



A Guide to Being a Course Tutor

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This guide outlines the roles & responsibilities of being a Course Tutor.

The Course Tutor is an essential role for our learners to have a first point of contact within the college which contributes to their success. It is acknowledged not all learners require the same level of support, however this document outlines what support a Course Tutor can provide.

This guidance takes consideration of Professional Standards for lecturers in Scotland's Colleges and a lecturer's job description.

Overview:

- The Delivery Team Manager (DTM) will assign a Course Tutor to each programme area.
- All full-time learners will have a Course Tutor who will provide academic support and refer them for specialist support as necessary.
- Full-time learners will be provided with a timetable which will include an allocation of Course Tutor time for 1 hour per week. It is acknowledged that some classes require additional Course Tutor time and this may be allocated at the discretion of the DTM.
- In addition, each full-time programme will have a Student Support Officer (SSO) when a learner's support need is beyond the capacity of a Course Tutor (e.g. the learner is experiencing a mental health crisis, there is a concern for their safety, the learner has not attended college for over 2 weeks). This is not an exhaustive list.
- Learning Support Advisors will be assigned to learners where a learning support need is identified.
- The Course Tutor, Lecturer, Student Support Officer, and Learning Support Advisor (where appropriate) are the key staff responsible for supporting learners throughout their programme of study. These roles should work collaboratively to ensure that learners receive timely, appropriate, and coordinated support from the most relevant colleagues, enabling them to achieve their potential and successfully progress through their studies.
- It is the Course Tutor/Lecturer's responsibility to direct their learners to the Student Services Team in the Student Advice Centre for specific support when required.

Role of Course Tutor:

- Provide induction and onboarding of students as per the Enrolment and Induction Policy
- Provide academic support

- Refer learners to specialist support services where appropriate
- Ensure all learners have an accurate & up to date timetable
- Ensure all learners have an assessment schedule
- Inform learners about the support services that are available to them
- Meet with individual learners at least twice per academic year to discuss their academic progress and progression opportunities
- Facilitate the appointment of Class representatives.
- Enable Class Representatives to hold class meetings
- Facilitate the completion of annual student surveys
- Participate and prepare for Tracking and Monitoring, self-evaluation, team operational plan meetings as requested by DTM or Head of Sector

Preparation for Academic Session

- Time has been allocated to allow teams to prepare for the academic session.
- DTMs will schedule meetings and issue timetable of meetings to staff prior to or on day or return to college.
- This time is at the start of the academic term (prior to full-time courses starting)

Course tutors & lecturers should use this time to undertake the following:

- Participate in staff development
- Review and agree units on course structures and unit completion dates are agreed.
- Discuss & agree learners and course timetables with DTM, Student Support Services & delivery team
- Develop Assessment Schedules with lecturers and submit them to MIS
- Agree and finalise learner induction events and activities for programme area
- Meet with Student Support services team to discuss learners with additional support needs and discuss and agree strategies to support these learners – particular focus should be given to those who are care-experienced, have caring responsibilities, or are estranged.

Induction

- Course Tutors will ensure all learners will be supported through the induction process
- Course Tutors will complete an induction checklist for their group (the Induction Checklist Form is available from the Enrolment and Induction Procedure)
- The Course Tutor will ensure that they check the following documentation has been completed:
 - Parental consent forms
 - Work Experience forms

- Personal Evaluation Plans
- Medical Protocols
- Bursary/SAAS application - provide signposting for support if not completed
- Course Tutors will forward the relevant completed documentation to the Curricular Administrator for storage.

Please note, not all Care Experienced learners can get parental consent forms. If you have a learner who is care experienced and struggling with this form, please contact the Director of Student Support Services who can sign on their behalf as part of our Corporate Parenting duties.

