TUTORIAL POLICY

Effective for all staff and students of the College on or after December 2023

Contents

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 Plans of Learnings for Study Programme students, adults and apprentices.

2   Scope

2.1   This Policy applies to all curriculum staff of the College, and seeks to enhance the experience of all students in the groups above.

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.
- 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
- Consistency across the College in the delivery of the tutorial plans of learning, and to make tutors aware of what is expected of them
- The tutorial plans of learning support 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 appropriate to their programme (usually an ILP or e-Portfolio) to set targets, monitor progress, fulfil their potential and have their achievements accredited.

4.2   The tutorial plan of learning will have a different emphasis for different types of students , for example promoting personal and behavioural development for 16-18 students more than it does for adult learners.

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:

- Have enhanced knowledge and skills
- Be more confident
- Develop employment readiness
- Be community minded
- Become a better communicator

- Have higher aspirations
- Be safer, happier and healthier
- Become digital

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 study programme 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, diversity and inclusion, and Fundamental British Values.

5.2   The Tutorial Plan of Learning for 16-18 Study Programme

The College will provide each full time FE 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 full-time 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 student 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. The College entitlement is two hours per week.

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 plan of learning 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 plan of learning 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. All students will complete tutorial topics via the use of tutorial online resources attached to each subject. These work in-conjunction with and complement face to face delivery.

Elements of the tutorial plan of learning will be offered to combined groups of students, delivered in many cases by specialist staff (Safeguarding officers, Wellbeing Officers, Health Co-ordinators, Careers, Chaplains, Enrichment, student funding and 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 plan of learning, 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 Department.

5.3 **The Tutorial Plan of Learning for Apprentices**

All apprentices experience comprehensive and regular personalised reviews, with milestones tracking their progress both on and off the job.

Safeguarding and Prevent training are integral components of their induction. In addition, apprentices' benefit from a robust tutorial program, regularly reviewed in person, and monitored through Microsoft SWAYs—an online tutorial strategy covering key aspects of personal development. This information is recorded in the reviews.

Our dedication to fostering personal development, linked to behaviours and attitudes, is demonstrated through the "BTC Advantage/UCS Elevate" initiative aligned in the reviews that apprentices and employers participate in.

Our commitment to mental health support is facilitated by our dedicated Wellbeing & Counselling teams, further showcasing our dedication to flexible delivery, and ensuring an integrated approach to all apprentices' well-being.

Student voice is captured through various channels such as lesson observations, learning walks, deep dive activities, surveys, and forums. Apprentices and employers participate in regular reviews, aligning with our BTC Advantage/ UCS Elevate framework.

5.4 **The Tutorial Plan of Learning for adults**

Teachers and trainers working with adult students will have responsibility for making adult students aware of the tutorial plan of learning available to them.

Most elements of the plan of learning will be delivered remotely, with online delivery of different themes each month. Digital screens in the College will promote topics to adults via QR codes and other innovations for adult learners who attend College sites.

6   Responsibilities

6.1   Senior Responsibility for the Tutorial System is held by the Assistant Principal Student Experience, with support from Assistant Principals, Curriculum Heads of Department, and the Vice Principal HE, Quality and People.

6.2   Curriculum Managers, Course Leaders, Tutors and Trainer Assessors 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 Department are responsible for supporting Personal Tutors and Trainer Assessors and assuring the quality of tutorial delivery. They are also responsible for planning and developing the tutorial plan of learning, 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 trainer 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 Department 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   Related Policies and Procedures

7.1   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
- Our Professional Expectations
- 7 Ways – Evaluation of Teaching, Learning and Assessment Policy.

8   Review of Policy

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