



University of the
Highlands and Islands
Inverness College



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Inverness College, University of the Highlands and Islands

Further Education Guidance Policy

POL: PL/LT/2020/001

Lead Officer (Post):	Director of Student Experience
Review Officer (Post):	Access and Progression Manager
Responsible Committee:	Learning, Teaching and Research Committee
Date policy approved:	30/06/2020
Date policy last reviewed and updated:	New policy for 2020/21 academic year
Date policy due for review:	Spring 2023
Date of Equality Impact Assessment:	01/02/2020
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	The policy is required to assist further education students and staff understand student entitlement to guidance during courses.
Purpose	The policy explains the terminology around guidance, the key areas addressed in the guidance entitlement and the roles and responsibilities of students and staff with regards to guidance.
Scope	The policy applies to all further education students (see Sections 4 and 5 for further details).
Consultation	The policy has been developed by a policy ownership group made of practitioners from academic partners delivering further education.
Implementation and Monitoring	Inverness College UHI Senior Management Team are responsible for supporting staff responsible for delivering guidance and their managers to implement this policy. Monitoring will be carried out at a local level by Inverness College UHI and at a regional level by the Single Policy Environment Project and Quality staff.
Risk Implications	This policy reduces risk for students, staff and academic partners by clarifying the guidance entitlement which students can expect.
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Completed February 2020, no further action.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1. This policy, together with the associated Guidance Entitlement, represents a guidance framework for further education students.
- 1.2. Our aim is to provide a learning experience that allows students to gain insight into their abilities, interests and preferred learning styles through the provision of effective and appropriate academic and pastoral guidance.

2. Definitions

- 2.1 **Guidance:** Inverness College UHI Guidance provision focusses on four key areas - personal development, academic feedback, progression (including careers advice) and pastoral care.
- 2.2 **Guidance Entitlement:** This document sets out the standard of guidance that students can expect from Inverness College UHI from pre-entry to completing their course of study.
- 2.3 **Pre-entry:** The time before a student enrolls on a course, including preparing for an interview for access to the course.
- 2.4 **Start of programme:** The period of time when a student begins their course, including activities such as enrolment and induction.
- 2.5 **During programme:** The period of time during the academic session.
- 2.6 **Pre-exit:** Activities relevant to the preparation of students to progress on from their current course of study.

3. Purpose

- 3.1 Inverness College UHI is committed to supporting all our students in achieving their educational and personal goals by providing a comprehensive guidance service.
- 3.2 We will provide holistic support to students by taking a joined-up approach to how a student is supported, utilising where necessary the full range of guidance options with information that is clear, accurate, relevant and up-to-date.
- 3.3 All students have an individual and personal starting point in their development. In order to help students progress from this starting point we will work in partnership with them. The policy and Guidance Entitlement are intended to empower students and enable them to be active participants in the guidance process.
- 3.4 Our guidance provision focuses on four key areas:
 - 3.4.1 **Personal development:** Developing the self-confidence and interpersonal skills of our students and enable them to make decisions and choices within a lifelong learning process
 - 3.4.2 **Academic feedback:** Motivating our students towards completion and success, developing their learning skills and essential skills for progression
 - 3.4.3 **Progression (including careers advice):** Providing information to our students to help them progress onto a new course of study or into employment.
 - 3.4.4 **Pastoral care:** Supporting the wellbeing of our students. This includes signposting and referring to relevant specialist services.

- 3.5 Distance learning students will be able to access guidance and support via telephone, email, videoconference and online, including websites and virtual learning environments.
- 3.6 We will work in partnership with external agencies. This includes organising sessions aimed at students, securing training for our staff from appropriate providers, and referring students to expert and specialist help where appropriate.
- 3.7 We will use feedback from students and staff to develop our guidance provision and carry out regular evaluations to ensure we continue to improve our service.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).
- 4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the University partnership. This policy applies to these students.

5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). Higher Education students should refer to their local student support service – studentsupport.ic@uhi.ac.uk

6. Notification

- 6.1 Students should be made aware of this policy and the Guidance Entitlement during their induction. The policy and Guidance Entitlement will be made available online.
- 6.2 Staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement and will be made aware of changes by their line managers.
- 6.3 Line managers of staff responsible for providing guidance should be familiar with the policy and Guidance Entitlement and will be informed of changes by their Senior Management Team.
- 6.4 The Senior Management Team should be aware of the policy and Guidance Entitlement and will be informed of changes in Senior Management Team meetings.

7. Roles and Responsibilities

- 7.1 Students should be prepared and encouraged to engage fully with staff in order to maximise the benefit of their guidance entitlement.
- 7.2 Staff delivering guidance (the Personal Development Team) – promoting guidance entitlement to students, delivering guidance entitlement, identifying issues with delivery and escalating, and referring to specialist services.
- 7.3 Managers are responsible for implementing the policy operationally, supporting staff delivering guidance, responding to escalated concerns, reporting successes and challenges to the Access and Progression Manager
- 7.4 The Access and Progression Manager is responsible for supporting managers to implement the policy and operational oversight of the policy. The Director of Student Experience is responsible for any reporting on the policy to the Board of Management.

