

TUTORIAL POLICY

Effective for all staff and students of the College Group on or after April 2026

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Policy owner:	Assistant Principal Student Experience & Safeguarding (Taunton College)
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ALL	Extensive updates reflecting Ofsted expectations, safeguarding requirements, revised delivery models across age groups and clearer quality assurance arrangements	27/03/2026

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Tutorial Policy

1 Introduction

- 1.1 UCS College Group is committed to ensuring that all students are supported to participate, thrive and progress, regardless of background, starting point or programme of study. The tutorial programme is a core entitlement for all students and a key driver of inclusion, personal development and progression.

2 Scope

- 2.1 This Policy applies to all curriculum and support staff involved in the planning, delivery and quality assurance of tutorials across UCS College Group

It applies to:

- 16-19 Study programme students
- Adult students
- Higher Education Students
- Apprentices

3 Intent

- 3.1 The tutorial programme is designed to ensure that all students:
- Develop skills, attitudes needed for life, learning and work
 - Are actively supported to participate in college life and feel included, safe and valued, in line with Keeping Children Safe in Education.
 - Understand and can articulate their next steps, including careers, further or higher education, apprenticeships or employment.
 - Are well prepared for successful destinations and sustained progression
 - Ensuring all students understand what it is to be successful in modern day Britain.

The tutoring process will:

- Support retention, attendance, progress and achievement.
- Promote equity, inclusion, equality and participation, particularly for students who are vulnerable or at risk.
- Embed and promote the principles of My College Advantage

4 Context

- 4.1 The tutorial programme provides every student with structured opportunities to reflect on their progress and personal development, set and review meaningful targets, build confidence, resilience and independence, and make informed decisions about future pathways. Tutorials are recorded either through the student's Individual Learning Plan (ILP), one file or review documentation, ensuring that personal development and progression are monitored and sustained
- 4.2 The tutorial delivery varies by student group, the core purpose remains consistent: to support inclusive participation, personal growth and positive destinations.

5 Policy Statements

5.1 The Tutoring Process

The tutorial programme is underpinned by My College Advantage, which focuses on developing students:

- Excellence in Action
- Growth mindset and resilience
- Leadership and management
- Digitally confident
- Personal empowerment and wellbeing
- Career readiness
- Global citizenship and sustainability

Tutorials provide a structured space to promote inclusion, Safeguarding, Participation, Health, Wellbeing, Current Affairs, Student Voice, British Values, Equality & Diversity, Careers education and Progression planning.

5.2 The Tutorial Plan of Learning for 16-19 Study Programme

Every full-time 16-19 student is allocated a Personal Tutor who provides weekly group and individual tutorial sessions, half-termly progress reviews and ongoing academic and pastoral support.

Tutorials focus on personal skills development, positive behaviours, inclusion and belonging, careers exploration, employability skills and preparation for next steps.

Weekly online tutorials (delivered via SWAY) introduce key topics and provide students with a deeper understanding ahead of the face-to-face tutorial the following week.

Each student is offered a one-to-one tutorial every half term, during which they are supported to set at least two SMART targets - one academic and one focused on personal development. These targets are then reviewed at their next one-to-one session

External guest speakers from local organisations enhance the tutorial programme by delivering specialist sessions aligned to local themes. These sessions are scheduled to support multiple tutorial groups simultaneously and may run across a full day or several days on each college site. This ensures consistent access to high-quality, expert input that complements the planned programme of tutorial.

Tutors will be provided with training and support in effective tutorial delivery, and able to refer students who require specialist support to services such as Student Experience (Wellbeing), Counselling, Safeguarding etc.

Personal Tutors will be supported by the Student Experience & Safeguarding Department at their College. The Assistant Principal Student Experience & Safeguarding (Taunton College) has strategic responsibility for the tutorial provision.

5.3 The Tutorial Plan of Learning for Apprentices

All apprentices experience comprehensive and regular personalised reviews, with milestones tracking their progress both on and off the job.

Safeguarding and Prevent training, along with important information around college support services are integral components of their induction. In addition, apprentices receive regular online tutorials and personalised progress reviews every 8 weeks that support Personal and Professional behaviours, Career Readiness, Wellbeing, Safeguarding and Career Progression, embedded through My College Advantage/UCS Elevate. Apprentices under the age of 18 also complete the weekly online tutorials, the same as the Study Programme students.

