



HARROW INDEPENDENT COLLEGE
School of Mathematics, Science & Economics

Student Support and Development Plan of Harrow Independent College (HIC)

Contents

1. Introduction
2. Induction
3. Teaching and Learning
4. Role and Responsibilities of Schools
5. Role and Responsibilities of Senior Tutors
6. Role and Responsibilities of the Personal Tutors
7. Personal Development Goals
8. Personal Development Plans (PDPs) and Individual Learning Plans (ILPs)
9. Policy on Providing Printed Materials for Students
10. Central Support Services

Terminology: The College is a registered at Companies House with the name of Harrow Independent College (HIC).

The College: in these terms and conditions means as applicable:

- Harrow Independent College; or
- Harrow Independent College Limited; or
- HIC

Applicability: This Student Support and Development Plan is created to fulfill the academic and career goals of Postgraduate and Sixth Form students.

1. Introduction: The Scope of Student Support, Development and Personal Tutoring

The aim of the student support, development and personal tutoring programmes at HIC is to provide appropriate personalised developmental support and encouragement for the student to reach their academic potential, maximum personal development and professional and employability skills acquisition throughout their time at the College.

All members of staff at the College have an important role to play in maximising the experience of every student. The College's Student Support and Development Plan outlines the particular responsibilities in this area placed on personal tutors, teachers and the entire academic team at the College. However, it is important to appreciate that effective levels of student support and development require high levels of integration and information exchange across the wide variety of support and development services made available by the College as a whole.

It is important that all parties recognise how student development is about more than helping those students with particular academic or personal difficulties. Whilst such students clearly need our assistance, the best support and development provision will engage with every student to help them to maximise their potential whilst studying at HIC.

2. Induction

The College staff will ensure that all students obtain a clear and timely communication of their induction arrangements.

The College staff will arrange introductory meetings for all new full-time students within their first two days at the College, and for part-time students as reasonably practical.

Within the induction process, the College staff must ensure that all of their students are provided with:

- An opportunity to declare any disability.
- Required health and safety information.
- Guidance on their course and module choices.
- Guidance on progression and award regulations, code of conduct and appeals and complaints procedures.

During induction, students will be provided with information on who their personal tutor is and how to contact them.

3. Teaching and Learning

HIC benefits from a strong, competitive community which fuels student learning, but also from a relaxed relationship between staff and students, based on mutual trust and respect.

The College tailors its teaching abilities to individual student needs. From entry to HIC, the tutors work with each student to build a student plan consisting of negotiated individualised realistic targets alongside a work timetable to best ensure such aspirations are met. HIC has discovered that it is in fact those who struggle in a more

traditional school environment who benefit most from such personal profiling and individualised attention.

As the student progresses at HIC so their ambitions and desires may change.

Tutor meetings: Each week every student has a tutor meeting where the aims of the student plan may be iteratively amended as needed. This process continues until the student exits HIC. Many students are targeting medical schools or high-demand universities and so our target setting on these courses is especially rigorous. The main generalised target of HIC is to enable each student to achieve the outstanding grades they strive for so that they have the ability to enter into Russell Group and other universities. In our Higher Education division of the College, students starting from Level 4 HNC programmes will be given ample opportunities to discuss their needs and desires with their tutors. On all stages of the courses, students will be encouraged to talk freely with their tutors about their gaps and doubts in studies so that the tutors will be able to solve their doubts and gaps.

Examination needs: We never lose sight of the very specific examination needs of each subject. HIC strongly believes examination testing to be integral to ensuring student success. Regular practice is a feature which HIC implements for its students. Students are tested once a fortnight in each subject, covering the previous fortnight's work. This can happen both in the form of written examinations or can be tested verbally. Depending upon the needs of the students, every tutor draws a plan of action and ensures that he or she executes that without fail and also observe that this helps to build their confidence and motivation.

Results: Results are monitored and discussed with students. Concerns at this stage are reported to parents so that constructive conversations can take place between us. However, whilst grades remain the key focus we never forget the importance of gaining a breadth of knowledge across all subject areas.

