



UNIVERSITY of the
WESTERN CAPE

TUTORIAL ENHANCEMENT PROGRAMME: UWC STARS
(Student Tutoring for Academic Retention & Success)

**GUIDELINE OF THE UNIVERSITY OF WESTERN CAPE ON TUTORING
AND TUTOR PRACTICES & PROCEDURES**

Custodian	Teaching & Learning Specialist: Office of DVC Academic
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Prepared by	Dr S. Pather
Approved by	DVC Academic: Prof Lawack
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STAKEHOLDERS

Who should be affected by this document:

- All Faculties
- All Units & Centres
- All Departments related to student support services and academic development

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1. Introduction

The tutoring and tutor guidelines have been developed in the context of the University of the Western Cape's Institutional Operating Plan (IOP) 2016 -2020 vision of having a successful first degree programme, attracting students from a range of backgrounds and nationalities. The Tutor Enhancement Programme (TEP) addresses Goal 1 and 2 of the IOP which refers to Student Experience and Learning and Teaching respectively. The intention of the TEP is twofold. Firstly, to develop an effective and sustainable tutor programme that can contribute to an increase in student engagement, sense of belonging and academic retention and success; and secondly to develop UWC's graduate attributes in our students, as a way of developing talent and training of future academics.

2. Purpose and scope of guidelines

The purpose of this document is to support the academic project of the institution by providing a framework which will facilitate a more coherent institutional approach to the development, support and implementation of the tutorial enhancement programme at UWC. It is anticipated that the document would guide all relevant administrative and decision-making sectors of the university, together with faculties, centres and departments to plan and implement effective tutorial programmes that contribute to the realisation of UWC's Charter of Graduate Attributes and UWC's IOP 2016-2020 goals.

3. Philosophy guiding good practice

In order for UWC's tutorial system to be successful the following good practice should be adhered to:

- All tutors should be supported through appropriate and relevant training.
- University-wide, faculty-based and departmental training should be complementary and provide relevant generic and discipline-specific skills.
- The diverse needs of tutors should be recognised and supported by the institution at large, by their faculty and department or teaching unit.
- Tutorials constitute a component of UWC's commitment to an approach to learning and teaching informed by socially just pedagogies.
- Small group teaching (suggested 20 – 50 students) should be incorporated centrally into design of high impact and first year modules, in order to support at-risk and vulnerable students and in recognition that many students are under-prepared for Higher Education.
- Best pedagogic practice and fair treatment of tutors require that they do not take on the lecturer's role and duties as an academic
- Tutorial and other small group classes should be designed so as to enable tutors to act as facilitators of active learning

- Small group teaching should be recognised as a valuable component of blended learning pedagogies and as enabling scaffolded teaching able to address diverse student learning needs.
- Care should be taken in the design of tutorial activities so that they do not simply repeat material offered in lectures.
- When course design includes tutorials and lectures, the former should complement lecturers and provide opportunities as part of an integrated strategy for enabling students to attain Graduate Attributes.
- Tutorial and small group teaching is a fundamental component of the pedagogical commitment to active learning and UWC's ambition to produce graduates who are critically engaged citizens.
- Ongoing quality assurance is essential to maintain effective and quality tutorial programmes;
- Good tutorial and small group teaching practices should be enabled via strong institutional support. This should include time-tabling that consider the needs of students and tutors, the provision of appropriately resourced classrooms and access to relevant ICTS and on-line learning environments.

4. Definitions

4.1 A Tutorial

Tutorials should entail that students are divided into small groups that meet to participate in group learning activities over a number of weeks, depending on the length of the relevant course module. The aim is to involve students in a learning experience that is more intimate and personal than a large lecture, so as to scaffold learning. Successful tutorials and related forms of small group teaching are designed so as to involve students as active participants in class discussions, reading, writing or other specified learning activities. Tutorial activities may also involve on-line interaction between tutors and students. Tutorial activities should encourage co-operative learning and for students to take ownership of their own learning.

4.2 A Tutor

UWC tutors are senior students* who have relevant skills, abilities, emergent disciplinary knowledge and potential for growth so that they may contribute to learning and teaching in Higher Education as small group facilitators. It is recognised that the requisite level of expertise and skills will vary according to the specific discipline context and under-graduate student learning needs. A tutor works with other students in a supportive and peer-role, as opposed to being a lecturer or instructor. A UWC tutor is characterised by the 6 Cs: Caring, Confident, Committed, Current, Cognisant, and Connected. As such, tutors may contribute strongly to improved communication between the student, their lecturers and departments.

