



UK COLLEGE
OF BUSINESS AND COMPUTING

Student Support and Wellbeing Policy

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Linked policies	SLCC 6.8 Attendance and Engagement Policy; SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy; SWS 7.2 Fitness to Study Policy; SWS 7.3 Sexual Harassment and Misconduct Policy; SWS 7.7 Safeguarding and Prevent Policy; SWS 7.5 Additional Learning Support (ALS) Policy; SLCC 6.4 Student Charter and Disciplinary Policy; SLCC 6.10 Student Support and Experience Framework; SLCC 6.14 Student At Risk and Intervention Framework; PAT Handbook
Audience	All enrolled students at UKCBC

1. Purpose

UK College of Business and Computing (UKCBC) is committed to fostering a safe, inclusive and supportive learning environment in which students are able to participate fully in academic life, access appropriate support, and achieve their academic and personal potential.

This Policy establishes the College's overarching approach to student support and wellbeing. It sets out the principles through which UKCBC promotes student success, engagement, inclusion, safeguarding and welfare across the student lifecycle. The Policy reflects the College's commitment to providing accessible, proactive and student-centred support that enables students to thrive academically, personally and professionally.

UKCBC recognises that higher education can present a range of academic, personal, financial and wellbeing related challenges. The College therefore adopts an early intervention approach that seeks to identify concerns at the earliest possible stage and provide proportionate and timely support. This includes support relating to academic engagement, wellbeing, disability and inclusion, safeguarding, financial hardship, personal development and student progression.

The College's approach to student support is underpinned by the principle that student wellbeing and academic success are closely connected. Academic support, engagement monitoring and wellbeing interventions therefore operate as part of an integrated institutional support model designed to promote continuation, progression and positive student outcomes.

This Policy operates alongside the Student Support and Experience Framework and the Student At Risk and Intervention Framework, which together establish the College's operational approach to engagement monitoring, student support intervention, case management and continuation risk oversight.

The Policy should be read in conjunction with related student protection, safeguarding, attendance, disciplinary and support policies.

2. Scope

This Policy applies to all enrolled students studying at UKCBC, including students studying:

- on campus;
- through blended or online delivery;
- with partner institutions;

The Policy applies across all UKCBC campuses, teaching locations and institutional learning environments, including digital and online spaces connected to learning, engagement and student support.

The Policy applies throughout the student lifecycle, including:

- admission and induction;
- ongoing study and engagement;
- periods of interruption or support intervention;
- and progression, completion or withdrawal processes where relevant.

3. Definitions

For the purposes of this Policy:

3.1 Student Support

Student support refers to the range of academic, pastoral, wellbeing, safeguarding and inclusive support services provided by the College to support student engagement, success and progression.

3.2 Wellbeing

Wellbeing refers to a student's overall ability to participate effectively in academic and student life, including emotional, psychological, social, financial and academic wellbeing.

3.3 Student at Risk

A student at risk is a student whose attendance, engagement, academic progress, wellbeing, safeguarding status or personal circumstances indicate an increased risk of disengagement, non continuation or harm.

3.4 Early Intervention

Early intervention refers to the proactive identification and support of students at an early stage where concerns relating to engagement, wellbeing or progression emerge.

4. Principles

UKCBC's approach to student support and wellbeing is guided by the following principles.

4.1 Student Centred Support

The College is committed to providing support that is respectful, inclusive, accessible and responsive to individual student circumstances. Students are encouraged to engage actively with support services and seek assistance at an early stage where difficulties arise.

4.2 Early Identification and Intervention

The College recognises the importance of early identification of risk and disengagement. Attendance, engagement and student support indicators may therefore be used to identify students who may benefit from additional support or intervention.

4.3 Inclusion and Belonging

UKCBC is committed to promoting equality of opportunity and fostering an inclusive learning environment in which all students are treated with dignity, fairness and respect.

4.4 Shared Responsibility

Student wellbeing and success are supported through partnership between students, academic staff, professional services and support teams. Students are expected to engage actively with their studies, communicate support needs appropriately and participate constructively in support processes.

