

Policy Name	Tutorial Policy and Entitlement
Department	Student Services
Created by (Job Title)	Director of Student Services
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Pathway	http://www.bedford.ac.uk/downloads
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

- 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 During the first 6 weeks of their first year all students on full-time programmes must meet their tutor on a 1:1 basis to check that the student has settled into College, is on the right course, has a clear focus and has completed all the requisite 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 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.
- 3.9 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.

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- 3.10 All individual tutorials and associated targets are to be recorded on a tutorial action plan using the eLLP within Moodle, and the outcomes agreed with the student.
- 3.11 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.
- 3.12 The tutorial should be held in appropriate accommodation with access to IT, and the student should expect to receive undivided attention.
- 3.13 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.
- 3.14 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.
- 3.15 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.
- 3.16 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.
- 3.17 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.
- 3.18 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.
- 3.19 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

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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.

- 3.20 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.
- 5.2 Full and part-time higher education programmes must have a planned programme of tutorials delivered at appropriate points within the existing timetabled hours. The arrangements for, and the schedule of tutorials, should be clearly indicated on the scheme of work and be communicated to students. 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.
- 5.3 All students are required to be introduced to, or made aware of, Student Services and the services they offer, and referrals made when appropriate.

6. Staffing

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- 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.

Lesley Ferguson
Director of Student Services