N.B. Many tutors are post-graduate students or students in their final year of undergraduate study. Dynamics of tutor training programmes, mentorship and learning and teaching practices should enable tutors to grow as facilitators and as post-graduate students, so as to enhance their embodiment and enactment of graduate attributes and to open up pathways towards success as emerging academics, scholars and professional work in general.

**** If for some reason suitable UWC post-graduate students are not available and an alternative arrangement is required to appoint suitable tutors, then in such circumstances the request would be reviewed and approved by the Dean and the DVC Academic.***

A UWC tutor is simultaneously:

- ***An ambassador for academic excellence at UWC***

Tutors contribute to the academic programme at UWC by sharing knowledge about a specific subject matter to a smaller group of students. These tutors assist undergraduate students with acquiring, developing and reinforcing academic proficiencies.

- ***An Assistant /Facilitators of learning***

The tutor's job is to assist students to learn and problem solve on their own. Tutors, who practice Socratic teaching methods, do not just give students answers; but rather guide them by asking questions, probing and scaffolding, which direct students towards finding a solution. Tutors understand that learning is a process of comprehension, application, analysis, synthesis and evaluation.

- ***A "Model Student"***

Tutors demonstrate the thinking, study skills and problem solving skills necessary to learn new information. Since tutors are successful learners, they exemplify the behaviours of a model student. Tutors should model good behaviour and be responsive to cases where students may need additional assistance and take the time to share tips and strategies that work.

5. Duties and Responsibilities of Tutors

The following tutor duties and responsibilities are guidelines that faculties and departments/units should adhere to:

- A tutor should attend all tutorials assigned to him/her. If a tutor intends missing a tutorial, prior arrangements need to be made;
- A tutor should attend all tutorial briefing sessions and meetings with the lecturer involved in the module;

- A tutor should attend the formal lecture for the tutorial so as to familiarise him/herself with content taught;
- A tutor should prepare and plan for each tutorial prior to attending the tutorial;
- A tutor should work with small groups of students (suggested 20 – 50 students);
- A tutorial session should not be longer than an hour;
- Tutors must attend all feedback sessions organised by the lecturer of the module/s;
- Tutors should identify students at-risk of failing the module tutoring and inform the relevant lecturer/s;
- Tutors are not allowed to mark exam scripts;
- The contribution of tutorial tests and assignments marked by a tutor should not exceed more than 30% of the final continuous assessment mark; **
- Tutorial assignments marked by tutors should be assessed accurately, timeously and should be moderated/checked by the lecturer of that module;
- Tutors may not be used as replacement lecturers;
- Tutors should be subjected to student and lecturer reviews which will be used in evaluating performance at least once a year;
- Tutors should also be involved in evaluating the tutor programme;
- It is compulsory for first time tutors to attend the tutor training workshops planned by the institution and faculty;
- A tutor should keep proper and accurate records, and collect signed registers after every tutorial (Registers must be submitted with Claim Forms each month);
- A tutor should at all times be inclusive, friendly, helpful, patient and enthusiastic in and about tutorials;
- A tutor should value the opinions of all their students;
- A tutor should be professional at all times, refrain from discussing staff members and other students with students in their tutorial group/s;
- A tutor should always create a comfortable and safe learning environment in their tutorial group/s.

<p>**Note to Faculties</p>
<p>** <i>In situations where tutors are used as markers of final assessment tasks contributing to a promotion mark, adequate training and support needs to be given to these tutors. Internal moderation of tasks marked by tutors is imperative to ensure reliability of assessment process. It is recommended that group or team marking with the lecturer is undertaken. Tutors should not mark final examination papers. In addition, all modules that will be making use of tutors as markers for final assessments must obtain approval from the Dean and Office of the DVC Academic. The signed list together with total percentage of marking done by tutors must be sent to the institutional tutor co-ordinator.</i></p>
<p>** <i>Undergraduate tutors should <u>not</u> be involved in any marking that contributes to the final promotion mark. A third year student is not academically mature as a postgraduate student and may still need to develop such skills.</i></p>

6. Responsibility of other Stakeholders

6.1 Faculty, Departments & Units

It is the faculties/Departments/Units responsibility to ensure the management of the tutor administration and financial components. Included in these responsibilities are the advertising, selection and employment of tutors, signing of claim forms, the appropriate use of tutor budget and quality assurance. Faculties, Departments and other units should also ensure they put in place a system of tutorial attendance registers, kept by tutors with oversight of lecturers and/or tutorial coordinators.

