



# ELECTRONIC STUDENT TUTORIAL ENRICHMENT PROGRAMME

## TUTOR GUIDE 2022 / 2023



# Student Tutorial Programme Guidance

## Overview

All full-time students are entitled to a tutorial programme that enhances their experience whilst at NPTC Group of Colleges, thereby promoting improvements in learner retention, attainment and progression to further study and/or employment.

The tutorial programme consists of two elements:

1. Individual 1:1 pastoral/academic support - OnTrack
2. Student Tutorial Enrichment Programme (E-STEP)

The first element ensures that all learners receive individual support through regular review, target setting and action planning. The second element is intended to develop a range of skills to support learners to progress onto further study or into employment and to develop their lifelong learning skills generally.

**Note:** Induction is compulsory for Year One students and one-year learning programmes (LP). This is partly completed during induction period and throughout the first half-term, in E-STEP depending on the needs of the learning programme (LP).

## Individual 1:1 Tutorials

The Student Tutorial Enrichment within LPs sets out expectations of 1:2:1 tutorials. Minimum expectations are:

### Year 1 - Three 1:1s per year (minimum)

- One within the first four weeks
- One further within the first term
- One per term thereafter

### Year 2 - Two 1:1s per year (minimum)

These should focus on academic progress (review, target setting, action plans) and also provide an opportunity for learners to discuss issues which could present barriers to their learning. The 1:1 will normally take between 10-15 minutes per learner and is recorded in OnTrack.

## Group STEP/WBQ

Best practice is where elements of E-STEP are contextualised with the main qualification; the E-STEP provides useful evidence for learners in job and HE interviews.

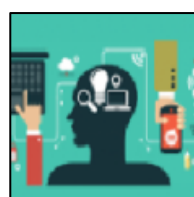
The E-STEP consists of six areas of learning (shown below); ALL six areas of learning should be covered either through tutorial or as part of their main programme. The mandatory topics should be covered in the tutorial and induction:



Enterprise & Employability



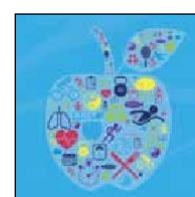
Cymraeg @NPTCG



Digital Literacy



Global & Community Responsibility



Personal Lifestyle & Wellbeing



Learning Skills

# Guidance - Tutorial Process Flow Chart

This aims to guide staff regarding the tutorial process to ensure that the students receive the most suitable opportunities in their tutorial sessions.

**Year 1 / One-year LP**  
Induction



## **E-STEP / WBQ SCC Core (where applicable) / Target Settings**

ALL six topics should be covered either through tutorial activities within the main programme of study or through Core Curriculum Skills.

Additional evidence such as photographs, videos, online activity, witness statements, minutes and assignments should be included or referred to as appropriate with an explanation. There will be a opportunity to use blended learning resources to cover topics.

Topics can be contextualised into the main programme as far as possible but learners must be aware of what they have done and learnt in each topic.

Some informal evaluations will take place in tutorial classes using quizzesor Kahoot/Menti etc.



Student completes or progresses on to Year 2

## **Year 2** **L3 Progression Programme**

Including career planning and job/course application/Target sessions  
Topics may include:

Gap year / Employment / UCAS / Research / WBQ Individual Projects / Volunteering / Work Experience / Travel / Professional training / Internships / Resilience / GATE / MAT Provision / EPQ / Cambridge PreU

- Tutorial sessions will be observed as part of the College self-assessment process during the academic year.
- Good practice sharing events will be held periodically throughout the year.



# Student Tutorial Guidance for Tutors

Students at NPTC Group of Colleges are entitled to tutorial provision which shall be produced, enhances their learning experience and develops a variety of skills including Literacy, Numeracy and Digital Literacy.

Examples of Schemes of Work for each level to act as a guideline to enable tutors to deliver activities that incorporate the Learning Core themes and allow them to link into College events and activities, national events and themed weeks. The Schemes of Work are not meant to be prescriptive as they can be adapted and contextualised to suit the needs of students within specific groups and learning programmes (LP).

At NPTC Group of Colleges, health and well-being is important and we hold events and competitions throughout the year associated with health and well-being, e.g., Health Awareness Roadshow, healthy eating, road safety, Go Active, areas of learning activities and bullying awareness. These activities and events link into the Personal Lifestyle and Well-being topic within the Electronic Student Tutorial Enrichment Programme.

The College also wants students to showcase their learning and achievement within tutorials. Opportunities may arise for tutors, working with HoS (Head of School) - to provide displays or materials for noticeboards or classrooms which provide motivation for students and enhance the learning environment.

