ART ACADEMY LONDON

Student support and guidance (including tutoring policy)

Note: *The definition of student for the purposes of this document/ policy is that of a student studying at Art Academy London on an 'Academic' programme of at least 180 hours per academic year. Whilst those studying less than 180 hours on 'Public' courses are valued members of the Academy community and therefore afforded the same rights to equality of experience, in regards to quality of provision, safeguarding and expectations of treatment as laid out in our Equality and Diversity principles, these students do not fall under this policy/ guidance (or any other) in respect of the Academy's duty of care to them pastorally.*

This document has been informed by the expectations, core and common practices of the UK Quality Code for Higher Education: Enabling Student Achievement. This can be found at the following location and contains further guidelines, references and resources:

https://www.qaa.ac.uk/en/quality-code/advice-and-guidance

1. Student support and guidance Introduction and Overview

A high level of support and guidance is an integral part of Art Academy London's ethos and is designed to help students from first enquiry to completion of studies. The small scale of the institution is advantageous in the provision of student support in that it fosters a close community of staff and students where students feel safe and able to seek advice and guidance from a variety of staff members. The main activities covered through student support services include:

- Initial enquiry and choice of qualification or programme
- Financial assistance
- Preparing to study and induction
- Planning a programme of study
- Selecting elective skills workshops
- Learning skills development
- Monitoring and reviewing progress
- Careers guidance and support
- Guidance on extra-curricular activities
- Advice on further study
- Assistance for students with SEND
- Mental Health and wellbeing (via an external service)
- General welfare advice (housing, travel, part time work, external support agencies)

Information and advice is provided through written materials and online resources; and guidance is provided in person, by telephone or via email. Mental Health, wellbeing and some general welfare advice is provided via an external service which students access online, by phone and in person (counselling). Tips, guidance and resources to help to develop student's study skills are provided on the Academy's VLE (Moodle).

1.1 Financial Support, advice & guidance

As part of the Academy's commitment to widening participation, offering accessible learning and an inclusive programme of arts education, a number of bursaries are made available each year in order to assist applicants who would not normally be in a position to study at the Academy. These are assessed on an individual case by case basis. Students wishing to apply for a bursary should speak to the Academic Programme Manager or Admissions Administrator who will be able to advise them. Applications can be made prior to the start of the academic year, as soon as an offer has been accepted or at anytime during the academic year.

1.2 Student Welfare

Guidance regarding pastoral issues is provided at induction and through the Student Handbook. Pastoral care is provided by Programme Leaders, or designated core tutors, in their role as Personal and Academic Tutors (PATs) working closely with the Academic Team. Students are encouraged to contact nominated members of staff at any time for advice or to discuss any personal concerns or issues they might have.

The Director of Quality, Standards and Student Experience (DAQSSE) is the Designated Safeguarding Officer at the Academy.

The PATs, core tutors and the Academic Team work closely with the SEND Coordinator in monitoring student welfare. Students who request specialist advice relating to mental health issues are at first invited to discuss their concerns confidentially with the Academic Programme Manager, who will direct the student to relevant external support services (AAL subscribes to a counselling and wellbeing support service for students accessible online and by phone 24/7. One to one counselling is also available in person).

All PATs and core tutors are provided with training to enable them to be sensitive to an individual student's needs, and to identify students whom they deem may require additional support. In these circumstances, the individual will be dealt with on a case by case basis: they may be encouraged to seek support, or the DAQSSE and/ or SEND Coordinator may be notified of the perceived need, when they will assess how to proceed.

On joining Art Academy London, students are provided with information on external student accommodation services, local GP services and other information to enable them to settle fully into student and London Life.

Students are fully inducted into the Academy upon enrolment and provided with the opportunity to take part in cross-Academy artistic and social events as part of freshers activities in order to help them to integrate into the Academy community. The Academic Team and Student Council also organise other events throughout the academic year in order to maintain and develop students' sense of belonging and strengthen the community at the heart of the Academy.

1.3 Support for students with special educational needs or disabilities

Art Academy London is committed to supporting accessible learning and welcomes differently-abled students, subject to being able to support their individual needs; good accessibility practices and the needs of individual students in academic provision are reviewed on a case by case basis, with all reasonable adjustments, such as the re-timetabling of studios, considered in order to provide services and equal educational opportunities to the individual student or applicant.

