

# Personal Tutor Policy

## 1. Student support through personal tutoring

Successful personal tutoring comes from developing a mutually beneficial relationship between tutor and tutee. To build that relationship there should be clear roles and responsibilities on both sides that will be communicated to personal tutors and tutees.

Personal tutoring is the provision of support to a group or individual students by the named personal tutor, with a focus on personal and academic development and progression on their *overall programme of study* and not on individual module studies exclusively. It is not the provision of subject support by module tutors to students undertaking their module.

The personal tutor will have an understanding of, and commitment to, improving student learning.

## 2. Personal tutor allocation

All students undertaking study at the University of Wolverhampton will be allocated a named personal tutor for the duration of their studies. Students will be notified of the personal tutor details within one week of completing their registration/enrollment. Any changes to personal tutor details will be notified to relevant students within 5 working days.

Decisions about which members of staff shall perform the role of personal tutor will be the responsibility of each Faculty in line with Workload Allocation guidelines relating to allocation of hours to those selected to be personal tutors. Personal tutors will have access to tutee academic records and associated learner analytics to aid support of students over a programme of study.

## 3. Student expectations of tutors

Personal Tutors will be expected to undertake the following:

1. Use the preferred Faculty communication tool, initiate the first meeting with tutees within 3 weeks of the student starting a course of study at the University and within 5 weeks for tutees who are returning to a new course or level of study.
2. Maintain regular communication (virtual and/or face-to-face) with each of their designated tutees *at least 3 times* throughout a year (for full time undergraduate study) and at each significant phase for all other modes of study (including part time, postgraduate and work based learning).
3. Engage the new tutees in completion of the Independent Learner Profile (ILP or similar as endorsed by the Faculty).
4. Engage with returning tutees to undertake an update to the ILP on a regular and at least annual (pro rata) basis.
5. Keep records of communications through the relevant student record system taking account of the Higher Education Achievement Report requirements.
6. Follow up students, according to University procedures, who are not making satisfactory progress or who are at risk of withdrawal in a time frame that facilitates possible/potential recovery of the situation.

7. Assist students in their personal and academic development, planning and progression.
8. Offer advice and guidance to help students liaise with other staff and support facilities in their Faculty and the University.
9. Undertake mandatory and regular staff development on personal tutoring so they maintain awareness of other sources of support within their Faculty and University.

#### 4. Expectations of students

In order for personal tutoring to be beneficial and meaningful students will be expected to undertake the following:

1. Maintain regular communication with their personal tutor by responding to the request for communication within the first three weeks of commencing studies and 3 times per year thereafter (pro rata)
2. Prepare for and engage in developing the ILP and updating this on at least an annual basis (pro-rata for part time students)
3. Contact personal tutors if there are any issues that may impact on their academic performance or pose any risk to their progression or withdrawal.
4. Act on any recommendations and advice offered by personal tutors
5. Participate in keeping records of communication.

#### 5. Boundaries

The University and individual personal tutors will make students aware of their respective roles and expectations at the start of their relationship. This includes, for example, stating availability for both virtual and/or face-to-face contact, and clarifying issues such as confidentiality and record keeping. These boundaries may have individual, Faculty and course specific requirements but all should reflect the University Personal Tutor Policy as a minimum requirement.

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