

City & Guilds of London Art School

Draft Tutorial Policy

Version: 3.2 (Approved by Trustee)

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## **1. Introduction**

### **1.1 Purpose of the Policy**

- 1.1.1 This Tutorial Policy is a statement of the Art School's commitment to provide an inclusive and personalised tutorial system for all our students, in line with our values and approach to learning and teaching. It includes a description of the different tutor roles and the various types and purposes of tutorial support we provide; it summarises what students are entitled to expect from the tutorial system and what they should do if things go wrong; it identifies the specific responsibilities of our Pastoral and Personal Progress Tutors and the support we provide for them; and finally it describes the relevant quality assurance mechanisms we use to monitor the effectiveness of the tutorial system and enhance it to the benefit of all.
- 1.1.2 The Tutorial Policy is supplemented by a number of guidance documents for both students and staff.

### **1.2 Scope and audience**

- 1.2.1 This Policy is intended to be read and understood by all Art School students and by all staff, particularly those with Named Tutor roles as described in sections 4 and 5 below.

### **1.3 Definitions**

- 1.3.1 For a definition of terms used in this document which are not specific to this Tutorial Policy, please refer to the Art School Glossary and/or, in the case of named decision-making bodies, to the Art School's Governance Structure documentation.

## **2. Context and compliance**

### **2.1 Relationship to the QAA Quality Code and publications relating to tutors and tutorial systems**

- 2.1.1 This Policy draws upon, and is informed by:
- QAA Quality Code, Chapter B4: Enabling Student Development and Achievement
  - What Students think of their Higher Education: Analysis of student submissions to the Quality Assurance Agency for Higher Education in 2012-13 (QAA, 2014)
  - NUS Charter on Personal Tutors (NUS, 2011)
- 2.1.2 It takes account of the obligations on public bodies or specific to Higher Education Institutions required under the Children Act (2004), the Equality Act (2010) and the Prevention of Terrorism Act (2015), in particular as laid out in the following:

- Safeguarding Children: Guidance for English Higher Education Institutions (DIUS, 2007)
- The Public Sector Equality Duty (2011)
- the Prevent Duty Guidance for Higher Education Institutions in England and Wales (2015)

## **2.2 Relationship to other Art School policies**

2.2.1 The role(s) of the Tutor are integral to most Art School policies, strategies and procedures. This Policy should therefore be read in conjunction with the following:

- Art School Student Regulations
- Learning & Teaching Strategy
- Inclusive Learning & Participation Policy
- Student Participation, Attendance & Engagement Policy
- Assessment & Feedback Policy
- Safeguarding Policy
- Equality & Diversity Policy
- Protecting Dignity & Respect Policy
- Academic Integrity Policy
- Staff Support and Development Handbook

2.2.2 The Policy is supplemented by guidance/briefing documents for staff which relate to the specific role(s) of tutors and the situations that may be encountered in the course of their duties. Students should familiarise themselves with the information provided in the guidance document: 'Tutors & Tutorials: guidance for students'.

## **3. Policy statement**

### **3.1 The Art School approach to education**

3.1.1 The Art School's Learning & Teaching Strategy emphasises our belief in an approach to education which is both learner-centred and inclusive. This belief is demonstrated by our commitment to provide high levels of contact time in all our programmes of study, with an emphasis on small-group and one-to-one teaching of technical, academic and professional skills alongside taught sessions in larger or mixed groups. We provide individualised academic and pastoral support to each of our students through our tutorial system, which we consider to be an essential and fundamental feature of our approach. Through this level of interaction between students and staff we aim to provide a particularly supportive educational environment, enabling our students to maximise their academic development and achieve their professional goals and aspirations.

3.1.2 By providing both pastoral and academic support to our students we aim to:

- increase students' self-confidence and their ability to take increasing responsibility for their learning as they progress
- inculcate and promote positive attitudes and behaviours which nurture lifelong, reflective learning
- enable students to apply their learning to a wide range of situations and contexts
- promote Personal Development Planning as a structured process equipping them for current goals and ambitions and for future professional practice and higher level study

whilst at the same time:

- providing a supportive and caring learning environment and a 'listening ear' and practical advice when needed
- offering professional study and personal support when required
- fostering students' trust in the Art School's policy and regulatory infrastructure and procedures to support them in the event of problems

3.1.3 Our tutorial system works on the principle that all our students are individual learners, each with their own personality and background, with a range of academic strengths and weaknesses, and with differing levels of need for support – all of which should be respected.

