

# Student Services Quality Service Standards



- Confidentiality
- Accessibility of the service to all
- Establish and maintain professional boundaries
- Develop as reflective practitioners
- Respect and promote the learner's right to make their own decisions and choices
- Provide appropriate support
- Inter-campus service continuity
- Make and maintain appropriate contact with external agencies
- Impartiality
- Respect the needs of the learner group
- Ensure equality throughout the service provision
- Knowing when to refer to the appropriate service

## **Standard**

### Confidentiality

#### **Performance indicators**

- Verbal explanation of confidentiality given to learners with emphasis placed on issues that may have to be shared with someone else. These include:

Where there is a safeguarding issue, in line with College's safeguarding policies

Where there is a significant threat to life

Where the learner needs urgent medical treatment

Where potential or actual serious criminal offences are involved

- Space provided to talk to learners in private where possible.
- Recordings of work filed in a locked cabinet and kept for six years. Initials used to identify learners, not names, spreadsheets/paper work kept confidential.

#### **Evidence**

- Supported Student recording sheets and log.
- Safeguarding policy followed; use of College Safeguarding Referral form when necessary.
- Counsellor bound by BACP Code of Ethics.
- Student Services Confidentiality Guidelines.
- Student Services Confidentiality Agreement (signed by the learner and staff member).
- Staff training/ development.
- Learner files, records / audit requirements.

## **Standard**

### Accessibility of the service to all

#### **Performance indicators**

- Where possible offer a range of activities/ workshops/ trips to encompass all ability levels.
- To ensure our service is promoted widely to all learners and staff.
- Information is accessible to all, up to date and accurate.
- Student Services Reception and working areas are accessible to all.

#### **Evidence**

- Information presented through posters, leaflets (including in Braille on request), Student Intranet (Moodle), College website, College course guide, digital display screens and verbally.
- Up to date risk assessments.
- Learner personal details & consent form for each trip/ residential we lead.
- Liaison with other departments regarding the needs of learners (e.g. Learning Support Team).
- Record of inductions & tutorials delivered.
- The 'learner voice' is heard through StARs' events, Students' Union meetings, Maths & English forums and H.E. User Group meetings.
- Photographs of events and activities.
- Welcome Events for F.E. and H.E. learners, College Open Events.
- I.A.G. and inductions are delivered on request to evening learners.
- Funding allocation guidelines, policies and procedures.
- Student Services is available at each campus.

## **Standard**

### Establish and maintain professional boundaries

#### **Performance indicators**

- Practice reviewed through regular supervision and team meetings.
- Understanding/ awareness of professional boundaries within the context of the work.
- Professional Practice & Boundaries policy available to staff on the Staff Portal.

#### **Evidence**

- Supervision/ one to one notes and annual appraisal record.
- Minutes of team meetings.
- Team training to ensure all staff members understand how to maintain professional boundaries.
- Counsellor bound by BACP Code of Ethics.
- Student Services Procedures & Protocols.
- Staff development activities recorded.

## **Standard**

### Develop as reflective practitioners

#### **Performance indicators**

- Practice reviewed through regular supervision and team meetings.
- Ongoing training and appraisal.

- Awareness of current developments within the field.
- Ensuring records are kept of learners we have worked with, especially if giving on-going one to one support.
- Counsellor attends monthly clinical supervision meetings.
- Annual Student Development Team Planning Meeting.

### **Evidence**

- Supervision notes and record of annual appraisal.
- Minutes of team meetings.
- Staff development activities.
- Subscription to appropriate journals.
- Termly/ annual reports.
- Notes kept of Counsellor's clinical supervision meetings.
- Case studies.

### **Standard**

Respect and promote the learner's right to make their own decisions and choices.

### **Performance indicators**

- Raise learners' awareness of the choices available to them, offering opportunities to explore the implications of particular choices.
- Offering learning opportunities for learners to develop their capability and confidence in making decisions and choices through participation in meetings and organisation of events.
- Respecting learners' choices, unless the welfare or interests of other people are seriously threatened.
- Tutorials delivered on a range of issues helping learners to make an informed choice.

- Outside speakers invited to present a range of issues to help learners make informed choices.
- Use up to date information and use appropriate office and space.
- Help learners to feel comfortable when discussing various issues.

## **Evidence**

- Access to relevant information regarding issues affecting lives of learners.
- Records of StARs/ learner voice meetings & activities and Students' Union meetings.
- Recordings of work.
- Minutes from team meetings.
- College Key Priority Indicators (KPIs).
- Students' Union elections.
- Record of tutorials delivered.
- Staff training.
- Learner files, interview pack, policies and procedures.
- Learner and staff survey/feedback forms.