**Resources to support all six areas of learning topics within the Electronic Student Tutorial Enrichment Programme can be found on the College's Virtual Learning Environment. Go to the front page of Moodle, click on the E-STEP tutorial tab to access these resources under the specific headings.**



# Tutorial Programme Guide - Year 1

*See specific E-STEP SOW*

Week commencing	Tutorial Topics	Planned Activities
29 <sup>th</sup> August 2022	<ul style="list-style-type: none"> <li>▪ Welcome to college</li> <li>▪ Induction/See Induction Guide for Tutors</li> <li>▪ Icebreakers</li> <li>▪ Welcome talk</li> <li>▪ Lit/Num/Dig Lit screening also spelling and dictation exercise</li> <li>▪ Campus tour/quiz</li> <li>▪ Checking timetables</li> <li>▪ Where to get help and support: Student Support; safeguarding well-being</li> <li>▪ Introduction to resilience part 1 - what is it why does it matter?</li> <li>▪ Five Resilience skills: active listening, problem solving, managing emotions, working with other people and accessing help.</li> </ul>	Induction <ul style="list-style-type: none"> <li>▪ Course related information</li> <li>▪ Induction PowerPoint</li> </ul>
5 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Student code of conduct – behaviour and expectations</li> <li>▪ Student Attendance Policy – explain process for absences and lateness</li> <li>▪ On-track – take students through this</li> <li>▪ Review group attendance</li> <li>▪ Any concerns?</li> <li>▪ Student Involvement Opportunities</li> </ul>	Induction continued <ul style="list-style-type: none"> <li>▪ Checking for any concerns</li> </ul>
12 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Importance of target setting and MEG</li> <li>▪ Study Skills/Learning Styles</li> <li>▪ Independent learning</li> </ul>	Learning Skills: Intro to target setting and raising aspirations <ul style="list-style-type: none"> <li>▪ Youth Mental Health Day 19<sup>th</sup> September 2022</li> <li>▪ Sexual Health Week 13-18<sup>th</sup> September 2022</li> </ul>
19 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Online safety/how to protect yourself online</li> <li>▪ Digital responsibility</li> <li>▪ Importance of passwords</li> <li>▪ Protecting self on social media &amp; online reputation</li> <li>▪ Using social media responsibly</li> </ul>	Digital Literacy <ul style="list-style-type: none"> <li>▪ Bi Visibility Day: 23rd September 2022</li> <li>▪ Youth Mental Health Day 19<sup>th</sup> September 2022</li> </ul>
26 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ British Values: Identity &amp; Culture Respect, Democracy, Fairness, Equality and Diversity</li> </ul>	Personal Lifestyle & Well-being: British Values
3 <sup>rd</sup> October 2022	<ul style="list-style-type: none"> <li>▪ Mental Health Awareness</li> <li>▪ Define what is meant by mental health</li> <li>▪ Understand different types of mental health conditions and some symptoms</li> </ul>	Personal Lifestyle & Well-being: Counselling Resources <ul style="list-style-type: none"> <li>▪ World Mental Health Day 10th October 2022</li> </ul>

	<ul style="list-style-type: none"> <li>Help and support/counsellors/referral to GPs</li> </ul>	<ul style="list-style-type: none"> <li>Black History Month: October 2022</li> <li>Learner Induction Questionnaire</li> </ul>
10 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Introduction to Prevent: What is it- What does it mean?</li> <li>Define extremism and identify different types</li> <li>Understand prevent is a safeguarding issue</li> </ul>	Personal Lifestyle & Wellbeing: Prevent presentation <ul style="list-style-type: none"> <li>Hate Crime Awareness Week 8<sup>th</sup>-15<sup>th</sup> October 2022</li> </ul>
17 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Prevent Continued</li> <li>Understanding of rights and responsibilities</li> <li>How to express views within the law/ freedom of speech</li> <li>Understanding consequences of actions</li> <li>Keeping Safe in College</li> </ul>	Personal Lifestyle & Wellbeing: Prevent <ul style="list-style-type: none"> <li>Safeguarding presentation</li> </ul>
24 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Stress awareness</li> <li>Definition of stress: spotting the signs</li> <li>How stress can affect the body</li> <li>Resilience as a way of managing stress: part 2:</li> <li>Understand the components of active listening, body language and meaning, common physical symptoms and psychological causes</li> <li>Stress management techniques</li> </ul>	Personal Lifestyle & Well-being: Counselling Resources. <ul style="list-style-type: none"> <li>International Stress Awareness week 2<sup>nd</sup>-6<sup>th</sup> November 2022</li> </ul>
<b>HALF- TERM</b>		
7 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Anti-bullying week</li> <li>Definition of bullying and responsibility – link to student policy for prevention of bullying &amp; Harassment</li> <li>Understand need to treat everyone with respect face to face and online e.g. cyber bullying</li> <li>Equality &amp; Diversity</li> </ul>	Personal Lifestyle & Well-being: <ul style="list-style-type: none"> <li>Anti-bullying week 14<sup>th</sup>-18<sup>th</sup> November 2022</li> <li>Remembrance Day 11<sup>th</sup> November 2022</li> <li>Alcohol Awareness week 11-16<sup>th</sup> November 2022</li> </ul>
14 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Wealth &amp; Poverty</li> <li>To be aware of homelessness in Neath Port Talbot and UK –Link to stats in Neath Port Talbot</li> <li>Areas of deprivation</li> <li>Understanding the impact homelessness and hunger has on people</li> <li>Looking at what help is available for individuals who are homeless</li> </ul>	Global Responsibility <ul style="list-style-type: none"> <li>National Hunger and Homelessness Awareness Week 12<sup>th</sup>- 20<sup>th</sup> November 2022</li> <li>Safeguarding week 12-16<sup>th</sup> November 2022</li> </ul>
21 <sup>st</sup> November 2022	<ul style="list-style-type: none"> <li>Revision strategies</li> <li>Understand different types of revision strategies</li> <li>How to apply revision strategies effectively</li> </ul>	Learning Skills <ul style="list-style-type: none"> <li>White Ribbon Day 25<sup>th</sup> November 2022</li> </ul>

