

Personal Tutor Guidelines

Academic Year 2023-24

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INTRODUCTION

The purpose of these guidelines is to help tutors to support and manage their tutees effectively so that they may develop and realise their potential as successful Bird College students.

THE PERSONAL TUTOR SYSTEM

The Personal Tutorial System is based on scheduled meetings between Tutors and their tutees. Tutors will meet with their full tutor group at regular intervals during the academic year. Students can also, make individual appointments to see their personal tutor.

Group meetings

During group meetings tutors are expected to share general college news or updates. It will also provide an opportunity to cover any relevant tasks that support the academic, technical or pastoral care of the students. Students may raise collective issues, and these could be college matters, personal issues or global matters. The tutor's responsibility is not to know and provide the answers, but rather to facilitate tutees' conversations that lead towards appropriate actions or solutions. The tutor is expected to encourage 'peer support,' to actively listen, to sometimes advise and often point students in the direction of someone with more specialised knowledge.

These meetings are not the forum to discuss issues relating to the operation of the college or question the curriculum design.

There are more effective ways and fora for addressing such matters, for example group representative meetings or the weekly meetings held with the Joint Principal. If these matters are raised tutors should respond on behalf of the college stating that changes to the course structure are not possible because it has been carefully designed to meet the needs of the students, the requirements of the industry and has been approved by the university and the Higher Education Funding Council for England. In group tutorial meetings tutors should use their expertise to guide the students towards solution-focused thinking.

Individual meetings

Tutors and tutee's should arrange suitable times where they can meet to discuss the student's well-being and course progression. Students can also arrange to meet their tutor if they are having particular difficulties. This also applies to the tutor. If a student is raised as a cause for concern the tutor may ask to see the student to:

- Find out what and if there are any issues
- Offer support and guidance and strategies for improvement

Students should be actively encouraged to view their Personal Tutor as a first point of contact and as someone who can advise and support across a wide range of issues and not someone whom they should only see when they have a problem.

Tutors should clearly communicate their availability to students regarding tutorial meetings. Tutors should give students their working times so that they are not being contacted at unreasonable hours.

The Role of the Personal Tutor

A Personal Tutor has a vital role to play in enhancing students' academic, technical and personal development and in building a supportive community amongst students and staff.

The role of personal tutor is a distinct and well-refined role which should not be confused with other academic roles. The role of personal tutor goes beyond that of an academic/vocational tutor and encompasses pastoral, academic and administrative elements. Personal tutors have a specific responsibility for their tutees as individuals as well as students of Bird College. They act as the bridge between the institution and the student, guiding and monitoring their progress in a holistic way.

Pastoral care

Tutors should actively listen to students, providing encouragement and support as appropriate. Tutors should also offer guidance and advice on the availability of appropriate support offered by the College or supporting bodies concerning study, financial and other matters where these are affecting the student's ability to complete their studies successfully. To do this effectively, it is essential that Tutors are aware of the support available and to liaise with the Assistant Principal (Student Wellbeing) and other relevant staff.

Induction

Tutors are required to meet with their tutees during the first few weeks of Term 1, as the level of tutorial support needed is likely to be highest at this time. In those first weeks, before new students have been able to develop their own 'mental map' of the college or to establish their own network of contacts, tutors can play a valuable role as first point of contact. Even if tutors do not have the information themselves, they will usually know who may be able to help and can point students in the right direction. This is valuable in reassuring students and helping them to orientate themselves.

Students should be clear that tutors have a busy teaching timetable and therefore cannot see them whenever they want. Tutors should provide students with a schedule of their free slots and encourage students to contact them via the college email system. Sometimes a few words in an email can provide reassurance. In urgent circumstances students should meet with The Principal or the Principal (Student Wellbeing).

