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## Tutors Policy

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### 1. Purpose

The purpose of this Policy is to ensure the consistency of tutoring quality at Victoria University of Wellington (the University), including the appropriateness and adequacy of recruitment, training, support, and resourcing of tutors. The Policy supports the goals and values of *akoranga*, *whanaungatanga*, *kaitiakitanga*, *manaakitanga* and *whai mātauranga*. This Policy should be read in conjunction with the Tutor Procedure (Appendix 1).

### 2. Application of Policy

This Policy applies to staff members and students.

## Policy Content

### 3. Principles

3.1 The following principles are to be followed for the recruitment, training, support and resourcing of tutors:

- (a) The recruitment and appointment of all tutors, including the notification of vacancies and the selection process, are carried out in accordance with the [Guideline for the Appointment of Tutors and other Teaching and Research Support Staff](#);
- (b) Recognition of the diversity of the student body is taken into account when recruiting and appointing tutors;
- (c) Tutors are paid in accordance with the terms and conditions of the [Academic Staff Collective Agreement](#) or the [General Terms and Conditions of Employment](#);
- (d) The roles and responsibilities of each individual tutor are clearly outlined in the relevant letter of offer. These roles and responsibilities are consistent with University policy and good practice, including the requirements of the [Assessment Handbook](#);
- (e) Tutors are adequately trained and supported to fulfil their roles and responsibilities, in accordance with the Tutor Procedure (Appendix 1); and
- (f) The extent and value of tutors as a learning and teaching resource at the University are recognised and rewarded.

### 4. Training

- 4.1 All tutors who have not been employed at the University as a tutor in the preceding two years are required to attend the three-hour paid orientation/introduction to teaching delivered by the Centre for Academic Development and Student Learning (see the Appointments Guidelines, clause 3.16).
- 4.2 Tutors who are required to mark as part of their role, and who have no previous experience in marking, will be required to undertake training in marking, feedback and assessment, and they will be paid for their attendance at the two-hour training session. (See the Appointments Guidelines, clause 3.16).

- 4.3 Faculties/schools are encouraged to provide additional paid workplace induction sessions for new tutors (see the Tutor Procedure).

## 5. Definitions

In this Policy, unless the context otherwise requires:

**Tutor** means fixed-term employees who are responsible for teaching/tutorials, which may include marking student assessments, and who work under the supervision of course coordinators or programme directors, but excluding employees who have final responsibility for awarding course grades.

## Related Documents and Information

## 6. Related Documents

[Education and Training Act 2020](#)

[Assessment Handbook](#)

[Guideline for the Appointment of Tutors and other Teaching and Research Support Staff](#)

[Academic Staff Collective Agreement](#)

[General Terms and Conditions of Employment](#)

[Offer letters for Tutors and Teaching Assistants](#)

## 7. Document Management and Control

*Essential Record*

Approver	Academic Board
Approval Date	21 August 2018
Effective Date	21 August 2018
Next Review Date	21 August 2021
Policy Sponsor	Director, People & Capability
Policy Owner	Manager, Employment Law and Employment Relations

*Modification History*

Date	Approval Agency	Details
11 March 2025	General Counsel	Minor amendment.
25 January 2024	Policy Sponsor	Editorial corrections. Updated reference to applicable Collective Agreement and General Terms and Conditions of Employment.
5 April 2023	Policy Sponsor	Editorial Corrections. Sponsorship changed from Deputy Vice-Chancellor (Academic) to Director, People & Capability upon mutual agreement.

## Appendix 1: Tutor Procedures

### 1. Purpose

- 1.1 The purpose of this Procedure is to support the Tutors Policy and should be read in conjunction with the [Guideline for the Appointment of Tutors and other Teaching and Research Support Staff](#).

### 2. Application of Procedure

- 2.1 This Procedure applies to staff members and students.

