This paper sets out the updated Personal Tutoring Policy as approved by Taught Student Education Board at its meeting on 5th February 2014.

After an introduction to the development of the personal tutoring policy, including an overview of key changes introduced after the recent consultation process, information is provided in three main sections:

- Leeds for Life Personal Tutoring Policy
- The Roles and Responsibilities (of students, personal tutors, schools and services)
- Personal Tutoring Meetings: Timetables and Agendas

The Leeds for Life website provides the functionality which supports the operation of the policy and that the Leeds for Life team would be happy to work with Schools if adaptations to personal tutorial web forms are needed to better meet the needs of a particular school or cohort (please contact leedsforlife@leeds.ac.uk).
**Personal Tutoring Policy - Introduction and Background**

1. This paper, drawn up in Partnership with LUU, articulates the Leeds for Life Policy on Personal Tutoring for all taught students. It reinforces the minimum requirements in relation to Personal Tutoring and builds on the earlier Leeds Model for Personal Tutoring (approved at the Learning and Teaching Board, 9th April 2008).

2. The Policy is underpinned by the values and principles of Leeds for Life. Personal Tutoring is integral to Leeds for Life, but Leeds for Life is more than a tool to support personal tutoring. Leeds for Life enables all students to participate fully in their experiences at University and it facilitates and supports students in their development.

3. The intention of the Leeds for Life Personal Tutoring Policy is to provide a consistent approach to personal tutoring and a common understanding of the expectations associated with personal tutoring.

4. The Policy retains the unified approach to personal tutoring, reinforcing the established principles of a consistent and equitable personal tutoring system that reflects the strategy and values of the University of Leeds. Significant strategic investment has been made in the Leeds for Life website to facilitate the delivery of personal tutoring to all our taught students. The website has a central role to play in inspiring our students to develop their full potential.

5. Personal tutoring is a core part of our business. The development of student-led awards, from the ‘I love my Personal Tutor awards’ to the current ‘Partnership Awards’ confirms the importance and value placed on the role by students.

6. The Policy will be published with supporting case studies (being collated by the Leeds for Life Working Group) drawn from practice currently within the University to enable Schools and Faculties to develop their own approach to meeting its expectations. The Policy is also framed in terms of the Partnership in order to reinforce the key message that personal tutoring is a two-way activity.

7. The Leeds for Life Personal Tutoring Policy is based on: an analysis of University practice and reactions from staff and students at Leeds; examples from Student Academic Experience Reviews; Student Feedback (NSS/University Surveys/LLU Education Assembly); and comments from QAA ‘Learning from Institutional Audits’. It is, in addition, informed by Mike Laycock’s research and recommendations on personal tutoring in Higher Education from his article ‘Where next and how’ (April 2009).

**Summary of developments**

8. The main changes to the Policy include:
   
   a. Clarification of the principles underpinning Personal Tutoring (previously these had been spread across different sections of the model).
   
   b. Identification of the roles involved in the operation of the Leeds for Life Personal Tutoring Policy.
   
   c. Clarification that the Leeds for Life website supports the principles and delivery of the Leeds for Life Personal Tutoring Policy and is the University supported IT system to support Personal Tutoring.
   
   d. Integrating elements of the Leeds Curriculum.
   
   e. Tweaking to the scheduling of Personal Tutor meetings following feedback from Staff/Students.
   
   f. Development of new webforms to support placements and study abroad.
   
   g. Recognising that there are many degree programmes that are not a standard three years, and introducing a commitment to work with schools to create new webforms with the LeedsforLife website that suit the needs of their students.

Kevin Linch – School of History (Chair of the Leeds for Life Working Group)
Chris Warrington – Student Opportunity and Enhancement Office
Updated January 2014
Part 1: Leeds for Life Personal Tutoring Policy

Principles
Personal Academic Advice is about providing pro-active academic support to students, in the form of an academic partnership with mutual expectations. The principles below underpin this.