PERSONAL TUTOR RESPONSIBILITIES

Personal tutors are expected to:

- Act in a professional manner at all times
- Be the first point of contact for students from entry and throughout the student's time at Bird College
- Maintain regular contact with their allocated tutees
- Email students only through the College emails system
- Understand the College's policies and procedures (attendance policies and procedures, deferrals and extenuating circumstances, dyslexia, outside of college performance work etc)
- Be familiar with the support services available at the college and beyond, and know how to refer students to them

- Respect confidentiality, in an appropriate and professional manner (all students should be advised that if necessary, anything said that could potentially be classed as 'at risk' will be passed on to the Assistant Principal responsible for Safeguarding)
- Acknowledge that some students may not get on with you and to accept and facilitate, if necessary, their seeing someone else (every effort should be made to find ways for the student and tutor to communicate effectively before this is necessary and only after consultation with the Principal or Assistant Principal)
- Respect and tutees' right not to seek or accept support or help, even though this may appear to be to their own disadvantage (the College has no right to force a student in to receiving support, we can only point them in the right direction and hope that our support will allow them to access any services they might need).
- Be accessible and available in line with the student's baseline personal tutoring entitlement
- Follow the tutorial programme for group tutorials and report when necessary to the Principal and Assistant principal (Student Wellbeing)
- Access record and tracking systems as available to monitor students' progress
- Keep records of personal tutorial contact, in line with college guidelines and procedures

Personal tutors are not expected to:

- Be responsible for more than 30 tutees under normal circumstances
- Provide any type of specialist support that goes beyond their expertise, such as counselling
- Criticise other staff or student

BOUNDARIES

The boundaries should reflect College policies and the aims of the Tutorial System. Tutors should explain the boundaries of the Tutor-tutee relationship. This includes, for example, that you are available at times but not at others, the limits of confidentiality etc. Tutors should also make clear the responsibilities of the college in Safe-Guarding and the key members of staff involved in this.

Managing Expectations

Students are expected to engage fully with their personal tutor by accepting their responsibility for the role they play in creating an effective relationship, and should therefore:

- Actively participate in arranged meetings
- Respond to all communication from their personal tutor in a timely manner
- Keep their personal tutor informed of any changes that may affect their academic work and progress
- Contact their tutor if they need advice or have a problem
- Alert their personal tutor of any additional or specific learning needs
- Respect personal tutor's working hours

Students are given a copy of the student handbook which sets out what is expected of them during their time at the College.

Caring with limits

It is not the role of the Tutor to try to 'solve' all of a tutee's problems. Tutors should be guided by the principle that their primary aim is to support the tutee in their studies.

A key word here is 'support', a personal tutor cannot (and should not) solve a problem for a tutee. A tutor should be prepared to listen, offer advice, refer to other sources of help, consult with colleagues etc.

REFERRALS

Referral is a central aspect of the role of the personal tutor. Although a tutor should feel free to contact the Assistant Principal or a relevant member of staff, it is best to encourage the tutees to do it themselves, thereby taking responsibility for it.

The problems tutors come across can be varied and can be contributed to more than one factor. Typical problems such as loss of concentration and motivation could be due to no clear sense of identity, depression, poor health, anxiety or a range of disorders which range from eating problems to obsessive behaviour etc. Equally, academic underachievement could be due to poor study skills or dyslexia or to doubts about whether they have chosen the right programme and its relevance in career terms.

Tutors should also be aware of their own limitations and the boundaries of the Tutor / tutee relationship. A student may come to their tutor with very difficult and complex problems and the tutor should not hesitate to seek advice and support for themselves if they feel unsure about how best to proceed. Tutors should always consult with the Assistant Principal (Student Wellbeing) if they are in doubt or need support and advice.

Referral to others

A student may approach their tutor about problems which have several different causes, some of which may not be obvious or straightforward.

