

TUTORIAL FRAMEWORK 2025-2026

Waltham Forest College



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PURPOSE

To prepare learners for their future destinations and help them succeed in their next steps and modern life in modern Britain. In doing so, the College aspires to foster positive learner behaviour and conduct that adheres to fundamental British values and the attributes of citizens who lead active and healthy lives and contribute positively to society.

BACKGROUND

The tutorial framework has been developed as part of the tutorial working group. It has evolved towards a unique framework for each level to ensure that progressing learners do not repeat the programme while providing the necessary support for learners at all stages.

The scheme of work is guided by:

- The Gatsby Benchmarks, a framework of eight guidelines that define the best careers provision
- Department of Education, Safeguarding and Prevent guidance
- Keeping Children Safe in Education
- Ofsted, Education Inspection Framework - Personal development and Behaviour and attitudes

By adhering to these guidelines, the College aims to provide a comprehensive and supportive educational environment that prepares learners for their future endeavours while ensuring their safety and personal growth.

ALLOCATION AND TERMINOLOGY

All groups of students on a study programme are allocated a total of 1.5 hours of tutorial time each week. This is broken down by:

- Group Tutorial Activity: 45 minutes
- Individual One-to-One Tutorials: 45 minutes

By having dedicated time for both group activities and individual support, the College ensures that each learner receives comprehensive guidance and support tailored to their specific needs. The teacher who conducts the tutorial sessions is referred to as the personal tutor for the students in that group. All teaching staff may be required to serve as a personal tutor for one or more groups.





ROLE OF PERSONAL TUTORS

The personal tutor is responsible for overseeing the entirety of the student's study programme. Key responsibilities include:

- To liaise with other vocational teachers, English and maths teachers, work experience team and learning support staff as necessary to ensure a 'joined up approach' to supporting the student to achieve their qualifications and learning goals
- To monitor and track the academic progress of the student across all aspects of their study programme i.e. vocational course, English and maths, any additional qualifications, work experience and enrichment
- To monitor and encourage a positive attitude in the student towards work and study. Focus on attendance and punctuality to classes (including to English and maths), completion of coursework and homework, development of employability and practical skills to the relevant industry standards (in college and at work experience)
- To set and review challenging but realistic goals and targets with students
- To identify and put in place an action plan for any students at risk of not achieving their qualifications
- To ensure the well-being and welfare of the student in the college environment and address any potential or actual barriers to learning
- To refer any safeguarding or welfare concerns immediately to the BeSafe team as appropriate
- To maintain contact with the parents of students under 18 and discuss any areas of concern promptly to prevent escalation. Provide a full report to parents/guardians prior to Parents evenings via ProMonitor



- To follow the college disciplinary process when above informal actions have not been successful in addressing issues of progress, behaviour or attendance
- To keep accurate records of all interactions and interventions on ProMonitor and make appropriate reports to managers

BEHAVIOUR FOR LEARNING POLICY AND PROCEDURES

The Student Behaviour for Learning Policy and Procedures ensures the safety and well-being of all students, visitors, and staff. It outlines the disciplinary procedure for students who breach the Student Contract or Learning Agreement, signed by all students at the beginning of their course. The policy aims to help and encourage students to:

- Promote strong relationships built on the college values, integrity, inclusivity and excellence
- Achieve and maintain high standards
- Maintain high levels of attendance and punctuality
- Develop and maintain good behaviour and attitudes
- Maintain personal safety
- Develop inclusive behaviours
- Support completion of work
- Adhere to examination and awarding body requirements

Personal tutors are required to fairly, consistently, and effectively implement the College's Student Behaviour for Learning Policy and Procedures. This is vital for reiterating the college's high expectations for learners' behaviour and conduct. This process is also essential for ensuring that all learners are resilient to setbacks, have a positive attitude towards their learning, productively contribute towards creating a positive learning environment, and that all relationships within the College reflect a positive and respectful culture.

Personal Tutors and Lecturers are integral to the enforcement of the Behaviour for Learning Policy and Procedures. Their responsibilities include:

- Invoke Disciplinary Procedure: Personal Tutors or Lecturers hold the authority to invoke the disciplinary procedure ladder and administer reprimands as appropriate
- Record Actions: They must record the actions undertaken on the College systems.
- Manage Classroom Behaviour: Use the disciplinary ladder to manage general classroom behaviour.
- Reinforce Good Behaviour: Principles of good behaviour should be reinforced throughout the programme of study, starting with induction and coverage via the course handbook and College intranet
- Code of Conduct: As part of the induction, Personal Tutors or Lecturers should draw up and communicate the College Code of Conduct

STUDENT VOICE

All students should be made aware of the student voice processes during their study programme inductions. Course Tutors are expected to democratically elect two learner representatives for each study programme course before October half term. The learner representatives will represent their study programme course in departmental learner voice meetings (6-weekly) and cross-college learner conferences chaired by Learner Union representatives and members of the Senior Leadership Team (termly).

