



## POLICY ON TUTORING AND TUTORS

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### Related documents

UJ documents	Other
<ul style="list-style-type: none"> <li>• UJ Policy on Teaching and Learning</li> <li>• UJ Teaching and Learning Strategy</li> <li>• UJ Quality Policy</li> <li>• UJ Assessment Policy</li> <li>• UJ FYE Proposal</li> </ul>	(e.g. Legislation, DoE and HEQC directives and guidelines)
<b>Stakeholders affected by this document (units and divisions who should be familiar with it):</b>	<ul style="list-style-type: none"> <li>• All Faculties</li> <li>• All Departments</li> <li>• Academic Development Centre</li> </ul>
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## **1. PREAMBLE**

This Policy has been developed in the context of the University of Johannesburg's (UJ) Teaching and Learning Policy and the associated Teaching and Learning Strategy, both of which represent the University's commitment to global excellence in teaching and learning.

The Teaching and Learning Strategy identified the importance of tutorials as a key means of facilitating student learning, by allowing collaborative interaction in a relatively safe learning environment, and time for reflection on and application of core academic practices and concepts within the disciplines being studied. Tutorials offer scope for the learning tasks prioritised by the 'learning to be' teaching philosophy, which contribute to transforming information into usable knowledge. They are also recognised as centrally important student-success-agents who assist the institution and its students towards undergraduate student success. By accommodating the considerable diversity in our student body, tutorials are designed to foster epistemological access for all students.

## **2. PURPOSE AND SCOPE OF THE POLICY**

The purpose of this policy is to guide the development and implementation of tutorial programmes at UJ to ensure a coherent institutional approach.

## **3. DEFINITIONS**

For the purposes of this Policy, unless otherwise stated, the following definitions apply:

### **3.1 Tutorial**

A tutorial is a session of intensive tuition led by a tutor, in a group, or one-on-one in a consultation, and could occur face-to-face or be technologically mediated. Tutorials aim to promote an enabling learning environment that facilitates the development of the discipline-specific and academic skills integral to student success.

### **3.2 Tutor**

A tutor is usually a senior student, with a sound academic record and who is equipped with the subject and academic knowledge, skills and values to enable him/her to assist and guide students in their academic studies. A tutor is expected to possess well-developed psycho-social skills which will enable him/her to facilitate student learning. (Appendix A sets out Tutor Requirements).

### **3.3 Tutor Coordinator**

A tutor coordinator is the staff member responsible for the management of tutors in a faculty or department. In some instances, tutor coordinators are also lecturers who are responsible for developing tutorial curricula.

### **3.4 Senior Tutors**

Senior tutors are postgraduate or, occasionally, senior students who are selected to assist teaching staff in their lecturing duties in a variety of ways, including in the management of the tutorial programme. In this instance, they may take on the role of Tutor Coordinator which

entails a degree of supervision, coordination, mentoring and administration of tutors. (appendix B sets out the Senior Tutor Requirements).

