



## Personal Academic Tutoring Policy

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## Version Control Statement

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## 1. Introduction

- 1.1 Canterbury Christ Church University is committed to the provision of high quality and meaningful personal academic tutoring which is accessible to all students undertaking credit bearing programmes. Personal tutoring has been identified as a significant priority for our students.
- 1.2 It is acknowledged that across the University there are examples of excellent personal academic tutoring and some of these will be highlighted in the operational guidance document supporting this policy. (Insert link to guidance doc)
- 1.3 Personal and academic support is for all students, not just those facing issues or in need of help; it is integral to the student experience and should empower students to succeed in their studies and achieve their full potential.
- 1.4 There is not a one size fits all solution to personal academic tutoring as different students on different programmes will have varying needs. However it is important to reinforce some principles that provide a basis for fulfilling our commitment to providing high quality, meaningful personal academic tutoring across all programmes for all students.
- 1.5 A good rapport between a student and their Personal Academic Tutor (PAT) is important, therefore the PAT will normally be a member of staff from the student's subject area. For combined honours students this might be a member of staff from one subject area with an academic reference point to their other subject (for example a module leader or programme director from the other subject).
- 1.6 This document should be read in conjunction with the
  - [Student Engagement in Learning Policy](#)

## 2. This Policy's Aims

- 2.1 To enable students to make a successful transition into CCCU and between levels regardless of the level at which they start studying from (Foundation Year to Level 8 whether new to Higher Education or returning to Higher Education).
- 2.2 To ensure that students have contact with their PAT within each period of study (for example semester or module, dependent on their programme structure).
- 2.3 To encourage students to develop a professional relationship that is supportive and meaningful to them within their academic context.
- 2.4 To support PATs to monitor the student experience and facilitate progression within programmes and to other levels of study and subsequent employment.
- 2.5 To develop a seamless process for PATs to signpost and/or refer students to central services such as academic learning development, disability services, health and wellbeing services, financial services, IT Hub, employability.
- 2.6 To ensure the role of PAT is valued by students and the University and resourced appropriately.

### 3. Objectives

- 3.1 Opportunities will be available for tutees to meet with their PAT either one-to-one or in groups, digitally or face-to-face. These opportunities will be resourced through work load planning and can be embedded within a programme of study (for example hours allocated within modules if appropriate).
- 3.2 Students' integration into University life will be enhanced.
- 3.3 The acquisition of graduate attributes will be supported leading to improved student outcomes and employability.
- 3.4 Student access and engagement with central support services will be timely and more effective.
- 3.5 PATs will use student feedback and data analytics to report emergent themes affecting their tutees in their studies to programme directors and through the Annual Programme Monitoring process.
- 3.6 Students' experience of personal academic tutoring will be consistent and meaningful as a result satisfaction will increase leading to improved student survey scores.
- 3.7 Effective, consistent and meaningful personal academic tutoring will make a valuable contribution to student retention and success.

### 4. Principles

- 4.1 Consistent good practice by PATs should be the principle all programmes aspire to when providing personal academic tutoring to their students.
- 4.2 Personal academic tutoring should best serve the constituents of the University.
- 4.3 All students will have access to a PAT.
- 4.4 It is expected that students will engage with the opportunities for discussions with their PAT and as they become more independent in their learning will take a lead in these discussions.
- 4.5 PATs should be consistently available throughout the student's academic journey whether this is the same person for their whole journey or different people
- 4.6 Digital tools can be used as an effective way to support personal academic tutoring (for example Pebble Pad, Blackboard collaborate, Skype).
- 4.7 Students should have the opportunity to review and reflect on feedback with a member of academic staff, in doing so progressively developing their skills and potential to build on knowledge and progress successfully.
- 4.8 Programmes should identify common issues being faced by specific student groups and adjust the provision of or access to support as needed.
- 4.9 PATs will be supported in facilitating students' development by central resources such as academic learning development team, learning and teaching enhancement, student wellbeing, employability.
- 4.10 PATs are recognised as central to the facilitation of the welcome and induction process and should be identified to students at the earliest opportunity in the cycle of student arrivals at whatever level of study the student enters at.

## 5. The PAT role

For the PAT role to be effective members of staff who are PATs will need hours allocated to this role within their individual workload profiles. The hours allocated will be dependent on the number of tutees the member of staff has and how their personal academic tutoring role is embedded in the programme (e.g. through 1:1 tutoring, within modules). It is vital that the hours allocated to PATs are sufficient for the role to be fully embedded in the student journey and flexible enough to allow for students to receive a personalised experience of personal academic tutoring ultimately aiding retention and success.

- 5.1 Programmes are responsible for ensuring all their students have a named member of staff from their subject area (or one of their subject areas for combined honours students) as their PAT.
- 5.2 Personal academic tutoring is a partnership with the student. Both the PAT and the student should play an active role in their academic progress and University experience, by way of communicating with each other and the student being encouraged to engage with their personal academic tutor.
- 5.3 PATs will support students in their personal and academic development in relation to the acquisition of graduate attributes and academic achievement.
- 5.4 PATs are expected to provide general advice, guidance and support, which should be provided alongside effective signposting / referral to specific support and skills development opportunities. <https://www.canterbury.ac.uk/students/support-services/support-services.aspx>
- 5.5 PATs should help foster a sense of belonging through informing students of opportunities for integration into University life.
- 5.6 PATs will support students to engage fully in their programme in relation to attendance, engagement in the VLE, submission of work.
- 5.7 PATs should help students to reflect on their experiences of University life particularly in relation to any work related experience, future goals and drawing on their subject area(s).
- 5.8 PATs will help students focus on their future goals and employability as their student progresses.
- 5.9 PATs will ensure that when required students wellbeing needs are addressed through effective signposting and/or referral to student health and wellbeing services.
- 5.10 PATs are expected to report emerging student trends regarding their personal tutees to the programme director.

### Additional information

- ❖ Operational Guidance to Personal Academic Tutoring *[to be drafted – this will provide guidance to staff about how to apply this policy, to include expected standards of PAT’s]*
- ❖ Linking with Student Engagement in Learning Policy