CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

Tutorial Policy

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Key Staff	Programme Directors
Lead for Review	Associate Dean Academic Development and Enhancement

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Introduction

CSVPA is committed to ensuring that all its students are supported to succeed to their full potential. The tutorial process plays an essential role in the holistic development of a student whilst studying. Whether focusing on academic or non-academic matters, tutorial sessions are intended to play a valuable role in enhancing a student's sense of ownership, engagement, belonging, contribution, and value. Tutorials exist in two different formats; Academic Tutorials, which deal with all aspects of a student's academic progress, in discussion with Academic Staff, and Personal Tutorials, in which students have the opportunity to discuss a range of topics with a Personal Tutor.

Academic Tutorials are regularly scheduled as individual or small group discussions, as appropriate, during which students have the opportunity to talk about their work and academic progress. Students are expected to prepare and contribute as well as receive feedback. Tutors will alert students to any issues regarding progress and provide constructive advice, this may include referral to additional learning support where appropriate.

Personal Tutorials can also be offered as individual or small group discussions, as appropriate, during which students have the opportunity to discuss matters and topics not necessarily directly associated with their academic progress, but which contribute to their confidence, sense of belonging and well-being as a student at CSVPA. The subject areas covered during Personal Tutoring sessions are delivered according to a structured programme, across Study Blocks, and through academic levels.

Scope

This Policy relates to the process for all students at CSVPA.

Intent

This policy seeks to ensure that the tutoring process:

- Supports individual learning and contributes to student progress and achievement
- Contributes to the wellbeing and personal development of students
- Is consistent across the college in its delivery.

The Academic Tutoring Process

The tutoring process seeks to contribute to the aims of the college, namely it intends to help students:

- Develop independence as students, creative practitioners, and individuals
- Succeed to their full potential
- Facilitate ownership of their development
- Gain confidence
- Develop employment readiness
- Develop community-mindedness

- Develop effective communication skills

The college will ensure that students are aware of their entitlement to the tutorial provision, through college and course information, via digital platforms or other means as necessary.

The College will provide each student with timetabled tutorial sessions, face to face or online, and the normal expectation is for these to take place termly or once every Study Block as a minimum.

Tutorials are planned in advance but aim to be responsive to any issues that arise throughout the year and therefore may vary from the programme set out at the beginning of the year.

The Personal Tutoring Process

The tutoring process seeks to contribute to the aims of the college, namely it intends to help students:

- Become independent students
- Succeed to their full potential
- Facilitate ownership of their development
- Gain confidence
- Develop employment readiness
- Be community minded
- Develop effective communication skills

The college will ensure that students are aware of their entitlement to the tutorial provision, through college and course information, via digital platforms or other means as necessary.

The College will provide each student with timetabled tutorial sessions, face to face or online, and the normal expectation is for these to take place termly or once every Study Block as a minimum.

Tutorials are planned in advance but aim to be responsive to any issues that arise throughout the year and therefore may vary from the programme set out at the beginning of the year.

Responsibilities of Staff

- Heads of Departments are responsible for regular review of the academic and personal tutorial policy, which should evaluate the effectiveness of the procedure and make enhancements where necessary
- Heads of Departments, Course Directors, Course Leaders, and tutors are responsible for the implementation of the tutorial programme, for appropriate staffing, rooming, and allocation of time
- Academic and Personal tutorials are organised and monitored to enable equality of access and regular feedback for all students
- Academic and Personal tutorial arrangements are communicated to students accurately, effectively and in a timely manner
- Academic and Personal tutorial support and guidance offered to students is constructive, objective, and non-discriminatory
- Students are advised of any preparations needed to ensure effective and useful feedback

Responsibilities of Students

- Students are responsible for preparing prior to any tutorial appointment, completing any paperwork provided
- Notify academic staff if unable to attend their tutorial
- Students are encouraged to take responsibility for their own learning and supported by the tutorial process, take an active part in completing actions to ensure their progress against agreed targets.