#### **4. GUIDELINES**

- 4.1 In order to succeed, a tutorial system must be adequately resourced in terms of funding for the appointment of tutors, and the necessary infrastructure. The tutorial budgets allocated to faculties is ring-fenced and may be used for the payment of tutors only.
- 4.2 Responsibility for the implementation of tutoring is shared by the faculties, departments, the Division of Academic Development and Support (ADS), and the Centre for Academic Staff Development (CASD) within the DAPQPASD.
- 4.3 Teaching staff, especially those designated Tutor Coordinator in departments or faculties, are responsible for managing and developing tutors.
- 4.4 Student attendance at scheduled tutorials is compulsory (unless otherwise indicated), and consequences for non-attendance must be clearly spelled out and enforced.
- 4.5 The tutorial programme must consist of a tutorial curriculum that is integrally related to the other modes of teaching and learning used in the module.
- 4.6 Tutorials are an extension of and not a repetition of formal lectures.
- 4.7 Tutorial programmes should be designed to provide an interactive environment which enhances the academic engagement of students and facilitates collaborative learning.
- 4.8 Tutorials offer opportunities for students to understand that knowledge is a mutually constructed and interactive engagement.
- 4.9 The tutorial environment must enhance student learning by making use of a variety of innovative facilitation methods.
- 4.10 Both generic and subject-specific training for tutors are a requirement for employment as a tutor. Departments are required to ensure that tutors are trained.
- 4.11 Tutors can support the psycho-social well-being of students by referring them, where appropriate, to relevant university support services.
- 4.12 Tutors function as role models by behaving professionally always.
- 4.13 Ongoing quality assurance, which includes evaluation and feedback, is essential to maintain a high-quality tutoring programme. This is a departmental responsibility.
- 4.14 Academic progress of the tutor is a condition for reappointment.
- 4.15 Any issues of conflict of interest must be brought to the attention of the Head of Department.
- 4.16 The departments must ensure that there is a shared understanding of the UJ Code of Conduct for Tutors.

#### **5. TUTORIAL PROGRAMME MODELS**

The following models are available for the implementation of tutorial programmes within faculties:

##### **5.1 Group Tutorial Session**

The traditional tutorial, which is usually compulsory for students, takes place in a structured group. The tutorials are conceptualised as enhancing the formal lecture and/or practical to further develop discipline-specific skills, which facilitate students' understanding, clarification and application of central concepts dealt with in the larger classes.

Educational theory underpinning group tutorials at UJ includes collaborative learning and supplemental instruction. Collaborative Learning is characterised by students working collaboratively, under the guidance of a tutor, to complete tasks in ways that maximise peer learning. Supplemental learning is student driven and involves peer mentoring.

## 5.2 One-on-one tutoring

Where appropriate, departments may adopt one-on-one tutoring (individual consultations) only. Individual consultations should normally be implemented as supplementary to one of the other approaches to tutoring, and as a carefully managed and monitored component of the departmental tutoring programme.

## 5.3 Technologically mediated tutorials

The University's commitment to learning with technology allows for technologically mediated tutoring. Tutors draw on a variety of tools and techniques in a virtual environment to facilitate learning. Communication tools can be used to build and maintain an on-line learning community. Tutorials offer easy access, socialisation, and opportunities for collaborative teaching and learning with a view to increasing student engagement and interactions.

## 5.4 Integrated models

Tutors may teach collaboratively with a lecturer in a class such as large classes, in a studio application or laboratory session. In this context, tutors work with either individual students and/or groups of students. Large classes may benefit from integrated models.

# 6. ROLES AND RESPONSIBILITIES

## 6.1 Lecturing staff

Departmental lecturing staff, in collaboration with the CASD, is responsible for the design development and delivery of tutorial programmes that are responsive to students' learning and discipline specific needs. This includes selecting tutors for appointment; ensuring the adequate and ongoing training of tutors, both generic and subject-specific; regular meetings with tutors prior to tutorials for feedback and guidance purposes; the provision of tutorial curricula, and the full integration of tutorials into the other modes of teaching and learning utilised in the module. Lecturers are encouraged to attend training workshops offered by the CASD aimed to equip them with tutor development methodologies and skills. The regular collaboration with the CASD should be managed through a designated faculty representative.

## 6.2 Faculties

Faculties and departments are responsible for both the administrative and financial management of the faculty tutorial programme, including the formal employment of tutors, the appropriate use of available tutorial funding, and quality assurance. Faculty-based tutor development will address discipline-specific developmental needs.

## 6.3 Centre for Academic Staff Development

CASD is responsible for ongoing collaboration with faculty representatives and departments for the provision of expert guidance about the continuing development and implementation of the tutorial programme. This encompasses the development of mechanisms for the support for tutors, and lecturers working in tutor programmes.

