



Tutoring Policy

2021
Version 1

Policy Refresh
Policy Department, PFEW

The PFEW Policy Department has embarked on a concerted effort to formulate and/or revise policy documents, titled "Policy Refresh", on key topics concerning its members.

These strategic documents are evidence-based, aligned with PFEW's Business Areas, as well as championed by National Board members.

It is aimed for PFEW to maintain clear policy positions on key topics, that allows members to have clarity on PFEW's official position statements that are backed by evidence.

This project was initiated in the first quarter of 2021 and we welcome your comments or questions. Please direct your email to:
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TUTORING POLICY

Version 1

Policy Rationale

Representing the wishes of the membership, PFEW is issuing a policy statement to ensure that the needs of tutors are recognised and addressed. This is an area of increasing concern to the PFEW due to the ongoing Uplift programme, which has resulted in an influx of new entrants who all require tutoring, while there is a lack of experienced constables available to tutor them. Recent research by PFEW also shows that problems are further exacerbated by a lack of training and guidance for tutors on the new PEQF routes and processes, in which tutors play a crucial role. Further, there is a lack of incentive for officers to take on the additional responsibilities of the role, which must be addressed.

Policy Statement

PFEW believes that tutoring of new recruits should be conducted by substantive officers who have been adequately and appropriately trained to perform the role. These tutors should be volunteers for the role and the tutoring should be conducive with the best learning outcomes for the student officer. PFEW would like to see tutoring be learner-centred and delivered on a one-to-one individualised basis.

For Consideration / Recommendation

PFEW would recommend the following:

- Tutors need to be given an adequate amount of time to undertake their role, as well as for training and development.
- Consideration must be given to the wellbeing of tutors, who often undertake their role in addition to other work. Once wellbeing risks have been assessed, processes must be put in place to proactively support tutors.
- Specific consideration must be given to the role of the tutor for PCDA students, for whom their degree study and tutorship arrangements are particularly intertwined.
- The College of Policing should provide a recognised qualifications framework for tutoring work.
- Appropriate remuneration or incentives should be introduced for officers who choose to accept this additional responsibility.

Evidence

Please refer to *Tutor Constable Support Survey (August 2021)*, authored by Nicola Chandler, Research Department.

Background

A Tutor (including Tutor Constable) provides mentoring, instruction and guidance as well as facilitating work-based learning, development and assessment on a 1:1 or small group basis. This may be on a full-time basis or in addition to other workplace roles. Tutors are able to plan for, and enable, work-based learning opportunities in a structured way, most typically by using coaching, feedback and assessment skills.¹

Scope of the Policy

This policy applies to Tutors, as defined above.

¹ [Tutor/Tutor Constable - College of Policing](#)

Policy Review

Recommend to review along with a broader College Of Policing policy.

Policy Document – Versions

Version 1	Drafted by: Policy Department	Policy Approved on 29/09/2021	Policy to be revised in 2023
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Approved by National Board on 29/09/2021

ANNEX 1:

TUTORS – KEY ACCOUNTABILITIES²

- Establish a trust-based relationship with learners by working together to identify their individual needs and develop mutually agreed expectations of roles and responsibilities.
- Tutor and support learners through specific and risk-managed work-based scenarios on a day to day basis in order to support their development and assess their progress against learning outcomes and/or assessment criteria.
- Maintain professional knowledge of relevant curricula and criteria in order to meet the standards for assessment.
- Plan, prepare and facilitate learning opportunities, including the use of coaching & mentoring techniques, to engage and support learners through their development process in order to meet relevant learning outcomes and assessment criteria.
- Provide review sessions with learners to help them to reflect on their performance, providing immediate feedback and monitoring their progress.
- Support learners to build evidence of their progress and competence, and develop action plans for their professional development.
- Maintain records of learners' performance and development, contributing to evidence of competence and to support formal performance procedures as needed.

² [Tutor/Tutor Constable - College of Policing](#)