



GUIDANCE AND COUNSELLING POLICY

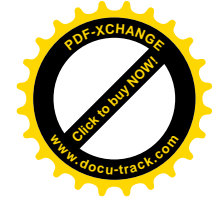
FROM SESSION 2007/08

Date of most recent review: Aug 2007
Date Of Next Review: May 2010
Responsibility: Student Guidance Officer
Approved By

Please ask if you, or someone you know, require this document in a different format or in a different language

This version Aug 2007
This Printing: 04/09/2007

Ref: Guidance and Counselling Policy/SGO/-Aug 07



1. **Scope**

1.1 Within Moray College the aims of the education and training system is to provide students with a learning experience to gain insight into their abilities, interests and preferred learning styles. In all major educational changes in recent years, guidance and counselling has been acknowledged as being central to the personal, vocational and learning development of students and should be a priority in the provision of any college of Further and Higher Education.

2. **Objectives**

2.1 To establish a policy designed to give all prospective students and current students, necessary support. It shall be an enabling process, which puts individuals first and encourages them to develop their skills and knowledge throughout their time at College. It shall be a process, which is recognised and managed for a mass audience, while trying to reflect individual ages, stage of development and circumstances.

3. **Responsibilities**

3.1 We believe that guidance is an integral part of teaching/learning process and that **all** members of staff must be involved. Certain guidance and counselling duties, however, require special skills and qualities and those who perform these duties will have the appropriate training. This shall be the responsibility of the Student Guidance Officer, Senior Counselling Lecturer and the Assistant Principal: Student Services to ensure it is appropriately administered within the terms of the policy. Not all staff therefore, will be involved to the same extent in our guidance provision. It is important, however to ensure that all staff and students are aware of the guidance structure and roles of staff involved.

4.0 **What is Guidance?**

4.1 Guidance can be defined as a developmental process that continues throughout adolescence and the whole of life, during which individuals explore and then implement educational, social and vocational plans. In an education setting, it helps students make choices, understand effective decision- making, and plan their career. It reconciles hopes and aspirations with reality and students can then move to new levels of maturity.



5.0 The Process of Guidance

5.1 Four stages can be identified in the guidance process:

- Pre-Entry to College
- Induction on Entry to College
- On Going Guidance during the period at College
- Pre-Exit Guidance incorporating progression within educational establishment or leaving College

6.0 Pre-Entry Guidance

6.1 Aims

6.2 To provide open and easy access to information, advice and support.

6.3 To create a friendly environment in which individuals are helped to choose the most appropriate course. Previous learning and experience should always be considered at this stage.

7.0 Implementation of Pre-Entry

7.1 All information can be accessed via The Student Information and Support Centre, where staff can assist potential students, both full and part time, in making informed choices.

- Admissions Procedures which ensures equal access to the College for everyone to enrol.
- College Prospectuses
- Careers Information
- Financial Advice
- Childcare Facilities
- Assistance with Student Accommodation
- Outreach Provision
- Open & Flexible Learning

7.2 All this information can be accessed by Telephone, E-mail, Internet, Intranet or in person, by prospective students and other agencies.

7.3 Personal interviews will be offered by the Student Guidance Officer, conducted under the Guidance Council's Code of Principles (Appendix 3) which ensures confidentiality, client focused service, equality of opportunity, transparency and accessibility. A charter shall be issued to each client prior to interview. This will assist any potential students explore their



needs and identify an appropriate course. Each client after each interview shall be asked to fill in and return an evaluation form.

- 7.4 Course related interviews will be provided by teaching staff where necessary.

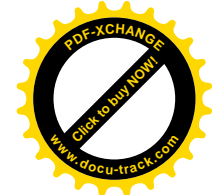
8.0 Induction

8.1 Aims

- 8.2 To welcome all students to the college, by creating a friendly atmosphere, and to familiarise themselves with their surroundings. Ensure that students are helped to prepare effectively to meet the demands of their chosen course/unit of study.
- 8.3 It is essential that students are provided with key information relating to the College as a whole and to their course/unit in particular. They should complete their programme of induction believing it to have been well organised and of clear benefit to them. A College Guide and Diary shall be issued to all students with essential information with regards to policy, procedures and important contacts.