Students or applicants who declare a disability, specific learning difficulty (such as dyslexia), long term health condition or mental health issue are asked to complete a 'Student Declaration and Identification of Support Needs' form at induction. This is in addition to the initial declaration requested at application and is intended to ensure capture of the information needed to support a safe and successful educational career at the Academy. A member of the Academic Team subsequently contacts the student to discuss their individual support requirements and agree actions, which are made available to relevant tutors and support staff via a disability plan, informing them of any services and adjustments required. Students with identified needs may be eligible for alternative assessment arrangements, as outlined in the Alternative Assessment Policy.

Initial dyslexia screening is carried out as part of induction, with those students returning results for possible dyslexia recommended to undergo full testing independently; The Academy refers students to the British Dyslexia Association who undertake diagnostic assessments for dyslexia for post 16 year olds and adults. The student may need to bear the cost of such an assessment. Extra support is put in place for individuals with identified (statemented) needs such as dyslexia as well as those for whom English is a second language.

There are a number of laptops available in the library with Read & Write (dyslexia assistance) software and 'scanning pens' to assist those students for whom English is a second language. These can be loaned to students for short periods (i.e over weekends or reading weeks).

Please see the [Alternative Assessment Policy and the Extenuating Circumstances Policy.](#)

1.4 Support for SEN students

Art Academy London welcomes students with Special Educational Needs subject to being able to support their individual needs. The SEND Coordinator has overall responsibility both for their welfare and for enabling them to access the curriculum successfully during their time at the Academy. A bespoke programme of elective skills workshops will be mapped for each student if necessary, and alternative assessment models employed where appropriate in order to provide a parity of opportunity with non SEND students. The SEND Coordinator will act as PAT and first point of contact for all SEN students. The SEND Coordinator and Academic Programme Manager also ensure that all other tutors working with an individual student with Special Educational Needs are appraised of the needs of that student, and understand what, if anything, they need to do to support the student and their learning. In the final year of study, students with Learning Support Needs may be given additional support as necessary as they work towards their graduate show.

The SEND Coordinator, and other staff members as relevant, will keep in regular contact with the parents of students with Learning Support Needs if appropriate, including meeting with them to discuss the progress of the student and any issues arising in their programme of study.

1.5 Equality & Diversity

Art Academy London's Equality and Diversity policy and strategy sets out how the Academy is committed to developing an inclusive community, to eliminate unlawful discrimination, harassment and victimisation, to promote and advance equality of opportunity and to promote and foster good relations between people. The equality policy incorporates the following characteristics and circumstances: age, care and dependency, disability, gender reassignment, marriage and civil partnership, political opinion, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

1.6 Career education, information, advice and guidance

Although Art Academy London does not have a dedicated careers service or advice and guidance department, career education, advice and is embedded within the undergraduate programmes in the form of Professional Development modules which provide opportunities to identify and action next steps in planning their career and progression routes. This is supported through tutorials (including the PDP review process). In addition, all the Academy's tutors teaching the Elective Skills Workshop courses are practising artists, so students obtain ad hoc advice, together with an insight into the work of a professional artist, through their contact and familiarity with these tutors.

Some career guidance is additionally undertaken by the Academic Team and students have the opportunity to seek further advice from guest tutors and speakers where relevant.

2. Personal and Academic Tutors and Tutorials (for students on Validated Programmes & Foundation)

2.1 Introduction

Art Academy London has a commitment to personal tutoring as a facility for students, in recognition of its powerful role in student engagement. Personal tutoring contributes to successful student retention, progression and achievement and promotes student participation and engagement with the full range of opportunities available. It is of central importance to student experience helping to build a trusting relationship between students and Programme/Pathway Leaders and other core tutors. It helps students to become engaged members of the community. It supports and enhances a student's academic and personal development and is key to the aim of students becoming partners and co-producers of their own learning and development. Responsibility for Personal and Academic tutoring (PAT) lies with the Programme Leaders, and designated, core Studio Practice tutors.