#### 6.4 Academic Development and Support (ADS)

ADS is responsible for facilitating increased undergraduate student success at UJ. To that effect it monitors the tutor expenditure through the Student Success Committee, and it manages additional ring-fenced tutor funding allocations at UJ (such as Strategic tutor funds). Two of the ADS Centres also play crucial roles that intersect with effective tutoring:

- The Academic Development Centre (ADC) leads the institutional Student success and the First Year Experience (FYE) initiatives in which tutoring plays a crucial role. ADC is available to provide training to tutors with regards to Learning and Literacies Development as well as providing inputs with regards to the effective use of tutors to support student success.
- The Centre for Academic technologies (CAT) provides training and support to tutors and lecturers alike to support the most effective use of educational technologies to support student development and success.

CASD will liaise with Centre for Academic Technologies (CAT) and other relevant units within the University to provide appropriate training and development as required.

## APPENDIX A: TUTOR REQUIREMENTS

A tutor is defined as a senior undergraduate student or a postgraduate student who has performed well academically and is competent and equipped with knowledge, skills and values that will enable him/her to assist and guide students in their academic studies. It is the Department's responsibility to provide intensive support to all tutors.

### Criteria for appointment:

- A senior undergraduate student, or a postgraduate student.
- A comprehensive understanding of the subject and discipline to be tutored.
- Understanding of students' learning needs.
- Good administrative and organisational skills/time management.
- Good presentation skills.
- Good academic record.
- Good communication and interpersonal skills.

### Functions and duties of tutors:

- Subject-specific support, teaching and learning support, and student academic development.
- Adherence to departmental rules and expectations.
- Attendance of all meetings and orientation and training sessions as scheduled for tutors by both the CASD and the relevant academic department.
- Record keeping of students who attend tutorials.
- Marketing of tutorial and academic/psycho-social UJ support services.
- Reporting to the CASD for programme monitoring purposes.
- Individual consultations with students.
- Compulsory or voluntary group sessions.
- Administrative tasks regarding the process of tutoring.
- Liaising with the course coordinator/lecturer responsible regarding the course framework and content.
- Marking assignments and tests with departmental support and assessment criteria. Marking should only take up a small percentage of tutor duties. However, all assessments must be moderated by the lecturer concerned.

## APPENDIX B: SENIOR TUTOR REQUIREMENTS

'Senior Tutor' is a broad category, in terms of criteria for appointment and responsibilities, because of the different needs and availability of senior students in the faculties. As the name implies, a Senior Tutor is senior in terms of qualifications, or responsibilities, or both. In some faculties, as a result of the high number of M and D candidates, a Senior Tutor will be registered for an M or D degree, while in other faculties, a Senior Tutor will be an Honours student or equivalent. In terms of duties, it is expected that all Senior Tutors will conduct tutorials, while they may carry additional support roles. In large departments, with relatively high numbers of tutors, the role of the Senior Tutor will involve a degree of supervision, coordination, mentoring and administration of tutors.

### Criteria for appointment:

- Prior experience as a tutor is required.
- A high standard of academic performance.
- Understanding of students' learning needs.
- Good administrative and organisational skills/time management.
- Willingness to take on extra responsibility.
- Good communication and interpersonal skills.
- Good leadership qualities/ability to develop peers.

