



TyneCoastCollege

Full-time Further Education Tutorial Policy

This policy is available on-line at:

- We will consider any request for this policy to be made available in an alternative format or language. Please contact: Student Services
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
Executive Group	V9	Jan 2024	Jan 2027	Assistant Principal

Review: 3 years

POLICY NUMBER 66

1 Policy Statement

The tutorial and learner support framework directly relates to the college's mission by contributing to the delivery of every learner's full potential. The basis of the policy is that:

- Personal tutorial support and guidance for every learner is essential to success.
- Tutorial support is essential to the management of learner performance.
- Tutorial support is essential to managing learner attendance, retention, achievement and progression.
- Tutorial support places the individual learner at the centre of the learning experience and contributes to the delivery of personal development & behaviour and attitudes of learners as outlined in OFSTED's Education Inspection Framework.
- Tutorial support is essential to the development of learners independent study and employability skills

2 Scope

- The policy applies in full to all full time learners, including apprentices and partnership provision
- The policy applies in full to all part time learners attending a college programme in excess of 216 GLH.

3 Legislation

No specific legislation applies to this policy.

4 Responsibilities

All staff are required to give full and active support to the policy. Within this general responsibility there are some specific responsibilities:-

- 4.1 Principal of Tyne Coast College for the performance review and strategic development of the policy over time
- 4.2 Vice and Assistant Principals for the effective operation and quality monitoring of the policy, in close co-operation with the Head of Student Services and Safeguarding, Deputy Head of Student Services and Safeguarding and Heads of Department/Quality/Services.
- 4.3 Vice and Assistant Principals, Heads of Department/Quality/Services, Head of Student Services and Safeguarding, Deputy Head of Student Services and Safeguarding, Development and Skills Coaches and Work Based Assessors for ensuring that the framework is fully operational in accordance with the college's policy and procedures and to monitor its delivery and quality.

- 4.4 Vice and Assistant Principals, Heads of Department/Quality/Services, Head of Student Services and Safeguarding, Deputy Head of Student Services and Safeguarding, , Development and Skills Coaches and Work Based Assessors for ensuring that teams provide high quality and effective learner support in accordance with the college's policy and procedures and to monitor its delivery and quality
- 4.5 Vice and Assistant Principals, Heads of Department/Quality/Services, Head of Student Services and Safeguarding, Deputy Head of Student Services and Safeguarding, Development and Skills Coaches and Work Based Assessors for the delivery and management of the support framework in their own programmes and to monitor the delivery, quality and learner response to the experience
- 4.6 Heads of Department, Development and Skills Coaches and Work Based Assessors have responsibility for tracking the academic progress of their tutees/learners and to provide their entitlement to 1:1 support. Development and Skills Coaches and Work Based Assessors will communicate with subject teaching staff and provide informed advice, guidance and support. Where a learner is in need of additional learning support and guidance to support progress, the Development and Skills Coach/Work Based Assessor should refer the learner to other internal services.
- 4.7 Development and Skills Coaches to maintain information relevant to the students' performance within student database systems including confidential elements.

To include:

- Individual Learning Plan, including targets
 - Records of progress review meetings
 - Attendance Record GCSE/Functional skills
 - Assessment Records including Key Skills Tracking and Assessment Records
 - Work Experience Records/Volunteering
 - Additional Learner Support
- 4.8 Subject/Unit teaching staff should provide direct, individual and personal support to each learner including regular, systematic 1:1 feedback and formative advice on maximising their progress and performance. Every lecturer should communicate learner's progress and performance to Development and Skills Coaches. Student database systems should be used for this purpose.
- 4.9 Development and Skills Coaches/Work Based Assessors to work with curriculum staff and Heads of Department/Quality to ensure that all learners are stretched and challenged in line with the college culture of Raising Aspirations for all learners.
- 4.10 Development and Skills Coaches to work with curriculum staff to ensure that learners are sourcing and completing relevant work experience which enhances

their employability skills and helps to secure progression to further study or employment upon course completion.

Work Based Assessors to ensure that the delivery of personal development, behaviour and attitudes of learners as outlined in OFSTED's Education Inspection Framework are covered as part of the apprentices 12 week review and that this is recorded in learners evidence files and/or on Aptem.

- 4.11 Where learners are enrolled on to partnership provision outside of the college the relevant partner organisation is responsible for ensuring that they follow the college tutorial policy and that they cover all aspects of personal development, behaviour and attitudes as outlined in OFSTED's Education Inspection Framework. Partners are expected to record evidence of delivery and assure the quality of the work being done.

5 Actions to Implement and Develop Policy

- 5.1 Implement a clear and consistent framework for the management, monitoring and evaluation of the delivery of personal tutorial support.
- 5.2 Deliver the tutorial entitlement for different patterns of attendance.
- 5.3 Regularly review tutorial activity in order to monitor the appropriateness and effectiveness of the tutorial programme and identify opportunities for development and improvement.
- 5.4 Identify the staff development needs of Development and Skills Coaches and Work Based Assessors and to provide training that supports them in their role.
- 5.5 Keep under review national developments impacting on the tutorial programme and to determine the best means of responding to these.
- 5.6 Co-ordinate actions arising from student progress reviews (review week) to ensure appropriate and effective support is implemented for at-risk students
- 5.7 Co-ordinate student satisfaction surveys.
- 5.8 Obtain feedback from stakeholders on the operation and effectiveness of the tutorial system.
- 5.9 Report the outcomes of student surveys to relevant staff.

6 Monitoring & Evaluation

Principal of Tyne Coast College will monitor and evaluate the policy annually and report to the college Executive Team.

7 Related Policies

- Mental Health and Wellbeing Policy
- Equality, Diversity and Inclusion Policy
- Careers Education Information, Advice and Guidance Policy
- Industry Placement / Work placement policy
- Safeguarding policy and procedure
- Student Attendance policy
- Student Disciplinary and Positive Behaviour Policy
- Harassment and Bullying policy
- PREVENT and Terrorism Policy