Academic Support and Improvement Policy and Procedure

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Responsible Committee:	Quality of Education Committee
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External reference points:	Office for Students (OfS); QAA Quality Code
Linked policies:	ASQ 1.9 Assessment Marking & Feedback Policy; SLCC 6.11 Access and Participation Plan; ASQ 1.7 Extensions and Extenuating Circumstances Policy; SLCC 6.8 Attendance and Engagement Policy; ASQ 1.6 Academic Integrity and Misconduct Policy
Audience:	Students, Staff

1. Introduction and Purpose of the Policy

UK College of Business and Computing (UKCBC) is committed to providing structured, proactive and equitable academic support that enables students to achieve the best possible outcomes in their studies. Academic support is an integral part of the College's teaching and learning provision and is intended to

help students develop the knowledge, skills, confidence and academic behaviours required for successful progression and completion.

This policy provides a clear and transparent framework for identifying students who may require additional academic support, providing proportionate interventions, setting expectations for student engagement, monitoring outcomes and evaluating the effectiveness of support arrangements.

The policy supports the College's teaching-focused approach and its responsibility to ensure that academic delivery, assessment administration, academic support and the wider learning environment enable students to meet the standards set by awarding body partners and progress successfully through their studies.

The policy is designed to support continuation, completion and progression, promote equality of opportunity, reduce gaps in attainment and progression, and provide assurance that academic support is accessible, consistently implemented and subject to appropriate academic governance.

2. Scope

This policy applies to all UKCBC higher education provision and all registered students, including mature learners and students from widening participation and under-represented backgrounds.

It applies to academic staff, programme teams, Personal Academic Tutors, the Student Support and Experience Team and other staff involved in identifying, delivering, monitoring or evaluating academic support.

The policy covers:

- Identification of students at risk of academic underperformance, non-continuation or non-progression.
- Routine academic support is available to all students.
- Targeted and enhanced academic interventions for students identified as requiring additional support.
- Structured one-to-one academic support, tutorials, workshops and assessment preparation.
- Individual Study Plans and Learning Contracts where appropriate.
- Monitoring student engagement, attendance, attainment, continuation, progression and completion.
- Recording, reviewing and escalating academic support activity.
- Programme-level and institutional evaluation of support effectiveness.

3. Principles

- Accessibility – students should be able to understand what support is available, how to access it and what is expected of them.
- Transparency – support arrangements, responsibilities, intervention decisions and review processes should be communicated clearly.
- Proportionality – support should be appropriate to the student's identified academic need and level of risk.
- Early intervention – concerns should be identified and addressed as early as reasonably possible.
- Inclusivity and equality of opportunity – support should be delivered fairly and without discrimination, taking account of barriers that may affect participation or achievement.
- Student partnership – students are active participants in their academic development and are expected to engage with agreed support.
- Evidence-informed practice – support and teaching interventions should be informed by student performance data, feedback and appropriate educational evidence.

- Confidentiality and appropriate information handling – student information should be handled in accordance with College policies and applicable requirements.
- Continuous improvement – the College will evaluate whether support is effective and use evidence to improve provision.

4. What Academic Support Means

Academic Support means help provided to improve learning, academic skills, engagement and achievement. It may be provided through normal teaching and learning activity or through targeted intervention where a student is identified as requiring additional support.

Academic Intervention means targeted action for a student who is at risk of underperformance, non-progression, non-continuation or withdrawal.

Academic Supervision means structured oversight by tutors, lecturers or other authorised academic staff to monitor progress and provide guidance.

5. Academic Support Provision

UKCBC provides academic support through a combination of routine, targeted and enhanced provision. The precise mix may vary according to programme requirements, student need and available academic resources.

5.1 Routine Academic Support

- Teaching sessions designed to support achievement of module learning outcomes.
- Opportunities for students to ask questions and obtain clarification from lecturers and module leaders.
- Formative feedback and guidance on academic work.
- Tutorials, workshops and assessment preparation sessions aligned to programme needs.
- Academic guidance on study skills, assessment requirements and progression.
- Structured opportunities for students to discuss academic progress with academic staff.