Typical problems could include:

- Academic difficulties, such as frequent failure to meet deadlines, uncertainty about the course they've chosen, or a Specific Learning Disability (e.g. Dyslexia)
- Emotional and social problems, such as persisting homesickness, relationship problems, a lack of confidence, or a feeling of isolation
- Physical illness like a long-term sickness or injury
- Traumatic life events, such as the death of a friend or relative

Many problems will be interlinked, for example, an ongoing illness may result in missing lectures/classes, falling behind in work and then losing confidence or an apparent lack of motivation, resulting in not meeting deadlines and being uncooperative in class.

There are a wide range of support services available to help students and tutors manage these problems:

- The Principal (Financial Issues)
- The Assistant Principal (Student Wellbeing) (personal or academic issues)

- Assistant Principal (QAA) academic issues and attendance
- Counsellor (self-referral or tutor referral for more complex issues)
- Physiotherapist (injury treatment and prevention)
- Medical Services (referral to GP)
- Learning Support tutor (Students with additional learning needs and those that require Academic Support)

Good communication between the tutor, student and across the various support services will help the student get the kinds of support they need most. Each service will liaise through the Assistant Principal to ensure a comprehensive and effective support system for students when they need it. What matters most is that the student is helped to start the process of sorting out their problem and that respect for their privacy is maintained.

When might a Tutor refer?

A tutor should refer a student to a support service when they feel that the student's problem would best be addressed by seeking specialist advice and support. The tutor should maintain their contact with the tutee.

The tutee should be clear about why they are being referred and should be encouraged to continue informal contact with their tutor if they wish.

Although a tutor can make any referral, it is best to encourage the tutee to do this themselves, thereby taking responsibility for it. This helps to reduce the number of student 'no shows', as the student is able to be in control of their own situation. Consequently, the most effective referrals often involve encouraging the student to get in touch with the service and giving them the relevant contact details.

However, situations arise when a tutor knows it to be important to make the contact for the tutee or even to give detailed information to the specialist prior to the appointment. The tutor should explain to the student who, why and for what purpose they are making contacting on the student's behalf. The student's consent may be needed. Advice and consultation should be sought from the Assistant Principal whenever it is necessary.

COMMON ISSUES

This section attempts to identify the more common situations or problems, to offer suggestions as to possible approaches to dealing with them and to make personal tutors aware of relevant College policies.

Tutors should feel that they are able to consult the Assistant Principal (Student Wellbeing) regarding any of the following issues for advice and support.

- Anxiety
- Depression
- Disordered Eating
- Intrapersonal relationships
- Injury

- Alcohol
- Illegal drugs

Crisis

Life offers many opportunities for crisis: bereavement, relationships, illness in oneself and others, death of a parent, job loss and injury are all recognisably major events. Students may also have the additional burden of confidence issues. But during the developmental stages which occur between 18 and 25, students may also be affected by what seem to be relatively minor events or a 'final straw', an otherwise innocuous event which just happens to be one too many in a long unresolved build-up, triggering a total loss of confidence or psychological crisis.

A crisis tends to be due to one of three things:

- Someone to whom one has an emotional attachment confounds expectations
- Physical illness or death
- A disaster, such as a car crash

All crises have elements of the sudden and unexpected: danger, loss of control, acute uncertainty about what to do, how to be and what to feel. In addition, students suffer not only their own difficulties but those of their families as well. Sudden unemployment or serious illness for a parent may mean practical disruption for a whole family.

How can a Tutor support a student in crisis?

In the initial shock phase, there is not a lot anyone, including a tutor, can do except be with the tutee. That this calm figure is not also in crisis seems to suggest that somehow a solution is knowable. The emotional support that comes from simply caring and empathising with the tutee is invaluable at this point.

The next phase of help is to 'be with' again but this time very actively listening. The fact that a tutor is doing so tells the tutee they are worth listening to. When in crisis, the fact that someone thinks we are important, valuable and seems quite sure we have the resources to cope, is extraordinarily affirming. The opportunity to learn from experience is much reduced by runaway emotions, so if a tutor can encourage a tutee to express their feelings and through this gradually to calm down, the tutee is then in a position to begin to make sense of what has happened. Personal Tutors are quite rightly seen as unblocking barriers and facilitating movement along a personal journey which would take place in time anyway.