Personal tutors will need to provide opportunities for learner representatives to meet with their groups a week prior to departmental learner voice meetings. Learner representatives need to conduct their duties professionally by discussing their learning experience at Waltham Forest College with their peers. This information must be recorded by the learner representatives and shared at course team meetings.

By engaging in these processes, learners can actively participate in shaping their educational experience,

ensuring that their voices are heard and considered in the continuous improvement of the College's programmes and environment.

SAFEGUARDING

Waltham Forest College is committed to Safeguarding and promoting the welfare of young people and vulnerable adults. The College expects all staff, volunteers, visitors and those contracted to provide College services to share this commitment. During induction, Personal tutors will ensure that all learners are made aware of the College's BeSafe team and safeguarding procedures (including internal and external support agencies). All students need to be made aware of internal and external safeguarding referral channels for reporting any issues or concerns that may be affecting their personal safety and wellbeing.

Personal tutors should arrange for learners to attend cross-college events and workshops that are organised to develop their character- including learners' resilience, confidence and independence and help them to know how to keep physically and mentally healthy. All teaching staff are expected to proactively and reactively promote British values and refer to the dangers of radicalisation/extremism on individuals and our society

ADDITIONAL LEARNING SUPPORT

Personal tutors are responsible for recording learners' additional support needs and making ALS (Additional Learning Support) or welfare referrals via. This is a crucial process for ensuring that all learners are given the appropriate support and a fair opportunity to succeed in their studies.

1:1 MEETINGS

A student on a study programme is entitled to expect to meet with their personal tutor on a 1:1 basis a minimum of **5** times a year.

Term	Type of meeting	Covers
Term 1: First Half	Induction and Target setting	During the first half of the first term, the emphasis is on ensuring the student is well-placed on the appropriate course and level. It's essential to ascertain that the student feels confident and is aligning with the expectations of both the course and the college. This period is also pivotal for setting and reviewing academic and personal development targets. Additionally, any welfare or support issues that the student may be facing should be identified and addressed promptly. Fill in 1:1 tutorial meeting for
Term 1: Second Half	First Term Progress review	The second half of the first term is devoted to conducting a comprehensive progress review. This involves gathering information from all subject teachers and discussing the student's progress, attendance record, attitude towards learning, and the development of employability skills. Continuation of target setting and reviewing is crucial, along with addressing any arising welfare or support issues Fill in 1:1 tutorial meeting form.
Term 2: First Half	Reflection and Refinement	This period is centred around reflection on the progress made and refining the learning strategies and targets accordingly. Students will be encouraged to contemplate their achievements, challenges, and experiences so far, facilitating a deeper understanding of their learning journey. Any necessary adjustments to targets or support mechanisms will be identified and implemented to optimise the student's academic experience. Fill in 1:1 tutorial meeting form

Term 2: Second Half	Second term Progress Review	In the latter half of the second term, a second comprehensive progress review is conducted. This builds on the initial review, evaluating the student's continued progress, attendance, and attitude, along with any further development of their employability skills. Reassessing and realigning targets and addressing any ongoing or new welfare/support issues remain paramount. Fill in 1:1 tutorial meeting form.
Term 3	Reflection and Destination Plan	In the concluding term of the third term, students engage in a final reflection on their academic year, contemplating their growth, achievements, and areas for improvement. This period is also pivotal for solidifying their destination plan. Whether students are progressing to higher education, entering the workforce, or exploring other opportunities, guidance and support will be provided to ensure a smooth transition. Fill in 1:1 tutorial meeting form.
Additional meetings should be recorded as a standard 1:1 tutorial or on the appropriate disciplinary form.		

CONDUCTING 1:1 MEETINGS

Set up your schedule of 1:1 meetings in advance so that students know when they are expected to attend. (see appendices 1 & 2)

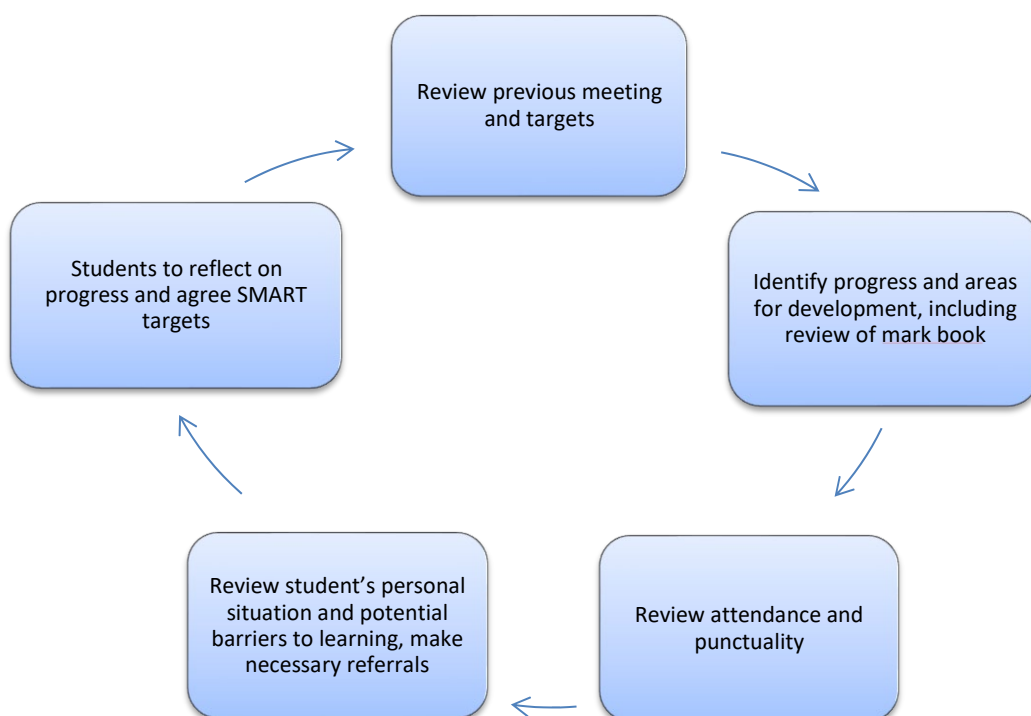
Set up the room environment so that you are sitting where you can make eye contact but not on opposite sides of a desk that may feel like an interrogation! Ensure you have privacy.