9.0 Implementation of Induction

- 9.1 For full time students the induction programme will normally extend over a two/three day period at the beginning of the College year. The students shall be required to fill in induction booklet, sign and return to Student Adviser.
- 9.2 For other modes of attendance i.e. Learning Centres, Part-time, Block Release, and Short Courses, the duration of the induction programme will tend to extend only to a short time during the initial meeting of the class.
- 9.3 Late entrants, disadvantaged students and students starting at non standard times will be will be given a modified induction programme by their Student Advisers, who shall ensure that they are provided with essential information and contacts to enable them to adapt quickly to college life.



10.0 On Going Guidance

Aims

- 10.1. To provide advice, support and counselling on personal, financial, curricular and vocational matters, so that students may derive maximum benefit from their time at College. Internal communication and co-operation with other departments and staff are essential for this process to work effectively.

Implementation of On Going Guidance

- 10.2 Irrespective of their course or mode of attendance, all students will have access to the guidance and support appropriate to their individual requirements.
- 10.3 Full Time Students Main Campus, Linkwood and Learning Centres:
- Will be assigned Student Adviser.
 - Will meet adviser on a regular basis.
 - Adviser will act as first point of contact for students with problems and, wherever appropriate, refer such students to the specialist advice and support services available within the college.
- 10.4 Block Release Students:
- Will be assigned a named Student Adviser.
 - Will have interview with adviser to monitor and evaluate progress.
- 10.5 Part-Time Students:
- Will be assigned a named Student Adviser.
 - Will have interview with adviser to monitor and evaluate progress.
- 10.6 Evening Class Students
- Each lecturer will be considered the first point of contact for guidance.



- Will be made aware of guidance and support provision within the College.
- 10.7 At main campus all students can arrange a guidance meeting in person, through Student Adviser, Registry , Reception, Telephone or e-mail. During college hours 9am-4.30pm.
- 10.8 The Guidance Officer and Student Finance staff shall be available to the Learning Centres and Linkwood on a referral basis from the staff or from a request made by the student.
- 10.9 An evening shall be allocated once a week for evening Part Time students to access the Career Guidance provision within the main campus.
- 10.11 All the following members of staff have a role to play in providing support for students during their time at college:
- Class lecturers, through a student-centred approach to learning.
 - Nominated Student Advisers.
 - Directors of Curriculum and Quality.
 - Student Guidance Officer.
 - Support staff, by helping to create an environment which is supportive to students.
 - Senior Management and Board Members, by determining policy in this area and by monitoring and evaluating implementation of the policy.
- 10.12 Where the need for referral to an outside agency has been agreed with a student be it, Progression, Career or Personal, liaison with these outside agencies will be co-ordinated by the Guidance officer. A list of support services is available in the College Guide and Diary.

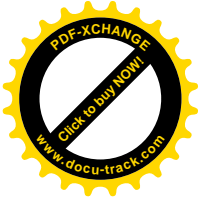
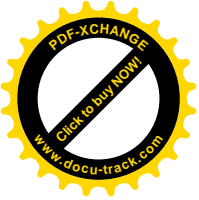
11.0 Counselling Service

11.1 Aims

- 11.2 It is recognised that being a student can produce stress which will be experienced as normal and coped with relatively easily. Counselling is to enable students to work towards living their lives in a more positive and satisfying way. The counsellors' role is to facilitate this process in ways which respect and value the student.

11.3 Implementation of Counselling Service

- 11.4 A professional counselling service is available to all students attending Moray College, full-time and part-time. The group of



counsellors offering the service shall comprise a qualified counsellor, and final year participants on Diploma Course in Counselling.