2.2 Principles, aims and roles

2.2.1 Aims

The aims of Personal and Academic tutoring is to:

- Support students throughout the entire student journey.
- Enable students to take responsibility for and become partners in their learning, academic and artistic progress and achievement.
- Support and advise students in the planning of their individually tailored programme of study (in selecting elective skill workshop courses)
- Ensure that students understand the expectations of their academic programme and the different levels of study.
- Support students to develop the skills and capacity necessary to achieve their desired outcomes.
- Ensure that students understand the expectations of assessment and that they actively engage with feedback.
- Signpost further opportunities to develop skills including but not limited to study skills; academic writing skills; research skills and digital skills as appropriate.
- Ensure that every student develops a personal plan which includes personal target setting and action planning that enables them to achieve their goals and ambitions
- Support students to build relationships with members of staff, fostering a sense of belonging and pride in the Academy community.
- Ensure that students are aware of and follow relevant policy and procedures (ie extenuating circumstances, absence reporting etc).
- Ensure that students understand the support resources available and are engaging with internal and external support activities as appropriate to their needs.
- Facilitate and support students to participate in extracurricular activities (both Academy led and independently identified) for example engaging with competitions and commissions; volunteering; taking up various roles such as those pertaining to student leadership, consultation and other forms of participation; engaging with the wider community.
- Hold ongoing conversations about the student's life after graduation and employability
- Monitor student's general welfare, ensure that students are able to access relevant advice and guidance for any pastoral, personal issues.

2.2.2 Personal tutorials

Each student is allocated a Personal and Academic Tutor (PAT) at the beginning of their period of study at the Academy. Programme or Pathway Leaders will fulfil this role with additional PATs appointed from amongst the Academy's core Studio Practice tutor group to ensure no one PAT has too many students. Each student will retain the same PAT throughout their two or three year period of study, except where staff changes prevent this.

2.2.3 Remit

The remit of the Personal and Academic tutorials is for PATs and tutees to review academic progress together and monitor the tutee's overall welfare, identifying any support needs. Once needs are identified, PATs will work with the Academic Team and/or the SEND Coordinator to put required support in place. Where the PAT is someone other than the Programme or Pathway Leader for the student's course of study, the Programme or Pathway Leader will be involved in these discussions. This may involve further tutorials with relevant tutors, assessment of dyslexia, advice on the Academy's alternative assessment policy or referral to an external agency or specialist for support with mental health issues etc.

PATs in the third and final term of the year are of an extended length so that a review of artistic practice and development can also be undertaken.

2.2.4 Timetabling Tutorials

Students will be advised of the annual timetable for tutorials at the beginning of each academic year. They will be provided with a mixture of group and one-to-one tutorials. This will usually be up to six times a year (seven for newly enrolled students), including meeting their PAT at least once per term one-to-one. Students are free to contact their PAT at any time between their tutorials for ad hoc advice or if there is something they wish to discuss regarding either their academic study or their welfare. Should a student wish to discuss anything with

someone other than their designated PAT, for whatever reason, they can arrange to meet with the Director of Programmes or a member of the Academic Team at any point. A typical timetable for Personal and Academic tutorials is set out below.

Newly enrolled students are introduced to the PAT scheme in groups during induction week and will then usually meet one-to-one with their allocated PAT in week one of the academic year. The initial group tutorials are intended to support the induction programme in introducing new students to the culture of the Academy and familiarising them with academic expectations, helping to ease their transition into Higher Education. During the first one-to-one sessions, tutors and students get to know one another, and begin to discuss the student's objectives for their period of study at the Academy.

Typical tutorial timetable:

Term 1	Week 0	Group tutorial - Induction Session Introducing PAT system Allocating PATs Outlining timetable for PATs Discuss academic programme Explain student support services
	Week 1	One-to-one meeting with PATs Introductions Initiate plan for the year
	Week 5	One-to-one tutorials Review academic progress and welfare, setting targets and discussing any issues with either and appropriate further support as necessary. Discuss Elective Skills Workshop choices for Term 2
Term 2	Week 1	Group tutorial Review academic programme, with particular reference to aspects of Term 2
	Week 5	One-to-one tutorials Review academic progress and welfare, setting targets and discussing any issues with either and appropriate further support as necessary. Discuss Elective Skills Workshop choices for Term 3
Term 3	Week 1	Group tutorial Review academic programme, with particular reference to aspects of Term 3
	Week 5	Extended one-to-one tutorials Review academic and artistic progress and welfare, setting targets and discussing any issues with either and appropriate further support as necessary. Discuss Elective Skills Workshop choices for Term 1 of the forthcoming academic year *For graduating students the remit of tutorial sessions in the third term will focus on final preparation for the graduate exhibition and support for individual progression plans.*

