Personal Tutorial Policy

Version:	v1.0
Bodies consulted:	University of Essex
Approved by:	Executive Management Team
Date approved:	01 November 2022
Lead manager:	Head of DET Operations
Responsible director:	Chief Education & Training Officer/Dean of Postgraduate Studies
Date issued:	01 November 2022
Review date:	01 September 2025

Is this policy current? Check the intranet to find the latest version!

Contents

Personal Tutorial Policy

1	Introduction

1.1 The Tavistock and Portman NHS Foundation Trust (the Trust) is committed to providing personal tutorials as an essential feature of its programmes of study. This policy specifies what personal tutorials are and outlines their purpose. It also sets out students' responsibilities, the roles and responsibilities of and support for personal tutors, students, and other members of staff, and relevant quality assurance mechanisms.

2	Key Principles

2.1 The Trust recognises the value of diversity and is committed to equality of opportunity. It aims to provide an environment in which students and trainees are treated with dignity and respect, regardless of race, ethnic origin, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political affiliations or other distinction. The Trust's Personal Tutorial Policy is designed to ensure that students are supported during the course of their studies.

2.2 The key principles underpinning personal tutorial practice are:

2.2.1 Centred on the student - respect for each student as an active learner and as an individual with their own particular set of needs;

2.2.2 Concern for all aspects of students' learning (educational, career, personal and social);

2.2.3 Equality of opportunity and diversity – ensuring and promoting equality of opportunity and diversity including eliminating unlawful discrimination.

3	Scope

3.1 This policy applies to all students enrolled on any Trust programme which includes the provision of personal tutorials (as detailed in the Course Handbook).

3.2 This policy applies to all staff teaching on any Trust programme which provides personal tutorials as part of its delivery.

3.3 Alternate Centres shall follow this procedure. Associate Centres may have additional processes from an institutional perspective but may adopt the duties and responsibilities listed below.

4 Definitions

4.1 **Personal Tutorial** denotes meetings between a student and their designated personal tutor.

4.2 **Personal Tutor** is any member of staff or visiting lecturer who has been given the role of Personal Tutor in relation to a course on which they teach.

4.3 **Student** is any person who is enrolled on a programme of study at the Trust.

4.4 **Associate Centre/Alternate Centre of Delivery**, otherwise known as National Centres, are places other than the Tavistock Centre where Trust courses are delivered.

5 Personal Tutorials

5.1 Personal tutorials are meetings between a student and their designated personal tutor where together they consider the student's academic progress and any issues relating to, or with the potential to affect, that progress.

5.2 Personal tutorials are considered critical in fostering student confidence and containment. They are a vital space in which to welcome students at the start of their programme, providing them with a consistent and supportive space throughout their studies, to enable them to reach their potential and achieve positive outcomes from their programmes of study or advanced training.

5.3 The personal tutorial system provides a personal contact point for all students and is intended to help them to:

5.3.1 Articulate, plan for and evaluate progress towards their personal, education and career goals;

5.3.2 Become more effective and confident learners who take increasing responsibility for their independent learning as they progress through their programmes of study and advanced training;

5.3.3 Discuss issues of difficulty and challenge in progressing through a programme of study and/or advanced training, signposting to Student Support resources as appropriate;

5.3.4 Discuss issues to do with academic assignments and progression, including assessment feedback;

5.3.5 Recognise, reflect on and value their achievements and progress;

5.3.6 Continue to develop a positive attitude to lifelong learning.

6 Personal tutorials – What students can expect

6.1 Students of the Trust on eligible programmes will:

6.1.1 Be allocated a personal tutor at the beginning of the academic year and tutors should make contact with tutees by email in the first half of Term 1.

6.1.2 Be advised of:
- The name and email address of their personal tutor;
- The procedure for booking tutorials. Information about this should also be clearly stated in student handbooks;
- The procedure in the event of a problem arising in their relationship with their personal tutor, routes of escalation, and other types of student support available;

6.1.3 Be offered one personal tutorial per term. Additional tutorials can be arranged if the need arises following discussion and agreement with the Course Lead;

6.1.4 Regard their personal tutor as their first point of contact in the event of any issues impacting on their studies;

6.1.5 Be able to use their personal tutor as a referee for entry to further study or employment.

6.2 In the event of a problem arising in the student/personal tutor relationship, students have the right to take the matter to their Course Lead or follow the routes of escalation (see section 10 below).

6.3 Students will be made aware of the other student support services available within the Trust, via their Course Handbook, the website and Moodle (virtual learning platform).

7 The responsibilities of personal tutors

7.1 Personal tutors will be appointed by the relevant Course Lead and in discussion with the tutors concerned. For the majority of courses, providing the arrangement is agreeable to both parties, the personal tutor will remain in this role for the complete duration of each student's programme of study. Course Leads are responsible for ensuring that personal tutors have sufficient contact time allocated to fulfil their personal tutor role effectively. Should a problem arise in the relationship between a student and their personal tutor, the Course Lead will make alternative tutorial arrangements (see section 10 Routes of Escalation below).

7.2 Personal tutors' responsibilities are:

7.2.1 In relation to their studies, helping to ensure students' well-being, looking after their interests, and guiding them in their preparations for future study needs;

7.2.2 Being available to meet with each personal tutee individually in accordance with the expectations set out within this policy, and in accordance with any additional course-level processes and procedures.