### Functions and duties of Senior Tutors

- Assisting with assessment (under supervision of a lecturer).
- Organising and delivering revision classes with smaller groups of students.
- Managing student evaluation of teaching.
- Participating in module tutorial programmes (tutoring, and mentoring and advising tutors)
- Assisting with identification of underperforming first-year students, and in developing necessary interventions.
- Compiling a list of tutors with contact numbers and emails that must be kept up to date.
- Ensuring that tutorial venues are booked and allocated.
- Ensuring that tutors have submitted the relevant forms for payment.
- Monitoring students via checking tutors' attendance registers weekly.
- Ensuring that all tutors have the relevant tutorial material (developed by lecturers).
- Informing tutors of all relevant meetings.
- Attending all relevant meetings.
- Informing tutors of all deadlines, for example, marking or handing in of reports
- Informing tutors of all departmental events.
- Ensuring tutors are present in class
- Ensuring that absent tutors' classes are covered
- Making classroom visits to ensure that classes are running smoothly and to ensure developmental tutor support.
- Liaising with and reporting to the lecturer on a weekly basis.
- Liaising with and reporting to the CASD in terms of training and check-in.
- Ensuring that the reports are given timeously to CASD.

### Academics may assign support tasks to Senior Tutors, such as:

- Meeting with tutors on a weekly basis
- Teaming more experienced tutors with new tutors to help mentor them by attending their tutorials.

- Ensuring that tutors carry out evaluations of their tutoring and assisting them with questions/queries.
- Ensuring that tutors write reflection reports each term.
- Reading through the reports to be aware of any challenges.
- Discussing any tutoring challenges or problems with the lecturer and/or the CASD.
- Ensuring that all tutors appointed during the year are trained.
- Ensuring that all tutors attend Tutor Check-in sessions.
- Being aware of all the support and documentation offered by the CASD.

## APPENDIX C: POLICY PROCEDURAL GUIDELINES

1. It is the dean's responsibility to include provision for faculty tutor funding in his/her budget application. This provision should be derived from and supported by a detailed outline of the proposed faculty programme, which indicates how tutorials will interface with other modes of teaching and learning offered in the faculty.
2. Given that tutor budgets are likely to remain constrained, faculties will need to prioritise their use of tutors, to ensure that priority modules and extended programme tutorials are accommodated.
3. Tutorials are compulsory, and this must be monitored via attendance schedules; there must be incentives and penalties attached to tutorial attendance. Incentives may include assistance with assignments; short assignments or tests written during tutorials and which contribute to the semester mark. Penalties include possible exclusion from final assessment opportunities if students do not comply with the Academic Regulations (AR), which specify at least 75% attendance at tutorial sessions.
4. Collaboration between departments and the CASD is compulsory for the implementation of effective tutorial programmes.
5. *A framework for the effective implementation of tutoring at UJ*, is available from the CASD
6. Tutor appointments should, where possible, be finalised by the end of term in the preceding year, so that training can commence before the start of lectures. Only senior students (third year upwards) who have demonstrated adequate success in their studies and who have good interpersonal skills should be selected as tutors. (Exceptions to this must be approved by the DVC: Academic or his/her representative.) Applications should be supported by a CV, including a certified transcript of their results to date. It is advisable that tutors undergo an interview process. The CASD can assist with this process.
7. Tutor appointments per Department must reflect the diversity of our student body.
8. In addition to time spent in the classroom, tutor appointments should include at least one hour per week for preparation/meeting time.
9. It is recommended that tutors attend lectures. Tutors must be informed of typical problems in classes; they can help with discipline in large classes and get to know students (and vice versa) better.
10. Full-time staff should be allocated to supervise the tutorial programme to ensure adequate and regular preparation of tutors.
11. Tutors must be paid at the specified UJ rates.
12. Appointment processes must comply with the due dates specified by HR. Late payment of tutors, due to late submission, is not acceptable.
13. On appointment, tutors should sign both the UJ *Code of Conduct for Tutors* available from the CASD and a terms of service agreement/work description with departments, to ensure that tutor responsibilities are clear and adhered to. The terms of service should also specify procedures should a tutor wish to resign.
14. If a tutor is not performing adequately, s/he should be given first a verbal and then a written warning, in each case explaining the reasons for unsatisfactory performance. If there is no improvement, a letter of dismissal must be sent to the tutor and to HR. A detailed explanation of the circumstances should be forwarded to both the HOD and the Dean.
15. All staff working with tutors must be aware of the terms of service agreement. Tutors are not to perform the function of a student assistant.
16. The generic tutor training offered by the CASD is compulsory for all appointed tutors, as are the subsequent feedback sessions organised by the CASD. Faculties and departments must supplement this with subject-specific training, as appropriate.

