



Pre Exit Guide

July, 2013

1 Purpose

The purpose of this policy is to outline the College's framework for providing effective and appropriate academic and pastoral guidance to students.

2. Scope

The policy covers guidance activity at the Sanjari International College campus and their students at Further Education levels.

3 Definitions

3.1 Pre-Entry – before enrolment.

3.2 On-course – during the academic session.

3.3 Pre-Exit – activities relevant to the preparation of students to progress on from their current course of study.

4 Key Principles

4.1 Sanjari International College is committed to supporting all of its students in achieving their educational and personal goals.

4.2 The College will provide a comprehensive information, advice and guidance service for all students and prospective students consistent with the aims of the Student Charter. This service will be reviewed and evaluated on an ongoing basis.

4.3 The service will consist of the provision of academic guidance by Personal Academic Tutors (PATs) and/or other members of teaching staff, and a range of personal, pastoral and welfare support services offered by the Student Services Team.

4.4 Information resources which support guidance provision will be provided within the College in various formats to ensure they are accessible to all students.

4.5 Guidance will be available to students learning in locations other than the main campus via e-mail, telephone and in person by arrangement.

4.6 All guidance activity will be undertaken in ways which seek to help students become more independent, self-reliant and self-aware.

4.7 Pre- entry

4.7.1 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.

Implementation

- (i) Initial information can be accessed via the Admission team. The area is staffed by trained personnel who will provide access to general information and advice for all potential learners - both full and part time.
- (ii) Personal interviews can be done by Admission team so that potential learners may be assisted in exploring their needs and identifying appropriate programmes of study.
- (iii) 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.
- (iv) The Learner Services Team will promote pro-active guidance to potential learners in conjunction with Programme Leader's and, where appropriate, external agencies.

4.7.2 Induction

Aim

- To introduce all learners to the College 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

Implementation

- (i) **Full-time** learners will be provided with a structured induction programme on entry to College with core elements co-ordinated centrally. The Learner Agreement will be confirmed with the student by the Programme Leader. The Programme Leader will be responsible for ensuring that learners receive an

effective period of induction in conjunction with Learner Services staff. Particular attention will be paid to the support of late entrants and learners with programmes starting at non-standard times.

(ii) **Part-time** learners and those on block-release, short courses or evening programmes will be given a modified induction programme by the Programme Leader which will ensure that they are provided with essential information including their Learner Agreement to enable them to adapt quickly to College life.

4.7.3 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 College.

Implementation

- (i) The level of support that can be offered to students will be dependent, to some extent, on the mode of attendance at College so that there is an equitable provision of guidance to our students.
- (ii) The Programme 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 Learner Services at any time by calling in, phoning or email. Programme Leader's may also refer students to the specialist staff in Learner Services.
- (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 coordinated by a member of the Learner Services Team (in conjunction with the Programme Leader if appropriate).
- (iv) If a student appears to need counselling, Programme Leader's should refer the student to see one of the specialist Guidance staff who will then discuss the situation with the Manager or another Guidance member.
- (v) Careers resources are available in the admin office at campus.

On- Course

4.8 (PATs), and/or other members of teaching staff as appropriate, will provide on-going academic support to a specific caseload of students.

4.9 PATs will also act as a point of referral to the Student Services Team and other staff within the College to support students in accessing pastoral, learning and other types of specialist support.

4.10 Impartial information, advice and guidance will be available within the College which will help to enable all current students to make informed decisions about personal and career goals.

4.11 Students undertaking courses at FE level will be provided with structured opportunities in which to engage in Personal Development Planning.

4.12 The College will offer a range of services in relation to student mental health and emotional well-being which will initiate supported external referral where required.

Pre- Exit

4.13 Careers Information, advice and guidance will be available to students to support them in their progression to further study or employment.

4.14 Pre-exit guidance will be provided both within course programmes and on a cross-college basis by lecturers, PATs and the Student Services Team. This activity will include input on job-seeking, employability, applying to universities through UCAS and options for further study.

4.15 Student Services staff will work in conjunction with colleagues in the SVS Unit to provide appropriate guidance to students progressing from an SVS, to a mainstream course.

4.16 Where appropriate, the College will work in partnership with external specialist agencies and institutions to provide students with the most complete and up to date service possible.

Academic Progression

4.17.1 On successful completion of a Level 7 Extended Diploma in Strategic Management & Leadership (EDSML) there are a number of progression opportunities.

Learners may progress to:

- Larger qualifications at the same level eg. from an award to a certificate or to the Diploma in Strategic Management or the Diploma in Healthcare Management
- An MBA programme and claim exemptions for some of the units completed.

4.17.2 On successful completion of a Level 5 qualification in Edexcel BTEC Level 5 HND in Business there are a number of progression opportunities. Learners may progress to:

- Larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended
- A degree programme in a higher education institution and claim exemptions for some of the units completed.

5 Responsibilities

5.1 The CEO has overall responsibility for this policy and its associated procedures.

5.2 The Student Welfare Officer is responsible for the effective and consistent operation of this policy in relation to the guidance activity undertaken by Student Services staff, and for updating the policy.

5.3 Programme Leader is responsible for the effective and consistent operation of this policy in relation to the guidance activity undertaken by teaching staff and PATs in their respective areas.

5.4 The Learning and Teaching Director has specific responsibility for the PAT function in the College and therefore also has a level of responsibility for the guidance activity undertaken by PATs.

5.5 The Programme Leader has overall responsibility for the operation of this policy in relation to school pupils and students in the SVS area.

5.6 Quality approval checking of the policy is the responsibility of the Quality Nominee, who will also arrange for the policy to be posted on the web.