**Peer Tutor Handbook**

**2020-2021**



**http://web.tusculum.edu/tutoring/**

**(423) 798-1635**

**Ext. 5211; Ext. 5625**

 **Asst. Director of Tutoring Services –** Lisa Chiapputo

**Administrative Assistant** - Leeann Smith

**Director, Student Support Services -** Rachael Barnett***INTRODUCTION***

As an employee of the Center for Academic Support and Tutoring (Tutoring Center), making yourself aware of two main components of our program will guide your understanding of our operating procedures and policies:

1. Activity in the Tutoring Center varies throughout the year. Therefore, there are no set work schedules that are consistent throughout the entire year. We respond to tutoring demands, and tutoring demands vary. Work for the Tutoring Center is issued on a contract basis and scheduling preference is given to Tutors who meet and exceed the expectations outlined in this handbook.

2. The Tutoring Center employs a staff of 25 or more 70-80% of the year. During that time, we meet the needs of 50 to 100+ students per week. In other words, there is a lot going on and a lot to keep up with administratively. In order for the Tutoring Center to maintain its effectiveness, it is imperative that standards are set and strictly followed.

***CONTRACTS***

 You must have a contract to work. As a Tutor, you are not guaranteed any set number of hours or work. We respond to tutoring needs and request as they arise. Although we can roughly anticipate what to expect, student requests for tutoring fluctuate throughout the year. All new hire tutors will first “shadow” a seasoned tutor before being permitted to tutor a session individually.

When a tutoring need arises, the Tutoring Director matches the need to a qualified Tutor. At that time, notifications to the Tutor and student occur either in person, on the phone, or through email.

You should expect to be contacted about individual appointments outside of your normal schedule. We understand that you may not always be available for these sessions, yet every effort should be made to accommodate the request. When you do complete a session outside of your regular schedule, you will need to first have approval, then report the session immediately following its completion. An email with the name of the student, student id (if possible), subject(s) tutored, location, date, and time will be sufficient to report additional hours.

NOTE: Tutors will only be paid for work that is completed within the parameters of the contract. When additional hours are completed, pay will be subject to final approval by the Tutoring Director.

***TUTOR PAY***

Tutoring is paid by the hour for each session. The maximum pay that a peer tutor is eligible to earn is $10 per hour ($15 per hour for Degreed Tutors).

 **NOTE**: Peer tutors are eligible for a pay increase after 6 months of continuous service. Pay increases are determined after an employee evaluation is performed by the Tutoring Director. Employee evaluations will occur at minimum once per semester. Final approval/deny of increase is determined by the administration of Tusculum University. Gifts and other forms of compensation directly from a tutee are strictly prohibited unless otherwise approved by the tutoring coordinator.

***FACULTY RECOMMENDATIONS***

A faculty recommendation is a requirement for every subject you wish to tutor.  Therefore, if you wish to tutor in Psychology, you must have a faculty recommendation from a Psychology professor.  You will not be permitted to tutor outside of your recommended subject(s), nor for a course are you currently enrolled in unless approved by the Tutoring Director.The recommendation forms must be filled out electronically and can be found on our website under the “Faculty Recourses” tab. You are responsible for sending the link to the recommendation page to the faculty member who has agreed to provide a recommendation for you. Their recommendation will automatically be emailed to the Tutoring Director.

***MEETINGS***

Tutor meetings will be held at the beginning of each semester in the Meen Tutoring Center or via Zoom, typically within the first week of classes. Other meetings will be planned throughout the semester, including a wrap-up session at the end of the semester.

Tutors are required to attend these meetings, as they will be used to communicate any information or concerns about tutoring assignments, scheduled workshops/trainings, or any changes to scheduled tutoring.

***NATIONAL TUTORING ASSOCIATION***

 ***CERTIFICATION TRAINING***

As of summer 2016, the Tusculum Center for Academic Support and Tutoring obtained national certification through the National Tutoring Association (NTA). The NTA was formed in 1992 for the purpose of establishing a [membership organization](http://www.ntatutor.com/join.html) for tutoring professionals. Over the past years, the purpose has expanded to promote education, specialization, and scientific research. The NTA is now the oldest and largest professional association dedicated exclusively to tutoring, and represents the interests of thousands of tutors in the U.S. and thirteen other countries, practicing in all phases of tutoring, program administration, and supplemental student services. Members represent colleges, universities, high schools, middle schools, elementary schools, school districts, literacy programs, community programs, grant supported programs, and NCLB/SES providers.