4. Role and Responsibilities of the College

a. Sixth Form Students

HIC will assign a personal tutor to all sixth form students. A personal tutor is an academic member of staff who takes an active interest in a student's academic progress and university experience, and is concerned for a student's general welfare. At HIC each student has a designated personal tutor whom they can always feel free to approach. Personal tutors carry out fortnightly discussions with their tutees pertaining to their academic progression which includes creating their Individual Learning Plans (ILPs) every term. ILPs are made using the SWOT analysis. This technique enables them to identify strengths and weaknesses of students, provide better opportunities to

enhance their knowledge and confidence and eliminate threats like stress and imbalances.

b. Undergraduate (UG) Students

Every undergraduate student should be allocated a personal tutor at the start of their course.

Personal tutors must be academic members of staff or with the approval by the College Senior Tutor, members of the administration and management.

The college will ensure that appropriate allowance is made in the work load plan (WLP) for the staff-time necessary for effective personal tutoring and the administration involved in being an effective personal tutor.

The college will also ensure that students are informed who they can seek assistance from if for some reason their personal tutor is not available.

c. HIC's responsibility regarding Senior Tutors

The college will appoint an appropriately experienced academic member of staff to act as a Senior Tutor and should keep all members of Senior Leadership Team informed of the person given this role. They may decide to appoint multiple senior tutors with responsibility for different groups of students (e.g. undergraduates or sixth form students) if they feel that this will improve their overall delivery of student support and development.

Appropriate work load plan (WLP) time should be allocated to effectively perform this role.

5. Role and Responsibilities of the Senior Tutors

All Senior Tutors are responsible for coordinating the following activities or part thereof:

- Overseeing and coordinating the operation of student support and development and the personal tutoring system in their college, and acting as a point of reference, advice and guidance for all personal tutors.
- Providing appropriate information and training for personal tutors to enable them to fulfill their role effectively.
- Appropriate induction of new personal tutors.
- Appropriate refresher training for all personal tutors should be organised biennially (Resources to provide such training are developed through working together with other senior tutors and shared using Intranet).

- Assisting students in cases where the student feels unable to approach his/her designated personal tutor, including arranging allocation of a new personal tutor if necessary.
- Advising the Senior Leadership Team on the adequacy of tutor/student ratios, and on any other matters relevant to the effectiveness of the college's arrangements for personal tutoring, and on any matters related to student wellbeing and their impact on learning.
- Reviewing all induction processes for new students in order to ensure their unit complies with its responsibilities in this area. The senior tutor needs to ensure that students are aware of the importance of participation in the personal tutoring programmes and the expectation to seek support as needed.
- Ensuring that handbooks for staff and students are updated on a regular basis in respect of information about personal tutoring arrangements and student support and development across all the departments.
- Liaising closely with other colleagues with responsibilities for specific aspects of support for students' learning and development such as the Student Support for Special Educational Needs and Disability (SEND) students and careers and employability arrangements for students.
- Monitoring and enhancing the effectiveness of student support and development and the personal tutor system in their departments by a range of means and liaising with the specialists services; collecting and responding to staff and student feedback (for example through personal tutoring programme evaluations).
- Ensuring that student support, development and personal tutoring is an agenda item on all relevant learning and education meetings

All senior tutors automatically become members of the College's Senior Tutor Network (STN), which they are expected to attend and actively participate in. International operations senior tutors liaise regularly with the college Senior Tutor and have access to the STN workspace. The STN meetings take place at scheduled times throughout the year and help, support and inform the senior tutors in their role, and act as a bidirectional conduit for relevant information to and from the College. One member of the STN will be appointed as the College Senior Tutor.

Newly appointed senior tutors are expected to engage in training for new senior tutors which is organised annually, if required, by the College Senior Tutor.

6. Role and Responsibilities of Personal Tutors

As part of their college's student support, development and personal tutoring programme all personal tutors in the College are expected to support, encourage and

guide their tutees' development so that all students are supported in maximising their academic potential, personal development and professional and employability skills acquisition throughout their time at HIC. Personal tutors can enable their tutees to achieve this degree of development by helping their tutees to regularly review their progress by encouraging self-appraisal and self-development strategies, by helping their tutees identify learning needs or goals and monitor their progress towards achieving their goals as well as exploring developmental opportunities available both within and outside the College.

