



Student Guidance Policy

May 2025

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:</p> <p>Delete paragraph 2 within Introduction</p> <p>Two additional related documents at section 5</p>	H Anderson	June 2015
1.3	<p>Guideline Changes:</p> <p>Add page to clearly separate Policy from Guidelines.</p> <p>Learning Agreement stored with Faculty Curricular Administrator.</p> <p>Change from sums to credits.</p> <p>Course Tutors informing all staff who complete registers when an individual leaves the course prior to the end date.</p> <p>SDS member of staff change.</p> <p>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.</p> <p>Guideline Change – updated to better reflect the role, removal of audit for PLPs and development of citizenship within the role.</p> <p>Appendix on Attendance monitoring moved to Student Attendance Policy</p>	H Anderson	May 2016

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
1.8	Change of job titles. Significant re-wording throughout to align with trauma-informed principles. Updates to responsibilities in line with new structure	A Brydon	May 2025

Student Guidance Policy

1. Introduction

- 1.1 The College understands the important role of supportive guidance in creating a positive and inclusive learning environment for students that promotes achievement and success. Guidance is provided in ways that are responsive to individual needs, supporting both curriculum progress and personal progress, and is delivered through a trauma-informed and person-centred approach.
- 1.2 The College offers guidance to help students succeed at every stage of their journey. This includes:
- (i) **Support with learning** - whether starting at college, currently studying, or planning next steps.
 - (ii) **A helpful induction** - so all students feel welcomed, informed and ready to begin.
 - (iii) **Connections to other support services** - both within the College and with trusted organisations outside, if extra help is needed.

2. Scope

- 2.1 This policy applies to all staff and all full-time students. It aims to provide clarity on the roles relating to guidance and pastoral support.
- 2.2 The goal of the guidance system is to support students to succeed, not only in gaining their qualification, but also in building confidence, resilience, life skills, and personal growth.

3. Key Principles

- 3.1 There are two criteria for guidance support:

Academic Support

Lecturers and Course Tutors help to create a positive learning environment. All full time students are also entitled to meet with their Course Tutor at least once per semester to talk about how they are doing in their course and get support with academic progress.

Pastoral Support

Many issues can be dealt with as they come up in class. However, if a student requires more specialist student support, a Student Support Officer or Learning Support Advisor can provide extra support and refer them to specialist services if needed.

- 3.2 **Course Tutors** offer advice and support as part of a course, helping with both learning and personal development.
- 3.3 **Student Support Officers**, who are part of the Student Support Services Team, provide more specialist advice and support for both current and future students across the College on issues relating to emotional wellbeing, finance, transport and other queries.
- 3.4 **Learning Support Advisors and Assistants**, who are also part of the Student Support Team, provide help for students who need additional support with their learning.
- 3.5 The College works closely with the **Students' Association** to make sure students can access a wide range of support services both within the college and the local community. The Students' Association can also help represent students' views and offer support by advocating on their behalf when appropriate.
- 3.6 The **Head of Sector** assigns a Course Tutor to each programme area.
- 3.7 The **Student Support Services Manager for Welfare and Transitions** allocates Student Support Officers to delivery areas.
- 3.8 The **Student Support Manager for Learning Support** allocates Learning Support Advisors and Assistants to delivery areas.
- 3.9 All full-time students have a ProMonitor record which is used to record learners' aims, progress and any support in place.

4. Guidance at Borders College

Support is provided at key stages of a student's college journey to help learners succeed and plan for the future.

Transitions

This support helps students get ready for college life and learning. Activities include:

- Taster sessions
- Essential Information Days
- Induction programmes

On Course

Support during studies helps students stay on track and reach their goals. This includes:

- Monitoring academic progress
- Setting targets for success
- Developing career management and employability skills

Further Progression

This support helps students take their next steps after college, whether that's work or further study. It may include:

- Support with UCAS applications for university
- Support with funding applications
- Careers advice and information
- Help with job applications and interview practice

5. Additional Support and Skills Development

More complex or non-academic issues can be referred to the Student Support Team, who offer a wide range of services to help students with personal, financial, wellbeing, or other challenges. These services are available to all students and full details can be found on the Student Portal via the College website.

Essential and Employability Skills are embedded within the course structure. Students' progress in these areas will be regularly reviewed and supported by their Course Tutor or Lecturer.

4. Responsibilities

- 4.1 The Senior Leadership Team is responsible for agreeing the Policy and overseeing compliance with its principles.
- 4.2 The Director of Student Support Services is responsible for the implementation of this Policy and for ensuring appropriate procedures are in place to facilitate this.
- 4.3 The Director of Student Support Services, alongside Student Support Managers, are responsible for the operational function of Student Services and Learning Support.
- 4.4 All lecturers have responsibility for providing academic guidance to their students, and signposting to Student Support Services as necessary.

- 4.5 All Course Tutors provide academic guidance to students.
- 4.6 The Student Support team provide pastoral and learning support to students.
- 4.7 The Assistant Principal and Director of Student Support Services are 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 three years.

Status: Approved
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