# PERSONAL TUTORING GUIDELINES

# 2015/16

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**Summary:**

This document defines the core function of the Personal Tutoring role at the University and provides a supportive framework within personal tutoring should be practiced.

# Guidelines for Personal Tutoring

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## Guidelines for Personal Tutoring
## September 2015


### 1. Introduction

1.1 The University espouses a Departmental model of Personal Tutoring for its undergraduate students. This enables Departments to take responsibility for choosing or developing a model of Personal Tutoring that will best suit the students following their particular programmes thereby placing students at the heart of the system. An effective Personal Tutoring system can bring a personalised approach to higher education which can be lost, particularly in larger departments. Various models used within the sector provide examples which enable Departments to tailor support and enhance the first year experience, to embed Personal Tutoring into programmes or systems that are already in place, to put additional systems in place if this would best meet the needs of the students on the programme or to adopt arrangements that meet the requirements of a professional degree programme. A number of examples can be found in Appendix A.

1.2 Personal Tutoring should focus on the first year Student Experience and staff should be clear on their roles and responsibilities. Students too should be clear about what support is available through Personal Tutoring and elsewhere.

1.3 Departments therefore will decide on the most appropriate way of providing Personal Tutoring support for their students and will consider which model(s) will best suit the needs of the students within their programmes. Departments are required to give details of the arrangements they have made for Personal Tutoring to incoming students on arrival and communicate their new practice to all staff including part-time staff and support staff. These details must include a clear specification of the responsibilities of all staff and the minimum requirements expected so staff and students are aware of their responsibilities and entitlements respectively.

1.4 The NUS Charter on personal tutoring provides further information http://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/16326/cbd576a77489e6f3f8558bf914aadde8/PersTut _Charter_web.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1441275977&Signature=b%2BB hghXezE%2BVyoomW3Z868tdwC8%3D


### 2. Core Functions
It was agreed that core Personal Tutoring functions common to all Departments, but delivered in a way appropriate to each Department, should include the following:

(i) All students will have a named Personal Tutor
(ii) All students will meet with their Personal Tutor during their first term at University, and shall be offered at least one meeting per semester during their time at University.
(iii) The Personal Tutor is available for their tutees as a first point of contact to discuss issues relating to the student's personal, professional and academic development while at University
(iv) The Personal Tutor offers support to students in their transition into University life and academic expectations
(v) The Personal Tutor offers guidance as required to support continued progression through the programme
(vi) The Personal Tutor will be a point of contact for onward referral to other areas of Faculty and Professional support in the University
(vii) Staff should explain the personal tutoring role clearly to the student, making them aware of the Department's practices in relation to personal tutoring. The system shall be flexible enough to adapt to individual student needs.

## 3. Specific Circumstances

3.1 Personal Tutoring for Combined Honours students
As each Department will have its own model(s) in place, students studying programmes within two Departments will benefit from two Personal Tutoring systems.

3.2 Academic Advisers as an enhancement to Personal Tutoring
Faculties who employ Academic Advisers will need to consider the interface between their Personal Tutoring model(s) and the role of their Academic Adviser(s) to enable the enhancement of the Student Experience.

3.3 Postgraduate Research Students (including Professional Doctoral students working on their Thesis)
Students studying for a research degree will be allocated a Personal Tutor, normally the Head of Research with responsibility for research and knowledge exchange for the Faculty. Where the Head of Research is also a member of the student's supervisory team, the Personal Tutor will be an academic staff member with experience of research degree programmes. References will normally be the responsibility of the student's Director of Studies.

3.4 Taught Masters and Professional Doctorate Students (undertaking taught modules only)
Students studying on a postgraduate taught programme will be allocated a Personal Tutor, usually the Programme Leader or an academic staff member teaching on the programme.

## 4. Pastoral support

4.1 It is impossible to completely separate academic and personal difficulties, particularly as the one often affects the other.  Students may therefore bring common personal problems to their Personal Tutors such as homesickness, financial difficulties, bereavement and problems with relationships. Symptoms of such problems can be difficulty in concentrating on or being interested in academic work, falling behind with work, disturbed patterns in eating or problems with sleeping. Where the difficulties are primarily personal the role of the Personal Tutor is to identify which support services may help the student best and make an onward referral. The University has a strong system for student support and a confident referral from a tutor can make a significant difference to a student who might otherwise hesitate to ask for help.

