

## PERSONAL TUTORING POLICY

### Personal Tutoring

- 1.1 Personal Tutoring reflects our progressive and compassionate ethos to be “an inclusive place where you can bring your whole self, and feel you belong”.
- 1.2 We share a commitment that every student has somebody at the University of Westminster who knows, who cares about them, and is known to them. This underpins everything we do at the University of Westminster and informs every interaction with our students.
- 1.3 Personal Tutoring is central to our support for Student Success at the University of Westminster. It allows for the delivery of a student-centred curriculum to enable student belonging, continuation, and timely completion.
- 1.4 Personal Tutoring provides proactive academic, pastoral, and employability guidance for all students (undergraduate and postgraduate on courses of one or more year’s duration) on a planned, monitored, and regular basis.
- 1.5 Personal Tutoring is a core part of our employability offer, ensuring that employability and career development opportunities are part of a student’s success at Westminster.
- 1.6 We have committed ourselves to a Student Success model of Personal Tutoring, where we work in partnership with each student to support their belonging, continuation, and completion.

### Responsibility of the Personal Tutor

- 2.1 Personal Tutors will be a key point of contact for Tutees providing advice and support to assist them in achieving their academic and professional success, especially in relation to employability.
  - 2.2 Personal Tutors will support students during induction, familiarise students with academic expectations and help ease the transition into Higher Education and higher levels of study as well as introducing new students to the culture of the University. This applies to all new entrants regardless of level of study.
  - 2.3 Personal Tutors will help identify students in need of specialist support, signposting and referring to relevant services as appropriate.
  - 2.4 Personal Tutors will proactively set up tutorial meetings (group and/or individual sessions) with each student at least four times in an academic year. At Level 4 this will include a structured group Personal Tutoring Programme called ‘WeThrive’ with at least six sessions timetabled wherever possible. Attendance at these meetings will be monitored and followed up by the School Senior Tutor for escalation to the monthly Student Success Action Plan meeting.
  - 3 Personal Tutors will act as a key interface for linking students to their employability, ensuring that employability and career development opportunities are part of a student’s success at Westminster.
- 3.1 The Personal Tutor will ensure that a summary of all meetings are provided to the student and kept confidentially on record, using e:Vision (Tutor Notes function).

- 3.2 Personal Tutors provide the primary interface with students on issues of engagement and have a particular responsibility for engaging with the Learner Analytic Dashboard, to identify students at risk of non-continuation and to make the appropriate interventions as required, signposting to University services as necessary. Personal tutors will actively refer non-engaged students to the School Senior Tutor.
- 3.3 Personal Tutors will engage with mandatory (and optional) training and resources necessary to enable them to conduct their role and support students to achieve success.

### **Responsibility of the student**

As a student you are responsible for:

- 3.1 Engaging with your Personal Tutor to optimise your academic and personal success. Personal tutorials give you a chance to reflect on your progress generally, including all your successes.
- 3.2 Working in partnership with your Personal Tutor to develop action plans for your success, including developing strategies for engaging with coursework, ensuring good attendance and engagement, and for reviewing your academic and professional development goals during your Personal Tutor meetings.
- 3.3 Attending and engaging with Personal Tutoring meetings which have been set up by your personal tutor. At Level 4 this will include at least 6 sessions of the WeThrive programme and at other levels this will include at least 4 meetings per year with your Personal Tutor. Non-attendance will be actively followed up by your Personal Tutor and/or the School Senior Tutor.
- 3.4 Informing your Personal Tutor of any difficulties you might be having in a timely manner so that you can be supported and directed to student support services appropriately.

### **Responsibility of the Associate Head of College (Education and Students)**

The Associate Head of College (Education and Students) are responsible for:

- 4.1 Ensuring that each School within the College implements the Personal Tutoring Policy in a consistent, timely, and responsive way.
- 4.2 Ensures Senior Tutors and Heads of School are made aware of any mandatory training requirements, including any specialised professional development opportunities for Personal Tutors.
- 4.3 Chairing the Student Success Action Plan meetings at College level on a monthly basis during semester time, with active contributions from School Senior Tutors, the Retention and Engagement team, and Wellbeing Advisers.

### **Responsibility of the Head of School**

The Head of School is responsible for:

- 5.1 Appointing School Senior Tutors, in conjunction with the Associate Head of College (Education and Students), who will coordinate and support the Personal Tutoring arrangements.
- 5.2 Ensuring that Personal Tutoring is provided by capable members of staff who have the necessary skills and expertise to be able to provide effective support.

5.3 Ensuring that the responsibilities and expectations of the Personal Tutoring role are clearly defined and understood, and performance and development opportunities are included in annual Professional Development Reviews.

5.4 Ensuring that Personal Tutors engage with appropriate and continuous professional development to allow them to support their students, including mandatory training as required by our Personal Tutoring Policy.

### **Responsibility of the School Senior Tutor**

The School Senior Tutor is responsible for:

6.1 Advising, supporting, and inducting Personal Tutors in the School on the conduct of their tutoring responsibilities so that these are carried out within the frameworks set out by the University's strategies for Education, Employability and Equality, Diversity, and Inclusion.

6.2 Working proactively with the Retention and Engagement team to identify and support students who have been flagged for non-engagement and to develop supportive interventions which respond to each individual student's needs.

6.3 Leading on the development and implementation of the WeThrive programme at Level 4, ensuring that Personal Tutors are sufficiently resourced and trained to deliver a timetabled and structured personal tutoring programme.

6.4 School Senior Tutors will work with key colleagues (e.g. Employability Directors, Course Leaders) to drive forward employability outcomes, ensuring that employability and career development opportunities are part of a student's success at Westminster.

6.5 Ensuring that all students have a Personal Tutor and ensuring that the names of the Personal Tutors are on the students' records on SRS, normally by the end of Week 1, Semester 1.

6.6 Ensuring that there is regular monitoring of the level of student engagement through the Learner Analytic Dashboard and that Personal Tutors actively follow up with supportive and timely interventions as required.

6.7 Playing an active role in the Student Success Action Plans meetings which are held on a monthly basis in each College during semester time, to ensure that non-engaged students are actively followed up via a range of contact points (e.g. email, meetings, letters, phone calls) and that Student Success Action Plans are developed in partnership with key stakeholders, including students.

6.8 Academic leadership in student support via the Senior Tutors Group which reports to the Teaching Committee to share good practice and make recommendations to the University Teaching Committee as appropriate.

### **Responsibility of the Student Retention and Engagement Team**

The Student Retention and Engagement Team within Academic Registry is responsible for:

7.1 Oversight and co-ordination, as process owner, of student continuation, engagement and attendance policy, process and systems.

7.2 Business ownership, in collaboration with key stakeholders, of the e:Vision Personal Tutor Dashboard, SEAtS attendance system, and the Learner Analytics Dashboard.

7.3 Developing and implementing intervention workflows which support Personal Tutors in their work to improve student engagement, continuation, and completion.

- 7.4 Playing an active role in the Student Success Action Plans meetings which are held on a monthly basis in each College during semester time, to ensure that non-engaged students are actively followed up via a range of contact points (e.g. email, meetings, letters, phone calls) and that Student Success Action Plans are developed in partnership with key stakeholders, including students.
- 7.5 Providing advice and support to School Senior Tutors and/or Personal Tutors in the intervention process and, following referral from a Senior Tutor and/or Personal Tutor, initiating more formal interventions with students when required using a range of contact points.

## APPENDIX 1 SCHOOL SENIOR TUTOR ROLE DESCRIPTOR

It is the expectation that each School will have only one senior tutor per School. Where Colleges seek to coordinate tutoring across the College, then the expectation is that there will be a School Senior Tutor alongside a College Senior Tutor.

The School Senior Tutor is responsible for:

