**Abstract**

The tutorial is often seen as the primarily vehicle that provides students with the opportunity to actively engage with the subject materials, their teacher and their peers. Although preparation for class is an expectation, students’ lack of preparation for tutorial work is widespread. This results in a reality where not only the unprepared student’s engagement is problematic but the experiences of their peers and the ability of teaching academics to facilitate learning is also compromised. Within an action research approach, this paper discusses the rationale, implementation and results of requiring students to provide evidence of adequate class preparation in order to attend tutorials for a financial accounting course. This requirement transformed the nature of tutorials although it had no impact on student evaluations or results.