



Working Together

Student Guidance Procedure

May 2020

History of Changes

Version	Description of Change	Authored by	Date
1	This is a new procedure based on the previous Course Tutor Guidelines but includes the requirements of the Career Education Standards 3 – 18 by Education Scotland.	H Anderson	May 2017
1.1	Removal of on-course scheduling of meetings. New job titles included and subsequent amendment to roles. Inclusion of At Risk monitoring and removal of duplicated items in other procedures	H Anderson	August 2018
1.2	Titles of staff. Removal of completion of registers. Change of terminology	L Gilchrist	October 2018
1.3	Amendments have been made to reflect COVID 19 and the need for more online/electronic ways working	H Anderson	May 2020

COVID-19 STATEMENT

Due to the uncertainty surrounding the COVID 19 Pandemic and the phased return to campus buildings, the college will be planning online activities and the completion of forms electronically.

1. Allocation of Course Tutor and Achievement Coach

- 1.1 Curricular Learning Manager (CLM) will assign a Course Tutor to a programme area.
- 1.2 All full time students will have a Course Tutor who will provide academic support.
- 1.3 Each full time programme will have an Achievement Coach who will provide pastoral support to full time students.
- 1.4 Students will be directed to the Student Services Team in the Student Advice Centre for specific student support.
- 1.5 Each portfolio area has an assigned Learning Support Advisor.

2. Main duties and support provided by staff

- 2.1 Students are provided with guidance, support and advice from a range of staff.
- 2.2 Staff involved are: CLMs, Lecturers, Course Tutors, Achievement Coaches, Learning Support Advisors and Student Advisors.
- 2.3 Student Advisors, Course Tutors and Achievement Coaches will work closely together to ensure guidance, support and advice is provided by the most appropriate staff member.
- 2.4 Course Tutor sessions will consist of a mix of structured group activities and/or one-to-one sessions. Formal meetings with Course Tutors on an individual basis will be recorded on the Student Guidance and Disciplinary Record shown in Appendix A. and will take place at least once per block at a designated time.

- 2.5 Additional individual meetings, where instigated by student/member of staff, will be recorded on the Student Guidance and Disciplinary Record.
- 2.6 A student portal is available to all students following enrolment which provides useful information on the range of support services available.
- 2.7 All full time FE students (with the exception of Apprentices) will have a Personal Learning Plan (PLP) shown in Appendix B or Personal Learning Support Plan (PLSP) as appropriate. The Assistant Principal will agree any use within part time programmes.
- 2.8 Student Guidance and Disciplinary Forms are available in paper format (carbonised paper packs available from Publications) and an electronic form version is available on the Intranet (Curriculum and Quality, Student Guidance Forms).
- 2.9 Personal Learning Plans are available in paper format or an electronic form version is available on the Intranet (Curriculum and Quality, Student Guidance Forms).
- 2.10 For many students the guidance, support and advice from the Course Tutor and/or Achievement Coach will suffice but some students may be referred for specific assistance as required. Additional information is provided in Appendix C and D regarding these services although each has an information leaflet providing more detailed information.

3. Transitions

- 3.1 Students are interviewed by lecturing staff where advice is given on the most appropriate level of course for them.
- 3.2 Students will be given the opportunity to develop their study and learning to learn skills during the induction period. This will be co-ordinated by the Head of Student Services, and the Learning Support Specialists.

- 3.3 Separate sessions will be provided by the Learning Support Team for ESOL students (English for speakers of other languages) if required.
- 3.4 The main lecturer and/or Course Tutor will support the students through the Online Enrolment and Induction.
- 3.5 The Course Tutor must distribute the following documentation:
- Parental consent forms, Work Experience forms, Learning Agreements and Induction Checklist – GDPR forms, Equality Monitoring forms
- 3.6 The students must sign/authorise these forms and Course Tutors will send the documentation/emails to the Curricular Administrator for storage electronically.
- 3.7 The Achievement Coach/Course Tutors will contact any students by telephone who have not enrolled or participated during the Induction period to establish the reason for this.
- 3.8 The Achievement Coach will liaise with the Curriculum and Learning Manager. The CLM will agree any adjustments or arrangements that would enable the student to return to college.
- 3.9 Full time students will be provided with a timetable which will include an allocation of Course Tutor/Achievement Coach time. This will not require an attendance register as students may engage with their Course Tutor and/or Achievement Coach at an alternative agreed time..
- 3.10 CLM, Course Tutors and Achievement Coach will engage during the Induction period to identify those students most in need of support.
- 3.11 CLM will engage with the Learning Support Team to identify early those students requiring additional support. This will continue through On Course as some students are identified at a later stage.

3.12 The Achievement Coach/Course Tutors will report to Curriculum and Learning Manager and refer any students who wish to change course, are care experienced or have more complex support needs.

