

Version Control			
Version	Author	Date	Changes
1.01	Quay Huong Tran ¹	23 rd May 2022	Included a version control table

¹ This date is only indicative, and the said policy may be reviewed before due to changes in the macro and/or microenvironment.

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1 Scope of the policy

This policy covers the principles of course management and administrative procedures offered through Bliss College, ensuring that the welfare and general interest of learners are prioritised through ensuring effective learner admission management. This policy covers areas for understanding and dealing with providing Tutorial Support to learners. This is driven in part by the requirement of key Stakeholders who require this as part of compliance for funding agencies to ensure that learners are provided with every support opportunity to succeed. In order for the policy and procedure to be effective, it is essential that all employees are aware of this policy. Ultimately it is the responsibility of the senior management to ensure that this is the case.

2 Purpose of the policy

The purpose of this policy is to implement Bliss College's commitment to developing a learning environment where all applicants and learners are given the opportunity to demonstrate and realise their full potential. The primary purpose of this policy is to provide additional guidelines and support through tutorials for all learners in order to maximise opportunities to achieve.

3 Location of the policy

You can obtain of this policy by ringing our administration team on 02085144977.

4 Communication of the policy

It is important that personnel involved in the management, assessment, and quality assurance of all programs on offer, are fully aware of the contents of the policy. Management will assume the responsibility for communicating all updates to this policy to all stakeholders affected by it.

5 Review of the policy

This policy is a live document and will evolve over time. Although the review dates are scheduled above, this may change due to feedback from stakeholders, external agencies, and regulatory authorities. The review of the policy will ensure that procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgments in promoting a fair and inclusive learning and teaching environment for all. Learners in this policy refers to pupils and students and are synonymous with the former term.

6 Introduction

Bliss College is committed to enabling all learners to be successful in their learning and achieve beyond their expectations.

Tutorial support is an essential element in taking a holistic view of the learners to ensure academic progress. The purpose of this policy is to ensure that all learners – regardless of age, disability, gender reassignment, race, religion or belief, sex or

perceived sexual orientation – receive the individual pastoral and academic support required to enable them to achieve their learning goals.

7 The Policy

It is the policy of Bliss College that:

1. Every learner studying will have a named *Personal Tutor* who will be responsible for ensuring his or her progress in learning. This will include the monitoring of attendance, performance and progress through the setting and reviewing of challenging targets.
 - Learners will be allocated a Personal Tutor at Induction.
 - All Personal Tutors will be guided and supported by a Senior Tutor.
 - All Personal Tutors will have undertaken some tutorial training including completing the ILP, target setting, questioning techniques and conducting learning conversations.
 - All Personal Tutors will be responsible for monitoring the overall attendance of individual learners making contact, when necessary, with learners and parents via text messaging, email, phone calls and letters to ensure attendance as in line with the attendance and punctuality policy.
 - All Personal Tutors will be required to submit half termly reports to the Senior Tutor detailing attendance monitoring activity and intervention.
 - All Personal Tutors will be fully informed of the academic and pastoral support available to learners and will be responsible for monitoring the impact of these on the learner's progress and well-being.
 - All Personal Tutors will be fully informed of the extra-curricular activities and opportunities available to learners and will be responsible for signposting learners towards enrichment activities.
 - Working closely with curriculum tutors, all Personal Tutors will be responsible for identifying any learners 'at risk' of underperforming or leaving the college and put the necessary support in place to enable them to progress.
 - All Personal tutors will support academic staff to achieve their KPI's in terms of tutor success through the implementation of the tutorial policy.
 - All Personal Tutors will ensure learners have access to an Induction programme which will help them to:
 - Feel safe, respected, and valued.
 - Settle into school life.
 - Confirm that they have chosen the right course for them.
 - Understand the academic and pastoral support available to them.
 - Understand what is expected of them as a learner; and
 - Understand the opportunities they have to 'have their say'.
2. All learners studying will receive individual tutorial guidance and support. For 16–18-year-old learners, individual tutorials will take place at least 6 times per academic year and for learners over the age of 19, tutorials will take place 3 times per academic year. Individual tutorials will incorporate learning conversations

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around the monitoring of academic progress and the identification of any support needs. Individual tutorials will be recorded on the appropriate ILP.

- All Personal Tutors will ensure that all learners have had an individual tutorial within the first 6 weeks of the academic year to enable learners to settle in quickly, to check that they are on the right course and are prepared for learning.
 - All 16–18-year-old learners will have an individual tutorial at least 6 times per academic year.
 - All learners aged 19 and over will have an individual tutorial at least 3 times per academic year.
 - All Individual tutorials will be recorded on the ILP template provided
 - SMART targets will be set at each individual tutorial to ensure learners are working towards their target grade and these targets will be reviewed at subsequent individual tutorials.
 - The individual tutorials will help the learner to:
 - recognise their skills, strengths and personal qualities.
 - identify, set and review challenging academic and personal targets. These will be based on the learner's qualifications on entry, grades from assessments and behavioural performance. An action plan to achieve the targets will become the learner's Individual Learning Plan.
 - participate fully in their chosen course and college life generally.
 - identify any barriers they may face that prevent them from succeeding and progressing; and
 - become confident in their chosen progression route and have access to the range of activities designed to allow them to make informed decisions about their next step.
 - Any Safeguarding issues that are raised during an individual tutorial will be dealt with via the Centre's Safeguarding procedure.
- 3. Personal Tutors will signpost learners to pastoral support services across the centre to enable them to access support to ensure academic progress and achievement. All referrals to pastoral support services will be recorded on the ILP to be monitored and reviewed from time to time by senior staff.**
- All Personal Tutors will identify any academic or pastoral support that can be put in place during learning conversations with the learner.
 - All Personal tutors will signpost learners to pastoral support via the ILP referral system. This may include:
 - Learning mentor support.
 - Counselling/mental health support.
 - Health and wellbeing support.
 - Careers advice and guidance.
 - Financial advice and support.
 - Financial support with childcare.
 - Learning support: dyslexia, support for a learning disability, sensory support; and
 - Referral to external support agencies.

4. All part-time, apprentices and work-based learning learners will have access to individual tutorial support through the curriculum teaching staff.
- Challenging targets will be set and monitored by curriculum staff within the timetabled course sessions.
 - Individual academic progress will be monitored by the curriculum staff and any support needs identified will be actioned by referrals to the Pastoral Support service.

End.