 4.2 You may find that students with disabilities approach you for advice as the transition from school or college to university can be complex for these students. As with personal and welfare matters please do not hesitate to contact the Wellbeing Team if you would like to discuss a disabled student in confidence. In cases where a student discloses a disability, including mental health concerns, staff should always advise the student to meet with a disability adviser in Student Services. Staff should also advise students that they will pass the disclosure on to Student Services. This is particularly important as disability disclosures bring with them specific obligations under the Equality Act (2010). Should a student wish not to disclose further s/he can complete a disclaimer form which the disability team will provide. The student is not obliged to accept the additional support available for disabilities, but the University is obliged to offer it.

4.3 Please do not hesitate to contact staff in Student Services, if you would like to discuss a student, including whether a referral is appropriate. The Student Services Reception staff and Student Advisers are skilled at assessing when a student needs to be referred for more specialist services.

## 5.    Fitness to Study

There are some occasions when staff may have concerns regarding a student's fitness to study or participate in student life. This may be when it is known that the student has been 'signed off' by their doctor or has a recommendation not to attend university due to illness (physical or chronic, permanent or temporary) or when staff are aware that due to illness or mental health issues the student is not performing academically to the best of his or her ability.  You may become aware of a student in such a situation and the University has approved Fitness to Study Guidelines. These help to support both staff and students through this difficult period. The Guidelines can be found under the Internal Document Centre section on the Intranet. Staff can contact the Director of Student Services, the Head of Wellbeing or the Senior Wellbeing Adviser for further information.

## 6.    Confidentiality

6.1 Personal tutors are not bound by confidentiality; in fact it is often essential that they are able to share information about a student with others. For this reason the student should not be promised a confidentiality which cannot be delivered.

Information sharing is done on a need to know basis, and tutors will exercise their judgement about this. You may need to reveal the student's name and personal details, but on other occasions you may be able to discuss problems in general terms without divulging the student's name.

6.2 If a student reveals something that makes you concerned for their or someone else's welfare it is important not to hold this information to yourself but to consult with a colleague such as the Head of Department, the Director of Student Services or the Head of Wellbeing. If you have concerns regarding risk to a child or vulnerable adult you must discuss these concerns, as above and/or with the University Safeguarding officer, who is the Director of Student Services. For further information please see the University's Safeguarding Policy.

6.3 Counsellors are bound to a greater level of confidentiality through their professional Codes of Ethics, though again they will make judgements regarding the risk of harm to self and others. Students who are highly concerned about confidentiality may be referred to the University Counselling Services to discuss their situation in the first instance.

## 7.    Setting boundaries

It is helpful to establish clear boundaries with your students in respect of your role within Personal Tutoring.  Make it clear to students what your preferred style is, and when and how you are available to them, especially at times of high demand. Do you wish to create a routine where students can drop in at any time to see you or do you prefer students to book to see you? In much the same way, you will need to tell students how much time they can spend with you and to explain that it is also your role to refer students to the appropriate person who can help them. It is not normally appropriate to give your mobile or home telephone numbers to your students. Students should know the most appropriate way to contact you between any planned sessions should the need arise.

## 8.    Disclosure of student data to third parties - including parents

Staff should be aware that as a data controller the University has an obligation to students not to pass on any information to unauthorised third parties. This may be waived by consent from the student. "Unauthorised third parties" includes family members. Enquiries from parents can present difficulties but information should never be divulged without the student's explicit permission. The University's Data Protection Policy can be found at:
http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/Documents/Data%20Protection%20Policy.pdf

## 9.    Additional Support

The professional support available to students is outlined in the Student Handbook, which is updated annually and available on the public website. For convenience a summary of the services you may most frequently want to refer to is listed below.

9.1 Student Services

The Student Services team provides information, advice, support and guidance on every aspect of student life. They are located in The Zone in the Main Building and are open Monday to Friday 08.45 - 17.00. Details about Student Services can be found on the intranet on https://intranet.winchester.ac.uk/information-bank/student-services/SitePages/Home.aspx and a summary of services provided is given below. They can be contacted on 01962 827341 or by emailing student.advice@winchester.ac.uk in the first instance.