- 11.5 The counsellors shall be members or in the process of becoming members of the British Association of Counselling and Psychotherapy.
- 11.6 Appointments for counselling shall be made through Student Adviser or Student Guidance Officer.
- 11.7 Initial counselling interview of student shall normally be conducted by qualified counsellor, who will then assess whether he/she shall counsel the student, or refer on to another member of counselling staff.
- 11.8 Students shall be issued with Counselling Charter (see Appendix 4) before interview and fill in personal support plan (see Appendix 5) and Record of Contact (see Appendix 6) for protection of both student and counsellor when sessions begin.
- 11.9 Sessions shall last for up to 6 weeks after which progress shall be reviewed in order to assess the necessity for more sessions.

12.0 Pre-Exit Guidance

12.1 Aims

- 12.2 To encourage students to review their progress and achievements in respect of personal and career development. To assist students in making and implementing, decisions about their future. Progression routes in education, Career Advice, CV preparation and awareness of job vacancies.

12.3 Implementation of Pre-Exit Guidance

12.4 Full time/Part Time students

Pre exit will in some cases have commenced within certain courses as part of their curriculum, where foundations will have been laid for informed career decision making.

12.5 All Students

- 12.6 Guidance and Department staff will inform students of careers provision.

- 12.7 Careers Advice shall be available within the College at the Student Guidance Office. Careers Scotland shall also have a



presence within the college at appropriate times.

- 12.8 The Student Guidance Officer will inform departments of any job vacancies which would suit students from more than one department, and a vacancies board shall be situated in the Student Common Room.
- 12.9 Students will have access to Application, CV and interview preparation from the Student Guidance Officer.

13.0 Confidentiality

- 13.1 Unless otherwise agreed with the student, personal information held by the Student Guidance Officer and counsellors will be treated confidentially. Such information will be used only among professionals who have a responsibility to the students and only when it has a bearing on the effectiveness of the education or personal development of the student.
- 13.2 When the physical or emotional health of a student is deemed to be at risk, the guidance/counselling staff may negotiate with the student in order to gain his/her consent for the use of information, as necessary and appropriate to alleviate the problem.
- 13.3 When counselling or other confidential services are on offer to the student, the terms of confidentiality must be clearly defined for the student wishing to avail him/herself of these services.
- 13.4 The student may be given access to such information on request and may request correction of it.

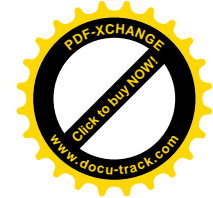
14.0 Evaluation

14.1 Aim

- 14.2 To monitor the quality of Guidance and Counselling on offer to students, prospective students.

14.3 Implementation of Evaluation

- 14.4 After the student, prospective student has been interviewed or used the service there shall be a follow up letter sent out to them within 5 days, asking them to fill in an evaluation questionnaire outlining how they viewed the service provided. (See Appendix 7 & 8).
- 14.5 Feedback from departments and external agencies will be sought at the end of each semester.



14.6 All members of the guidance and counselling team will meet regularly to discuss the running of the section.

15.0 Targets

In order for the guidance sector to work effectively it must provide a service in which the client/student feels their requirements and needs have been met promptly and efficiently. The performance targets set for the process are as follows:

Stage	Target Factors	Conditioning/Limiting
Interview Request (Telephone, in person e-mail & referral)	3 Days	Interview Complete Staffing/Holidays /sickness
Sub performance indicator Gather and send out information	7/10 days	Information Supplied/ Reliant on Others Staffing
Evaluation Of Service	15 Days	Evaluation Complete/ Reliant on return of questionnaire

16.0 Value for Money

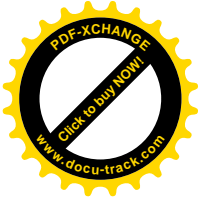
The College Guide and Diary is issued for tender to 3/5 companies each year to secure best price and value for money.

17.0 Environmental Impact

Environmental impact would be amount of paper generated in record Keeping. Shall try and minimise this. Ensuring computer and lights are switched off when not in Office.

