

# TUTORIAL POLICY AND PROCEDURE

## Policy Review

Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
Tina Callow	Head of Student Services		24/4/24	Every 2 years / June	Yes

## Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Nikki Sendell	Updated to reflect new electronic systems and refined procedures	16.01.18	-		Yes
Michelle Joy	Updated to reflect further changes to the structure and expectations	6.6.22		v1	
Tina Callow	Updated	5/3/24		v1.1	

## Initial Equality Impact Screening

Has anyone else been consulted on this policy and/or procedure?

What evidence has been used for this impact screening (e.g. related policies, publications)?

## Declaration (please tick one statement and indicate any negative impacts)



I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.



I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:

- Age
- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage & civil partnership
- Pregnancy & maternity

Completed by:	Donna Short	Position:	VPQ/E	Date:	11/6/24
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Reviewed by Equality & Diversity Group: YES/NO

If Yes: Date:

I confirm that any recommended amendments have been made

## Summary of Comments including Recommendations from Equality & Diversity Group Review:

Amended by Author:		Position:		Date:	
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## Contents

1. PURPOSE OF THE POLICY .....	3
2. SCOPE .....	3
3. RESPONSIBILITY AND AUTHORITY.....	4
4. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS .....	8

## 1. PURPOSE OF THE POLICY

1.1 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 giving students the opportunity to review their progress, set targets and have a deep understanding of what they need to do to achieve. Tutorials are set out into two distinct areas Academic and Pastoral.

- a. providing progress information and feedback to learners to enable them to reach their full potential.
- b. contributing to the setting of challenging personal and academic targets.
- c. promoting a learner's personal development and behaviours & attitudes.
- d. sharing decision-making and responsibilities.
- e. paying attention to the emotional dimensions of learning.
- f. developing learners' skills and their experience of successful achievement.
- g. extending support for learners through their parents, guardians, carers, and peers.
- h. signposting learners, so they are aware of progression and career opportunities.
- i. encouraging learners to take responsibility for their learning.
- j. contributing to learners' awareness and understanding of Keeping Children Safe in Education.
- k. contributing to a learners' employability skills development.
- l. valuing diversity and respecting individual differences.

## 2. SCOPE

2.1 To ensure all learners receive an appropriate introduction to college and their programme of study.

2.2 To enhance the learner experience.

2.3 To enable tutorials, support the learner's individual needs and contribute to the progress, retention and achievement of a learner.

2.4 To enhance the personal development and behaviours and attitudes.

2.5 To promote wellbeing and personal development of learners.

2.6 The Tutorial Process

### 2.6.1 1:1 Academic tutorials

All academic tutorials must be recorded on ProMonitor in detail. Each learner will have a minimum of 4 x 1:1 tutorials per year; a 1:1 Initial tutorial, 2 x 1:1 Progress Reviews and 1 x 1:1 End of Year tutorial. The format for these are set out on the associated ProMonitor forms. During these sessions there will be a range of career and pre work placement tasks within the GroFar package to be completed when not in their 1:1 tutorials. There will be other related topics from across the college such as HE progression and a programme of career related tutorial sessions.

- a. Timetabled sessions delivered either by the Tutor/Study Programme manager (SPM) or by the Student Support team or external agencies (e.g., Road Safety, Sexual Health, Safeguarding topics, Budgeting and Gambling awareness). sometimes in larger, cross-college groups. These will be based on contents to support behaviours and attitudes and personal development.

### 2.6.2 Bespoke workshops

These are booked in the timetabled group tutorial slot to meet a specific group need including work placement launches (e.g., targeted anti-bullying workshop or follow up of a specific aspect of the learner survey).

- 2.7 Further information about each aspect is outlined in the Key Tasks below.

## **3. RESPONSIBILITY AND AUTHORITY**

- 3.1 The tutorial programme is timetabled by the appropriate Curriculum Area Manager.
- 3.2 Effective communication is required between Personal Tutors, subject lecturers (including maths and English), lead tutors, coordinators and cross-college support services to ensure a co-ordinated response to meeting the needs of learners.
- 3.3 Effective communication is required between Personal Tutor/SPM and Careers and Work placement team to ensure a co-ordinated response to meeting the needs of learners.
- 3.4 Pastoral tutorial content and development is co-ordinated by the Student Support Team.

3.5 Tutors are responsible for ensuring all learners have access to a full academic tutorial experience and that their ILP is completed. Tutors are also responsible for ensuring that their learners have completed the Let's Talk About tutorials and the related knowledge and understanding quiz by accessing their group reports on Moodle.

3.6 Personal Tutorial Entitlement

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

- a. A personal tutor/assessor as a point of contact and induction programme to include the Student Support Services and Student Guide.
- b. An opportunity to discuss issues with a personal tutor.
- c. The offer of an assessment of individual learning needs.
- d. The monitoring of their progress, personal development and target setting via Pro Monitor as part of academic 1:1 tutorials.
- e. Access to pastoral tutorials as part of personal development and behaviours and attitudes.
- f. Access of the Learning Centre and Learning Resources.
- g. Access to general information, advice, and guidance from student Services.
- h. Opportunities to discuss progress to further study, training, or employment.
- i. Welfare, counselling, and guidance including access to WISDOM
- j. Careers and progression guidance including to Higher Education and completion of UCAS forms.

