

ACADEMIC PERSONAL TUTORING POLICY

Academic Personal Tutoring principles

- 1.1 Academic Personal Tutoring reflects our progressive and compassionate ethos to be an inclusive place where students can bring their whole self and feel that they belong.
- 1.2 We share a commitment that every student has a known and trusted lead academic point of contact who supports their journey at University of Westminster.
- 1.3 Academic Personal Tutoring is central to our support for student success at the University of Westminster. It is a critical part of our broader support framework to enable student belonging, continuation, completion and progression.
- 1.4 Academic Personal Tutoring provides proactive guidance for all students (undergraduate and postgraduate on courses of one or more year's duration) on a planned, monitored, and regular basis. It provides over-arching support to guide a student through their study journey with us and also provides signposting to other specific services based on student need, including student support and wellbeing, counselling and mental health, financial support, careers and enterprise, ENGAGE for study skills, and sport and leisure.
- 1.5 Academic Personal tutors play a key role in having initial discussions about career development and jobs with students and signposting students to careers and enterprise support at the University.

Academic Personal Tutoring responsibilities

- 2.1 Academic Personal Tutors are a key point of contact for their tutees, providing advice and support to assist them in achieving their academic success, in planning their personal and professional development and understanding how and when to access other support services.
- 2.2 Academic Personal Tutors will support students during their initial welcome to the University and in their transition throughout every aspect of their study journey. This applies to all new entrants regardless of level of study.
- 2.3 Academic Personal Tutors will proactively set up tutorial meetings (group and/or individual sessions) with each student at least four times in an academic year.
- 2.4 A Level 4, academic discipline teams will augment academic personal tutoring with thematic content delivered during the first six weeks of semester (in line with institutional principles for My Westminster Journey) to support students in developing their sense of belong and agency at the University. Academic Personal Tutors will play a role in supporting the delivery of this.
- 2.5 Academic Personal Tutors will prompt initial conversations with students about careers and jobs, signposting students to careers advice and guidance at the University.
- 2.6 Academic Personal Tutors will ensure that a summary of all meetings are provided to the student and kept confidentially on record, using e:Vision (Tutor Notes function).
- 2.7 Academic Personal Tutors are a key interface with students on issues of engagement and attendance, working in partnership with the Student Engagement team. They have access to key dashboard data and are expected to review this data on a regular basis (at least fortnightly) so they understand how their tutees are participating and progressing.

2.8 Academic Personal Tutors will be notified by the Student Engagement team of any communications sent to their tutees with regard to non-attendance. Where students have missed 10 sessions or more of their programme, personal tutors will have a key role in reviewing and supporting re-engagement plans in a tripartite approach with the student and the Student Engagement team.

2.9 Academic Personal Tutors, together with all colleagues, have an important role to play in supporting the University in meeting its anticipatory duties for the implementation of reasonable adjustments for students under the Equalities Act 2010. The requirements around this are outlined in the University's Student Reasonable Adjustments and Inclusive Practice Policy and the associated Guidance on Reasonable Adjustments.

2.10 Academic 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

The University asks students to be responsible for:

3.1 Engaging with their Academic Personal Tutor to optimise their academic, professional and personal success.

3.2 Working in partnership with their Academic Personal Tutor to develop action plans for success, including developing approaches for engaging with coursework, ensuring good attendance and engagement, and for reviewing academic, personal and professional development goals during Academic Personal Tutor meetings.

3.3 Attending and engaging with Academic Personal Tutoring meetings which have been set up by their Academic Personal Tutor. Non-attendance at meetings will be actively followed up by Academic Personal Tutors and/or the School Senior Tutor.

3.4 Informing their Academic Personal Tutor of any difficulties they might be having in a timely manner so they 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 Academic Personal Tutoring Policy in a consistent, timely, and responsive way.

4.2 Ensuring Senior Tutors and Heads of School are made aware of any mandatory training requirements, including any specialised professional development opportunities for Academic Personal Tutors.

4.3 Chairing the Student Success Action Plan meetings at College level on a monthly basis (excluding July and August) with active contributions from School Senior Tutors, the Student Engagement and Attendance 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 Academic Personal Tutoring arrangements.
- 5.2 Ensuring that Academic 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 Academic Personal Tutoring role are clearly defined and understood, and performance and development opportunities are included in annual Professional Development Reviews.
- 5.4 Ensuring that Academic Personal Tutors engage with appropriate and continuous professional development to allow them to support their students, including mandatory and other training as required by our Academic Personal Tutoring Policy.

Responsibility of the School Senior Tutor

The School Senior Tutor is responsible for:

- 6.1 Advising, supporting, and inducting Academic 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 Student Engagement and Attendance 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 additional thematic sessions for Level 4 students to support belonging and agency in line with institutional principles for My Westminster Journey. This work is to be carried out in partnership with School leadership teams and will involve support from Academic Personal Tutors.
- 6.5 Ensuring that all students have an Academic Personal Tutor and ensuring that the names of the these tutors are on the students' records on SRS, normally by the end of Week 1, Semester 1.
- 6.6 Working with the Student Engagement Team to case manage students identified as not engaging fully with their studies.
- 6.7 Playing an active role in the Student Success Action Plan 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 Leadership in academic 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 Engagement and Attendance Team

The Student Engagement and Attendance 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 Academic Personal Tutor Dashboard, SEAtS attendance system, and the Learner Analytics Dashboard.
- 7.3 Developing and implementing intervention workflows which support Academic Personal Tutors in their work to improve student engagement, continuation, and completion.
- 7.4 Playing an active role in the Student Success Action Plan meetings which are held on a monthly basis in each College, 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 Academic Personal Tutors in the intervention process and, following referral from a Senior Tutor and/or Academic Personal Tutor, initiating more formal interventions with students when required using a range of contact points.