The NTA **Code of Ethics** provides members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

**NTA Code of Ethics\***

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

* I understand my role as a tutor is to guide students’ to do their own work using the best learning approach possible.
* I will provide honest feedback in the form of positive praise and/or constructive suggestions to students I serve in a manner beneficial to their overall learning.
* I will demonstrate faith in each student's learning abilities understanding my primary goal is helping them discover and develop skills needed to reach their desired educational outcomes.
* I understand my relationship to each student I tutor is professional and not personal.
* I will respect and be sensitive to students’ cultural background and personal value system; keeping in mind their personal dignity.
* I recognize I will not have answers to every question asked. Therefore, I will seek assistance in finding answers to the student's questions and/or directing the student to “how” and “where” appropriate resources are for the information needed.
* I will maintain accurate records of tutoring sessions to fulfill expectations & requirements which exemplify excellence in tutoring.
* I will respect each student's personal dignity at all times.
* I will be on time for tutoring all appointments understanding excellence does not compromise time nor make excuses.
* I will keep information about all students I work with confidential.
* I understand the ultimate goal is to assist students in discovering how he/she best learns. I will accomplish this by helping each student develop the skills needed to achieve their best educational outcome.
* I will share any concerns I have with my supervisor.
* I recognize the win-win relationship tutoring fosters. I expect to learn along with each student I assist.
* I will keep current in both my subject area(s) and learning methodologies.
* I will remain flexible to my approach to student learning, respectful of the various learning styles and preferences.
* I will share techniques for improving study skills with students; respecting their differing learning styles and preferences while exhibiting excellence in my approach to the content being tutored.

*\*The National Tutoring Association Tutor Code of Ethics is copyrighted by the National Tutoring Association, all rights reserved 2016. The National Tutoring Association Code of Ethics may be reprinted with acknowledgment to The National Tutoring Association who owns all rights.*

**NOTE:** NTA workshops will be provided throughout the year to certify all Tusculum tutors. These workshops are mandatory.

***LOCATION OF TUTORING***

On the Greeneville campus, tutoring will take place in the Meen Center for Academic Support and Tutoring, located on the bottom floor of the Meen Building, Room 002. The center will be open for drop-in and appointment-based tutoring from 9:00am to 5:00pm Monday-Friday, and in the evenings on Monday-Thursday from 7-9pm. In some circumstances, written approval to meet in other public locations can be obtained from the Tutoring Director. Tutors will not be paid for any tutoring that takes place outside of the scheduled hours/locations without prior approval. Virtual tutoring will take place on the TutorOcean platform, and tutors will need to report the session immediately following its completion. An email to the Director and Administrative Assistant with the name of the student, student id (if possible), subject(s) tutored, date, and time will be sufficient to report these hours.

Note: Dormitory rooms/private homes are NOT public locations for tutoring. Tutoring occurring in a dorm room/private home is cause for automatic dismissal. Suggested areas for off-hours tutoring are the Garland Library, Niswonger Commons, or by virtual appointment.

***ATTENDING EXAM CRAM***

Exam Cram occurs two evenings during the last on-campus week of the semester in the Tutoring Center. If you are contracted to tutor for the residential college, you are required to attend Exam Cram. If a tutor is unable to attend in person, making him/herself available for online sessions will be expected.

Please be sensitive to your students’ needs regarding their final exams and tutoring. If you have a regular tutee who requires an alternative exam study session, please coordinate with the student to find a session time which will work for you both.

