

# Guidance & Progression Procedure



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## 1.0 Guidance and Progression Procedures

### 1.1 Overview

The aim of Guidance is to promote the personal development and self-reliance of learners. This will be achieved through informed choice and the development of self-awareness on the part of the learner.

Guidance is provided equitably at various stages in the College year.

- ❖ Pre-entry to College
- ❖ Induction on entry to College
- ❖ On-going guidance during the period at College
- ❖ Progression opportunities prior to moving on
- ❖ Exit Guidance after course completion

### 1.2 Entitlement

All learners will have:

- (i) access to clear, accurate and impartial information relating to programmes on offer including:
  - ❖ aims, structure and content of the programme
  - ❖ selection criteria/procedures
  - ❖ study methods and mode(s) of attendance
  - ❖ post-course opportunities/progression routes
- (ii) the opportunity to clarify their goals
- (iii) their prior learning taken into account
- (iv) access free from discrimination in terms of ethnicity, gender, age, religious belief, sexual orientation and disability

### 1.3 Confidentiality

In the college setting, students have the right to privacy when bringing concerns to Guidance Staff. Whilst



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people's rights to confidentiality within the team are understood, if there are concerns about a student's health and safety it may be necessary for contact to be made with appropriate agencies.

### **Things We Cannot Keep Confidential If Disclosed**

Because of the law the following have to be referred to other agencies:

- ❖ **Child Protection (The Children Act 1989)** – Information disclosed about a child who is at risk of physical, emotional or sexual abuse (this includes pornography).
- ❖ **Road Safety (The Road Traffic Act 1989)** – If the police ask the college for specific information about someone who has committed a driving offence we must give it to them.
- ❖ **Terrorism (Prevention of Terrorism [Temporary Provisions] Act 1986)** – If the college receives information about an act of terrorism or plans to commit an act, the college must inform the police immediately without discussion.
- ❖ **Money Laundering (The Criminal Law [Consolidation] [Scotland] Act 1995)** – if the college receives information about someone who is involved in drug laundering, the college must inform the police immediately.

## **2.0 Key Stages Of Guidance**

### **2.1 Pre-Entry Guidance**

#### **Aim**

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



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To create an environment in which learners are enabled to make sound decisions about their future.

## 2.1.1 Implementation

- (i) Initial information can be accessed via the Learner Services reception team. The area is staffed by trained personnel who will provide access to general information and advice for all potential learners - both full and part time.
- (ii) Personal interviews can be made with the Learner Services Guidance and Progression Advisers so that potential learners may be assisted in exploring their needs and identifying appropriate programmes of study.
- (iii) Appointments can also be made with Careers Scotland personnel in college.
- (iv) Learners may be referred to a member of teaching staff for more specific guidance, if the need arises. Programme related interviews will be provided by Course Guidance or Institute Staff on an individual and/or group basis.
- (v) The Learner Services Team will promote pro-active guidance to potential learners in conjunction with Curriculum Heads and, where appropriate, external agencies. This is essential in areas such as:
  - ❖ School guidance
  - ❖ Community outreach
  - ❖ Government funded training schemes
  - ❖ Work-based learning



## 2.2 Induction

### Aim

- ❖ To introduce all learners to the College by creating a welcoming environment
- ❖ To ensure that learners are made aware of the opportunities available to them
- ❖ To enable learners to recognise the demands and expectations which will be placed on them

### 2.2.1 Implementation

- (i) **Full-time** learners will be provided with a structured induction programme on entry to College with core elements co-ordinated centrally. The Learner Agreement will be confirmed with the student by the Curriculum Head. Certain aspects of induction may be spread over the first few weeks in College to avoid information overload.

**The Curriculum Head** will be responsible for ensuring that learners receive an effective period of induction in conjunction with Learner Services staff. Particular attention will be paid to the support of late entrants and learners with programmes starting at non-standard times.

- (ii) **Part-time** learners and those on block-release, short courses or evening programmes will be given a modified induction programme by the Curriculum Head which will ensure that they are provided with essential information including their Learner Agreement to enable them to adapt quickly to College life.



## 2.3 On-Going Guidance

### Aim

To provide advice and support on personal, curricular and vocational matters so that students may derive maximum benefit from their study time at College.