- Course Tutors, SSOs and Learning Support Advisors will meet during the induction period to confirm learners support needs
- Course Tutors will discuss with their colleagues any learners who wish to change course, are care experienced or have more complex support needs.
- Course Tutors will notify student services regarding new or progressing learners that require enhanced transitions support.
- Student Support Officers should contact any learners (telephone/text/email) who have not enrolled or attended induction to establish the reasons and report any issues or withdrawal from the course to their Course Tutor.
- Course Tutors should direct learners to the Student Portal. The Student Portal provides learners with useful information on a wide range of support services, policies, procedures, external support etc available to them. The Student Portal is accessible to students outwith college hours.
- All full-time learners should be issued with an Assessment Schedule.
- Assessment Schedules will be made available on ProMonitor

Course Tutor Activities During the Academic Year

Course Tutor Individual Meetings with Learners:

- Formal meetings with Course Tutors on an individual basis will take place at least once per block at a designated time agreed by the Course Tutor and the learner.
- At these meetings academic progress will be discussed
- Course Tutors will work with lecturers to ensure they are aware of where learners are either not fully engaging or struggling, to ensure they are successful.
- Any areas of concern must be reported at the team Tracking and Monitoring meeting and an action plan is developed for the student in partnership with support services where appropriate.
- Records of meetings and actions will be recorded on Pro-Monitor

Class Activities during Course Tutor time

- Election of a Class Rep.
- Class meetings led by the Class Rep.
- Introductions to support & other services e.g. Student Funding, Students Association, Skills Development Scotland
- Escalation of complex financial or welfare issues to student support services
- Course Tutors and Lecturers should support (working alongside an SSO if appropriate) learners who are at risk of withdrawing from their course
- Dedicated time for UCAS application support
- Understanding of Sustainability issues related to the area of study and the wider community
- Understanding of Equality & Diversity related to their area of study and the wider community

Tracking and Monitoring Meetings

Tracking & Monitoring meetings will be held monthly and led by DTMs. Course Tutors and Lecturers are expected to be prepared for these meetings and be able to discuss individual learners' attendance and achievement. It is advised that careful planning of these meetings take place, as it is imperative for colleagues in student support services (including SSO and Learning Support Advisors) to be issued with an invitation to attend.

Discussions should be held to:

- Track and monitor learner attendance and progress
- Develop strategies to enable learners to be successful
- Monitor assessment progress and work with the learner to review progress on an ongoing basis.

Self- Evaluation Meetings are held 3 times per year (August, February & June)

These will be held on three occasions throughout an academic year with the Head of Sector chairing.

These are necessary to enable teams to consider what is going well, what needs to be improved and identify changes set by the regulatory or awarding body. There is an expectation for all the delivery teams and support teams to attend.

Team Operational Meetings

The DTM will chair these meetings. These meetings provide teams with dates and times of these meetings at the start of the academic year. There is an expectation all team members will attend. These meetings are key for operational matters and to engage staff on discussions on wider college matters.

Progression Board Meeting (Held February / March)

The purpose of this meeting is to enable curriculum staff to address matters that may inhibit learners from progression within their current or next level course of study. It is recommended that a member of the Student Support Services and Learning Support team attends.

During this meeting Course Tutors should discuss learners who are at risk of not achieving their course.

'Action Plans' should be developed and a meeting for the learner/s concerned organised with the Course Tutor and if required a colleagues from the Student Support and Learning Support Teams. The Course Tutor will provide the learner the agreed plan.

All meetings should be recorded on ProMonitor

The learner should agree to and sign their 'Action Plan' and regular review meetings should take place to monitor progress.

Implementing Positive Behaviour

It is the Lecturer's responsibility to manage classroom behaviour and initiate early interventions to support a learner whose behaviour falls below the required standard. The lecturer will record concerning behaviour on ProMonitor.

Should a learners behaviour be a cause for concern, the lecturer will inform the Course Tutor and DTM of their intention to invoke our Positive Behaviour, anti-bullying and harassment policy.

Student Support Services should only be involved if a learners' behaviour is a safeguarding issue and/or linked to their mental or physical health.

It is not the Student Support Officers responsibility to manage classroom behaviour, and/or invoke, facilitate, record meetings in relation to positive behaviour, anti-bullying and harassment policy. However a Student Support Officer or Students' Association Officer can/will provide support to learners going through formal processes where this is requested by the learner.

Preparation for Next Academic Year

- Lecturers & Course Tutor to interview new applicants
- Course Tutors will lead on Essential Information Day activities (June)
- Course Tutors will lead on Induction Day activities (August)