Policy on Quality Assurance Guidelines

Linked Policies and Procedures

Linked Policies	Policy on Learner induction and orientation
Linked Procedures	Procedures associated with Learner induction and orientation