Have Pro monitor open at the student's ILP page. (see appendix 1)

Greet the student and put them at their ease.

Follow the cycle below to ensure that students know what to expect and will learn to come prepared.

PLAN, DO, REVIEW CYCLE



Record your meeting as a 1:1 tutorial meeting on Pro monitor. The student should see and agree what has

been written. Close off prior SMART targets and set new ones negotiated with the student. (see appendix 2). Update 'at risk' indicators (see appendix 4).

Record any necessary comments for other teachers or managers on Pro monitor. Make any necessary referrals as soon as possible after the meeting.

If the student fails to attend fill in the form with the information that you have to hand. Do not check the 'read and agreed by student' box. Email the student and reschedule the meeting.

DURING THE FIRST 1:1 MEETING

Ensure the student is confident they are on the right course at the right level. Discuss with them any issues and refer to the appropriate manager for transfer if necessary.

Check the student's qualifications on entry are recorded accurately on the system. If not please ask them to bring in their results/certificates for you to see and record.

Discuss their MTG (Minimum Target Grade) with them, which is based upon the national average achievements of students with similar prior qualifications. Stress that this is a minimum and encourage them to aim for the higher ATG (Aspirational Target Grade). You cannot alter the MTG but you can adjust the ATG if necessary.

CONDUCT OF TUTORIAL SESSIONS

Tutorials should be treated as any other class. All students are expected to attend punctually. Registers should be taken as normal.

In the initial 45 minutes, the lesson must be structured according to the provided tutorial scheme of work. On the weeks designated for a mandatory session, the requisite materials can be accessed on Staff SharePoint. These resources have been tailored for levels 1, 2, and 3. Adaptations may be necessary to suit the specific abilities and current understanding levels of your students, particularly for entry-level learners. Should you opt to develop your own resources for these mandatory sessions, it is imperative that you base the learning content on the supplied learning aims.

During Term 1 all weeks will have designated activity or topic for you to follow. During Terms 2 & 3 some weeks will be left free for curriculum teams to choose topics and activities relevant and specific to their course/subject area.

Following the group part of the session give students some work to be getting on with whilst you conduct the 1:1s. This could be related to the group tutorial topic, additional short qualifications, Navigate etc. You should be able to see 3 or 4 students individually in the time. (If a student has a really sensitive topic to discuss then leave them till last and release the others from the room a few minutes early – this should be by exception and not the norm).

QUALITY ASSURANCE

Group tutorials will be observed during themed learning walks and as part of the Deep Dive process. Audits will be carried out of the relevant Pro Monitor and mark book pages. Both group and 1:1 tutorial are likely to be observed during an Ofsted inspection and can be excellent evidence of the good support we give our students and how we develop them vocationally and as young people

TUTORIAL SCHEDULE: Key dates 2025-2026

Term 1	Monday 8th September 2025 - Friday 19th December 2025 <i>Autumn Half term: Monday 27th October 2025</i>
Term 2	Tuesday 6th January 2026 – Friday 27th March 2026 <i>Spring Half term: Monday 16th March 2026</i>
Term 3	Monday 13th April 2026 – Friday 3rd June 2026 <i>Summer Half term: Monday 25th May 2026</i>

	Mandatory Tutorials	Additional Themes
September 2025	Safeguarding: Knife Crime	• Employability Skills • Critical Thinking • Citizenship • Youth Violence • Faith and Belief • War and Invasion • Stress Management • Positive Mindset • Fake News • Anti-Bullying/Cyber-bullying • Resilience
October 2025	Prevent and Extremism: Link to British Values	
November 2025	Peer-on-Peer Abuse	
	Equity, Diversity, and Inclusion	
December 2025	Physical Health and Healthy Eating	
January 2026	Sexual Harassment and Consent	
February 2026	Misogyny and Misandry	
	Going Green and the Environment	
March 2026	Online and E-Safety	
April 2026	Financial Literacy	
	Mental Health and Resilience	
May 2026	Refugee Week	