3.7 Role of a Personal Tutor

3.7.1 The Personal Tutor has a key role in ensuring that every learner achieves their full potential by:

- a. Negotiating and setting clear, ambitious targets.
- b. Regularly reviewing progress on course and against targets.
- c. Closely monitoring behaviour, attendance and punctuality.
- d. Monitoring functional skills and GCSE achievement and development in Mathematics and English w.
- e. Being caring, approachable and supportive to facilitate a productive working relationship.
- f. Being knowledgeable of college systems, information and services that provide Information for learners or that learners need to access.

- g. Knowing when and where to refer learners.
- h. Acting as a liaison between the learner, the lecturers, and the support services.
- i. Celebrating success.
- j. Maintaining links with parents/carers, employers, and other relevant stakeholders.
- k. Establishing ground rules, especially regarding, punctuality, expected levels of attendance deadlines, and quality of work.
- l. Rigorously monitoring rules regarding conduct.
- m. Developing general study skills especially time management, personal organisation, and target setting.
- n. Taking action whenever learners are falling below expected levels of performance in line with college policies.
- o. Making regular entries to learners' ILP's.

### 3.8 Key Tasks

3.8.1 Each tutorial session should be led by the personal tutor and will consist of:

- a. Taking a Register.
- b. Communicating Student Focus (information for students).
- c. Main topic (will be tasks & 1:1's).
- d. Summary/review.

### 3.9 Introduction

3.9.1 It is vital that learners are introduced to the college in such a way that they are confident, resilient, and knowledgeable about the expectations and aspirations of being a student, students should sign the colleges code of conduct. This is to be held in curriculum area for future references required. an introduction guide available here delivered in conjunction with SPM's (in some cases the tutor is the SPM).

### 3.10 Attendance Monitoring

3.10.1 It is vital part of the role to encourage good behaviour, attendance and punctuality.

3.10.2 Discussing any concerns in 1:1 or earlier as appropriate to record all outcomes on ILP and set targets, working closely with the SPM (in some cases the tutor and

SPM are the same person) and Lead Tutor if there are persistent ongoing concerns.

- 3.10.3 Where appropriate to instigate the fitness to study policy to support learners with medical, physical and mental health needs which impact on their attendance and attainment.

3.11 1:1 Academic tutorials (Monitoring Progress)

- 3.11.1 All learners must have a realistic but challenging personal target grade set within their Pro monitor Markbook.
- 3.11.2 Learners will have an individual review of their targets (including target grade and SMART targets) with their tutor on at least 4 occasions each academic year.
- 3.11.3 All learners must have at least one SMART target to be working on at any time. SMART targets must be reviewed and updated at every individual review.
- 3.11.4 All learner 1:1 reviews will be recorded on their individual ILP on ProMonitor.
- 3.11.5 Formal reports on all aspects of a learner's progress will be written and shared with learners and parents/guardians at least once a year.

3.12 (Employability and work placement)

- 3.12.1 All learners have access to the GroFar package to track their career and work placement activity. Grofar also has a digital notice board and resource library that can be accessed at any time.
- 3.12.2 Bookable Careers and Employability sessions are available to be delivered during tutorials covering 8 different topics such as the application process, cv's, interviews, finding an apprenticeship etc. These sessions are available throughout the academic year and can be tailored to the needs of the course at the right time.
- 3.12.3 Where appropriate learners will then work through virtual work experience courses.
- 3.12.4 Work Experience/Placement will also be launched by the Careers and Work Placement Coordinator. This should be booked as a Bespoke workshop at an appropriate time in the year and engagement followed up in 1:1 Academic tutorials.

3.12.5 Careers and Work Placement Coordinators will help find placements and support learners throughout the process, but it is the tutor's responsibility to monitor engagement and progress.

3.13 Bespoke Workshops

3.13.1 These are organised on a needs-led basis. Examples include (but are not limited to):

- a. Follow up discussion on aspects highlighted by Your Voice, the learner survey.
- b. Preparation and/or feedback by student representative for Student Voice meetings.
- c. Launch of work experience/placement.
- d. Anti-bullying or other relevant workshops.
- e. Awareness-raising workshop for a specific learning need or other protected characteristic.
- f. To be booked in with the student experience team or external agency as appropriate.

3.14 Let's Talk About Tutorials

3.14.1 Delivered in the pastoral tutorial timetabled slot by the Student Services Team/LRC team or the Tutor, these will cover a range of topical content including safeguarding, prevent, gambling, sexual harassment/sexual consent/relationships, antibullying, mental health, equality, diversity and inclusion and digital literacy.

**4. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS**

- a. Keeping Children Safe in Education<sup>1</sup>
- b. Working together to Safeguard Children<sup>2</sup>
- c. Attendance Policy and Procedures

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<sup>1</sup> [Keeping Children Safe in Education \(KCSIE\) updated for 2024 | The Key Leaders \(thekeysupport.com\)](https://www.thekeysupport.com/kcsie-2024/)

<sup>2</sup> [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)