Procedure 3.4 Tutorial Arrangements					
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Procedure issued : April 2014
Procedure owner : Principal/CEO

- ❖ This procedure is shared with our students and staff and/or can be obtained:
    - o on our website https://docklandsacademy.co.uk/policies-and-procedures,
    - o on the desktops of all computers in the library on the top floor,
    - o by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students and staff are informed about the main aspects of the procedure in the Student and Staff Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1 Objective

The objective of this procedure is to ensure consistent and high-quality delivery of standard Academy student tutorial entitlement.

2 Aims

- students should receive a standard tutorial programme and support consistent with the number of guided learning hours for their programme,

- The academic staff who will conduct tutorials should be well-equipped for their role,

- students should be assisted to make good progress and successfully achieve learning outcomes,

- the effectiveness of the tutorial process should be reviewed and evaluated on a regular basis,

3 Full-time Students

All full-time students will be allocated a lecturer, who will monitor individual academic progress. A minimum of one hour per week is allocated for academic tutorials and workshops in each full-time course timetable.

Full-time students can raise anything related to their academic programme with an academic staff designated by the Academic Head during tutorials; this may include academic progress, careers, general support, feedback, etc.

Full-time students will be briefed on their role and receive appropriate training as identified through the appraisal process.

Students will be referred to or an academic staff designated by the Academic Head in instances where additional learning support may be considered necessary.

4 Individual Learning Plan Tutorials (ILP)

ILPs a collaborative document that outlines a learner's academic, personal, and employment goals, which are separated into individual targets and accompanied by regular monthly reviews to help the learner and the HED and ELD understand how they can achieve it together. DAL aims to help each individual learner build confidence and motivation, strengthen their learning skills and achieve their career goals. In this respect, ensuring all stakeholders within the Academy are clear on the needs of the learner so they can provide the optimal teaching and learning environment and are more likely to achieve results. By outlining what is expected of them, students know where to focus their efforts and feel more motivated to achieve the level of attainment expected of them.

The ILPs are recorded since written in collaboration between the departments and the learner also help boost student engagement and motivation, build their confidence and learning skills and provide essential feedback. DAL uses this information to ensure it provides the support, feedback and advice that meet the unique needs of its students. DAL has a detailed ILP guideline for the mentors who conduct the tutorials (*See Appendix 1,2 3, 4 & 5*).

Through ILPs, students are expected to:

- raise their awareness of both learning goals and the processes to achieve these,
- focus on flexibility and unique learner needs (including their socio-economic background),
- clarify the path ahead and outline a structure for short-term and long-term education and career planning,
- learn how to prioritise,
- improve decision-making skills,
- build autonomy, accountability and responsibility for their own learning and development,
- improve their self-image, self-confidence and motivation,
- understand their personal strengths and weaknesses and how to harness these for enhanced success,
- enjoy a sense of success and achievement,

DAL aims to:

- build a sense of trust with learners,
- create a greater sense of collaboration and improved relationship with the learner,
- provide a formal framework for performance and development conversations,
- clarify learners' needs to provide better learning opportunities,
- understand learner competence and potential for future leadership positions,
- improve the ability to create a curriculum that suits the needs of the learner,

5 Quality Assurances

Guidance, standard requirements and standard paperwork for use in tutorials will be issued annually in HED Self-Assessment and Annual Programme Monitoring Report to be reviewed by Quality Coordinator for their effectiveness.

One-to-one academic and group workshop tutorials will be included in the Academy programme of observation of teaching and learning.

5 Key Stakeholders

- current students,
- potential students,
- Academy staff,
- employers of sponsored students,
- funding and inspection bodies,

6 Defined Responsibilities

The **Academic Head** is responsible for the effective operation of this procedure, for monitoring its effectiveness and for the dissemination of tutorial guidance. S/he allocates academic tutors to student groups and ensure effective implementation of the Academy tutorial procedures. Programme coordinators meet the requirements of this procedure and plan the specifics of the tutorial programme to meet the needs of their particular students. Also, the Quality Coordinator reviews the effectiveness of tutorial provision and practice on an annual basis.