Mandatory Tasks	Employability
• Navigate: Skills Assessments • QDP Surveys • Progression • Skills builder • Destinations	• Mental Health Awareness • Digital Skills • Equity and Diversity

TUTORIAL SCHEDULE: Key themes and Weekly breakdown

Date	Tutorial Theme (L1, L2, and L3 Year 1)	Level 3 Year 2	ESOL	Cross-College Enrichment Calendar
Week 1 1 st Sept 2025	<i>College Wide Induction</i>	Create UCAS accounts and complete the 'About me' sections		Study Skills
Week 2 8 th Sept 2025	<i>College Wide Induction</i>	Crafting compelling personal statements for university and job applications.	Safeguarding Language building	Study Skills
Week 3 15 th Sept 2025	Mandatory Tutorial Safeguarding: Knife Crime (Music Influence on youth violence)	Mandatory tutorial Discussion: Does grime music contribute to knife crime?	Safeguarding Concept building	Freshers fair (18 th) National Inclusion week (15 th - 21 st)
Week 4 22 nd Sept 2025	Short Qualifications Additional qualification for personal development and wellbeing	Mandatory task Create UCAS accounts liaise with Priyanka		
Week 5 29 th Sept 2025	Short Qualifications Additional qualification for personal development and wellbeing.	Mandatory task Complete UCAS set up	Equity, Diversity, and Inclusion Language building	29 Sep: International Day of Awareness of Food Loss & Waste; World Heart Day
Week 6 6 th Oct 2025	Mandatory Tutorial Prevent and Extremism: Link to British Values	Mandatory tutorial Discussion: What does it mean to be British? How should terrorism be dealt with in the UK?	Equity, Diversity and Inclusion Concept building	Black History Month Dyslexia Week (8 th Dyslexia Day)
Week 7 13 th Oct 2025	Mandatory Task: Navigate: Complete Skills Assessments	HE FAIR Meeting with universities and showing them first draft completed personal statements		Black History Month
Week 8 20 th Oct 2025	Mandatory Task: QDP Induction Survey	First Draft Deadline Personal Statement		Black History Month Invisible disabilities week (19 th)
Half Term				
Week 9 3 rd Nov 2025	Mandatory Tutorial Peer-on-Peer Abuse	Mandatory tutorial Discussion: Should peer-on-peer abuse be treated with the same severity and consequences as adult-on-child abuse within educational institutions?	Prevent, Extremism and British Values Language building	Movember (Men's health)

Week 10 10 th Nov 2025	Short Qualifications Additional qualification for personal development and wellbeing	Research the difference between different degrees and the accreditation they carry.	Prevent, Extremism and British Values Concept building	Remembrance Week Antibullying Week (10 th -14 th) World Kindness Day (12 th) Odd socks day as part of antibullying day.
Week 11 17 th Nov 2025	Short Qualifications Additional qualification for personal development and wellbeing	Second Draft Deadline Personal Statement		
Week 12 24 th Nov 2025	Mandatory Tutorial Equity, Diversity and Inclusion	Mandatory Tutorial Is gender pay equality achievable, and what measures should be taken to address the gender pay gap?	Peer-on-Peer abuse Language building	International day for Elimination of Violence Against Women (25 th)
Week 13 1 st Dec 2025	Optional Theme QDP Induction Survey Deadline Reinforce mandatory tutorial theme or choose one from the optional theme.	Peer reading of personal statements and feedback Discussion about university interviews and the types of questions you may be asked.	Peer-on-Peer abuse Concept building	International day for people with disabilities (3 rd) World Aids Awareness (1 st)
Week 14 8 th Dec 2025	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme.	Third Draft Deadline Personal Statement		
Week 15 15 th Dec 2025	Mandatory Tutorial Physical Health and Healthy Eating	Mandatory Tutorial Healthy living habits and self-care practices (Independent Living)		
Term 2				
Week 16 5 th Jan 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme.	UCAS Submission Date Final applications submitted	Physical Health and Healthy Eating Language building	Veganuary (Whole month of January)
Week 17 12 th Jan 2026	Mandatory Tutorial Sexual Harassment and Sexual Violence, Healthy Relationships and Consent	Mandatory Tutorial Should colleges and workplaces hold bystanders accountable for not intervening in incidents of sexual harassment?	Physical Health and Healthy Eating Concept building	
Week 18 19 th Jan 2026	Mandatory Task QDP Survey: Teaching, Learning and Assessment Survey goes out	Discussion with students about the challenges they may face attending university.		World Braille Day (Jan 4 th)
Week 19 26 th Jan 2026	Optional Theme Reinforce mandatory tutorial theme or choose one	Class discussion on how to prepare for living in student accommodations (possibly searching and applying for	Mental health and resilience Language building	

