

## School of Education: Tutoring Statement

The following statement demonstrates how each of the specific outcomes of the University's principles of tutoring is delivered in the School of Education.

Where programmes offer additional arrangements to those mentioned below, these are outlined under their own heading.

Outcome:	Achieved through
<p>1. The student should feel acknowledged, recognised and accepted within their school/department as an <b>individual</b> with distinct academic needs and preferences.</p>	<ul style="list-style-type: none"> <li>• A detailed induction programme incorporating course-specific teaching and learning support sessions;</li> <li>• A named Course Leader for each degree where academic guidance and support can be obtained;</li> <li>• Module registration days where advice can be sought on individual module content;</li> <li>• A Personal Tutor is allocated to each student in Week One with an explanation given of how the tutorial system operates. Their role is to constitute a link between the student and the School, acting as first point of contact and acting as an advocate on the student's behalf if either administrative or academic problems arise.</li> </ul> <p>CELE:</p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>• A Personal Tutor is assigned who, through discussion, will help them reflect on academic strengths and weaknesses in both language and study skills and to develop strategies for improvement;</li> <li>• It is a foundation year objective to encourage students to take responsibility for their own learning and to familiarise them with the personal tutor system;</li> <li>• Action points are formally agreed at 3 points in the year and followed up in each meeting.</li> </ul> <p><u>Preessional:</u></p> <ul style="list-style-type: none"> <li>• This programme provides courses in English for Academic Purposes (EAP) for international students who need to improve their academic English language competence before beginning a degree;</li> <li>• At the onset of each stage a personal tutor is allocated.</li> </ul> <p><u>Insessional:</u></p> <ul style="list-style-type: none"> <li>• This programme provides courses in English for Academic Purposes (EAP) for international students who feel that they need to develop their academic literacy, either with language skills or through a better understanding of accepted academic conventions in British higher education;</li> <li>• These courses are voluntary and as such have no tutorial component attached to them.</li> </ul> <p>UG</p> <ul style="list-style-type: none"> <li>• All applicants are interviewed, providing contact with Course Leaders prior to joining the programme;</li> <li>• Where possible there is continuity of Personal Tutor groups through a student's programme of study;</li> <li>• Students can seek advice and guidance from their Personal Tutors about their individual module choices each year.</li> </ul>

	<p>PGT:</p> <ul style="list-style-type: none"> <li>Tutoring for students on online MA courses is achieved via regular communication through 'skype', e-mail, or WebCT Discussion Board.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>All students on the secondary ITE courses are assigned a personal tutor at the start of the course. Courses include a structured professional development tutorial programme. In addition all students are entitled to four tutor visits during school-based elements of the programme.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>From the first interview as part of the EdD (Professional Doctorate) recruitment process, students' individual needs are considered. This includes discussion of how the course will meet their personal and professional goals, how they can manage the practical challenges of the programme, and how they might develop their ideas about their particular research interests;</li> <li>The PGR Student Advisor can provide personal and academic support.</li> </ul>
<p>2. The student should feel part of the school/department <b>community</b>, experiencing frequent contact with academic staff on an individual or small group basis and building relations with particular members of staff over an extended period.*</p>	<ul style="list-style-type: none"> <li>Formal meetings with Personal Tutor with additional sessions available if necessary;</li> <li>Learning Community Forum arranged termly so that issues can be raised which affect teaching and learning;</li> <li>One to one supervision in final year for projects, dissertation or thesis.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>Formal meetings with a personal tutor occur at regular intervals, with a standard pattern of 3 per year for full time and 2 per year for part-time students, with additional meetings as necessary;</li> <li>All students are part of a distinct cohort through their programme, allowing them to build strong links with their student community;</li> <li>Small group teaching in all modules ensures that all students are recognised as individuals;</li> <li>Representatives are selected by the students to attend the Learning Community Forum, 3 times per year; the selection of one rep for each level of each degree ensures that students feel part of their subject area at every stage.</li> </ul> <p>PGT:</p> <ul style="list-style-type: none"> <li>For online MA courses, video-conferencing facilities can be used for group tutorials where these are available in students' home countries;</li> <li>Students at a distance are also encouraged by tutors to make use of central online study skills resources such as Pathway (see <a href="http://www.nottingham.ac.uk/pathways/">http://www.nottingham.ac.uk/pathways/</a>).</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>Formal meetings with a personal tutor occur at regular intervals throughout the course both in the School of Education and on school-based phases of the course;</li> <li>The taught elements of courses comprise whole course lectures and smaller group sessions lead by a dedicated tutor or course team.</li> </ul> <p>PGR:</p> <ul style="list-style-type: none"> <li>The EdD (Professional Doctorate) is designed on a cohort model. The group are taught together and also have small group and individual tutorials as part of the study weekends. The cohort is also supported through an e-portfolio community space. The whole cohort works with</li> </ul>