18.0 Risk Assessment

See Appendix 2

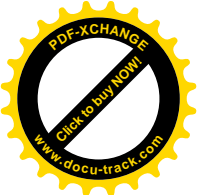


Appendix 1

1.4 References

In the administration of the Guidance and Counselling Policy the Guidance Staff will operate within the scope of the following policies and Acts.

- The College's Equality and Diversity Policy
- The College's Social Inclusion Policy
- Policy on Student Confidentiality
- Student Induction policy
- Disability Discrimination Act 1995
- Race Relations Act 1976
- Sex Discrimination Act
- British Association of Counselling and Psychotherapy's Code Of Practice
- British Guidance Council
- Data Protection Act 1998



Appendix 2

Risk and Action Plan

Risk	Impact	Action/Avoidance
Software/IT Network Crashes	Low ~ Unable to research information	Use alternative methods ie telephone and reference books
Hardware Failure	Low ~ As above	As above
File Corruption	Low ~ As above	Back up files generated daily by IT Staff. Virus Detection and alert procedures in place.
Staff Absence/Illness	High	Inform Assistant Principal: Student Services & admin staff who have access to diary.
Theft	Damage to equipment and files. Confidentiality Breach	Office to be locked at all times it is not manned. . Minimal information to be left out when the office is not staffed. Student Guidance Officer responsible.
Fire/Flood etc. Damage to computer files & hard copies	Low	Back up files generated daily by IT Staff.



Appendix 3

Guidance Council Code of Principles

The Guidance Council's Code Of principles applies to all activities and situations relating to information, advice and/or guidance in the contexts of learning and work.

The code takes into account the interests of information, advice and guidance providers, employers and providers of education and training but states clearly that the interests of the individual receiving the service should be paramount.

The code will be of value to individuals and organisations involved in all aspects of information, advice and guidance for learning and work across the range, whether or not they are members of the Guidance Council.

The Code of Principles

The principles are interdependent and the Code is designed to be applied in its entirety.

Impartiality

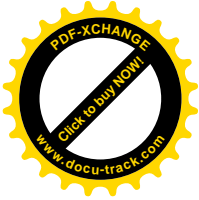
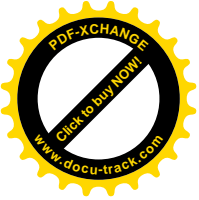
Information, advice and guidance should be impartial. Providers should be able to demonstrate any claim that they offer an impartial service, or declare any factors which might limit the impartiality of the service offered to the individual. This includes provision reflecting the vested interests of the provider and/or the provision of incomplete information on opportunities for learning and work.

Confidentiality

The process should be confidential and this should be made clear to the individual. Personal information should not be passed on without the individual's prior permission. Any limitations on this should be made absolutely clear at the earliest possible stage.

Client Focused

The process should be focused on the needs of the individual, whose interests are paramount.



Equality of Opportunity

Equality of opportunity should underpin all aspects of provision, including the activities and behaviours of the provider, and the opportunities to which the process leads. Providers should be able to demonstrate how they provide equality of opportunity.

Transparency

The process itself should be open and transparent. Providers should explain in clear language, appropriate to the individual, how they will deliver the service and any links they have to other agencies and services.

Accessibility

Services should publicise, promote and make the delivery of support, accessible to any eligible user. This includes stating target clientele, availability and other relevant arrangements clearly, in appropriate languages, locations and publications. It also includes removing any physical or cultural barriers for users in the target group.

In constructing lifelong careers into the 21st Century, individuals are likely to have a recurrent need for information, advice and guidance on learning and work throughout their lives. Where they can find it, how and by whom it is delivered and who will fund how much of it, will vary according to their situation.

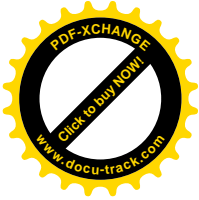
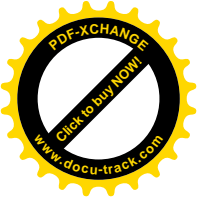
An essential element in this is the providers' skill in making the process open and transparent to individuals. Lifelong learning and career development, involves the recurrent and progressive exchange of information between the individual and providers. Mutual openness is an important feature of the professional relationship.

