

TUTORIAL POLICY



PURPOSE OF THE POLICY

The Tutorial system is designed to play a key role in motivating learners to maximise their potential and achieve success. Personal Tutoring endeavours to increase learner motivation by:

- sharing decision-making and responsibilities
- paying attention to the emotional dimensions of learning
- developing learners' skills and their experience of successful achievement
- extending support for learners through their parents, guardians, carers and peers
- contributing to the setting of personal and academic targets
- contributing to learners' awareness and understanding of Every Child Matters
- contributing to a learners' employability skills development
- establishing an induction period to settle learners into the college environment

SCOPE

Successful Personal Tutoring is vital to the individual learner maximising their achievement at college.

Close liaison is expected between Personal Tutors, subject lecturers and cross-college support services to ensure a co-ordinated response to meeting the needs of learners.

Valuing diversity and respecting individual differences is integral to Personal Tutoring.

Personal Tutorials will be operated in accordance to college standards, observed in accordance to Ofsted criteria and reviewed and evaluated through quality assurance procedures.

Learners should be encouraged to take responsibility for their own learning through Personal Tutoring.

Personal Tutoring should be co-ordinated by the appropriate Curriculum Area Manager, who is responsible for the quality of the learner experience.

RESPONSIBILITY AND AUTHORITY

Personal Tutorial Entitlement

At Yeovil College we aim to support each individual learner to achieve his/her potential in a challenging and motivating environment. All learners are entitled to:

- impartial advice and guidance before starting a course
- the offer of an assessment of individual learning needs
- a personal/contact tutor
- an induction programme to include the Learner Support Services and relevant policies e.g. Equal Opportunities
- a course handbook/outline
- an opportunity to discuss issues with a personal/contact tutor
- the monitoring of their progress, personal development and target setting via Pro Monitor

- access to Study Support on request
- use of the Learning Centre and Learning Resources
- access to general information, advice and guidance from Learner Services
- opportunities to discuss progress to further study, training or employment
- welfare, counselling and guidance
- progression guidance including guidance on entry to Higher Education and the completion of UCAS forms

In addition all learners following programmes of 540 hours or more are entitled to:

- a weekly personal tutorial
- an individual review at least 3 times a year to include target setting and action planning
- a personal tutorial curriculum including study skills, health, progression and the tracking of English and Mathematics skills access to enhancement and enrichment

Role of a Personal Tutor

The Personal Tutor has a key role in ensuring that every learner achieves his/her full potential by:

- negotiating and setting clear targets
- regularly reviewing progress
- monitoring functional skills and GCSE achievement and development in Mathematics and English where a grade C has not been achieved
- being caring, approachable and supportive to facilitate a productive working relationship
- being knowledgeable of college systems, information and services that provide information on learners or that learners need to access
- knowing when and where to refer learners
- acting as a lynch-pin between the learner, their tutors and the support services
- celebrating success
- maintaining links with parents/guardians, employers and other relevant stakeholders
- building a group identity through group activities
- establishing ground rules, especially regarding attendance, punctuality, deadlines and quality of work
- rigorously monitoring rules regarding conduct
- developing general study skills especially time management, personal organisation and target setting
- taking action whenever learners are falling below expected levels of performance
- making regular entries to learners' online monitoring via Pro Monitor
- organising access to the wide range of additional cross college tutorial activities which are available

Key Tasks

1. Induction

Induction is vital to learners achieving. Induction programmes should include:

- site familiarisation
- who's who
- principal's presentation
- college policies on:
 - equal opportunities
 - College Charter
 - disciplinary policy and procedures
 - health and safety
 - e safety
- enrichment activities programme
- study support assessment checklist

- role of the Personal Tutor and how to contact them
- personal tutorial standards and entitlement
- functional skills or GCSE in English and Mathematics where a grade C has not been achieved - assessment and delivery
- timetable
- Pro Monitor
- ice breakers
- introduction to diagnostic assessment
- course change procedures
- ground rules - attendance, absence, holidays
- tours/talks of Learner Services, Learning Centre
- roles of the Tutor Representative, Student Voice, Student Union, Student Ambassadors and the setting up of elections within one month of term starting.

2. Managing Attendance

It is a vital part of a Personal Tutor's job to encourage good attendance and punctuality and to monitor absence weekly by:

- keeping accurate attendance records and liaising with other staff to spot potential problems, adopt 'zero tolerance' of unexplained or unauthorised absence
- making it a requirement that learners seek prior permission for absence and with good reason. Good reasons for absence do not include driving lessons, holidays and routine appointments with doctors and dentists
- making clear that learners are expected to put their classes first and that other commitments including part-time jobs, should be built around their attendance at College
- ensuring that learners are spoken to on their return after every absence
- tackling persistent short term absence by contacting the learner and their parents (if they are under 18) by telephone or letter
- keeping the relevant Programme Manager or Curriculum Area Manager informed of any issues in relation to learners' performance

3. Monitoring Progress


- all learners have a target grade based upon prior learning set within their Pro Monitor ILP
- each half term learners will have an individual review of their targets and progress with their tutor
- formal reports on all aspects of a learner's progress will be written and shared with learners and parents/guardians twice a year
- all learner reviews will be recorded on their individual ILP

4. Curriculum

The Personal Tutorial Curriculum should be designed around the following headings i.e.:

- individual career aspirations of learners
- target setting and action planning
- study skills
- behaviour and
- health and wellbeing (eg alcohol, drugs, mental health)
- finance
- Equality, Diversity
- career guidance
- Safeguarding and Prevent including on-line safety
- progression

RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Policy Review				
Author/Owner	Position	Approved by SMT	Approval date	Review date
Nikki Sendell	VP Curriculum & Quality	Signed: 	27.02.18	February 2020

Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Recommend to SED Y/N
Nikki Sendell	Updated to reflect new electronic systems and refined procedures	16.01.18	-	Yes

Initial Equality Impact Screening			
Have you consulted on this policy? Yes Details: consulted with Head of Quality Assurance, TL&A and Head of Student Experience			
What evidence has been used for this assessment? Ofsted Personal Development, Behaviour & Welfare expectations; Safeguarding Legislation, including Children Act.			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
Group Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)	Negative impact	Positive impact	Evidence
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the policy proceed to a full Equality Impact Assessment? No If no, please give reasons: the policy is a reflection of current practice			
Declaration We are satisfied that an initial screening has been carried out on this policy and a full Equality Impact Assessment is not required. We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment			
Completed by Author: Nikki Sendell		Position: VP Curriculum & Quality	Date: 23.01.18
Reviewed by Safeguarding, Equality & Diversity Group:			Date: 01.02.18
Comments from Safeguarding, Equality & Diversity Group Review:			