

Policy Name	Tutorial Policy and Entitlement
Department	Student Services
Created by (Job Title)	Vice Principal
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E & D Policy Disclaimer	<p>This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual orientation. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.</p>

Tutorial Policy and Entitlement

1. Definitions

- 1.1 The term 'tutor' used in this policy statement is taken to refer to the person who has responsibility for supporting and tracking an individual student's learning experience, progress and development.
- 1.2 The term 'course manager' refers to the individual who has overall responsibility for the organisation and management of a programme.
- 1.3 The term 'subject teacher' refers to other lecturers who teach on a programme but who are not the course manager or tutor.

2. Entitlement

- 2.1 All students of Bedford College are entitled to accessible and informed guidance and support to address their needs in terms of academic progress, personal development and career development.
- 2.2 This document outlines the minimum entitlement which tutors are required to deliver, but they may wish or need to do more to meet individual students' needs in the provision of personalised learning.
- 2.3 The tutor is normally the student's first point of contact for the provision of information, advice and guidance in relation to their learning.
- 2.4 At the beginning of their programme all students must be introduced to their tutor and made aware of the nature of the support, information, advice and guidance that s/he can provide.
- 2.5 Under the relevant safeguarding and counter-terrorism (Prevent) legislation it is the responsibility of all staff at the College to safeguard and promote the welfare of students, including those who may be vulnerable to radicalisation. The Ofsted inspection framework includes expectations that all students will attend regularly, achieve and make progress on their course, develop self-confidence, self-awareness and employability skills, understand how to keep themselves healthy and safe, including from sexual exploitation, extremism and online, contribute to wider society in Britain and progress into positive destinations. Tutors are key to achieving these outcomes, through both individual and group tutorials, and tutorial schemes of work must indicate clearly how and where they are covered, including traditional British values.

3. Students on full-time programmes

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- 3.1 All students are allocated a personal tutor. This role is important to all students but it is recognised that individual students will demand varying amounts of support according to individual need.
- 3.2 All students on full-time programmes must have access to a planned programme, covering the elements referred to in 2.5 and detailed in a comprehensive tutorial scheme of work.
- 3.3 The planned programme should maintain a balance between group and individual activities, include pastoral elements as required, and be personalised to meet the needs of individual students.
- 3.4 Attention should be given to ensuring that differences in individuals' learning styles and the needs of the group are taken into account when developing and implementing tutorial schemes of work and lesson plans. In accordance with the College's Student Involvement Strategy, tutors should consult students about the range of group activities to be delivered.
- 3.5 Whilst there is a need for essential group-centred activities in the first few weeks, for example sessions on transition, resilience, study skills, time management and developing group identity, the major focus must be on the individual student and establishing the importance of the tutorial system
- 3.6 Students on one-year programmes must receive 3 individual tutorials as a minimum. Students on two-year programmes must receive a minimum of 5 individual tutorials. The first tutorial will take place during the first 6 weeks of the student's first year to check that they have settled into College, are on the right course, have a clear focus and have completed all the requisite induction documentation including qualifications on entry.
- 3.7 Subsequently each student must receive an individual tutorial each term, including SMART target setting and focusing on their academic achievement and progress.
- 3.8 Tutors are required to conduct an 'exit tutorial' with each student to review and record their achievements and intended destination. This will normally be the final scheduled individual tutorial, but the requirement includes those students who leave before the end of their course, when reasons for leaving should also be ascertained. Intended destination (or actual if known) should be recorded on Intuition. This includes internal progression. Destination information may be logged at any point, but certainly during the last two terms of a student's course.
- 3.9 All individual tutorials and associated targets are to be recorded on a tutorial action plan using the eILP within Promonitor, and the outcomes agreed with the student.
- 3.10 Individual tutorials should be arranged as appointments and the scheduled dates published in advance. Failure on the part of the student to keep the appointment without prior agreement must be treated as an unexplained absence.