## **Standard**

### Provide appropriate support

#### **Performance indicators**

- Maintain contact with learners after appropriate referral to external or other agencies.
- Provide on-going one to one support to learners when appropriate.
- Ensure learners have relevant information when it is required.
- Safeguarding and bullying issues are addressed, recorded and monitored in line with College safeguarding procedures.

- Act as an advocate for the learner where appropriate.
- Staff are available for learner questions, queries, telephone calls, ongoing support.
- Individual staff members (key workers) are allocated to support the most vulnerable young people.
- Low attendance monitored.

### **Evidence**

- Recordings of work.
- Information stored on site.
- Notes from meetings where a learner has been represented.
- Completed Supported Student forms and log.
- Learner files, records, staff notes, spreadsheets.
- Student Services Shared drive documents.

## **Standard**

### Inter-campus service continuity

#### **Performance indicators**

- Awareness of events and activities on each campus.
- Resources distributed to each site.
- Information, advice & guidance and trained staff available at each campus.
- Team members work across campuses as required.
- Team meetings every six weeks.

#### **Evidence**

- Student Services specific literature.
- Learner voice/ StARs' meetings and activities are recorded.
- Information stored on site.
- Minutes of team meetings.
- Record of inductions and tutorials delivered.
- Minutes of Student Governor Committee meetings.
- Student Intranet/ Moodle.
- Student Services shared drive.
- Students' Union active across all sites.
- Student Development Workers work together across sites to organise awareness weeks and events.

## **Standard**

### Make and maintain appropriate contact with external agencies

#### **Performance indicators**

- Inclusion of appropriate external agencies during College wide events.
- Staff regularly attend meetings with external agencies.
- Attend training events, seminars, networking.
- Knowledge of appropriate agencies regarding referral.
- Maintain contact with outside agencies and community groups.

#### **Evidence**

- Agencies attending Welcome Events and Awareness Weeks/ Months.
- Minutes of meetings held.
- Contact numbers and websites of agencies e.g. on literature we hold & posters displayed.



- E mail communication with external agencies.

## **Standard**

### Impartiality

#### **Performance indicators**

- A precedence of professional objectivity over external pressures.
- Awareness of personal limitations.
- Ensure learners have all of the necessary information regarding the choices they need to make.
- Ensure learners have an understanding of the roles of Student Services staff.
- Non-judgemental and inclusive in our opinions with learners.
- Learner focused and led.
- Working to appropriate guidelines.

#### **Evidence**

- Learners are invited to sit on interview panels for staff.
- Minutes of supervision/ one to one and team meetings.
- Recordings of work.
- Minutes of all meetings where the learner voice is heard.
- Confidentiality guidelines.
- Set criteria, evidenced via policies, procedures and guidelines (e.g. funding available to eligible learners).
- Equality & Diversity Action Plan.
- Audit requirements.

## **Standard**

### Respect the needs of the learner group

#### **Performance indicators**

- Activities reflect the interests of the learner body.
- Adequate information regarding issues affecting the lives of learners.
- Learner representation on appropriate committees.

#### **Evidence**

- Learner participation when organising events.
- Information distributed and displayed.
- Minutes from StARs' Learner Voice meetings, Students' Union meetings and Student Governor Committee meetings.
- Learner survey/feedback questionnaires and activities.
- Tutorial evaluation sheets.

## **Standard**

### Ensure equality throughout the service provision

#### **Performance indicators**

- Address barriers to personal achievement resulting from prejudice, stereotyping and discrimination.
- Staff training regarding Equality & Diversity.
- Ongoing reflection on practice through supervision/ one to ones, meetings and SAR.
- Equality & Diversity identified in the SAR.

#### **Evidence**

- Record of staff development activities.

- Minutes of team meetings, supervision/ one to one meetings and record of annual appraisal.
- SAR document.
- Recordings of work.
- Posters/ leaflets displayed.
- Student activity participation log.
- Internal/ external record of correspondence.

## **Standard**

### Knowing when to refer to the appropriate service

#### **Performance indicators**

- Staff aware of their own boundaries and limitations and that of colleagues in the team.
- Staff aware of suitable providers and outside agencies.
- I.A.G. qualifications held by staff.

#### **Evidence**

- Team meetings.
- Information about other appropriate services available on Moodle.
- Referral points: appropriately skilled staff within the team and literature such as the Staying Safe card.
- Supported Student log/ shared drive documents.