6.2 Supervising lecturer

The supervising lecturer refers to the lecturer supervising tutors for his/her module. The supervising lecturer will be responsible for the selection and training the tutors on the module specific requirements; ensure appropriate learning and teaching techniques be used for tutorials; have weekly meeting with tutors for feedback and guidance purposes; checking accuracy of claim forms, signing of claim forms; quality assurance and ultimately the design, development and implementation of a tutorial programme for his/her module.

* Additional tutors (as those sourced by the Faculty) for the purpose of tutoring a SLA module (i.e. one not specific to that department of the sourcing faculty), is to be supervised by the supervising lecturer of that SLA module.

6.3 Writing Centre

Tutors who may be required to use the skill of academic language and literacies in their tutorial could use the services of the writing centre to be trained in academic writing skills. This arrangement needs to be initiated by the lecturer of the module and the Writing Centre co-ordinator. Tutors could also refer students to the Writing Centre to be assisted with their writing tasks.

6.4 Institutional tutor co-ordinator

The institutional tutor co-ordinator will be responsible for offering generic training to all newly appointed tutors. The one-day training will be offered at the beginning of each new semester. The Institutional co-ordinator is also responsible for ongoing collaborations with faculty, departments and centres' tutor representatives; and the provision of expert guidance with regard to development and implementation of tutor programmes.

6.5 Directorate of Teaching & Learning and Teaching & Learning Specialists

The Learning and teaching induction and Towards Professionalisation of Learning and teaching courses coordinated by the Directorate of Teaching and Learning should aim to contribute to the capacity and commitment of academic staff to design tutorial and facilitated small group activities that cohere with good cooperative and blended

learning practices. The Directorate of Learning and teaching should coordinate and offer guidance to Teaching and Learning specialists on activities related to small group teaching and blended learning. The Teaching and Learning specialists will be responsible for offering these activities in their faculties, departments and units.

6.6 Centre for Innovative Educational and Communication Technologies (CIECT)

CIECT is responsible for eTools training for newly appointed tutors. All newly appointed tutors should attend the CIECT tutor workshop, referred as, *eTools Kit for Tutors*, which focuses on effective engagement and support in an online environment. This two-hour introductory training workshop forms part of the mandatory institutional generic tutor training programme for all new tutors.

In addition, CIECT is responsible for offering training workshops related to the effective use and application of emerging technologies, in order to assist learning for both tutors and lecturers. Discipline specific training workshops could be requested by supervising lecturers.

CIECT is currently a key role-player around the delivery of the online tutor projects. Academics across all faculties are able to contact CIECT to conceptualise, plan and deliver pedagogically sound online tutoring services, which includes:

- Creation of an ePortfolio template, used for formative assessment purposes; and the monitoring-and-tracking of students' development and competencies over a period of time,
- Creation of a Google Document for sharing lesson plans; and collaborative editing purposes,
- Creation of a Google Survey in order to retrieve valuable feedback from students,
- Create weekly online tutorial tasks within the eAssessment tool within iKamva,
- Create a schedule which enables tutors to assign student groups within the online environment,
- Create a discussion forum and discipline specific topics for their tutorial group,
- Create an online tutor repository with structured discipline specific content,
- Distribute course content and announcements to student groups.

The faculty lecturers will be expected to contact the CIECT team in advance, in order to plan for the implementation of online tutoring services. Collaborative initiatives

include logistical planning around appropriate venues, tutoring timeslots and academic timetabling.

7. Appointment of Faculty Tutor Coordinator

It is suggested that faculties should consider an appointment of a faculty tutor coordinator. The appointment of a faculty tutor co-ordinator preferably should be a full time academic or administrator with a reduced workload to take on the responsibilities of tutor co-ordination. The faculty tutor co-ordinator appointed is responsible for overseeing all aspects of tutor programmes in the faculty. The faculty tutor responsibilities will include:

- Assisting departments with advertising, selection and appointment of tutors;
- Organising and overseeing faculty tutor training and workshops;
- Meet regularly with faculty tutors to ensure tutor programmes are running smoothly and address any concerns with regards to tutor issues;
- Ensure weekly briefing occurs between tutors and lecturers;
- Ensure all appointment forms and claim forms are accurately completed and signed;
- Responsible for the evaluation of tutors and tutorial programmes on a regular basis.

