



QA12

# Information , Advice, Guidance and Support Policy

Review Date: July 2012

## 1.0 Commitment

Aberdeen College aims to provide accurate, impartial and confidential Information, Advice, Guidance and Support (IAGS) tailored to suit the needs of individuals who wish to access our courses or services. This includes any potential student or those already studying at college. This commitment is underpinned by the College's approach to promoting Equality and Diversity. For the purposes of this policy:

**Information** involves the provision of details about the College such as learning opportunities and related services without any in depth discussion on these. Information can be provided through:

- Electronic means such as the College website, the Virtual Learning Environment and StudentNet
- Printed materials
- Verbal information

**Advice** involves the explanation of information provided, how to access and use information and an understanding of where more in depth or a different intervention may be required.

**Guidance** involves intervention to enable students and prospective students to acquire knowledge and skills related to making personal and educational decisions.

**Support** involves the provision of practical and motivational intervention when needed.

In combination or in total, IAGS at Aberdeen College will offer a full range of coordinated processes and services that students need in order to manage their own learning experiences. This will include access to academic staff, Guidance Tutors, specialist IAGS staff in Learner Services and other staff who can encourage learners to make informed and sustainable decisions.

## 2.0 Entitlement

The College recognises that the processes involved in delivering IAGS begin before a learner enters the College and that they continue throughout the learning experience in preparation for employment, further study or training. These IAGS processes will be evident at:

- Pre-entry (before joining the College)
- On-entry/induction (on joining the College)
- On programme (whilst enrolled at College)
- Pre-exit (when progressing within or moving on from College)

It is acknowledged that learners and prospective learners will have varying and diverse IAGS needs. The provision of IAGS is conducted through collaborative working between support and academic staff with external agency involvement as required. Appendix 1 outlines a student's entitlement to IAGS at Aberdeen College.

### 3.0 Responsibility

Provision of IAGS is an integral part of the role of teaching staff and many support staff, particularly Guidance Tutors and staff in Learner Services. As such, elements of IAGS are defined in job descriptions and in performance management objectives. It is the responsibility of the relevant line managers to ensure that staff reporting to them fulfil their obligations in this regard.

**Teaching staff** have specific responsibility in terms of delivering IAGS relevant to the subjects/courses they are responsible for e.g. subject/course content, assessments, attainment, progress and achievement.

**Guidance Tutors** have specific responsibility for delivering impartial and confidential IAGS to prospective and current learners on matters that impact on the learning experience for example, disclosed additional learning/support needs, attendance, progression, finance and personal matters.

Liaison between academic staff and Guidance Tutors and between Guidance Tutors and the Head of Learner Services is essential to ensure that learners and prospective learners are supported effectively.

Specific responsibilities for the delivery of specialist cross-college IAGS rests with the Head of Learner Services and the staff who report to this role. All roles within Learner Services have a clear IAGS remit.

Responsibility for IAGS arrangements rests with the Academic Board and any Sub-Committee that it may form for this purpose.

Overall responsibility for the provision of IAGS services rests with the Associate Principal, Student Support Services.

Appendix 2 gives the detail on the various IAGS responsibilities.

### 4.0 Individual Learning Plans

The emphasis of guidance must be on the individual needs of each student. As such, an Individual Learning Plan (ILP) will be developed for all students engaged on full-time programmes; this plan will be used as the basis for the ongoing review of the individual's progress.

Whilst a standard ILP exists for full time students it is accepted that where robust arrangements exist as part of a teaching programme e.g. a Personal

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Development Planning unit, then in agreement with the Head of Learner Services this can be used to replace the standard ILP.

At given times in each block of teaching Guidance Tutors will lead on progress review / ILP completion coordinating input from students, teaching and support staff.

In some cases where a disability has been declared or additional learning requirement have been identified, following a needs assessment the Individual Learning Plan may take the form of or be supplemented by a more detailed Personal Learning and Support Plan. For other categories of student an alternative progress review will be offered as an option as will the opportunity to communicate electronically with a designated Guidance Tutor (e-guidance).

## 5.0 Approach to Confidentiality

The aim is to provide a professional IAGS service to students and prospective students of the College. Information disclosed by students and prospective students that has a direct impact on enrolment, learning, retention and attainment will be shared between College personnel on a strict need-to-know basis within the terms of the Data Protection Act (1998).