	<p>a small team of tutors who get to know all of the students and can therefore offer a broader range of support.</p>
<p>3. The <b>personal development</b> of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.</p>	<ul style="list-style-type: none"> <li>• Communication skills developed through use of innovative assessment types, eg individual and group presentations;</li> <li>• Practical application of skills taught, ie Fine Art studio work, Counselling sessions, field trips;</li> <li>• Final year dissertation/project/thesis involves application of skills acquired.</li> </ul> <p>CELE: <u>Foundation</u></p> <ul style="list-style-type: none"> <li>• A core purpose is to introduce students to the norms and expectations of academic study and life in the UK.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• The four UG degrees provide students with opportunities to develop their communication skills through group discussion, group crits (Fine Art), group presentations, small group projects.</li> <li>• Practical application of skills taught include studio work (Fine Art), creative writing portfolios (C&amp;PW*), counselling sessions (HCP**), research field work (Humanities);</li> <li>• Final year projects include Degree Show (Fine Art) and extensive folders of writing (C&amp;PW), in addition to dissertations in Humanities and HCP. (* Creative &amp; Professional Writing; ** Humanistic Counselling Practice)</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• Secondary ITE courses are professional courses which lead to a teaching qualification and an academic qualification. Different elements of the course give students opportunities to present to peers and academic staff as well as teaching lessons in schools.</li> </ul> <p>PGR:</p> <ul style="list-style-type: none"> <li>• The EdD (Professional Doctorate) is centrally concerned with the professional development of the students and there is a strong focus on developing research skills that can complement their educational practice expertise.</li> </ul>
<p>4. Students should receive prompt, helpful and detailed <b>feedback</b> on their assessments, in a manner that enhances learning and improves future assessment performance.</p>	<ul style="list-style-type: none"> <li>• Detailed feedback given within 21 days providing individual notations on how assessment learning outcomes met;</li> <li>• Opportunity to provide feedback on modules and teaching at the end of modules;</li> <li>• Advice provided in Student Handbooks and Course Handbooks on assessment submission dates.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Detailed written feedback is given to students within 21 days of submission of assignments. This will indicate the reason for the mark, strengths of the work and areas for future attention;</li> <li>• Assessment takes place at the end of each module; where the module is larger than 30 credits a formative assessment is provided to ensure students receive the necessary support and guidance in a timely way;</li> <li>• Assessment dates are provided in each subject handbook.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• Detailed, formative feedback is given to students within 21 days of submission of written assignments;</li> <li>• Tutor and peer feedback is provided informally assessed presentations;</li> </ul>

	<ul style="list-style-type: none"> <li>Students also receive detailed, written formative and summative feedback on practical teaching.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>EdD (Professional Doctorate) students submit draft copies of assignments for formative feedback and then full and detailed comments on final submissions. Individual tutorials focused on assignments take place throughout modules. Regular tutorials in the research phase also support students.</li> </ul>
<p>5. Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of <b>academic advice and support</b> designed to remedy their difficulties.</p>	<ul style="list-style-type: none"> <li>Guidance given in handbooks on whom to contact with particular issues, ie Course Leader, Module Tutor, Personal Tutor, Administrative staff</li> <li>Notice boards show locations of University Academic Support staff with drop-in session timings</li> </ul> <p>CELE:</p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>A 'Student Support' tutor, working with the course director, will meet with the student to resolve any personal or family problems that are impacting on academic performance.</li> </ul> <p><u>Preseasonal</u></p> <ul style="list-style-type: none"> <li>A Personal Tutor is allocated at the beginning of each stage. Regular, one-to-one, 20 minute weekly sessions are scheduled for each student. Students completing a full forty-week programme will therefore have four different tutors during their time as a CELE student. Attendance is recorded as part of the School's responsibilities to the UK Border Agency.</li> </ul> <p><u>Inseasonal</u></p> <ul style="list-style-type: none"> <li>For students that feel the need for one-to-one support, CELE provides a consultation system. Consultations are 30 minutes each and are available free to all Overseas and EU students in the University whose first language is not English; they are reserved using an online booking system. As these are popular, consultations are limited to 5 sessions per semester per student;</li> <li>These sessions should be used to talk about writing for assignments, reports etc. This is not a proofreading service nor should students expect to have their work done for them. Students are limited to providing 1000 words per session which must be sent to the tutor 48 hours before the consultation begins;</li> <li>Tutors do their best to develop students and enable them to fulfil their academic potential.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>Students are encouraged to seek advice from their module tutor on issues pertaining to a particular module;</li> <li>More general concerns about their course of study may be raised with either Personal Tutors or Course Leaders, through email and face-to-face tutorials.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>The allocation of a personal tutor and the Professional Development Tutorial programme ensures individual discussions take place at regular intervals;</li> <li>Guidance on additional support is given in handbooks and by tutors.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>The PGR Student Advisor can provide personal and academic support</li> </ul>