2.2.5 Personal Development Planning

Progress and long term goals are discussed and recorded during personal progression tutorial sessions with their PATs where students are invited to reflect on progress and plan their progression through the programme.

Central to the Academy's ethos is enabling students to become practising artists or find work in the creative industries. Students are encouraged to set goals, develop their skills and review progress through personal development planning. PDP is also embedded within the undergraduate programmes in the form of Professional Development modules, which provide opportunities to identify and action next steps in planning their career and

also incorporating reviews of the skills they develop through study into this process. PDP is extended through requirements to undertake commissions in Level 5 of undergraduate programmes and requirements to have mounted external independent exhibitions with the Professional Development modules.

2.2.6 Tutorial Records and Sharing Information

All tutorials are recorded through notes on the student's record. This provides a summary of points discussed for the PAT to refer back to and also provides opportunity for other tutors to consult in preparation for other future tutorials. Tutors are advised that in order to facilitate this, the notes will essentially be accessible by any tutor on the system, so *no sensitive or confidential information should be stored within them.* Tutors are further advised to speak to the Academic Programme Manager if the student declares anything of a sensitive or confidential nature or information that is needed to ensure their safe and successful educational career at the Academy which they don't wish to be recorded in such a way. Students are advised that the notes will be viewable by other tutors at the start of the tutorial.

The Academic Programme Manager is responsible for ensuring that timetables are published on Moodle and monitoring registers/ records of attendance. PATs for each Programme or Pathway will be invited to meetings of the Academic Programme Managers Committee (APMC) to discuss any issues around individual student attendance, progress or support needs, together with issues arising through personal tutorials relevant to the overall management and improvement of programmes or pathways. Confidentiality will be respected at all times and sensitive or confidential information will not be shared during these meetings.

2.2.7 Sensitive or Confidential information.

Where students wish to discuss issues or concerns they identify as sensitive or confidential, records are made by the PAT and marked as such on the student's record (this means that access is restricted to certain members of staff). Students are advised that all information will be shared with the Academic Team as necessary, including the Director of Quality, Standards and Student Experience (DAQSSE) in their capacity as Designated Safeguarding Officer and Prevent Coordinator.

Should a student not want to speak to their designated PAT about such matters, for whatever reason, they may also speak to the Director of Programmes or any member of the Academic Team at anytime. The Academy recognises students will want to speak to whomever they feel most comfortable with and so all tutors and Academic Team members are briefed about speaking to students in this capacity; see 2.2.9 for more details.

Students are also advised that in circumstances where disclosure of information gives the member of staff cause to believe that the safety and wellbeing of the student (or others) will be compromised if that information isn't shared or acted upon, the above outlined level of confidentiality cannot be promised.

2.2.8 Training for PATs

All PATs undergo training to equip them with the knowledge and understanding necessary to fulfil the role effectively (see Staff Development policy for further information). PATs undergo an induction session aimed at familiarising them with the Academy's academic programmes and the structures, policies and procedures that support those, including:

- Academic Calendar;
- Academy staffing and tutor structure;
- Programme specifications, structures and learning outcomes;
- Attendance;
- Full time and part time study;
- Procedures for assessment, including progression and grading matrices;
- Alternative assessment policy and procedure;
- Student complaints procedure;
- Student disciplinary policy and procedure;
- Bullying & Harassment policy;
- Sexual Harassment policy;
- Academic appeals policy and procedure;
- Extenuating circumstances;
- Academic misconduct;
- Fitness to Study policy and procedure;

- Safeguarding policy and procedure;
- Prevent policy and procedure.

