



University of the
Highlands and Islands
Moray College

Student Advice, Personal Development Planning and Guidance Policy

Date of most recent review: March 2011
Date of Next Review: March 2014
Responsibility: Student Advice Manager
Approved By: Learning, Teaching and Quality Committee

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

1. Scope

This policy is designed to ensure the provision of support for all full-time Further Education students in order to assist them to benefit from their time as students of the College. 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. Student support includes academic progress, career planning, employability, citizenship, personal guidance and personal development planning (PDP). Higher Education students have access to all the above at Moray College but can also utilise the UHI's support services, including UHISA (University Highlands and Islands Student Association).

2. Objectives

To give all perspective students and current students necessary support while putting them at the centre. It shall be an enabling process, which puts individuals first and encourages them to develop their skills and knowledge throughout their time at College and to play an active role as partners in the design and delivery of the curriculum, through engagement with staff and other students. This policy provides clarification of the roles and expectations on the College staff.

3. Responsibilities

Responsibility for overseeing the implementation of the policy and for keeping the policy under review will be exercised by the Student Advice Manager including impact assessing its policy and procedures in relation to equal opportunities issues, specifically gender, race, disability, age sexual orientation and religion or beliefs.

Directors will ensure that the quality of the Student Advice and PDP which is provided within the directorates is monitored and reviewed.

The Student Advice Manager and Student Guidance Advisor shall ensure the provision of personal and welfare support including counselling referral.

The Assistant Director: School/College Curriculum will ensure that any pertinent information regarding pupils progressing from school to College will be made available to the relevant Student Adviser.

4. Key Aspects of Student Advice, Guidance and PDP

The advice and support to be provided by Student Advisers and guidance staff will principally be done by:

- 4.1 Facilitating Pre –Entry, On Going and Pre-Exit Guidance via The Student Information and Support Centre, where staff can assist potential students both full and part time in making informed choices. Inducting new students into college life in compliance with the Student Induction Policy.
- 4.2 For part time, distance learning and late-start students the Student Advisor will be responsible for providing course related information with all other information relevant to induction supported by Guidance staff. The Student Advisor shall make an appointment on behalf of the students with the Guidance staff to complete the student's induction.
- 4.3 explaining the general requirements which the College expects of students.
- 4.4 advising and supporting on academic matters, including performance, attendance and punctuality. Guidance staff shall provide support and counselling on personal, financial ,curricular and vocational matters
- 4.5 acting as a first point of contact for students with problems and, wherever appropriate, to refer such students to the relevant service within the Student Information and Advice Centre.
- 4.6 all personal information relating to students will be treated in accordance with the Student Confidentiality Policy.

5. Allocation of Student Advisors

- 5.1 Directors/Assistant Directors are responsible for ensuring that Student Advisors are allocated to student groups.
- 5.2 All groups of students on full-time courses and individuals or groups of students who study such courses will be allocated a Student Advisor. All other students will have access to a named member/s of staff and directed to resources in The Space if they should wish advice that cannot be provided by their lecturer/s.
- 5.3 In the event that either a student or his/her Student Advisor should consider it preferable for the student to be allocated a different student Advisor, this matter should be referred to the relevant Director/Assistant Director.

6. Duties and Responsibilities of Student Advisors and Guidance Staff

The duties and responsibilities of Student Advisors and Guidance staff are:

6.1 During Induction

- 6.1.1 It is acknowledged that the precise role to be played by the Student Advisor during the Induction Programme can vary, however it is the Student Advisor who carries the overall responsibility for ensuring that his/her students receive the necessary information, imparted in an effective manner, but not necessarily all in the Induction week. It is also acknowledged that it may prove to be difficult for the final allocation of Student Advisors to be arrived at until after the Induction Programme.
- 6.1.2 to meet new students during the College Induction Programme and to explain the role of Student Advisor.
- 6.1.3 to ensure that each student receives all relevant information during induction pertaining to both College and to their course of study.
- 6.1.4 to advise on matters relating to the course including the selection of options and ensuring that all students are correctly booked on to the relevant modules.
- 6.1.5 where students are undertaking a formal qualification:
 - i) to identify units already achieved including alternatives to credits offered in College.
 - ii) to identify core skills:
 - a) already achieved.
 - b) embedded within the programme being undertaken. (including options)
 - c) requiring discrete provision.
- 6.1.6 to assist students to initiate their Personal Development Plan and support them in identifying any weaknesses which could curtail their progress, where necessary making an appointment with relevant staff, e.g. Extended Learning Support Team, Early Intervention Team, Guidance staff.
- 6.1.7 to advise students who may feel they have made an unsuitable choice of course, referring them to Guidance staff in 'The Space' if required.
- 6.1.8 to confirm that arrangements are in place for students who have previously indicated that they have additional support

needs and to encourage other students to identify any support needs that they might have and to initiate the completion of a Personal Learning Support Plan.