4.5 Proportionate and Supportive Intervention

The College adopts a supportive and proportionate approach to intervention, recognising that students may experience changing personal, academic or wellbeing related circumstances throughout their studies. Early stage interventions are intended to support engagement and student success rather than operate as punitive measures.

5. Student Support and Wellbeing Commitment

UKCBC is committed to providing an inclusive, accessible and student centred support environment that promotes wellbeing, engagement, academic success and personal development throughout the student journey. The College recognises that effective student support extends beyond reactive welfare provision and includes proactive academic guidance, early intervention, inclusive practice and coordinated support arrangements designed to support continuation, progression and positive student outcomes.

The College seeks to foster a supportive learning culture in which students feel able to seek advice, disclose concerns and access support without stigma or disadvantage. Student support operates in partnership with academic provision, recognising the close relationship between wellbeing, engagement, attendance and academic progression.

Student support at UKCBC is delivered through a coordinated institutional approach involving academic staff, Personal Academic Tutors, the Student Support and Experience Team, safeguarding leads, professional services and senior leadership oversight. This approach is supported through the Student Support and Experience Framework and the Student At Risk and Intervention Framework, which together establish the College's operational model for identifying, monitoring and responding to student support needs, engagement concerns and continuation risk.

5.1 Academic Support and Personal Academic Tutoring

UKCBC recognises that academic support forms an important part of student wellbeing, engagement and academic success. The College provides a range of integrated academic support services designed to promote confidence, independent learning, academic resilience and assessment readiness throughout the student lifecycle.

Academic support is delivered through the Personal Academic Tutoring (PAT) system, which combines academic guidance, engagement monitoring and pastoral support within a coordinated student centred framework. Personal Academic Tutors act as a key point of contact for students and support students in navigating academic challenges, progression requirements and wider aspects of student development.

Students have access to a range of academic support opportunities and resources, including Personal Academic Tutoring sessions, one to one and group academic support, online learning resources through the Virtual Learning Environment (VLE), and workshops, drop in sessions and guided activities designed to strengthen academic confidence and study effectiveness.

Academic support provision includes support relating to:

- academic writing and referencing;
- study skills and independent learning;
- English language and academic literacy;
- digital literacy and IT skills;
- Excel and data analysis;
- assessment preparation and academic planning;
- and wider academic development and progression.

The College adopts an early intervention approach to academic engagement and support. Attendance, engagement, assessment participation and academic performance indicators are used to identify students who require additional support, guidance or targeted intervention in order to support continuation, progression and positive student outcomes.

Further operational detail relating to Personal Academic Tutoring, attendance monitoring and intervention processes is set out within the PAT Handbook, Attendance and Engagement Policy, Student Support and Experience Framework and Student At Risk and Intervention Framework.

5.2 Wellbeing, Welfare and Pastoral Support

UKCBC is committed to promoting student wellbeing through accessible, confidential and non-judgemental support arrangements. The College recognises that students experience a range of personal, emotional, financial and wellbeing related challenges that can affect engagement, progression and participation in academic and student life.

Students are encouraged to seek support at the earliest opportunity where concerns arise. The College provides timely advice, guidance and coordinated support designed to help students manage challenges effectively and maintain engagement with their studies wherever possible.

UKCBC seeks to provide accessible, responsive and digitally enabled support arrangements that allow students to access information, guidance and support through multiple channels, including online resources, digital platforms, self-service guidance tools and direct engagement with student support services. The College recognises the importance of flexible and accessible support pathways that enable students to access timely assistance, academic guidance and wellbeing support throughout the student journey. Digital systems and support tools are used to strengthen communication, improve accessibility, support early intervention and enhance the overall student experience while maintaining appropriate opportunities for personalised support and direct staff engagement.

UKCBC recognises that some student circumstances require specialist intervention beyond the scope of institutional support services. Where appropriate, students are supported through referral or signposting to external agencies and third-party specialist services in order to ensure that appropriate support is accessed in relation to mental health, safeguarding, medical, financial, welfare or other complex support needs.

