

Policy Name	Tutorial Policy and Entitlement
Department	Student Services
Created by (Job Title)	Group Director of Student Services
Date Reviewed	July 2023
Date of Next Review	July 2024
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 personal development
- 1.2 The term 'Personal and Professional Development Tutor (PPD)' refers to the person who has taken responsibility tracking an individual student's learning experience, progress and personal development at our Central Bedfordshire campuses
- 1.3 The term 'Course Manager' refers to the individual who has overall responsibility for the organisation and management of a programme
- 1.4 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)
- 1.5 The term 'Academic Review' refers to staff delivering academic reviews on students' study programmes who have responsibility for supporting and tracking individual students' academic progress.

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) and Personal and Professional Development Tutor (PPD) 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 they can provide. Both the PAT and PPD will during the Induction programme make students aware of the support available through Student Services
- 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, child on child abuse (including sexual violence), healthy relationships (including consent), domestic violence and Prevent
 - Understand and comply to the College's expectations, Dress Code 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 including promoting awareness of climate change and sustainability
- 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 how to become responsible adults
- Be healthy and support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- 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) and Personal and Professional Development Tutor (PPD).

3. Students on Full-Time Programmes

3.1 All students are allocated a Personal Achievement Tutor (PAT) or PPD except for The Bedford Sixth Form where they will be assigned a Pastoral Mentor & Guidance Adviser. The role of PAT and PPD 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-centred 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 (College expectations, netiquette guidelines and behaviour policy) and an introduction to Equality and Diversity, British Values, Prevent and Safeguarding.

- 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 seven 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 and enhancement, identifying any pastoral concerns.
- 3.5 Students who have been identified as Looked After or Leaving Care or a young person with an allocated Social Worker will be highlighted to the PAT/PPD at the start of the academic year. Identified students must be prioritised for initial 1:1's Fortnightly updates about students' progress must be provided to the Student Services Managers as well as the students being met half termly for individual tutorials.
- 3.6 PATs and PPD Tutors 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.
- 3.7 All individual tutorials and associated targets are to be recorded on ProMonitor, and the outcomes agreed with the student which are to be achieved.
- 3.8 The focus for individual tutorials is the student's progress in their learning, with a view to involving students in evaluating their progress and helping them to become independent students by supporting them to overcome any potential barriers to their learning. Staff delivering academic reviews will be responsible for setting academic targets and monitoring individual students progress against their targets. Targets must be agreed with the student and be specific, measurable and realistic, with clear deadlines and recorded on a tutorial action plan.
- 3.9 Personal issues will sometimes form part of the discussion, particularly where they are getting in the way of learning. However, Personal Achievement Tutors (PAT) and PPD's 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.

3.10 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. External speakers/organisations should be supervised in line with our safeguarding policies and where appropriate, a third-party vetting confirmation must be completed and passed on to HR.

4. Looked After Children (LAC)

4.1 All looked-after children must have a Personal Educational Plan (PEP). The PEP is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the student's identified educational needs, raises aspirations and builds life chances

4.2 The PAT/PPD (for TBSF this will be the Pastoral Mentor) will undertake the role of 'designated teacher' for the sole purpose of PEP and LAC review meetings alongside the Group Director of Student Services (or their deputy) and lead on how the PEP (Personal Educational Plan) is developed and used in College to make sure the student's progress towards education targets is monitored. They will act as the key liaison professional for other agencies and carers in relation to looked after children, seeking advice from the Virtual School team when appropriate and by attending termly PEP meetings and Annual review meetings.

4.3 Students who have been identified as Looked After or Leaving Care or a young person with an allocated Social Worker will be highlighted to PAT/PPD/Pastoral Mentors and Heads of Department at the start of the academic year.

4.4 Fortnightly updates about students' progress must be provided to the Student Services Managers through providing an update on ProMonitor under confidential comments

4.5 All LAC students must receive a one-to-one tutorial every half term to ensure that attendance, achievement and attainment are being monitored and progress against targets recorded

5. Students on Part-Time Programmes

5.1 Part-time day/evening students have tutorial support which is integrated into their learning provision.

5.2 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.

5.3 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.

- 5.4 All students are required to be introduced to, or made aware of, Student Services and the services they offer, and referrals made when appropriate.