The personal tutor will also act as a gateway to the wider support and development provision at the College.

Personal Tutors Responsibilities

- Personal tutors are not expected to be able to advise on all matters of 'personal and professional development and support however they are expected to have sufficient knowledge to be able to assist students in finding the assistance they may require. Such information will be made available to them via training by their senior tutor.
- Upon appointment as a personal tutor, they are expected to undertake appropriate induction and training and thereafter attend refresher training on a biennial basis (this can be via professional development or organised by the senior tutor) and as appropriate within this period.
- Where personal tutor meetings are not timetabled, personal tutors are expected to be available to meet/make contact for a developmental/personal tutoring meeting with their tutees a minimum of three times per academic year (once per term). In addition to this, for Level 4 undergraduate students, an additional introductory meeting/contact should be arranged, ordinarily within the first two weeks of the first term. For Level 5 students, this contact may not be face-to-face and can be email, skype, telephone or other.
- In addition to these scheduled meetings/contact, personal tutors should ensure that their tutees are able to contact them for additional guidance and support.
- Personal tutoring meetings/contact should provide an opportunity for the personal tutor to encourage their student's developmental action planning/goal setting and reflection on performance, skills acquisition and employability. Sixth form personal tutors have a responsibility to carry out fortnightly discussions with their tutees and help tutees in preparing their ILPs.
- Personal tutors are expected to challenge their students to make the most they can of their experience of studying at the college. In part, if appropriate, they will do this by signaling to the wide range of opportunities made available by the College (e.g. work placements).

- All personal tutors are expected to be familiar with the College's guidance for personal tutors in this entry, as well as their unit's supplementary guidance for personal tutors, and to keep abreast of updates to this material.
- Personal tutors are expected to provide their tutees with references for employment and further studies.

7. Personal Development Goals

HIC will give students the opportunity to set personal and professional/employability development goals at each personal tutor meeting. Personal and professional/employability developmental goals may relate to any area of potential achievement other than those for which students are explicitly provided with an assessment grade or academic award.

By setting, achieving and reflecting on their academic performance and their personal and professional/employability developmental goals, students may be assisted in maximising their experience of their time at the college, and should improve their employability prospects and their general wellbeing.

It is suggested that the best goals will be simple, tangible, memorable and potentially achievable.

Examples of some goals may include:

- Participation in extracurricular activities such as Debates, Educational quizzes/trips and internal awards.
- Investigating work placements or employment options and identifying possible companies to apply to
- Undertaking a volunteering activity
- Improving writing/research skills
- Increasing levels of tutorial contribution
- Developing ideas for a dissertation topic

8. Personal Development Plans (PDPs) and Individual Learning Plans (ILPs)

HIC's student support and development arrangements should include the provision to enable every undergraduate student studying at the College to maintain their own personal development plans (PDPs). PDPs should at a minimum be able to incorporate information on a student's academic programme, and a record of their scheduled personal tutor meetings.

All students should be provided with information detailing how their PDP can be maintained.

HIC will provide an online PDP template that students may adopt in whole or part in order to assist in maintaining PDPs and/or facilitating their personal tutor systems and meetings. However, it is up to each personal tutor to determine whether the PDP template best meets the needs of his/her for their development. Alternatively, senior tutors will give guidance in formulating a plan for PDPs specific to their units.

All sixth form students should create their individual learning plan (ILPs) by realistic setting of their short term and long term goals. This is a responsibility of personal tutors to ensure that ILPs are created for students at least once in every school term. The ILPs, wherever possible, should show an upward movement in the goals set by the students.

