

POLICY/PROCEDURE: HE TUTORIAL, INDUCTION & PERSONAL DEVELOPMENT PLANNING

| | | | | |
|-----------------------|--|---|----------------|---|
| Approval required by: | Executive | Y | Governing Body | N |
| Senior Lead Lead: | Vice Principal Quality | | | |
| Responsible Manager: | Director of Quality (Higher Education) | | | |
| Date approved: | June 2024 | | | |
| Date to be reviewed: | June 2027 | | | |

| | | | | |
|--------------|------------------|---|---------------|---|
| Relevant to: | Students | Y | Staff | Y |
| | Visitors | N | | |
| Relevant to: | All students | N | | |
| | 16-18 Vocational | N | Sixth Form | N |
| | Higher Education | Y | Adults | N |
| | Apprenticeships | N | 14-16 | N |
| | Other | N | | |
| Relevant to: | All staff | Y | | |
| | Board | Y | SPH | Y |
| | Managers | Y | | |
| | Teaching staff | Y | Support staff | Y |

| | | | | |
|------------------|----------|---|-------|---|
| Accessible to | Students | Y | Staff | Y |
| Friendly version | Students | Y | Staff | Y |

EQIA required Y

Significant changes to policy

None

Impact of changes

None

SCOPE AND PURPOSE

When students enter Higher Education (HE) they begin a new and challenging experience. Some students will arrive and easily take to HE life, with few questions or problems. Others will find the transition more difficult. They may be unclear about the standards of work expected of them, and struggle with what seems to be a more flexible model of learning compared to school or college and may require support with the aspects of their course they find challenging.

BACKGROUND

Tutorials

A well-planned personal tutorial system is of enormous value to the College for various reasons. It can:

- Create and build professional relationships between staff and students.
- Give the student valuable feedback in their subject area and about the institution.
- Support the student's personal and academic development.
- Provide information to support retention and progression.

Induction

Induction is an integral part of the student experience and for ensuring that transition into College is smooth. This policy applies to all full-time and substantial part-time students on a level 4 or above programme.

Personal Development Planning (PDP)

PDP is a structured and supported process undertaken by a student to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.

Policy

The core minimum requirements for the college are that all students have access to a:

- Personal Tutor (pastoral support).
- Module / Unit Tutor/ Leader (specific academic support).
- Study Skills Tutor.
- A high quality HE induction.

Tutorial Entitlement

- All our taught students are allocated a personal tutor.
- All Modules have a nominated Module Leader.
- All students to have regular access to their personal tutor; a minimum of twice during Terms 1 and 2 and once during Term 3.
- All students identified as 'At Risk' will be offered regular 1:1s as appropriate to their need with the conversation and outcomes recorded.

The Role of Personal Tutor

The Personal Tutor will ensure that students are able to access support whilst on programme and will provide information, advice and guidance to students. A Personal Tutor will:

- Provide a personal contact for the student within the institution.
- Act as a liaison between the student and Pathway Leaders to seek any improvements required.
- Offer guidance, assistance and support in helping to manage the student's academic experience.

- Prevent and reduce the risk of significant harm to vulnerable adults from abuse or other types of exploitation, whilst supporting individuals in maintaining control over their lives and in making informed choices without coercion.
- Recognise when the problems presented are beyond the tutor's competence and control and seek guidance and support for the student through the appropriate institutional referral processes.
- Work with students to review and reflect upon their own progress and, if necessary, on ways to improve it.
- Take part in supportive staff development.

Induction Entitlement

Effective induction contributes to a student's successful adaptation to their learning environment and their ability to progress and complete their programme.

- Induction should be an ongoing process for students rather than one that is completed within a defined period of time at the start of their programme.
- Induction processes should continue at points of transition, including between defined periods, such as semesters or terms, or years of a programme, when academic demands are likely to change.

Induction will include coverage of those areas as detailed in Appendix A.

Personal Development Plan Entitlement

Personal Development Planning results in enhanced self-awareness of strengths and weaknesses and directions for change. The process helps student understand the value added through learning that is above and beyond attainment in the subjects they have studied. Crucially, it relates to their development as a whole person, but also has benefits for others with whom the student interacts.

The PDP helps students:

- Plan, integrate and take responsibility for their personal, career and academic development, identifying learning opportunities within their own academic programmes and extra-curricular activities.
- Recognise, value and evidence their learning and development both inside and outside the curriculum.
- Be more aware of how they are learning and what different teaching and learning strategies are trying to achieve.
- Be more effective in monitoring and reviewing their own progress and using their own records and evidence of learning to demonstrate to others what they know and can do.
- Evaluate and recognise their own strengths and weaknesses and identify ways in which perceived weaknesses might be improved and strengths enhanced.
- Develop their identity in relation to their academic, professional and personal progression.
- Develop a vocabulary to communicate their development and achievement.
- Be better prepared for seeking, continuing or changing employment or self-employment.
- Be more able to articulate the skills and knowledge they have gained to others.
- Be better prepared for the demands of continuing progression and career development in professional and academic careers.

PDP Implementation

There are a number of different models of PDP implementation that can be adopted to support the specific needs of particular groups of students:

Discrete - where PDP is conceived as additional to, and separate from, the curriculum. Here, students tend to be encouraged to engage in PDP, with perhaps some support from tutors or others, but whether, when and how they do so is left largely to the students themselves. Because student motivation is crucial, this approach is generally seen to be more appropriate for higher-level study.

Linked - where PDP is viewed as being parallel to, but also having explicit links to, the curriculum. These may include personal logs and diaries, or compulsory sessions as part of personal tutoring.

Embedded - where PDP is embedded in specific elements of a programme, which provide the main support for PDP. They may also serve to link with material covered elsewhere in the programme.