6. Students on Higher Education Programmes

- 6.1 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.

7. Staffing

- 7.1 The role of the Personal Achievement Tutor (PAT) is defined in separate role descriptors for both full and part-time courses.
- 7.2 For all full-time courses the role is undertaken by a team of professional, full-time Personal Achievement Tutors (PAT) reporting to the Heads of Department. They work closely with Student Services Managers who are responsible for ensuring the overall co-ordination of the tutorial arrangements across the Group and ensuring staff are meeting the tutorial entitlement alongside statutory requirements.
- 7.3 Descriptions for the roles and responsibilities of Personal Achievement Tutors (PAT) apply across all programme areas (Annex B).

8. Staff Development

- 8.1 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, PTTLS (if no prior teaching experience) and Youth Mental Health First Aid is mandatory for all Personal Achievement Tutors to complete
- 8.2 Personal Achievement Tutors will attend fortnightly Golden Hour meetings with the Student Services Managers. These meetings will provide staff with essential training to enhance their role such as PEP and Early Help alongside ensuring key updates and briefings are delivered consistently amongst the team
- 8.3 Opportunities for raising tutoring skills via the Cert Ed/PGCE programme are also maximised.
- 8.4 Safeguarding and Prevent training is mandatory for all staff and must be updated every 2 years alongside training every year which are supplemented with updates and briefings.

9. Documentation

- 9.1 The Student Services Managers will provide guidance notes, a tutorial scheme of work and other appropriate documentation for PATs, PPD Tutors and Guidance Adviser. Schemes of work and tutorial resources will be made available to all key staff delivering sessions. For Roles and Responsibilities, please see Annex B
- 9.2 Course handbooks must include information on the purpose, structure and content of the tutorial programme.

10. Monitoring and Review

- 10.1 Information, advice and guidance provided to students, including via the tutorial programme, should meet the requirements of the Matrix quality standard.
- 10.2 Responsibility for monitoring the tutorial system, including observation of individual tutorials, lies with the Group Director of Student Services in consultation with the Head of Student Services and Student Services Managers.
- 10.3 Responsibility for monitoring the delivery of the tutorial programme, including observation of group tutorials lies with the Heads of Departments
- 10.4 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.

11. Equality and Diversity Statement

- 11.1 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
- 11.2 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
Group Director of Student Services
July 2023

University Centre Personal Tutorial System

Annex A should be used per The Bedford College Group Tutorial Policy and Entitlement (July 2023) document and applies to students studying on a Higher Education Programme. Application of the tutorial entitlement set out in this Annex meets the requirements of Chapter B4 of the QAA Quality Code in enabling student development and achievement of their academic, personal and professional potential.

The Personal Tutorial System ('PTS') has ten core purposes:

1. **Academic Support:** One of the primary purposes of the PTS is to provide academic support to students. Tutors can assist students in understanding complex topics, clarifying doubts, and offering guidance on coursework, assignments, and projects. This individualised attention can help students grasp difficult concepts and improve their academic performance.
2. **Personalised Learning:** The PTS allows for a more personalised approach to learning. Tutors can identify students' strengths and weaknesses and tailor their teaching methods to suit each student's learning style and pace. This personalised attention helps students maximise their potential and achieve better learning outcomes.
3. **Mentorship and Guidance:** Tutors in the Personal Tutorial System often serve as mentors or advisors to students. They can offer guidance on academic and career choices, helping students explore different paths and make informed decisions about their future.
4. **Study Skills and Time Management:** PTS tutors can assist students in developing effective study skills and time management strategies. These essential skills can help students become more efficient learners and improve their ability to balance academic commitments with other aspects of their lives.
5. **Support for At-Risk Students:** The PTS can be particularly beneficial for at-risk students who may face challenges in their academic journey. Tutors can provide additional support and encouragement, helping these students stay on track and succeed in their studies.
6. **Holistic Development:** The Personal Tutorial System is not limited to academic support alone. Tutors can also address students' personal and emotional needs, fostering holistic development. They can provide a safe space for students to discuss any issues they may be facing and offer appropriate resources or referrals when needed.
7. **Building Student Confidence:** Individualised attention from tutors can boost students' confidence and self-esteem. Feeling supported and understood can empower students to take on more challenging tasks and pursue their academic and personal goals with greater determination.
8. **Monitoring Progress:** Tutors can regularly monitor students' progress and identify areas where improvement is needed. This proactive approach enables early intervention, preventing students from falling behind and ensuring they receive the

necessary help in a timely manner.