Note:

In large faculties it may be necessary to appoint a senior postgraduate student who is an experienced tutor to act as a *Senior Tutor* and assist in some of the tutor co-ordinator's duties. In this regard the senior tutor will have a reduced tutorial work load and can deal with some administrative and communication issues. The senior tutor will act as a link between the tutors and the co-ordinator.

8. Institutional Tutor Training Model

The institution has adopted a Three-Tier approach to tutor training to ensure that students receive quality training. This would make them feel confident and empowered to carry out their tutorial tasks successfully. The diagram below illustrates the three tiers.

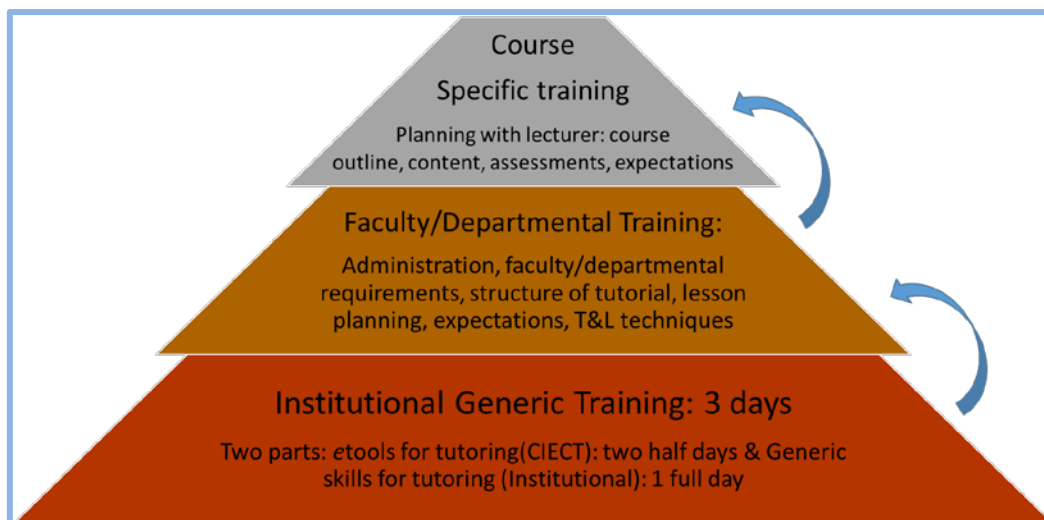


Figure 1: UWC Three Tier Tutor Training Model (Pather, 2016)

8.1 First Tier: Generic training

Generic training is offered by the institution. It includes two components:

The first component is 'eTools Kit' training offered to new tutors which is facilitated by CIECT staff. During the eTools component of the workshop, tutors will attain specific eSkills which should enable them to assist lecturers within an online environment. These include: communicating with students; structure and upload course content/learning material; distribute course content and announcements to student groups; create student groups; and export class lists. Two half days should be set aside for tutors to complete this component of the training.

The second component of the generic training includes orientating students to becoming a tutor. One full day should be set aside for this component of the training. The content consist of: students exploring their own identity and that of a being a tutor; roles and responsibilities of tutors; code of conduct of tutors; experiences and challenges with regard to tutorials; dealing with diversity, giving feedback to students and small group learning and teaching techniques. The generic training is a 3 day induction for all newly appointed tutors. This workshop is offered at the beginning of each semester.

8.2 Second Tier: Faculty/Departmental training

The Faculty/Departmental specific training occurs within the faculty and is co-ordinated by the faculty tutor co-ordinator and facilitated by experienced academic staff, teaching and learning specialist and experienced returning tutors. This workshop should cover administrative logistics: contracts, claim forms, conditions of services and the planning, design and implementation of tutorial lessons specific to the module. UWC's graduate attributes should be included in this training. It should also take into account faculty/departmental rules, expectations, specific learning and

teaching styles, faculty assessment criteria, and the use of online tutoring. Faculty support to tutors should be ongoing and continuous. The Faculty/Departmental training should be offered to all tutors i.e. new and returning. A component on evaluation and reflection of tutorial programme should be added to the returning tutors' workshop.

8.3 Third Tier: Course/Module Specific training

This training is offered by the supervising lecturer responsible for the course or module being tutored. Lecturers will orientate the students to the course/module expectation, learning outcomes, assessment criteria and 'troublesome' concepts. The lecturer will act as a role model and mentor to the tutor/s. Clearly defined work expectations, work hours, and dates for tutor briefing and feedback should be given to the tutors. This third tier training is offered to all returning and new tutors. Tier two and three training could be combined.