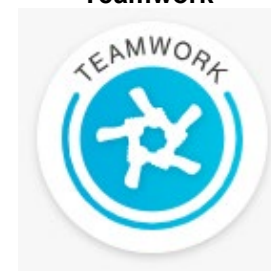
	from the optional theme. Introduction to writing personal statements (Level 3 – Yr 1)	university housing)		
Week 20 2 nd Feb 2026	Mandatory Tutorial Misogyny and Misandry	Mandatory Tutorial Discussion: To what extent do media and popular culture perpetuate misogyny and misandry, and how can we promote more positive and inclusive representations of gender?	Mental health and resilience Concept building	International Day of Education (24 th)
Week 21 9 th Feb 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme. QDP: Teaching, Learning and Assessment Survey Deadline	Building professional networks and connections (Creating LinkedIn Accounts)		International Holocaust Remembrance Day (27 th)
Half Term				
Week 22 23 rd Feb 2026	Mandatory Tutorial Going Green and the Environment	Mandatory Tutorial Is individual consumer behaviour or corporate responsibility more effective in promoting environmental sustainability?	Healthy relationships Language building	Start of Ramadan?
Week 23 2 nd Mar 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme. From Brainstorming to Final Draft: A Step-by-Step Guide to Writing a Strong Personal Statement (Level 3 Yr 1)	Developing effective communication and presentation skills	Healthy relationships Concept building	World Book Day: March 6 th
Week 24 9 th Mar 2026	Mandatory Tutorial Online and E-Safety	Mandatory Tutorial Understanding plagiarism, AI and referencing for university assignments	Misogyny and Misandry Language building	International Women's Day March 8 th International Day of Mathematics 14 th Red Nose Day (15 th)
Week 25 16 th Mar 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme. Crafting Your Narrative: How to Tell Your Story in a Personal Statement (Level 3- Yr 1)	Building resilience and coping strategies for challenges (Universities and the workplace)	Misogyny and Misandry Concept building	St Patrick's Day (17 th) Global Recycling Day (18 th) World Down Syndrome Day (21 st)
Week 26 23 rd Mar 2026	Optional Theme Reinforce mandatory tutorial theme or choose one			Mother's Day (Mar 30 th)

	from the optional theme.			
Term 3				
Week 27 13 th Apr 2026	Mandatory Tutorial Financial Literacy	Mandatory Tutorials Understanding credit scores and managing debt. Understanding student loans and financial aid.	Online and E-safety Language and concept building	
Week 28 20 th Apr 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme.			St George's Day (23 rd)
Week 29 27 th Apr 2026	Mandatory Tutorial Mental Health and Resilience Destinations	Mandatory Tutorial Should social media platforms be held accountable for their role in contributing to mental health issues among students, and what measures can be taken to promote a healthier online environment?	Financial Literacy Language and concept building	International Dance Day (29 th)
Week 30 4 th May 2026	Optional Theme Reinforce mandatory tutorial theme or choose one from the optional theme Show, Don't Tell: Using Vivid Details to Make Your Personal Statement Stand Out (Level 3 Yr 1)			Mental Health Awareness Month VE Day (5 th May)
Week 31 11 th May 2026		Mandatory Task QDP Survey : End of Year	Going Green Language and concept building	Mental Health Awareness Month
Week 32 18 th May 2026	Mandatory Tutorial Refugee Week	Mandatory Tutorials Does seeking asylum in the UK mean you've chosen an easier life?		Mental Health Awareness Month
Half Term				
Week 33 1 st June 2026	Course Completion/Flexible slots for tutorials			Pride Month
Week 34 8 th June 2026				Father's Day (Sun 15 th) Pride Month
Week 35 15 th June 2026				Windrush Day (Sun 22 nd)

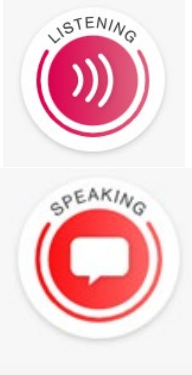
				Pride Month
Week 36 22 nd June 2026			Refugee week	Pride Month
Week 37 29 th June 2026				

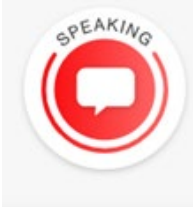
DIFFERENTIATED MANDATORY THEMES: Learning Aims

Tutors are expected to pick two or three learning aims from the grid below to create their tutorial sessions when delivering mandatory themes. Alternatively, you can use ready made resources from the Quality - Tutorial SharePoint.

Mandatory Themes	Date	Level One	Level Two	Level Three	Skills builder
Safeguarding	15 th September 2025	Subtopic: Personal Safety and Boundaries Learning aims: - Recognising the importance of personal safety and setting boundaries - Identifying signs of unsafe situations and relationships - Developing skills to promote healthy relationships and consent awareness Knife Crime Aims: - Recognise the risks and consequences associated with knife crime. - Explore the impact of music influence on attitudes towards violence and knife crime. - Develop awareness of personal safety strategies and how to avoid involvement in knife crime incidents.	Subtopic: Recognising Different Forms of Abuse and Reporting Procedures Learning aims: - Exploring various forms of abuse, such as physical, emotional, and online abuse - Developing critical thinking skills to identify signs of abuse and neglect - Examining the role of professionals and agencies in safeguarding Knife Crime Aims: - Analyse the factors contributing to knife crime and its prevalence in society. - Critically evaluate the influence of music and media on attitudes and behaviours related to knife crime. - Demonstrate knowledge of legal consequences and support services available for individuals involved in knife crime.	Subtopic: Advanced Safeguarding Strategies and Advocacy Learning aims: - Analysing complex case studies to understand the impact of safeguarding issues - Evaluating safeguarding policies and legislation - Exploring the ethical considerations in safeguarding and advocating for change Knife Crime Aims: - Evaluate the societal factors contributing to the rise of knife crime and its impact on communities. - Analyse the complex relationship between music influence and knife crime, considering social and cultural contexts. - Develop advanced critical thinking skills to explore effective strategies for preventing and addressing knife crime at both individual and community levels.	Teamwork 

