



Personal Tutoring Policy

1. INTRODUCTION

- 1.1** Norland recognises that the transition to Higher Education is often a period of great change and development. Norland is committed to creating a stable and structured environment in which students can thrive and achieve, guided by the principles of fairness, inclusivity and accessibility for all. The personal tutor system plays a vital part in this by providing opportunities for supportive partnerships between staff and students, which encourage students to take ownership of their studies, and access support and understanding for individual needs.
- 1.2** This policy has been written with due regard to the OfS Quality and Standards Conditions and UK Quality Code for Higher Education – Advice and Guidance for Learning and Teaching (2018).
- 1.3** This policy, together with the Improving Progress Policy and Procedure, forms a holistic approach to student achievement and progress.

2. THE ROLE OF THE SENIOR PERSONAL TUTOR

- 2.1** The senior personal tutor is a member of the academic team who is accountable for supporting personal tutors with advice and guidance on effective approaches to student engagement and academic success and help to ensure consistent monitoring and review of student progress.
- 2.2** In collaboration with the Head of Learning, Teaching and Research, they have oversight of the efficacy, communications and implementation of the personal tutor system. Thus includes:
- supporting the induction of new personal tutors and signposting policies, training and toolkits which are available centrally;
 - providing support and guidance for personal tutors to ensure that they are aware of their responsibilities;
 - communicating, promoting and encouraging student engagement with the personal tutor system at key transition points during the academic lifecycle;
 - act as a key point of contact for the personal tutor system for staff;
 - liaising with the Quality Manager each trimester to access data on student academic progress and wellbeing;
 - meeting with personal tutors each trimester to discuss student academic progress and wellbeing and respond to concerns raised by personal tutors, as necessary;
 - directing personal tutors the use of Quercus to document meetings and advise personal tutors when developing student action/support plans;
 - systematically gathering and responding to student and staff feedback and sharing any emerging themes in Education Team meetings; and



- providing a summary update on student academic progress and wellbeing in Education Team meetings.

3. THE ROLE OF THE PERSONAL TUTOR

3.1 Personal tutors will be members of academic staff and should be the first point of contact for a student for general academic guidance and pastoral care. They play a pivotal role in supporting students to navigate key transitions in the student journey and engage with their studies. They are there to listen and offer initial advice and support. It is not expected that tutors are experts on all matters, and it is important that tutees are aware that there may be limitations to what a personal tutor can do before signposting a student to a more specialised source of support.

3.2 Norland will ensure that all personal tutors are aware of their role and responsibilities by providing relevant training and guidance.

3.3 Members of SLT, the senior personal tutor and Student Support will provide additional support and assistance to personal tutors as and when required.

4. PERSONAL TUTOR ALLOCATION

4.1 All students will be allocated a named personal tutor and provided with their details after A-Level results day. It is normally the case that all students will have the same personal tutor for the duration of their studies at Norland. If a member of staff leaves, their tutor group will be reallocated and the students will be notified via email in a timely manner of the details of their new tutor.

4.2 In exceptional circumstances a student may request to change their personal tutor. These requests should be emailed to the Head of Learning, Teaching and Research and it will be at their discretion as to whether this request is accepted. When considering the request, they will take into account the reason for the change, staff workload allocation and availability.

4.3 If approved, the student will be notified by email, copying in their new tutor and the Education Administrator to ensure that records are maintained.

4.4 If a personal tutor feels that their role as tutor to a student is compromised, perhaps due to a conflict of interest, they should ask the Head of Learning, Teaching and Research to provide an alternative tutor to the student, and again the Education Administrator should be advised of the change.

5. MEETINGS – TIMING AND ATTENDANCE



- 5.1** Students will be offered a minimum of three personal tutoring sessions, one each trimester, during each academic year at Norland.
- 5.2** First year students will additionally meet with their personal tutors during Welcome Week. They will meet individually to complete the All About Me forms as well as engaging in a day's team building exercise in their tutor groups with their tutors.
- 5.3** For second- and third-year students, the first session with their tutor will be a group session with one-to-one sessions thereafter.
- 5.4** Third year students will have additional one-to-one support from their dissertation supervisor. This will not replace personal tutoring but it is recognised that there may be some overlap in support which will require clear lines of communication between dissertation supervisors and personal tutors.
- 5.5** In addition to this basic offer, additional personal tutoring sessions will be offered to students who are highlighted as struggling through the regular monitoring of students by the Senior Personal Tutor and Quality Manager and those who require support through discrete action plans following assessment results.
- 5.6** Furthermore, both students and personal tutors can request additional personal tutoring sessions if these are required.
- 5.7** Personal tutors will arrange the meetings with their tutees and confirm the time and date via email. It is expected that students will make every effort to attend these meetings and must advise their tutors in advance if they are unable to do so.