5.2 Targeted Academic Support

- Additional tutorials or one-to-one academic meetings.
- Subject-specific intervention coordinated by the Module Leader.
- Assessment preparation or skills-development workshops.
- A Learning Contract identifying academic gaps, agreed actions, expected outcomes and timescales.
- An Individual Study Plan setting out study goals, milestones and review points.
- Referral or collaboration with the Student Support and Experience Team where academic difficulties are connected with wider support needs.

5.3 Enhanced Support for At-Risk Students

Where monitoring identifies a significant or persistent risk to achievement, continuation or progression, the Senior Lecturer may coordinate an enhanced intervention. The intervention should identify the concern, agreed actions, responsible persons, review date and evidence that will be used to determine whether progress has been made.

6. Identification of Students Requiring Support

UKCBC identifies students who may require intervention using academic and engagement information reviewed at defined intervals during each semester. Indicators may include:

- Low attendance or disengagement.
- Non-submission of assessments.
- Multiple referrals or failed attempts.
- Failure to meet block-level progression requirements.
- A significant drop in academic performance.
- Tutor, Module Leader or Senior Lecturer referral.
- Other evidence indicating a risk to achievement, continuation or progression.

Identification as 'at risk' is intended to enable timely support and should not in itself be treated as a disciplinary finding or academic judgement about the student.

7. Student Engagement Expectations

Academic support is most effective when students actively participate. Students are expected to:

- Attend scheduled teaching and support sessions wherever reasonably possible.
- Respond to reasonable academic communications and attend agreed one-to-one meetings.
- Complete agreed actions within the timescales set out in an Individual Study Plan or Learning Contract.
- Submit assessments and participate in formative learning activities as required.
- Use feedback to improve subsequent academic work.
- Inform the relevant academic or support staff where circumstances affect their ability to engage, so that appropriate support or referral can be considered.
- Take reasonable responsibility for their own learning, progress and academic development.

Where a student does not engage with agreed support, the relevant academic staff member should record the missed engagement, consider whether further contact is appropriate and escalate persistent non-engagement through the programme's established monitoring arrangements.

8. Roles and Responsibilities

8.1 Students

Students are responsible for engaging with teaching and agreed academic support, attending scheduled sessions, completing agreed actions and seeking clarification when they do not understand an academic requirement.

8.2 Academic and Student Support Staff

- Monitor student engagement, attendance and attainment.
- Identify students who may require intervention.
- Provide formative feedback and targeted academic guidance.
- Participate in the development and review of Learning Contracts or Individual Study Plans.
- Record relevant support and intervention activity in accordance with College procedures.

8.3 Module Leaders

- Review assessment performance within modules.

- Identify patterns of underachievement.
- Provide or coordinate subject-specific intervention where required.
- Monitor whether interventions are addressing identified academic gaps.

8.4 Senior Lecturers

- Oversee block-level progression monitoring.
- Coordinate programme-level intervention strategies.
- Ensure that support arrangements are implemented consistently across modules.
- Review patterns and risks and escalate concerns where necessary.
- Report relevant trends and intervention outcomes through programme governance arrangements.

8.5 Personal Academic Tutor

- Provide structured one-to-one academic support.
- Assist students in developing Individual Study Plans.
- Track progress following intervention.
- Refer or escalate concerns where additional academic or student support is required.

8.6 Programme Committee / Academic Governance

Programme-level governance arrangements will review intervention outcomes, relevant student performance trends and areas requiring enhancement. The Academic Board has overall oversight of the effectiveness of this policy.

9. Individual Study Plans and Learning Contracts

Where a student requires structured support, an Individual Study Plan or Learning Contract may be used. The document should be proportionate to the student's needs and should normally identify:

- The academic concern or identified gap.
- The student's current starting point or relevant evidence.
- Specific actions to be completed by the student.
- Support to be provided by the College.
- Responsible staff member(s).
- Target dates and review points.
- Expected outcomes or milestones.
- The method by which progress will be reviewed.

Plans and contracts should be reviewed at agreed intervals. They may be amended where evidence shows that the original intervention is not sufficiently effective or the student's needs have changed.

10. Communication and Accessibility

UKCBC will communicate academic support arrangements through appropriate College and programme channels. Students should be able to understand what support is available, who provides it, how to request or access it, and what participation is expected.

