Policy and Procedures
Higher Education Guaranteed Tutorial Entitlement

2014 - 17

Higher Education Directorate

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<th>Document approved by:</th>
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WESTON COLLEGE
This is a new HE policy and procedures; former documentation relating to Guaranteed Tutorial Entitlement at Higher Education level has been reviewed and this Policy and Procedures represents a revision and documentation in place at the time of Weston’s Integrated Quality Enhancement Review (2011).

A Senior Tutor has been assigned a remit to reflect on and improve the effectiveness of tutorial provision. The revised arrangements have been set out following extensive consultation with academic, support staff and student representatives.

The policy and procedures reflects the QAA UK QC for HE, specifically chapters:

- B3 indicator 9
- B4 indicators 4 and 6
- B5 indicators 3 and 5
- B9 indicator 1
- B10 indicator 5 and 6

This policy and procedures is set out with the joint aims:

To provide clarity for staff and students concerning required minimum tutorial entitlement.

- To provide students with continuity of academic support and guidance.
- To enhance student experience.
- To Impact positively on retention and achievement.

The philosophy of widening participation presents tutors with students who present a wide range of experiences and expectations (Stevenson, 2009). An effective relationship between tutors and students alongside a balanced tutorial structure that is integrated into the curriculum can have a positive impact on the students’ outcomes upon graduation (Reilly, 2012).

Tutorial support should also be considered in the light of equality -

‘Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with requirements, entitlements and backgrounds’. QAA UK QC for HE Chapter B8 (2013)

‘...a partnership between staff and students can empower students to develop further as active and independent learners who recognise and take responsibility for their own learning.’ QAA UK QC for HE Chapter B3 (2013).

The NUS Charter on Personal Tutors (2011) states that effective personal tutoring increases student retention and so is a profitable strategy. The Charter also identifies personal tutor sessions as a valuable developmental tool that provides a rewarding experience for students. The HEA have identified the role of effective tutorial support
in personal development planning (PDP); enabling the student to ‘review, plan and take responsibility for their own learning’ (Houghton, W. and Maddocks, A., 2008). This suggests the tutee should be involved with setting the content of any tutorial support.
The information below outlines the expected level of entitlement for all higher education students. The activities represent a combination of both group and individual sessions, which address academic and pastoral support needs. At the start of the academic year each student is assigned a personal tutor and this is clearly explained through induction.

There is an expectation that a personal tutorial is included on all students’ timetables.

Arrangements are in place to provide continuity of tutorial support should students be working outside the College for extended periods on Work Based Learning/placement. This is addressed by the HE Work Based Learning and Placements Policy and Procedures.

Careers and progression advice is available to all HE students and is described in Programme Handbooks. A personal tutor will support progression by providing a reference.
The following is a list of topics that will be covered in group tutorials throughout the year:

**Induction**

Students will be inducted at the start of each new academic year (i.e. new and returning students). All staff are issued with an induction checklist (See Appendix B).

**Engagement**

Student and Staff Liaison Committees take place termly and are described in the programme handbooks.

Engagement with evaluation e.g. National Student Survey and Module Evaluations.

All students are issued with the HE Student Charter.

All students are supplied with a booklet describing the opportunities to support their success (see Higher Education Supporting your Success).

**Study Skills**

Timetabled group study skills seminars.

Higher Education LibraryPlus (HE.LP) sessions and year round specialist library support as required.

Preparation for work placements where appropriate.

**Progression**

Provision of support to progress to the next stage of your programme (including UCAS guidance) and Information, Advice and Guidance (IAG) sessions to enable you to make informed decisions regarding your future career or studies.
1. Each student is assigned a personal tutor at the start of the academic year for the academic year.

2. Three formal, timetabled tutorials are delivered per year in order to review the student’s progress and consider their development in terms of academic, pastoral and personal/professional growth.

3. Each personal tutorial will result in actions or targets that can be utilised immediately by both student and personal tutor.

4. Personal tutorials will build on each other as the year progresses.

5. Staff will create and maintain personal tutorial records that meet the HE tutorial template as a minimum (available on the HE SharePoint and in the Appendices).

6. Personal tutorials to take place in a location that supports honest and confidential discussions.

7. The personal tutorial will be carried in a manner that the student would identify as supportive and friendly.

8. Any confidential matters to be alluded to rather than recorded in detail, and care taken to ensure privacy.

9. Records will be stored securely according to the Weston College Document Retention Strategy - available on SharePoint.

10. Personal tutors will be aware of the options for referral to other support professionals where appropriate.

11. Programme coordinators could arrange for an appropriate exit tutorial to take place. Depending on the timing of activities on the programme, discussion with each student about next steps i.e. their employment destination or further study, may take place in a 4th ‘exit’ tutorial or in the 3rd tutorial. However discussion with each student concerning their exit strategy will take place.

12. When ‘out’ on Work Based Learning and placements appropriate arrangements for personal tutorial support are in place.

This is not intended to replace ‘open door’ practice, or to reduce the accessibility of the tutors at other times. Students identify tutor accessibility and personal support as a key benefit of studying at Weston College.
A good personal tutorial includes the following:

- Manageable records which are accessible to personal tutor and student. These may take the form of paper or electronic records, but it is essential that both receive a copy.

- The student is an active participant in the process. This may take the form of the student setting the agenda, or completing a document prior to the personal tutorial.

