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**BRAINAE UNIVERSITY**

**STUDENT SUPPORT AND GUIDANCE POLICY**

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# I. GENERAL PROVISIONS

## 1.1. Vision, mission, and core values of BU

## 1.1. Vision

The vision of BU is to be a pole of radiance and academic excellence in quality education, research, and services to the community offering professional programs to enrich individual lives and make a difference in the Great Lakes Region.

## 1.2. Mission

The mission of BU is to provide academic training, service, and social involvement, preparing the world for thoughtful, productive lives and service in their respective professions and places.

## 1.3. Objectives

BU has the following objectives:

* Developing priority subjects that meet the Country and the region's needs,
* Using an educational system that can promote the creative and innovative spirit and favor active methods;
* Disseminating science and technology for the development of the country and the Great Lakes Region;
* Combining knowledge and wisdom to promote the World and universal cultural aspects.

## 1.4. Core Values

BU strives for excellence in all endeavors. The other core values it stands for are:

* Integrity,
* Commitment and dedication,
* Teamwork,
* Critical thinking,
* Academic freedom

These principles are shared among the members of the BU community and they provide a framework in which decisions are made.

# II. STUDENT SUPPORT AND GUIDANCE

## 2.1 Introduction

BU Student support and guidance policy describe activities designed to assist students with making decisions and developing their skills to maximize their learning opportunities and personal development. It consists of a series of statements designed to inform all BU students on the support policies and underpin their strategic goals for access, progression, retention, employability, and the enhancement of the student experience.

## 2.2 Objectives of the policy

The student support and guidance policy aims:

* To ensure that students are supported in their transition to higher education and are enabled to acquire the necessary study skills.
* To ensure a systematic, coherent, structured, and consistent approach to the "First Year Experience" to maximize retention and progression.
* To provide a coherent range of guidance and learning support mechanisms capable of meeting the needs of the student body.
* To reduce circumstances that could adversely affect the chance of students achieving their final award
* Allow identification of students in need of more specialized support and guidance
* Provide counseling services for all students
* Provide systematic academic and personal support for all students at the program level
* Provide appropriate forms of support and guidance for students at the point of departure from the Institution.

## 2.3. Scope of the policy

### 2.3. 1. Induction

Applicants and prospective students are provided with information and advice that help make informed choices about the best academic programs.

The induction program for all new students should:

* Be affordable, accessible, and relevant to every new student, irrespective of year of study, month of entry, mode of study, student individual needs, and nature of the program
* Offer a free initial week of activities geared to provide students with an immersion into the life of the institution
* Include a formal welcome to the institution
* Be tailored to each student's program
* Include the distribution of general and program-specific information and resources
* Provide a general introduction to the institution, its support facilities, and the Students'
* Association and life in the surrounding area
* Provide an introduction to learning support facilities and study methods
* Allow for the social interaction of students and promote student involvement in academic and non-academic activities provided by the institution and the Students' Association
* Involve an introduction to the student's Academic Adviser for their first year of study
* Involve current students and others in mentoring/coaching roles where possible and appropriate
* Ensure that all students are made aware of their rights and responsibilities regarding health and safety, discipline, student representation, complaints and grievances, appeals, information technology, and any other relevant regulations and/or codes.

### 2.3.2. Ongoing support and guidance

BU provides continuing students with guidance that helps them to develop their skills, to reflect on their personal, academic, and career objectives, set goals, adopt appropriate learning strategies, and review and manage progress and attendance. Ongoing support and guidance include workshops and individual interviews with students and informal support provided by lecturers/tutors.

**Student advising, coaching, and support**

This activity of informing, coaching, and advising students is part of the responsibilities of Academic staff, Academic organs (Department, Faculty), Office of the Registrar, Office of the Dean of students, the Career Advisory Centre, and the Guidance and Counseling Committee.

BU should provide students with adequate academic advice, coaching, and support at all levels of study. It is hereby worth stating that fresh students need much more coaching and advice about how university studies are carried out, practical ways to succeed, and how to profit from opportunities offered to them by the Institute. Types of academic support to be provided to students are specified in module handbooks.