Prevent & Extremism: British Values	6th October 2025	Subtopic: Introduction to Prevent and British Values Learning aims: - Discover the purpose and principles of the Prevent strategy - Exploring the core British values, such as democracy, rule of law, individual liberty, and mutual respect - Identifying the potential risks of extremism and radicalization	Subtopic: Recognising Extremist Ideologies and Promoting Social Cohesion Learning aims: - Examining different extremist ideologies and their potential impact on individuals and communities - Identify the factors that contribute to radicalisation and how to identify signs of vulnerability - Promoting social cohesion through intercultural understanding, tolerance, and respectful dialogue	Subtopic: Advanced Approaches to Prevent and Active Citizenship Learning aims: - Analysing case studies and real-world examples of extremism and the role of Prevent - Exploring the legal and ethical implications of counter-terrorism measures - Developing critical analysis skills to evaluate the effectiveness of Prevent strategies - Empowering students as active citizens to promote British values, social justice, and community engagement	Problem Solving 
Peer-on-Peer Abuse	3rd November 2025	Subtopic: Recognising and Understanding Peer-on-Peer Abuse Learning Aims: - Define what constitutes peer-on-peer abuse and its different forms - Identify signs and indicators of peer-on-peer abuse - Identify the impact and consequences of peer-on-peer abuse on individuals - Develop skills to recognise and respond to instances of peer-on-peer abuse - Explore strategies for seeking help and supporting peers affected by abuse	Subtopic: Preventing and Addressing Peer-on-Peer Abuse Learning Aims: - Analyse power dynamics and imbalances in peer relationships that contribute to abuse - Explore strategies for creating a safe and respectful college environment - Develop skills to challenge and intervene in situations of peer-on-peer abuse - Identify support systems and resources available for both victims and perpetrators	Subtopic: Advocacy and Support for Victims of Peer-on-Peer Abuse Learning Aims: - Analyse the societal factors that perpetuate peer-on-peer abuse - Examine the legal frameworks and policies related to peer-on-peer abuse - Develop skills to provide effective support to victims of abuse - Explore strategies for promoting a culture of consent, respect, and inclusivity - Reflect on personal and collective responsibility in preventing peer-on-peer abuse	Leadership 
		Subtopic: Introduction to Different Types of	Subtopic: Inclusive Practices and	Subtopic: Empowering Individuals	

Equity, Diversity and Inclusion (Disability)	24th November 2025	Disabilities Learning Aims: - Define and identify common types of disabilities, such as physical, sensory, and cognitive impairments. - Assess the impact of disabilities on individuals' daily lives and the challenges they may face.	Community Engagement Learning Aims: - Explore strategies for creating an inclusive environment that supports individuals with disabilities. - Investigate community resources and initiatives that promote the inclusion of people with disabilities.	with Disabilities Learning Aims: - Analyse the role of advocacy in promoting the rights and dignity of individuals with disabilities. - Develop strategies to empower individuals with disabilities, fostering independence and active participation in society.	Speaking and Listening 
Physical Health and Healthy Eating	15th December 2025	Subtopic: Introduction to Physical Health and Healthy Eating Learning Aims: - Understand the importance of physical health and healthy eating habits - Identify basic food groups and their nutritional benefits - Learn about portion control and balanced meals - Explore the concept of physical activity and its role in maintaining health - Develop strategies for making healthier food choices	Subtopic: Nutrition and Dietary Choices for Optimal Health Learning Aims: - Explore the role of macronutrients (carbohydrates, proteins, and fats) in the body - Explain the importance of micronutrients (vitamins and minerals) and their food sources - Investigate the impact of dietary choices on overall health and well-being - Analyse common nutrition myths and misinformation - Develop skills to plan and prepare balanced and nutritious meals	Subtopic: Advanced Concepts in Physical Health and Nutrition Learning Aims: - Examine the relationship between nutrition, physical health, and chronic diseases - Evaluate dietary patterns and their impact on long-term health outcomes - Examine the role of dietary supplements and their potential benefits and risks - Analyse factors influencing body image and its connection to physical health - Develop strategies for maintaining a healthy lifestyle, including meal planning and stress management	Problem Solving 
Sexual Harassment, sexual violence, healthy relationships	12nd January 2026	Subtopic: Understanding Boundaries and Building Healthy Relationships Learning Aims:	Subtopic: Preventing Sexual Harassment and Addressing Unwanted Advances Learning Aims:	Subtopic: Consent, Sexual Violence Prevention, and Supporting Survivors Learning Aims:	Speaking and Listening