9. Tutorial Models

The following are some of the recommended tutorial models that could be implemented in tutorial programmes in faculties, departments and centres:

9.1 Small group tutorials

The small group tutorial is the most common form of tutorials usually used by faculties to complement and support mainstream lectures. It is a more structured tutorial that is discipline specific and used to create active and co-operative learning of understanding, clarifying and applying of concepts addressed in the mainstream lecture.

9.2 Supplemental Instruction (SI)

The supplemental instruction is a non-traditional form of tutoring. It is usually implemented to assist with traditionally high impact modules and not at-risk students. Tutors in this module are usually academically strong students that had taken the module previously. These tutors offer out-of-class assistance to students often acting more as mentors than tutors, giving guidance, discussing readings, preparing students for upcoming tests, explaining and discussing difficult concepts and approaches to learning. The SI tutors also attend all the formal lectures so as to be current with learning and teaching concerns and strategies.

9.3 Online tutorial

Currently more and more higher education institutions are engaging in online tutoring. This form of tutorials encourages student-to-student and tutor-to-student

engagement. It is more cost effective, offers a quicker way to communicate information to students and provides a forum for exchange which encourages and develops a community of learning. Online tutoring advances the use of multimodal literacies as it has the possibility to draw on various tools and techniques to facilitate learning. Online tutorial can be used as either a stand-alone tutorial or to supplement other tutorial models.

9.4 One-on-one tutorial

The one-on-one tutorial is not a cost effective model and should only be used when financially feasible. This model is usually used to supplement other tutorial models where assistance is given to students who are academically at-risk. Writing centres would regularly also use one-on-one consultation for writing feedback and support.

10. Quality Assurance

Quality assurance is the joint responsibility of all stakeholders involved in the tutorial programme. In faculties, departments and centres it would be the lecturer responsible for the module together with the institutional co-ordinator/unit that would take charge of ensuring quality in the tutorial system. A quality assurance plan should consider two basic components: how to address weaknesses and challenges in the tutorial programme? This aspect is associated to quality-related issues. The second component is how to improve practice before experiencing challenges? This aspect is associated with continuous quality improvement. To ensure good quality in any programme, there should have in place an effective monitoring and evaluation system.

Faculties have to maintain records of the programme, track programme activities and document the monitoring of the programme as well as the evaluation efforts.

10.1 The purpose of monitoring and assessment of a tutor programme

The purpose of monitoring and evaluating a tutor programme is to track how the programme is being implemented. This enables Faculty management to determine how the programme may be improved. It will also assist to establish whether the programme is achieving its intended outcomes, measure its degree of success and ensure that agreements about time, ethical conduct and confidentiality are being observed. Clearly defined programme outcomes facilitate the selection of the right methods and tools for monitoring and assessment of the programme.

10.2. The Monitoring and Assessment system

The monitoring and assessment system is a management method of evaluating the programme's progress and impact. Monitoring refers to the regular collection (plus analysis and application) of information within the programme about its progress. Assessment refers to periodic internal reviews of information about the programme as well as about its impact externally, in order to make judgements about the aspects that are not working effectively and to take the necessary corrective action. Annexure B in this document provides an example of a template to assess tutor programmes.

11. Criteria for tutor appointment

The following criteria should be considered for appointing a tutor.

The student should be:

- A full time registered student;
- Senior undergraduate (third year upwards) or a postgraduate student; (*Should the student be in third year, their transcript from the previous year, must be attached for review*)
- Foreign students that meet the above criteria and is in possession of a study permit;
- Able to demonstrate success in their studies and has an above average academic record specifically in the subject selected to tutor in;
- Shows an interest in academia and student support;
- Has good interpersonal and communication skills and shows sensitivity to the languages of learning at UWC;
- Familiar with the academic programmes of the faculty/department;
- Has a good academic and pedagogical understanding of content taught;
- Is familiar with student support services and policies related to learning and teaching at UWC;
- Must be familiar with UWC's Graduate Attributes;
- Able to facilitate learning to increase epistemological access and success in disciplines;
- Able to understand and manage issues of cultural difference;
- Committed to the tutorial enhancement programme of UWC;

Note:

- A student that possesses any other existing UWC work-study contracts cannot be appointed as a tutor.