For a tutor who has not dealt with this kind of pastoral challenge previously they should ensure that they are also supported. The Assistant Principal can support the tutor as well as the tutee. Students suffering a crisis should also be referred to the counselling service or an appropriate external agency.

Discipline

As with neglect of work, the role of the tutor in matters of student discipline is primarily to try to avoid the need for formal disciplinary action by advising the student with regard to their conduct, behaviour, attitude or commitment and helping them to address any underlying problems. Tutors may be alerted

through the Heads of Department to causes for concerns. The aim should always be to give positive and affirming targets that seek to promote improvement. Where tutors are unsure in how to support or proceed, they should consult with the Assistant Principal.

If a student requires disciplinary action, then a meeting should be scheduled with the Principal or Assistant Principal.

Financial Issues

Where possible tutors should refer tutees to the appropriate agency or recommend avenues for investigation. Where the tutor does not know this information, they should consult with the Principal or send the tutee. If and when necessary, students can speak with a member of the college Finance department or the Principal.

Health

Students should be encouraged to keep their tutors fully informed on matters of ill health. This is important both to ensure that the student is receiving the appropriate support, and in cases where the illness contributes to assessment failure or non-attendance, to enable the tutor to support this as extenuating circumstances.

All extenuating circumstances should follow the appropriate guidelines (Please see separate guidance).

Injury

Students who have suffered or are suffering from an injury should be under the care of the resident physiotherapist. Students who are unable to participate in all classes may find this a particularly frustrating time and tutors should ensure an appropriate level of support and guidance.

Homesickness

The majority of first-year students will experience some level of homesickness, particularly those who are under 18 and may be experiencing their first time away from home. Most settle down within a few weeks, but a small number do not, and may need considerable support over the first month or two.

International students will face the challenge of adapting to an unfamiliar culture.

Symptoms can include:

- Missing home
- Feeling lonely, depressed and anxious
- Inability to stop telephoning home
- Feeling lost
- Constant ruminations about the past
- Being absent-minded
- Inability to concentrate
- Feeling ill
- Constantly crying

Symptoms can occur at different times including:

- When something is happening at home which students cannot get involved in or feel excluded from
- It can be a big shock after induction weeks when reality starts to sink in
- When feeling unwell, as it becomes difficult to get day to day things done
- If everyone else in a shared house or group of friends goes home
- When budgeting difficulties arise or students are coping with things that parents would normally have dealt with.

Homesickness does not just occur in the first year; it can be caused by a change of circumstance.

- It can be difficult if parents change their circumstance whilst students are away – parents moving house or separating can lead to stress and homesickness.

How can Tutors support students who are homesick?

An important function of the Tutor is to 'give permission' to the student to be homesick, to accept it as normal, and to discuss it with them. This will help to reduce anxiety and reassure the student.

Tutors can also suggest practical steps the student can take. For most students, having a 'good' relationship (someone to take an interest in them, to talk to and do things with) with transitional figures is important for the first few weeks. Reminding students of the 'buddy' system can help them talk through some issues with someone that may have gone through a similar experience. Most important of all is to encourage the student to commit fully to involvement in college life; making new friends and identifying with the college their sense of belonging will grow and their homesickness diminish.

More complicated circumstances should be passed on to the Assistant Principal.

EFFECTIVE TUTORING GUIDELINES

Different institutions use personal tutors in different ways and it is important to be clear on what will make a Bird college personal tutor and the characteristics of an effective tutoring system. All will encompass the legal Duty of Care and the Safeguarding guidelines issued in the College policy.