28 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Revision Strategies continued</li> <li>Time management</li> <li>Answering exam questions</li> <li>Managing workload</li> </ul>	<p>Learning Skills</p> <ul style="list-style-type: none"> <li>International Day of Persons with Disabilities 3<sup>rd</sup> December 2022</li> </ul>
5 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>Christmas activities</li> </ul>	Christmas
12 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>AS Mock week</li> <li>Christmas Activities and quizzes</li> </ul>	Christmas
19 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>AS Mock week</li> <li>Christmas Activities and quizzes</li> </ul>	Christmas
<b>CHRISTMAS BREAK</b>		
9 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>Definition of healthy eating and what is a healthy diet</li> <li>Examples of fad diets and dangers</li> <li>Healthy eating self-assessment</li> <li>Benefits of physical exercise for health and well-being</li> <li>Recommended physical activity per week</li> <li>Barriers to physical activity</li> </ul>	Personal Lifestyle & Well-being: Healthy Eating & Physical Exercise
16 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>What is a healthy relationship?</li> <li>Explain the need to develop relationships</li> <li>Different types of relationships</li> <li>Common relationship problems and possible solutions</li> <li>Consequences of being in an unhealthy relationship</li> <li>Substance use Awareness</li> <li>County Lines</li> </ul>	<p>Personal Lifestyle &amp; Well-being: Lifestyle Choices</p> <ul style="list-style-type: none"> <li>Consent, Respect and the Law: – your questions answered</li> <li>Safeguarding</li> </ul>
23 <sup>rd</sup> January 2023	<ul style="list-style-type: none"> <li>Human Rights, War and Conflict</li> <li>Role play scenario based on international crisis</li> <li>Discuss international conventions on welfare (Geneva Convention, UN policies etc)</li> </ul>	<p>Global Responsibility</p> <ul style="list-style-type: none"> <li>St Dwynwen's Day 25<sup>th</sup> January 2023</li> <li>Holocaust Memorial Day 27<sup>th</sup> January 2023</li> </ul>
30 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>LGBT+: An overview</li> <li>What is LGBT+?</li> <li>Myth vs Reality card game exercise</li> <li>The Gender Unicorn</li> </ul>	Personal Lifestyle & Well-being: Equality and Diversity
6 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>Employability Skills Part 1</li> <li>Skills and qualities needed for the workplace including problem solving, communication, team working</li> <li>Soft skills</li> <li>Career ready part 1</li> <li>Skills Audit</li> </ul>	<p>Enterprise &amp; Employability:</p> <ul style="list-style-type: none"> <li>Classroom review and evaluation questionnaire open</li> <li>LGBT History Month February 2023</li> <li>Time to Talk Day: 6<sup>th</sup> February 2023</li> <li>Safer Internet Day 8<sup>th</sup> February 2023</li> </ul>

