What you can expect of your tutors and what they expect of you

1. General

A student must accept their obligation to act as a responsible member of the University's academic community, and should:
- Take responsibility for their programme of study, and the development of an appropriate work pattern.
- Allow an appropriate amount of time for the completion of any work set.
- Make appropriate use of the teaching and learning facilities available within the University.
- Check their emails daily during term time and respond promptly, i.e. within three working days. An instant response should not be expected and emails should not be relied upon should an instant response be needed.
- Not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. The first point of contact will in most cases be the student's Personal Tutor and / or Director of Studies, but the Senior Tutor or Student Welfare Lead may also be consulted.

A tutor should:
- Inform each student at the start of their course who will be responsible for overseeing their academic progress (Director of Studies) and who will be their Personal Tutor (they will often be the same person).
- Allow an appropriate amount of time to complete any work set, e.g. at least three days for a tutorial essay.
- Check their emails daily during term time and respond promptly, i.e. within three working days. An instant response should not be expected and emails should not be relied upon should an instant response be needed.
- Inform students at the end of each term in which topics collections[1] are to be set at the beginning of the following term.

2. Feedback

A student should:
- Read comments made by tutors, and seek clarification where necessary.
- Submit written work promptly by the set deadline.
- Attend meetings, and keep appointments to discuss reports with their Personal Tutor or, if invited, with the Senior Tutor or the Principal.

A tutor should:
- Provide feedback for each piece of tutorial work. This need not include a specific grade but should, where appropriate, include comments on possible areas for improvement and on the general standard of work. This feedback will often be in writing but may be conveyed through tutorial discussion.

[1] Collections are college exams held at the beginning of each term. They do not count towards year or degree outcomes.

- Return written work promptly and appropriately; e.g. assignments submitted in time for a pre-tutorial dead-line should be discussed and returned in the tutorial
- Arrange for all personal tutees to receive reports at the end of term from that term's tutors. Every student has the right to access all of their academic reports through the Teaching Management System.
- Arrange a meeting with each personal tutee to discuss their reports and general progress at the end of each term.

3. Conduct in a College Teaching Environment

Every student should:
- Attend all tutorials and classes punctually. If this is impossible for some good and necessary reason, they should inform the tutor as soon as it is known that they cannot attend.
- Be aware that it may not be possible to change agreed tutorial times at short notice.
- Raise any concerns as soon as possible, either with their Personal Tutor or Director of Studies, or with the Senior Tutor. Where appropriate and where possible, the College will endeavour to arrange a change of tutor.

A tutor should
- Arrange the number of tutorials appropriate for a student's course each term.
- Inform personal tutees, at the latest by the start of teaching for each course component, of the required number of tutorials for that component.
- Remind personal tutees of the sources of advice in cases of academic or personal difficulties.

4. Welfare concerns

A student should:
- Not hesitate to take the initiative in raising academic or personal problems or difficulties, however elementary they may seem. The first point of contact will in most cases of academic concerns be the student's Personal Tutor and / or Director if Studies, or the Senior Tutor.
- Personal issues could be discussed with the Personal Tutor, Director of Studies or a member of the Welfare Team (see the poster in every student bedroom in College, or the Health and Welfare page on the Somerville website, for more information on the Welfare Team). Tutors are academics primarily here to support learning. They understand that students sometimes have to deal with difficult personal issues and may be able to provide a listening ear before directing students to more expert advice
- Raise urgent or serious welfare concerns with the Student Welfare Lead or Senior Tutor.

A tutor should:
- Understand the limitations of their ability to assist students with significant non-academic welfare issues.
- As necessary, direct students to more appropriate sources of welfare support, such as the Student Welfare Lead or a Harassment Advisor (please see Student Welfare: A Guide for Tutors for more information).

5. Complaints

Every student should:
- Take a complaint on academic subject matters to their personal tutor, or the Senior Tutor, in confidence where appropriate; or raise such concerns in the confidential academic feedback questionnaire.

Every Tutor should:
- Discuss cases where a student is not working to the best of their ability in the first instance with the student concerned, and take serious cases to the Senior Tutor and /or Education Committee for discussion. Education Committee may decide to place the student under Academic Progress Monitoring and Support and set targets to help the student get back on track. Informal Monitoring may be implemented following discussion with the Senior Tutor. The Academic Progress Monitoring and Support procedure is outlined in the College Handbook for Undergraduate Students.

6. Academic Engagement:

Every student should:
- Attend all tutorials, classes and other required academic engagements, except where permission on adequate grounds is obtained, normally in advance, from the tutor(s) concerned.
- Produce assignments (essays, problem sheets, reports of laboratory work, translations, etc) and sit collections with the regularity required by the tutor(s), except where permission on adequate grounds is obtained, preferably in advance, from the tutor(s) concerned.
- Produce work of a standard appropriate to their academic ability.

Education Committee will:
- Inform the student in writing of the institution of any formal Academic Progress Monitoring and Support procedures and of the specific issues which are to be dealt with by Academic Progress Monitoring and Support procedure.
- Permit a student to be accompanied by one or two supporters in line with the College's Academic Progress and Monitoring Support Procedures, at any disciplinary panel convened to discuss the student's case
- Inform a student of his or her right of appeal to the Conference of Colleges appeal tribunal against a decision to expel.

7. Reciprocal code of conduct

All those who take part in tutorials have the right:
- To have tutorials free from any form of physical intimidation, or any form of harassment.
- To leave a tutorial if the conduct of the tutorial becomes inappropriate.
- Not to listen to offensive language, including, but not limited to, offensive language directed against individuals on the basis of sex, race, religion, or sexuality.
- Not to meet other members of the tutorial socially if they so choose.

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