9. Policy on Providing Printed Materials for Students

Each Department/Unit is required to provide the following to students:

- Materials that address a whole module / term / semester of activity (e.g. module handouts, collection of lecture notes, set of problem class exercises, lab instructions) may be printed, bound and distributed at the beginning of the module in addition to the online provision as required.
- Materials designed to support in-class activities (e.g. gapped handouts, task sheets, material on current issues) should be printed and distributed in class. Tutors are advised to make realistic estimates of numbers required.
- Copies of presentation slides, or written notes that do not require student input for completion, should not be printed unless as part of a whole module's provision that is distributed at the start of the module.
- Students should be made aware of the nature of the provision they can expect in the college, to allow them to plan their personal printing accordingly.

10. Central Support Services

The following central support services are responsible for providing student support and development.

- Academic Support

Academic Support offers support for both students with study difficulties and those who wish to develop ability to study effectively. It also provides specialist academic support for both dyslexic students and disabled students.

- Careers and Employability Service

The Careers and Employability Service provides:

Structured support in acquiring and developing the knowledge and skills required in managing career development, including:

- ✓ awareness of opportunities including access to information about the widest possible range of potential careers and further study.
 - ✓ awareness of their own characteristics, interests and values, and of the impact of these on career choice and decision-making.
 - ✓ the making of career plans and decisions, and strategies for their implementation.
 - ✓ the development of effective job-seeking skills and behaviours.
 - ✓ Support and guidance in producing effective applications for employment and further study including, where appropriate, an effective CV.
- Student Counselling Service

Counselling is a free, confidential service available to all student and staff members. Counsellors are professionally qualified and work within the ethical framework for good practice as published by British Association for Counselling and Psychotherapy.

- Disability Support

To provide best disability support HIC will ensure at all times, that it keeps abreast of developments in disability issues and has launched a Disability Plan for Students to ensure that the College is able to comply with the relevant legislation.

- Financial Support

Financial Support provides information about financial matters (including fees and student loans/ bursaries/ scholarships if available), as well as access to hardship support and information on the same.

- International Student Support

International student support is provided for better recruitment and welfare of international students at the college. An experienced member of staff will advise and support students from their initial enquiry, throughout the application process and give continuous support on issues such as immigration, employment, finance, personal and family concerns, and academic difficulties.

- English Language and skills education

HIC provides English language and academic study skills support for international students. Pre-start courses in this category will be available for students intending to study at HIC and who need to improve their academic language and study skills. These courses provide support for students during their studies at HIC. Students can enroll and study to fill the language and skill gaps. They can then give a public assessment and achieve an award like IELTS. The college will support academic enquiry in this regard and will provide all relevant information about the courses available.

- Other support services available to students include:

- ✓ Expert advice on subject combinations

In a world where qualifications are of ever increasing importance, the central concern of the College is to present each student with ambitious personal goals whilst ensuring that these are also realistic and attainable. It can be difficult to know which subjects to choose for Advanced level and so we are here to give expert advice on subject combinations. We have a wealth of knowledge about the university entrance system which means we can really help target the subject choices correctly. The college is, however, a flexible environment and we do support freedom of movement between subjects and disciplines where it is felt this is needed. If we are not able to determine an exact programme of study at the start of a student's course, it may be possible to sit on a number of subjects for a short period. We can provide expert advice on the most suitable combination of subjects at interview and during your course of study.

- ✓ Special Revision Classes

We understand that before the examinations the students are mostly worried about the examinations. The students mostly are concerned about the techniques of examinations, about the issues that are most likely to be examined by the examiners, and so on.

The special revision classes have been designed to deal with the examinations preparations, to discuss different techniques about how to tackle different type of questions in the examinations. These preparatory revision classes help the students to develop confidence to appear at the examinations.

- ✓ Career advice support

HIC is proud of its tradition of helping all students to fulfill their potential. In addition to our inspirational teaching and academic tutelage, HIC provides excellent student support in both the selection of and application to the most appropriate Higher Education institution.

- ✓ UPP

University Preparation Program (UPP) is our special course for students who are planning to apply to UK universities. With our UPP there are several benefits attached.

Some of the important aspects which are covered in this program are:

- Providing tips and techniques on how to write a personal statement,
- Providing useful instructions and advice on taking interviews.
- Providing personalised feedback and information on variety of potential universities in the UK.
- Assisting candidates in selecting the best universities across UK.