7 Related Documents
7.1 Policies
- **3** Teaching Learning and Assessment
- **5** Student Support, Engagement and Learning Resources
- **6** Human Resources and Staff Development

7.2 Procedures
- **1.9** Review and Revision of Policies and Procedures
- **3.2** Supporting Teaching Staff
- **3.3** Encouraging Independent Learning
- **4.4** Attendance Monitoring
- **5.3** Equality, Diversity and Special Needs
- **5.4** Student Engagement
- **6.9** Continuing Professional Development
- **7.1** Review and Sign off PI
- **7.4** HE Public Information
- **9.4a** Health and Safety Policy under HASAWA

7.3 External References

- **Office for Students (OfS) Requirements and Guidance** at *Advice and guidance - Office for Students*
- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access*
- **UK Quality Code Advice & Guidance – Enabling Student Achievement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/enabling-student-achievement*

- **UK Quality Code Advice & Guidance – Learning and Teaching** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/learning-and-teaching*
- **UK Quality Code Advice & Guidance – Student Engagement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/student-engagement*
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **Pearson Recognition of Prior Learning Policy** at *https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standard** Higher Education include the QAA Quality Code at *https://www.qaa.ac.uk/quality-code.*
- Teaching Excellence and Student Outcomes Framework at *https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification*.

Appendix 1

Docklands Academy London
Individual Learning Plan Tutorial Guidelines

1st ILP:
- Before starting the 1st ILP, please make sure that you have obtained:
  - a copy of the student's HED Entry Evaluation Interview Form from the Student Services.
  - the VAK Learning Styles Self-Assessment Questionnaire that should have been filled in by the student beforehand. (If not so far, please make sure they do.)
  - RAG Rating Notes until the date of ILP tutorial from the Student Services.
- During the 1st ILP make references to student's answers they provided on the HED Entry Evaluation Interview form.
- Go over their VAK Test results and finalise the learning style of the student *(VAK: visual, auditory, kinesthetic).* Give advice if needed.
- Go over RAG Rating notes by their lecturers.
- For setting targets and actions, please keep the guidelines provided on the 2nd page.

For each consecutive ILP:
- Fill in all the ILP forms on the computer.
- In the last section, write the actions (if any) on DAL in red & bold.
- Use a simple format and avoid jargon.
- Print and make sure that you and the student have signed the relevant boxes on the hard copy.
- Scan the hardcopy of the ILP form and upload to the student's ILP file in the *HE → Academic Files → ILPs → HED ILP_Student Files* with the name e.g., "**Erkus Ercan_L4HM22SU_ILP1_Oct**".
- Put the hard copy of the signed ILP form to the student's file as well and be sure to get it before each ILP to make sure the actions and targets set in the previous ILP have been covered.
- After each ILP, list the actions for each student on the **HED ILP Target Follow-up List Form** and be sure all the dated actions are chased after.
- Inform the Academic Head for any issue regarding the student's progress and/or well-being and any external expert support requirement (e.g., SEN).

At each ILP tutorial, please try to make sure you follow the steps below:

1. Understand the student
   - Outline what the student can do
   - Highlight their current strengths (a great starting point upon which you can build).
   - Remind the student of their abilities which helps boost their confidence from day one.

2. Review their progress so far
   - Get feedback about their attendance, engagement, tasks and assignments, issues they experience.
   - Provide information about the teaching methods, learning experiences and resources they will encounter.
   - Talk about independent learning,
   - Encourage and build student's confidence by providing opportunities for students to bring questions and observations to class which have arisen from their independent study,
   - Remind the student of the various support systems available to them since this useful information may have been forgotten after Induction.

3. Set SMART goals
  - Specific → Specific to the student's needs, interests, current skill level & what provision is being put in place.
  - Measurable → Targets should be something that can be observed. Can you clearly answer Yes or No if someone asks if the student has achieved the target? Is there clear evidence to show that the target is achieved, and can this achievement be measured?
  - Achievable → Targets should be set at an appropriate level; given the student's current skill, ask yourself how much progress you would expect him/her to make by the next review date – this would form a realistic target. Also consider whether the target is manageable for your setting with the resources you have.
  - Relevant → Targets should be related to the student's ability. They should be easy to remember and realistic.
  - Time bound → There should be a clear timescale for the targets to be achieved.

4. Plan the learning experience
  - Create a learning programme that incorporates goals.
  - When creating an overall learning target, you should break any long-term goals into bite-sized chunks with short deadlines. This makes the overall learning experience more achievable and encourages regular feedback.
  - Start with short deadlines.
  - Keep the student motivated and help provide a sense of achievement.
  - Provide information on how progress will be measured.
  - Reach a shared understanding of expectations.

