

Personal Academic Tutoring

POLICY COVERSHEET

# Key Details

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| **POLICY TITLE** | Personal Academic Tutoring |
| **DATE APPROVED** | June 2024 |
| **APPROVING BODY** | LTSEC |
| **VERSION** | Version 2 |
| **PREVIOUS REVIEW DATES** | June 2023 |
| **NEXT REVIEW DATE** | June 2025 |
| **OUTCOME OF EQUALITY IMPACT ASSESSMENT** | *\* No major change to actual policy*  - Amendment to 1.1 so that it aligns with Strategy 2030 and LT&SE Strategy.  - Change in name to PAT  - Minor edits to section 3.1  - Section 4 updated.  *The PAT scheme will move towards a group delivery model at Foundation and Level 4 for 2024/5 entry.*  *The PAT group delivery will adopt the same protocols that currently exist for seminar and other modes of group delivery (workshops, studios, practical etc).*  There will also be opportunities for learners to meet with their PAT on a one-to-one basis.  Personal Academic Tutors will also attend PAT training sessions and support resources will be available on the QED InSite. |
| **RELATED POLICIES / PROCEDURES / GUIDANCE** | The Student Charter  Strategy 2030  The Learning, Teaching and Student Engagement Strategy  Academic Handbook  Inclusive Learning & Teaching Policy  Learner Analytics Policy  Reasonable Adjustments Policy |
| **IMPLEMENTATION DATE** | September 2024 |
| **POLICY OWNER (JOB TITLE)** | Director of Learning Enhancement and Associate Deans for Student Engagement, |
| **UNIT / SERVICE** | QED and Schools |
| **CONTACT EMAIL** | jhendy@cardiffmet.ac.uk |

# Version Control

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| **VERSION** | **DATE** | **REASON FOR CHANGE** |
| 1.0 | 2023 | First version |
| 2.0 | June 2024 | Second version |

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# Introduction

## Purpose

Our goals for personal tutoring are to empower students to make informed choices in achieving their developing ambitions. This activity embeds our disciplinary learnings at Cardiff Metropolitan, and within the shared practice of our community. This work is aligned with the broader vision of our emphasis on moving from belonging to becoming, augmented by the learner analytics system, with the intention of connecting the various components of student academic life.

This policy articulates the principles and expectations of Personal Academic Tutoring at Cardiff Metropolitan. It responds to the University’s Learning, Teaching & Student Engagement theme of Strategy 2030, which recognises that student experience and outcomes are enhanced through support from a continuous programme of personal academic tutoring offered to students as they join the University.

Personal Academic Tutoring at Cardiff Metropolitan is intended to ensure that all students receive adequate and consistent access to support and guidance, whilst undertaking their respective programmes of study. More specifically, it aims to provide:

* Personalised academic support from a trained academic member of staff
* Focused and systematic academic support throughout the student lifecycle
* Timely academic support

## Scope

All students undertaking their programmes of study at Cardiff Metropolitan will have the opportunity to access and engage with Personal Academic Tutoring as set out below, including international students, part-time students, and postgraduate students. All students undertaking University programmes delivered through arrangements with Collaborative Partnerships, such as franchised programmes, will have the opportunity to access an equivalent personal tutoring scheme, which has been approved by the University.

Specific information on operational processes can be found on the QED InSite page.

# Principles of the Personal Academic Tutoring

## Principle 1: To Provide Equitable Access and Opportunities.

All Cardiff Metropolitan students will have the opportunity to access a Personal Academic Tutor (PAT) at the start of their studies and for the duration of their studies. Students will also receive a proactive offer to receive Personal Academic Tutoring through the medium of Welsh.

## Principle 2: To Understand Roles and Responsibilities.

All staff and students at Cardiff Metropolitan will understand the benefits of Personal Academic Tutoring and the operational guidelines. Personal Academic Tutoring will be explained to all staff and students and all PATs will attend a training session. Partner institutions will respect the principles of the Personal Academic Tutoring when developing respective schemes.

## Principle 3: To Encourage Pro-active and Reciprocal Relationships.

Cardiff Metropolitan believes that students are partners in the learning process; therefore, Personal Academic Tutoring focuses on the development of a pro-active and reciprocal staff/student relationship.

## Principle 4: To Promote Success and Achievement.

Personal Academic Tutoring is available to all students, not just those facing issues or in need of help. Personal Academic Tutoring aims to promote success and achievement, supporting all students to realise their potential as outlined in the Learning, Teaching & Student Engagement Strategy. Central to the success of this approach will be supporting effective, meaningful, and empowering student and tutor partnerships.

## Principle 5: To Act as a Gateway to Appropriate Resources, Services and Opportunities.

Personal Academic Tutoring provides academic support and guidance. PATs are not expected, or encouraged, to provide guidance on personal issues but will act as a point of contact and gateway to other appropriate resources, services and opportunities that support the student journey.

# Roles and Responsibilities

## **Student Role and Responsibility**

### Students are expected to engage with the Personal Academic Tutor and should inform their PAT as soon as possible, if they are unable to attend a session.

## **University Role and Responsibility**

### All students will be allocated a named PAT by the end of the enrolment period. Normally, this tutor will be an academic member of staff from the student’s programme/school. Students will have a PAT for the duration of their study.

### Arrangements for scheduling meetings with a PAT will be communicated to all students at the beginning of each academic year.

### QED and Schools will provide relevant information and professional development support for PATs.

### The effectiveness of Personal Academic Tutoring will be evaluated and monitored through the Annual Monitoring process and relevant committees.

## **Personal Academic Tutor Role and Responsibility**

## PATs will:

### Keep up to date with university regulations, their students’ programmes and University processes and procedures, so they provide relevant and appropriate support and advice.

### Provide academic advice, guidance, and support for students to progress through their programme. Offer opportunities for students to reflect on academic progress and to determine action points in relation to assessment and feedback.

### Act as a gateway on available supporting resources and guidance within the university. PATs should ascertain whether there are any obstacles to a student’s progress and provide information on available help.

### Respect the student’s right to confidentiality. Information should only be disclosed with the student’s consent or under exceptional circumstances such as where the student poses a risk to themselves or others.

### Provide information for student references, where reasonably possible.

Specific information on the role and responsibility of the PAT is available on the QED InSite page.

# Related Policies and Procedures

The following internal and external reference points provide further guidance in relation to the policy.

## **Internal reference points**

* The Student Charter
* Strategy 2030
* The Learning, Teaching and Student Engagement Strategy
* Academic Handbook
* Inclusive Learning & Teaching Policy
* Learner Analytics Policy
* Reasonable Adjustments Policy

## **External reference points**

## QAA Quality Code

## Advance HE Professional Standards Framework 2023

## 5,0 Review and Approval

## 5.1 The PVC Student Engagement has strategic oversight of the policy, and the policy will be reviewed and monitored by the Learning, Teaching and Student Engagement Committee (LTSEC).