13 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>▪ Welsh culture</li> <li>▪ Understand culture of Wales</li> <li>▪ History of St David's Day</li> <li>▪ Welsh traditions</li> <li>▪ Welsh Music</li> <li>▪ Urdd National Eisteddford</li> </ul>	Cymraeg@NPTCG
<b>HALF-TERM</b>		
27 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>▪ Welsh culture</li> <li>▪ Welsh language</li> <li>▪ Advantages of Bilingualism</li> </ul>	Cymraeg@NPTCG: <ul style="list-style-type: none"> <li>▪ St David's Day 1st March 2023</li> </ul>
6 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>▪ Apprenticeships and higher apprenticeships vs University</li> <li>▪ Alternative routes to HE</li> <li>▪ Benefits of apprenticeships and higher apprenticeships</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>▪ No Smoking Day 8<sup>th</sup> March 2023</li> <li>▪ International Women's Day 8<sup>th</sup> March 2023</li> </ul>
13 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>▪ Employability Skills part 2</li> <li>▪ Career ready part 2: preparing a CV Preparing for an interview (before, during and after)</li> <li>▪ Key interview questions</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>▪ Nutrition and Hydration week 11<sup>th</sup> March-18<sup>th</sup> March 2023</li> </ul>
20 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>▪ Climate change Sustainability</li> <li>▪ Natural environment: summarise arguments for and against genetically modified crops</li> <li>▪ Discuss solutions that help develop biodiversity</li> </ul>	Global Responsibility <ul style="list-style-type: none"> <li>▪ International Day for the Elimination of Racial Discrimination 21<sup>st</sup> March 2023</li> </ul>
27 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>▪ Consumption &amp; Waste</li> <li>▪ Compare ethical and non-ethical versions of similar products</li> <li>▪ Trace origins of well-known products and their origin</li> <li>▪ Evaluate the rise of the use of plastics</li> </ul>	Global Responsibility
<b>EASTER BREAK</b>		
17 <sup>th</sup> April 2023	<ul style="list-style-type: none"> <li>▪ Resilience part 3: Re-cap and Reflection Student reflection on own resilience skills</li> <li>▪ Reflect on what it means to be a resilient learner</li> <li>▪ How resilience can help to manage exams/stressful situations</li> <li>▪ Resilience Kahoot quiz</li> </ul>	Personal Lifestyle & Well-being: Resilience <ul style="list-style-type: none"> <li>▪ Stress Awareness month April 2023</li> </ul>
24 <sup>th</sup> April 2023	<ul style="list-style-type: none"> <li>▪ Resilience strategies continued</li> </ul>	Learning Skills
1 <sup>st</sup> May 2023	<ul style="list-style-type: none"> <li>▪ Resilience strategies continued</li> </ul>	Learning Skills
8 <sup>th</sup> May 2023	<ul style="list-style-type: none"> <li>▪ AS Examination period</li> <li>▪ AS Teaching ends 12<sup>th</sup> May 2023</li> </ul>	Mental Health Awareness Week: 13 <sup>th</sup> -20 <sup>th</sup> May 2023
15 <sup>th</sup> May 2023	<ul style="list-style-type: none"> <li>▪ AS Examination period</li> </ul>	
22 <sup>nd</sup> May 2023	<ul style="list-style-type: none"> <li>▪ AS Examination period</li> </ul>	
<b>HALF-TERM</b>		



# Tutorial Programme Guide - Year 2

See specific E-STEP Sow

Week	Tutorial Topics	Planned Activities
29 <sup>th</sup> August 2022	<ul style="list-style-type: none"> <li>▪ A2 Induction: 3:15-4:15pm</li> <li>▪ Welcome back</li> <li>▪ Checking timetables</li> <li>▪ Student code of conduct – behaviour and expectations</li> <li>▪ Student attendance policy – explain process for absences and lateness</li> <li>▪ Re-visit: Where to get help and support:</li> <li>▪ Student Support; safeguarding well-being</li> <li>▪ Student involvement opportunities</li> </ul>	Induction <ul style="list-style-type: none"> <li>▪ Course related information</li> </ul>
5 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Review group attendance</li> <li>▪ Any concerns?</li> <li>▪ Discussion on HE/Apprenticeships/Gap Year/World of work</li> <li>▪ UCAS process/ CV writing</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>▪ UCAS/CV writing</li> </ul>
12 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Online safety/how to protect yourself online</li> <li>▪ Digital responsibility</li> <li>▪ Importance of passwords</li> <li>▪ Protecting self on social media &amp; online reputation</li> <li>▪ Using social media responsibly</li> <li>▪ UCAS process/ CV writing (students to be working on this in own time and bring in drafts for personal tutors)</li> <li>▪ UCAS process/ CV writing</li> </ul>	Digital Literacy <ul style="list-style-type: none"> <li>▪ Onlinesafety</li> </ul> UCAS: <ul style="list-style-type: none"> <li>▪ UCAS process/ CV writing</li> <li>▪ Youth Mental Health Day 19<sup>th</sup> September 2022</li> <li>▪ Sexual Health Week 13-18<sup>th</sup> September 2022</li> </ul>
19 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ Importance of target setting and MEG</li> <li>▪ USW organised talks: Why HE and making the right choice</li> <li>▪ UCAS process/ CV writing</li> </ul>	Learning Skills <ul style="list-style-type: none"> <li>▪ UCAS/CV Writing</li> <li>▪ Bi Visibility Day: 23rd September 2022</li> <li>▪ Youth Mental Health Day 19<sup>th</sup> September 2022</li> </ul>
26 <sup>th</sup> September 2022	<ul style="list-style-type: none"> <li>▪ British Values: Identity &amp; Culture Respect, Democracy, Fairness, Equality and Diversity</li> <li>▪ USW Organised Talks: UCAS Trail and Personal Statements</li> <li>▪ UCAS Process/CV Writing</li> </ul>	Personal Lifestyle & Well-being <ul style="list-style-type: none"> <li>▪ UCAS/CV Writing</li> </ul>
3 <sup>rd</sup> October 2022	<ul style="list-style-type: none"> <li>▪ Mental Health Awareness</li> <li>▪ Define what is meant by mental health</li> <li>▪ Understand different types of mental health conditions and some symptoms</li> <li>▪ Help and support/counsellors/referral to GPs</li> <li>▪ UCAS process/ CV writing</li> </ul>	Personal Lifestyle & Well-being <ul style="list-style-type: none"> <li>▪ World Mental Health Day 10th October 2022</li> <li>▪ Black History Month: October 2022</li> </ul>

