



Working Together

Student Guidance Policy

May 2020

History of Changes

Version	Description of Change	Authored by	Date
1.1	<p>Significant changes following the recommendation of the Internal Review. These are:</p> <ul style="list-style-type: none"> a) Providing further clarity on the key principles of guidance and staff responsibilities. b) Providing information to faculties on designing guidance sessions to meet the requirements of the tutor groups. This is less prescriptive than in the previous version. c) Personal Evacuation Plans and Medical Protocols have been added. 	D Killean	8/09/2014
1.2	<p>Policy Changes: Delete paragraph 2 within Introduction Two additional related documents at section 5.</p>	H Anderson	June 2015
1.3	<p>Guideline Changes: Add page to clearly separate Policy from Guidelines. Learning Agreement stored with Faculty Curricular Administrator. Change from sums to credits. Course Tutors informing all staff who complete registers when an individual leaves the course prior to the end date. SDS member of staff change. Amendment to Appendix 7 on job title change for Schools Plus Co-ordinator</p>	H Anderson	June 2015
1.4	<p>Policy Change – Removal of the mandatory requirement for course tutors to develop Citizenship Skills and PL’s doing PLP audits. Guideline Change – updated to better reflect the role, removal of audit for PLPs and development of citizenship within the role. Appendix on Attendance monitoring moved to Student Attendance Policy.</p>	H Anderson	May 2016

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1.5	Change to guidance support to include Achievement Coach role Guidance divided into 3 stages: Transitions, On Course and Further Progression Procedure divided into separate document.	H Anderson	May 2017
1.6	Change of job titles. Review from every year to every two years	H Anderson	Aug 2018
1.7	The college now has more than 3 Achievement Coaches Rapid Equality Impact Assessment replaced with full Equality Impact Assessment as a separate document	H Anderson	May 2020

Student Guidance Policy

1. Introduction

The College acknowledges the importance of guidance in contributing to the enhancement of a quality learning experience, learner achievement and attainment. Guidance is provided for both Curriculum Progress and Personal Progress.

The College offers guidance which include:

- (i) Appropriate curricular guidance during Transitions, On-course and Further Progression.
- (ii) Effective induction for all students.
- (iii) A comprehensive referral system to other support services within and outwith College.

2. Scope

This policy applies to all academic staff and all full time students. It aims to provide clarity on the roles relating to guidance and pastoral support.

The aim of the guidance system is to provide students with the support to enable them to be successful both in terms of their qualification but also in the development of personal skills.

3. Key Principles

There are two criteria for guidance support:

Pastoral Support	The role of the class lecturer is to maintain teaching standards and support cohesion and progress within the group. Many issues and problems are resolved as they arise, but other more demanding problems may be dealt with outwith class time by the Achievement Coach and referred on for specialist support.
Academic Support	Full time students have an entitlement to meet individually with their course tutor to discuss their academic progress at least once per block.

The guidance advice and pastoral support will be provided by Course Tutors and Achievement Coaches within faculties. In addition, the Student Services Team provides wider and specialist advice and support to current and prospective students across the college. The Learning Support Team provide specialist support for learning.

The college will work in partnership with the Student Association to ensure students have access to a wide range of external support agencies. The Student Association will also act as an advocate for individual students.

The Curriculum and Learning Manager will allocate time to a Course Tutor for a programme area.

Programmes will be allocated one of the Achievement Coaches.

All full time students will have a Personal Learning Plan which will be used to record the student's aims, progress and any disciplinary meetings.

The curricular support for guidance is divided into:

Transitions	The purpose of support during transition to college is to prepare students for learning. Typical activities include Taster sessions, Summer Schools and Induction.
On Course	The purpose of this support is to ensure students are progressing and achieving whilst at college. This includes monitoring and setting targets for progress on academic achievement, essential careers management and employability skills development.
Further Progression	The purpose of this support is to prepare students for progression either into employment or to the next level of study. This may include application to University through UCAS, career information advice and guidance or interview practice.

More complex issues or non-academic issues are referred on to the Student Support Team. These services are available to all students and are detailed within the Student Portal on the website.

Essential and Employability Skills development are included within the course structure and progress will be monitored by the Course Tutor/Lecturer.

4. Responsibilities

- 4.1 The Senior Leadership Team is responsible for agreeing the Policy and overseeing compliance with its principles.
- 4.2 The Vice Principal – Curriculum and Student Services is responsible for the implementation of this Policy and for ensuring appropriate procedures are in place to facilitate this.
- 4.3 The Head of Student Services is responsible for the operational function of Student Services and Learning Support.
- 4.4 All lecturers have responsibility for providing academic guidance to their students as necessary.
- 4.5 All Course Tutors provide academic guidance to students.
- 4.6 The Achievement Coach provides pastoral support to students.
- 4.7 The Assistant Principal is responsible for the management of the process.

5. Related Documents

- 5.1 Student Guidance Procedure
- 5.2 Student Services Guide
- 5.3 Core and Essential Skills Policy
- 5.4 Work Placement Procedure
- 5.5 Student Behaviour and Discipline Policy

6. Review

- 6.1 This policy will be reviewed every two years.

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Status: Approved JCCP June 2020
Policy Dated: May 2020
Author: Vice Principal Curriculum and Student Services
Review Date: June 2022
Equality Impact Assessed: May 2020