9. **Enhancing Engagement and Retention:** When students feel that their college cares about their success and provides personalised support, they are more likely to remain engaged and committed to their studies. This, in turn, can contribute to higher student retention rates.
10. **Feedback and Assessment:** Tutors in the PTS can offer constructive feedback on students' work, helping them understand areas for improvement and reinforcing their strengths. Regular assessments and feedback promote continuous learning and growth.

Students on Full Time HE Programmes

1. All students are allocated a Personal Academic Tutor normally a tutor on the Course.
2. Personal tutorials are embedded in the allocation of taught hours per course and clearly timetabled. These sessions should be used to deliver the HE College Tutorial Plan.
3. All students must have access to a planned programme of tutorials on their timetable that should include group and individual 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 four 15-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 e.g. 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 Moodle.
8. Repeated or high levels of absence from College should trigger a 1:1 tutorial.
9. Tutorials should focus on progression, continuation and graduate outcomes by providing 1-1 and group focused strategies.
10. Face-to-face meetings are preferable but can also include email; telephone or video calls (Teams) if the student is absent or on work placement.
11. Students who fail to attend a pre-agreed tutorial should be contacted and asked to rearrange to a mutually convenient day/time.
12. Students who fail to attend multiple pre-agreed tutorial should be placed on an 'at risk' register via ProMonitor and contacted by letter and referred to the Academic Neglect Policy and Procedure by their Course Manager.
13. Tutorial outcomes should be recorded on ProMonitor and made accessible to the student within five working days of the tutorial on ProPortal

14. The Personal Academic Tutor is required to complete three BRAG ratings of student that reviews their progress to date during the academic year.
15. The Personal Academic Tutor role is to provide academic support and may include: pastoral support, study skills support and advising on academic matters.
16. 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 tutor's 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 on ProMonitor (where members of staff are students, this should be recorded elsewhere).

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 minimise 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

- ❖ **Attendance and Punctuality:** Regularly monitor students' attendance and punctuality to ensure their commitment to the learning process.
- ❖ **Assessment and Feedback:** Provide constructive feedback on assessments, guiding students to improve their performance.
- ❖ **Academic Research, Reading, and Writing:** Assist students in honing their research, reading, and writing skills, crucial for academic success.
- ❖ **Academic Referencing:** Help students master proper academic referencing techniques to maintain the integrity of their work.
- ❖ **Subject Knowledge and Practical Skills Progress:** Evaluate students' subject knowledge and practical skills development to identify areas for improvement.
- ❖ **Self-Assessment and Reflection:** Encourage students to engage in self-assessment and reflection, promoting a deeper understanding of their learning journey.
- ❖ **SMART Target Setting:** Collaborate with students to set Specific, Measurable, Achievable, Relevant, and Time-bound goals for continuous improvement.
- ❖ **Future Goals and Ambitions:** Discuss students' future aspirations and ambitions, offering guidance on academic and career pathways.
- ❖ **Personal and Professional Development:** Address students' holistic development, fostering personal and professional growth.
- ❖ **Support for At-Risk Students:** Identify and support at-risk students, providing

the necessary assistance to help them succeed.

- ❖ **Monitoring Progress:** Regularly review students' progress, intervening when needed to ensure they stay on track.
- ❖ **Individualised Support:** Offer personalised support tailored to each student's unique needs and learning style.
- ❖ **Building Student Confidence:** Foster a positive learning environment that boosts students' confidence and self-esteem.
- ❖ **Establishing Rapport:** Cultivate a solid tutor-student relationship built on trust and mutual respect.
- ❖ **Engaging and Interactive Sessions:** Conduct engaging and interactive tutorial sessions to enhance students' learning experience.
- ❖ **Referral to Resources:** Direct students to relevant resources and support services when additional assistance is required.
- ❖ **Encouraging Active Participation:** Encourage active student participation, fostering a collaborative learning environment.
- ❖ **Evaluating Tutorial Effectiveness:** Continuously evaluate the effectiveness of the tutorial system and make improvements as needed.
- ❖ **Inclusivity and Diversity:** Emphasise inclusivity and celebrate diversity within the tutorial setting.
- ❖ **Communication and Accessibility:** Maintain open communication and ensure tutorial accessibility for all students.
- ❖ **Ethical Considerations:** Uphold ethical standards in all tutorial interactions and activities.