<p>6. Students should receive the level of support in developing their <b>study skills</b> necessary to perform satisfactorily on their programme of studies.</p>	<ul style="list-style-type: none"> <li>• Study Skills Handbooks are provided</li> <li>• Personal tutors provide necessary guidance</li> <li>• Module/Course Handbooks are provided (hard copy/PDF) detailing specific year requirements</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Study skills handbooks are provided for all students on the intranet and in hard copy where requested;</li> <li>• Module information is available through the module catalogue and library resources;</li> <li>• Study skills, both generic and subject specific, are developed and supported through core modules at level 1, and are reinforced at all levels through the inclusion of learning outcomes in all modules.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• Course Handbooks are provided detailing specific year requirements</li> </ul> <p>PGR:</p> <ul style="list-style-type: none"> <li>• The EdD (Professional Doctorate) programme includes taught sessions on using Endnote, Mahara, accessing and reading literatures as well as academic writing. The use of screencasts supports the development of technology-related skills for these part-time students working at distance.</li> </ul>
<p>7. Students with <b>personal circumstances</b> adversely affecting their studies should feel able to make these known to the school/department without difficulty and to be directed to the appropriate support service.</p>	<ul style="list-style-type: none"> <li>• Contact details for Personal Tutor, Course Leader, members of the Course Team and Administrative staff are provided from Week One;</li> <li>• Notice boards show staff contacts;</li> <li>• Student intranet show staff contacts;</li> <li>• Locations and contact details for Student Services Centre and Counselling Service given and placed on notice boards;</li> <li>• Extenuating circumstances procedure noted in student handbooks.</li> </ul> <p>CELE:</p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> <li>• A 'Student Support' tutor, working with the course director, will meet with the student to resolve any personal or family problems that are impacting on academic performance.</li> </ul> <p><u>Preseasonal</u></p> <ul style="list-style-type: none"> <li>• A Personal Tutor is allocated at the beginning of each stage. Regular, one-to-one, 20 minute weekly sessions are scheduled for each student. Students completing a full forty-week programme will therefore have four different tutors during their time as a CELE student. Attendance is recorded as part of the School's responsibilities to the UK Border Agency.</li> </ul> <p><u>Inseasonal</u></p> <ul style="list-style-type: none"> <li>• The consultation system is not for pastoral care. Tutors will deal sympathetically in such cases but will encourage students to contact their personal tutor in their academic department or a more appropriate support provider, eg Counselling.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• A Personal Tutor is allocated at the beginning of each academic year and all students are encouraged to meet with their tutor;</li> <li>• Where they work regularly with one module tutor, students may choose to discuss problems with her/him in the first instance. Module tutors may then encourage the student to contact either the Personal Tutor or Course Leader for further assistance;</li> <li>• Where appropriate, students are offered the opportunity to apply for</li> </ul>