For More Information:

The Guidance Council
2 Crown walk
Jewry Street
Winchester
Hampshire SO23 8BB

Tel: 01962 878340
Fax: 01962 878341

www.guidancecouncil.org



Appendix 4

Counselling Charter

Personal Counselling

A professional counselling service is available to all students attending Moray College, full-time and part-time.

Any issue or concern can be discussed in confidence. It is recognised that being a student can produce stress which will be experienced as normal and coped with relatively easily. However at times problems arise over which we have no control:

- You may be experiencing a loss or significant change which requires considerable emotional adjustment.
- You may be trying to resolve difficulties in a relationship
- You may have a feeling of discomfort or dissatisfaction in your life. At these times consulting a counsellor is to be considered as a means of receiving support, and as such fits into a number of sources of help within the college
- Students undertaking particular courses of study may also benefit from counselling, as a part of their on-going personal development.

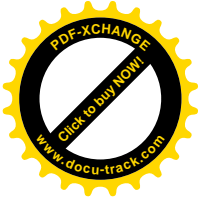
Students are generally seen by appointment and anyone wishing to use the counselling service should contact Heather Henderson at the Student Guidance Office. Sessions are for one hour, and you would usually see the Counsellor for 6 sessions, after which we will evaluate your progress with a view to perhaps extending the number of sessions. In some circumstances Student Advisers will assist the student in obtaining an appointment with a counsellor.

About Counselling

The counselling you would receive would be therapeutic counselling, which is different from career counselling, debt counselling etc. Counselling may help you with problems in your thoughts, feelings and in ways you behave. No matter how small or unusual your problem is, a counsellor will help you talk about it.

The overall aim of counselling is to enable people to work towards living their lives in a more positive and satisfying way. The counsellors' role is to facilitate this process in ways which respect and value you without judging you.

The counsellors who offer our service all work with the person-centred



approach to counselling and are there to provide the conditions which create a safe, supportive and challenging environment for you, the client. Briefly, these conditions are: a deep acceptance of the person, a wish to understand the person and a commitment to being genuine in the relationship.

The counsellor will give you little or no direct advice and will not tell you what to do. The aim of counselling is to help you to make changes, not to run your life for you. Any changes you make as a result of counselling will be from your choice.

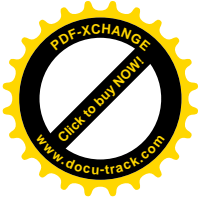
Confidentiality

Counsellors have strict rules (code of ethics) which they must keep to. The counsellor will not discuss you with anyone without your knowledge. Part of the code of ethics is that all counsellors have a supervisor who they meet regularly to discuss their work with clients. The purpose is to help the counsellor look after the clients best interests.

During these supervision meetings all discussions are confidential and the counsellor will ensure that your name is not used. In this way your identity is always protected. If you have any doubts or worries about the confidentiality that counselling can offer, you should discuss this with your counsellor. You may see a copy of the counsellor's code of ethics and practice any time.

Referral

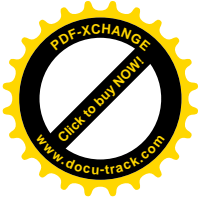
Part of a counsellor's professional training is knowing when the client can be helped by counselling, and also when counselling is not appropriate. Not all problems can be helped by counselling and the counsellor may feel that you should consult another professional or organisation. It may be that after a number of counselling sessions it is decided that you need more help. In these instances a referral may be made. The counsellor may set this up for you, or you may choose to follow this up yourself.



Counsellors

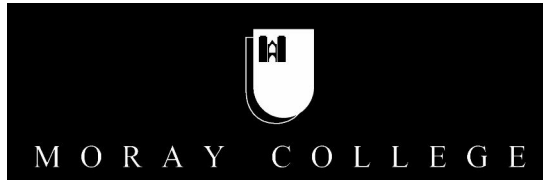
The group of counsellors offering our service comprises of a qualified counsellor, and final year participants on our Diploma course in counselling. The course itself offers a high standard of training, and demands quality and integrity of our course members who have prior experience of counselling and or related professions. The participants of the course are all mature students who have typically worked in the fields of social work, social care, nursing education and voluntary counselling agencies.