- 6.1.9 to provide initial advice on study methods and learning styles.
- 6.1.10 to ensure the Induction Booklet is completed and stored in the student's personal file.
- 6.1.11 to advise students on the importance of and support the development of employability and citizenship skills throughout their course referring them to "The Space" for more information and resources.
- 6.1.12 to assist students, where appropriate, in completing the Educational Maintenance Allowance Learning Agreement.

6.2 During the Course

- 6.2.1 to encourage and promote class representation and advise the Student Advice Manager of the Class Representatives' names by the end of September.
- 6.2.2 to encourage the use of electronic materials where appropriate and to utilise GroupWise on a regular basis to communicate with students to ensure students are using the facility.
- 6.2.3 to actively promote the various channels the student can communicate with the college, including:
 - a) within course with lecturing staff
 - b) with the Student Union President/UHISA President
 - c) during Student Advice time with yourself
 - d) class representation at Huddle groups
 - e) focus groups held within your directorate
 - f) cross-College themed Focus Groups
 - g) suggestion boxes at main reception at the main campus, the Technology centre and the Learning Centres
- 6.2.4 to arrange to meet students in Advisory Group/s and on an individual basis at least once per semester during timetabled sessions.
- 6.2.5 to review their academic progress and to make themselves available at other times in order that students have access to them throughout the session.

- 6.2.6 to monitor students' attendance patterns and performance with a view to identifying those who may be considering leaving their course early, referring to the Early Intervention Team as appropriate.
- 6.2.7 to monitor students' attendance and liaise with the Student Finance Office regarding Student Support payments within agreed deadlines
- 6.2.8 to arrange to attend any progress meeting or Course Assessment and Progression Board where his/her students are to be discussed.
- 6.2.9 to promote the importance of PDP, including citizenship and employability.
- 6.2.10 to assist relevant students in the production and maintenance of their Personal Development Plan, including the monitoring of the development of essential skills and the completion of the Personal Development Record.
- 6.2.11 to ensure that students are provided with a record of essential skill opportunities as outlined in The Essential Skills Grid.
- 6.2.12 to ensure that extended learning support provision is planned if required.
- 6.2.13 to monitor the effectiveness of extended learning support arrangements for relevant students, including special assessment arrangements.
- 6.2.14 to encourage students to utilise the specialist services on offer in respect of dealing with financial and any other personal difficulties and to liaise with specialist College staff on behalf of such students as appropriate.
- 6.2.15 to provide advice to his/her students in respect of Course Assessment and Progression Boards and the assessment appeals procedure if this should be sought by a student.
- 6.2.16 to provide pre-exit support to students and/or to refer students to the Guidance Staff for help in this regard.

6.3 After the Course

- 6.3.1 to respond to requests for references as necessary.

7. Implementation of PDP

- 7.1 It is essential that a Personal Development Plan (PDP) exists for all students.
- 7.2 This Personal Development Plan should contain records of meetings held involving the student and his/her Student Advisor. The signed induction leaflet and the most recently updated Personal Development Record should also be included.
- 7.3 The PDP should contain any information about the student that may have had a bearing on their performance during their time at College and which may play an important part in the deliberations of a Course Assessment and Progression Board, e.g. letters sent to the student regarding their attendance and/or conduct or internal memos written by lecturers pertaining to the student.

8. Counselling Service

- 8.1 A professional counselling service, offered by a fully qualified counsellor, is available to all students attending Moray College. The students shall be referred by the Guidance staff.

Appendix 1

References

In the administration of this policy staff will operate within the scope of the following policies and Acts.

Internal

- Disability Equality Policy and Disability Statement
- Social Inclusion Strategy
- Student Confidentiality Policy
- Bullying and Harassment Policy
- Student Disciplinary Procedure
- Complaints Procedure
- Student IT Acceptable Use Policy
- Student Induction Policy
- Student Support and Protection Policy
- Student Communication and Engagement Strategy
- UHI Student Charter

External

- Disability Discrimination Act 1995
- Race Relations Act 1995
- Sex Discrimination Act
- Data Protection Act 1998