	<p>extenuating circumstances through the formal process;</p> <ul style="list-style-type: none"> <li>• Course handbooks provide contact details for academic, administrative and support staff, in addition to the web addresses for further information;</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• Course handbooks outline procedures for communicating absences and personal issues;</li> <li>• The intensive nature of the tutor support in place, together with mentor support during school placement, ensure students feel able to share issues with schools, tutors or course leaders.</li> </ul> <p>PGR:</p> <ul style="list-style-type: none"> <li>• The PGR Student Advisor can provide personal and academic support.</li> </ul>
<p>8. Students should receive the necessary <b>careers information, advice and guidance</b> to equip them to make informed choices about their future, to understand the options open to them, and to take advantage of available opportunities.</p>	<ul style="list-style-type: none"> <li>• Information on the Centre for Career Development's (CCD) workshops and website are noted in student handbooks;</li> <li>• CV workshops held in CCD;</li> <li>• Individual guidance from Personal Tutor, Course Leader as appropriate;</li> <li>• Seminar and lecture series held within School by leading individuals in various academic fields.</li> </ul> <p>CELE: <u>Foundation</u></p> <ul style="list-style-type: none"> <li>• Students are each assigned a UCAS tutor. These tutors work under a UCAS co-ordinator to guide their tutees through the UCAS application process – research and choosing a course (5 choices), completing the application form and writing the personal statement via a drafting and redrafting process.</li> <li>• The UCAS tutor will also supply a reference and advise once replies come in.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Each programme includes modules / sessions on relevant professional practice and development;</li> <li>• Visiting professionals provide tutorials and seminar lectures in relevant subjects;</li> <li>• Individual guidance from Personal Tutor, Course Leader, on careers and further study. All students are advised to contact the CCD.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• Specific sessions on transition from the initial teacher education year to the induction year are held in the final week of the course. A personal tutorial is also scheduled in the final week of the course;</li> <li>• All students withdrawing from the course during the year meet with the Course Leader to discuss reasons for leaving. All students are advised to contact the careers service.</li> </ul>
<p>9. Students should be made aware of the importance of developing and articulating their <b>employability skills</b>, including possible participation in the <b>Nottingham</b></p>	<ul style="list-style-type: none"> <li>• Course staff provide guidance and information relevant to programme studied</li> <li>• Opportunities for individual research or development in specific careers provided by Course Teams</li> <li>• Personal tutors provide guidance</li> <li>• Opportunities with the NAA are stated in Student Handbooks and mentioned in Week One activities, where appropriate.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Where opportunities occur for work experience, these are disseminated</li> </ul>

<p><b>Advantage Award (NAA).</b></p>	<p>to the relevant subject group;</p> <ul style="list-style-type: none"> <li>• Students are encouraged to consider participation in the NAA;</li> <li>• Each subject area provides modules during the programme that support students growing awareness of the employability.</li> </ul>
<p>10. Students should receive appropriate advice and support when considering <b>changing their programme of study</b> or contemplating <b>leaving the University.</b></p>	<ul style="list-style-type: none"> <li>• Course Leader, Module Tutor, Personal Tutor, members of the Course Team, Administrative staff can all provide suitable advice and support;</li> <li>• Mechanisms for contacting Student Services Centre are noted in the Student Handbook and on the website.</li> </ul> <p>CELE: <u>Foundation:</u></p> <ul style="list-style-type: none"> <li>• The Student Support Tutor can provide suitable advice and support</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Personal Tutor / Course Leader will have a tutorial with all students who consider leaving their programme of study. This may lead to the identification of problems that can be resolved and enable the student to continue with their studies.</li> <li>• Students who are considering a change to their programme of study will be given advice by the Personal Tutor / Course Leader.</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• All students withdrawing from the course during the year meet with the Course Leader to discuss reasons for leaving. All students are advised to contact the careers service.</li> </ul> <p>PGR:</p> <ul style="list-style-type: none"> <li>• The PGR Student Advisor can provide personal and academic support.</li> </ul>
<p>11. Students should be prepared for <b>periods of study away</b> from their home campus and appropriately supported during those periods.</p>	<ul style="list-style-type: none"> <li>• Advice can be given by Course Leader, Personal Tutor, Administrative staff as appropriate;</li> <li>• International Office will provide details if overseas study/work experience is required.</li> </ul> <p>CELE: <u>Foundation and Preseasonal:</u></p> <ul style="list-style-type: none"> <li>• These programmes aim to introduce students to the norms and expectations of study and life in the UK.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Full time students may be eligible to apply for study abroad and will be given advice by their Course Leader or Personal Tutor.</li> </ul>
<p>12. The procedures for submitting <b>extenuating circumstances</b> regarding assessments should be straightforward and well publicised.</p>	<ul style="list-style-type: none"> <li>• Noted in student handbooks and on student intranet;</li> <li>• Advice from Course Leader, Personal Tutor, Course Team and Administrative staff available;</li> <li>• Advice from Student Support noted in Student Handbooks, on student intranet and on website.</li> </ul> <p>CELE: <u>Foundation:</u></p> <ul style="list-style-type: none"> <li>• The Student Support Tutor provides advice</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>• Information about the process for requesting extenuating circumstances is given in Course Handbooks and on the intranet; attention is drawn to</li> </ul>

