



**BRIDGWATER
& TAUNTON
COLLEGE**

TUTORIAL POLICY

Effective for all staff and students of the College on or after 1 December 2020

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Contents

1	Introduction	3
2	Scope	3
3	Intent	3
4	Context	3
5	Policy Statements	3
5.1	The Tutoring Process	3
5.2	The Tutorial Programme for Substantive Courses	4
7	Tutorial Entitlement	5
8	Related Policies and Procedures	6
9	Review of Policy	6

1 Introduction

- 1.1 The College is committed to ensuring that students are supported to succeed to the best of their abilities, and that the tutoring process is a vital part of this effort. This Policy relates to the tutoring process for all students, including the Tutorial Programme which forms part of substantive programmes.

2 Scope

- 2.1 This Policy applies to all staff of the College, and seeks to enhance the experience of all students on substantive programmes via the tutorial programme, and of all students via the tutoring process.

3 Intent

- 3.1 This Policy seeks:
- To ensure that the tutoring process:
 - Supports individual learning, and contributes effectively to student retention, progress and achievement
 - Promotes the wellbeing and personal development of students, including those who are vulnerable or at risk
 - Promotes the aims of the MyBTC Advantage, and reflects the intent of the 7 Ways – Evaluation of Teaching, Learning and Assessment Policy.
 - To ensure that all students receive an appropriate introduction to the College and to their programme of study, and support as they progress to further and higher study and/or employment
 - To ensure consistency across College in the delivery of the tutorial programme, and to make tutors aware of what is expected of them
 - To ensure the tutorial programme supports the OFSTED key judgements of Personal Development and Behaviour & Attitudes.

4 Context

- 4.1 Bridgwater & Taunton College is fully committed to ensuring the success of all students; the College tutoring process aims to provide every student with an individual learning plan (usually an ILP or e-Portfolio) for their programme, to set targets, monitor progress, fulfil their potential and have their achievements accredited.

The tutorial programme seeks to provide personal and behavioural development for 16-18 students in particular.

5 Policy Statements

5.1 The Tutoring Process

The tutoring process will seek to contribute to the aims of the MyBTC Advantage, namely that it seeks to help students:

- Become independent students
- Gain confidence
- Develop employment readiness
- Be community minded

- Develop effective communication skills
- Have high aspirations for their future
- Stay safe, happy & healthy

The College will ensure that students are aware of their entitlement to tutorial provision through College and Course Information, introduction processes, this Policy, via digital platforms, and other means as necessary.

The College will provide each full time student with regular review and action planning sessions. These will be recorded by the Tutor on the student's individual learning plan, and will include support for students in identifying and achieving targets which aim to help them achieve and progress.

All tutoring and tutorial activity should be seen as an opportunity to promote student voice, and raise awareness of equality and diversity and Fundamental British Values.

5.2 The Tutorial Programme for Substantive Courses

The College will provide each full time FE and HE student with a Personal Tutor - a member of teaching staff drawn from the curriculum area who is allocated Tutorial responsibility for a named group of students.

The College will provide each student with timetabled tutorial sessions, online or face to face, each week during term time. This will be used for either group or individual tutorials. All full time students have the right to individual tutorials - which provide an opportunity to review individual progress - and the normal expectation is for these to take place termly or three times a year. Informal access to the Tutor will also be provided as needed.

Tutorial sessions will seek to provide support and extension for each student's main programme.

All part-time students have a Course Tutor who provides week to week support, information and advice. Part time students also have access to information, advice, guidance via their teachers and other support services offered by the College.

A tutorial programme will be offered through the academic year to students, providing information and guidance on topics related to personal and behavioural development. Although planned in advance, the tutorial programme seeks to be responsive both to the age groups concerned, and to issues of concern as they arise throughout the year, and may therefore vary from the programme set out at the start of the year.

Elements of the tutorial programme will be offered to combined groups of students, delivered in many cases by specialist staff (Safeguarding/Wellbeing Officers, Health Co-ordinators, Careers Guidance staff, Chaplains, Bridgwater & Taunton College Student Union, external speakers, etc.).

