

Tutorial Policy

Including 1:1 Academic Tutorials and My Sole (Student Online Learning Education Tutorial)

1 Mission

1.1 'Realising student potential and achieving excellence'.

2 Context

2.1 This policy is written in the context of the College Corporate Strategy 2015-18.

The context of this policy supports the following:-

2.2 Safeguarding Statement

The College recognises its responsibilities and duties under the Working Together to Safeguard Children 2015 requirements, which defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The College believes that safeguarding students is our paramount concern and therefore safeguarding issues take priority in relation to any other policies and/or procedures.

The College works in line with the Statement of Government Policy on Adult Safeguarding; Safeguarding Adults Principles to safeguard and prevent abuse of vulnerable adults.

- **Empowerment**- Presumption of person led decisions and informed consent.
- **Prevention**- It is better to take action before harm occurs.
- **Proportionality**- Proportionate and least intrusive response appropriate to the risk presented.
- **Protection**- Support and representation for those in greatest need.
- **Partnership**- Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability**- Accountability and transparency in delivering safeguarding.

2.3 H&S General Statement

Doncaster College recognises its responsibilities and duties under the Health and Safety at Work Act 1974, to provide a healthy and safe working and learning environment so far as is reasonably practicable. This duty extends to cover employees, students, contractors, Visitors and members of the public and covers all its related activities and undertakings.

2.4 Equality & Diversity Statement

Doncaster College strives to promote an ethos and image that positively reflects its commitment to advancing equality of opportunity and celebrating diversity. The College does not tolerate any prejudicial behaviour by any member of its community and has a zero-tolerance policy to bullying, harassment and victimisation. Every step is taken to eliminate unlawful discrimination and foster good relations among all social groups. The College is committed to ensuring that it does not discriminate either directly or indirectly against individuals on the grounds of age, disability, gender reassignment, race, religion or belief/lack of belief, sex, sexual orientation, marriage and civil partnership and pregnancy or maternity.

3 Purpose

3.1 To operate in accordance with other relevant College policies/procedures including but not limited to:

- Equality and Diversity Policy
- Student Attendance Policy
- Counselling and Welfare Policy
- Learning and Behaviour Policy and procedure
- Safeguarding Children and Young People Policy
- Safeguarding Vulnerable Adults Policy
- Inclusive Risk Assessment Policy and Procedure
- Admissions Policy.

3.2 The College is committed to enabling students to reach their potential and progress to the next level of study or into the world of work by developing the necessary skills and attributes.

3.3 Through its My SOLE (Scheduled On Line Assessments) Programme the College will enable students to have the skills, knowledge and experience to keep themselves safe in the context of radicalisation, bullying and harassment and grooming online. In addition, this programme will develop student's wider knowledge base in line with the social, moral, spiritual and cultural agenda.

3.4 Doncaster College recognises the importance of 1:1 tutorial support and SMART target setting for all students and it is integral to the College's retention and success strategy.

3.5 All students will have a named Progress and Performance Tutor who will provide them with academic guidance and support to help them complete their course successfully through their Individual Learning Plan (ILP). The level of guidance and support will be differentiated to meet the needs of individual students and the demands of the course.

- 3.6 The Academic 1:1 Tutorial is the foundation of supporting students in setting and meeting individual SMART targets/goals, in relation to academic/vocational and progress in English, mathematics, social and personal targets.
- 3.7 The whole Tutorial experience should be supportive, encouraging, enabling and challenging. A student will be encouraged to challenge and discuss their learning experience in an open and transparent manner.

4 Scope

- 4.1 This policy applies to all full-time (including 19+) and substantial (100 hours - 6 weeks duration) part-time further education students at Doncaster College. Full-time 16-18 students are defined as students on programmes of 540 or more guided learning hours. Part-time students are defined as students on programmes of less than 540 guided learning hours.

5 Responsibility

- 5.1 The Assistant Principal Inclusion, Student Experience and Commercial Development is responsible for ensuring a review of the policy.
- 5.2 The Student Experience Meeting is responsible for approving and monitoring the implementation of the policy.
- 5.3 The Head of Personal Development, Behaviour and Welfare working with the Lead Practitioner for Welfare, Transition and Support Services is responsible for ensuring the implementation of the policy and the management and development of the SOLA Programme and 1:1 Tutorials, Group Tutorials and online My SOLE work
- 5.4 The Progress and Success Tutors are responsible for delivering a high quality tutorial and completion of the ILP and providing termly progress reports to parents.
- 5.5 The Lead Practitioner for Welfare, Transition and Support Services plan and monitor the College's 1:1 tutorial provision, which will be delivered in line with the student entitlement and the College's quality standards.
- 5.6 The Student Progress and Performance Tutors will deliver Academic 1:1 Tutorials and Group Tutorial sessions. They will monitor participation in the online My SOLE work.
- 5.7 Information Services are responsible for the development of My SOLE modules and management of the Online Learning Centre.