10 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Understand what Prevent is</li> <li>Define extremism and identify different types</li> <li>Understand Prevent is a safeguarding issue</li> <li>Link to run hide and tell video</li> <li>What is Hate Crime?</li> <li>Oxbridge deadline and Med/Dent/Vet Science 15<sup>th</sup> October 2022</li> <li>UCAS process/ CV writing (students to be working on this in own time and bring in drafts for personal tutors)</li> </ul>	Personal Lifestyle & Well-being: <ul style="list-style-type: none"> <li>Prevent</li> <li>Hate Crime Awareness Week 8<sup>th</sup>-15<sup>th</sup> October 2022</li> <li>Oxbridge deadline</li> </ul>
17 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Prevent Continued</li> <li>Understanding of rights and responsibilities</li> <li>How to express views within the law/ freedom of speech</li> <li>Understanding consequences of actions</li> <li>UCAS process/ CV writing (students to be working on this in own time and bring in drafts for personal tutors)</li> </ul>	Personal Lifestyle & Well-being <ul style="list-style-type: none"> <li>Prevent</li> </ul>
24 <sup>th</sup> October 2022	<ul style="list-style-type: none"> <li>Stress awareness</li> <li>Definition of stress: spotting the signs</li> <li>How stress can affect the body</li> <li>Resilience and why does it matter</li> <li>Resilience as a way of managing stress</li> <li>Stress management techniques</li> </ul>	Personal Lifestyle & Well-being <ul style="list-style-type: none"> <li>International Stress Awareness week 1<sup>st</sup> - 5<sup>th</sup> November 2022</li> </ul>
<b>HALF-TERM</b>		
7 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Anti-bullying week</li> <li>Definition of bullying and responsibility – link to student policy for prevention of bullying and harassment</li> <li>Understand need to treat everyone with respect face to face and online e.g. cyber bullying</li> <li>Equality &amp; Diversity</li> </ul>	Personal Lifestyle & Well-being <ul style="list-style-type: none"> <li>Anti-bullying week 14<sup>th</sup>-18<sup>th</sup> November 2022</li> <li>Remembrance Day 11<sup>th</sup> November 2022</li> <li>Alcohol Awareness week 11-16<sup>th</sup> November 2022</li> <li><b>Internal UCAS deadline- 11<sup>th</sup> November 2022</b></li> </ul>
14 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Wealth &amp; Poverty</li> <li>To be aware of homelessness in Neath Port Talbot and UK –Link to stats in Neath Port Talbot</li> <li>Areas of deprivation</li> <li>Understanding the impact homelessness and hunger has on people</li> <li>Looking at what help is available for individuals who are homeless</li> </ul>	Global Responsibility <ul style="list-style-type: none"> <li>National Hunger and Homelessness Awareness Week 12<sup>th</sup>- 20<sup>th</sup> November 2022</li> <li>Trans Day of Remembrance 20<sup>th</sup> November 2022</li> </ul>
21 <sup>st</sup> November 2022	<ul style="list-style-type: none"> <li>Final UCAS process / CV writing</li> </ul>	Final UCAS <ul style="list-style-type: none"> <li>White Ribbon Day 22<sup>nd</sup> November 2022</li> </ul>