Where concerns relate to student safety, safeguarding or significant risk, the College implements appropriate escalation processes in line with the Safeguarding and Prevent Policy, Fitness to Study Policy and related institutional procedures.

5.3 Accessing Support Services

UKCBC seeks to ensure that students are able to access support easily, promptly and through a range of accessible channels throughout the student journey. The College recognises that students engage with support in different ways and therefore provides multiple routes through which students can seek advice, disclose concerns and access appropriate guidance or intervention.

Students can access support through:

- direct contact with student support and wellbeing services;
- Personal Academic Tutors;
- academic staff and professional services teams;
- safeguarding leads and designated support staff;
- The college website and the Virtual Learning Environment (VLE)

Students can contact the Student Support and Experience Team directly through:

- Email: welfaresupport@ukcbc.ac.uk
- Telephone: +44 20 8518 4994

The College also adopts a proactive approach to student support and intervention. Students identified through attendance monitoring, engagement indicators, academic participation concerns or wellbeing related risk factors can be contacted directly by the College and offered appropriate support, guidance or intervention.

UKCBC seeks to ensure that support pathways are clearly communicated, accessible and responsive to the needs of a diverse student community. Digital systems, online resources and self service support tools are used to strengthen accessibility, communication and early intervention while maintaining appropriate opportunities for personalised support and direct staff engagement.

5.4 Inclusive Support and Reasonable Adjustments

UKCBC is committed to promoting inclusive practice and supporting students with disabilities, learning differences and additional learning support needs. The College seeks to ensure that students are able to participate fully in academic life through accessible support arrangements and appropriate reasonable adjustments.

Students are encouraged to disclose disabilities, medical conditions, learning differences or other additional support needs at the earliest opportunity so that appropriate support arrangements can be discussed, assessed and implemented in a timely manner. The College recognises that some students disclose support needs at different stages of the student journey and seeks to respond supportively and sensitively wherever disclosures occur.

Support and reasonable adjustments can include arrangements relating to:

- teaching and learning activities;
- assessment support;
- accessibility requirements;
- learning resources;
- attendance or engagement support;
- and wider participation in academic and student life.

Students are supported through referral and signposting to the College's Additional Learning Support (ALS) and special educational needs and disabilities (SEND) support arrangements where appropriate. Further operational detail relating to disability support, inclusive learning and reasonable adjustment processes is set out within the SWS 7.5 Additional Learning Support (ALS) Policy and related procedures.

5.5 Student Engagement and Belonging

UKCBC recognises that student engagement, participation and sense of belonging are important factors in supporting continuation, wellbeing and academic success. The College therefore seeks to foster an inclusive academic community in which students engage actively with learning opportunities, support services, enrichment activities and student representation structures.

Students are encouraged to participate fully in induction activities, Personal Academic Tutoring sessions, academic workshops, support activities, feedback opportunities, student representation processes and wider College activities that support personal development, confidence and community engagement.

The College values student voice as an important mechanism for enhancing the quality of the student experience and informing the continuous improvement of student support provision.

5.6 Transition, Induction and Early Student Experience

UKCBC recognises that successful transition into higher education is an important factor in supporting student confidence, belonging, engagement and continuation. The College therefore provides structured induction, orientation and transition support designed to help students integrate successfully into academic study and wider student life.

The College adopts an early engagement approach in which attendance, participation and student interaction during the initial stages of study are monitored in order to identify students who require additional support or intervention at the earliest possible stage.

6. Attendance, Engagement and Early Intervention

UKCBC recognises that regular attendance, active engagement and meaningful participation in academic activity are important factors in supporting student success, wellbeing, continuation and progression. The College therefore adopts a proactive and supportive approach to attendance and engagement monitoring, recognising that changes in attendance or engagement can indicate that a student requires additional support or intervention.

The College's approach to attendance and engagement forms part of a wider student support model that integrates academic support, wellbeing support, safeguarding, student risk identification and continuation monitoring. Attendance and engagement processes are therefore designed not only to monitor participation, but also to support early identification of students who may be experiencing academic, personal, financial or wellbeing related difficulties.

