

Policy Name	Tutorial Policy and Entitlement
Department	Student Services
Created by (Job Title)	Director of Student Services
Date Reviewed	July 2021
Date of Next Review	July 2022
Equality Impact Assessment	This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories 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 to ensure that it provides equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.

1. Definitions

- 1.1 The term 'Personal Achievement Tutor (PAT)' 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 Personal Achievement Tutor (PAT).

2. Entitlement

- 2.1 All students of The Bedford College Group 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 Personal Achievement Tutors (PAT) 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 Personal Achievement Tutor (PAT) is normally the student's first point of contact for the provision of information, advice and guidance in relation to their learning and support.
- 2.4 At the beginning of their programme, all students must be introduced to their Personal Achievement Tutor (PAT) as part of the Induction programme and made aware of the nature of the support, information, advice and guidance that s/he can provide.
- 2.5 The tutorial programme at The Bedford College Group will continually strive to enable all students to:
 - Make a smooth transition to College life, by offering a supportive and comprehensive induction programme including resilience, safeguarding, prevent and British Values
 - Feel safe, secure and valued including understanding how to keep themselves safe online, peer on peer abuse (including sexual violence), healthy relationships (including consent) and Prevent
 - Understand and comply to the College's Code of Conduct and netiquette guidelines
 - Be responsible for their own learning and take ownership of their target setting by supporting them to set meaningful, challenging and aspirational targets and achievable long term and short term goals
 - Show respect and tolerance towards all students, staff and the wider community

- Explore their higher education/career and employability options and be confident about managing the transition to their next steps in terms of higher education, employment or apprenticeship
- Recognise their skills, strengths and personal qualities and be supported to develop their communication and study skills, financial literacy and emotional resilience
- Be healthy and have an understanding of how they can look after their own health and wellbeing
- Be aware of how to access support services at the College as well as enhancement opportunities and impartial information, advice and guidance available to them

2.6 Further subject-specific or pastoral group tutorial in addition to this minimum entitlement are at the discretion of the Personal Achievement Tutor (PAT).

3. Students on Full-Time Programmes

3.1 All students are allocated a Personal Achievement Tutor (PAT). 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 to support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy and maintain an active lifestyle

3.3 Whilst there is a need for essential group-centered activities in the first few weeks, the major focus must be on the individual student and establishing the importance of the tutorial system, understanding the academic and pastoral support available and ensuring students are on the right programme. As a minimum the induction programme must include rights and responsibilities, expectations in terms of behaviour (code of conduct, netiquette guidelines, disciplinary procedure) and an introduction to Equality and Diversity, British Values, Prevent and Safeguarding including Peer on Peer abuse and online safety

3.4 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. The first tutorial will take place during the first six 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 second next of kin details, health information and intended destination. Subsequent individual tutorials will include reviewing attendance, punctuality, behaviour, academic SMART target setting and enhancement hours, identifying any pastoral concerns whilst focusing on their academic achievement and progress.

- 3.5 Personal Achievement Tutors (PAT) are required to conduct an 'exit interview' with each student to review and record their achievements and intended destination. This will normally be the final scheduled 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 ProMonitor. This includes internal progression.
- 3.6 All individual tutorials and associated targets are to be recorded on ProMonitor, and the outcomes agreed with the student.
- 3.7 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 students. 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.
- 3.8 Personal issues will sometimes form part of the discussion, particularly where they are getting in the way of learning. However, Personal Achievement Tutors (PAT) 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 the Safeguarding Team.
- 3.9 Where external speakers or organisations are invited to deliver group tutorial, 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 part-time programmes must have a planned programme of tutorial delivered at appropriate points within the existing timetabled hours. The schedule of tutorial should be clearly indicated on the timetable and scheme of work. However, the number and mode of delivery of the tutorial is at the discretion of the tutor. An 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 HE tutorial Entitlement, please see Annex A.

6. Staffing

- 6.1 The role of the Personal Achievement Tutor (PAT) is defined in separate role descriptors for both full and part-time courses.
- 6.2 For all full-time courses (excluding Access, ESOL and Foundation Education) the role is undertaken by a team of professional, full-time Personal Achievement Tutors (PAT) provided by the Student Services Directorate and reporting to the Student Achievement and Wellbeing Managers. They work closely with Course Managers and Heads of Departments 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 Personal Achievement Tutors (PAT) apply across all programme areas (Annex B).

7. Staff Development

- 7.1 A comprehensive continuing professional development programme in tutoring has been developed, and is delivered by, the Education and Training team and Student Services. The Level 2 Safeguarding, Train the Trainer (if no prior teaching experience) and Youth Mental Health First Aid is mandatory for all Personal Achievement Tutors to complete
- 7.2 Opportunities for raising tutoring skills via the Cert Ed/PGCE programme are also maximised.
- 7.3 Safeguarding training is mandatory for all staff and must be updated every 2 years with annual refreshers in the form of updates and briefings. Prevent training is also mandatory.