### 2.3.1 Implementation

- (i) The level of support that can be offered to students will be dependent, to some extent, on the mode of attendance at College so that there is an equitable provision of guidance to our students.
- (ii) The Curriculum Head has a dedicated time for guidance duty particularly relating to the work of the course. Learners can self refer to the specialist guidance staff in Learner Services at any time by calling in, phoning or email. Curriculum Heads may also refer students to the specialist staff in Learner Services.
- (iii) Where the need for referral to an outside agency has been identified and agreed with the learner, liaison with these outside agencies will be co-ordinated by a member of the Learner Services Team in conjunction with the Curriculum Head.
- (iv) If a student appears to need Counselling, Curriculum Heads should refer the student to see one of the specialist Guidance staff who will then discuss the situation with the Team Leader. If approved, the college will pay for 4 sessions with OHSAS or arrange for an alternative Counselling option. e.g. Couple Counselling Scotland; CRUSE for bereavement, or referral to a chaplaincy



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- (v) Guidance staff and Careers Scotland staff may be contacted through the Guidance Base at each campus: Stenton – Learner Development Centre N4.4; St Brycedale – Learner Services; Nairn Building - Reception; IAT Guidance Room; Levenmouth - Reception
- (vi) Careers resources are available in the library/learning centres at each main campus: Stenton, St Brycedale, Nairn, IAT and Levenmouth

## 2.4 Progression Guidance

### Aim

To encourage learners to review their progress and achievements

To assist learners make and implement decisions about their future.

### 2.4.1 Implementation

- (i) Curriculum Heads and Learner Services Staff, in collaboration with appropriate outside agencies and other institutions, will be pro-active in assisting all learners to identify and explore appropriate and relevant progression/career routes.
- (ii) Guidance and Progression Advisers will offer pre-exit guidance to all students and deliver a programme of progression activities.

Progression facilities include:

- ❖ Guidance Base Resources
- ❖ Careers Resources



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- ❖ Job Search opportunities with access to computerised databases
- ❖ Advice and Support to ensure a smooth transition to employment or further and higher educational opportunities
- ❖ Access to external agencies, e.g. visits to Universities, Careers Scotland, local employers, Penumbra etc
- ❖ Help with applications, CV's, references, interview practice, completion of necessary forms.

## 2.5 Exit Guidance

### Aim

To ensure that learners have the opportunity to prepare for the next stage after their current course finishes

### 2.5.1 Implementation

- ❖ Guidance staff will ask Curriculum Heads to identify the Exit Guidance required by their specific class groups and, based on the responses, will devise a programme of activity involving external agencies as appropriate
- ❖ Students will be made aware that Guidance staff are available during the holiday period if they need advice.
- ❖ As appropriate, Exit Guidance packs will be made available

## 3.0 Equitable Provision of Guidance

### 3.1 Full-time Learners will:

- ❖ Be assigned a named Curriculum Head for curricular support



- ❖ Meet their Curriculum Head on a regular basis to review progress/achievement at least twice a year.
- ❖ Have access to a programme of guidance and support which will include:
  - An organised Induction programme
  - The opportunity to comment on the learning experience through Client Satisfaction Surveys, Course Committees, etc.
  - Access to centralised guidance and specialist support, if required
  - Referral to a relevant outside agency where a specialised need has been identified and agreed
  - Progression guidance which includes access to the Guidance Base and Career's resources and an associated programme of events

### **3.2 Part-time/Flexible Learners will:**

- ❖ Be assigned a named Curriculum Head for curricular support
- ❖ Meet their Curriculum Head on a regular basis to review progress/achievement
- ❖ Have access to a programme of guidance and support which will include:
  - An organised Induction programme
  - The opportunity to feedback on the learning experience through Client Satisfaction Surveys, Course Committees, etc.
  - Access to centralised guidance and specialist support if required
  - Referral to a relevant outside agency where a specialised need has been identified and agreed
  - Progression guidance which includes access to the Guidance Base and Career's Resources as well as associated short course programme of events



### **3.3 Block Release/Day Release Learners will:**

- ❖ Be assigned a named Curriculum Head
- ❖ Have the opportunity of personal interviews with their Curriculum Head as the need arises
- ❖ Be kept informed of progress and achievement
- ❖ Have the opportunity to comment on their learning experience
- ❖ Have access to College resources as required

### **3.4 Evening Class Learners will:**

- ❖ Be provided with guidance at identified open evenings
- ❖ Have a class lecturer who will be considered first point of contact for general guidance
- ❖ Have access to an Evening Class Supervisor located at the Learner Services Reception
- ❖ Be made aware of the guidance and support provision within the college and have access to this service, if needed

### **3.5 Government Funded Schemes e.g. Get Ready for Work , New Deal**

As per full-time students with the addition of a named contact who will ensure contractual compliance is adhered to by providing additional guidance and support.