The counsellors are members, or are currently in the process of becoming members of the British Association of Counselling and Psychotherapy. As members of B.A.C.P counsellors are subject to B.A.C.P's Code of Ethics and Practice and complaints procedure.



Appendix 5

Personal Support Plan

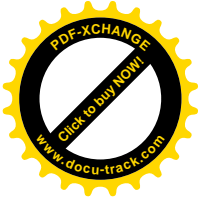


Personal Support Plan

Student's Name:

Course Name:

Start Date:



Personal Information

Name:

Address:

Post Code:

Gender: Male Female

Telephone: Mobile:

Email:

Date of Birth:

Course Information

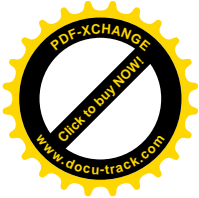
Course:

Student Adviser:

Full Time Part Time Evening

Flexible Learning Distance Learning D/R

Learning Centre – Name of Centre:



Emergency Contact

Name:

Relationship:

Home Address:

Post Code:

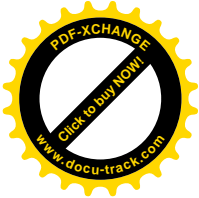
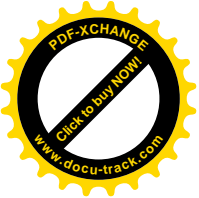
Telephone:

Mobile:

Work Address:

Post Code:

Telephone: Extension:



Medical Information

Name of Doctor:

Address

Post Code

:
Telephone

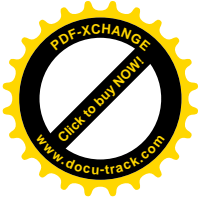
Mobile:

Email:

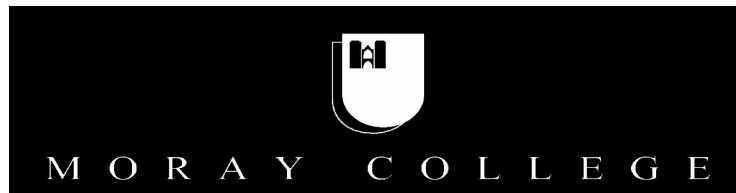
Summary of Relevant Medical Details:

Special Measures in Case of Emergency:

Name of Person(s) Responsible for Overseeing these Special Measures:



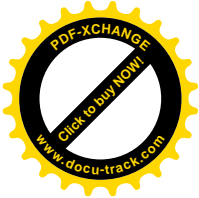
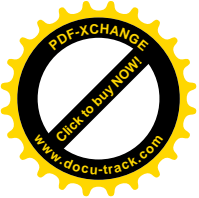
Appendix 6



Record of Contact

Staff Member	Reason for Meeting	Staff Signature	Student Signature

Note: Any notes taken from meetings held will be retained in a confidential file, accessible only to appropriate staff members.



Appendix 7

Evaluation Letter



Name:
Address

Date

Dear _____

Evaluation of Guidance at Moray College

You recently attended a Guidance /Careers interview at Moray College with our Student Guidance Officer.

In order to ensure we are providing a relevant, efficient and informative service we require feedback from our previous clients. This enables us to determine that our standards are being met or where improvements can be made.

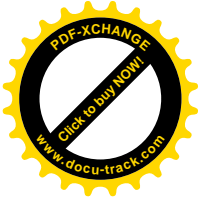
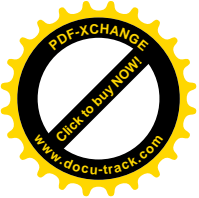
We would therefore be most grateful if you could fill in the enclosed questionnaire and return it using the pre-paid label enclosed.

All responses shall be treated in strict confidence.