## 3.2 Tutors

3.2.1 At the Art School, the majority of academic staff are referred to as **Tutors**, who are responsible for the delivery of the academic aspects of each programme of study, such as a specialism or a module or unit. **Studio, Subject or Specialist Tutors** support the ongoing development of students' professional practice through their expert professional knowledge; and **Essay or Dissertation Supervisors** have specific responsibility for providing tutorial support for written submissions.

3.2.2 The Art School tutorial system is underpinned by the systematic use of 'named' tutors who are allocated a number of students as their tutees. In addition to the tutor roles described above, therefore, every student has:

- a **Pastoral Tutor**, who is a point of contact for students with issues of a personal nature which may impact on their studies, and
- a **Personal Progress Tutor**, who is responsible for monitoring and discussing student academic progress and providing study advice

3.2.3 It is possible for a student to be allocated the same person in both roles; however, the responsibilities and duties of each role are clearly defined.

## 4. Pastoral Tutors

### 4.1 The role and appointment of the Pastoral Tutor

4.1.1 A Pastoral Tutor is a member of staff whose primary role is to provide advice and guidance on how to manage the implications of personal matters which may affect the students who have been assigned to her/him.

4.1.2 The role of Pastoral Tutor will be assigned to a member of staff by her/his Head of Department.

4.1.3 In order to provide continuity for students, a Pastoral Tutor will normally be an established member of staff employed on a regular weekly basis throughout the year.

4.1.4 A Pastoral Tutor may be allocated tutees who are on a course outside her/his Department.

- 4.1.5 Students who will still be under the age of 18 after the end of their first term of study will only be invited to a one-to-one tutorial by a Pastoral Tutor who has successfully undergone an enhanced Disclosure & Barring Service check.

## **4.2 Main responsibilities/duties of the Pastoral Tutor**

- 4.2.1 A Pastoral Tutor is responsible for:

- Making themselves aware of the Art School's support services, and helping students who are in need to access specialist guidance and support where appropriate
- Being aware of the Art School's Regulations, processes and procedures, and the policy principles which underpin them, so as to be able to advise and support their tutees with any issues relating to them
- Initiating a Pastoral Tutorial with all new tutees in their first term, to ensure they are settling in and that any pastoral matters are identified and resolved as soon as possible
- Making themselves available to see tutees if a meeting is requested, either by appointment or within advertised time slots, and responding in a timely way to other queries from tutees in the interim
- Maintaining tutorial records in accordance with Art School policies and procedures
- Attending staff development sessions, briefings, workshops or training either provided by, or organised via the Art School, in order to become familiar with both their overall responsibilities, and specific responsibilities under the Statutory Duties described below

- 4.2.2 By the nature of their named role, Pastoral Tutors have specific statutory duties, in addition to the normal 'duty of care', if a matter is disclosed to them, or there is evidence of an issue of concern in relation to:

- The unlawful activities defined in the Art School's Safeguarding Policy, including those included in the 'Prevent' Duty
- A physical or mental disability or a learning difficulty or any other issue of inclusivity covered by the Inclusive Learning & Participation Policy which has not previously been disclosed
- An allegation or evidence of bullying or abuse, or any other activity covered by the Art School Protecting Dignity & Respect Policy
- An alleged breach of the Art School's Equality & Diversity Policy

- 4.2.3 In the case of the matters described above, the Pastoral Tutor should provide general support for their tutee to the best of their ability, but they are not expected to deal with the issue directly. The matter should be escalated to the authority appropriate to the case, i.e. their Head of Department, the Head of Student Support, or the Vice-Principal.

- 4.2.4 Pastoral Tutors are strictly prohibited from providing counselling or therapy under any circumstances; students with such needs should be advised to contact the Head of Student Support, who will put them in touch with the professional Counselling Service.

### **4.3 Pastoral Tutorials**

- 4.3.1 All new students will be invited to an initial meeting with their Pastoral Tutor in their first term of study. The purpose of the meeting is to identify as early as possible any issues personal to the student which may affect her/his studies, and to discuss how best to manage them.
- 4.3.2 Students are strongly encouraged to attend the initial meeting with their Pastoral Tutor. However, contact with the Pastoral Tutor is not compulsory for students and further meetings will normally be arranged only at the request of the student if an issue arises. It is good practice for Pastoral Tutors to issue a reminder to all their tutees from time to time that they are available for consultation and advice, and to ensure that any issues identified in the initial meeting have been followed up and resolved.
- 4.3.3 The Pastoral Tutor will make a record of any meeting with a tutee which will be shared with and agreed by both parties as soon as possible after the meeting, together with any action points which may have been agreed.
- 4.3.4 Information disclosed by a tutee during a Pastoral Tutorial will normally be treated in confidence, except where the Art School's Statutory Duties may require that the information be shared, or in the event of possible harmful consequences of not sharing information (see Section 6 below and Staff Briefing Note TP1).