8. Documentation

- 8.1 The Student Achievement and Wellbeing Managers will provide guidance notes, a tutorial framework and other appropriate documentation for Personal Achievement Tutors (PAT). Schemes of work and resources are shared by the Personal Achievement Tutor (PAT) team.

8.2 Course/programme handbooks must include information on the purpose, structure and content of the tutorial programme.

9. Monitoring and Review

9.1 Information, advice and guidance provided to students, including via the tutorial programme, should meet the requirements of the Matrix quality standard.

9.2 Responsibility for monitoring the tutorial system, including observation of individual and group tutorials, lies with the Director of Student Services in consultation with the Head of Student Services and Student Achievement and Wellbeing Managers.

9.3 Review of tutorial arrangements is included in the course review, self-assessment and programme area mini-inspection processes, according to criteria determined in the Education Inspection Framework.

9.4 The Student Achievement and Wellbeing Managers will review elements of the tutorial programme, including ensuring that the entitlement has been met, and provide reports to the College Executive as required.

10. Equality and Diversity Statement

10.1 The Bedford College Group 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

10.2 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.

Fiona Phillip
Director of Student Services
July 2021

Annex A

Annex A should be used in line with The Bedford College Group Tutorial Policy and Entitlement (August 2016) document and applies to students who are studying on a Higher Education programme. 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 tutorial 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. We recommend that students in cohorts of 12 or less receive between four and five individual tutorials a year. A guideline would be that staff conduct two 30 minute tutorials each week over the course of the year. However, where large cohort sizes or other issues prevent this, students must receive a minimum of three individual tutorials per year of their course.
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 tutorial 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 tutorial delivered at appropriate points but the delivery method of the tutorial is at the personal tutors 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 personal 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. An 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 Tutor Support

- Personal tutor should be a member of the academic staff in the subject discipline studied by the student.
- Frequency of personal tutorial 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 tutor 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 tutorial (guidelines to personal tutor 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

A Mortby, Director of HE, July 2021

Personal Achievement Tutor - Roles and Responsibilities

Annex B

The role of the Personal Achievement Tutor has been designed to be an additional team member role within curriculum teams; the aim of the role is to further support all students to ensure attendance, retention, attainment, achievement and progression targets are achieved for each individual student.

Tasks		Led By				
		PAT	Lecturer	WPC	CM	HoD
1	Provide pastoral support, advice and guidance to all students	✓				
2	Contact students parents re non-attendance and ensure students update Pro-Monitor (Course manager to be informed) Computer room required	✓				
3	College induction and orientation programme for students.				✓	
4	Facilitate College surveys, First impressions, Spring Term.	Support & Facilitate			✓	
5	Elections of student representatives	✓				
6	Work with the Student Service Team to facilitate the UCAS process	✓				
7	Complete student reference (UCAS) Course manager to lead, PAT to Collate	Support	Support		✓	
8	Be responsible for monitoring attendance of their students and communicating concerns to others (team members)	✓	✓			
9	Communicate planned absence of students to other team members	✓				
10	Conduct 1:1 meeting personal support issues) with students on Pro-Monitor	✓				
11	Conduct 1:1 meeting for academic concerns with students on Pro-Monitor	Support & Monitor	✓			
12	The setting and monitoring of SMART targets	Monitor	✓			
13	Update Tutorial documentation, SoW, resources, best practice	✓				
14	Conduct stage 1 and 2 disciplinary meetings	Person issuing the disciplinary will lead the process, this could be any member of staff who has raised the disciplinary for misconduct or academic performance issues (in line with procedures)				
15	Complete disciplinary letters	Person issuing the disciplinary to complete the detail within the letter, Administrator staff to send letter. (NOK to be informed of disciplinary)				
16	Disciplinary actions plans following a disciplinary or low attendance. The person issuing the disciplinary must complete an action plan and the PAT will monitor the actions	✓				

Tasks		Led By				
		PAT	Lecturer	WPC	CM	HoD
17	Supporting the Student at all stages of the disciplinary procedure	✓				
18	Arrange meetings with parents as and when necessary	✓	✓			
19	Maintain and update bullying and discrimination logs, through monthly updates to Mick Andreana	✓				
20	Update Pro-Monitor regarding disciplinaries / incidents / concern	✓	✓	✓	✓	✓
21	Addressing student's behaviour in class	ALL STAFF – this should be dealt with immediately in class.				
22	Create Group Profiles	Contribute	✓			
23	Monitor Monthly attendance spreadsheets				✓	
24	Reporting of Safeguarding concerns - Person highlighting the concern should report it	ALL STAFF				
25	Initiation and completion of the Fitness to study policy (including SMP & HNA)					✓
26	Intended Destination	✓				
27	Fast Track Progression meetings	Support	✓			
28	Promoting work placements	Support		✓		
29	Plan enhancement opportunities	Support	✓			
30	Evaluating work placement activities	Support	✓			
31	Evaluating enrichment activities - enrichment should sit with CM with PAT supporting/facilitating the logging of hours	✓			✓	
32	Monitor and track Vulnerable Students, including LAC, LC etc and send updates to Erica Knight	✓				