	<p>this at induction;</p> <ul style="list-style-type: none"> <li>• Module tutors, Personal Tutors, Course Leaders and Admin staff will advise students of the correct procedure.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>• The PGR Student Advisor can provide personal and academic support</li> </ul>
<p>13. Students with <b>disabilities</b> should be clear as to the support they will receive and where it is available, and the support should be in line with University policies.</p>	<ul style="list-style-type: none"> <li>• Student handbook provides information about support mechanisms within the School and with the Disability Support section of Student Services;</li> <li>• Students are encouraged to disclose a disability in order to be able to receive the necessary support and to enable reasonable adjustments to be implemented;</li> <li>• All students who disclose a disability are encouraged to contact Academic Support for advice and guidance in relation to their studies;</li> <li>• The School's Disability Liaison Officer (DLO) will provide information on how to contact them if support needed;</li> <li>• Tutors are trained on how to best support students with disabilities.</li> </ul> <p>CELE: <u>Foundation and Preessional:</u> The Personal Tutor can provide advice on any alternative examination arrangements required relating to a disability.</p> <p>UG:</p> <ul style="list-style-type: none"> <li>• Where students disclose a disability at application stage, their form is passed to Academic Support for consideration – a decision will be made as to the attendance of a member of Support staff to be present at the interview;</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>• There are established procedures for interviewing students with disability and for securing placements in appropriate partner schools.</li> </ul>
<p>14. The procedures for submitting <b>academic appeals and complaints</b> should be well publicised and staff should be aware of their responsibilities within these procedures.</p>	<ul style="list-style-type: none"> <li>• Process noted in Student Handbooks;</li> <li>• Students informed in Week One of the procedure and where to find the appropriate forms and information via the Academic Services website;</li> <li>• Information is clearly posted and where relevant a student will be advised of the procedures by their Personal Tutor or Course Leader.</li> <li>• Course Leaders, Personal Tutors, Module tutors, members of the Course Team and Administrative staff can all advise and provide guidance and support as appropriate.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>• The PGR Student Advisor can provide personal and academic support.</li> </ul>
<p>15. Students being subjected to the <b>academic offences</b> procedure should receive clear information and advice.</p>	<ul style="list-style-type: none"> <li>• Student Handbooks provide details about the University procedures for academic offences and where to find further information;</li> <li>• Workshops on avoiding plagiarism are given during term 1 or the start of their programme of study;</li> <li>• A definition of plagiarism is clearly given to all students;</li> <li>• All students are encouraged to attend a workshop on avoiding plagiarism;</li> <li>•</li> <li>• Module tutors and Course Leaders give advice on how to avoid plagiarism;</li> <li>• The Deputy Head of School and Examinations Officer are involved in</li> </ul>

	<p>academic offences liaising with appropriate academic staff.</p> <p>UG:</p> <ul style="list-style-type: none"> <li>Information on how to avoid plagiarism is embedded in subject specific modules on all the degree programmes.</li> </ul> <p>PGR</p> <ul style="list-style-type: none"> <li>The PGR Student Advisor can provide personal and academic support.</li> </ul>
<p>16. Students should receive relevant <b>health and safety</b> guidance, especially in laboratory or workshop-based subjects.</p>	<ul style="list-style-type: none"> <li>Information is noted in Student Handbooks;</li> <li>Information is provided in Week One induction sessions;</li> <li>Details on notice boards of First Aiders within the School;</li> <li>Notices in teaching rooms show exits if room evacuation is needed.</li> </ul> <p>UG:</p> <ul style="list-style-type: none"> <li>Information is provided in induction sessions and at the start of all workshop-based modules;</li> <li>Students must attend workshop inductions before being able to use specific resources (Fine Art).</li> </ul> <p>ITE:</p> <ul style="list-style-type: none"> <li>All students are asked to identify any health and safety issues in school placements on termly evaluation forms.</li> </ul>
<p>17. Students should be directed in a timely and appropriate manner to <b>University support services</b> for assistance with all of the above matters as necessary.</p>	<ul style="list-style-type: none"> <li>Course Leader, Personal Tutor, members of the Course Team, Administrative staff can all offer suitable advice;</li> <li>Student Services Centre can offer appropriate support to other central University support units.</li> </ul>