

WATFORD UTC - Guidance & Progression Procedure

1.0 Guidance and Progression Procedures

1.1 Overview

The aim of Guidance is to promote the personal development and self-reliance of learners. This will be achieved through informed choice and the development of self-awareness on the part of the learner.

Guidance is provided equitably at various stages in the Watford UTC year.

- Pre-entry to Watford UTC
- Induction on entry to Watford UTC
- On-going guidance during the period at Watford UTC
- Progression opportunities prior to moving on
- Exit Guidance after course completion

1.2 Entitlement

All learners will have:

(i) access to clear, accurate and impartial information relating to programmes on offer including:

- aims, structure and content of the programme
- selection criteria/procedures
- study methods and mode(s) of attendance
- post-course opportunities/progression routes

(ii) the opportunity to clarify their goals

(iii) their prior learning taken into account

(iv) access free from discrimination in terms of ethnicity, gender, age, religious belief, sexual orientation and disability

1.3 Confidentiality

In the Watford UTC setting, students have the right to privacy when bringing concerns to staff. Whilst people's rights to confidentiality within the team are understood, if there are concerns about a student's health and safety it may be necessary for contact to be made with appropriate agencies.

Things We Cannot Keep Confidential If Disclosed

Because of the law the following have to be referred to other agencies:

Child Protection (The Children Act 1989) – Information disclosed about a child who is at risk of physical, emotional or sexual abuse (this includes pornography).

2.0 Key Stages Of Guidance

2.1 Pre-Entry Guidance

Aim

To provide open and easy access to information, advice and support.

To create an environment in which learners are enabled to make sound decisions about their future.

2.1.1 Implementation

(i) Initial information can be accessed via the Admissions reception team. The area is staffed by trained personnel who will provide access to general information and advice for all potential learners.

(ii) Personal interviews can be made with the appropriate staff so that potential learners may be assisted in exploring their needs and identifying appropriate programmes of study.

(iii) Appointments can also be made with the Student Support Manager

(iv) Learners may be referred to a member of teaching staff for more specific guidance, if the need arises.

Programme related interviews will be provided by Course Guidance or Curriculum Staff on an individual and/or group basis.

(v) The Student Support Team will promote pro-active guidance to potential learners in conjunction with subject leaders and, where appropriate, external agencies.

This is essential in areas such as:

- Community outreach
- Work-based learning

2.2 Induction

Aim

To introduce all learners to the Watford UTC by creating a welcoming environment

To ensure that learners are made aware of the opportunities available to them

To enable learners to recognise the demands and expectations which will be placed on them

2.2.1 Implementation

(i) Full-time learners will be provided with a structured induction programme on entry to Watford UTC with core elements co-ordinated centrally. The Learner Agreement will be confirmed with the student by the subject leader. Certain aspects of induction may be spread over the first few weeks in Watford UTC to avoid information overload.

The subject leader will be responsible for ensuring that learners receive an effective period of induction. Particular attention will be paid to the support of late entrants.

2.3 On-Going Guidance

Aim

To provide advice and support on personal, curricular and vocational matters so that students may derive maximum benefit from their study time at Watford UTC.

2.3.1 Implementation

(i) The level of support that can be offered to students will be dependent, to some extent, on the mode of attendance at Watford UTC so that there is an equitable provision of guidance to our students.

(ii) The Subject leader has a dedicated time for guidance duty particularly relating to the work of the course.

Learners can self- refer to the specialist guidance staff in Student Support at any time either via the office on-site or via email.

Subject leaders may also refer students to the specialist staff in Student Support.

(iii) Where the need for referral to an outside agency has been identified and agreed with the learner, liaison with these outside agencies will be co-ordinated by a member of the Student Support Team (in conjunction with the Subject leader if appropriate).

(iv) If a student appears to need counselling, staff should refer the student to see the Student Support Manager who will then discuss the situation with appropriate colleagues.

If approved, the Watford UTC will arrange for an alternative Counselling option.

2.4 Progression Guidance

Aim

To encourage learners to review their progress and achievements

To assist learners to make and implement decisions about their future.

2.4.1 Implementation

(i) Subject leaders and Student Support Staff, in collaboration with appropriate outside agencies and other curriculum departments, will be pro-active in assisting all learners to identify and explore appropriate and relevant progression/career routes.

(ii) Guidance and Progression Advisers will offer pre-exit guidance to all students and deliver a programme of progression activities.

Progression facilities include:

Careers Resources

Job Search opportunities with access to computerised databases

Advice and support to ensure a smooth transition to employment or further and higher educational Opportunities.