28 <sup>th</sup> November 2022	<ul style="list-style-type: none"> <li>Final UCAS process / CV writing</li> </ul>	Final UCAS <ul style="list-style-type: none"> <li>International Day of Persons with Disabilities: 3<sup>rd</sup> December 2022</li> </ul>
5 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>Revision strategies</li> <li>Understand different types of revision strategies</li> <li>How to apply revision strategies effectively</li> <li>How to revise effectively</li> <li>Christmas quiz</li> </ul>	Learning Skills <ul style="list-style-type: none"> <li>Christmas</li> </ul>
12 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>Revision Strategies continued</li> <li>Time management</li> <li>Answering exam questions</li> <li>Managing workload</li> <li>Christmas quiz</li> </ul>	Learning Skills <ul style="list-style-type: none"> <li>Christmas</li> </ul>
19 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>Christmas quiz</li> </ul>	<ul style="list-style-type: none"> <li>Christmas</li> </ul>
<b>CHRISTMAS BREAK</b>		
9 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>A2 Mock Exams</li> <li>Definition of healthy eating and what is a healthy diet</li> <li>Examples of fad diets and dangers</li> <li>Healthy eating self-assessment</li> <li>Benefits of physical exercise for health and well-being</li> <li>Barriers to physical activity</li> </ul>	Personal Lifestyle & Well-being: <ul style="list-style-type: none"> <li>Healthy eating and physical exercise</li> </ul>
16 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>What is a healthy relationship</li> <li>Explain the need to develop relationships</li> <li>Different types of relationships</li> <li>Common relationship problems and possible solutions</li> <li>Consequences of being in an unhealthy Relationship</li> <li>Substance use Awareness</li> <li>County Lines</li> </ul>	Personal Lifestyle & Well-being: Lifestyle Choices <ul style="list-style-type: none"> <li>Consent, Respect and the Law: – your questions answered</li> <li>Safeguarding</li> </ul>
23 <sup>rd</sup> January 2023	<ul style="list-style-type: none"> <li>Global responsibility</li> <li>Human Rights, War and Conflict</li> <li>Role play scenario based on international crisis</li> <li>Discuss international conventions on welfare (Geneva Convention, UN policies etc)</li> </ul>	Global Responsibility <ul style="list-style-type: none"> <li>Holocaust Memorial Day 27th January 2023</li> <li>St Dwynwen's Day 25<sup>th</sup> January 2023</li> <li>External UCAS deadline</li> </ul>
30 <sup>th</sup> January 2023	<ul style="list-style-type: none"> <li>LGBT+: An Overview</li> <li>What is LGBT+</li> <li>Myth vs Reality card game exercise</li> <li>The Gender Unicorn</li> </ul>	Personal Lifestyle & Well-being: Equality and Diversity

6 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>Employability Skills Part 1</li> <li>Skills and qualities needed for the workplace including problem solving, communication, team working</li> <li>Soft skills</li> <li>Career ready part 1</li> <li>Skills Audit</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>Classroom review and evaluation questionnaire</li> <li>Equality and Diversity</li> <li>LGBT History Month February 2023</li> <li>Time to Talk Day: 6<sup>th</sup> February 2023</li> <li>Safer Internet Day 8<sup>th</sup> February 2023</li> </ul>
13 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>Welsh culture</li> <li>Understand culture of Wales</li> <li>History of St David's Day</li> <li>Welsh traditions</li> <li>Welsh Music</li> <li>Urdd National Eisteddford</li> </ul>	Cymraeg@NPTCG:
<b>HALF-TERM</b>		
27 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>Welsh culture</li> <li>Welsh Language</li> <li>Advantages of Bilingualism</li> </ul>	Cymraeg@NPTCG: <ul style="list-style-type: none"> <li>St David's Day 1st March 2023</li> </ul>
6 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>Employability Skills part 2</li> <li>Career ready part 2: Preparing for an interview</li> <li>Key interview questions</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>No smoking Day 8<sup>th</sup> March 2023</li> <li>International Women's Day: 8<sup>th</sup> March 2023</li> </ul>
13 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>Financial Management</li> <li>Budgeting</li> </ul>	Enterprise & Employability <ul style="list-style-type: none"> <li>Nutrition and Hydration Week</li> <li>11<sup>th</sup> – 18<sup>th</sup> March 2023</li> </ul>
20 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>Climate changeSustainability</li> <li>Natural environment: summarise arguments for and against genetically modified crops</li> <li>Discuss solutions that help develop biodiversity</li> </ul>	Global Responsibility <ul style="list-style-type: none"> <li>International Day for the Elimination of Racial Discrimination 21<sup>st</sup> March 2023</li> </ul>
27 <sup>th</sup> March 2023	<ul style="list-style-type: none"> <li>Consumption &amp;Waste</li> <li>Compare ethical and non-ethical versions of similar products</li> <li>Trace origins of well-known products and their origin</li> <li>Evaluate the rise of the use of plastics</li> </ul>	Global Responsibility
<b>EASTER BREAK</b>		



