

Personal Tutoring Policy

1. Introduction

This policy is intended to replace the previous University policy on personal tutoring PO22 (17 Dec. 1997) held by AQAS. It seeks to strengthen the provision of personal tutoring to all students and give clear guidance to Schools/Research Centres on practices to employ. It has been reviewed in the light of experience with the Retention Action Plan, the new LTA Strategy and the QAA Audit comments made during the 2005 institutional audit.

The Learning, Teaching & Assessment Strategy 2009-12 seeks to enhance the student experience such that their achievement and personal development equips them for successful future study and employment. In order to do this the University recognizes the importance of a variety of student support mechanisms, of which personal tutoring plays a key role at the School level. It cannot be considered an optional activity. Furthermore, there needs to be a degree of consistency in the approach to personal tutoring across all Schools/Research Centre.

It is accepted that in many cases, student difficulties arise through a combination of academic and personal matters. Consequently it is recognised that an effective system may involve combining the roles of academic guidance and personal tutor functions. All academic staff have a pastoral responsibility for students in the reactive sense that staff should be available to discuss problems with students as the need arises. However the personal tutor role is envisaged to be a proactive role.

Further support, beyond that envisaged of a Personal Tutor within the Personal Tutoring Strategy, of a more specialist nature will then be provided a variety of services maintained centrally by the University or through the Students' Union.

2. Policy Statement

Recognising the issues discussed above and also allowing for a diverse student body within each School, it is essential that each School/Research Centre makes a clear statement of how it will meet its obligations to students under the Personal Tutoring Strategy through the provision of a local Personal Tutoring Plan. This plan will be approved and reviewed annually by the LEPP Committee. This plan must clearly show how the School will meet the 6 Strategic Aims in the Personal Tutoring Strategy.

In particular the local Personal Tutoring Plan should ensure the following:

- Every student should have an identified Personal Tutor at the outset of their programme and this must be clearly communicated to the student.
- Every student should have their Personal Tutor identified in the appropriate SITS record
- The Personal Tutoring process within each School should follow the Personal Tutoring Strategy.
- The allocation of responsibility for the personal tutor functions for each programme (through course leader, year tutor, pathway leader etc) together with the workload allowance given as per the Personal Tutoring Strategy.
- The availability of any School-based support system to which students may be referred by personal tutors should be made clear.
- It is important that this strategy is implemented for all students where the University has responsibility for the outcome. This means that franchised partners (UK and overseas) need to show how they will implement this strategy.

3. Equality Impact Assessment

The University of Bolton is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.

4. Other Related Policies

The Personal Tutoring Strategy lays down the requirements of a personal tutoring scheme to be followed in each School/Research Centre through the 6 Strategic Aims. Other policies that are relevant would be;

- LTA Strategy 2009-12
- Employability Strategy 2009-12
- Student Attendance Monitoring Policy

5. Monitoring and Review

The policy will be owned by the Director LRPP. It will be implemented by Directors of Schools and Research centres who will seek approval for their local personal tutoring plan from the Learner Experience & Professional Practice Committee each year.

The policy will be reviewed every 12 months.

6. Dissemination of and Access to the Policy

The policy relates to the staff of the University and as such will be made available to them via the PDU web site and the AQAS web site. It will also reside on the web pages maintained by each School/Research Centre. Initial introduction, or changes, to this policy will be disseminated via all staff communications such as email. It is expected that School staff meetings would also be used to promote awareness.

This policy, once approved, will be held electronically on the AQAS web site and the PDU web site.

Personal Tutoring Policy	
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