and consent		- Define and recognize different types of boundaries in relationships - Explain the importance of consent and personal autonomy - Identify signs of healthy and unhealthy relationships - Explore effective communication skills and assertiveness techniques - Learn strategies to establish and maintain healthy boundaries in personal relationships	- Define sexual harassment and recognize its various forms - Explain the legal aspects and consequences of sexual harassment - Explore bystander intervention techniques and strategies to support others - Learn about reporting mechanisms and available support services - Develop skills to promote respectful and inclusive environments within college and beyond	- Explain the concept of consent, including capacity and communication - Examine the dynamics of sexual violence and its impact on individuals and communities - Explore the role of consent education in preventing sexual violence - Learn about consent and bystander intervention campaigns and initiatives - Develop knowledge of resources and support services available to survivors of sexual violence	 
Misogyny & Misandry	2 nd February 2026	Subtopic: Understanding Gender Stereotypes and Promoting Respect Learning Aims: - Recognise and define the concepts of misogyny and misandry. - Explore the impact of negative gender stereotypes and attitudes on individuals and society. - Promote respect, empathy, equity and equality in relationships and interactions.	Subtopic: Examining Gender Biases and Fostering Inclusion Learning Aims: - Analyse the manifestations of misogyny and misandry in different contexts. - Critically examine the social and cultural factors that contribute to the perpetuation of gender-based biases. - Foster inclusive and respectful attitudes towards individuals of all genders.	Subtopic: Analysing the Impact of Misogyny and Misandry in Society Learning Aims: - Evaluate the historical and contemporary manifestations of misogyny and misandry, including their intersections with other forms of discrimination. - Analyse the impact of misogyny and misandry on individuals, relationships, and communities. - Engage in critical discussions on gender equality, challenging harmful stereotypes, and promoting a more inclusive and equitable society.	Leadership 

Going green and the Environment	23rd February 2026	Subtopic: Introduction to Environmental Awareness Learning Aims: • Develop an understanding of environmental issues and their impact on the planet • Explore the concept of sustainability and its importance for future generations • Learn about basic eco-friendly practices, such as recycling and conserving energy • Discuss the interconnectedness between human activities and the environment • Foster a sense of responsibility towards the environment and encourage positive actions.	Subtopic: Environmental Conservation and Global Challenges Learning Aims: • Investigate specific environmental challenges, such as climate change and deforestation • Describe the global implications of these challenges and their effects on ecosystems and communities • Explore initiatives and strategies for environmental conservation and restoration • Discuss the role of individuals, communities, and governments in addressing environmental issues • Encourage critical thinking and problem-solving skills in relation to environmental sustainability	Subtopic: Sustainable Living and Environmental Leadership Learning Aims: • Examine sustainable practices in various areas, such as energy, transportation, and food production • Explore the concept of a circular economy and its benefits for resource management • Analyse the role of businesses and industries in promoting sustainability • Discuss the importance of environmental leadership and advocacy for positive change • Foster skills for designing and implementing sustainable projects or initiatives	Creativity 
Online and E-Safety	9th March 2026	Subtopic: Introduction to Online and E-safety Learning Aims: • Recognise potential risks and dangers associated with online activities • Identify the importance of protecting personal information online • Learn strategies for creating strong passwords and protecting online accounts • Identify appropriate online behaviours and etiquette • Develop basic skills to stay safe while using social media and other online platforms	Subtopic: Advanced Online Safety Practices Learning Aims: • Explore the concept of digital footprint and its implications • Understand the risks associated with online grooming, cyberbullying, and harassment • Develop strategies for identifying and dealing with online scams and phishing attempts	Subtopic: Digital Citizenship and Responsible Online Engagement Learning Aims: • Examine ethical considerations related to online activities and content sharing • Analyse the implications of online hate speech, misinformation, and digital divide • Evaluate the impact of online behaviours on mental health and well-being	Problem Solving 

			• Gain knowledge about online privacy settings and how to control personal information • Explore the impact of online behaviours on personal and professional reputation	• Develop critical thinking skills to evaluate online sources and media literacy • Engage in discussions about digital rights, online activism, and responsible online citizenship	
Financial Literacy	13th April 2026	Subtopic: Budgeting Learning Aims: • Develop an understanding of the importance of budgeting in personal finance • Learn how to create and manage a basic budget • Identify different sources of income and expenses • Explore strategies for tracking expenses and controlling spending • Gain awareness of financial goals and how budgeting can help achieve them	Subtopic: Managing Your Money for Independence Learning Aims: • Expand knowledge of financial concepts, such as credit, debt, and interest rates • Develop skills for responsible money management, including setting financial goals and prioritizing expenses • Explore strategies for saving money and building an emergency fund • Explain the basics of credit, including credit scores and reports • Learn how to manage debt and make informed borrowing decisions	Subtopic: Building Financial Skills, Credit, Debt, and Interest Rates Learning Aims: • Gain a comprehensive understanding of credit, debt, and interest rates • Develop advanced skills for managing credit, including credit utilization and building a positive credit history • Explore different types of loans and their implications, such as student loans and mortgages • Examine the impact of interest rates on borrowing and saving • Learn strategies for debt management and repayment, including debt consolidation and negotiation	Planning 