6.1 Monitoring and Identification of Risk

UKCBC uses attendance, engagement and academic participation data to identify students who require additional guidance, support or intervention. This includes monitoring of:

- timetabled attendance;
- meaningful academic engagement;
- assessment participation and submission;
- communication and response patterns;
- and wider indicators relating to continuation or student wellbeing.

The College recognises that attendance alone does not always provide a complete picture of student engagement. Engagement monitoring therefore considers wider patterns of participation, responsiveness and academic activity in order to support accurate identification of students who may be at risk of disengagement or non-continuation.

Students identified as requiring additional support are supported through proportionate and student centred interventions designed to promote re engagement and positive academic outcomes.

6.2 Early Intervention and Support

UKCBC adopts an early intervention approach to attendance and engagement concerns. Where indicators suggest that a student is experiencing difficulties affecting participation or progression, the College implements supportive interventions intended to identify underlying concerns and provide timely support.

Interventions can include:

- contact and engagement meetings;

- Personal Academic Tutoring support;
- wellbeing or pastoral support;
- academic guidance and study support;
- safeguarding or welfare referral;
- support planning and action monitoring;
- and referral to specialist internal or external support services where appropriate.

The College seeks to ensure that interventions are:

- timely;
- proportionate;
- coordinated;
- student centred;
- and responsive to individual circumstances.

Further operational detail relating to attendance thresholds, engagement monitoring, intervention stages and escalation processes is set out within the Attendance and Engagement Policy and Student At Risk and Intervention Framework.

6.3 Student Responsibilities Relating to Attendance and Engagement

Students are expected to engage actively with their studies and participate fully in timetabled learning activities, academic support arrangements and scheduled interventions where required.

Students are also expected to:

- communicate promptly with the College where circumstances affect attendance or engagement;
- respond to college communications relating to support or intervention;
- engage constructively with agreed support arrangements;
- and take reasonable steps to maintain progress within their studies.

Where attendance or engagement concerns persist despite supportive intervention, the College implements further review or escalation processes in accordance with the Attendance and Engagement Policy, Fitness to Study Policy and related institutional procedures.

6.4 Continuation, Escalation and Institutional Oversight

UKCBC recognises that attendance and engagement monitoring form part of the College's wider approach to continuation support, student protection and academic risk management. Attendance and engagement trends therefore contribute to institutional oversight processes relating to student continuation, progression and student success.

The College maintains operational, and governance arrangements designed to ensure that:

- students at risk are identified appropriately;
- interventions are coordinated and recorded;
- safeguarding and wellbeing concerns are escalated appropriately;

- and continuation related risks are monitored and reviewed through institutional governance processes.

7. Safeguarding, Student Safety and Wellbeing Risk

UKCBC is committed to fostering a safe, inclusive and respectful learning environment in which students are protected from harm and supported appropriately where safeguarding, wellbeing or welfare concerns arise. The College recognises its responsibilities in relation to safeguarding, student protection and the promotion of student safety across all areas of institutional activity.

The College adopts a proactive and student-centred approach to safeguarding and wellbeing risk, recognising that students can experience circumstances that affect their safety, welfare, mental health, engagement or ability to participate fully in academic life. Safeguarding and wellbeing concerns are addressed through coordinated support arrangements; risk assessment processes and appropriate escalation pathways designed to protect students and support positive outcomes.

7.1 Safeguarding and Student Protection

UKCBC maintains safeguarding arrangements designed to support students who are experiencing vulnerability, risk, harm or welfare related concerns. Safeguarding responsibilities apply across all campuses, modes of study and institutional learning environments, including online and digital learning spaces.

Safeguarding concerns can include:

- concerns relating to student safety or welfare;
- mental health or wellbeing related risk;
- risk of harm to self or others;
- abuse, neglect or exploitation;
- harassment, bullying or discriminatory behaviour;
- concerns relating to radicalisation or extremism;
- and other circumstances requiring safeguarding intervention or protective support.

The College ensures that safeguarding concerns are managed through appropriate referral, recording and escalation processes in line with the Safeguarding and Prevent Policy and related institutional procedures.