***GRADE POINT AVERAGE***

All peer tutors must remain within good standing academically to continue providing assistance to students for the Tutoring Center. As a result, peer tutor’s overall Grade Point Average must remain at 3.0 or above. If the peer tutor's Grade Point Average drops below 3.0, then an individual meeting will be held with the Tutoring Director and/or Administrative Assistant and Tutor. The meeting will identify obstacles the tutor is facing which are impeding academic progress. Also, individual goals and objectives the peer tutor suggests as a means of increasing his/her GPA will be discussed collaboratively, noted, and placed in the tutor's file. The Tutoring Director and/or Administrative Assistant and Tutor will sign this form. The tutor will then be placed on probation. The tutor will have one semester to diligently work on increasing his/her GPA. If the tutor does not succeed in raising his/her GPA within the one semester time frame, then the tutor will be dismissed and will not be providing tutoring assignments from the Tutoring Center for a minimum of one semester. If the tutor would like to be reconsidered for employment upon raising his/her GPA afterwards, then it is his/her responsibility to contact the Tutoring Center, arrange a meeting, and then reapply via the website.

***SESSION CANCELLATIONS/ABSENCES***

Any tutor session cancellation/absence/tardiness must be approved by the Tutoring Director. It is the tutor's responsibility to make the Director and the Administrative Assistant aware either by email or phone of the cancellation/absence/tardy. Please do not wait until the last minute to report your absence. Do not come to work sick!

**NOTE:** Repeated unexcused session cancellation/absence/tardiness will result in warnings/ sanctions and potential dismissal from the tutoring center.

***PAY CHECKS***

Pay will be calculated and distributed semi-monthly (on the 15th and 31st) via the Business Office located in Room 14 of McCormick Hall. If the pay date falls on a weekend, you will be paid on the previous Friday. You will be informed about any disruptions in the normal distribution of checks. It is your responsibility to keep the Business Office informed of any changes to your address or banking information. The Business Office prefers you sign up for Direct Deposit of pay, so please ensure you fill out the necessary paperwork to do this, if possible. In order to be paid, you must complete your paper timesheet correctly and ensure that it is signed by the last day of the week.

***WARNINGS AND SANCTIONS***

Tutorial staff may be terminated for failure to meet the expectations and obligations of the

Tutoring Center. The following is the method used to address such violations:

Warning—Minor infraction, typically first time offenses or offenses that do not disrupt the operation of the Tutoring Center or the tutoring process in a major way.

Sanction—Major disruptions to the tutoring process or operation of the Tutoring Center or repeated infraction.

 NOTE: Three warnings/sanctions = termination.

Warnings and Sanctions will be determined and documented by Tutoring Center staff members. You will be notified of any infractions and given an opportunity to discuss the matter with the Tutoring Center staff. Documentation of the occurrence(s) will be placed in your employment folder. Some serious offenses, like falsifying a time sheet, are grounds for immediate termination.

***EVALUATIONS***

***STUDENT FEEDBACK***

Encourage the students that you work with to complete a tutor evaluation at the end of each session. On TutorOcean, the form becomes available after the end of a virtual session. Following completion of in-person drop-in sessions, students will be asked to fill out paper comment cards regarding their experience during the session. In addition, the Tutoring Center selects students periodically and will contact them via email regarding their experience with the tutoring process.

***STAFF FEEDBACK***

Outside the performance evaluation provided by the Tutoring Director, performance reports will be provided at the peer tutor’s request. The report will provide specifics to areas in which the tutor has mastered as a peer tutor and also disclose those areas where there is a deficiency.

**AREAS OF MEASUREMENT INCLUDE:**

1. Contract submission & Instructor contact/recommendation
2. Professionalism (including appropriate attire)
3. Student Evaluations
4. Session Attendance
5. Consistent log-in/out and correct timesheets for appointments
6. Willingness to accept additional individual/one-on-one assignment

**PERFORMANCE EVALUATIONS**

1. Will occur at minimum once a semester.
2. Performance evaluations will be conducted when a student requests a pay increase.
3. Performance evaluation will also be conducted if a tutoring performance problem is suspected or detected.

**SESSION EVALUATIONS**

Periodically, the Tutoring Director, Administrative Assistant, and/or a Lead Tutor will sit in on/observe tutoring sessions and evaluate the process.

All student and staff feedback and evaluations will be the basis for future employment, pay increase, and promotions. All paperwork will be kept in your employee file.

***FORMS***

The following forms are attached as sample documents:

- Timesheet

-Sample Contract

-Faculty recommendation\*

-Student Evaluations

**\*NOTE:** These documents are now housed in an online system. Therefore, these are just an example of the information required from these documents.