17 <sup>th</sup> April 2023	<ul style="list-style-type: none"> <li>Resilience part 3: Re-cap and Reflection</li> <li>Student reflection on own resilience skills</li> <li>Reflect on what it means to be a resilient learner</li> <li>How resilience can help to manage exams/stressful situations</li> <li>Resilience Kahoot quiz</li> </ul>	Personal Lifestyle & Well-being: Resilience- Wellbeing and Resilience Stress Awareness month April 2023
24 <sup>th</sup> April 2023	<ul style="list-style-type: none"> <li>Revision Strategies/Study Skills continued</li> </ul>	Learning Skills
1 <sup>st</sup> May 2023	<ul style="list-style-type: none"> <li>Revision Strategies/Study Skills continued</li> </ul>	Learning Skills
8 <sup>th</sup> May 2023	<ul style="list-style-type: none"> <li>Revision Strategies/Study Skills continued</li> </ul>	Learning Skills <ul style="list-style-type: none"> <li>Mental Health Awareness Week: 13<sup>th</sup>-20<sup>th</sup> May 2023</li> </ul>
15 <sup>th</sup> May 2023	<ul style="list-style-type: none"> <li>Revision Strategies/Study Skills continued</li> <li>A2 Teaching Ends Friday 19<sup>th</sup> May 2023</li> </ul>	Learning Skills
22 <sup>nd</sup> May 2023	<ul style="list-style-type: none"> <li>A2 Exams Commence</li> </ul>	Learning Skills

### HALF-TERM



# Role of Personal Tutors in Promoting Attendance, Retention & Achievement

## Supporting Learners

Personal tutors play a vital role in supporting students. Many new students arrive at the College to begin a new and challenging learning programme and some students will arrive and easily take to college life. Others may find the transition more difficult. They may be unclear about the standards of work expected of them and may wish to speak to personal tutors about aspects of their course that they find challenging. Students should be encouraged to take responsibility for communicating their needs and seeking appropriate support. However it should be acknowledged that students may feel embarrassed about expressing the need for additional help or the fact that some aspects of college life are a greater challenge than they expected. Others may experience difficulties in their personal life which may also have an impact on studying at college. In some cases speaking to personal tutors can resolve the problem. In other cases there may be a need to refer the student to appropriate support services within Learner Services Student Support where the student can access counselling, wellbeing and study skills support.

## Attendance Matters

High quality attendance is crucial for learner achievement. It is essential therefore that tutors have a holistic overview of individual student attendance across all subject studied on a regular basis in order to identify any patterns of absence and to put supportive measures in place. This includes monitoring of attendance in subject lessons but also in skills classes e.g. GCSE, 2 year GCSE, GCSE start, Basic skills, essential Skills and WBQ. Chronic student absence results in missed learning opportunities and ultimately prevents learners successfully achieving their programme of study and to a high standard. Tutors need to ensure they reinforce high expectations of attendance from the outset and outline the implications of poor attendance to learners. Tutors also play a key role on contacting the parents/guardians when poor attendance becomes a persistent issue and when there is little improvement refer concerns to the Deputy Head of School.

## 1-1 Reviews & Target Setting

Personal tutors play a key role in having 1-1 sessions with students in their personal tutorial group. Targets need to be set based on prior attainment and utilising ALPs MEGs (minimum expected grades). During 1-1 sessions students can reflect on achievements from class assessments and should be able to utilise the feedback received from subjects in order to set SMART targets for future improvement. The personal tutor will need to ensure that targets are set not only for main subjects but also targets for Literacy, numeracy, digital literacy and WEST. The personal learning record can be used to evidence 1-1 sessions and target setting as well as utilising On-track.

## Skills Development/Additionality

Personal tutors need to ensure that students within their tutorial group are enrolled on appropriate skills courses e.g., GCSE/ 2-year GCSE/ Skills Forward/ Basic Skills/ Essential Skills/ SCC/ GATE. This will happen during the main enrolment period in August, however it is essential that tutors check this during the induction period. Students will therefore need to use the literacy/numeracy guide to ensure students are correctly enrolled onto the appropriate skillscourse.

# Process for Monitoring Absence

## Stage 1

Lecturers contact any student missing 2 consecutive lessons without reasonable explanation. Record of discussion and reason on Ontrack under the pastoral section



## Stage 2

If no improvement and absence is persistent the lecturer contacts the Personal Tutor who will speak to the student in tutorial and/or ring home and speak to parents and where appropriate issue a verbal warning. At this point an Action Plan for improvement needs to be completed. Tutor also to make referral to student support where appropriate and transition/retention officer.



## Stage 3

If no improvement Personal Tutor will contact the Deputy Head of School and a meeting with the student and parents will be arranged. The formal disciplinary process will begin.

Early intervention is key in ensuring students stay on track to complete their courses and successfully achieve.

It is vital to ensure that each stage is recorded and updated on Ontrack.