The following guidelines are based on useful suggestions provided by a range of tutors in a variety of similar institutions:

Establishing and maintaining the personal tutor relationship

- Provide some initial occasion to meet your assigned students - the earlier the better
- Be available regularly. Little and often is generally better than occasionally for extended but unpredictable periods
- Make contact early on, follow up if necessary
- Give clear information about how students may arrange time with you privately
- Follow up unexplained absences or non-attendance - sensitively

- If you use email contact, ensure that there are also sufficient face to face meetings too. All email contact should be through the College system
- If you only have a limited time, say so at the outset rather than finishing abruptly, e.g. "We have 15 minutes now. How can I help?"
- Listen carefully - to the explicit and the implicit. Imagine yourself in the student's shoes
- Check that you've understood correctly by reflecting back or summarising what you think they were saying
- Give (genuine) praise and encouragement. Most people already have an overdeveloped internal critic
- Open questions are generally more facilitative than closed ones
- Take difficulties seriously. Don't tell people not to worry or that "it'll be all right"
- Don't betray confidential information whilst still following the Safeguarding guidelines
- Ensure you inform a student if they are going to disclose something that could potentially class them as a vulnerable adult and that you may have to pass it on to the appropriate senior member of staff
- Don't criticise other staff or students
- Refer students elsewhere when appropriate
- Defuse situations where possible and report to the Principal and Assistant Principal (Student Wellbeing)

You are not required to analyse and produce solutions for your students. Your task is to work with them to understand, to convey support and to encourage them to find their own solutions.

Effective Personal Tutor Skills

Having identified a student in difficulty or crisis how can the personal tutor best help?

Extensive research has shown that the following modes of communication within the tutoring relationship not only enhance your effectiveness in responding to students' needs and problems but also contributes a great deal towards creating the conditions most conducive to learning.

HELPFUL SKILLS

Acceptance

Accepting another person in a non-judgemental manner is crucial as a basis for a helping relationship. This is simple to say but harder to feel and to communicate to a student.

Accepting responses include inviting a student into an office or finding a private space to listen, moving a couple of chairs away from desks/tables to create a more informal setting, inviting them to sit down, establishing eye contact, giving your full attention (set aside any work you may be attending to) and being patient and positive in your attitude towards them.

Listening

Again, easy to say but really listening to someone requires effort. Good listening requires us to put aside our own preoccupations and frustrations. Listening is our main source of information from the student, and it is crucial that we listen not only for information but also for the emotional clues in what the student is telling us, sometimes non-verbally. This helps towards a much deeper and more comprehensive understanding of their situation. If the issues students are facing have never troubled

us or we found solutions to them easily we could be in danger of diminishing or belittling the student and their concerns.

Empathy/Understanding

If we over-identify with or feel sorry for a student, we can end up offering sympathy but not necessarily effective help.

Empathy on the other hand offers understanding of the student's situation as they see it and is another way of conveying acceptance. To have someone really understand is often an enormous relief and is often all a student will need to sort out a problem for themselves.

Paraphrasing

Paraphrasing briefly what a student is saying is one way of developing empathy with a student. It may seem unnecessary to paraphrase what someone has already said but if it is communicated with a real intent to understand it can be immensely reassuring and helpful. A student may not have spoken about certain concerns before or may not be very skilled in reflecting on their own problems. In rephrasing what they have said, you provide them with the opportunity of reflecting on it more objectively or of modifying it if it isn't quite what they meant. In this way together you can build a clearer picture of what their issues are.

Questioning

The most effective questions to ask are often those that prompt the student's own thinking about their situation, rather than those directed towards getting the information you think will be helpful. The skilled use of open questions can be very useful in helping the student to clarify and talk through their problem or situation. Leading questions used to probe or persuade are not helpful in building an effective tutorial relationship. Too many closed or specific questions can too easily feel like an interrogation and why questions can produce a defensive response.

Summarizing

Throughout and/or at the end of a tutorial interview, summarizing what has been said both helps you to check your understanding as well as helps the student clarify and focus on the main issues for them. This is a good place to help the student decide what they would like to happen next or to identify any further support they may require.