- 3.11 The tutorial should be held in appropriate accommodation with access to IT, and the student should expect to receive undivided attention.
- 3.12 The focus for individual tutorials is the student's academic progress, with a view to involving students in their own learning and helping them to become independent learners. Targets must be agreed with the student and be specific, measurable and realistic, with clear deadlines and recorded on a tutorial action plan. Progress against previous targets must also be reviewed.
- 3.13 Personal issues will sometimes form part of the discussion, particularly where they are getting in the way of learning. However, tutors must be mindful of maintaining professional boundaries and avoid taking on a counselling role. If the student's problems seem substantive they should be referred to Student Services or an appropriate external agency who are trained to offer the appropriate support. All issues relating to safeguarding must be referred to one of the Designated Safeguarding Staff.
- 3.14 The most frequent referral route to Student Services support is via tutors, although students may be referred by subject teachers and others when necessary. Importantly, a self-referral service is central to the Student Services ethos.
- 3.15 There is a minimum entitlement for group tutorials. For one year programmes this is 540 minutes (9 hours) per year. For two year programme it is 12 hours (720 minutes) over the two years. For 1 year courses, a minimum of 300 minutes of study skills will be delivered to learners extending to 390 minutes for 2 year programmes
- 3.16 The group tutorial curriculum covers all the Ofsted requirements and is co-ordinated by Student Services to ensure consistency across programme areas. Student Services produce a tutorial framework indicating how the outcomes can be met, including opportunities provided within the curriculum and by cross-College events and visiting speakers.
- 3.17 The tutor must produce a scheme of work for their tutorial programme, indicating the timing and balance of individual and group tutorials to be made available on the shared drive for personal tutors for quality and monitoring purposes.
- 3.18 The scheme of work must include as a minimum (where topics are not delivered via the course curriculum or cross-college events): induction and transition, resilience, employability skills, study skills, financial literacy, staying healthy and safe (including online) and Prevent. British values and equality and diversity will be embedded. Further subject-specific or pastoral group tutorials in addition to this minimum entitlement are at the discretion of the tutor.
- 3.19 Where external speakers or organisations are invited to deliver group tutorials, consideration should be given to whether any views expressed or information given are likely to risk drawing students into terrorism, and such situations avoided.

4. Students on part-time programmes

- 4.1 Part-time day/evening students have tutorial support which is integrated into their learning provision.

- 4.2 Substantive (6 hours per week or more) part-time programmes must have a planned programme of tutorials delivered at appropriate points within the existing timetabled hours. The schedule of tutorials should be clearly indicated on the timetable and scheme of work. However, the number and mode of delivery of the tutorials is at the discretion of the tutor. A written or electronic record must be made of all individual tutorials, and an action plan agreed where appropriate.
- 4.3 Part-time day/evening class teachers will normally take tutorial responsibility for their classes. Therefore, associate teachers unfamiliar with College student support structures must be given prior guidance by course managers.
- 4.4 All students are required to be introduced to, or made aware of, Student Services and the services they offer, and referrals made when appropriate.

5. Students on higher education programmes

- 5.1 Higher education students have tutorial support from an identified personal tutor which is integrated into their learning provision. For the FE Tutorial Entitlement, please see Annex A.

6. Staffing

- 6.1 The role of the tutor is defined in separate role descriptors for both full and part-time courses.
- 6.2 For all full-time courses (excluding Access, ESOL, Foundation Education and the Bedford Sixth Form) the role is undertaken by a team of professional, full-time personal tutors provided by the Student Services directorate and reporting to the Student Wellbeing Manager. They work closely with course managers and assistant directors who are responsible for ensuring the overall co-ordination of induction and tutorial arrangements within their designated area.
- 6.3 Descriptions for the roles and responsibilities of tutors apply across all programme areas.

7. Staff development

- 6.1 A comprehensive continuing professional development programme in tutoring has been developed, and is delivered by, the Education and Training team and Student Services. The Certificate in Tutoring, Guidance and Support is a mandatory qualification for personal tutors on full-time programmes.
- 6.2 Opportunities for raising tutoring skills via the Cert Ed/PGCE programme are also maximised.
- 6.3 Safeguarding training is mandatory for all staff and must be updated every 3 years. Prevent training is also mandatory.

7. Documentation

- 7.1 The Student Wellbeing Manager provides guidance notes, a tutorial framework and other appropriate documentation for tutors. Schemes of work and resources are shared by the personal tutor team.
- 7.2 Course/programme handbooks must include information on the purpose, structure and content of the tutorial programme.
- 7.3 Student Information Files containing all essential and optional documentation, including individual learning plans, are provided for all full-time students.

8. Monitoring and review

- 8.1 Information, advice and guidance provided to students, including via the tutorial programme, should meet the requirements of the Matrix quality standard.
- 8.2 Responsibility for monitoring the tutorial system, including observation of individual and group tutorials, lies with the Director of Quality, Performance and Standards in consultation with the Director of Student Services and Student Wellbeing Manager.
- 8.2 Review of tutorial arrangements is included in the course review, self-assessment and programme area mini-inspection processes, according to criteria determined in the common inspection framework.
- 8.3 The Student Wellbeing Manager will review elements of the tutorial programme, including ensuring that the entitlement has been met, and provide reports to the College Executive as required.

9. Equality and diversity statement

- 9.1 Bedford College is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally regardless of age, disability, ethnic origin, gender, sexual orientation, marital status, religious belief or trade union membership.
- 9.2 This policy and procedure will be implemented in accordance with our Equality and Diversity Policy and Single Equality Scheme, and the provision of tutorial support will not be influenced by the student's background or situation. Equality and diversity are embedded in the tutorial framework.