17. Departments must monitor and ensure that tutors attend all CASD required sessions. The ADC and CASD offer specialised academic language and literacies training. Departments who require this training should contact the CASD.
18. Assistance with marking should not be the main function of tutors. However, tutors who are required to assist with marking must be fully briefed and properly supervised, and their marking thoroughly moderated. Such marking should be undertaken on a group basis, with a staff member present to deal immediately with queries. This also allows for comparative marking and standard-setting. Faculties should decide on acceptable time-rates for marking (e.g. X scripts per hour), with payment at UJ hourly rates.
19. Teaching staff must meet regularly with tutors (as required by the tutorial schedule), to ensure that tutors remain cognisant of the progress of the module and able to integrate tutorials.
20. A proper monitoring system must be in place, to ensure that tutors undertake the tutorials specified, to the requisite standard. If, for any reason, tutors are unable to conduct a tutorial or attend a scheduled meeting, they are required to give prior notification.
21. Tutorials should be included in the student evaluation of teaching.
22. Tutors evaluate departmental arrangements for tutoring for improvement purposes.
23. CASD offers workshops for academic staff on developing effective tutorial programmes.

## APPENDIX D: CODE OF CONDUCT FOR TUTORS AT THE UNIVERSITY OF JOHANNESBURG

The Code of Conduct for Tutors is directed towards encouraging professionalism in tutor behaviour and attitude by establishing and maintaining effective tutor practice. The following regulations must be adhered to in order to ensure successful tutorial management.

### **Tutors should:**

- Offer subject-specific support and development.
- Understand the model of tutoring utilized by their department.
- Attend all compulsory training and check-in sessions as scheduled for tutors by the Centre for Academic Staff Development (CASD).
- Submit one tutor report to the CASD at the May check-in session.
- Attend all meetings and / or events as scheduled by tutors by their department.
- Ensure that tutorial times are clear and that consultation times (if applicable) are scheduled when students can access these.
- Prepare thoroughly for each tutorial. This involves having a thorough understanding of the work as well as planning the way the tutorial will be conducted.
- Identify students who need support and refer them to the department or the appropriate UJ support services such as The Library / The Writing Centre / PSYCAD / The Health Clinic.
- Monitor student attendance thoroughly in consultation with the department.
- Be sensitive to the diverse nature of the student body with emphasis on language, culture, gender, nationality and religion. Value the opinions of students.
- Facilitate learning and guide students through the process of knowledge construction in the discipline by creating a positive learning environment. Encourage student participation in tutorials.
- Support and develop students into self-directed and motivated learners by instilling confidence and being enthusiastic about the tutored subject.
- Be empathic in encounters with students with awareness of varying learning abilities. Be patient with students.
- Strive to establish an environment of safety and trust in the tutorials with professional tutorial management.
- Not miss a tutorial without making prior arrangements.
- Make use of the full tutorial period. Extra time can be utilized for revision purposes or dealing with student problems.
- Have knowledge of the assessment criteria and lecturer support, if required to mark.
- Work the number of hours as per their appointment.

I Pledge to adhere to the regulations listed above to the best of my ability. I understand that if I fail to do so my appointment is subject to review by my department and the CASD. I confirm that I have read and understand the information as set out in the tutor code of conduct. If I must resign, I will submit a written resignation letter giving at least one-month notice to the department and the CASD.

Please note that this code of conduct is contractual and binding and that any violation of it will result in the possible termination of your appointment as a tutor at the University of Johannesburg. In this case, your payment will be adjusted accordingly.

FULL NAME:

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ID NUMBER:

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DEPARTMENT:

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DATE:

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SIGNATURE:

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