Status:	<b>Course Provision and Student Services Committee</b>
Date of version:	<b>July 2011</b>
Responsibility for Policy:	<b>Course Provision and Student Services Committee</b>
Responsibility for Implementation:	<b>Associate Principal (Student Support Services)</b>
Responsibility for Review:	<b>Associate Principal (Student Support Services)</b>
Date of equality impact assessment:	<b>March 2009</b>
Review date:	<b>July 2012</b>



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### Appendix 1 – Information, Advice, Guidance and Support Entitlement

	Full-time	Part time taught	Part time distance
<b>Pre-entry</b>	<p>Optional pre entry meeting with Sector or Learner Services staff.</p> <p>On application a pre-entry meeting (by whatever media) with Sector staff to discuss prior achievement, career intentions and course choice.</p> <p>Where support needs are identified an offer of a needs assessment.</p>	Optional pre entry meeting with Sector staff.	Optional pre-entry discussion with Department Staff
<b>On entry / Induction</b>	<p>A programme of induction to the College.</p> <p>Optional support drop in sessions.</p>	Induction with designated class lecturer	Induction with designated lecturer / tutor.
<b>On programme</b>	<p>Academic guidance by delivering lecturer / instructor to include overall unit progress.</p> <p>Attendance and progress tracking with intervention as necessary.</p> <p>Optional specialist support as deemed necessary.</p>	<p>Class Lecturer reviews and report on progress for individual Unit/Subject providing appropriate advice and support as required.</p> <p>Optional specialist support as deemed necessary.</p>	<p>Class Lecturer reviews and report on progress for individual Unit/Subject providing appropriate advice and support as required.</p> <p>Optional specialist support as deemed necessary.</p>
<b>Pre-exit</b>	Optional meeting to discuss progression or career option.	Optional meeting to discuss progression or career option.	Optional meeting to discuss progression or career option.



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## Appendix 2 – Information, Advice, Guidance and Support (IAGS) responsibilities / infrastructure

Type of IAGS (Core, Specialist or General)	IAGS Practitioner	IAGS Responsibilities	MANAGEMENT	SENIOR MANAGEMENT	INCLUSIVENESS & GUIDANCE COMMITTEE
Core	Team Manager Curriculum Leader	<ul style="list-style-type: none"> <li>Pre entry advice / information</li> <li>Induction</li> <li>Progress monitoring</li> <li>Attendance monitoring</li> <li>Group Award success</li> </ul>	Sector Manager	Director of Curriculum and Learning	Associate Principal  Head of Learner Services.  Child Protection and School Liaison Officer.  4 Sector Representatives.  1 representative from Business Solutions.  President of the Students' Association.  European Projects Coordinator
Core	Teaching Staff	<ul style="list-style-type: none"> <li>Induction</li> <li>Unit/Subject progress monitoring and feedback</li> <li>Recording Additional Learning Support</li> </ul>	Team Managers	Director of Curriculum and Learning	
Core	Guidance Tutors	<ul style="list-style-type: none"> <li>Late induction</li> <li>Monitoring absence and acting accordingly</li> <li>Progress intervention</li> <li>Maintenance of individual learning plan</li> <li>Completion of action plan on PLSPs for mainstream students.</li> <li>Provision of Sector specific information</li> </ul>	Sector Manager	Associate Principal	
Core	Learning Support Staff	<ul style="list-style-type: none"> <li>Needs assessment and follow through</li> <li>Alternative assessment arrangements</li> <li>1:1 or group support for learning</li> <li>Creation, maintenance and monitoring of PLSPs</li> </ul>	Associate Principal	Associate Principal	
Specialist	Student Funding & Advice Team	<ul style="list-style-type: none"> <li>Advice on funding, childcare and welfare options</li> <li>Processing funding requests</li> <li>Ensuring payment of support funds</li> </ul>	Head of Learner Services	Associate Principal	
Specialist	International Guidance Tutor	<ul style="list-style-type: none"> <li>Advice for International students</li> <li>Tier 4 applications</li> <li>Visa enquiries</li> </ul>	Head of Learner Services	Associate Principal	



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		<ul style="list-style-type: none"> <li>Information on fees and language requirements</li> </ul>			
General	Careers & Employability Advisers	<ul style="list-style-type: none"> <li>Pre-entry advice and guidance</li> <li>UCAS applications</li> <li>Progression routes</li> <li>Employer links</li> <li>Getting into employment</li> <li>Careers education</li> </ul>	Head of Learner Services	Associate Principal	
General	Student Placement and Volunteering Coordinator	<ul style="list-style-type: none"> <li>Induction into placement</li> <li>PVG/Disclosure scheme</li> <li>Benefits of placements &amp; volunteering</li> <li>Review of placement and volunteering opportunities.</li> <li>First point of contact for Looked After Children /Care Leavers.</li> </ul>	Head of Learner Services	Associate Principal	
General	Frontline reception and switchboard operators	<ul style="list-style-type: none"> <li>Information regarding college services</li> <li>Referral service</li> <li>Issue information materials</li> <li>Deal with telephone enquiries</li> </ul>	Head of Learner Services	Associate Principal	
General	Information and Booking	<ul style="list-style-type: none"> <li>Learning opportunity pre-entry information.</li> <li>Updates on admissions processes</li> </ul>	Head of Learner Services	Associate Principal	