3.13 Personal Evacuation Plans and Medical Protocols will be completed and stored by the Course Tutor.

3.14 Course Tutors will ensure the Induction Checklist is completed and stored.

4. On Course

4.1 The Course Tutors will facilitate the selection of the class representative(s) in liaison with the Student Association and advise the Curriculum and Learning Manager of the Class Representative(s) names by mid-September.

4.2 The Achievement Coach/Course Tutor will engage with “At Risk” individuals within the faculty to assist students to develop their PLP and individual action plans. This will include setting goals and identifying any barriers that the student feels will curtail their progress and how they will develop their essential and wider skills.

4.3 Lecturers will monitor progress and set individual targets for the units they are teaching to ensure students are successful.

4.4 The Course Tutor will engage with the students within their Programme Area on an individual basis at least once per block to monitor their academic progress and review/amend their PLP targets accordingly.

4.5 The Course Tutor will check the student progress against the Learning Agreement, Course Assessment Schedule and the results showing on Columbus. This must also include progress with Core Skills.

4.6 The Curriculum and Learning Manager will monitor the Course Assessment Schedule process for their area.

- 4.7 For students who can no longer achieve the agreed units within the Learning Agreement, the Course Tutor will amend this following discussion with the Curriculum and Learning Manager.
- 4.8 The Achievement Coach will contact a student by telephone if there is a concern regarding attendance/engagement or they have they have been identified as “At Risk” or had a previous record of non-attendance.
- 4.9 Regular meetings to take place with Student Services Team, Achievement Coaches and Curriculum and Learning Manager to ensure most appropriate support is available to students.
- 4.10 Student progress, engagement and attendance will be discussed at Course Team meetings. Particular attention being paid to “At Risk” students. The Achievement Coach will participate in these meetings and will contact any student who is not progressing, engaging or attending to identify their support requirements as directed by CLM.
- 4.11 Course Tutors will follow the Student Behaviour and Discipline Procedure when dealing with disciplinary matters and record the details on the Student Guidance and Disciplinary Record.
- 4.12 Where relevant, the CLM and Course Tutor will participate in meetings with external agencies and/or parents and carers when individual student progress is being discussed.
- 4.13 The Achievement Coach will support Course Teams to ensure students develop their organisational and study skills.
- 4.14 For those courses whose Course Content does not include the Work Experience Unit, the Course Tutor will be the point of contact for the Work Placement Officer. The course team will agree jointly the Placement Preparation input prior to students attending work placement.
- 4.15 The Course Tutor, Lecturer, Achievement Coach and BCSA will provide support to enable the completion of the Annual Learner Feedback Survey for each group.

5. Further Progression

- 5.1 Career Information, Advice and Guidance including Career Management Skills will be developed either through the inclusion of an SQA unit within the course structure or by lecturers during other units.
- 5.2 The Student Advice Team will provide specific advice on the completion of University and Colleges Admissions Service (UCAS) applications to University and Disability Student Allowance (DSA) applications.
- 5.3 Lecturing staff will provide the reference for UCAS applications.
- 5.4 The Course Tutor will provide support to those students wishing to apply for the next level of study at Borders College.
- 5.5 The Course Tutor will engage with progressing students to formulate an action plan for completion of current study and/or to stipulate conditions for progression given on a Conditional Offer for the next year.

6. Withdrawals

- 6.1 Students aged 16-24 years, who are at risk of withdrawing early, will be referred by the Achievement Coach to Skills Development Scotland for additional support.
- 6.2 The Course Tutor will update the online Course Withdrawal using the codes provided by MIS Department.



Student Guidance and Disciplinary Record

Student Name: _____

Date	Record of Meeting	Staff and Student Sign



Personal Learning Plan

Personal Details

Forename	Surname
Course	

Aims and Goals

Block 1 Aim Description	Action to be taken	Progress reviewed with Course Tutor or Achievement Coach
Short Term (1 year)		
Long Term (3 years)		
Barriers identified:		

Block 2 Aim Description	Action to be taken	Progress reviewed with Course Tutor or Achievement Coach
Short Term (1 year)		
Long Term (3 years)		
Barriers identified:		



Personal Learning Plan

Development of Essential and Wider Skills

Essential/Wider Skills	Plans/Action to be taken	Progress reviewed with Course Tutor or Achievement Coach
Core Skill – Communication		
Core Skill – Numeracy		
Core Skill – IT		
Personal Planning and Learning Skills		
Employability Skills		
Career Management Skills		
Meta Skills (including digital)		
Enterprise Skills		
Sustainability Skills		

Learning Support

Learning support is available to all learners who have a learning support need. The College has Learning Support Specialists, Advisers and Assistants to provide learning support or advice if you have a learning difficulty. The Learning Support team can carry out an assessment to identify specific learning support needs which may affect your progress on your course.

The Learning Support team are keen to work with learners who may have a barrier to their learning such as a visual or hearing difficulty, dyslexia or some other learning difficulty which requires specialist support.

If you feel that you require any learning support, please complete a Learning Support request form (available from the Student Advice Centre) or speak to your tutor and they will speak to one of the Learning Support team to arrange a meeting with you.