Student voice is captured through various channels such as observations, learning walks, deep dive activities, and surveys. Apprentices and employers participate in regular reviews, aligning with our My College Advantage/ UCS Elevate framework.

5.4 The Tutorial Plan of Learning for adults

Adult students access flexible online tutorial provision, focusing on confidence building, carers progression, digital capability, wellbeing and progression within education or employment.

Student voice is captured through various channels such as observations, learning walks, deep dive activities, and surveys.

5.5 The Tutorial Plan of Learning for Higher Education Students

Higher Education students also access flexible online tutorial provision, focusing on confidence building, career progression, digital capability, key local/national themes, wellbeing and progression.

UCS Elevate is the framework used to ensure all HE students (full time, part time and apprentices) develop their personal skills and are ready for their next step. All HE students will be:

- Industry ready
- Highly skilled
- Professional
- Empowered
- Knowledgeable
- Community Minded

All tutorial content is age appropriate and designed to support personal development for all students.

6 Responsibilities

- 6.1 The Assistant Principal Student Experience & Safeguarding (Taunton College) holds strategic responsibility for the tutorial programme, supported by each college's Assistant Principal Student Experience & Safeguarding and Group Vice Principal Student Experience & DSL. Senior leaders in each college keep a close oversight on tutorial delivery, working with Deputy Heads of curriculum departments.
- 6.2 Deputy Heads, Course Leaders, Tutors and Trainer Assessors are responsible for the implementation of the tutorial programme, and for appropriate staffing, rooming and allocation of time and day-to-day operational matters for tutorials.
- 6.3 The Student Experience & Safeguarding Departments are responsible for supporting Personal Tutors and Trainer Assessors and assuring the quality of tutorial delivery. They are also responsible for planning and developing the tutorial plan of learning, and ensuring that tutorial resources and support materials are appropriate and accessible to tutorial staff working either on campus or remotely.

- 6.4 Tutors, teaching staff and trainer assessors are responsible for delivery of an effective tutorial programme for the groups for which they have responsibility (full-time, part-time & apprentices), for establishing targets with students, and for monitoring students' progress and results via the ILP or One File.
- 6.5 Tutors and the Student Experience & Safeguarding Departments are responsible for ensuring:
- That issues raised by students are given due consideration, and raised with appropriate staff or in appropriate forums, and that students receive feedback in response to the issues they have raised
 - That students involved in Behaviour Management Procedures are given support, and the opportunity to give a fair account of themselves at any Behaviour Management meeting.
- 6.6 Students are encouraged to take responsibility for their own learning and, supported by the tutoring process, are expected to take an active part in monitoring and completing actions to ensure their progress against agreed targets. Students who require additional support, careers advice and guidance and/or specialist welfare support including financial support, will be referred to the relevant Student Funding, Additional Learning Support or other relevant teams.

7. Quality Assurance

- 7.1 Tutorial provision is subject to standard Quality Assurance procedures, which includes lesson observations, learning walks, student survey questions, discussion at Student Forums, and scrutiny at, for example, Local College Board and the governor Quality and Standards Committee.
- 7.2 Learning walks are carried out at least once per term in line with the UCS College Group Learning walks to monitor consistency, attendance and student-engagement. Feedback from tutors is sought to support high quality provision and learner engagement. Feedback is shared with the Quality Team and both the College Senior Leadership Team and Senior Management Team.

- 7.3 Tutors receive annual mandatory training at the start of each academic year. This training includes updates on any significant changes to the tutorial process in addition to the support available to students College Group wide. This is complimented by tutor briefings, which take place once per term to introduce key themes and topics, and to provide ongoing training and updates for tutors and to ensure standardisation supports consistency. Tutors are able to seek advice and guidance on tutorial delivery at any time through the Student Experience & Safeguarding teams.

8 Related Policies and Procedures

- 8.1 This Policy should be read in conjunction with the following (the list is not exhaustive):

- The Tutor Handbook
- Teaching, Learning and Assessment Strategy
- Safeguarding and Child Protection Policy
- Positive behaviour Procedures
- Our Professional Expectations Framework
- Equality, Diversity & Inclusion Policy
- 7 Ways – Evaluation of Teaching, Learning and Assessment Policy.

9 Review of Policy

- 9.1 This policy will be reviewed every two years, or earlier in response to changes in inspection frameworks or statutory guidance.