5. Monitor and review
  - Review progress at regular intervals
  - Throughout the learning experience, ensure that you are checking the learner's progress and providing any additional support if required.
  - Check what is working and what isn't.
  - Aim to be positive
  - If you highlight problems during the review, look for ways you can adjust the plan to benefit the student.
  - Celebrate all targets that have been achieved whilst simply taking note of any that have been missed.

Some of the points to be questioned during ILP sessions:

- **Learning Style**
  - How do you learn better?
  - Do you prefer individual, or group study?
  - Tell me about your previous learning and teaching experiences
  - What do you expect from the course and how are you expecting to be taught and assessed?
  - How can you facilitate your own learning and what do you understand by managing your own learning?
  - Talk about their test results & give advice depending on their VAK test result

- **Interests & Strengths & Weaknesses**
  - What are your strengths and skills?
  - What are your weaknesses? How do you think these might affect your studies at the Academy?
  - Are there any challenges affecting you?
  - What motivates you?

- **Attendance**
  - Have you attended all the lessons both online and onsite?
  - Have you followed the regulations on DAL Procedure 4.4 Attendance?

- **Engagement**
  - How do you feel about your engagement?
  - Do you participate the pair, group and class activities, discussions?
  - How frequently do you reply to the questions by your lecturers?
  - If not, reasons?
  - Do you feel satisfied with the unit contents this term? Why? / Why not?
  - What about lecturers?
  - Can you meet deadlines?

- **Tasks**
  - Do you do the tasks assigned by your lecturers?
  - Do you submit them on time?
  - If not, reasons?

- **Assignments**
  - Have you started to work on your assignments?
  - Have you understood what you are asked to do?
  - Do you need any help?

- **Achievements so far**
- **Issues & any standing action from previous ILP / AOB**

Appendix 2

DAL HED Individual Learning Plan Form			
Student Name		**DAL ID**	
Course / Level		**Start / End Dates**	
Review Date		**Next Review Date**	
Student Signature		**Academic Staff Initials & Signature**	
Records of monitoring & review of adjustments, consultation & collaboration			
• *Learning Style* • *Strengths & Weaknesses & Interests*			
• *Progress Summary* • *Attendance & Engagement, Tasks & Assignments* • *Achievements so far*			
• *Issues & any standing action from previous ILP / AOB*			
Outcomes / Actions • *Short term targets,* • *Strategies, Resources* • *Activities (what, how, when, who)*			

Appendix 3

ILP Target follow-up List

Student	Action	Date	Status

Appendix 4

DOCKLANDS ACADEMY LONDON
VAK Learning Styles Self-Assessment Questionnaire

Student Name		DAL ID	
Course / Level		Cohort	
Course Days		Start / End Dates	

Do you wish to know what your VAK (visual, auditory, and kinaesthetic) type is? Take this VAK test and analyse your information processing style and how you best learn.

Circle or tick the answer that most represents how you generally behave.

1. **When I operate new equipment I generally:**
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. **When I need directions for travelling I usually:**
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. **When I cook a new dish, I like to:**
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. **If I am teaching someone something new, I tend to:**
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5. **I tend to say:**
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. **During my free time I most enjoy:**
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sport or doing DIY

7. **When I go shopping for clothes, I tend to:**
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. **When I am choosing a holiday I usually:**
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

9. **If I was buying a new car, I would:**
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. **When I am learning a new skill, I am most comfortable:**
   a) watching what the teacher is doing
   b) talking through with the teacher exactly what I'm supposed to do
   c) giving it a try myself and work it out as I go

11. **If I am choosing food off a menu, I tend to:**
   a) imagine what the food will look like
   b) talk through the options in my head or with my partner
   c) imagine what the food will taste like

12. **When I listen to a band, I can't help:**
   a) watching the band members and other people in the audience
   b) listening to the lyrics and the beats
   c) moving in time with the music

13. **When I concentrate, I most often:**
   a) focus on the words or the pictures in front of me
   b) discuss the problem and the possible solutions in my head
   c) move around a lot, fiddle with pens and pencils and touch things

14. **I choose household furnishings because I like:**
   a) their colours and how they look
   b) the descriptions the salespeople give me
   c) their textures and what it feels like to touch them

15. **My first memory is of:**
   a) looking at something
   b) being spoken to
   c) doing something