Thanking you in anticipation

Yours sincerely

Heather Henderson
Student Guidance Officer
Tel: 01343 576269



Appendix 8

Evaluation Questionnaire



Evaluation Questionnaire

Student Information and Support Centre Guidance Provision

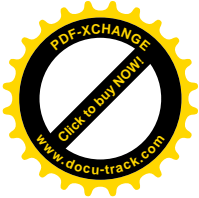
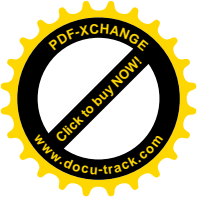
In order to monitor our provision we would be grateful if you could complete the following questionnaire.

Please Tick appropriate boxes:

Under 18	<input type="checkbox"/>	18-24	<input type="checkbox"/>
25-40	<input type="checkbox"/>	Over 40	<input type="checkbox"/>
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

Q1 How did you arrange to speak to the Guidance Officer (please tick appropriate box)

Did you arrange an appointment at Admissions?	<input type="checkbox"/>
Used Open Door Procedure	<input type="checkbox"/>
Stopped Relevant Person in Corridor	<input type="checkbox"/>
Telephone/E-mail	<input type="checkbox"/>



Q2 What information were you looking for, was it available, relevant and current?

Type of Information	Information you were looking for? Please ü	Did you get the information you required? Yes/No	Was Information current and appropriate? Yes/No
Courses			
Getting funding to support my studying or training			
Qualifications/Progression			
Careers Information			
How to get a job			
Personal			
Student Association			
CV Preparation			
Other Please expand			

Q4
How approachable/helpful

did you find the Guidance Officer

Very Approachable Approachable Unapproachable

Q5 How would you rate the session on the following:

a) agreeing what you wanted to discuss at the start of the session?

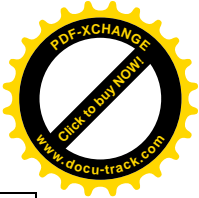
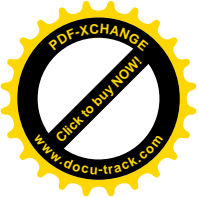
Very Good	Good	Neither/Nor	Poor	Very Poor

b) Discussing your needs and interests?

Very Good	Good	Neither/Nor	Poor	Very Poor

c) Discussing the alternatives open to you?

Very Good	Good	Neither/Nor	Poor	Very Poor



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d) Helping you decide what to do next?

Very Good	Good	Neither/Nor	Poor	Very Poor

Q6 Were you told about other organisations or individuals that could help you?

Yes		No	
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Q7 How satisfied were you with the privacy of the place where the interview was held?

Very satisfied	Satisfied	Neither/Nor	Not very satisfied	Not at all satisfied

If you have any other comments or suggestions with regards to your Guidance Interview please write below:

.....

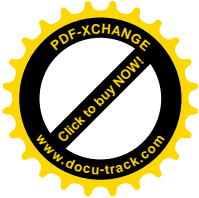
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Thank You For Taking The Time To Complete This Questionnaire



Appendix 9



Data Protection Statement

In order to provide you with additional services to support you in your course at Moray College, it is necessary for us to gather personal information about you. As this information is clearly of a sensitive nature, it is important for you to know that Moray College will treat all disclosures of difficulty or disability with sensitivity, and that **this information will only be used for your potential benefit**. You should also understand that staff who come into contact with you will need to know what adaptations they should make for you, but they are not entitled to know the reasons for the adaptations **unless you choose to tell them**.

Your Rights Under the Data Protection Act (1998)

- P You have the right to be told that the College holds information about you and that we will process information so that we can provide services to you.
- P You have the right to be told what information the College is holding about you,
- P You have the right to request and receive – in a timely fashion – a copy of the personal information that we hold about you **in your preferred format**.
- P You have the right to object to the processing of any information that might cause you damage or distress.

If you would like to know more about the Data Protection Act, please visit the Information Commissioner's Data Protection Website at <http://www.hmsa.gov.uk> or download the full text of the Act itself at: <http://www.hmsa.gov.uk/acts/acts1998/19980029.htm>