# Student Services

| ACTIons | YOUR APPROACH |
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| **Before enrolment** |  |
| 1. Design and plan how to implement methods to assess individual students’ support needs. |  |
| 1. Collect information about individual students to inform initial assessment of their support needs, including information from schools. |  |
| 1. Categorise the types of support that may be needed, the services which meet these needs and the resources needed to deliver them. |  |
| 1. Check that your organisation’s policies for student support (including employability support, work experience and safeguarding) align with the requirements of T Levels and industry placements. |  |
| **Enrolment** |  |
| 1. Carry out initial and diagnostic assessment and use the information to plan support for individual students. |  |
| 1. Plan how to support students to:  * develop the full range of employability skills and behaviours * develop their study skills. |  |
| **Year 1** |  |
| 1. Check that the methods used to prepare students for industry placements provide the right type and level of support for individual students. |  |
| 1. Check that individual students have obtained (or will obtain) bursaries and other types of financial support to which they are entitled. |  |
| 1. Check that industry placements are available and accessible to all students and that the necessary resources are in place to support access. |  |
| 1. Check that information about students’ progress in learning is collected from the start, is shared with relevant staff and is analysed to make sure that all students achieve full value from their programme. |  |
| **Industry placement** |  |
| 1. Check that students have an individual industry placement access plan which identifies placement-specific requirements for funding, uniforms, equipment etc. and that the necessary support is provided to meet these requirements. |  |
| 1. Check that the methods used to advertise and apply for industry placements are open and fair and allow all students to make an informed choice of placement. |  |
| 1. Check that employers are aware of individual student’s support needs before the industry placement starts. |  |
| 1. Check that information about students’ progress on industry placements is collected from the start and is analysed to make sure that all students achieve full value from their placement. |  |
| 1. Plan how to support students on industry placements out of hours and out of term time. |  |
| **Year 2** |  |
| 1. Continuously review the support provided to students and evaluate how it contributes to progress and achievements, including:  * pastoral support * employability support * support on industry placements * individual support and group sessions. |  |
| **Assessment** |  |
| 1. Check that students receive the right types and amount of support to prepare for exams and other forms of assessment. |  |
| **Progression** |  |
| 1. Check that students can access relevant, high-quality careers and further study resources to support progression from T Levels and industry placements. |  |

# Finance for student support

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| **Pre-enrolment** |  |
| 1. Identify students who are entitled to financial support and secure bursaries and other additional T Level funding. (e.g. industry placement costs) |  |
| 1. Give students enough financial and funding information to help them make an informed choice of occupational specialism and industry placement. |  |
| 1. Check that your organisation’s policies for financial support align with the requirements of T Levels and industry placements. |  |
| 1. Continuously review the financial support students receive and evaluate how it contributes to progress, achievements and wellbeing. |  |

# Pastoral care and wellbeing

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| **Pre-enrolment** |  |
| 1. Check that students are given comprehensive, high-quality information about the pastoral care and wellbeing support they will receive to help them make an informed choice about studying the T Level. Do they have information on occupational specialisms, assessment methodologies, industry placement requirements and alternative study programmes? |  |
| 1. Check that delivery teams know about the full range of pastoral care and wellbeing support available to students. |  |
| 1. Check that your organisation’s policies for pastoral care and wellbeing support are aligned with the requirements of T Levels and industry placements. |  |
| **Enrolment** |  |
| 1. Check that information provided by initial and diagnostic assessment is used to identify students’ needs for pastoral care and that it is shared with staff appropriately to ensure data is effectively utilised and wellbeing support is put in place. |  |
| 1. Check that methods for providing pastoral care and supporting students’ wellbeing are included in students’ individual learning plans. |  |

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| **Industry placement** |  |
| 1. Check that arrangements for bursaries, discretionary funding, and other financial support for students on industry placements is clearly communicated to all students. |  |
| 1. Check, where possible, that students are able to choose industry placement opportunities suitable for their:  * personal development * location and travel options. |  |
| 1. Continuously review students’ experiences of pastoral care and wellbeing support on industry placements and evaluate how they contribute to their progress and success. |  |
| **Progression** |  |
| 1. Check that careers advice is well-planned and contributes to students’ wellbeing, e.g. by creating positive feelings about employment or other progression opportunities. |  |

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# Senior leaders

| ACTIons | YOUR APPROACH |
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| 1. Provide effective leadership to guarantee that students receive high-quality support throughout your organisation’s T Level and industry placement programmes. |  |
| 1. Empower student services, finance and pastoral care/ wellbeing teams to check that the organisation’s policies align with the requirements of T Levels and industry placements and to change your policies where necessary or advisable. |  |
| 1. Mandate all staff who support students on T Levels and industry placements to carry out continuing professional development (CPD) relevant to their roles. |  |
| 1. Deploy sufficient resources (including staff, facilities and equipment) to enable student services, finance and pastoral care/wellbeing teams to carry out their roles effectively. |  |