### **4.4 Support, guidance and training for Pastoral Tutors**

- 4.4.1 Support for Pastoral Tutors will be provided by Heads of Department and through staff development activities as described in the Staff Support & Development Handbook which is provided to all members of staff.
- 4.4.2 Detailed written guidance will be made available for Pastoral Tutors to assist them to discharge their responsibilities and duties as described in sections 4.2.1 and 4.2.2 above.
- 4.4.3 Briefing sessions/workshops will be organised by the Art School as necessary, to ensure that Pastoral Tutors are fully briefed on any legislative changes which may have implications for the role.

## **5. Personal Progress Tutors**

### **5.1 Role and appointment of the Personal Progress Tutor**

- 5.1.1 The primary role of the Personal Progress Tutor is to meet regularly with her/his tutees to review their Personal Development Plans and/or their progress on their programme of study.
- 5.1.2 The role of Personal Progress Tutor will be assigned to a member of staff by her/his Head of Department.
- 5.1.3 A student's Personal Progress Tutor will always be a member of staff from the course they are studying.

- 5.1.4 Students may be allocated a different Personal Progress Tutor for different years of study on their course.
- 5.1.5 Students who will still be under the age of 18 after the end of their first term of study will only be asked to attend one-to-one tutorials by a Personal Progress Tutor who has successfully undergone an enhanced Disclosure & Barring Service check.

## **5.2 Main responsibilities/duties of the Personal Progress Tutor**

5.2.1 A Personal Progress Tutor is responsible for:

- Making themselves familiar with the structure, assessment requirements, and regulations of all programmes of study followed by their tutees
- Supporting their tutees through the academic requirements of their course, developing their understanding of their subject area, helping them to build on their strengths and identify areas which require further development
- Helping their tutees understand and act upon their assessment feedback in order to achieve the learning outcomes specific to their modules/units/projects and their programmes of study
- Promoting academic integrity and educating tutees to avoid poor academic and professional practices
- Supporting tutees in the development of their Personal Development Plans and/or future career aspirations
- Scheduling Progress Tutorials with each tutee in accordance with the requirements of each course/programme of study, and communicating the schedule to tutees in a timely fashion
- Maintaining tutorial records in accordance with Art School policies and procedures
- Alerting their Head of Department to changes in the pattern of tutees' academic achievement or participation, attendance or engagement with their studies which may require the involvement of their Pastoral Tutor or the Head of Student Support
- Attending staff development sessions, briefings, workshops or training either provided by, or organised via the Art School, in order to become familiar with their responsibilities under the Statutory Duties described below

5.2.2 Due to the personalised nature of individual tutorials, Personal Progress Tutors have an enhanced duty of care in relation to the areas covered by the Statutory Duties (see para. 2.1.2 above). The Personal Progress Tutor should alert their Head of Department as soon as possible if a matter is disclosed to her/him, or there is evidence of an issue of concern in relation to:

- The unlawful activities defined in the Art School's Safeguarding Policy, including those included in the 'Prevent' Duty
- A physical or mental disability or a learning difficulty or any other issue of inclusivity covered by the Inclusive Learning & Participation Policy which has not previously been disclosed
- An allegation or evidence of bullying or abuse, or any other activity covered by the Art School Protecting Dignity & Respect Policy
- An alleged breach of the Art School's Equality & Diversity Policy

### **5.3 Progress Tutorials**

- 5.3.1 Progress Tutorials are scheduled as part of the formal curriculum and are therefore a compulsory element of all programmes of study delivered at the Art School. Students are expected to attend at the date and time scheduled for them.
- 5.3.2 Discussions in Progress Tutorials should focus on students' personal development planning, alongside a review of their progress in their academic studies. To that end, both Tutor and Tutee should prepare for each tutorial meeting; the student by ensuring that relevant work is available for review and that their Personal Development Plan is up to date as required, and the Personal Progress Tutor by ensuring that s/he is focused on each individual student and her/his current and historic record of achievement and any previous action plans for review.
- 5.3.3 The Progress Tutorial should be a reflective and evaluative dialogue which can cover a range of issues relating to the student's progress, development and future intentions, including both professional aspirations and the possibility of further study. Each tutorial should conclude with an action plan which progressively works towards the achievement of the learning outcomes stipulated in the relevant module/unit and programme specifications.
- 5.3.4 The Progress Tutorial will also be used to monitor students' participation, attendance and general engagement with their studies. Students should take the opportunity to explain any non-attendance and/or, if appropriate, to request any periods of authorised absence.
- 5.3.5 The Personal Progress Tutor will write a summary of the discussion and the action plan arising from each Progress Tutorial; this will be shared with and agreed by both parties as soon as possible after each meeting.