Em Lowe
Vice Principal

HE Tutorial Entitlement

Annex A should be used in line with the Bedford College Tutorial Policy and Entitlement (August 2016) document and applies to students who are studying on a Higher Education programme at Bedford College. Application of the tutorial entitlement set out in this Annex meets the requirements of Chapter B4 of the Quality Code in enabling student development and achievement of their academic, personal and professional potential.

The Personal Tutorial System has two core purposes:

- To support taught students' academic and personal development through a personalised point of contact with the College
- To facilitate the induction of students into the academic community and their academic studies, helping them to develop an understanding of learning in the College HE environment.

Students on full time HE programmes

1. All students are allocated a personal academic tutor
2. Personal tutorials are embedded in the allocation of taught hours per course and clearly timetabled
3. All students must have access to a planned programme of tutorials
4. During the first 3-4 weeks of their first year of the course, students will have access to a 1:1 tutorial with their personal tutor to check that they have settled in to their course and have completed all the required processes such as registration, enrolment, IT account, completed their HE Induction programme and are aware of where to access centralised personal support and study skills support
5. Students on one-year programmes must receive 3 individual tutorials as a minimum. Students on two-year programmes must receive a minimum of 6 individual tutorials.
6. Tutorials should be planned at appropriate times of the year in order to discuss academic progress eg where assessment results are available to discuss resulting issues or the need for study skills support
7. Tutorial timetables with identified time slots should be displayed on HE notice boards for students to request a tutorial on a first come first served basis; where students are identified as avoiding tutorials, the personal tutor can request a 1:1 tutorial with the student at a time they are normally in college
8. Repeated or high levels of absence from College should trigger a 1:1 tutorial

9. Face to face meetings are preferable but can also include email; telephone or video calls if the student is absent or on work placement
10. Students who fail to attend a pre agreed tutorial should be contacted and asked to rearrange to a mutually convenient day/time
11. Students who fail to attend multiple pre agreed tutorials should be placed on an 'at risk' register and contacted by letter and referred to the Academic Neglect Policy and Procedure
12. Tutorial outcomes should be recorded on e-grade tracker and made accessible to the student within five working days of the tutorial
13. The personal tutor role is to provide academic support and may include: pastoral support, study skills support and advising on academic matters.
14. Personal support which requires the skills of a counsellor or well-being specialist should be referred to the Student Services Team.

Students on part time programmes

1. Part time students have a tutorial programme integrated into their timetabled programme
2. Part-time programmes must have a planned programme of tutorials delivered at appropriate points but the delivery method of the tutorials is at the personal tutor's discretion
3. Part time students must have access to a minimum of two 1:1 tutorials in each year of their programme
4. Where the personal tutor has identified a student 'at risk' a tutorial with the individual can be requested when the student is normally in attendance
5. Personal tutors provide students with academic support and advise on academic matters; students must be advised on where and how to access pastoral or counselling support through Student Services
6. A written or electronic record of the tutorial must be completed and made available

Code of Practice

Tutorials should focus on (particularly for first year students) the key elements of:

- Time management
- Independent learning
- Critical thinking and reading
- Demystifying assignments
- Preparing for assessment and examinations

During the first meeting, a personal tutor will work closely with the student to identify any potential barriers to learning, as well as finding ways to minimize any potential impact on

their work. The agenda for subsequent meetings is determined by the needs and desires of the student at that particular time.

Expectations of personal tutorial support

- Personal tutor should be a member of the academic staff in the subject discipline studied by the student
- Frequency of personal tutorials should be informed by the individual student's needs and enable the student to gain confidence and positivity about themselves and their work
- Tutorials should provide both academic and personal development advice and guidance
- Referrals to address welfare and safeguarding issues can be made by the personal tutor to the student services team or students can access voluntarily
- Where necessary personal tutors network closely with student support services to help students access additional support
- Personal tutors will encourage students to consider their future plans and skills development to enhance employability
- Personal tutors encourage students to attend study skills workshops provided by LRC Study Skills Support Unit
- Personal tutors have relevant and up to date information about their tutees. Ideally will include point of entry facts, information regarding disability and class attendance, academic engagement and achievement

Format of tutorials

Outline agenda for tutorials (guidelines to personal tutors on what should be discussed at each meeting); providing opportunities for additional discussions depending on the individual circumstances but with the personal tutor retaining control.

Personal records of student's achievement and progress review

Checklist:

- Attendance and timekeeping
- Assessment and feedback
- Academic research, reading and writing
- Academic referencing
- Subject knowledge and practical skills progress
- Self-Assessment and reflection
- SMART target setting
- Future goals and ambitions

S Blackman, Director of HE August 2017