***DOCUMENTING YOUR WORK***

Tutors **must** complete and maintain accurate records on their time sheet. Tutors will not be paid for inaccurately documented sessions. The following is a sample time sheet.

ON PAPER

Tutor Name Course

Tutors: Complete the top portion of the sheet with the pertinent information.

Document training/meeting times in this top section.

Training/Meetings

Date:

For each tutoring session, enter the time you

 start, the time you finish, as well as the date.

Round your total time to the nearest 15 minutes. \*Even if you are tutoring as a group document the students INDIVIDUALLY.

Session 1—Date

Tutor: Time in: Time out: Total:

Student Time Student Time

1.

4.

2. 5.

3. 6.

The student must print their name and exact time in and out on the time sheet.



**Spring 2021 Semester**

**Contract term January 25 – May 15, 2020**

|  |  |
| --- | --- |
| **Tutor Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_This Tutoring Contract confirms your appointment as an SSS/Tutoring Center Tutor for the following group/scheduled tutoring sessions:** |  |
| **Subject(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Faculty Recommendation(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |  |
| **Location: Meen Center for Academic Support and Tutoring, Room 002** |  |
| **Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **Day/Evenings(s):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Rate of Pay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |

* **Total tutoring hours cannot exceed 29 hours per week\* Note: Work-study hours are included in the 29 hour max.**
* **Meet at appropriate times and locations. Greeneville—Center for Academic Support and Tutoring (9:00am to 5:00pm Monday-Friday) and/or (7pm to 9pm Monday-Thursday); in some circumstances, written approval to meet in other locations can be obtained from the Tutor Coordinator.**
* **Notify the correct individuals in advance in the event of an absence.**
* **Adhere to the current edition of the tutoring handbook.**
* **Print, read, sign, and return this contract as an indication of your acceptance to this one-on-one tutoring assignment.**

|  |  |
| --- | --- |
| **Thanks, Tutoring Center Tusculum University ext. 5211 or 5625****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Tutor** | **Date** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Tutoring Center Date**

**Sample Recommendation Form**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TO BE COMPLETED BY FACULTY/STAFF MEMBER:**

**Tusculum Tutors must have an outstanding academic record and have a desire to assist fellow students in the learning process. Please complete the form below to recommend a tutor candidate. Faculty/Staff may return this form directly to the student requesting the recommendation or to the Tutoring Coordinator (located in Garland Library, Room 230). If you have any questions, please contact the Coordinator of Academic Support and Tutoring at 423-798-1635 ext. 5211.**

How long have you known this student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course(s) you taught this student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate this student as compared to other students you have worked with:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Superior | Excellent | Average | Poor | Cannot Evaluate |
| Self-motivation |  |  |  |  |  |
| Knowledge of course content |  |  |  |  |  |
| Dependability |  |  |  |  |  |
| Organization |  |  |  |  |  |
| Interpersonal Skills |  |  |  |  |  |
| Leadership ability |  |  |  |  |  |

In the space below, comment on this student’s ability to work as a peer tutor in your discipline:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sample Time Sheet (Front)

Tutor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training/Meetings

Date Time In/Out Total Hours

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time in: Time out: Total:\_\_\_\_\_\_\_

Student Time Student Time

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time in: Time out: Total:\_\_\_\_\_\_\_

Student Time Student Time

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sample Time Sheet

(Back)

Rate of Pay: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Tutoring Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Misc. Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Training & Meetings)

Sub-Total Hours:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tutor’s Signature** \_\_\_\_\_\_\_\_\_\_

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EVALUATING YOUR TUTOR

We are glad that you are utilizing the Tutoring Center at Tusculum University. Your completion of this evaluation will help us provide the best possible tutoring for future students. Answer the following questions and return this form to the comment box after an open tutoring session, or respond via email at tutoring@tusculum.edu.

1. Your tutor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2. The course were you tutored in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Was your tutor on time?

 1 2 3 4 5 6

very often somewhat seldom never N/A

4. How would you rate your tutor’s knowledge of the subject in which you were tutored?

 1 2 3 4 5 6

 excellent very good good fair poor N/A

5. How would you rate the relationship established between you and your tutor?

 1 2 3 4 5 6

 excellent very good good fair poor N/A

6. What was your tutor’s greatest strength?

7. How could your tutor improve?

8. Additional comments: