

Right Choice Review /Transfer

Operational Guidelines

Highlands College has a right choice review policy and process, this is designed to cover the very exceptional circumstances under which students might be required to change their programme of study within the first half of the term of enrolling on a further education course. It is designed to support the success and retention of students in College.

Within the first six weeks of the academic year students may move between levels of their current course e.g.; JPQ to Level 3 (with the permission of Assistant Principals where the student's achievement is significantly greater or less than their peers).

Within the first six weeks of the academic year students may move between courses having expressed a strong desire to change curriculum area, depending upon the strict criteria set out below.

Criteria

- The student meets the entry criteria for the course.
- There is sufficient space on the course and no other pending enrolments.
- The student has completed a right choice review ILP with their personal tutor.
- The student has written a new personal statement and completed an IAG appointment to confirm choice.
- The student has completed a course visit.
- Both Head of Department ("HOD") and corresponding Assistant Principal ("AP") have signed off.

When applying the guidelines, teams must be able to evidence that full and sustained attempts to support the student via the below means have been taken, and that all considerations have been considered before the guidelines are applied.

Student Support

In College, students have access to:

- Additional Learning Support (drop-in study support);
- Special Educational Needs and Disability support (e.g. one to one or Key Worker support);
- Emotional Health and Wellbeing support;
- Counselling support;
- Support from an identified Personal Tutor;
- Careers and Employability Advice and Guidance.

Students with ill health should also have their needs considered in conjunction with the Health, Wellbeing and Study Support Policy.

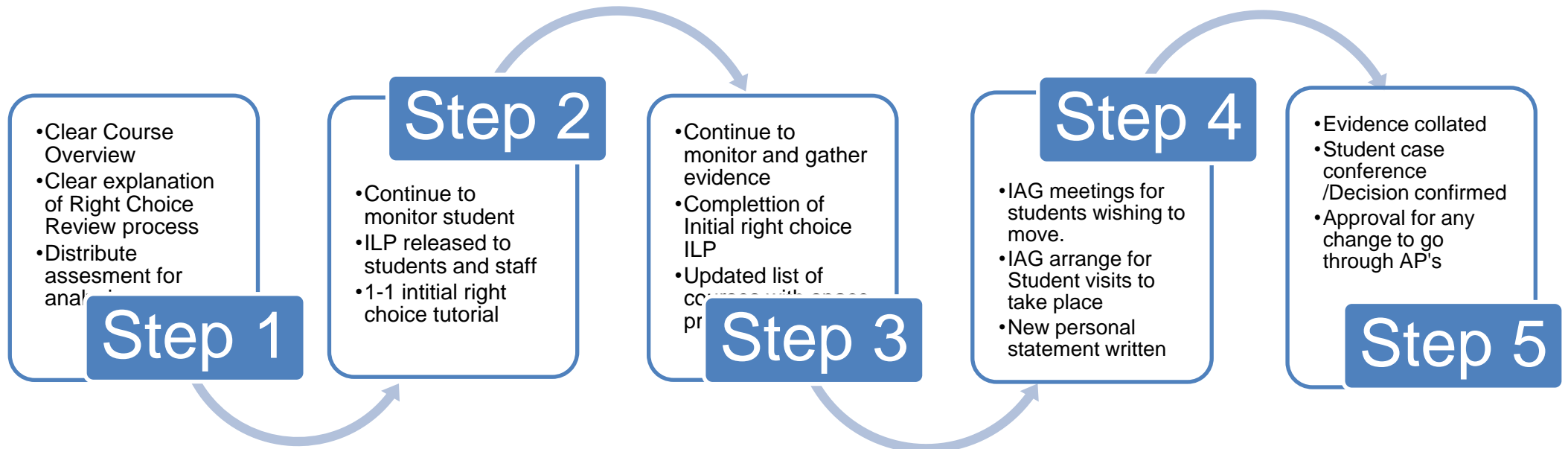
Considerations

- Learner progress is to be considered during a whole team meeting, or, where this is not possible, by a HoD following consideration of feedback from all relevant staff, including English and Maths lecturers, Student Life, Careers and Employability and Learning Support staff.
- Qualitative and Quantitative evidence should be viewed, using EBS (e.g. cause for concern'; 'tutorial' records; 'praise' and attendance %); emails from staff; student testimony; feedback from English and Maths staff and attendance to these sessions where relevant.
- Evidence of assessed work should be used to benchmark the student's performance against others.
- Consideration should be given to whether the student has additional learning support needs, Special Educational Needs and Disabilities ("**SEND**"), or Social, Emotional and Mental Health needs ("**SEMH**") and evidence must be available to demonstrate that all appropriate support has been offered to students in such cases.
- Students with SEMH needs would, if necessary, ordinarily be offered a reduced programme of study at the same level, rather than being transferred to a lower level of study as is appropriate to ensuring their esteem, and that outcomes are not adversely affected. Students with severe SEMH needs would be considered under the Health, Wellbeing and Study Support Policy.
- Where a team considers a student to be inappropriate for their curriculum area and recommends a referral to Pathways (E3/L1), evidence must be shared with AP for Students and Core Learning in advance of any changes being made.
- Some students may already be on contract for attendance, or a 'probationary' period at a particular level, as a condition of their enrolment in College. These students will also be considered at the Right Choice Review using the same process and may be deemed not to have met the terms of their contract, or offer, if they are not achieving, attending, or participating at the correct level. Consideration should be given to end dates of any contracts and whether the students have had enough time in which to demonstrate their ability if performance is borderline.
- For students for whom studying at the College has not been the Right Choice, the College will facilitate transition to next steps, such as to Trackers, Princes' Trust, JET, or employment, via an Advice and Guidance interview.

Useful contacts:

- Student Life Team (Emotional Health and Well Being Support): studentlife@highlands.ac.uk
- Learning Support/ Inclusion Team: ApplyLS@highlands.ac.uk
- Careers and Employability Team: employability@highlands.ac.uk

Where possible the following steps should be completed before a student is moved to a new course



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