Boundaries

It is good practice to tell the student what is happening, how long you must talk with them, the purpose of the meeting etc. The student may otherwise be unclear of the purpose and length of the interview. If you haven't adequate time available, it may be better to arrange an appointment for as soon as possible.

Confidentiality

It is important to be clear and honest with your students about any limitations on the confidentiality you can offer. There may be issues that you feel would be helpful for you or the student to discuss with other staff. It is good practice to see the student's views and request permission to liaise with other members of the college. However, this must be practised within the guidelines of the safe guarding policy and the legal obligations of the college. Tutors should never agree to '*keep secrets*'.

Listening skills and the use of questions

1. Questions that aid communication

Open ended Questions: Here the student has scope to open up and develop what is important to them. (They are not merely giving yes/no answers to clarify the tutor's hypothesis about them). They can feel encouraged. For example:

Could you say more about this?

How do you feel about this?

What would you like to happen next?

2. Questions that block communication

Closed Questions: These are questions where students have to answer a specific query and do not have much scope to express themselves. It may communicate that the tutor is checking out a hypothesis about the student who may then feel probed or analysed. The student is likely to become defensive and switched off if a long string of closed questions is given. Communication will reduce to yes/no answers, e.g. "How many friends do you have?" "Have you joined any clubs?" "Do you get on with your mother?"

'Why' questions: A question starting with the word 'why' is a request for an explanation or justification. This can easily lead to the student feeling defensive or guilty, and there is a rapid loss of rapport and communication, e.g. "Why do you wear that earring?" (Perhaps an indirect criticism)? "Why are you upset?" (Contrast this with "I'm sorry you're upset").

Leading Questions: Here the tutor is indicating what he/she thinks the student should answer. The judgemental nature of this will indicate lack of acceptance of the student's view and inhibits trust, e.g. "I imagine you felt worse after you handed this in late, didn't you?"

Other blocks to communication include:

Ordering, directing

Criticising, giving negative judgements

Warning, threatening

Reassuring in a way that closes discussion e.g. "Never mind ..."

Moralising, preaching

Sarcasm, humour, probing, questioning

They all put the tutor in a superior position and may be damaging to the student's self-esteem.

STUDENT WELLBEING STRUCTURE

Principal and Artistic Director: Luis DeAbreu

- Will work collaboratively and support the Assistant Principal in delivering effective safeguarding, student wellbeing and personal tutoring procedures
- Regularly monitor the Personal Tutoring processes
- Will work closely with all Personal Tutors and provide support as and when required
- Responsible for the Student Rep Meetings (Students Council)

Assistant Principal (Student Wellbeing): Luisa Figuerola

- Will work collaboratively with the Principal and bring to their attention all concerns
- Responsible for Student Wellbeing and Safeguarding across within the college
- To work closely with the Principal and Artistic Director to ensure all Personal Tutors have the best knowledge and training to guide students whether it be an academic, personal, or professional matter
- To develop and monitor an appropriate Student Wellbeing system that adds to the ethos of the college and complies with Safeguarding and Equity and Inclusion Policies
- To support all Student Wellbeing staff by dealing with more sensitive matters and offering guidance and training where appropriate

Assistant Principal (FE/HE Quality Assurance)

- Will monitor student attendance and provide regular reports
- Will issue warnings to students re attendance

Equity and Inclusion Officer: Stella Odusola

- Responsible for Equity and Inclusion matters
- To work closely with the Principal, Assistant Principal (students Wellbeing), personal Tutors and all staff in providing support systems for all students from under-represented groups

Personal Tutors

- Responsible for working with a designated group of students monitoring their welfare and providing guidance throughout the student's time at Bird College.
- Keep the Principal and the Assistant Principal (student wellbeing) updated on all matters relating to students' meetings and all issues raised.