They will also be given information about

- the Academy's pastoral support services and SEN provision
- the Academy's quality assurance processes.

Further training and support is provided through regular meetings of the APMC, where tutors will be given briefings to disseminate procedure and policy information, share good practice and discuss student feedback and wider (non-confidential) concerns. Training is primarily provided by the DAQSSE, but will also include the completion of e-modules and face to face training with external specialists.

Issues and themes which are relevant to both pastoral provision and the development of pedagogic practice (such as dealing with mental health issues within an educational environment for example) form part of the wider CPD training programme, to support not only those involved in personal tutoring, but the wider teaching and support staff. PATs also undergo training for Safeguarding and Prevent as outlined in the full policies.

2.2.9 A Team Approach

Where a student raises a concern with their PAT relating to their welfare, the curriculum or course structure, or their programme progression and the tutor is not able to advise them, the tutor will first discuss the issues with the student. The tutor may then speak to the Director of Programmes, Academic Programme Manager, SEND Coordinator, DQASSE or other relevant staff member, to discuss how, if possible, the student's needs can be met. Alternatively, the tutor may advise the student to raise their concern directly with the relevant staff member.

The small scale of the institution fosters a close community of staff and students where students feel safe and able to seek advice and guidance from a variety of staff, and therefore all staff are briefed on how to deal with students who wish to disclose personal, sensitive or confidential information. The Academy recognises, however, that in relation to sensitive information, students will want to speak to whomever they feel most comfortable with. All tutors are made aware that they are able to seek further guidance from the DAQSSE including how to escalate any safeguarding concerns they might have. Those staff directly involved in the delivery of personal tutoring provision are afforded the time to develop good relationships with students and the small size of the personal tutoring team encourages close working relationships, good levels of communication and peer support.

2.2.10 Expectations: Staff responsibilities and resourcing

PATs delivering personal tutorials are expected to:

- Support and enhance the tutee's academic and personal development.
- Recognise and respond to the diversity of their tutee's needs and situations in a sensitive manner.
- Be informed about Academy policy, procedures and regulations and know how to refer students to sources of support.
- Be informed about the detailed programme structures and progression pathways, together with the elective skills workshop programme.
- Respect confidentiality in an appropriate and professional manner.
- Report any safeguarding issues to the Director of Quality, Standards and Student Experience.
- Report any relevant feedback from students to the Director of Quality, Standards and Student Experience.
- Be accessible and available to tutees when on site.
- Keep appropriate records as defined by this policy.

PATs will receive:

- Clear and timely information about personal progression tutorial allocation.
- Administrative and other support from the academic team (Director of Programmes, Academic Programme Manager and Academic administrators).
- Guidance on how to use Moodle and Google Drive for the purpose of tutorial record keeping.
- Induction, regular briefing and training as planned or required.
- Copies of all relevant policies and guidance documents.

- Clear and timely information regarding the programme of Elective Skills Workshop courses.

2.2.11 Expectations: Students' entitlement and responsibilities

Students are made aware of the purpose and scope of their personal tutoring by their personal tutor during the group induction meetings, with their allocated tutor confirming their understanding at the first one-to-one meeting. At this initial meeting students will be invited to propose what they would like to get out of their studies at the Academy, and begin to engage with formulating their plans and objectives.

Students will meet with their tutor one-to-one and in private at least once a term. This will usually be in person, but could be online at the student's request or if circumstance deems necessary. Some group tutoring sessions will also be held.

Students will be given:

- Clear information about what they can expect from the tutoring provision at the Academy, including an explanation of the different academic roles and purposes of different tutorials.
- Clear and accessible information about PAT and staff availability, contact details, where to find scheduled appointment lists, location of meetings and how to arrange additional one to one meetings if required.
- Information about procedures by which tutorial slots can be changed where appropriate and any problems with existing arrangements reported.
- Information about the potential benefits of engaging with the different tutorials.
- Information about how to give feedback through the student consultation processes and other means for example to the Director of Quality, Standards and Student Experience, Director of Programmes or Academic Programme Manager.