N.B. Exceptions to the above criteria must be approved by the Dean & Office of the DVC Academic. Such as in section 4.2 the appointment of non UWC students as tutors.

12. Selection, Appointment & Payment of tutors

12.1 Selection of tutors

Selection of tutors is the responsibility of the faculties, departments and centres. The following processes may be helpful to follow, to ensure that the best candidates are selected as tutors in an impartial and democratic way:

- Notice posted on faculty notice board inviting applications for tutor. Notices should go up in the third term for new year appointments and first term for second semester appointments with reasonable closing dates;
- Faculties, departments and centres to design their own application form taking into account criteria in section 5 (pages 5-6);
- Faculty tutor coordinator together with staff members go through applications using the criteria mentioned in section 11 (page 13);
- Tutors selected by departments must reflect the diversity of the student body;
- Short listed candidates are interviewed by faculty committee;
- Positions should be confirmed in December and May each year;
- New tutors need to undergo compulsory tutor training prior to commencement of tutoring. Refer to UWC tutor training model in Figure 1, section 8 (pages 9-11).

12.2 Appointment of tutors

Appointment of tutors can only take place in the year tutorials will be carried out. The duration of service is either for a semester or 10 months in a year and not longer. The appointed tutor will be required to:

- Complete and submit a Work Study appointment form;
- Provide banking details and confirmation from the bank;
- Provide a certified copy of their national identification document or passport document;
- Supply proof of registration and transcript for the year appointed as tutor;
- For international students - a certified copy of study permit or refugee permit.
- Provide proof of SARS registration - SARS Document

12.3 Payment of tutors

The following processes need to be adhered to for payment to be effected:

- All claims need to be completed on a Work Study claim form;
- The claim form needs to be signed by the lecturer and HoD of the department;
- Evidence of work done should be recorded and handed in to the faculty tutor co-ordinator together with tutorial registers and signed claim forms;
- Claim forms must be handed in monthly adhering strictly to the submission dates given by Work Study;

- Faculty tutor co-ordinators should hand in all claim forms to the Institutional Learning and Teaching Specialist's office: DVC Academic (DLL Building), following the due dates for submission;
- Tutors will only be paid for tutorial work done at the rate prescribed by the institution (see section 12.4 below for payment rates and structure);
- Claim forms must be accurately completed - no photocopies, use of correction fluid or pencil written forms would be accepted by Institutional Learning and Teaching Specialist's office: DVC Academic;
- Payment can only be processed if a student has a Tax number, the onus is on the student to obtain a Tax number from SARS;
- Students with outstanding university fees will receive only 50% of their tutor claims in their bank accounts;
- Student with fully settled university accounts and Bursary students (who provide proof of bursary) will receive in full, 100% of their claim;
- Incorrect and fraudulent claims will be investigated and tutors could face disciplinary action.

12.4 Payment structure

The payment structure outlined in Annexure A will apply across the institution with regard to rates per hour and total hours of work from tutor budgets received from the DVC Academic's office.

The tutor payment per category will be capped at the rate indicated by the Office of the DVC Academic. Faculties need to ensure that they work within the capped annual budget given. Tutor contracts need to be worked out according to the rates below, either worked out for a semester and/or year. Each tutorial session is assumed to represent five hours of actual work (i.e. contact time, preparation, marking etc.). Example: if a Masters student facilitates two tutorial sessions per week, the actual hours and payment would be $(2 \times 5) = 10\text{hrs} \times R78$ (rate). The office of the DVC academic and work-study office needs to be informed of the tutor packages prior to appointment of tutors. AS per Annexure A these rates together with the payment structure will be subjected to occasional review and approval by EMC.

12.5 Total work hours for tutors

It is recommended that tutoring hours be restricted to maximum 10 hours per week for undergraduate students; 15 hours per week for honours students and 20 hours per week for Masters and PhD postgraduate students. These hours will ensure that student tutors are not overburdened with tutorial duties and adequate time is allocated for their own learning and academic progress. No payment would be made for claims that exceed the recommended total work hours indicated above.

13. Tutor Budgets

From 2017, tutor budgets have been allocated via the DVC Academic's office. Faculties, departments and centres need to ensure that accurate records are kept with regard to rates, hours and total spending per tutor. Total tutor spending will be requested by the DVC Academic office per semester. The allocation of tutor budgets for the following year will be dependent on the detailed report of the previous year's spending per module, including statistics of number of tutors appointed per module, qualification & payment rates. The report should also provide a brief outline of tutoring activities per module/department and evidence of tutor programme evaluation. Tutor budgets are ring-fenced for the use of payment of tutors involved in **tutorial activities only**.