- 7.5 The Board of Management are responsible for approving the policy and strategic oversight of it.
- 7.6 The Further Education Guidance Policy Ownership Group are responsible for reviewing the policy and Guidance Entitlement.

8. Legislative Framework

Adult Support and Protection (Scotland) Act 2007

Scotland's Career Strategy 2020

Children and Young People (Scotland) Act 2014

Data Protection Act 2018

Education (Scotland) Act 2016

Equality Act 2010

General Data Protection Regulation 2018

Human Rights Act 1998

Mental Health (Scotland) Act 2015

Protection of Children (Scotland) Act 2003

Protection of Vulnerable Groups (Scotland) Act 2007

9. Related Policies, Procedures, Guidelines and Other Resources

FE Admissions Policy

Equality, Diversity and Inclusivity Policy

Fitness to Study Procedure

Tertiary Learner Support Policy

Mental Health Strategy

Promoting a Positive Learning Environment Policy

Safeguarding Policy

Safeguarding Procedure

Student Carer Policy

Student Code of Conduct

Access and Inclusion Strategy

Corporate Parenting Plan

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0			New policy	FE Guidance Policy Ownership Group
1				
2				
3				
4				

Please note: The below table is indicative only and seeks to outline the core entitlements of every student regardless of mode of study. All of our students are entitled to the range of support services that the college offers, and have access to a variety of ways to provide feedback. Further information on our services is available on our website, at induction, in course handbooks and from course tutors and college staff.

Inverness College UHI Further Education Guidance Entitlements for Students

	Full-time (including distance learners)	Part-time (including distance learners)	Apprentices / work-based learners	Online learners
Pre-entry	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life: Nursery info; funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; accommodation; FAQs • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course / apprentice handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; campus orientation; HISA; library and study support; additional learning support; wellbeing support; FAQs. • Awareness of how to get in touch with the college if you have any queries or need support before you start 	<ul style="list-style-type: none"> • Access to timetable information • Access to broad course information / course / apprentice handbook • Awareness of key point of contact - Personal Development Adviser (PDA) or equivalent details • Access to clear, current and relevant information around wider services / support / student life, including where appropriate: Funding availability and support; HISA; library and study support; additional learning support; wellbeing support; FAQs. • Awareness of how to get in touch with the college if you have any queries or need support before you start
Start of programme / Induction	<ul style="list-style-type: none"> • Given a student card as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • Given a student card as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • A student card will be made available to you as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting - 	<ul style="list-style-type: none"> • A student card will be made available to you as part of your enrolment • Awareness of the Student Code of Conduct / expectations of you • Given a comprehensive overview of support services highlighting -

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<p>Start of programme / Induction continued</p>	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Feel well orientated around the campus • Issued with relevant PPE / kit • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Feel well orientated around the campus • Issued with relevant PPE / kit • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Where appropriate: Feel well orientated around the campus • Where appropriate: Issued with relevant PPE / kit • Access to regular 'check-ins' with PDA or equivalent • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey 	<p>wellbeing services; funding availability and support; learning support; signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Engagement in a programme of Induction led by the course team • Engagement with your PDA or equivalent • Access to regular 'check-ins' with PDA or equivalent • Awareness of HISA / opportunities for class rep / wider student life • Awareness of the online Student Hub • Engagement in ICT orientation including email, Bright Space and MyDay • Opportunity to provide feedback through the Early Experience Survey
<p>During programme</p>	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to regular 'check-ins' with PDA or equivalent • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to regular 'check-ins' with PDA or equivalent • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff • Access to responsive support services through staff or self-referral system; 	<ul style="list-style-type: none"> • Engage in a range of activities which develop my employability skills • Access to 1:1 support from PDA or equivalent around progression / next steps • Ongoing tailored support, advice and guidance from relevant staff • Access to responsive support services through staff or self-referral system;

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	<ul style="list-style-type: none"> • Access to responsive support services through staff or self-referral system; signposting and referral to specialist services e.g. mental health support and counselling. • Opportunity to be involved in the life and work of the college 	<ul style="list-style-type: none"> • Access to responsive support services through staff or self-referral system; signposting and referral to specialist services e.g. mental health support and counselling. • Opportunity to be involved in the life and work of the college 	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Opportunity to be involved in the life and work of the college 	<p>signposting and referral to specialist services e.g. mental health support and counselling.</p> <ul style="list-style-type: none"> • Opportunity to be involved in the life and work of the college
Pre-exit	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member 	<ul style="list-style-type: none"> • Opportunity to provide feedback on your college experience through the Student Satisfaction Survey • Access to references for future jobs / education applications • Opportunity to discuss progression and/or career options with relevant staff member