Prepared by the University Centre Team

July 2023

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 learners to ensure attendance, retention, attainment, achievement and progression targets are achieved for each individual learner.

Tasks		Led By					
		PAT	Lecturer	WPC	CM	HoD	Academic Reviews
1	Provide pastoral support, advice and guidance to all learners	✓					
2	Contact learners' parents re non-attendance and update Pro-Monitor (Course manager to be informed)	✓	✓				
3	College induction and orientation programme for learners including the completing of intended destination, health profiles, 2 emergency contacts	Support & Facilitate			✓		
4	Facilitate College surveys, First impressions, Spring Term	Support & Facilitate	✓		✓		
5	Promotion of Student Ambassador roles for Student Voice representation	✓					
6	Work with the Student Service Team to facilitate the UCAS process	✓					
7	Complete learner reference (UCAS) Course manager to lead	Support	Support		✓		Support
8	Be responsible for monitoring attendance of their learners and communicating concerns to others (team members)	✓	✓				✓
9	Communicate planned absence of learners to other team members	✓					
10	Conduct minimum of three 1:1 meeting (half-termly for LAC) for personal support issues with learners on Pro-Monitor	✓					
11	Conduct regular 1:1 meeting for academic progress and concerns with learners on Pro-Monitor		Support				✓
12	Setting and monitoring progress towards overall target grades	Support					✓
13	The setting and monitoring of SMART targets in relation to studies and destinations	Support	Support				✓
14	Update Tutorial documentation, SoW, resources, best practice	✓					
15	Conduct stage 1 and 2 behaviour meetings	Person issuing the warning will lead the process, this could be any member of staff who has raised the concern for behaviour or academic performance issues (in line with behaviour policy)					
16	Complete letters for behaviour meetings and outcomes	Person issuing the behaviour meeting to complete the detail within the letter, Administrator staff to send letter. (NOK to be informed of behaviour). Copy uploaded to PM					
17	Setting action plans following a meeting for low attendance.	The person issuing the behaviour warning must complete an action plan and upload on PM					

Tasks		Led By					
		PAT	Lecturer	WPC	CM	HoD	Academic Reviews
18	Monitoring of action plans and progress following a behaviour meeting	✓	✓		✓		
19	Supporting the Learner at all stages of the behaviour policy	✓					
20	Arrange meetings with parents as and when necessary	Support	✓		✓	✓	
21	Maintain and update bullying and discrimination logs, through confidential comments on ProMonitor	✓					
22	Update Pro-Monitor regarding disciplinaries / incidents / concern	✓	✓	✓	✓	✓	
23	Addressing learner's behaviour in class	ALL STAFF – this should be dealt with immediately in class.					
24	Create Group Profiles	Contribute	✓				
25	Monitor Monthly attendance spreadsheets				✓		
26	Reporting of Safeguarding concerns - Person highlighting the concern should report it	ALL STAFF					
27	Initiation and completion of the Fitness to study policy (including Support Management Plans and Health Needs Assessment)	Support			Support	✓	
28	Complete monthly attendance spreadsheets for bursary payments by agreed deadlines	✓			Support		
29	Fast Track Progression meetings				✓		✓
30	Promoting work placements	Support	✓	✓	✓		
31	Plan enhancement opportunities	Support	✓		✓		
32	Evaluating work placement activities		✓	✓			✓
33	Evaluating enrichment activities - enrichment should sit with CM with PAT supporting/facilitating the logging of hours	Support			✓		
34	Monitor and track Vulnerable Learners, including LAC, LC, YP with Social Workers etc recording updates on ProMonitor	✓	✓		✓	✓	
35	Liaise with Social Workers and Virtual School re: LAC learners including attending PEP meetings, LAC Reviews and completing relevant paperwork including informing Student Services Manager of all scheduled meetings	✓	Contribute		Contribute		Contribute
36	ALS Referral for unmet needs including submission of evidence of needs	Support & Facilitate			✓		Support & Facilitate