Personal Tutoring is at the heart of Leeds for Life, as stated in the ethos of Leeds for Life:

'It's about inspiring students to get the most out of their academic and co-curricular experiences and build on their time studying at the University of Leeds. We want our students to be able to recognise the value of everything they have done at university and be at ease articulating this clearly and confidently.'

Personal Tutoring therefore encompasses the full range of the student experience:

- Academic: e.g. reviewing their tutees’ assessments across their programme of study and giving guidance on where and how to improve; providing information about the current average mark for the year / classification average
- Preparation for careers and life after graduation: e.g. helping tutees reflect on skills they have developed and their experiences whilst at Leeds; highlighting appropriate resources and opportunities for the student’s chosen career
- Pastoral support: e.g. identifying ways in which the University can support students with particular needs; providing a point of contact and gateway to appropriate services for students experiencing personal difficulties.

Personal Tutors are not expected to be the only point of contact for these issues nor be experts in all these areas, but should be able to provide guidance, advice and signposting to appropriate services.

The principles by which the Leeds for Life for Personal Tutoring Policy will operate are:

1. to embed the University Values and Partnership within Personal Tutoring;
2. to foster an effective academic partnership as part of the academic community with expectations for provision of opportunity (by the University) and participation and engagement (by students);
3. to support the academic, personal and professional development of students, assisting them to develop skills vital for employment, entrepreneurship and citizenship in a structured process that is clearly articulated;
4. to ensure that students are well supported, academically and pastorally, once they are at the University, recognising that specialised services, particularly relating to employability and pastoral care, have important roles to play in delivering this;
5. to ensure that the Personal Tutoring system is consistent and available to all taught students;
6. to be based on one-to-one meetings, as set out in the framework, between a student and an academic member of staff which are scheduled at regular points during the academic year;
7. to be academically led with the Personal Tutor playing a distinctive core role in the delivery of Personal Tutoring, with the aim of supporting a student’s general academic and personal development
8. to recognise the role in workload models;
9. to provide through the Leeds for Life website the tool for Faculties and Schools to facilitate effective Personal Tutoring based on the principles stated above, and for the website to be supported and maintained as a University IT system.
Part 2: The Roles and Responsibilities

There are several key roles involved with Personal Tutoring and the points below are intended to help colleagues from all areas understand their involvement and responsibility for ensuring effective Personal Tutoring. The intention is to frame these points in the Partnership (through posters etc.)

Students
- Take responsibility for their development, by:
  - Attending Personal Tutoring meetings
  - Preparing for meetings with their Personal Tutor and submitting any preparatory material in good time
  - Making use of the Living CV and end of year reviews in the Leeds for Life website to record and reflect on their co-curricular activities and skills development (understanding that this could feed in to the formation of references following graduation)
  - Meeting the expectations of the Partnership
- Make effective use of support services, including online services and tutorials
- May request additional meetings with their Personal Tutor, or see other members of staff with specialised roles or knowledge regarding their welfare or academic issues
- Follow up agreed actions and feed forward outcomes to the next meeting