Access to external agencies, e.g. visits to Universities and local employers.

Help with applications, CVs, references, interview practice, completion of necessary forms.

2.5 Exit Guidance

Aim

To ensure that learners have the opportunity to prepare for the next stage after their current course finishes.

2.5.1 Implementation

Subject leaders will identify the Exit Guidance required by their specific class groups and, based on the responses, will devise a programme of activity involving external agencies as appropriate

Students will be made aware that Student Support staff are available if needed.

3.0 Equitable Provision of Guidance

3.1 Full-time Learners will:

- Be assigned a named Subject leader for curricular support
- Meet their Subject leader on a regular basis to review progress/achievement at least twice a year.
- Have access to a programme of guidance and support which will include:
 - An organised Induction programme
 - The opportunity to comment on the learning experience through Learner Engagement forums, Course Reviews, etc.
 - Access to centralised guidance and specialist support, if required
 - Referral to a relevant outside agency where a specialised need has been identified and agreed
 - Progression guidance which includes access to Career's resources and an associated programme of events

4.0 Roles and Responsibilities

Guidance is integrated with the work of the teaching staff by:

4.1 Teaching staff

These staff have a guidance responsibility relating to the delivery of their area of specialist knowledge. As class tutor they have to provide additional support and guidance related to the course content.

4.2 Subject leaders

Subject leaders provide first level guidance. They are responsible for specialised pre-entry guidance, selection interviewing and organising an appropriate Induction Programme in conjunction with Student Services staff to ensure key elements are covered for all students.

The Learner Agreement is overviewed and amended by the Subject leader in discussion with the learner.

Appropriate on-going support and progression opportunities are included in the role, as is collaboration with specialist staff to ensure relevant provision for students with learning difficulties.

Responsibility for attendance and achievement, and liaison with Student Support staff and outside agencies, eg Children's Services, also form a part of the role.

Subject leaders will be aware of progression opportunities that can be accessed through a systematic and co-ordinated programme of activities. They will also be active in providing advice and support to their students and assisting them in moving to employment or further/higher education.

4.3 Student Support Staff

A team of Student Support Staff provide a specialist personal/welfare function to complement and support the role of the Subject leader. The team will provide a link to, and liaison with, outside agencies and specialist services.

(i) The team will support Subject leaders in their first line guidance role by:

- Providing information to all staff on available support services
- Taking part in induction programmes
- Contributing to staff development sessions
- Offering staff the opportunity to discuss and reflect on particular issues

(ii) The team will support learners by offering a specialist support service through:

- Personal guidance
- Financial advice and information
- Learning support awareness
- Advocacy with teaching staff or others as appropriate
- Careers advice and progression information
- Specialist guidance

(iii) Counselling – Individuals who may be in need of counselling will have a confidential interview with one of the Student Support Team. Thereafter referral may be made to specialist organisations.

Guidance and Progression Advisers are available if students want to discuss:

- Personal Matters:
 - Financial and Personal
 - Social and Family
 - Health and Welfare
- Educational Options:
 - Study programme information
 - Educational achievement/progression
 - Specialist support needs
- Careers' Advice:
 - Matching interests and abilities to a job or programme of study
 - Assistance with job and course applications
 - Advice on options if learners are unhappy with their current study programme
 - Interview techniques and developing job-seeking skills through a programme of events
- Career Progression Information:
 - On a range of careers, including entry requirements and job availability
 - On local and national employers
 - On specific job vacancies
 - On courses for self-employment
 - On grants, loans, bursaries and educational sponsorship

Learning Support Information:

Individuals with additional support needs can be given extra help as and when required, e.g.:

- Dyslexia
- Physical/Sensory impairment

- Medical conditions, e.g. arthritis, mental health issues

Short term needs for support can also be accommodated. These may include absences through ill-health, stress, a particular personal situation or a gap in learning which may be causing concern.

4.4 Other Outside Agencies

Various outside agencies are invited into Watford UTC on a regular basis,

e.g. Banks, Voluntary Agencies, Employment Services, Drug Liaison Unit, other Higher Education Institutions, Business Gateway, Trading Standards, etc. The purpose of such visits is to raise awareness and facilitate channels of communication.

4.6 Student Leadership

The close liaison between the Student Leadership and support personnel is facilitated by formal links with Student Support staff e.g. assisting in the election process in a Returning Officer role to ensure the voting process is robust. Student Leadership Team members may ask support staff for advice or refer students to support staff.