- Information should be presented in clear and accessible language.
- Programme teams should make reasonable efforts to ensure that students know how to access routine and targeted academic support.

- Students should not be disadvantaged because they are unfamiliar with College procedures.
- Where a student identifies a barrier to accessing support, the matter should be considered and referred appropriately.

11. Monitoring, Governance and Quality Assurance

Academic support arrangements are subject to programme-level and institutional oversight. Monitoring should provide assurance that support is being delivered consistently, that students identified as at risk are receiving appropriate intervention, and that outcomes are being evaluated.

11.1 Programme-Level Oversight

- Programme teams review student engagement, attendance, assessment performance and progression indicators.
- Programme Committees review intervention outcomes and significant patterns of academic risk.
- Senior Lecturers ensure that agreed interventions are implemented and escalated where necessary.
- Programme-level risks and enhancement actions are included in appropriate monitoring and review processes.

11.2 Academic Board Oversight

- The Academic Board oversees the overall effectiveness of the policy.
- The Academic Board reviews relevant institutional data and quality assurance information.
- The Academic Board considers significant trends, risks and enhancement actions.
- Where evidence identifies weaknesses in support provision, the College will determine and monitor appropriate improvement actions.

11.3 Evidence and Records

The College should maintain appropriate records of interventions, review activity and outcomes. Records should be sufficiently detailed to demonstrate what support was offered, whether the student engaged, what actions were agreed and what outcome followed, while being handled securely and confidentially.

12. Evaluating Effectiveness

UKCBC will evaluate the effectiveness of academic support using quantitative and qualitative evidence. Evaluation should focus not only on whether support was provided, but on whether it contributed to improved student engagement, attainment and progression.

Relevant evidence may include:

- Continuation, completion and progression data.
- Assessment submission and attainment patterns.
- Attendance and engagement data.
- Numbers and types of students identified as at risk.
- Intervention uptake and completion.
- Outcomes following intervention, including changes in academic performance or engagement.
- Student feedback on the accessibility and usefulness of support.
- Feedback from academic staff and programme teams.
- Patterns across different student groups, where data is available and appropriate, to identify potential gaps in equality of opportunity.

Evaluation findings should inform annual monitoring, programme enhancement and revisions to support arrangements. The College will use evidence to identify what is working, where provision is less effective and what changes are required.

13. Equality, Diversity and Inclusion

This policy operates in accordance with UKCBC's Equality and Diversity principles. Academic support and intervention will be delivered fairly and without discrimination. The College will seek to reduce barriers to achievement and support equality of opportunity, including widening participation and under-represented groups.

14. Regulatory and External Reference Points

This policy is aligned with the expectations and core practices of the UK Quality Code for Higher Education, including guidance relating to enabling student achievement and assessment, and with the regulatory framework of the Office for Students.

- OfS student outcome expectations relating to continuation, completion and progression.
- Quality and standards.
- Equality of opportunity.
- Student engagement and consumer protection considerations.
- Quality Assurance Agency for Higher Education (QAA) Quality Code – Advice and Guidance: Enabling Student Achievement and Assessment.

15. Complaints, Concerns and Other Procedures

Academic support is intended to be developmental and supportive. Where a student has concerns about the provision or implementation of academic support, they should normally raise the matter informally with the relevant lecturer, Module Leader or Senior Lecturer in the first instance, where appropriate.

Where concerns cannot be resolved informally, students may use the College's relevant complaints or other formal procedures. This policy does not replace the Academic Appeals Policy, Academic Misconduct Policy, Extenuating Circumstances Policy or other applicable procedures.

16. Review of the Policy

This policy will be reviewed annually by the governance arrangements responsible, or earlier where regulatory, awarding-body, institutional or operational changes require review. Review activity will consider student outcomes, intervention data, student and staff feedback, quality assurance findings and identified areas for enhancement.

Appendix A: Standard Operating Procedure

A1 Purpose

This SOP sets out the operational process for identifying students who may require academic support, providing appropriate intervention, monitoring engagement and evaluating outcomes. It supports consistent, transparent and timely implementation of the Academic Support and Improvement Policy.

A2 Scope

This SOP applies to all current UKCBC higher education students and staff involved in teaching, academic support, programme management, student support, quality assurance and academic governance.