6 Monitoring, Review and Dissemination

- 6.1 The entitlement will be publicised in/on the:
- Staff Induction Handbook

- Student Induction Film
- Website including the student home page
- Staff Intranet
- Tutorial Handbook for Curriculum Staff
- Course interview
- College Prospectus.

6.2 The Staff Induction Handbook will convey to students their entitlement in relation to Academic 1:1 Tutorial, Group Tutorial and the online learning My SOLE work.

6.3 The College will seek feedback from students through its Student Voice Policy.

6.4 Students will have the opportunity to give feedback on their tutorials through College questionnaires and forums.

7 Policy

7.1 The focus of the 1:1 tutorial is on academic and pastoral support, and completion and updating of the ILP.

7.2 Both full and part-time students are entitled to:

- pre course guidance
- have an initial and a diagnostic assessment
- have their learning and personal support needs assessed and referrals made to specialist support services where appropriate
- induction onto their programme and into the College, including College services and health and safety procedures
- access to a Student Progress and Performance Tutor
- have an Individual Learning Plan, including mutually agreed SMART targets, qualification/s, aim/s, short-term/long-term goals and aspirations, and monitoring progress in relation to achieving their learning goals
- access to assistance and help with making choices on progression to further study or employment
- access to high quality online resources to develop their knowledge and understanding of a wide range of social, moral, spiritual and cultural issues.

7.3 FE Tutorial Quality Standards

7.3.1 All Full Time students (Entry, Levels 1, 2 and 3) are entitled to:

- i. A one to one tutorial will involve, as a minimum, completion and updating of an ILP, recording attendance/punctuality issues, setting SMART targets, recording successes and achievements, and making referrals to appropriate support services. Students have the right to discuss and agree their targets.
- ii. Students will be RAG rated according to need. This will be implemented via Pro Monitor. Red and Amber students to be

provided with appropriate support mechanisms to meet their needs should be treated as high priority for individual tutorials.

- iii. The tutorial programme will be monitored and evaluated through the College's Student Experience Reviews, Student Surveys and online forums.
- iv. Parents and Carers will be informed of academic progress through the use of termly reports and through Parents'/Carers Evenings. Documentation for completing termly reports can be located on the Quality department site on the staff intranet.

7.4 Contacting Parents/ Carers on Social, Personal, Health or Behavioural Issues

Everyone has the right to privacy and confidentiality in respect of social, personal and health issues, therefore the tutorial relationship will operate within the parameters of confidentiality, in that:

- i. The College will ensure that Curriculum Tutors and Student Progress and Performance Tutors understand the moral and ethical principles of confidentiality as it applies to the context of tutorials
- ii. Curriculum Tutors and Student Progress and Performance Tutors will agree confidentiality parameters with students
- iii. If an issue requires a breach of confidentiality, the student will be informed of the action to be taken. In these circumstances College safeguarding policies/procedures must be followed and the matter referred to a Designated Safeguarding Officer via the SC1 document, which can be located on the Staff Intranet.

Information disclosed to a tutor is shared in confidence unless the student indicates:

- *Their intent is to harm themselves or others*
 - *That another person is in danger*
 - *Dangerous or illegal behaviour.*
- iv. If a counselling intervention is required tutors will make a referral to the Counselling Service.
 - v. Tutors will not disclose any confidential matter inadvertently or under pressure.
 - vi. Tutorials will be delivered in a suitably private room and documents stored securely.
 - vii. The tutorial relationship should be developed and conducted in the conditions of respect, empathy and genuineness.

APPENDIX 1

Contacting Parents Guidance (also includes carers/guardians in this context)

Doncaster College recognises the importance of the role parents play in supporting and encouraging dependent children and minors on their programme of study and so aims to keep parents informed of progress towards academic goals and, if deemed appropriate, social and behavioural issues, while respecting the students' rights to privacy.

All students in the 16 – 19* cohort should be informed that these are the College procedures at the start of their learning programme. Students can opt-out of this process by discussion with appropriate staff and use of the 'withdrawal of consent to contact' procedures (see separate procedures).

***The 16-19 cohort includes all students from age 16 up to the end of the academic year in which they have their 19th birthday**

Contact in respect of Academic Progress for students in the 16-19 cohort

Parents will be contacted and invited to participate in the following ways:

2. Pre enrolment

- Information
- Advice
- Guidance
- Interviews

3. On programme

- Parents/Carers evenings
- Open evenings
- Special events
- Awards Ceremonies
- A written termly report

i. Where the student is causing concern for:

- Not attending
- Not completing work
- Punctuality
- Behavioural issues.

ii. As part of the formal disciplinary procedure students should be asked to inform their parents of the issue. Parents should be invited to accompany the student at a Learning and Behaviour Meeting.