



STUDENT SERVICES

STAFF GUIDE TO THE TUTORIAL PROGRAMME 2009/10

PRODUCED BY STUDENT SERVICES, AUGUST 2009

Huntingdonshire Regional College

Tutorials

Tutorials are delivered to all 16-18 full-time students as part of their programme of study. Students who are aged 19+ may also receive tutorials on a regular basis.

Aims of tutorials:

- To provide students with the skills required to progress into work, further education or university.
- To raise awareness of issues such as healthy living, equality and diversity, citizenship and volunteering.
- To raise aspiration and motivation through the delivery of careers education and guidance.

The scheme of work has been planned to meet the following standards:

- *Every Child Matters (ECM)* agenda
- *Information, Advice and Guidance (IAG)* standards
- *Careers Education and Guidance in England (CEG) National Framework 11-19*

Tutorials are delivered by Student Tutors based in Student Services who have wide ranging knowledge and experience of working with young people.

External agencies will be used to bring in specialist expertise where possible, to deliver sessions ranging from Setting up your own Business to Driving Safety.

STUDENT TUTORS

Mark Davenport (Senior Student Tutor)	Specialism: "At risk" students, Learner Voice & Enrichment
Rose Birmingham	Specialism: Careers Education and Guidance within the tutorial programme
Gayle Olsen	Specialism: Health
Craig Billington	Specialism: Tutorials, Student Tracking
Rebecca McCormack	Specialism: Counseling
Hayley Peters & Joanne Fyfe	St Neots Student Tutor

EVERY CHILD MATTERS (ECM)

Themes:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

INFORMATION, ADVICE AND GUIDANCE QUALITY STANDARDS (IAG)

1. Young people are informed about how information advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well informed and realistic decisions and about learning and career options
4. Young people have the advice and guidance they they need to make well informed and realistic decisions about learning and careers
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes.
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance.

There are, in total, 12 IAG standards but only the first 6 are relevant to tutorial delivery. For further information please see:

www.everychildmatters.gov.uk/resources-and-practice/IG00253/

CAREERS EDUCATION AND GUIDANCE (CEG) NATIONAL FRAMEWORK (Post 16)

1. Undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets
2. Assess their career exploration and management skills and identify areas for development
3. Take action to develop further the knowledge and skills they need to progress and identify and take advantage of opportunities for adding to their experiences and achievements
4. Describe and evaluate personal action to promote equal opportunities and respect for diversity
5. Evaluate the impact of external influences on personal views, attitudes, behavior and career plans and respond appropriately
6. Identify the strengths and weaknesses of different future work scenarios and the possible implications of these for their own career development

7. Make critical use of a range of information sources to explain how careers are changing
8. Obtain careers information relevant to personal needs and process it effectively
9. Describe different routes through to their career goals and the differences between higher education and employment with training
10. Make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans
11. Justify and evaluate the range of opportunities they are considering including HE, training, employment or starting their own business
12. Take charge of their own career planning and management, evaluate previous transitions and use the outcomes when considering the future
13. Evaluate and improve personal criteria for comparing different options and make critical use of all available information, advice and guidance
14. Consider the possible implications of changes in learning and work for their own career goals and plans including financial options
15. Follow application procedures correctly and use a range of self-presentation techniques that are fit for purpose
16. Present themselves well at selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level
17. Obtain and manage sources of financial support

This criteria is specifically for post-16 year olds. There are criteria for Key Stage 4 which may be more appropriate for students on Levels 1 and 2 which Student Tutors will be aware of when tailoring tutorials to the group. For more information, please refer to the DCSF website:

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-0163-2003&>

Brief description of tutorials.

Tutorials have been themed in order to ensure students receive a broad range of subjects which meet the applicable criteria.

Whilst student tutors will aim to deliver on the dates shown in the scheme of work, this may differ during the year if circumstances require a change to the timetable. Student Tutors have the flexibility to change the scheme of work if a particular group needs a particular topic covering. Please discuss on an individual basis with your Student Tutor.

Autumn Term:

- **Self-development:** Activities are geared towards self-awareness, appreciation of others and raising aspiration. Students will discuss and elect course reps, student governors and be encouraged to become peer mentors, and undertake volunteering. Other opportunities will arise throughout the year for students to voice their opinions in a variety of formats
- **Study Skills:** Study skills will mainly be covered by Functional Skills, but tutorials will be complementing this with topics including action planning, independent learning, and managing stress.

Spring Term:

- **Progression and career exploration:** Topics include thinking about (and raising) aspirations, the labour market, job hunting, tailoring CVs (to complement the basic template creation in Functional Skills lessons) and interview skills.
- **Health:** Information and support regarding a number of mental and physical health sessions - these will be considered from the employment perspective. Student tutors will not only inform students about issues pertinent to themselves but encourage appreciation and understanding of others.

Summer Term:

- Sessions are focused on independence skills, and will include rights and responsibilities, personal finance etc.
- After half term, Student Tutors will be supporting students on a 1:1 basis, thus providing student's additional, personalized time for focusing on assignments, job hunting etc.

TUTORIAL SCHEME OF WORK 2009-2010

Date	Tutorial Topic
07-Sep	Induction
14-Sep	1ST YEARS: Introduction to tutorials and team building activity. 2ND YEARS: OPTIONS & PROGRESSION
21-Sep	Personalities /Learning styles
28-Sep	Action Planning, Motivation
05-Oct	Student Involvement, feedback, Electing Student Reps
12-Oct	Learner Voice Induction Survey (Quality Department)
19-Oct	Progression Week 1 : Learner Voice, 1:1s Tutorial Activities: Volunteering, Duke of Edinburgh, participation through sport
26-Oct	HALF TERM
02-Nov	Positive thinking/Learner involvement
09-Nov	Respect / Communication / E&D
16-Nov	Communication skills
23-Nov	Stress management
30-Nov	Anger & Conflict management
07-Dec	Framework for excellence survey (Quality Department) Learner Voice feedback
14-Dec	Progression Week 2. 1:1 Tutorials, personal development. Activities: Christmas Health. Diversity through dance & drama
21-Dec	CHRISTMAS HOLIDAYS
28-Dec	CHRISTMAS HOLIDAYS
04-Jan	Aspirations
11-Jan	Next Years Options - Career & Salary
18-Jan	Job hunting
25-Jan	Tailoring CVs
01-Feb	Interview Skills
08-Feb	Progression Week 3: 1:1 Tutorials: Learner Voice - course review, 1:1s. Activities Enterprise day, Business Link
15-Feb	HALF TERM
22-Feb	Mental Health 1
01-Mar	Mental Health 2
08-Mar	Drugs & Alcohol
15-Mar	Sexual Safety
22-Mar	Safe driving
29-Mar	Progression Week 4 - 1:1 tutorials, Personal development. Student Conference

05-Apr	EASTER
12-Apr	EASTER
19-Apr	<i>Learner Voice Survey (end of year)</i>
26-Apr	Personal Finance
03-May	Law & Order - Know your Rights
10-May	Politics, elections, citizenship
17-May	Progression Week 5 - Tutorials: 1:1s, Personal development,
24-May	HALF TERM
31-May	1:1s
07-Jun	1:1s
14-Jun	1:1s
21-Jun	1:1s
28-Jun	1:1s