7.2 Wellbeing Risk and Support Intervention

UKCBC recognises that changes in behaviour, attendance, engagement or academic participation can indicate that a student requires additional support or intervention. The College therefore operates an early identification and intervention approach designed to support students before concerns escalate further.

Where concerns relating to wellbeing, welfare or student safety arise, the College implements proportionate and supportive interventions that can include:

- wellbeing and pastoral support;
- counselling support;
- safeguarding referral;
- coordinated case management;

- support planning and monitoring;
- engagement intervention;
- referral to specialist services;
- and escalation through formal support procedures where required.

The College recognises that some circumstances require specialist intervention beyond the scope of institutional support services. Where appropriate, students are supported through referral or signposting to external agencies and specialist third party services to ensure that appropriate support is accessed.

7.3 Escalation and Fitness to Study

Where wellbeing, safeguarding or welfare concerns significantly affect a student's ability to engage safely or effectively with their studies, the College implements appropriate escalation and review processes in accordance with the Fitness to Study Policy and related institutional procedures.

The College seeks wherever possible to support students in continuing their studies through reasonable adjustments, support planning and coordinated intervention. However, there are circumstances where additional review, temporary interruption, modified study arrangements or further safeguarding intervention are necessary in order to protect student wellbeing, academic integrity or the safety of the wider College community.

Escalation processes are designed to ensure that:

- concerns are reviewed appropriately;
- risk is managed proportionately;
- support arrangements are coordinated effectively;
- and decisions are informed by student welfare, safeguarding and continuation considerations.

7.4 Respectful and Inclusive Community

UKCBC is committed to maintaining a respectful and inclusive academic environment in which all members of the College community are treated with dignity, fairness and respect.

The College does not tolerate harassment, bullying, discrimination, sexual misconduct, victimisation or abusive behaviour. Concerns relating to inappropriate behaviour, harassment or sexual misconduct are addressed through the appropriate institutional policies and procedures, including the Sexual Harassment and Misconduct Policy and Student Disciplinary Policy.

Students are expected to contribute positively to the College community and engage respectfully with staff, fellow students, visitors and external partners across all academic, social and digital environments connected to college activity.

8. Student Responsibilities and Engagement with Support

UKCBC recognises that effective student support operates through partnership between the College and its students. Students are therefore expected to engage actively with their studies, participate constructively in support processes and take reasonable responsibility for their academic engagement, wellbeing and conduct throughout the student journey.

The College encourages students to seek support at the earliest opportunity where academic, personal, financial or wellbeing related concerns arise. Early communication and engagement with support services

enables the College to provide timely and appropriate intervention and reduces the risk of concerns escalating further.

8.1 Academic Engagement and Participation

Students are expected to engage actively with learning opportunities and participate fully in scheduled academic activities associated with their programme of study.

This includes:

- attending timetabled learning activities;
- participating in academic support and Personal Academic Tutoring sessions;
- engaging with online learning resources and independent study;
- completing assessments and academic activities in accordance with programme requirements;
- and responding appropriately to academic communications and support interventions.

Students are also expected to familiarise themselves with relevant academic regulations, programme requirements and institutional policies relating to their studies.

8.2 Engagement with Support Services

Students are encouraged to engage constructively with student support arrangements and to communicate appropriately with the College where circumstances affect attendance, engagement, wellbeing or progression.

Where support interventions, support plans or referrals are implemented, students are expected to:

- engage honestly and constructively with support processes;
- attend scheduled meetings or support sessions where appropriate;
- provide relevant information required to support effective intervention;
- and work collaboratively with staff to support positive academic and wellbeing outcomes.

The College recognises that students engage with support in different ways and seeks to ensure that support arrangements remain accessible, inclusive and proportionate to individual circumstances.

8.3 Respectful Conduct and Community Expectations

Students are expected to contribute positively to the College community and engage respectfully with staff, fellow students and external partners across all academic, social and digital environments connected to college activity.