6. CONFIDENTIALITY AND RECORDING OF MEETINGS

- 6.1** Personal tutors will always respect the confidentiality and privacy of their tutees, however they will not always be able to guarantee complete confidentiality. If it is clear that issues raised by a tutee may have significant risk to their health and safety or that of others, then the personal tutor has a duty of care to disclose this information to other relevant parties.
- 6.2** All personal tutors will need to document meetings with their tutees on the Quercus student records system (SRS), outlining the time and date of the meeting, some brief notes of the discussion that has taken place and any referrals/follow ups to be made. Further details on what information should be recorded and how it should be recorded can be found in the 'Personal Tutoring Guidance' document.

7. OTHER SUPPORT SERVICES



7.1 The personal tutor system does not operate in isolation, but as part of a wider framework that provides help and support to students so that they can develop and achieve their full potential. Personal tutors will work closely with other members of staff in the academic support team to ensure that there is a coherent and consistent level of support offered to all students at Norland which acknowledges the diversity of the student body and considers each student's individual needs. Personal tutors will signpost their tutees to other services offered by Norland such as student support and counselling where this is appropriate, the resources offered by the library, or additional learning opportunities that are provided by Norland on an ad-hoc basis.

7.2 It is imperative that students engage with the support offered by Norland in order to enhance their learning experience.

8. MONITORING

8.1 In collaboration with the Senior Personal Tutor and the Quality and Regulations Manager, personal tutors will be responsible for monitoring the student's academic and general progress including fitness to practise and fitness to study, using a traffic lights system. Feedback on progress is gathered each trimester in a meeting with between the senior personal tutor and personal tutor, informed by data maintained by the Quality and Regulations Manager. An overall RAG (red, amber, green) rating will be given. and any student with an amber or red rating will be asked to meet with their personal tutor and develop an action plan for improvement. A copy of this document will be saved to the student's record on the SRS. The action plan will include SMART targets and will be monitored by the tutor and student at regular intervals. Further details on the monitoring progress can be found in the Improving Progress Policy and Procedure.

9. FEEDBACK

9.1 Norland continually reviews the provision offered to its students. The personal tutoring system will be evaluated through student feedback and representation at Programme Committees and may also be a focus for discussion in staff review meetings.

Appendix 1

Personal Tutor System - Working in Partnership

The personal tutor system is intended to provide a stable, holistic and developmental form of support for individual students that is course related. As such, Norland encourages its students and personal tutors to meet regularly throughout the course. The information below provides guidance and suggestions on how to get the most out of your meetings:

Personal Tutor is responsible for:

Tutee is responsible for:

Arranging meetings

Your personal tutor will meet you within Welcome Week (for first years) or within the first 3 weeks of the academic year for students in other years. They will arrange meetings with you at least three times during the academic year, one each trimester. This will initially be a group meeting and then on an individual basis.



Attendance at meetings

You should attend all scheduled personal tutoring sessions and prepare for these sessions as guided by the personal tutor. In exceptional circumstances when you are unable to attend you should advise your personal tutor in a timely manner and ensure that you rearrange the appointment.

Discussing your academic progress

Personal tutors will be your first point of contact for advice on matters affecting academic progress on the course, including general advice on time management, and organisational skills. They will help you to understand the requirements of the course in terms of knowledge, skills development and assessment requirements.



Discussing your academic progress

Personal tutors will assist you to take responsibility for your own learning, helping you to reflect on your progress, identify learning needs and develop appropriate strategies to achieve. You need to make the most of the learning resources and other forms of learning support available to you, and advise your personal tutor if you are struggling to utilise these resources.

Providing general assistance and advice

Personal tutors can offer advice in relation to various matters associated with the course and issues which may impact your ability to focus on your studies, such as the transition to HE and your relationship with peers and housemates. They will support your academic, professional and career related planning and development, and appropriate recording of this.



Asking for assistance when it is needed

It is important that you take the initiative in contacting your personal tutor in relation to problems or if in need of advice outside of the scheduled sessions. Inform your personal tutor of changes in your personal circumstances which may affect your studies and/or progress. Additional personal tutoring sessions can be requested by you at any time.

Signposting support services

Your personal tutor will advise and guide you on issues arising whilst you are at Norland and signpost you to the broader range of services provided by Norland, including counselling and student support. With your permission they will share information with others so the right support can be offered.



Helping yourself

Once you have sought advice from your personal tutor or other services provided by Norland, it is up to you to act on this advice. Your personal tutor will endeavour to touch base with you on a regular basis but further sessions should be requested by you if you require them. You should feel free to provide feedback to your personal tutor regarding the course.



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