In addition, advanced students should also benefit from academic guidance, especially in terms of finding measures to mitigate any potential failure in class, choosing research projects, approaching the labor market, the orientation of career prospects, and the use of tools available to improve their study progress. The Career Advisory Centre will play an important role in this respect.

The Guidance and Counseling Committee should ensure that students are effectively integrated with departments, have a good impression of the education offered by BU, know suitable services of the Institute that should resolve their questions if any, and are provided with necessary help in case of any para-academic problem.

The committee works hand in hand and under the supervision of the Dean of Students whose responsibilities are among others to design any policy aiming at ensuring a climate of serenity within the student community, to be a link between students and the authorities of the Institute, and to receive and direct the requests of students.

**Recording and monitoring student progress**

Quality student learning should be supported by academic staff who provide appropriate activities for the improvement of their skills.

During teaching, each module should specify mechanisms for providing students with feedback and corrections about exercises done. In this regard, every lecturer has to communicate to students his/her availability hours so that they may ask their questions and receive answers.

Students’ results should be adequately recorded and safeguarded. Faculties and the office of the registrar should make sure that all recorder marks and scores are kept and filed adequately. Necessary academic reports should be made accessible to students to ensure that every student keeps a record of his/her progress.

**Availing facilities and infrastructure to support the achievement of quality**

BU facilities and infrastructure should be in line with the aims and learning outcomes of the delivered programs. The main facilities and infrastructure to be provided include teaching rooms, laboratories, computers, internet, library, teaching aids, equipment, and materials

**Teaching rooms**

They comprise lecture halls, seminar rooms, reading rooms, and conference halls. They should be available and equipped with the required materials like chairs, boards, a sound system for big rooms, and safety equipment. For quality purposes, teaching rooms should allow students to carry out their activities comfortably. It is in this regard that requirements

For programs that require laboratory experiments like science and agriculture, the Institute should make sure that laboratories are available and equipped enough for quality purposes.

It is worth noting that BU's annual budget should take care of this aspect to make necessary provisions to achieve the target in terms of getting sufficient laboratories.

**Center for Language Training**

The language center provides students with resources and skills that enable them to perform in their academic programs, especially by offering language workshops. Language workshops are geared towards language proficiency activities such as essay writing, making oral presentations, and reading activities. The center also offers short-term courses in foreign languages (French and English). Nowadays, emphasis is put on English as it is currently used as a medium of instruction.

**Library**

The library is one of the important facilities for teaching and learning. Hence BU has physical librarians who provide different books and an electronic library with an online connection to foreign libraries via the internet. Library information sessions are held during orientation. Additional workshops are scheduled throughout the year to help students most effectively use a variety of library resources, including the available electronic databases. These workshops are designed to improve the information literacy of students.

**Information, Communication, and Technology center**

The center provides an electronic internet connection. Information technology staff are available on campus to help students with the technology available to them and with connectivity issues.

**Laboratories**

Sciences laboratories are specifically provided for the Science department and the Faculty of Rural Development. In addition, the institute has undertaken a partnership with different national institutions that offer similar programs.

**Didactic aids, materials and realia**

Didactic aids and materials comprise audio-visual material, computer software, etc. In this regard, BU will provide students in different programs with the necessary aids to supplement lectures and books. For instance, students in education will need to understand 'computer-aided education, students in science will need for example math or statistic programs, students in geography will need GIS, and students in engineering will need design programs among others. The Institute is therefore accountable for addressing the needs.

In some cases, students need to experiment with outside facts and situations like geographical phenomena, historical facts, and the practice of agriculture for example. The Institute, therefore, has to cater to these needs by enabling students to access the facts where they are located. In this respect, funds should be provided for field practice, study trips, and site visits.

**Academic Advisory Center**

The center provides regular workshops, covering topics such as time management, exam preparation, essay, and report writing, referencing, avoiding plagiarism, library research, and stress management. Other topics are covered as required, to help students to improve their performance. Academic Advisory staff, additionally, is available for individual counseling with students by referral from staff or self-referral by students. Appointments can be made in person, by email, or at the campus reception desk. Times available for appointments are advertised and sent in the electronic form to each student.