Students are expected to:

- treat others with dignity, fairness and respect;
- contribute to an inclusive and supportive learning environment;
- engage appropriately within online and in person learning spaces;
- and avoid behaviour that negatively affects the wellbeing, safety or learning experience of others.

Behavioural misconduct, harassment, bullying, discrimination and other breaches of institutional expectations are addressed through the Student Disciplinary Policy, Sexual Harassment and Misconduct Policy and related institutional procedures.

8.4 Student Voice and Partnership

UKCBC values student voice as an important part of enhancing the quality of the student experience and strengthening institutional support arrangements. Students are encouraged to participate in student feedback activities, representation structures, surveys, committees and other opportunities that support continuous improvement across the College.

The College recognises students as active partners within the learning community and seeks to ensure that student feedback informs the ongoing development of support services, academic provision and the wider student experience.

9. Confidentiality, Information Sharing and Data Protection

UKCBC is committed to handling student information sensitively, responsibly and in accordance with applicable data protection and confidentiality requirements. The College recognises that students accessing support services often disclose personal, sensitive or wellbeing related information and seeks to ensure that such information is managed appropriately and respectfully.

Information relating to student support, wellbeing, safeguarding or intervention activity is recorded and managed through approved institutional systems in line with UK GDPR, data protection legislation and the College's records management requirements.

9.1 Confidentiality and Student Support

The College seeks to maintain appropriate confidentiality in relation to student support and wellbeing matters. Information disclosed by students through support services is shared only where there is a legitimate educational, safeguarding, welfare or operational reason to do so.

Students are informed where information sharing is necessary in order to:

- coordinate support arrangements;
- protect student wellbeing or safety;
- fulfil safeguarding responsibilities;
- comply with legal or regulatory obligations;
- or support appropriate institutional decision making.

The College recognises that confidentiality is an important part of building trust and encouraging students to engage with support services. Staff involved in student support processes are therefore expected to manage information professionally, sensitively and in accordance with institutional procedures.

9.2 Safeguarding and Risk Related Information Sharing

There are circumstances in which the College is required to share information without consent where concerns relate to safeguarding, serious welfare concerns, risk of harm or legal obligations.

Where concerns arise relating to:

- student safety;
- risk of harm to self or others;
- safeguarding;
- serious mental health concerns;

- criminal activity;
- or significant institutional risk,

the College implements appropriate escalation and information sharing processes in order to protect students and the wider College community.

Information sharing in such circumstances is carried out proportionately and only with relevant staff, services or external agencies where necessary to support safeguarding, welfare or risk management responsibilities.

9.3 Recording and Case Management

UKCBC maintains appropriate systems and processes for recording student support activity, engagement interventions, safeguarding concerns and support related actions. These records support:

- continuity of support;
- coordinated intervention;
- safeguarding oversight;
- monitoring of student risk and continuation;
- and institutional quality assurance and regulatory compliance.

The College seeks to ensure that records relating to student support are:

- accurate;
- proportionate;
- secure;
- auditable;
- and maintained in accordance with institutional data management procedures.

Further operational detail relating to information management, case recording and institutional systems is set out within the Student Support and Experience Framework, Student At Risk and Intervention Framework, PAT Handbook and related College procedures.

10. Roles and Responsibilities

UKCBC recognises that effective student support and wellbeing provision depends upon coordinated institutional responsibility and collaborative working across academic, professional and support services. The College therefore maintains a shared responsibility model in which staff, students and institutional leadership contribute to the delivery, oversight and continuous improvement of student support arrangements.

10.1 Institutional Responsibilities

The College is responsible for:

- maintaining an accessible and inclusive student support environment;
- providing appropriate academic, pastoral, safeguarding and wellbeing support arrangements;
- implementing systems for monitoring attendance, engagement and student risk;
- ensuring that students are able to access timely support and intervention where concerns arise;

- maintaining appropriate safeguarding and escalation processes;
- and ensuring that student support arrangements align with institutional, regulatory and student protection requirements.

The College also maintains governance and oversight arrangements designed to support monitoring of student engagement, continuation, progression and wellbeing related risk through appropriate institutional committees and reporting structures.

10.2 Academic Staff and Personal Academic Tutors

Academic staff and Personal Academic Tutors contribute to student support through academic guidance, engagement monitoring, early intervention and referral activity.

Responsibilities include:

- supporting student engagement and progression;
- identifying students who require additional support or intervention;
- providing academic guidance and developmental support;
- maintaining appropriate records of support activity where required;
- and referring or escalating concerns through appropriate institutional processes.

Personal Academic Tutors operate as a key point of contact within the College's integrated student support model and contribute to both academic and pastoral support arrangements.

10.3 Student Support and Experience Team

The Student Support and Experience Team is responsible for coordinating support activity, providing pastoral and wellbeing guidance, supporting intervention processes and facilitating referral or signposting arrangements where appropriate.

This includes:

- supporting students experiencing wellbeing, welfare or engagement related concerns;
- coordinating support and intervention activity;
- maintaining appropriate case management and support records;
- supporting safeguarding and escalation processes;
- and contributing to continuation and student success initiatives.

10.4 Safeguarding Responsibilities

All staff share responsibility for contributing to a safe and supportive learning environment and are expected to act appropriately where safeguarding, wellbeing or student safety concerns arise.

Designated safeguarding staff are responsible for:

- coordinating safeguarding responses;
- managing safeguarding referrals and escalation;
- supporting risk assessment processes;
- liaising with external agencies where appropriate;

- and ensuring that safeguarding concerns are addressed in accordance with institutional procedures.

Further information relating to safeguarding responsibilities is set out within the Safeguarding and Prevent Policy.

10.5 Student Responsibilities

Students are expected to engage actively with their studies, communicate appropriately with the College where concerns arise and participate constructively in support processes and interventions where required.

Students also contribute to the wider learning community through respectful behaviour, active engagement and participation in opportunities that support student voice, inclusion and continuous improvement.

11. Monitoring, Review and Continuous Improvement

UKCBC is committed to the continuous enhancement of student support and wellbeing provision in order to promote positive student outcomes, inclusive practice, student engagement and institutional effectiveness. The College recognises that effective student support requires ongoing evaluation, responsive service development and regular review of institutional practice.

The effectiveness of this Policy and associated support arrangements is monitored through the College's wider quality assurance, student experience and academic governance processes.

11.1 Monitoring and Evaluation

The College monitors the effectiveness of student support and wellbeing provision through a range of institutional indicators and review mechanisms, including:

- attendance and engagement trends;
- continuation and progression outcomes;
- student feedback and student voice activities;
- safeguarding and wellbeing data;
- intervention and support activity;
- complaints and case trends;
- and wider quality assurance and enhancement processes.

Monitoring activity supports the identification of emerging risks, service improvement opportunities and areas requiring additional intervention or institutional focus.

11.2 Student Voice and Service Enhancement

UKCBC values student feedback as an important component of continuous improvement and service enhancement. Student feedback informs the development of support services, academic support provision, engagement initiatives and wider aspects of the student experience.

Feedback is gathered through a range of formal and informal mechanisms, including:

- surveys and evaluation activities;
- Personal Academic Tutoring feedback;

- student representation structures;
- committees and student forums;
- complaints and compliments;
- and direct engagement with support services.

The College seeks to ensure that student feedback contributes meaningfully to the ongoing review and enhancement of institutional support arrangements.

11.3 Policy Review

This Policy is reviewed at least every two years, or earlier where required in response to:

- regulatory change;
- sector developments;
- institutional change;
- student feedback;
- safeguarding or wellbeing related developments;
- or findings arising from quality assurance, audit or risk review processes.

The Policy Owner is responsible for ensuring that the Policy remains current, effective and aligned with related institutional frameworks, operational procedures and regulatory expectations.

Version History

Version	Date	Author	Summary of changes	Approved by
1.1	23 October 2026	Head of Student Support and Experience	Role titles updated following organisational restructure, and internal consistency corrections; front sheet, footer and cross references updated for approval. Heading levels corrected and abbreviations spelt out, in line with GA 3.1 (26 October 2026).	Quality of Education Committee