Tutors Policy

1. Purpose

The purpose of this Policy is to ensure the consistency of tutoring quality at Victoria University of Wellington (the 'University'), including the appropriateness and adequacy of recruitment, training, support and resourcing of tutors. The policy supports the goals of value 4 kaitiakitanga of the *Learning and Teaching Strategy, Te Rautaki Maruako 2017-2021*, namely 'ensuring all tutors are well supported, well trained for the Victoria and disciplinary learning environment and appropriately remunerated' (4.3). This policy should be read in conjunction with the *Tutor Procedures* (Appendix 1)

2. Application of Policy

This Policy applies to staff members and students.

Policy Content

3. Principles

3.1   The following principles are to be followed for the recruitment, training, support and resourcing of tutors:

(a) The recruitment and appointment of all tutors, including the notification of vacancies and the selection process, are carried out in accordance with the *Appointment of Tutors and other Teaching and Research Support Staff – Guidelines.*

(b) Recognition of the diversity of the student body is taken into account when recruiting and appointing tutors;

(c) Tutors are paid in accordance with the terms and conditions of the *Tutors' (and other Teaching and Research Support Staff) Collective Agreement*,

or the *General Terms and Conditions:*

(d) The roles and responsibilities of each individual tutor are clearly outlined in the relevant letter of offer. These roles and responsibilities are consistent with University policy and good practice, including the requirements of the Assessment Handbook;

(e) Tutors are adequately trained and supported to fulfil their roles and responsibilities, in accordance with the Tutor Procedures (Appendix 1); and

(f) The extent and value of tutors as a learning and teaching resource at the University are recognised and rewarded.

4. Training

4.1   All tutors who have not been employed at Victoria University as a tutor in the preceding two years are required to attend the three-hour paid orientation/introduction to teaching delivered by the Centre for Academic Development and Student Learning (see the Appointments Guidelines, section 4.1).

4.2   Tutors who are required to mark as part of their role, and who have no previous experience in marking, will be required to undertake training in marking, feedback and assessment, and they will be paid for their attendance at the two-hour training session. (See the Appointments Guidelines, section 4.1).

4.3   Faculties/schools are encouraged to provide additional paid workplace induction sessions for new tutors (see the *Tutor Procedures*).

5.   Definitions

In this Policy, unless the context otherwise requires:

Tutor [1]	Fixed term employees who are responsible for teaching/tutorials, which may include marking student assessment, and who work under the supervision of course coordinators or programme directors, but excluding employees who have final responsibility for awarding course grades.
University	Victoria University of Wellington.

Related Documents and Information

6.   Related Documents

Education Act 1989

Appointment of Tutors and other Teaching and Research Support Staff – Guidelines

Tutors' (and other Teaching and Research Support Staff) Collective agreement

Offer letters for Tutors and Teaching Assistants

The Assessment Handbook

7.   Document Management and Control

Approver	Academic Board
Approval Date	21 August 2018
Effective Date	21 August 2018
Last Modified	21 August 2018
Review Date	21 August 2021
Sponsor	Vice-Provost (Academic)
Contact Person	Director, Centre for Academic Development Extension: 9696

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[1] See also definitions that apply in the *Appointment of Tutors and other Teaching and Research Support Staff - Guidelines*

Appendix 1: Tutor Procedures

1.   Purpose

1.1   The purpose of these procedures is to support the Policy relating to ensuring consistency around tutoring at Victoria University. These procedures should be read in conjunction with the Appointment of Tutors and other Teaching and Research Support Staff – Guidelines.

2.   Application of Procedures

2.1   These procedures are intended to support and clarify the Tutors at Victoria Policy.

Procedures Content

3.   Principles

3.1   Tutorials provide small group interactive learning opportunities for students that enable them to participate in activities that enhance their learning and understanding of a course, to work alongside peers, and to interact with academic staff or senior students. This is particularly important in courses that are delivered in lectures with large numbers of students. Tutors make a significant contribution to the learning and teaching experience of students, therefore these procedures, based on good practice, have been developed to ensure that the University delivers consistent, equitable, high quality tutoring.

4.   Training

4.1   Tutors are encouraged to attend an additional paid workshop on understanding inclusive practices,[2] in accordance with the principles of kaitiakitanga and manaakitanga outlined in the Learning and Teaching Strategy 2017 -2021.

4.2   Where possible, tutors should be encouraged to attend ongoing role specific professional development beyond the core training required.

5.   Support for Tutors

5.1   Academic Support: Schools should provide tutors with core academic support and a collegial environment.

a)   Schools must provide tutors with all relevant teaching and learning resources, including awareness of and access to central learning and teaching policies, and moderation procedures (if marking).

b)   Schools must provide tutors with all relevant teaching material, such as copies of set texts, marking criteria, rubrics and guidelines for giving feedback.

c)   Schools must provide tutors with a clearly identified academic supervisor/support person, and provide tutors with clear reporting lines.

d)   Schools should have a process for regular evaluation of tutors and ensure that each tutor receives comprehensive feedback on their performance from the relevant academic supervisor e.g. course coordinator.

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[2] Components on diversity and inclusivity are included in the core training. This is an additional workshop which also covers cultural diversity, students with disabilities, international students, etc.

e) Faculties should consider having a tutor representative on the Faculty Learning and Teaching Committee.

5.2   Administrative Support: Faculties/schools* should put in place systems for communicating with tutors, orientation to the workplace, resources and administrative support for tutors.

a)   In addition to the training provided by CAD and Student Learning, faculties/schools should hold paid workplace induction sessions for new tutors, before teaching commences. These sessions should include reference to all relevant policies (e.g. health and safety, HR, teaching and learning).

b)   Faculties/schools should introduce tutors to the faculty or school-level administrative support person, and ensure that tutors are notified of relevant administrative procedures.

c)   Faculties/schools should maintain an accurate and updated list of all current tutors and develop active systems for regularly communicating with tutors

d)   Faculties/schools must ensure that tutors are made aware of the processes and relevant contact persons for assisting with students with difficulties, e.g. learning difficulties or personal issues impacting on their study.

e)   Faculties/schools must provide tutors with all relevant resources, e.g. designated work spaces, swipe cards, computers, email, stationery, library access, access to photocopiers and printers.

f)   Faculties/schools must ensure that tutors have access, as needed, to designated private spaces for meeting and consulting with students.

5.3   Support for Tutor Supervisors: Faculties/schools should have a strategy for training those responsible for tutors, e.g. course coordinators, and a clear understanding of the role and requirements for supervising tutors.

a)   Faculties/schools should include in their learning and teaching plans an outline of the role and responsibilities for supervising tutors, including the mentoring aspects of this role.

b)   Faculties/schools should conduct annual induction sessions/workshops for all teaching staff involved in supervising tutors, including guidance for managing and developing tutors.

c)   Faculties/schools should provide recognition and support for academic staff responsible for supervising tutors, including adequate resourcing and adequate workload allocation.

*the procedures leave it open for each faculty to decide whether this support should be provided at the faculty or individual school level.

6.   Definitions

For the purpose of these Procedures, unless otherwise stated, the following definitions shall apply:

Tutor [3]	A fixed-term employee responsible for teaching/tutorials, which may include marking student assessment, and who work under the supervision of course coordinators or programme directors. Excludes employees who have final responsibility for awarding course grades.
CAD	Centre for Academic Development.
Tutor Supervisor	The person within the school with academic responsibility for tutors, such as course coordinators.

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[3] See also definitions that apply in the *Appointment of Tutors and other Teaching and Research Support Staff - Guidelines*