

Tutorial Policy 2021 – 2022

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Responsibility:	Principal Gareth Chown, V.P Matthew Green

ADDICT DANCE ACADEMY

TUTORIAL POLICY

1. Aims

This policy is intended to define the entitlement for all full-time learners with regard to individual tutorials and the effective monitoring of progress. This process of meeting individually with learners to develop their performance is discrete from the provision of enrichment opportunities. These responsibilities have become increasingly specialised and each needs separate guidance. Group tutorials are now covered in the 'Enrichment Policy' and are now called taught enrichment sessions. Both policies cover entitlement which is funded for full-time 16-18 year old learners.

2. Scope

This policy covers all full-time learners. Effective tutorials are essential to avoid poor retention and to raise achievement. Wherever possible, the practice for individual tutorials involving apprentices mirrors this policy.

3. Responsibilities

3.1. The Personal Tutor will:

- Raise achievement rates through rigorous and specific target setting for learners and ensure that their progress is reviewed regularly and consistently.
- Ensure that learners are clear on their own progress.
- Ensure individual learning plans make effective use of their outcomes of initial assessment, prior attainment, and other learner information.
- Use the learner information to produce the group profile to be shared with Programme Leaders.
- Ensure that the progress of learners (Aged 16-18) towards completing all the assessments for their courses successfully is monitored rigorously by Programme Leaders in a timely way.
- Ensure learner record folders are kept and maintained for all full-time learners and stored in a safe and secure place. The front of the folder should be completed and kept up-to-date.
- Draw up a rota to enable all learners to attend regular individual tutorials. Monitor learner retention, achievement and attendance. Any issue will be raised, and appropriate letters sent out and action plans put in place. Achievement of these will be tracked and monitored closely and the disciplinary procedure implemented if necessary.
- Identify 'at risk' learners and ensure appropriate support is put in place.
- Report regularly to Parents/Guardians of 16-18 year old learners.
- Report regularly to adult learners on their progress through written reports.

3.2. The Learner will:

- Attend their individual tutorial at the time allocated, to discuss their academic progress and any issues that may affect their success on the course. They will prepare relevant information in advance.
- Make full use of any support offered.
- Be clear on their progress and agree targets with agreed deadlines.

4. Specific College Responsibilities

4.1. The Principal will:

- Allocate a caseload of learners to personal tutors ensuring sufficient time is available to meet with each learner on a regular basis.
- Provide a noticeboard to display 1:1 rota.
- Ensure that personal tutors carry out individual tutorials and monitor learners attendance and progress including reporting any concerns or issues.
- Review the quality of individual tutorials through monitoring completion of the learner record folders and checking that smart targets have been set on ILP/ EILPS.
- Ensure that new personal tutors receive training.

5. Guidance on College responsibilities within the policy

This is not part of the policy but provides essential guidance for staff on the nature of the responsibilities described in the policy.

6. Responsibility

6.1. The Personal Tutor will:

- a) Ensure that all full-time courses have an individual tutorial hour allocated weekly.
- b) Allocated an hour on their timetable every week and will organise a rota to see at least three or four learners each week.
- c) Timetable one complete hour or two 30-minute slots to ensure attendance at appropriate times.
- d) Ensure a minimum of one individual tutorial is scheduled at the start of the course and one at the end of each term.
- e) Ensure the first tutorials are held within 3 weeks of the learners starting the course, preferably during induction week. This tutorial should focus on the suitability of match between the learner and the course.
- f) Meet with learners little and often. For a group of 20 learners this would mean that all learners are seen every 5 weeks for 15 minutes.

6.2. The Principal will ensure that:

- a) The personal tutor carries out individual tutorials and sets smart targets.
- b) The personal tutor understands their role and undertakes individual tutorials on a regular basis.
- c) SMART targets are negotiated with the learner, deadlines are agreed and reviewed on a regular basis.
- d) Targets are recorded either on tutorial documentation forms or on an EILP.

7. Tutorial Paperwork

- 7.1.Ensure that the personal tutor monitors the learner's attendance and progress.
- 7.2.Tracking and monitoring attendance and progress is important in order to highlight 'at risk' learners and to provide the necessary support in order to achieve success.
3. Course team meetings should be held each term to discuss learners, and subject lecturers may add individual targets when giving feedback on assessments. These should be referred to in individual tutorials.

8. Tracking Documents

- 8.1.ILPs
- 8.2.Assessment Feedback
- 8.3.Course Team Minutes
- 8.4.Progress Reports
 - a) Ensure that learners, parents/guardians are informed of progress.
 - b) The personal tutor should report on progress at least twice a year in formal reports.
 - c) Parents/guardians can request meetings with personal tutors when/if required.
 - d) Personal tutors may wish to request meetings with parents/guardians to discuss learners progress in more detail and as required.

9. Impact Assessment

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy and maternity and marital status.

10. Review and Consultation

This policy will be reviewed annually by the Policy Advisor and Principal. As part of the review, the views learners and staff from different equalities groups, will be sought and taken into account. Any recommendations for change will be passed to the Senior Management Team.