### **5.4 Support, guidance and training for Personal Progress Tutors**

- 5.4.1 Support for Personal Progress Tutors will be provided by Heads of Department and through staff development activities as described in the Staff Support & Development Handbook which is provided to all members of staff.
- 5.4.2 Detailed written guidance will be made available for Personal Progress Tutors to assist them to discharge their responsibilities and duties as described in sections 5.2.1 and 5.2.2 above.
- 5.4.3 Briefing sessions/workshops will be organised by the Art School as necessary, to ensure that Progress Tutors are fully briefed on any policy changes which may have implications for the role.

## **6. Confidentiality and information sharing**

### **6.1 Student confidentiality and the Duty of Care**

- 6.1.1 The Art School is committed to ensuring that all information disclosed to a member of staff by a student is treated with respect, sensitivity, and discretion. In normal circumstances, all Tutors have a duty to respect the confidentiality of any such information.

- 6.1.2 However, there are circumstances where the Tutor's Duty of Care both to the student and to others may make it necessary to share information that has been given in confidence. Such circumstances include (but are not restricted to):
- Where the student may be a danger, either to themselves, or to others
  - Where the student is not in a fit state to give informed consent to the information being shared, e.g. because of a mental health episode
  - Where the Art School itself would be liable to civil or criminal proceedings if the information were withheld
  - Where there is a concern around Safeguarding, i.e. a possible Child Protection, Vulnerable Adult, or Prevention of Terrorism issue
  - Where required by a court of law to provide information
- 6.1.3 In all cases, including the circumstances above, every effort is to be made to obtain a student's consent before any information given in confidence is shared, and even where such consent is given, information should be shared on a 'need to know' basis only.
- 6.1.4 Tutors should make clear to students at the outset of any sensitive conversation the extent to which the information they wish to provide can be kept confidential; tutors should never give students an absolute assurance of confidentiality, as this may need to be overridden by Duty of Care considerations such as those listed above, or passed on (on a need to know basis) to others within the Art School.

## **6.2 Further advice and guidance to staff on issues of confidentiality**

- 6.2.1 All staff should be aware of the Art School's formal advice on how to deal with issues of confidentiality and information sharing, including with parents, relatives or other third parties. Tutors in particular should make themselves familiar Staff Briefing Note TP1, which is ancillary to this Policy.

## **7. Procedure in the event of the breakdown of a Tutor-tutee relationship**

### **7.1 Incompatibility or irretrievable breakdown of relations**

- 7.1.1 In the event of incompatibility or a breakdown in relations with either their Pastoral or Personal Progress Tutor, a student should take the matter to the relevant Head of Department, who in such cases will normally allocate the student a different Pastoral or Personal Progress Tutor.

## **8. Improper conduct**

### **8.1 Allegations of improper conduct against a Pastoral or Personal Progress Tutor**

- 8.1.1 The Art School has a particular duty of care towards its students in the event of any alleged improper conduct towards a tutee by either a Pastoral or Personal Progress Tutor.
- 8.1.2 An allegation of improper conduct against a Pastoral or Personal Progress Tutor brought under the Art School Protecting Dignity & Respect Policy, the Student Complaints Procedure, the Academic Appeals Procedure or, if the allegation is made by or on behalf of a student under 18 years or who is designated a vulnerable adult, under the Art School Safeguarding Policy, will be investigated and dealt with as a potential Staff Disciplinary offence.



- 8.1.3 In the event of a serious allegation of improper conduct being brought by a student against their Pastoral or Personal Progress Tutor, the Principal has the right under the appropriate Regulation to suspend the member of staff from their duties with immediate effect.

## **9. Monitoring and review**

### **9.1 Monitoring**

- 9.1.1 The effectiveness of this policy will be monitored by the Boards of Study, which will consider reports from Tutors and student input, both direct and via student surveys.
- 9.1.2 Complaints which involve the Tutorial system will be reported as a separate category in the monitoring and reporting process detailed in the Student Complaints Procedure and the Academic Appeals Procedure.

### **9.2 Policy review**

- 9.2.1 This Policy will be formally reviewed by Academic Board every 5 years. In order to incorporate any changes to national and/or institutional requirements in the interim, it will additionally be reviewed annually by the Academic Registrar on behalf of the Academic Board, and any updates reported to Academic Board for formal approval.