

Regent College London

Study Skills and Tutorial Policy

1. Purpose

1.1 To provide a policy for providing study skills and academic tutorial support for students in their higher education studies.

2. Context

2.1 Many of the students enrolled on Pearson BTEC HND programmes at Regent College London (the College) are mature students, from a diverse range of backgrounds, who have often had a break in their formal education and are now returning to achieve higher level qualifications and further their career aspirations. The experience of teaching and management staff at the College is that students appreciate additional support for their academic studies, especially in the first semester of their programme, for study skills, academic writing and assessment preparation. To provide academic support to students, a Study Skills and Tutorial Policy has been devised which is intended to offer students opportunities to consolidate and enhance their learning from their scheduled teaching and learning activities.

2.2 The Study Skills and Tutorial Policy detailed in this document provides students with academic support in their studies and learning. This policy does not provide welfare or pastoral support to students. The College offers this through a different means (please see the Pastoral Care Policy). It is recognised that students attending tutorial sessions may present with personal matters. Where this is the case the student will be referred to the appropriate provision at the College for support, usually the Student Support Office.

2.3 This revised Study Skills and Tutorial Policy clarifies the status of the tutorial provision offered by the College and is intended to ensure that tutorial support is embedded as part of students' learning experience. Study skills sessions are compulsory for students and are delivered as part of teaching sessions. A range of academic support is provided and includes, but is not limited to:

- Support in specific academic areas, e.g. Finance
- Study skills and academic writing
- Understanding academic misconduct and how to avoid it
- Structuring written assignments
- Referencing

3. QAA Quality Code

3.1 This Policy aligns with the UK Quality Code core and common practices in

Expectations for Quality:

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider designs and/or delivers high-quality courses.
- The provider actively engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
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This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Learning and Teaching:

- 2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.
- 3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.
- 4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.
- 5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.
- 7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.

- 8. Effective learning and teaching encourages and enables students to take an active role in their studies.
- 9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.

the Advice and Guidance for Enabling Student Achievement:

- 1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.
- 2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.
- 4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.
- 5. Equality of opportunity for all students to develop academic and professional skills.
- Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.
- 7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.
- 9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.

4. Tutorial policy

4.1 The College will provide all students with the opportunity to benefit from academic tutorial support to enhance their learning through the provision of weekly, timetabled tutorial sessions, which will normally operate on a small group basis, although one-to-one tutorial support is available. This will operate as follows:

(a) Formal, timetabled tutorial sessions will be scheduled throughout each term.

(c) The College will publish a schedule of academic tutorial topics for the term, which is incorporated in the schemes of work for each unit of study

(d) Students will be able to request academic tutorial support for specific areas of study for which they would like additional learning opportunities

(e) One-to-one tutorial support will be available and will need to be booked with a Unit Leader or teacher in advance. This facility may be limited due to resource constraints.

(f) Provision of study skills and academic writing support will be made available to students through the tutorial sessions.

4.2 Students are expected to attend the timetabled academic tutorial sessions. These sessions will be scheduled to be part of the formally timetabled teaching and learning activities within each unit of study.

4.3 Feedback from students and Student Representatives will be sought to inform the topics of the tutorial sessions. This is likely to be of particular value to students when preparing written assessment tasks for specialist areas known to require additional academic support, such as Finance.

5. Review and evaluation

5.1 Student evaluation of the tutorial system will be sought from students at the end of each term/semester. Student feedback will be obtained from the student survey, which provides both quantitative and qualitative information to help inform enhancements for the following term/semester.

5.2 The Academic Dean will write a short report at least annually evaluating the tutorial system, using feedback from both students and staff, and suggesting enhancements for implementation the following term/academic year. This report will be considered by the Quality Committee, Academic Board, and Senior Leadership Team and discussed with Student Representatives Committee.

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