Mental Health and Resilience	27th March 2026	Subtopic: Introduction to Mental Health Awareness Learning Aims: • Develop basic knowledge and understanding of mental health. • Recognise common mental health disorders and their signs/symptoms. • Promote awareness of the importance of mental well-being.	Subtopic: Mental Health and Coping Strategies Learning Aims: • Deepen understanding of mental health and its impact on individuals. • Explore various coping strategies and resilience-building techniques. • Encourage self-reflection and personal development in relation to mental well-being.	Subtopic: Mental Health Advocacy and Support Learning Aims: • Explore the societal context of mental health and its implications. • Examine the role of advocacy in promoting mental health awareness. • Develop skills in providing support and signposting individuals to appropriate resources.	Adapting 
Refugee Week	18th May 2026	Learning Aims: • Define the term "refugee" and provide examples of different reasons why people become refugees.	Learning Aims: • Discuss the importance of refugee awareness and list ways in which individuals can support refugees in their communities.	Learning Aims: • Compare and contrast the experiences of refugees in different parts of the world and identify common challenges they face. • Recognise and describe the impact of refugee crises on both the refugees themselves and the countries they flee to.	Teamwork 

LEVEL 3 YEAR 2: Mandatory Debate Questions

Equality, Diversity, and Inclusion:	• Is gender pay equality achievable, and what measures should be taken to address the gender pay gap? • Should organisations be legally required to publish diversity reports on representation across different demographic groups, and what impact might this have on promoting equality and inclusion in the workplace?
Peer-on-Peer Abuse:	• How can bystander intervention training be effectively utilised to prevent and address peer-on-peer abuse in educational settings? • Should peer-on-peer abuse be treated with the same severity and consequences as adult-on-child abuse within educational institutions?
Sexual Harassment:	• Should colleges and workplaces hold bystanders accountable for not intervening in incidents of sexual harassment? • How can college students and young professionals effectively address the power dynamics that contribute to sexual harassment in work and university environments?
Misogyny & Misandry:	• Is there a double standard in how misogyny and misandry are perceived and addressed in society? • To what extent do media and popular culture perpetuate misogyny and misandry, and how can we promote more positive and inclusive representations of gender?
Going Green and the Environment:	• Is individual consumer behaviour or corporate responsibility more effective in promoting environmental sustainability? • Should schools and universities prioritize sustainability initiatives and education to create a more environmentally conscious generation?
Mental Health Awareness:	• Should social media platforms be held accountable for their role in contributing to mental health issues among students, and what measures can be taken to promote a healthier online environment? • Is the societal expectation for men to adhere to traditional notions of masculinity (e.g., "Men don't talk") contributing to mental health issues and the underreporting of mental health concerns among men?

EMPLOYABILITY SKILLS

Guidance for Incorporating Core Skills in 1:1 Tutorial Meetings

Incorporating core skills discussions within 1:1 tutorial meeting can significantly enhance students' personal and professional development. Here's a quick snapshot of how tutors can address these areas:

Communication Skills (speaking and Listening):

- **Strengths:** Note instances where the student has effectively conveyed ideas, whether through presentations or class discussions.
- **Areas for Development:** Identify instances where improvement is needed, such as in active listening or articulating thoughts clearly.

Problem Solving:

- **Strengths:** Highlight situations where the student displayed innovative thinking to overcome challenges.
- **Areas for Development:** Encourage them to share examples where they encountered difficulties and discuss strategies they used or could use in the future.

Creativity:

- **Strengths:** Recognise instances where the student demonstrated imaginative thinking in projects, assignments, or discussions.
- **Areas for Development:** Encourage them to explore more diverse approaches to problem-solving, fostering their creative thinking.

Adapting:

- **Strengths:** Acknowledge times when the student maintained an optimistic outlook, even in challenging circumstances.
- **Areas for Development:** Discuss strategies for maintaining positivity during periods of stress or uncertainty.

Planning:

- **Strengths:** Identify situations where the student set ambitious goals for themselves.
- **Areas for Development:** Encourage them to reflect on their aspirations and discuss steps they can take to achieve those goals.

Leadership:

- **Strengths:** Highlight instances where the student took the initiative, demonstrated influence, or motivated others.
- **Areas for Development:** Explore ways for them to continue building leadership qualities, both in academic and extracurricular activities.

Teamwork:

- **Strengths:** Point out examples where the student collaborated effectively in group projects or activities.
- **Areas for Development:** Discuss the importance of active participation, conflict resolution, and valuing diverse perspectives within a team.

During 1:1 meeting, encourage students to reflect on these core skills in their experiences, both inside and outside the classroom. Invite them to share specific instances and seek their input on strategies for further development. Remember, these discussions are about fostering self-awareness, setting growth targets, and encouraging a lifelong commitment to personal and professional growth.