1. Advising, supporting, and inducting Personal Tutors in the School on the conduct of their tutoring responsibilities so that these are carried out within the frameworks set out by the University's strategies for Education, Employability and Equality, Diversity, and Inclusion.
2. Ensuring that the Personal Tutoring Policy is implemented at School level and provide regular updates to the Head of School/Associate Head of College on mandatory training, engagement reporting, enhancement opportunities at School/College/University level.
3. Leading on the development and implementation of the WeThrive programme at Level 4, ensuring that Personal Tutors are sufficiently resourced and trained to deliver a timetabled and structured personal tutoring programme.
4. Working to support students who have been referred to them by Personal Tutors, Retention and Engagement, Peer Support, and Wellbeing Advisors and Safeguarding Leads to ensure joined up interventions for vulnerable students. Whilst the Personal Tutor is responsible for frontline academic and professional development support it is recognised, due to their seniority, that Senior Tutors will play a key role in complex and sensitive casework.
5. Playing an active role in the Student Success Action Plans meetings which are held on a monthly basis in each College during semester time, to ensure that non-engaged students are actively followed up via a range of contact points (e.g., email, meetings, letters, phone calls) and that Student Success Action Plans are developed in partnership with key stakeholders, including students.
6. Working proactively with the Retention and Engagement team to identify and support students who have been flagged for non-engagement and to develop supportive interventions which respond to each individual student's needs.
7. School Senior Tutors will work with key colleagues (e.g. Employability Directors, Course Leaders) to drive forward employability outcomes, ensuring that employability and career development opportunities are part of a student's success at Westminster.
8. Ensuring that all students have a Personal Tutor and ensuring that the names of the Personal Tutors are on the students' records on SRS, normally by the end of Week 1, Semester 1.
9. Ensuring that there is regular monitoring of the level of student engagement through the Learner Analytic Dashboard and that Personal Tutors actively follow up with supportive and timely interventions as required.
10. Academic leadership in student support via the Senior Tutors Group which reports to the Teaching Committee to share good practice and make recommendations to the University Teaching Committee as appropriate.

It is proposed that there will be a sliding scale in terms of WAM allocation for School Senior Tutors:

200 hours as a basis for up to 1000 tutees, with an increment of one hour for each 10 additional students, up to a maximum of a total of 300 hours.

## **APPENDIX 2 PERSONAL TUTOR ROLE DESCRIPTOR**

Personal Tutoring reflects our progressive and compassionate ethos to be “an inclusive place where you can bring your whole self, and feel you belong”.

We share a commitment that every student has somebody at the University of Westminster who knows, who cares about them, and is known to them. This underpins everything we do at the University of Westminster and informs every interaction with our students.

Personal Tutors provide academic and personal support for all students (undergraduate and postgraduate on courses of one or more year’s duration) on a planned and regular basis.

They familiarise students with academic expectations and introduce them to the culture of the University and what it means to be a student. The academic support provided through personal tutoring includes personalised and consistent academic support over the student life journey, from induction to completion of studies. The pastoral support provided through personal tutoring should enable students to achieve their full academic potential and tutors will refer students to appropriate student support services as needed.

### **Key Responsibilities**

1. Personal Tutors will be a key point of contact for Tutees providing advice and support to assist them in achieving their academic and professional success, especially in relation to employability.
2. Personal Tutors will support students during induction, familiarise students with academic expectations and help ease the transition into Higher Education and higher levels of study as well as introducing new students to the culture of the University. This applies to all new entrants regardless of level of study.
3. Personal Tutors will help identify students in need of specialist support, signposting and referring to relevant services as appropriate.
4. Personal Tutors will proactively set up tutorial meetings (group and/or individual sessions) with each student at least four times in an academic year. At Level 4 this will include a structured group Personal Tutoring Programme called ‘WeThrive’ with six sessions timetabled wherever possible. Attendance at these meetings will be monitored and followed up by the School Senior Tutor for escalation to the monthly Student Success Action Plan meeting. WAM hours for delivering these sessions will follow the WAM tariff for teaching delivery and will be in addition to the WAM hours allocated for each student allocated to a Personal Tutor.
5. Personal Tutors will act as a key interface for linking students to their employability, ensuring that employability and career development opportunities are part of a student’s success at Westminster.
6. The Personal Tutor will ensure that a summary of all meetings are provided to the student and kept confidentially on record, using e:Vision (Tutor Notes function).
7. Personal Tutors provide the primary interface with students on issues of engagement and have a particular responsibility for engaging with the Learner Analytic Dashboard, to identify students at risk of non-continuation and to make the appropriate interventions as required, signposting to University services as necessary. Personal tutors will actively refer non-engaged students to the School Senior Tutor.
8. Personal Tutors will engage with mandatory (and optional) training and resources necessary to enable them to conduct their role and support students to achieve success.

9. To ensure that they are available to their tutees through their student consultation hours during the academic year.
10. To provide, where relevant, appropriate advice or referral on requirements of professional bodies and career management.