Due to constrained tutor budgets the following needs to be implemented in faculties, centres and departments:

- Prioritising the use of tutors to high impact modules, first-year courses and 'at-risk' students;
- Tutor budget to be used only for payment of tutorial duties and not administrative and other faculty related work or co-ordination duties.

It is the Dean's responsibility to include provision for faculty tutor funding in his/her budget application. The provision should be derived from and supported by a detailed outline of the proposed faculty tutor programme.

Annexure A: Tutor Payment

Tutor Rates & Total Hours			
Rate for tutorial	Rate per hour	Maximum Hours per week	Payment capped per annum
Undergraduate students – 2 nd to final year	R62	10 hours	R20 000.00
Honours students	R78	15 hours	R28 000.00
Masters students	R78	20 hours	R36 000.00
PhD students	R93	20 hours	R42 000.00

Note: Each tutorial session is assumed to represent five hours of actual work (i.e. contact time, preparation, marking etc.). Example: if a Masters student facilitates two tutorial sessions per week, the actual hours and payment would be $(2 \times 5) = 10\text{hrs} \times R78$ (rate).

Annexure B: Tutor & Student Feedback Forms

Tutorial Evaluation Form: Student Feedback

Dear UWC Students

Can you please complete the student feedback evaluation form below. This will only take 7 to 10 minutes of your time. However, your feedback is valuable to the success of the tutorial programme. Some important points:

- 1. This tutorial evaluation survey collects information annually from undergraduate students involved in tutorials.*
- 2. There is no right or wrong answer. Please read through each question carefully and answer as honestly as you can. Please try and answer all questions.*
- 3. Your responses will be kept confidential and anonymous.*
- 4. Your responses will certainly assist the university in improving our tutorial programme.*
- 5. We would certainly like to learn about your tutorial experience.*

Thanking you in advance for your contributions.

Dr. S. Pather

supather@uwc.ac.za

Section A: Tutee Information

Student Number:					
Faculty:					
Programme:					
Year of Study:					
From your modules this year, indicate the total number of module/s that have tutorials attached to it:					
1	2	3	4	5	
More than 5:					

Section B: Tutorial Information

1. Which module will you be evaluating?
2. Why did you choose this tutorial to evaluate?
3. How often do you have tutorials in a week for this module?

4. Name of Tutor?

5. Please indicate the time spent with your tutor per week

Time Spent per week: →	1 hour	1-2 hours	2-3 hours	3+ hours	No Time - none
Face to face tutorial					
One-on-one consultation					
Preparing for your tutorials					
Discussion with your tutor out of the tutorial class					

6. Which of the following teaching strategies are used in your tutorial? Number the different strategies by ranking them from the most used to the least used. Example you will score 6 for the most used strategy and rank downwards next to each strategy to the least used being 1. – 6, 5, 4, 3, 2, 1

Teaching and Learning Strategy	Ranking
A. Group work	
B. Case Studies	
C. Traditional lecture style	
D. Questions and Answers	
E. Peer to peer work	
F. Interactive	

7. Which of the above strategies has been most effective for your own learning? Just indicate the letter A to F from the above table.

Section C: Your Tutor

INSTRUCTION

For each statement you may choose one option. The options range from 4 to 0:

4 - Strongly agree, 3 - Agree, 2 - Disagree, 1- Strongly Disagree, 0 – Do not agree or disagree

8. My tutor was caring, attentive, and supportive in my understanding of my work.

4 3 2 1 0

4 3 2 1 0
Strongly agree Strongly Disagree

15. I had regular contact with my tutor outside of the tutorial.

4 3 2 1 0
Strongly agree Strongly Disagree

16. My tutor was mindful of student diversity in the tutorial class and encouraged inclusivity.

4 3 2 1 0
Strongly agree Strongly Disagree

17. My tutor knew me personally and called us by our names.

4 3 2 1 0
Strongly agree Strongly Disagree

18. My tutor provided opportunities for me to articulate my thinking and answer questions.

4 3 2 1 0
Strongly agree Strongly Disagree

19. My tutor was committed to his/her role & responsibilities of being an effective tutor.

4 3 2 1 0
Strongly agree Strongly Disagree

Section D: Your Tutorial Lesson

INSTRUCTION

For each statement you may choose one option. The options range from 4 to 0

4 - Strongly agree, 3 - Agree, 2 - Disagree, 1- Strongly Disagree, 0 – Do not agree or disagree

