

PTT1. Tutoring Policies and Guidelines for tutors and students

1. Introduction

CITY ULE provides all students with the support that they need to succeed in their studies. Students have access to:

- A personal tutor, i.e. an academic member of staff who understands their academic needs and can offer pastoral advice.
- High-quality professional support services across the whole range of needs to help keep students on track during your time with us.

The principles of personal and academic support aim to more explicitly state the CITY ULE's commitment to the provision of academic and pastoral support; improve the equity and consistency of provision within and across departments; and acknowledge that different departmental structures and sizes require flexibility in where responsibilities lie and how support is made available. The principles apply to all taught students:

- Equitable access for all taught students
- Communication of benefits, roles and responsibilities
- Proactive relationships and shared responsibilities
- Promoting success for all students
- Effective provision of pastoral care and referral to specialist support

In this document, there will be clearly written expectations of the importance, purpose and responsibilities for the departmental personal and academic support system in use, and this should include the role of the tutee.

2. The Tutoring Setup

- Tutors are known to tutees at the induction week.
- At least one week per semester (normally around consolidation week) is set aside as the Tutoring Week.
- All taught students will be entitled to a minimum of one 1-1 meeting per semester with a named academic tutor.
- Students may express a preference for tutor allocation where capacity allows.
- Where feasible, and appropriate for needs, tutees will keep the same tutor throughout their programme, for consistency and relationship building. Exceptions may occur in programmes with a dissertation project, in which the supervisor assigned would be also the tutor.
- Students should be provided with an alternative point of contact to address any issues with tutor-tutee relationships.
- Systems should be in place to support effective handover of tutee allocation should academic tutors need to change.
- An effective system will be placed that enables timely referral of students to specialist support within the department or other services.
- In addition to a named academic tutor, all students will be provided with the full range of support services and points of contact within the Department.

3. The Tutoring Week Schedule

During the Tutoring Week, all tutors hold extended office hours in order to be available to their tutees. Lists with students' and tutors' names are announced at least one week prior to the designated week so that students may know the time of their meeting with their tutor.

4. Tutor-Tutee Meeting

During that meeting, each tutor should discuss with the student a number of topics. These may include:

- how the current semester is progressing,
- what are the student's academic goals,
- how the Department may assist the student with their career aspirations, and
- what modules the student will take in the next semester.

The academic advising process should be a conversation. The students will be encouraged to ask questions to clarify information and it is recommended to take notes, evaluate the information they receive and act accordingly. The students have to always bear in mind that tutors are there to assist them in the decision making process; however, ultimately, the students are responsible for their education.

Quality academic tutoring allows the students to accomplish their goals in a timely manner and to be in control of their own educational endeavours. It is not only during the designated tutoring period that the students may meet with their tutor in order to evaluate their progress as a student. By developing an on-going relationship with their academic tutor, they will gain insight into academic issues and career options as they relate to their academic programme.

5. The Personal Development Portfolio Plan

CITY ULE encourages students to create their Personal Development Portfolio Plan (PDPP) as a result of the tutoring sessions. In their PDPP students may include the following:

- Tutoring Session notes and forms
- Portfolio of Submitted Coursework
- Portfolio of Feedback Forms from modules of all levels
- Transcripts
- Curriculum Vitae – regularly updated
- Various useful documents, such as handbooks
- Accumulated evidence of extra-curricular and other activities
- Any other item students perceive as important.

The Personal Development Portfolio Plan (PDPP) can be either hard copy or electronic, always should be developed and maintained by the students and also has to be linked with advising sessions with the personal tutor.

During 1-1 meetings, tutors and tutees will agree on a written summary of the discussion (e.g. meeting log), including any actions to be taken in advance of the next meeting. It is intended that this is a confidential record unless there is an agreed sharing of information for referrals and handovers.

6. The role of the Tutor (academic staff)

The personal tutor will:

- Meet with the students within the agreed tutoring week of the semester.
- Provide reliable and consistent advice and guidance.
- Discuss general academic progress and also discuss the feedback on individual assignments and how the students' use of the received feedback.
- Keep meeting students for the remainder of the session according to the specific individual needs
- Have a personal tutoring load. This commitment includes time needed to support Personal Development Planning.
- Support students in their production and maintenance of a Personal Development Portfolio Plan by promoting reflective learning and assisting students to review their own progress.
- Be kept informed about changes to Departmental procedures, programmes and support services, such as: Student Skills and Development, Disability and Dyslexia Support, Counselling Service, the Library, English Language Support Unit, Career and Employability Office etc.
- Monitor commonly occurring issues being faced by students, adjusting the provision of support where needed.
- Have opportunities for staff development related to the provision of personal and academic support.

7. The role of the Tutee (student)

The students will:

- Expect reliable and consistent advice and guidance from the tutor.
- Expect tutor support through a mixture of group sessions and one to one tutorials.
- Commit necessary time to preparing for, and following up their meeting with the personal tutor.
- Take the responsibility to discuss feedback that they have received from the assignments and reflect on it.
- Undertake a self-assessment of their key skills at the beginning of the academic session.
- Attend 1-1 and group tutorials with their personal tutor as agreed.
- Explain "no shows".
- Maintain their PDPP including a reflective statement at the end of each academic year.
- Reflect on their personal, academic and career development using the personal tutor as a source of information and guidance
- Produce action plans and review progress against these with their personal tutors.
- Expect an introductory meeting with their tutor at induction week.

8. Good Practices

Best practices on Tutoring and Academic Support are reported by individual tutors. Variations are expected but all Departments should meet the baseline requirements set out in this document.