Personal Tutors:
- Meet their students in one-to-one meetings twice in the first semester of the first year of an UG programme, and once a semester thereafter
- Offer enough meeting times so that all their students are able to see them
- Record the attendance of their students at Personal Tutor meetings
- Review their students’ on-going and general academic development in a structured way that reflects their tutees’ progression through their degree
- Assist their tutees in identifying areas for development, both academically and for their future, so that they are aware of the skills they need to be employable [see Curriculum Enhancement Project, Employability Core Programme Thread http://curriculum.leeds.ac.uk/programme-threads/definitions]
- Encourage their tutees to reflect on and articulate their skills, experiences, and achievements so that their tutees are ready to compete for opportunities and be successful in the workplace [see Curriculum Enhancement Project, Employability Core Programme Thread http://curriculum.leeds.ac.uk/programme-threads/definitions]
- Raise awareness of co-curricular activities and opportunities in their tutees by appropriate reference to the resources in the Leeds for Life website
- Refer students to appropriate pastoral support within the School and University when they require specialist advice or counselling, both online and one-to-one services
- May offer group meeting with their tutees to supplement the one-to-one meetings to deliver information, encourage peer support, and develop skills and attributes
- Provide references for their Personal Tutees
Schools:
- Induct new students into Personal Tutoring and Leeds for Life
- Re-link students returning from a break in their studies (including placement years) with their Personal Tutors and refresh them about Leeds for Life.
- Publish their implementation of this Personal Tutoring policy and communicate it through appropriate and various communication channels; this should be incorporated into induction / welcome back meetings
- Account for the role of Personal Tutors in workload models
- Select academic members of staff to be Personal Tutors
- Allocate students to Personal Tutors, minimising changes to this allocation wherever possible
- Encourage mutual understanding between personal tutors and tutees on the purpose and arrangements for Personal Tutoring.
- Provide a mechanism through the Student Education Service for students to report when they feel that this policy is not being delivered
- Review Personal Tutoring as part of regular quality assurance procedures, utilising KPIs and student feedback. Student representation should be included in this review process.
- In schools with programmes longer than 3 years, work with the Student Opportunity team to develop new webforms or adapt existing ones
- May wish to appoint a Director of Personal Tutoring to manage these tasks
- May wish to integrate Personal Tutoring into core modules within their programmes

University Services:
- Promote Leeds for Life and Personal Tutoring in its recruitment activities (Communications and Student Recruitment teams)
- Will work with Faculties / Schools / Departments so that all Personal Tutors and students can use the Leeds for Life website to support Personal Tutoring (Student Opportunity)
- Through the Leeds for Life website provide a system to maintain a single source of information for students on (Student Opportunity, Alumni Office, opportunity providers):
  - Co-curricular opportunities
  - Volunteering
  - The Leeds Network (for mentoring by alumni)
- Encourage students to reflect on, and take ownership, of their personal and academic development through the Leeds for Life webforms, so that they are able to articulate and evidence their skills in a range of circumstances (academic and employment) [see Curriculum Enhancement Project, Employability Core Programme Thread http://curriculum.leeds.ac.uk/programme-threads/definitions] (Student Opportunity)
- Provide mechanisms through the Leeds for Life website to record student achievements for HEAR and make this information available to students and tutors (Student Opportunity and Enhancement)
- Provide resources for Schools to use about Leeds for Life in induction and promotional materials (Student Opportunity)
- Provide Schools with statistics on attendance at Personal Tutoring and the use of the Leeds for Life website by their students (Student Opportunity)
- Provide training and induction for Personal Tutors (SDDU)
Part 3: Personal Tutoring Meetings: Timetables and Agendas

Sequence of Meetings
1. Personal Tutor meetings should take place at least three times during year 1 of an undergraduate programme and at least twice in subsequent years. There should be at least two Personal Tutor Meetings for Taught Postgraduate Students. The following table sets out the expected pattern of meetings.

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<th>INDUCTION</th>
<th>SEM 1</th>
<th>SEM 2</th>
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<tbody>
<tr>
<td>YEAR 1</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
<td>Meeting 3</td>
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<tr>
<td>YEAR 2</td>
<td>Meeting 1</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
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<tr>
<td>YEAR 3 (repeated as necessary)¹</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
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2. Personal Tutor meetings should take place in all years of student enrolment, including study abroad years (or semesters) and placement years. The Leeds for Life website provides webforms to support this.

Group Meetings
3. It is recognised that the approach to Personal Tutoring should be adapted to local School arrangements in order to take advantage of local expertise and to build on existing good practice. This framework is based on one-to-one meetings between the Personal Tutors and their Students. It is recognised, however, that group meetings can take place in order to provide updates and to share information (for example as part of an induction to Personal Tutoring) and that they can also provide a valuable networking opportunity to students. Group meetings should be used only to supplement the minimum number of one-to-one meetings in the Policy.

Agendas
4. The timetables and agendas below demonstrate how the requirements of the Policy for undergraduate students can normally be met through the use of the Leeds for Life website (specific webforms and meeting agendas for students on placement and study abroad have also been developed). The timings of these meetings can be adapted to fit programmes running on different annual patterns and of differing lengths.