# ROLE OF PERSONAL TUTORS IN PROMOTING CORE SKILLS AND TRACKING IMPROVEMENT FOR STUDENTS

- Set and review targets, including Literacy, Numeracy and Digital Literacy from WEST
- Ensure students are enrolled on the appropriate core skills level courses (GCSE resit programmes/ skills additionality)
- Monitor attendance in core skills classes (in addition to main course):
  - Advanced Skills Challenge Certificate (WBQ)
  - Essential Skills Qualifications
  - GCSE resit programmes, including 1yr and 2yr GCSE, Skills Forward and Agored classes.
- Complete and review eILP
- Complete the VESPA Growth Mindset Programme with all first and second-year level 3 students:
  - *Deliver the VESPA Growth Mindset activities*
  - *Help students to embed the new approaches they have been introduced to*
  - *Hold reflection weeks to discuss the success of the new approaches*
  - *Ensure students complete the 3 VESPA questionnaires at key points in the year*





# Inclusive Teaching Strategies

Ideas to help minimise anxiety and create an inclusive environment for ALN learners

## ASD

- Provide visual aids
- Give clear instructions
- Have a good routine and structure
- Keep expectations consistent
- Give notice of any changes to routine where possible

## Behaviour

- Try to keep distractions to a minimum
- Allow time out if needed
- Vary activities and tasks
- Reinforce positive behaviour

## Dyslexia

- Use writing frames
- Reduce the amount of written instructions given
- Use colour overlays appropriate to individuals
- Be prepared to give extra time
- Produce handouts to reduce note taking

## Emotional

- Create a secure learning environment for learners
- Give an opportunity for learners to calm down/ take time out
- Give reassurance where needed
- Provide a quiet room/calm space for learners

## Mobility

- Make classroom safe from hazards
- Buddy-up with peers
- Allow learner to leave a little early if corridors get busy
- Make sure buildings/classrooms are accessible

## Dyscalculia

- Use visual resources
- Give learners a multiplication grid
- Allow extra time
- Give time to repeat tasks/revise

## Visual

- Give thought to where the learner sits in class (towards the front)
- Enlarge/reduce text to appropriate size
- Give thought to lighting – increase or even decrease if learner is photophobic
- Ensure learners have the correct equipment they need

## Hearing

- Use radio aids/microphone
- Face learner when speaking
- Use visual aids
- Give thought to where the learner is sitting (near the front)

Please contact: [studysupport@nptcgroup.ac.uk](mailto:studysupport@nptcgroup.ac.uk) if you have any questions about support for students.

Information relating to a student's ALN/Disabilities can be found under the student's individual Ontrack Profile under the section 'Support Needs'. Any further information will be available under 'Documents'.

# ALN Jargon Buster

**ALN:** 'Additional Learning Needs'. This term replaces that of (SEN- Special Educational Needs).

**ALNET:** This refers to the new 'Additional Learning Needs Education Tribunal Act' in Wales. New legislation which refers to how those with an ALN from ages 0-25 years are supported.

**ALN Co-ordinator (ALNCO):** The person responsible for coordinating ALN provision within an educational setting. This term replaces the old role of SENCO (SEN Coordinator).

**ADHD:** 'Attention Deficit and Hyperactivity Disorder' - ADHD is a range of problem behaviours associated with difficulties with attention span, including restlessness and hyperactivity.

**ASD:** 'Autistic Spectrum Disorder' - the term used for a range of disorders affecting the development of social interaction, communication and imagination. Sometimes ASC is used- Autism Spectrum Condition.

**BESD:** 'Behavioural, Emotional and/or Social Difficulties'.

**CAMHS:** 'Child and Adolescent Mental Health Service' - service to provide help, support and care for children and young people suffering from mental health problems.

**HI:** Hearing Impairment

**IDP:** 'Individual Development Plan'. This will become mandatory in College for all individuals (up to 25 Years of age) if they require additional learning support. The IDP will outline any individual needs, including any learning and support strategies. The IDP will soon replace the Learning and Skills Plan (LSP) currently developed by Careers Wales.

**Learning Difficulties:** An individual has a learning difficulty if they find it significantly harder to learn in comparison to others of the same age.

**LSP:** Learning and Skills Plan: If an individual has had a Statement of Educational Needs in school, this will stop when they come to College and it will be replaced by an LSP. If a student has an LSP, this can be viewed under 'documents' in the student's Ontrack Profile. LSP's will gradually be replaced by **IDPs**

**MLD:** Moderate Learning Difficulties.

**Multi-disciplinary:** involving professionals from a range of disciplines (usually Education, Social Care and Health).

**PMLD:** 'Profound and Multiple Learning Difficulties' - in addition to very severe learning difficulties, individuals may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Individuals with PMLD will require a high level of support, both for learning and personal care needs.

**Statement of Special Educational Needs:** a legal document that sets out a child's special educational needs and the additional support he or she must receive.

**SEAL:** 'Social and Emotional Aspects of Learning'.

**SI:** 'Sensory Impairment'. This is sometimes referred to as MSI (Multi-Sensory Impairment)

**SLCD:** 'Speech, Language and Communication Difficulties' - individuals may have difficulties with expressive, language or receptive language and/or processing difficulties.

**SLD:** 'Severe Learning Difficulties' - individuals with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception. Support will be required in all areas of the curriculum.

**SpLD:** 'Specific Learning Difficulties' in a particular area of the curriculum.

**VI:** 'Visual Impairment' - a range of difficulties from partial sight through to blind.

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