

Good Practice Guidelines for Student Guidance at Tallinn Health Care University of Applied Sciences

Introduction

At Tallinn Health Care University of Applied Sciences, guidance is a collaborative process that supports learning, well-being, and professional development. It helps students understand their learning journey, make informed decisions, and identify appropriate solutions. Guidance is based on evidence-informed knowledge, contemporary approaches to learning, and the UAS quality principles. It is aligned with the Learning Journey Model, under which students are supported from admission through to graduation (see Appendix 1).

Student guidance at Tallinn Health Care University of Applied Sciences is based on the following core values and principles.

1. Purposefulness and Student Well-being

1.1. The purpose of guidance is to support students in developing into self-directed, reflective, and responsible healthcare professionals and to promote their well-being and capacity to learn.

1.2. All guidance activities are guided by the student's best interests, including their well-being, developmental needs, and future prospects.

1.3. Guidance is not assessment or diagnosis; it is a collaborative process that supports learning and personal development.

2. Professionalism and Competence

2.1. The Student Support Adviser (hereinafter referred to as "the Adviser") shall act within the scope of their professional competence and responsibilities.

2.2. The Adviser shall take account of the student's individual needs and shall act in accordance with the regulations governing learning, teaching, and employment at Tallinn Health Care University of Applied Sciences, including the principles set out in the Good Practice Guidelines for Learning and Teaching.

2.3. Where necessary, the Adviser shall cooperate with other members of staff (e.g. lecturers, Head of Curriculum, Head of Organisational Unit, Head of Department, psychologist) where their involvement contributes to comprehensive, student-centred support.

3. Confidentiality and Data Protection

3.1. All personal data obtained and information shared during the guidance process shall be treated as confidential.

3.2. In building a relationship of trust, the Adviser shall respect the student's privacy.

3.3. Information may be shared only with the student's written consent or where required by law to protect the life, health, or safety of an individual.

3.4. Personal data shall be stored and processed in accordance with the Personal Data Protection Act, the Information Technology Services Regulations, the Information Security Policy, and the Privacy Policy of Tallinn Health Care University of Applied Sciences.

4. Respect and Equal Treatment

4.1. The Adviser shall treat every student with respect and without prejudice, regardless of sex, age, nationality, religion, health status, cultural background, academic performance, or any other personal characteristic.

4.2. Guidance shall be based on the principles of an inclusive and supportive learning environment in which students feel valued and safe.

4.3. Students have the right to their own opinions, choices, and decisions.

5. Voluntary Participation and Collaboration

5.1. Participation in guidance is voluntary and is based on mutual trust and collaboration.

5.2. The Adviser shall support students in taking an active role in setting goals, identifying solutions, and reflecting on their own development.

5.3. In accordance with the Good Practice Guidelines for Learning and Teaching, students are regarded as partners whose experiences, reflections, and feedback form an integral part of the guidance process.

5.4. Where appropriate, students may involve their legal representative, provided that this does not compromise the student's independence, autonomy, or privacy.

6. Objectivity and Impartiality

6.1. The Adviser shall act impartially and avoid influencing students on the basis of personal opinions, preferences, or interests. Students shall not be pressured and remain free to make decisions based on their own values and choices.

6.2. The Adviser's recommendations shall be based on professional judgement, the student's individual needs, and evidence-informed approaches.

6.3. The Adviser shall support students in making informed decisions while respecting their autonomy and responsibility for shaping their own development.

7. A Safe and Supportive Environment

7.1. Guidance shall take place in a physically and emotionally safe environment where students feel able to communicate openly, ask questions, reflect, and seek support.

7.2. The Adviser shall create an open, supportive, and non-judgemental atmosphere that encourages self-expression and trust.

7.3. In accordance with the Good Practice Guidelines for Learning and Teaching, mistakes and difficulties are recognised as a natural part of the learning process.

8. Referral and Collaborative Support

8.1. Where a student's needs exceed the Adviser's professional competence or require additional specialist support, the Adviser shall assist the student in accessing the appropriate support service or specialist. This may include a psychologist, career adviser, Head of Curriculum, academic affairs specialist, lecturer, or another appropriate member of staff.

8.2. Any referral shall be made in the student's best interests and with the student's informed consent.

9. Documentation and Transparency

9.1. The Adviser may keep appropriate, relevant, and confidential records of the guidance process in accordance with the UAS Privacy Policy and data protection requirements.

9.2. Students have the right to receive information about the guidance process to the extent that doing so does not infringe the privacy or rights of third parties.

10. Ethical Responsibility and Professional Practice

10.1. The Adviser shall continually reflect on the ethical aspects of their work and its impact on students.

10.2. The Adviser shall continuously develop their communication and guidance competences and engage in reflective professional practice.

10.3. Where appropriate, the Adviser shall make use of professional supervision, peer support, and continuing professional development to support their own professional growth.

Final Provision

These Good Practice Guidelines constitute a shared commitment to fostering a student-centred, trustworthy, and professional culture of guidance at Tallinn Health Care University of Applied Sciences. They contribute to creating an environment in which students can access support when needed, make sense of their learning journey, and develop into professionals who understand their role in promoting people's health, well-being, and safety.

These Guidelines shall be reviewed regularly in collaboration with students, advisers, lecturers and vocational teachers, support specialists, and external partners to ensure that guidance remains aligned with students' needs, the development of the UAS learning and support systems, developments in healthcare, and societal expectations.

Implementing these Good Practice Guidelines is a shared responsibility. Together, we support students throughout their learning journey, work collaboratively, maintain trust and professional boundaries, and foster a culture of guidance that reflects professionalism, a human-centred approach, and care.