- Academic discussions - this could take the form of exploring grades achieved so far, reference to assignment action plans, exploration of learning outcomes.

- Personal discussions - this is an opportunity for students to consider how their own life and development impacts on their studies. This is also a chance for the personal tutor to identify any support the college can provide and refer where appropriate.

- Professional development - this may include reference to work placements or discussions of practice observations and assessments (see the Work Based Learning and Placement policy on SharePoint).

- Discussions that build on the previous tutorials to provide clear evidence of the academic, personal and professional growth of the student.

- Personal tutorials are embedded in the curriculum and given appropriate prominence and value. This would be identified by clear timetabling and links between the tutorials and content and assignments within the course.

- Personal tutorials take place in a neutral and private location. A shared staff office is not a suitable location.
Roles and Responsibilities

Personal Tutors and course teams are responsible for organising the tutorials for all students.

Programme Coordinators are responsible for ensuring records are maintained, including a record of dates that tutorials were completed, and stored securely. Records will be archived at the end of the year, according to the Weston College Document Retention Strategy.

Curriculum Managers are responsible for identifying any training needs for new or current staff.

The HE Senior Tutor is responsible for the monitoring of all programmes, providing any necessary training and developing and sharing good practice. Regular audit will be undertaken to ensure that practice adheres to this policy.

Suggested specific themes for each tutorial

Tutorial 1: (term 1)
- The transition to becoming an HE student.
- Any support requirements.
- Study and organisation skills.
- Email and VLE access.

Tutorial 2: (term 2)
- Review actions from previous tutorial.
- Progression.
- Assessment progress.
- Work placement progress.
- Identification of a key academic skill to focus on.
- Interaction within the group - within taught time and also other contact, e.g. via social media or VLE.

Tutorial 3: (term 3)
- Review actions from previous tutorial.
- Assessment progress - the end of the year.
- Planning for destination.
- Key points for development for the following year when appropriate.

NB A standard proforma for each term’s tutorial and also a generic form is available (see Appendix A) These can be printed in carbonless copy paper (NCR) form; with a 2-copy form the student can keep one and the personal tutor can store the other as a record.


NUS (2011) Charter on Personal Tutors


<table>
<thead>
<tr>
<th>UWE</th>
<th>BSU</th>
<th>Weston College</th>
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<tbody>
<tr>
<td>HE Work Based Learning and Placements Policy and Procedures.</td>
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<td>HE Guaranteed Levels of Information</td>
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<td>Possible points for discussion</td>
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<td>• Intentions for progression – applications for Hons or employment where appropriate</td>
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<td>• Formative assessment</td>
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<td>• Consideration of any particular needs e.g. health matters/ religious observance, carer responsibilities etc. remind student to add to eILP</td>
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### Discussion

### Actions (student and tutor)

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### Possible points for discussion
- Review of actions from previous tutorial
- Any pastoral issues
- Review of general academic progress
- Any difficulties with the programme
- Upcoming coursework
- Work placement progress where appropriate
- Interaction within the group – within taught time as well as other contact
- Progression where appropriate
- A key academic focus to work on

### Discussion

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### Personal tutorial record form - 3

#### 2014 - 15

Higher Education Directorate

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#### Possible points for discussion

- Review of actions from previous tutorial
- Any pastoral issues
- Review of general academic progress
- Any difficulties with the programme
- Upcoming coursework
- Planning for destination where appropriate
- Confirmed progression where appropriate
- Key points for development for the following year when appropriate

#### Discussion


#### Actions (student and tutor)


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**Possible points for discussion**

- Review of results
- Use of e-learning
- Review of general progress
- Any difficulties with the programme
- Upcoming coursework
- Formative assessment
- Any pastoral issues

**Discussion**

**Actions (student and tutor)**

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Appendix B

Checklist
Higher Education Student Induction
2014 - 15

General induction

☐ Weston College Enrolment Completed.
☐ Registration with Partner University completed.
☐ QuickScan Completed (First Years only).
☐ Ensure all students have had a copy of the Supporting Your Success booklet / Student Charter.
☐ Introduction to HE Student Services (Room 615 / A125a).
☐ Library induction (Both Weston College & Introduce accessing books / journals from HEI).
☐ College Tour - Toilet Facilities / Eating Facilities / Student areas.
☐ Health & Safety & Wellbeing (First Aid, accident reporting, safety precautions, smoking, personal vehicles, personal property, litter, late or holiday / working) Fire & Emergency evacuation procedures.
☐ Student Voice - Student Reps / SSLC’s / Student Forums / Election of Student Representatives.

Course related induction

☐ Higher Education Term Dates (Course Specific).
☐ Course / Module Handbooks issued.
☐ Programme content, structure and staff.
☐ Identify Personal Tutor for current academic year / Pastoral / Tutorial arrangements.
☐ Agreed method of communication with students e.g. Moodle / Twitter.
☐ Timetable / Modules explained.
☐ Rooms / practical workshops.
☐ Reading List, equipment required, field trips.
☐ Assessment Methods / Schedule.
☐ Feedback / Turnaround times on work.
☐ Explanation of 2nd Marking / Moderation.
☐ Extenuating / Mitigating Circumstances.
☐ Consequences of non / late submittal.
☐ Briefing regarding work placements (where appropriate).
☐ Study Skills / HELP.
☐ Introduction to Moodle / relevant VLE’s.
☐ English & Maths Qualifications.
☐ Opportunity to meet students in other years of programme.