Integrated - a whole-curriculum approach where all or most parts of a programme involve activities which are aligned with PDP processes, including those in the workplace. In this model, every programme tutor has a responsibility for supporting PDP.

Extended - where PDP processes are included in the curriculum but also serve explicitly to integrate learning activities (such as volunteering or peer mentoring) outside the curriculum. These may include integrated or voluntary work placements or other extra-curricular activities.

Outputs of the Tutorial, Induction & Personal Development Plan Policy (HE)

- All students will have a named Personal Tutor recorded on their course file.
- All taught modules/units to have a named Module Leader.
- The retention of students who are identified as "At Risk" to be at least the same as those that are not.
- A clear and structured approach for early identification, improved tracking and monitoring and a coordinated (team) approach to 'At Risk' students.
- Students have appropriate and regular access to a named individual who will support (and challenge) the student's progress through the PDP process.
- A high quality HE induction process for all new students including a differentiated approach to progressing students.

Impact Measures and Monitoring

Monitoring at Department and Course level will focus on the following:

- Retention of students.
- Continuation of students.
- Completion of students.
- High satisfaction (recorded in student surveys) in relation to support and meeting the needs of students.
- Results from the National Student Survey.
- A positive impact on disciplinary data (which may be that fewer are needed, or it may be that students are dealt with more swiftly).

- Destination data (Graduate Outcomes).

Staff Training

A programme of staff development will be available to all Personal tutors with minimum attendance requirements based on College priorities.

EQUALITY AND DIVERSITY

The EqIA for this policy is available on the college's intranet. Students can expect inclusive and supportive learning environment whatever their background.

EXTERNAL REFERENCES

This policy has been reviewed with consideration of the following guidance:

[Revised QAA UK Quality Code for Higher Education:](#)

Expectations for Standards – Core Practices

- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Expectations for Quality – Core Practices

- The provider supports all students to achieve successful academic and professional outcomes.

LINKED POLICIES AND PROCEDURES

- Safeguarding Scheme.
- Behaviour Support & Disciplinary Policy.
- Health & Safety Policy.
- Assessment Policy.
- Academic Misconduct Policy.

LOCATION AND ACCESS TO THIS POLICY

This policy is available on the college's intranet, [website](#), the HE Virtual Learning Environment and HE Student Portal on Microsoft Teams.

Appendix A- HE Induction Checklist for NEW students

HE Induction Checklist for NEW students

Department:

Course:

Pathway Leader:

This checklist must be completed by the end of the Induction period (end of October) and returned to HE Quality and Registry by 31/10/24.

HE@barnsley.ac.uk

| Topics | Date completed |
|---|-----------------------|
| Introduction to the College | |
| How to make contact with your personal tutor | |
| Election of Student Reps in each group (by 27 th October 2024) | |
| HE Student Charter | |
| Group ground rules / Introduction to Project Connect | |
| Introductory team building activities | |
| ID Cards - visual identity | |
| Introduction to student areas | |
| Introduction to Safeguarding and Prevent | |
| Introduction to Sports Village | |
| Introduction to Careers Planning, Enterprise, Employability | |
| E-Learning Modules | |
| Equality & Diversity | |
| Health & Safety | |
| Safeguarding | |
| Support | |
| Student Services, staff and roles | |
| Financial Support - what's available and how to apply | |
| ALS - identifying needs, putting support in place as soon as possible | |
| PEEPs - section completed and, where indicated, a PEEP submitted to H & S | |
| HBC/Counselling services - visit to the centre | |
| Volunteering and extra-curricular opportunities - see Student Union | |
| Library induction | |
| Policies - brief explanation and locations | |
| Behaviour/disciplinary | |
| Single Equality Scheme | |
| Safeguarding Scheme | |
| E-safety/Use of Internet/Social Media | |
| Health & Safety | |
| Complaints | |
| Academic Appeals | |
| Academic Misconduct | |
| Assessment Policies | |
| Tutorial, Induction & Personal Development Planning Policy (HE) | |
| Awarding Institution Policies & Regulations (where appropriate) | |
| Feedback: External Examiner report | |

Feedback: NSS

Student Name:

Student Signature:

Appendix A - HE Induction Checklist for RETURNING students

HE Induction Checklist for RETURNING students

Department:

Programme:

Pathway Leader:

This checklist must be completed by the end of the Induction period (end of October) and returned to HE Quality and Registry by 31/10/24.

HE@barnsley.ac.uk

| Topics | Date completed |
|---|----------------|
| Introduction to the College | |
| How to make contact with your personal tutor | |
| Election of Student Reps in each group (by 27 th October) | |
| HE Student Charter | |
| Group ground rules/Re-introduction to Project Connect | |
| ID Cards - visual identity | |
| Re-introduction to Safeguarding and Prevent | |
| E-Learning Modules - If not completed in Year 1 | |
| Equality & Diversity | |
| Health & Safety | |
| Safeguarding | |
| Support | |
| Student Services, staff and roles | |
| Financial Support - what's available and how to apply | |
| ALS - identifying needs, putting support in place as soon as possible | |
| PEEPs - section completed and, where indicated, a PEEP submitted to H & S | |
| Volunteering and extra-curricular opportunities - see Student Union | |
| Library Update | |
| Policies - brief reminders | |
| Behaviour/disciplinary | |
| Single Equality Scheme | |
| Safeguarding Scheme | |
| E-safety/Use of Internet/Social Media | |
| Health & Safety | |
| Complaints | |
| Academic Appeals | |
| Academic Misconduct | |
| Assessment Policies | |
| Tutorial, Induction & Personal Development Planning Policy (HE) | |
| Awarding Institution Policies & Regulations (where appropriate) | |
| Feedback: External Examiner report | |
| Feedback: NSS | |

Student Name:

Student Signature:

Date: