

# University Centre Sparsholt Academic Support Policy

*Excellence • Integrity • Valuing Others •  
Supportiveness • Teamwork*

### **Our Mission**

Raising Aspirations, Unlocking Potential, Advancing Futures

### **Our Values**

Excellence, Passion, Teamwork, Integrity, Innovation,  
Sustainability, Valuing Others and Supportiveness

### **Sparsholt College Group**

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The University Centre Sparsholt Academic Support Policy was approved by the Board of Governors in July 2023 and supersedes previous versions.

Originator:	Dean of Higher Education
Located:	College Group Websites College Group Intranet
Due for review:	May for approval July 2026

# UNIVERSITY CENTRE SPARSHOLT ACADEMIC SUPPORT POLICY

## Contents

Purpose .....	3
Reference .....	3
Procedures .....	4
Level 1: .....	4
Level 2: .....	5
Level 3: .....	6
Complaints.....	6
Professional bodies .....	7
Training and Monitoring .....	7

# UNIVERSITY CENTRE SPARSHOLT

## ACADEMIC SUPPORT POLICY

### **Purpose**

The purpose of the University Centre Sparsholt (UCS) Academic Support Policy is:

- To promote academic support in relation to the Sparsholt College Group Vision and Values to all students, staff and visitors to the College Group (which includes UCS).
- Through induction and the programme of study, to provide students with a clear understanding of the commitment they need to make to their studies and UCS life.
- To provide a framework in which to support Higher Education students in the transition to the management of their own learning from levels 4 to 7.
- To support and promote high levels of academic achievement in the Higher Education cohort appropriate to the provision and modes of study.
- Ensure that support for the student that takes into account their individual circumstances.
- To act as a system of alerts to identify behaviours or barriers to learning that increase the risk of the student failing to achieve or progress to the next stage of their programme.

### **Reference**

This document has been produced with reference to the UK Quality Code for Higher Education 2018 and Office for Students (OfS) Conditions of registration and in particular conditions B2, and B3.

## Procedures to Support Academic Success

### Level 1:

**Performance & Engagement:** This is intended to be the informal first stage of a student being made aware of concerns through level 1 alerts that indicate a requirement for improvement to ensure progress is not adversely affected. This will usually be around attendance and a general commitment to their studies.

#### Process

- Academic staff can request a stage 1 performance warning by alerting the success coach (HE) who will initiate the alert, conduct the review with the student and will confirm a Level 1 performance warning if appropriate.
- Actions need to include clearly explaining the issue and reasons for the Level 1 alert. The alert can be given verbally but must be followed up in writing and recorded on ProSolution.
- The success coach is then responsible for completing the relevant part of the ePersonal Development Plan, for notifying the personal/course/year tutor and for ensuring that the agreed outcomes are noted on the HE ProMonitor markbook.

#### Escalation

- Students can have more than one Level 1 alert. In general, when a student exceeds three alerts, the tutor and Curriculum Lead will decide whether progress to Level 2 is appropriate.

#### Support/Follow up

- The success coach is responsible for monitoring the student's progress against the targets over a period of three months, at which time the student's Pro-Monitor record can be changed to 'expired' if the actions have been successfully complied with.

## **Level 2:**

**Performance & Engagement:** If level 1 alerts do not result in improvement and there continues to be concerns around progress and/or engagement, then the following areas may trigger a level 2 alert;

- Unsatisfactory progress following a level 1 alert in the timescales agreed.
- A pattern of not handing in work in the expected time scales.
- Failure to pass summative unit assessments.
- Failure to engage with the course.

This list is not exhaustive and intended to provide examples only.

### **Process**

- Academic staff, normally tutors, would be expected to trigger a Level 2 alert for performance. Concerns around engagement are triggered by the success coach in discussion with the relevant academic staff.
- The Level 2 alert must be delivered by the success coach will hold a meeting with the student chaired by the relevant curriculum lead or course leader, with immediate completion of the relevant parts of the ProMonitor record. This will include a performance action plan. Depending on the nature of concern, the relevant staff (e.g. wellbeing, learning support or academic staff) will be involved in supporting the student and the overall progress against the targets monitored by the success coach.

### **Escalation**

- Students can receive more than one Level 2 performance action plans. In general, when a student exceeds two academic performance action plans, the tutor and Assistant Principal, supported by the success coach, will evaluate whether progress to Level 3 is appropriate.

### **Support/Follow up**

- The success coach, supported by the academic staff, is responsible for monitoring the student's progress over a period of three months, at which time the student's ProMonitor record can be changed to 'expired' if the actions have been successfully complied with.
- It is expected that the curriculum lead will meet monthly with the success coach to review each case and to take appropriate action if further concerns are identified. The number of active cases will be monitored monthly by the Assistant Principal HE and the Dean of HE.

## **Level 3:**

**Performance:** If level 2 alerts do not result in improvement, and/or the lack of improvement is seriously impacting on the student's achievement then the following areas may trigger a level 3 warning;

- Failure to improve performance following level 2 actions.
- Persistent late submission (within 10 working days), non-submission or late submission (exceeding 10 days) of summative assessment.
- Continued failure to engage with the course.

This list is not exhaustive and intended to provide examples only.

### **Process**

The Assistant Principal will chair a formal hearing meeting. It may be appropriate for the meeting to include the success coach or a member of academic staff relevant to the matters being discussed.

The student will be invited in writing, and given 5 working days' notice, to attend the meeting. The invitation must include details of what is to be discussed, including previous action plans. It will also make reference to, and include a link to this policy, along with information regarding bringing a friend or advocate to the meeting. It will also include details as to who will be at the meeting and their purpose. A notetaker will be present and notes and agreed actions shared within five working days of the meeting with all parties and a record made on ProMonitor.

### **Support/Follow up**

- The Curriculum leads, supported by the course leader, will be responsible for monitoring the Level 3 action plan over a period of six months, at which time the student's ProMonitor record can be changed to 'expired' if the actions have been successfully complied with.

As part of the support system, any student on a Level 3 action plan will form part of the monthly "learners at risk meetings" held with the Assistant Principal, Course Leaders, wellbeing and success coach(s).

### **Complaints**

Complaints about the way the procedure is implemented should be made following the UCS Complaints and Feedback policy which can be found here <https://www.sparsholt.ac.uk/policies-reports/>

## **Professional bodies**

Students on certain professional courses, for example the Foundation Degree in Veterinary Nursing Science, will also be subject to the professional standards that are expected of them at all times. Students will be informed of these standards at the start of the course; this policy is complementary to, and does not replace, these professional standards. Registration with professional bodies, for example the Royal College of Veterinary Surgeons, is subject to applicants demonstrating their 'fitness to practise'. Level 3 Academic Performance procedures may reflect negatively on a student's Fitness to Practise and may initiate a Fitness to Practise review. For more details see the HE Fitness to Practise Policy for Veterinary Nurse Students that can be found here <https://www.sparsholt.ac.uk/policies-reports/>

## **Training and Monitoring**

All personnel who chair hearings will be given sufficient training in order to fulfil this role effectively.