Students are expected to:

- Participate actively in tutorials.
- Respond to communication regarding tutorials promptly (either from the tutor or Academic Team).
- Keep their PAT and/or the Academic Team informed of any changes in their circumstances or of barriers which affect their academic work in a timely manner.
- Alert their PAT and/or the Academic team to any additional or specific learning, physical or other support needs they may have.
- Respect staff working hours.
- Actively identify what they would like to get out of the different tutorial types.
- Actively engage with any internal and external support services recommended.

2.2.12 Additional workshops and tutorials to support academic study

As described in the Student Handbook, students also participate in a number of tutorials, workshops and sessions at relevant points in their programme to enable them to develop the requisite skills for an appropriate level of academic study; these include sessions on referencing and writing, research and presentation skills. Further resources are made available via Moodle and extra support is put in place for individuals with identified needs.

3. Monitoring and supporting students' progress.

It is expected that module tutors will monitor the progress of all students week by week, against the expectations set out in the module timetable. Feedback is given verbally and not recorded, although tutors might want to keep a brief note of their discussion with each student every week to inform their final assessment of the student, and in case problems arise with the student's performance, where the notes might be used in determining how best to support the student going forward (but not as a record of the student's underperformance).

Where the tutor has concerns about the under-performance of any student, they will immediately inform the student's PAT, and may then share their notes* on the student's progress. The student may be informed by email of concerns about their performance, or at a meeting arranged with the module tutor, PAT and/ possibly a member of the Academic Team, where a course of action will be decided upon. This might, for e.g., involve a more prescriptive schedule of work, with required outcomes/ targets every week. Where the meeting reveals wider support needs or other personal issues that are affecting the student's study, the student will be referred to internal or external support services as appropriate. In some cases, it may be necessary to employ the Academy's Fitness to Study or Student Disciplinary Policies.

Every effort will be made to enable the student to achieve the Learning Outcomes for the module. The student will be advised about what action they need to take in order to do this and support along with a system of closer monitoring will be put in place for the required period.

*Tutors are trained and briefed on Data protection and should be mindful of Data Protection regulations/ GDPR when creating and storing notes.

The Academy's Fitness to Study and Student Disciplinary Policies are available on the website and Moodle

4. Artistic Tutorials (Undergraduate and Certificate students)

4.1 Principles and Remit of Artistic Tutorials

Artistic tutorials are distinct from other tutorials at Art Academy London in that they are not part of the pastoral care provision or an integrated part of programme delivery. Artistic tutorials promote independence of learning and provide additional opportunities for PDP and careers/ progression guidance.

Artistic Tutorials have a wide and open brief, giving students the opportunity for focused, one-to-one creative and technical feedback on their artwork, including pre-Art Academy London work (particularly in the student's first term) and extra-curricular artistic activity. Where specific technical help is being sought, students can choose their tutor accordingly. Tutors will give whatever advice they deem appropriate to support the student's development.

Allocation of artistic tutorials varies from course to course. Students are allocated a number of artistic tutorials per year (with the exception of students on the Academy's unaccredited, one year Foundation course). Artistic tutorials are in addition to PATs and tutorials undertaken in Elective Skills Workshops and during assessed modules.

4.2 Allocation of Artistic tutorials

Undergraduate students:

Full and Part time Levels 4 & 5: One artistic tutorial per term in terms 1 & 2. Students have an extended PAT in term 3 instead of an artistic tutorial, which is an opportunity to review their artistic progress for the year (as well as fulfilling the standard academic and pastoral remit of PAT tutorials).

Full and Part time Level 6 students: up to two artistic tutorials per term (delivered as part of the third year visiting artists programme)

Certificate students:

Certificate students: One artistic tutorial per term.

Foundation students (Academy one year, un-accredited programme):

Foundation students are not allocated artistic tutorials, but are provided with the opportunity for tutorials with visiting tutors during their personal project modules. Foundation students are allocated a personal tutor, whom they see once a week.

5. Feedback, evaluation and review

Students are asked to comment on Personal and Academic tutorials and artistic tutorial provision as part of end of term and year feedback cycles. This information forms part of the institutional annual evaluation and review process and contributes to the review and development of this policy and student support provision in general.

Policies and documents that supplement and reference this document:

Quality Handbook
Student Handbook
Tutor Handbook
Moodle guide
Staff Development policy

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