



Brunel
University
London

Tutoring At Brunel

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TUTORING@BRUNEL

Introduction

Tutoring@Brunel is a University initiative aimed at developing students' sense of belonging and connection with the University, through engagement with peers and academic staff. It is underpinned by five principles:

Principles
All students should have a named tutor that normally remains with them during their time at Brunel.
Small group tutoring fosters social cohesion by developing identity and relationships with peers, academic staff and the discipline.
Tutors are pro-active in developing the relationship with their tutor group.
Tutorial sessions are structured with an explicit purpose, but provide opportunities for tutees to raise issues.
Tutoring supports transition into HE and progression through levels, clarifying and managing expectations.

Programme of Activities

The suggested Programme of Activities (see attached table) sets out the minimum expectations and define broadly the timing and focus of each tutorial sessions at each level. Specific timings and topics may be determined at subject level to suit the needs of their students, but must meet the overarching principles of Tutoring@Brunel.

Each tutor group would normally consist of 8-12 students, and it is intended that most sessions can take place in these groups. Exceptions include sessions when an individual student's progress is discussed, which will require a one-to-one meeting.

Tutor Role

1. Responsible for supporting students' academic and personal development
2. The role is a proactive one, ensuring that tutorial meetings are arranged in line with the proposed Programme of Activities. Specifically:
 - a. Facilitate the development of relationships with staff, peers and the discipline
 - b. Support transition into university and between levels
 - c. Discuss academic progress and achievement, and provide appropriate guidance
 - d. Encourage students to engage with the opportunities available at University
 - e. Monitor attendance and follow up absences
3. Signpost services to ensure that students are provided with the appropriate professional guidance on academic or pastoral matters

4. Provide opportunities for one-to-one meetings as required
5. A Tutor is a consistent point of contact for the student and would normally:
 - a. respond to contact within 1 working day, and allocate an appointment within 3 working days
 - b. be the primary source of student references

Monitoring

Tutoring should be a standing item on the SEC agenda, providing the opportunity for both students and staff to feed back on its operation and propose enhancements.

Pastoral Care

Welfare of students is the responsibility of everyone, but Tutors may be the first point of contact for the student. Tutors need to listen to the students' concerns in order to decide on the appropriate course of action, which may include referral to specific professional services.

The Tutor should keep a record of meetings where difficult or sensitive issues or other matters affecting academic performance are raised, but needs to be aware that any records, including e-mails, may be subject to disclosure under the Data Protection Act.

Tutors advised in confidence of extenuating circumstances affecting a students' academic performance should encourage the student to submit evidence of the extenuating circumstances. In all cases the submission of extenuating circumstances is the responsibility of the student.

Departments and Colleges should ensure that students are informed of the support structures in place, including how to contact the Senior Tutor and Associate Dean (Student Experience).

Departments should ensure that arrangements are in place to monitor the engagement of students so that absences or non-submission of coursework can be followed up in a timely fashion.

Tutors should at all times act in the student's best interests, not necessarily those of the Department, College or University.

Changing Tutor

Any problems with the tutor-student relationship should be referred to the Senior Tutor, who will consider applications to change the tutor or tutee.

TUTORING@BRUNEL – Suggested Programme of Activities

This table sets out areas of focus for each tutorial session at each level, and represents minimum expectations. Specific timings and topics may be determined at subject level to suit the needs of their students, but must meet the overarching principles of Tutoring@Brunel.

When	Level 1 (FHEQ level 4)	Level 2 (FHEQ level 5)	Placement/ Study Abroad	Level 3 (FHEQ level 6)	Level 5 (FHEQ level 7)
Induction week/ week 1	Meeting with tutor and introduction to the tutor group	Welcome back Expectations for the year, including opportunities for work placements/study abroad	<p><i>Most students will have a placement tutor who looks after them whilst on placement. However, it is important that the tutor-student relationship carries on even when the student is off campus.</i></p> <p><u>Tutor</u> Ensure you know the details of students on placement or studying abroad</p> <p>Make contact with students and provide support as required</p> <p><u>Student</u> Make contact with your tutor during the period away from the University</p>	Welcome back and report on placement activity if appropriate. Expectations of the year	Meeting with tutor and introduction to the tutor group Student expectations and goals Explore opportunities
Early term 1	Student expectations of university Explore opportunities and goals The realities of studying in HE – what’s expected of students	Adjustment to level 2 Review of level 1 achievements and discuss areas for improvement		Adjustment to level 3 Review of level 2/work placement achievements and discuss areas for improvement	Good academic practice; avoiding plagiarism
Late term 1	Recognise and learn from feedback				
Early term 2	Understanding the curriculum Reinforce “Level 1 counts”	Revisit understanding and making use of feedback Share challenges and strategies for success		Review progress against expectations, including dissertation work	Share challenges and strategies for success
Late term 2	Consolidation of subject knowledge Preparedness for exams				
Transition week	Revisit goals Discuss expectations for level 2, including opportunities for work placements/study abroad	Revisit goals Discuss expectations for level 3 (or work placements)		Identify and articulate strengths for future employment or further study	Discuss progress and clarify expectations of dissertation