### **3.6 Community Outreach**

- ❖ Learner Services personnel will provide guidance in conjunction with external agencies
- ❖ On-going and progression guidance will be provided by the class tutor
- ❖ Access to centralised guidance and support staff can be arranged as and when necessary



## 4.0 Roles and Responsibilities

**Guidance is integrated with the work of the teaching staff by:**

### 4.1 Lecturers

These staff have a guidance responsibility relating to the delivery of their area of specialist knowledge. As class tutor they have to provide additional support and guidance related to the course content

### 4.2 Curriculum Heads

Curriculum Heads provide first level guidance. They are responsible for specialised pre-entry guidance, selection interviewing and organising an appropriate Induction Programme in conjunction with Learner Services staff to ensure key elements are covered for all students. The Learner Agreement is overviewed and amended by the Curriculum Head in discussion with the learner.

Appropriate on-going support and progression opportunities are included in the role, as is collaboration with specialist staff to ensure relevant provision for students with learning difficulties. Responsibility for attendance and achievement, and liaison with Learner Services staff and outside agencies, e.g. Careers Scotland, also form a part of the role.

Curriculum Heads will be aware of progression opportunities that can be accessed through a systematic and co-ordinated programme of activities located within the Guidance Bases. They will also be active in providing advice and support to their students and assisting them in moving to employment or further/higher education.

### 4.3 Learner Services Staff

A centralised team of Guidance and Progression Advisers provide a specialist personal/welfare function to complement and support the role of the Curriculum Head.



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The team will provide a link to, and liaison with, outside agencies and specialist services.

- (i) The team will support Curriculum Heads in their first line guidance role by:
  - Providing information to all staff on available support services
  - Taking part in induction programmes
  - Contributing to staff development sessions
  - Offering staff the opportunity to discuss and reflect on particular issues
  
- (ii) The team will support learners by offering a specialist support service through:
  - Personal guidance
  - Financial advice and information
  - Learning support awareness
  - Advocacy with teaching staff or others as appropriate
  - Careers advice and progression information
  - Specialist guidance
  
- (iii) Counselling – Individuals who may be in need of counselling will have a confidential interview with one of the Guidance and Progression Advisers. Thereafter referral may be made to specialist organisations.

**Guidance and Progression Advisers are available if students want to discuss:**

- ❖ **Personal Matters:**
  - Financial and Personal
  - Social and Family
  - Health and Welfare
  
- ❖ **Educational Options:**
  - Study programme information



- Educational achievement/progression
- Specialist support needs
- ❖ **Careers' Advice:**
  - Matching interests and abilities to a job or programme of study
  - Assistance with job and course applications
  - Advice on options if learners are unhappy with their current study programme
  - Interview techniques and developing job-seeking skills through a programme of events
- ❖ **Career Progression Information:**
  - On a range of careers, including entry requirements and job availability
  - On local and national employers
  - On specific job vacancies
  - On courses for self-employment
  - On grants, loans, bursaries and educational sponsorship
- ❖ **Learning Support Information:**

Individuals with additional support needs can be given extra help as and when required, e.g.:

  - Dyslexia
  - Physical/Sensory impairment
  - Medical conditions, e.g. arthritis, mental health issues

Short term needs for support can also be accommodated. These may include absences through ill-health, stress, a particular personal situation or a gap in learning which may be causing concern.



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#### **4.4 Careers Scotland**

Representatives from Careers Scotland are available at each main campus for advice, guidance and assistance with career information and progression routes. Appointments can be made through Learner Services. Careers staff can be accessed on a regular basis.

#### **4.5 Other Outside Agencies**

Various outside agencies are invited into College on a regular basis, e.g. Banks, Voluntary Agencies, Employment Services, Drug Liaison Unit, other Higher Education Institutions, Business Gateway, Trading Standards, etc. The purpose of such visits is to raise awareness and facilitate channels of communication.

#### **4.6 Students' Association**

The close liaison between the Students' Association and Guidance personnel is facilitated by formal links with Learner Services Guidance staff e.g. assisting in the election process in a Returning Officer role to ensure the voting process is robust. Students' Association executive officers may ask Guidance staff for advice or refer students to Guidance staff.