## Procedure Content

### 3. Principles

- 3.1 Tutorials provide small group interactive learning opportunities for students that enable them to participate in activities that enhance their learning and understanding of a course, to work alongside peers, and to interact with academic staff or senior students. This is particularly important in courses that are delivered in lectures with large numbers of students. Tutors make a significant contribution to the learning and teaching experience of students, therefore these procedures, based on good practice, have been developed to ensure that the University delivers consistent, equitable, high-quality tutoring.

### 4. Training

- 4.1 Tutors are encouraged to attend an additional paid workshop on understanding inclusive practices,<sup>1</sup> in accordance with the principles of kaitiakitanga and manaakitanga outlined in the [Te Korou: Learning and Teaching Plan 2022-2025](#).
- 4.2 Where possible, tutors should be encouraged to attend ongoing role-specific professional development beyond the core training required.

### 5. Support for Tutors

- 5.1 Academic Support: Schools should provide tutors with core academic support and a collegial environment.
- a) Schools must provide tutors with all relevant teaching and learning resources, including awareness of and access to central learning and teaching policies, and moderation procedures (if marking).
  - b) Schools must provide tutors with all relevant teaching material, such as copies of set texts, marking criteria, rubrics and guidelines for giving feedback.
  - c) Schools must provide tutors with a clearly identified academic supervisor/support person and provide tutors with clear reporting lines.
  - d) Schools should have a process for regular evaluation of tutors and ensure that each tutor receives comprehensive feedback on their performance from the relevant academic supervisor e.g. course coordinator.
  - e) Faculties should consider having a tutor representative on the Faculty Learning and Teaching Committee.

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<sup>1</sup> Components on diversity and inclusivity are included in the core training. This is an additional workshop which also covers cultural diversity, students with disabilities, international students, etc.

- 5.2 Administrative Support: Faculties/schools\* should put in place systems for communicating with tutors, orientation to the workplace, resources and administrative support for tutors.
- a) In addition to the training provided by Centre for Academic Development (CAD) and Student Learning, faculties/schools should hold paid workplace induction sessions for new tutors, before teaching commences. These sessions should include reference to all relevant policies (e.g. health and safety, HR, teaching and learning).
  - b) Faculties/schools should introduce tutors to the faculty or school-level administrative support person, and ensure that tutors are notified of relevant administrative procedures.
  - c) Faculties/schools should maintain an accurate and updated list of all current tutors and develop active systems for regularly communicating with tutors
  - d) Faculties/schools must ensure that tutors are made aware of the processes and relevant contact persons for assisting students with difficulties, e.g. learning difficulties or personal issues impacting on their study.
  - e) Faculties/schools must provide tutors with all relevant resources, e.g. designated work spaces, swipe cards, computers, email, stationery, library access, and access to photocopiers and printers.
  - f) Faculties/schools must ensure that tutors have access, as needed, to designated private spaces for meeting and consulting with students.
- 5.3 Support for Tutor Supervisors: Faculties/schools should have a strategy for training those responsible for tutors, e.g. course coordinators, and a clear understanding of the role and requirements for supervising tutors.
- a) Faculties/schools should include in their learning and teaching plans an outline of the role and responsibilities for supervising tutors, including the mentoring aspects of this role.
  - b) Faculties/schools should conduct annual induction sessions/workshops for all teaching staff involved in supervising tutors, including guidance for managing and developing tutors.
  - c) Faculties/schools should provide recognition and support for academic staff responsible for supervising tutors, including adequate resourcing and adequate workload allocation.
- Note\*:The Procedure leaves it open for each faculty to decide whether this support should be provided at the faculty or individual school level.*

## 6. Definitions

In this Procedure, unless the context otherwise requires:

Tutor	means fixed-term employees who are responsible for teaching/tutorials, which may include marking student assessments, and who work under the supervision of course coordinators or programme directors, but excluding employees who have final responsibility for awarding course grades.
Tutor Supervisor	means a person within the school with academic responsibility for tutors, such as course coordinators.