Physiotherapist: Sue Wilson

- Offers physiotherapy treatment to students and creates a rehabilitation programme to support students in their reintegration into dance classes

Student Counsellors: Sharie Mizen and Charlotte Gilmour

- Provides a confidential counselling service for students
- Helps students reach a deeper understanding about themselves and provide strategies which will help them deal with their personal issues whilst engaging in full-time education
- Runs Workshops

Body Conditioning: Mo Meziane

- Teaches focus-based body conditioning classes which aim to compliment students' dance training

Learning Support Tutor: Hannah Nicholls

- Provides learning support to students with additional learning needs
- Work closely with the academic department

Personal Tutor Meetings (Proposed Topics and schedule)

<p>Pre-Professional Foundation Year</p>	<p>Tutorial 1 (Start of Term 1)</p> <ul style="list-style-type: none"> • Purpose and scope of the personal tutoring system • Student’s expectations • College Policies – Student Handbook • College Support (Counselling, Physiotherapy, Learning Support) • Attendance • Settling in <p>Tutorial 2 (End of Term 1)</p> <ul style="list-style-type: none"> • Preparing for auditions <p>Tutorial 3 (Term 2)</p> <ul style="list-style-type: none"> • Auditions and how they are going • Further options for the following year • General concerns <p>Tutorial 4 (Term 2/3)</p> <ul style="list-style-type: none"> • Feedback on the year • Identifying positive aspects and areas students have learned about themselves
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<p>Year 1 BA & DIP</p>	<p>Tutorial 1 (Start of Term 1)</p> <ul style="list-style-type: none"> • Purpose and scope of the personal tutoring system • Explain Student Wellbeing System (including learning support, physiotherapy and counselling) • Student’s expectations • College Policies – Student Handbook • Settling in • Attendance <p>Tutorial 2 (End of Term 1)</p> <ul style="list-style-type: none"> • What has been challenging? • What has been good? Try to guide the conversation to not only course or college related matters but other aspects as well. It is a good opportunity to try and get them all to consider individual and personal journey • What are the different living arrangements and how are they coping?
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	<ul style="list-style-type: none"> • What similar things are they going through and what kind of strategies can they share on how they are coping? • If they are living away from home - home sick, budgeting, looking after themselves, freedom • Still living at home - what are the issues? • Discuss areas of the Programme which may need clarification <p>Tutorial 3 (Term 2)</p> <ul style="list-style-type: none"> • Assessments: explain assessment schedule, discuss time management, deferral assessments, explain extenuating Circumstances procedure
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Year 2 BA & DIP	<p>Tutorial 1 (Term 1)</p> <ul style="list-style-type: none"> • Welcome back • Discuss the expectations for the year ahead: encourage the students to look back at Year 1 and what they achieved • Encourage students to think of something positive from the year • Ask students to consider an area that they would like to have improved: for example, attitude, commitment, dedication, effort, course/technique/performance specific, academic work • Explain the format of each course/component <p>Tutorial 2 (Term 2)</p> <ul style="list-style-type: none"> • Discuss how the year is going, share experiences, discuss the challenges students are faced with • Assessments: discuss schedule, time management, deferral assessments, extenuating circumstances
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Year 3 BA & DIP	<p>Tutorial 1 Term 1)</p> <ul style="list-style-type: none"> • Welcome back • What aspects of Year 3 are they most motivated by? • What do students think might be challenging? How are they going to deal with this? Share and devise strategies to deal with these • What do students want to achieve during Year 3? • Explain the format of the academic year • Year 3 Assessments <p>Tutorial 2 (Term 2)</p> <ul style="list-style-type: none"> • Discuss how the year is going, share experiences, discuss the challenges students are faced with • Personal expectations
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Last Reviewed 1.6	20/09/2022	Luis De Abreu and Luisa Figuerola
Last Reviewed 1.7	17/07/23	Luisa Figuerola
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