20. By attending tutorials, I now have a better understanding of the subject content.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

21. Tutorials have contributed to improving my academic performance.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

22. Tutorials have prepared me well to study effectively for my tests and examination.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

23. Tutorials made me more attentive in the formal lecture class.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

24. Tutorials helped me to develop a stronger sense of confidence.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

25. Being involved in tutorials, increased my motivated towards my studies.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

26. Tutorials assisted me to develop a better sense of time management

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

27. Attending tutorials improved my academic skills (reading, writing and analytical skills).

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

28. Tutorials assisted in me making friends at university.

	4	3	2	1	0	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Disagree

29. Any additional comments with regards to the tutor enhancement programme is welcome.
Please include it in this section:

Thank you once again for taking the time to complete this tutor evaluation form.

Tutorial Evaluation Form: Tutor Feedback 2019

Dear UWC Tutors

I would like to take this opportunity to thank you for your valuable contribution in advancing student success amongst UWC undergraduate students. We would really appreciate it if you can take some time to complete this tutorial evaluation form. This evaluation will only take 5 to 7 minutes of your time. Your feedback is very valuable to us and more importantly to the success of the tutorial programme. Some important points:

- 1. This tutorial evaluation survey collects information annually from all tutors.*
- 2. There is no right or wrong answer. Please read through each question carefully and answer as honestly as you can. Answer all questions.*
- 3. Your responses will be kept confidential and anonymous.*
- 4. Your responses will certainly assist the university in improving our tutorial programme.*
- 5. We really would appreciate you sharing your tutorial experience with us.*

Thanking you in advance for your contributions.

Dr. S. Pather

supather@uwc.ac.za

Section A: Tutor Information

Surname:	
Name:	
Student Number:	
Faculty Studying in:	
Faculty Tutoring in:	
Department Tutoring in:	
Module Tutoring in:	
Lecturer responsible for the module:	

Section B: Tutorial Breakdown Information

- Please Indicate your time spent, per week, on each activity pertaining to your tutorial module.

	1 hour	2 hours	3 hours	4 hours	5 hours	Other: Please Indicate
Face-to-face tutorial						

Tutorial Planning						
One-on-One Consultation						
Meeting with Lecturer						
Marking of Tutorial Assessments						
Attendance of Formal Lecture						
Tutorial Administrative Duties						

Section C: Tutorial Lesson

INSTRUCTION

For each statement you may choose one option. The options range from 4 to 0:

4 - Strongly agree, 3 - Agree, 2- Disagree, 1 – Strongly Disagree, 0 - do not agree or disagree.

1. Tutorial Planning:

- 1.1 The lecturer responsible for the module explained my role and responsibilities as a tutor in his/her module.

4 3 2 1 0
Strongly agree *O* *O* *O* *O* *O* *Strongly Disagree*

- 1.2 The lecturer provided me with an outline for the tutorial sessions.

4 3 2 1 0
Strongly agree *O* *O* *O* *O* *O* *Strongly Disagree*

- 1.3 The lecturer had weekly meetings with me to plan and receive feedback on the tutorial session.

4 3 2 1 0
Strongly agree *O* *O* *O* *O* *O* *Strongly Disagree*

1.4 The lecturer ensured that I had the necessary information and materials needed for the tutorial.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

1.5 I made use of many interactive teaching and learning strategies in my tutorial.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2. Face-to-face Tutorials:

2.1 The tutoring environment in my tutorial class promoted an open interaction with students.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.2 The tutorials contributed to the development of students' learning.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.3 The students in my tutorial class asked many questions and sort help for difficult work/content.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.4 The students in my tutorial requested help outside the formal tutorial class.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.5 My tutorial sessions really improved students' academic performance.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.6 My tutorial classroom was conducive for tutorial activities.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

2.7 I felt supported by the lecturer of the module.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

3. Self-Reflection:

3.1 Being a tutor has improved my confidence.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

3.2 Being a tutor has taught me life skills that I could carry into the work environment.

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

3.3 Being a tutor has made me consider pursuing a career in academia/lecturer

4 3 2 1 0
Strongly agree ○ ○ ○ ○ ○ *Strongly Disagree*

4. Comments or Suggestions

Thank you for completing the feedback form.