**Academic Staff Consultation**

***In-class consultation***

Individual student consultations with the subject lecturer, tutor, or other appropriate academic staff are an integral part of the learning experience for each subject. BU workloads provide face-to-face lectures and student support hours. These support hours are designed to allow students the opportunity to clarify points of confusion, discuss aspects of the subject in more detail and obtain feedback on their assignments, both in draft form and on completed work.

**Development-oriented Research Center (CERID)**

As a center for Research, Consultancy, and Publication, the CERID is an instrument for regulating the conduct of research and publication at BU. The center promotes research programs to ensure quality output in the academic research field. The development of high-quality research practices will enhance the competitiveness of BU and thus expand its opportunity to become the best choice among research institutions. The center helps students to develop knowledge and understanding of applicable and transferable scientific research skills.

**Career advisory center**

The BU Career advisory Center administers programs and provides services in career development for its students. This is achieved through:

* Guiding students in securing internships and employment opportunities.
	+ Assisting students to prepare for, and more confidently face the challenge of securing employment upon graduation.
	+ Exposing students and graduates to the world of work, making them more skilled, and knowledgeable, and preparing them to work creatively and dynamically in a competitive environment.
	+ Assisting students in CV writing, job application, and other business letter writing.
	+ Marketing excellent students and recent graduates to employers
	+ Assisting graduates in acquiring skills necessary to access the labor market
	+ Establishing a recruitment schedule where graduates can check upcoming events and services
	+ To facilitate both employers and students to connect with each other
	+ To develop career Education and guidance with academics and employers

**Student union**

Students have a union “BU Student Union” and activities of the union are coordinated by the office of the Dean of students. The office of the dean of students plays an intermediate role between students and the administration. It also coordinates sports and cultural activities.

**Para-academic support activities**

Apart from academic-oriented support, for the benefit of students, the Institute will:

* Provide social, sports, and cultural activities that enhance education and personal development,
* Provide recreation programs and services;
* Ensure religious freedom;
* Avail clinical services to students experiencing psycho-sociological problems;
* Enhance good health and well-being of students that support student academic success;
* Provide primary care with diagnosis, treatment, and consultation on most general health care needs;
* Create suitable space for information about outside reality

**Supporting students with disability**

Students with disability are an integral part of the academic society, and they have to be provided quality education that meets their requirements. The Institute is expected to ensure the availability of the required facilities to assure their inclusive educational policy.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone with a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. This includes physical, mobility, mental health difficulties, hearing, visual impairments, specified learning difficulties (eg: dyslexia), and some medical conditions like HIV/AIDS or cancer.

Concerning and complying with provisions by the Disability law in place

BU will abide by the following:

* Ensuring that its policies, procedures, and activities get rid of all sorts of barriers to enable disabled students to be integrated with all aspects of academic life,
* Setting up and monitoring provisions for application, admission, and academic progress of disabled students;
* Ensuring that academic information and programs are accessible to disabled students;
* Ensuring that existing and new programs are implemented in such a way that is inclusive of disabled students;
* Ensuring that learning, teaching, and assessment activities recognize the entitlement of disabled students to participate in all of them;
* Making academic support facilities and infrastructure accessible and appropriate for disabled students;
* Providing disabled students with sufficient staff with appropriate skills to support and work with them;
* Ensuring that all activities, resources, and learning environment do not lead to any disadvantage for disabled students.

## 2.4. Student obligations

The student support and guidance policy does not only provide for the institution's obligations towards students but also what is expected from students. BU students are expected to:

* + Fulfill the academic expectations on them from their program; this includes attending classes, tutorials, seminars, and labs as appropriate
	+ Discuss their academic progress with their Academic Advisor at least twice a year, at the beginning of each Semester
	+ Use the support offered by Academic Advisors as and when they identify particular issues to do with their academic progress
	+ Make effective use of academic, personal, and career guidance offered to them
	+ Respond promptly to communications and advice from their Academic Advisor

# III. FINAL PROVISIONS

Any student who believes that he or she has not been provided with access to appropriate or sufficient support under this policy has the right to use the institution’s informal and formal complaints and grievance mechanisms to address their concerns.

The policy should be reviewed any time it is deemed necessary.

This student support and guidance policy takes effect from the date of its approval.