Achievement Coach Service

The Achievement Coaches within the college provide individual first line pastoral support to learners. They monitor learner attendance at college and try to help learners address the barriers that are contributing to their poor attendance.

They will discuss personal issues affecting the learners' ability to learn and provide support to improve the learners' organisational and study skills.

They will help to support and signpost learners, particularly for additional personal and emotional. All Achievement Coaches have undertaken relevant training including:

- Mental Health First Aid
- ASIST suicide training
- Promoting positive behaviour

Student Services

A team of student advisors are available to provide information and advice to students in a wide range of situations and issues which may arise while studying at College. The advisors are based within the Student Advice Centre at the Scottish Borders Campus with additional welfare, wellbeing and transport advice available at the Newtown St Boswells Campus each week.

Dedicated advisors are available daily to help and support students with:

- **Study Options** – including Course Information and Applying to College as well as arrangements for progressing to Higher Education either within College or at another College or University. Careers advice is also available and we will liaise with Skills Development Scotland to arrange appointments with a specialist Careers Advisor.
- **Funding Support** – including information and advice in accessing Bursary or Education Maintenance Allowances. Additional information relating to Childcare and Discretionary funding, travelling to College and transport options. Accessing additional benefits and support which may be available.
- **Supporting welfare and wellbeing** – including personal and emotional support e.g. mental health first aid, grief and bereavement support, health and sexual health advice. Information and guidance to enable you to access community health and wellbeing providers, support to address issues which may be causing you concern while at College, advice and guidance on financial matters or help with accessing available benefits or financial support.

Embedded within our support is a specialist Care Aware Service. Our Care Aware Advisor has the expertise to provide advice and support to students who are under the age of 26 years.

Looked after at home: where students are looked after at home subject to a supervision order requirement from a Children's hearing.

In Kinship Care: where students are not able to live with their birth parents – for long or short periods.

In Foster Care: where a Foster Carer provides a family life for a student who cannot live with their own parents and they require to be looked after away from home.

In Residential: Where the student lives with a group of other young people looked after by paid staff who work in a shift basis.

Care Leaver: Where students have recently left a care placement as mentioned above.

Student Carer: Where students provide assistance to an adult or sibling who could not manage otherwise, due to a frailty, illness, disability or addiction.

The Care Aware Advisor would support students through offering advice, advocacy and guidance on many issues which students may face, including:

- Attendance, engagement and progression on their course
- Help to overcome barriers for attending college
- Personal and emotional support
- Help to access additional support services
- Personal issues affecting their learning at college

Please see Appendix D for details on the process and procedure for accessing the Care Aware Service.

Students' Association

The Students' Association consists of a team of elected student officers who provide information and signposting to all students.

They are based in the Students' Association Office (0.061).

The Students' Association works collaboratively with our student support services to ensure our students are receiving the support they require to complete their programme of study.

The Students' Association offer advice on a range of areas:

- General help and advice
- Mental health first aid
- C-card sexual health service
- Signposting to relevant external support services
- Signposting to relevant college services
- Advocacy (acting with and/or on behalf of students in relation to coursework, complaints, welfare, funding, learning support etc.)

The Students' Association will:

- Act as advocate for individual students and as the collective voice of students with regard to the quality of services provided.
- Work in partnership with the College to ensure the range of support services meet the needs of all students.
- Work in partnership with Student Support Services to ensure students have access to a wide range of external support agencies.
- Provide an access point for the c-card sexual health service.
- Provide support for the College's Faculty Council system, including training and ongoing support for Class Representatives and Faculty Council Chairs.
- Provide a safe space for LGBT+ students.
- Provide mental health first aid if necessary and direct students to the appropriate support service(s).
- Promoting a sense of belonging for all students by establishing appropriate support groups and raising awareness for relevant student issues.
- Ensure students have access to support and advice at all times by committing to an open door policy.

Care Aware Process

The Care Aware Adviser makes initial contact at application stage with the learner introducing the support available.

Care Aware Adviser will engage (where accepted) with the learners from application stage and during their course of study to provide the necessary support to help them to attend, progress and achieve their chosen programme. The Care Aware Adviser will hold an initial meeting with the learner and discuss the guidance and support available and, where appropriate, signpost to internal and external support services. Follow up meetings will also be held throughout the session with all Care Aware learners.

The Care Aware Adviser will highlight via email to the relevant Course Tutor after enrolment, that there is a learner within their group who is part of Care Aware. A report is also prepared and circulated to the Assistant Principals and Curriculum and Learning Managers.

Achievement Coaches are responsible for monitoring the attendance for learners who are part of Care Aware. Where there are concerns about attendance and/or welfare of the learner, staff should liaise with the Care Aware Adviser so that the appropriate guidance and support can be put in place to help learners to overcome the barriers created by their life circumstances.

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Status: Approved JCCP June 2020
Policy Dated: May 2020
Author: Vice Principal Curriculum and Student Services
Review Date: May 2021
Equality Impact Assessed: May 2020