7.2.3 Ensuring that students' academic progress, personal development and attendance are considered (this will be supported by module leads, Course Leads, and Course Administration);

7.2.4   Supporting students to maximise their academic strengths and interests, address any difficulties they may be experiencing within their programme of study and cope with any problems affecting their progress;

7.2.5   Liaising with Course Leads, Module Leads, and other relevant persons as necessary;

7.2.6   Signposting to resources on career development and professional training opportunities;

7.2.7   Advising students on the Trust's provision of student support, including the Student Advice and Consultation Service, where appropriate;

7.2.8   Maintaining student tutorial records, including date of tutorial, in accordance with course requirements;

7.2.9   Writing references for personal tutees during and after their period of study;

7.2.10 Attending and contributing to Course Committees and team meetings.

7.3   Unless requested otherwise, the information discussed in the personal tutorial may be shared with others (such as course leads, supervisors, or student support services) where it is appropriate to do so in order to fully support the student. Where a student has asked for information discussed to kept confidential, this should be honoured but may affect the level of support the student can expect.

7.4   However, where a student has disclosed illegal actions, or where the personal tutor is concerned about a student's conduct or fitness to practice (in reference to the student conduct concerns procedure, and the professional suitability procedure), or where they are worried about a student doing harm to themselves or others, they have a duty to raise this with either the course lead or where this is not appropriate, a portfolio manager.

7.5   The personal tutor can discuss the policies mentioned above with the Head of Academic Registry or Head of Operations for further guidance and support, without mentioning a specific student.

8   Support for personal tutors

8.1   Support for personal tutors will be provided:
- By Course Leads.
- Through Guidance to being a personal tutor, available on Moodle, as part of the staff induction programme.

9   The responsibilities of students

9.1   It is the responsibility of personal tutors to make the first contact with students at the start of their programme of study, and students are expected to actively engage with the support available.

9.2   The responsibility for arranging subsequent personal tutorials is shared between the student and personal tutor.

10   Routes of Escalation

10.1   Personal tutors will be appointed by the relevant Course Lead and will ordinarily remain in this role for the duration of a student's programme of study. If a problem arises, students and personal tutors should discuss their concerns with the Course Lead in the first instance.

10.2   Where a student's personal tutor is also their Course Lead, they should speak with the Head of Portfolio within which their course sits.

10.3   Where a personal tutor does not feel able to speak to their Course Lead, they should take their concerns to their Head of Portfolio.

10.4   Where a student has a matter or issue that they do not feel able to speak to their Course Lead or Head of Portfolio about, they should access the Student Advice and Consultation Service – an independent and confidential service separate to the Trust's education and training delivery - and/or other student support services (as detailed in the Course Handbook, on the website, and on Moodle).

11   Training Requirements

11.1   Staff involved in the provision of Personal Tutorials must have knowledge of this policy and must be up to date with any course specific or local arrangements. They must also be cognisant of support services, including how and when to signpost students for specific advice or if there are safeguarding concerns.

11.2   All staff within the Division of Education & Training should be made aware of this procedure, and training should be provided to all DET Staff as required by their course team.

12   Quality assurance in relation to personal tutorials

12.1   The quality of the personal tutorial system will be ensured and enhanced by the following mechanisms:

12.1.1   Review of the Personal Tutorial Policy at least every 3 years;
12.1.2   Review of the Guidance to being a Personal Tutor at least every 3 years;
12.1.3   Student Surveys – by identifying satisfaction level and any common concerns and action planning to address identified issues;
12.1.4   Student Complaints and Academic Appeals processes;
12.1.5   Access to relevant Learning and Teaching CPD and other relevant staff development activities;
12.1.6   Review and discussion of the Personal Tutorial system at Course Committees and staff meetings and identifying and monitoring any actions to address specified issues.

13   References

- University of Essex Personal Tutorial Policy: https://www.essex.ac.uk/student/personal-tutor/personal-tutor-support
- The Personal Tutor | Times Higher Education (THE)

14   Associated documents[1]

- Tavistock & Portman website: https://www.tavistockandportman.nhs.uk
- Moodle: My Student Community: https://moodle.tavistockandportman.ac.uk/course/view.php?id=1741
- Course Handbook

---

[1] For the current version of Trust procedures, please refer to the website Policies and procedures – Education and Training at the Tavistock and Portman.

15   Equality Analysis

Completed by	Isabelle Bratt
Position	Head of DET Operations
Date	25th July 2022

The following questions determine whether analysis is needed	Yes	No
Does the policy affect service users, employees or the wider community? The relevance of a policy to equality depends not just on the number of those affected but on the significance of the effect on them.		X
Is it likely to affect people with particular protected characteristics differently?		X
Is it a major policy, significantly affecting how Trust services are delivered?		X
Will the policy have a significant effect on how partner organisations operate in terms of equality?		X
Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?		X
Does the policy relate to an area with known inequalities?		X
Does the policy relate to any equality objectives that have been set by the Trust?		X
Other?		X

If the answer to *all* of these questions was no, then the assessment is complete.

If the answer to *any* of the questions was yes, then undertake the following analysis:

	Yes	No	Comment
Do policy outcomes and service take-up differ between people with different protected characteristics?			

What are the key findings of any engagement you have undertaken?			
If there is a greater effect on one group, is that consistent with the policy aims?			
If the policy has negative effects on people sharing particular characteristics, what steps can be taken to mitigate these effects?			
Will the policy deliver practical benefits for certain groups?			
Does the policy miss opportunities to advance equality of opportunity and foster good relations?			
Do other policies need to change to enable this policy to be effective?			
Additional comments			

If one or more answers are yes, then the policy may unlawful under the Equality Act 2010 –seek advice from Human Resources (for staff related policies) or the Trust's Equalities Lead (for all other policies).