Tutors will be provided with training and support in effective tutorial delivery, and able to refer students who require specialist support to services such as Wellbeing, Counselling, Safeguarding etc. Personal Tutors are not expected to deliver all elements of the tutorial programme, but are expected to contribute directly in areas where they have knowledge and expertise.

Tutorial provision will be subject to standard Quality Assurance procedures, which may include lesson observation, learning walks, student survey questions, discussion at Student Forums, and scrutiny at, for example, Academic Board meetings and the governor Quality and Standards Committee.

Personal Tutors will be supported by the Student Engagement Team.

6 Responsibilities

- 6.1 Senior Responsibility for the Tutorial System is held by the Director of Student Services, with support from Assistant Principals, Curriculum Heads and the Director of Staff and Quality Services.
- 6.2 Curriculum Managers, Course Leaders and Tutors are responsible for the implementation of the tutorial programme, and for appropriate staffing, rooming and allocation of time and day-to-day operational matters for tutorials.
- 6.3 The Student Engagement Team are responsible for supporting Personal Tutors and assuring the quality of tutorial delivery. They are also responsible for planning and developing the tutorial programme, and ensuring that tutorial resources and support materials are appropriate and accessible to tutorial staff working either on campus or remotely.
- 6.4 Tutors (and other staff operating in a tutoring capacity, such as Work-based Assessors) are responsible for delivery of an effective tutorial programme for the groups for which they have responsibility (full-time, part-time & apprentices), for establishing targets with students, and for monitoring students' progress and results via the ILP or e-Portfolio.
- 6.5 Tutors and the Student Engagement Team are responsible for ensuring:
 - That issues raised by students are given due consideration, and raised with appropriate staff or in appropriate forums, and that students receive feedback in response to the issues they have raised
 - That students involved in Disciplinary Procedures are given support, and the opportunity to give a fair account of themselves at any disciplinary meeting.
- 6.6 Students are encouraged to take responsibility for their own learning and, supported by the tutoring process, are expected to take an active part in monitoring and completing actions to ensure their progress against agreed targets. Students who require additional support, careers advice and guidance and/or specialist welfare support including financial support, will be referred to the relevant Student Funding, Additional Learning Support or other relevant teams.

7 Tutorial Entitlement

Entitlement to the Tutorial Programme is as follows:

- 7.1 Full time FE
 - Access to the tutorial programme throughout the academic year
 - An introduction programme at the start of the year
 - Individual tutorials typically once a term or three times a year.

- 7.2 Substantive Part time FE (e.g. one day a week for 35 weeks), including Work Based Learning
- Access to the tutorial programme, as relevant and practical
 - An introduction programme at the start of the year
 - Individual tutorials typically once a term or three times a year.
- 7.3 Part time/Short Course/Off-site FE
- Access to the tutorial programme, as relevant and practical
 - An introduction programme at the start of the course
 - Typically one individual tutorial during the programme of study
- 7.4 Full time HE
- A weekly group tutorial
 - An induction programme at the start of the year
 - Individual tutorials typically once a term or three times a year
- 7.5 Substantive Part time HE (e.g. one day a week for 35 weeks)
- Access to weekly group tutorials, as relevant and practical
 - An induction programme at the start of the year
 - Individual tutorials typically once a term or three times a year.

8 Related Policies and Procedures

- 8.1 This Policy should be read in conjunction with the following (the list is not exhaustive):
- The Staff Tutor Handbook
 - Teaching, Learning and Assessment Strategy
 - The OFSTED Common Inspection Framework and Inspection Handbook
 - Safeguarding Policy and Procedure
 - Student Disciplinary Policy and Procedure
 - The Student Charter and HE Student Charter
 - The UK QAA Code
 - 7 Ways – Evaluation of Teaching, Learning and Assessment Policy.

9 Review of Policy

- 9.1 This policy will be reviewed every two years, or sooner where circumstances dictate.