16. **When I am anxious, I:**
   a) visualise the worst-case scenarios
   b) talk over in my head what worries me most
   c) can't sit still, fiddle and move around constantly

17. **I feel especially connected to other people because of:**
   a) how they look
   b) what they say to me
   c) how they make me feel

10

18. When I have to revise for an exam, I generally:
   a) write lots of revision notes and diagrams
   b) talk over my notes, alone or with other people
   c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
   a) show them what I mean
   b) explain to them in different ways until they understand
   c) encourage them to try and talk them through my idea
      as they do it

20. I really love:
   a) watching films, photography, looking at art or people
   b) listening to music, the radio or talking to friends
   c) taking part in sporting activities, eating fine foods and
      wines or dancing

21. Most of my free time is spent:
   a) watching television
   b) talking to friends
   c) doing physical activity or making things

22. When I first contact a new person, I usually:
   a) arrange a face-to-face meeting
   b) talk to them on the telephone
   c) try to get together whilst doing something else, such
      as an activity or a meal

23. I first notice how people:
   a) look and dress
   b) sound and speak
   c) stand and move

24. If I am angry, I tend to:
   a) keep replaying in my mind what it is that has upset me
   b) raise my voice and tell people how I feel
   c) stamp about, slam doors and physically demonstrate
      my anger

25. I find it easiest to remember:
   a) faces
   b) names
   c) things I have done

26. I think that you can tell if someone is lying if:
   a) they avoid looking at you
   b) their voices change
   c) they give me funny vibes

27. When I meet an old friend:
   a) I say, "it's great to see you!"
   b) I say, "it's great to hear from you!"
   c) I give them a hug or a handshake

28. I remember things best by:
   a) writing notes or keeping printed details
   b) saying them aloud or repeating words and key points
      in my head
   c) doing and practising the activity or imagining it being
      done

29. If I have to complain about faulty goods, I am most comfortable:
   a) writing a letter
   b) complaining over the phone
   c) taking the item back to the store or posting it to head
      office

30. I tend to say:
   a) I see what you mean
   b) I hear what you are saying
   c) I know how you feel

Appendix 5

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DOCKLANDS ACADEMY LONDON
VAK Learning Styles Self-Assessment Descriptors

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If the student has chosen mostly **A**'s, they have a **VISUAL** learning style.
If the student has chosen mostly **B**'s, they have an **AUDITORY** learning style.
If the student has chosen mostly **C**'s, they have a **KINAESTHETIC** learning style.

Once the student's learning style(s) have been identified, inform them about their learning styles and consider how this might help them to identify learning and development that best meets their preference(s).

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VAK Learning Styles Explanation

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People commonly have a main preferred learning style, but some people find that their learning style may be a blend of two or three styles. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. There is no right or wrong learning style. The point is that there are types of learning that are right for their own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s). With acknowledgements to Victoria Chislett for developing this assessment. She specialises in performance psychology and its application within organisations.

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

Someone with a Visual learning style:
- process information visually more than with what they hear or feel
- likely enjoy TV, a beautiful work of art, and people who are snappy dressers
- like to see demonstrations, pictures, diagrams, words, demonstrations, displays, handouts, films, flipchart, etc. when learning
- will be best able to perform a new task after reading the instructions or watching someone else do it first.
- will work from lists and written directions and instructions.
- will use phrases such as 'show me', 'let's have a look at that'

Someone with an Auditory learning style:
- process information more by what they hear than by what they see or feel
- likely enjoy music, talk radio, talk on the phone, and appreciate wind chimes or bird songs
- like to hear descriptions, listen to a debate about ideas, and talk it over with someone else when learning
- has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.
- will best perform a new task after listening to instructions from an expert.
- are happy being given spoken instructions over the telephone and can remember all the words to songs that they hear.

- will use phrases such as 'tell me', 'let's talk it over'

<u>Someone with a Kinaesthetic learning style</u>:
- process information more by what they feel and experience than by what they see or hear.
- likely enjoy physical activity, a sense of touch, exploring new things without a plan, and going with an understanding of how things make you feel, physically or emotionally.
- prefers physical experience - touching, feeling, holding, doing, practical hands-on experiences.
- will be best able to perform a new task by going ahead and trying it out, learning as they go.
- like to experiment, hands-on, and never look at the instructions first, learning from the experience of doing it.
- will use phrases such as 'let me try', 'how do you feel?'