Academic Tutorials: Guidance for students

- Academic support and advice is provided throughout the programme. This includes advice given in critiques and written feedback, as well as informal discussion about student concerns and academic progress.
- Academic tutorials are scheduled on all programmes of study and allow students to discuss in depth matters relating to creative or theoretical work. Students can expect at least one tutorial per term or Study Block, as appropriate. Tutorials will normally be recorded via a tutorial form, the student to retain the original and the Programme Team retaining a copy.
- To maximise the benefits of a tutorial, students are expected to prepare for discussion any areas of concern. Staff will endeavour to give constructive guidance on development and fulfilling potential.
- Academic staff will provide feedback on work and progress, offering support and guidance where applicable. This does not include personal or financial matters, as this is provided by student support departments.

Academic Tutorials: Guidance for academic staff

- Tutorial discussions should focus on academic progress and development.
- Academic staff are often aware of issues affecting individual students and this will be taken into account when making considerations around student requests. However, academic staff will not attempt to counsel or advise on non-academic matters
- Written feedback should record the discussions with a student as accurately as possible. The aims and objectives set should be clearly stated
- Tutorial feedback can be given in a variety of forms, but we recommend that it is received both verbally and in a written form
- In relation to good practice for academic tutorials, the QAA UK Quality code for Higher Education highlights the following:

  To derive maximum learning benefit from assessment, students need to receive timely feedback in a manner that is supportive yet includes some personal challenge. Effective feedback is the result of: agreeing and communicating clear criteria before students complete the task; assessment that uses those criteria; and feedback based on the criteria and timed so that students can use it constructively in their next stage of learning. Effective feedback for learning also takes into account the need to build confidence as well as to communicate where and how improvements can be made.

Personal Tutoring process

Personal tutoring differs from Academic tutoring in the focus of discussion. When dealing with academic issues it is the academic tutor who is best placed to help. However, there may be instances where a student would prefer to talk to someone outside their immediate learning environment. It might be a personal matter related to their work or it may have no connection with the course. The focus of the Personal Tutoring session can change to suit different stages of a student's progress through their course. For example, during an initial session, new students are invited to discuss how they are settling into their course, and Cambridge more generally. Towards the end of a course, the Personal Tutor can provide support and advice in relation to a range of matters, relevant to the students' personal and professional ambitions.

All students will be assigned a Personal Tutor at the beginning of the course whose role it is to look after the welfare of the students on the course. Personal tutors will support students or direct them to someone qualified to deal with specific concerns.

The role of the Personal Tutor

A Personal Tutor is a member of staff whose role is to provide advice and guidance on how a student can manage the implications of personal matters and the effect they may have on their studies. Their role and responsibilities are:

- To make themselves aware of the colleges support services and help students access these should they need specialist guidance or support where appropriate
- To be aware of College Regulations, processes and policy principles which underpin them, enabling them to support and advise their tutees with any issues
- To initiate contact with all new tutees in the first term or Study Block, ensuring the student has settled in and that any pastoral matters are identified
- To make themselves available through appointment and respond in timely fashion to any queries from tutees in the interim
- To maintain tutorial records where applicable, according to college policies and procedures

The role of Personal Tutor will be assigned to a member of staff by the Head of Department. A students Personal Tutor may change during the course of their studies.

A Personal Tutor has 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 related to:

- The unlawful activities defined in the College's Safeguarding and Child Protection Policy, including those associated with 'Prevent' Duty
- A physical or mental disability or a learning difficulty or any other issue of inclusivity covered by the Fitness to Study Policy which has not previously been disclosed
- An allegation or evidence of bullying or abuse, or any other activity covered by the College's Anti-Bullying Policy
- An alleged breach of the College's Equality & Diversity Policy

In matters outlined above, the Personal Tutor will provide general support, but will escalate the matter to the appropriate authority. Personal Tutors will under no circumstances offer counselling but refer the matter to Student Welfare.