A3 Responsibilities

Role	Responsibility
Student	Engages with teaching and agreed support; completes agreed actions and communicates barriers to engagement.
Academic / Student Support Staff	Monitor engagement and attainment; identify concerns; provide guidance; record interventions.
Module Leader	Reviews module performance; identifies underachievement; coordinates subject-specific support.
Senior Lecturer	Oversees progression monitoring; coordinates programme interventions; escalates risks.
Personal Academic Tutor	Provides structured one-to-one support; develops and reviews Individual Study Plans.
Programme Committee	Reviews intervention outcomes, risks, trends and enhancement actions.
Academic Board	Provides institutional oversight of policy effectiveness and quality assurance.

A4 Academic Support Process

Step 1 – Identification: Student engagement, attendance, assessment and progression information is reviewed at defined intervals.
Step 2 – Initial contact: The relevant academic staff member contacts the student, identifies the concern and explains available support.
Step 3 – Support agreed: Routine or targeted support is agreed according to need.
Step 4 – Structured intervention: Where appropriate, an Individual Study Plan or Learning Contract is established with clear actions and timescales.
Step 5 – Monitoring: Attendance, engagement, assessment activity and other relevant indicators are reviewed.
Step 6 – Review: Progress against agreed actions is discussed with the student and the intervention is continued, amended or closed.
Step 7 – Escalation: Persistent or significant risk is escalated to the Senior Lecturer and relevant support/governance arrangements.

Step 8 – Evaluation: Programme-level outcomes are reviewed and relevant findings contribute to monitoring and enhancement.

A5 Student Engagement and Non-Engagement

Where a student does not attend an agreed support session or complete an agreed action, the relevant staff member should make reasonable efforts to establish the reason, record the engagement outcome and determine whether further support or escalation is appropriate.

Persistent non-engagement may be considered within the College's wider attendance and engagement monitoring arrangements. Academic support should remain focused on enabling the student to re-engage and succeed wherever reasonably possible.

A6 Recording and Monitoring

- Relevant intervention activity should be recorded accurately and securely.
- Records should identify the concern, support offered, agreed actions, review date and outcome where appropriate.
- Programme teams should use aggregated information to identify patterns and risks without unnecessarily disclosing individual student information.
- Intervention data should contribute to programme monitoring and annual quality assurance.

A7 Evaluation Cycle

- Collect – Gather engagement, attainment, continuation, progression, completion and student feedback evidence.
- Review – Analyse whether students identified as at risk received appropriate support and whether agreed actions were completed.
- Evaluate – Consider changes in outcomes following intervention and identify differences between student groups where appropriate.
- Enhance – Agree improvement actions where support is not sufficiently effective or accessible.
- Monitor – Track whether agreed improvements produce the intended effect and report through the appropriate governance route.

A8 Governance Reporting

Programme-level intervention outcomes will be reviewed through Programme Committee arrangements. Relevant findings will contribute to annual monitoring and programme enhancement. Significant institutional trends, risks and improvement actions will be escalated to the Academic Board for oversight.

A9 Support Available to Students

Students may seek academic clarification and support from their lecturer, Module Leader, Senior Lecturer or Personal Academic Tutor. Where appropriate, the Student Support and Experience Team may assist with wider issues affecting engagement and academic progress.

Students are encouraged to seek support at an early stage rather than waiting until an assessment or progression decision is affected.

A10 Compliance and Review

Implementation of this SOP will be monitored through programme and institutional quality assurance arrangements. The SOP will be reviewed annually or earlier where regulatory, awarding-body or institutional changes require amendment.

A11 Related Policies

- Assessment and Feedback Policy
- Widening Participation Policy
- Extenuating Circumstances Policy
- Student Engagement Policy
- Academic Misconduct Policy
- Academic Appeals Policy and Procedure

Version History

Version	Date	Author	Summary of changes	Approved by
1.1	23 October 2026	Head of School	Role titles updated following organisational restructure; front sheet, footer and cross references updated for approval. Standard Operating Procedure presented as Appendix A with numbered subheadings, and abbreviations spelt out at first use, in line with GA 3.1 (25 October 2026).	Quality of Education Committee