Personal Tutoring Policy

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<th>Responsibility for Policy:</th>
<th>Registrar and Deputy Chief Executive</th>
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<tr>
<td>Relevant to:</td>
<td>All LJMU Staff and Students</td>
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<td>Director of Teaching and Learning Academy</td>
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RELEVANT DOCUMENTS
- NUS Charter on Personal Tutors (March 2011)
- LJMU Strategic Plan 2017-2022

RELATED POLICIES & DOCUMENTS
- Curriculum Design Guide
- Personal Tutoring Guidance
- Personal Development Planning Policy
Introduction to the Revised Personal Tutoring Policy

The Role and Expectations of the Personal Tutor
Personal Tutors have an important cross-module, Programme-level role to play in guiding and supporting students’ progress through their studies and encouraging their full participation in all that the University has to offer. All academic staff will receive a copy of The Personal Tutoring Guidance Handbook that will outline detailed guidance and good practice relating to each of the main 3 roles of the personal tutor.

The primary purpose of the Personal Tutor is: to assist tutees in their academic development whilst at University, in addition to having a role in supporting their personal and professional development.

The Personal Tutor’s role includes 3 general areas

1. Academic Guidance and Monitoring of Student Engagement
The Personal Tutor’s primary role is to promote student engagement with their academic programme as well as with wider University activities. Provide support for individual students’ programme-wide academic progress and review. Reinforce student understanding of programme expectations as well as institutional policies and assessment regulations. Identify and respond to at risk students through reference to data including attendance, assessment submission, and academic background.

2. Pastoral and Personal Development and Referral
Offer pastoral oversight with referral and signposting to specialist student support and advice services. These would include Student Advice and Wellbeing, Skills Support officers, and Liverpool Students’ Union. Encourage student engagement with other University activities, as well as extra-curricular activities that may help the student’s personal development.

3. Professional Development and Referral
Encourage professional development including offering guidance on relevant opportunities within the programme or university such as referral to the World of Work Careers Service and the Centre for Entrepreneurship. Personal tutors are expected to provide written references on request.
Liverpool John Moores University Personal Tutoring Policy

The University expects the following:

1. All students undertaking taught programmes awarded by LJMU will be allocated a named Personal Tutor by the Programme Leader or nominated academic member of staff.

   a. It is expected that this tutor will be a member of academic staff from within the Programme Team/subject discipline i.e. a tutor that the student will also meet through the course of their studies. All academic staff may be expected to undertake this role.

   To ensure that staff workloads are manageable, it is expected that an individual Personal Tutor (if a full time member of academic staff) will normally be allocated a maximum of 10 tutees per level and/or a maximum of 30 personal tutees across all years. These numbers will be accounted for appropriately on each individual member of staff’s Work Allocation Model or equivalent scheme.

   b. All postgraduate taught and distance-learning students should also be allocated a Personal Tutor. The role of personal tutors for postgraduate students is as important as it is for undergraduate students and international students may require special attention in the process of transition to university.

2. The Programme Leader or nominated academic will assure that all students are informed of their Personal Tutors by Welcome Week. This information will be made available on the VLE as well as in induction meetings. Where possible, Personal Tutors should be assigned to new students before induction week as a point of preliminary contact.

3. The Programme Leader is responsible for articulating the connection between PDP and Personal Tutoring in the validation process, programme handbook and other appropriate documents. The Programme Leader is responsible for communicating this to all staff and students.

4. Where possible Personal Tutors will meet their new personal tutees during induction week, preferably as a group. This meeting should be completed by the end of Week 1 at the latest.

5. Personal Tutors will make arrangements to meet to review progress with their tutees individually at least twice per academic year in addition to the induction meeting.

   a. Personal Tutors will make arrangements to meet all Level 4 or new students individually by Week 4 of the University Calendar. This is a required part of the induction and transition process.

   b. Personal Tutors will make arrangements to meet all other personal tutees individually by Directed Study Week of each semester for progress meetings.
c. Personal Tutors are expected to use available information to regularly check on a personal tutee’s academic engagement. Specifically, Personal Tutors are expected to undertake follow-up and monitoring responsibilities in accordance with LJMU’s Student Attendance Policy and any other available engagement information.

d. Personal Tutors should contact a personal tutee immediately when information suggests an issue with student engagement. Personal tutors should arrange a meeting with a personal tutee when information suggests that the student is at risk of withdrawal from the university. This information should be shared with the programme leader and any other relevant member of staff.

e. Individual progress/review meetings will be an opportunity for tutors to assist students in reviewing and understanding their academic performance in terms of assessment outcomes.

6. Personal Tutors are expected to remain informed about LJMU procedures and policies, in particular the Academic Framework and Assessment Regulations, so that the Personal Tutor can give accurate information and advice to students. In addition, they are expected to offer informed advice about the programme such as module choices and who to contact for further information.

7. Personal Tutors are expected to respond to contact from personal tutees within a reasonable time. Personal tutors should be available as an initial point of contact for personal tutees throughout the academic year: when this is not possible tutees should be made aware of an alternative contact.

8. Line Managers are expected to address Personal Tutoring as a named category for discussion at PDPR. If necessary, training and support will be made available within the Faculty and in some cases, from the Teaching and Learning Academy.

9. Records will be kept of individual review meetings between Personal Tutors and tutees. These will adhere to LJMU’s Data Protection Policy and, with the student’s permission, necessary information will be made available to Programme Leaders or nominated academic staff.

The purpose of maintaining records of these individual meetings include:

a) to provide a record of student engagement such that patterns of non-attendance/non-engagement may be identified and followed up
b) to provide a brief account of what was discussed and any follow up needed by the Personal Tutor and/or student.
c) to identify any referral advice for pastoral, welfare and professional development for further follow-up.
10. Personal Tutors will act as a point of referral to other student support services including the Student Engagement Team, Student Advice and Wellbeing, Careers Team, Centre for Entrepreneurship, Liverpool Student Union and Academic Skills Team. It is expected that tutees may well bring concerns to the Personal Tutor that are outside of their expertise and the boundaries of the role to deal with. Specialist student support services exist within LJMU to provide advice and guidance and it is important that the Personal Tutor recognises the limitations of the role and refers students swiftly to these services.

The University expects students:
1. To know who their Personal Tutor is and to meet with them during the induction period according to advertised Programme arrangements.

2. To prepare for and attend all group and individual tutorials/meetings with their Personal Tutor

3. To notify the Personal Tutor as soon as possible if there is a reason why they will not be able to attend a scheduled meeting and to make arrangements for an alternative meeting.

4. To respect the specified times at which tutors are available to see students.

5. To make best use of the development opportunity offered by the Personal Tutor, committing to undertake any preparation and follow up activities from Personal Tutor meetings.

6. To keep Personal Tutors informed of any circumstances that are affecting their ability to study/continue with the course.