Year 1, meeting 1 (within first two weeks of semester 1)

Welcome and Introductions
- Discuss and confirm module choice/registration and advise as necessary;
- Explain the Personal Tutoring system — how it supports students in the normal course of academic personal and professional development; how the referral role works to help support students through particular difficulties; how the Personal Tutor is a student’s first point-of-contact within the Department/School;
- Explain that effective Personal Tutoring is a partnership between Adviser and student where the student must also fulfil their responsibilities;
- Explain the purpose of Induction and its benefits;
- Introduce the range of student support and development opportunities at the University of Leeds (for example the Leeds for Life website / help@leeds / Skills Centre / Library training sessions / LUU / Careers Centre / Welfare Services etc. — with relevant web-links provided to all PTs and students through the VLE/Portal);

¹ It is recognised that for some programmes and disciplines it is not appropriate for the year 3 Personal Tutoring agendas to ‘repeat as necessary’. The Leeds for Life working Group is available to work with any School who would like to discuss this and develop their own Personal Tutoring webforms in Leeds for Life.
• Explore with the student their achievements so far, their hopes for University, and what ambitions they have after their degree

Year 1, meeting 2 (before the end of semester 1)

Settling in
• Reaffirm that the Personal Tutor is first point of contact on all matters relating to a student’s general academic experience and performance;
• Discuss how the student is settling into university life
• Highlight the range of opportunities available at Leeds, and discuss what might be of interest to the student
• Review student’s potential careers, and any plans for work placements, internships, etc., in the vacations

Year 1, meeting 3 (towards the end of term 2)

Your Studies and Personal Development
• Review semester 1 overall experience and progress and discuss the student’s progress in semester 2;
• Discuss feedback on modules taken in semester 1;
• Discuss marks from Semester 1 assessments.
• Discuss module choice process and options for next year;
• Reflect on the development of graduate skills and attributes;
• Remind students of the range of support and development opportunities at UoL.
• Recommend students to the Careers Centre drop-in service;

Year 2 and 3, meeting 1 (semester 1)

Planning for the Year ahead and beyond
• Check module choice/registration and advise or refer to local specialist as necessary;
• Review overall academic progress on the programme to date, including discussion of feedback and marks for all assessments from the end of previous session;
• Academic planning (including balancing of students’ extra-curricular work and commitments);
• Reflect on the development of graduate skills and attributes;
• Recommend students to the Careers Centre drop-in service;
• Remind students of the range of support and development opportunities at UoL.

Year 2 and 3, meeting 2 (semester 2)

Year 2: Thinking about your Studies and Progress
Final Year: Transition to Graduate Life
• Review academic progress to date including feedback and marks for semester 1 work from all modules;
• Discuss and confirm Module choice (year 2);
• Reflect on the development of graduate skills and attributes;
• Recommend students to the Careers Centre drop-in service.

The schedule above sets regular and consistent meetings between Personal Academic Advisers and their students. Beyond this Students can request additional meetings with their Personal Tutor which will be arranged within a reasonable time.
5. *Taught Postgraduates*

**Meeting 1 (within or following normal Induction arrangements)**

- explain the role of the Personal Tutor
- explore what the student aims to achieve during their PG degree; highlight opportunities available to them
- discuss the content of the programme, including details of any optional modules and when the choices need to be taken
- confirm the various other sources of Student Support available at the University (e.g. via help@Leeds)

**Meeting 2/3 (start of semester 2 or following major assessment points within the programme as appropriate. Meetings should continue as appropriate to the Programme)**

- discuss an overview of the student’s progress including the feedback on any modules taken in the previous semester.
- discuss the next stages of the programme
- discuss/confirm options, ideas and arrangements for dissertation supervision
- encourage reflection on the development of skills and attributes, referencing the Leeds for Life website and signposting the Careers Centre as appropriate

*Student Opportunity & Enhancement Office*

*February 2014*