9.1.1 Student Advice and Finance

The Student Advice and Finance team offers advice and information on money matters, personal and study-related concerns. For personal concerns and financial hardship, you can speak with our Student Advisers by emailing student.advice@winchester.ac.uk. For queries concerning student loans and grants, bursaries/scholarships and support for hardship, contact studentsandmoney@winchester.ac.uk.

9.1.2 Study Skills

The study skills programme is designed to support the needs of students from all levels and disciplines.  The emphasis is on enhancement of learning to assist students in achieving their full potential, to help improve and raise their self-esteem and their employability.

The study skills programme includes a wide range of generic and tailored workshops, and students can also book a one to one appointment.  SkillsNet (search for 'SkillsNet' on the intranet) is an easily accessible online resource that has been designed to give students tips and information to help boost their academic performance.  Study Skills also provide academic peer mentoring schemes for both home and international students.

To book a study skills workshop for your students or to find out more please email:
studyskills@winchester.ac.uk

9.1.3 Counselling

The Counselling Service offers help to those who wish to talk about any social, personal or educational concerns. It offers a safe and neutral space to talk in confidence without fear of judgement.

Students can book an appointment or find out more by emailing counselling@winchester.ac.uk.
If you wish to speak to a Counsellor urgently, the quickest way is through contacting the Student Services Receptionist who can get a message to them so that they can contact you in between appointments.

### 9.1.4 Disabilities and Mental Health

The Head of Wellbeing and the Disability Advisers co-ordinate support for students with disabilities including mental health difficulties. They welcome contact from students who may need support.

All students declaring a disability and in receipt of DSA will be offered a Learning Agreement. Please refer to *'Disabled Students' Learning Agreements: Guidelines for Staff'* in the Internal Document Centre on the Intranet. Learning Agreements will identify the additional support students may need whilst studying here and could include physical access issues, note takers, additional time in exams etc. The Learning Agreement is circulated to all involved in providing the additional support for students. The Learning Agreement is reviewed regularly with the student.

The University's Wellbeing Advisers are also able to offer advice regarding diagnosed mental health needs, or any other mental distress. Their services are open to all students at the University of Winchester, regardless of whether they have a diagnosed disability.

### 9.1.5 Dyslexia and other learning differences

Dyslexia Tutors are available to provide specialist study skills support for students who have diagnosed learning differences. The University has the Guidelines, *Assessment of work by students with Specific Learning Differences: Guidance for academic staff*. Students with dyslexia are also offered a Learning Agreement which outlines the additional support they require (see above).

### 9.1.6 Assistive Technology Adviser

Students with a disability may receive, through their Disabled Student Allowance, technology to enable them in their studies.  Training and additional support can be provided by one of the disability advisers. Students can arrange sessions by emailing disability@winchester.ac.uk. Such support is generally funded via the Disabled Student Allowance.

### 9.1.7 Health Matters

There are three GP surgeries in proximity to the University: Frairsgate, St Clement's and St Paul's. Students are strongly encouraged to register with a GP during their time at University.  Frairsgate currently  provide an on-site surgery during the  week for those students who are registered with them.

### 9.2 Careers Service

The Careers Service stocks a wide range of resources including information about graduate occupations, postgraduate study and funding, CV writing and interview techniques in MB6. Regular drop-in advice sessions are run during the week where students can meet with a careers adviser or employability adviser to discuss their career plans (or lack of them), job hunting techniques, making job applications, applying for postgraduate study etc. General career events, including visiting speakers, are offered throughout the year. The Careers team also run workshops within the curriculum on subjects such as CV writing, job hunting, 'your degree in…what next?'
The Careers Service is in MB6, and can be contacted through email on careers@winchester.ac.uk phone on 7310 or on facebook : www.facebook.com/universityofwinchestercareers

9.3 West Downs Day Nursery

The Nursery at West Downs Campus is run by a private company, Child Base Ltd. The nursery is registered with Social Services and offers care for children from the age of 6-weeks to 5 years. The facility is available to staff and students as well as the general public.
For more information please contact the Nursery Manager, ext. 7393 or email: west.downs@childbase.com

9.4 Chaplaincy

The Chaplaincy is here for everyone, and is based on King Alfred's Campus in MB30. The Chaplaincy is headed by the Dean of Chapel, who with the support of a team of staff and students, offers pastoral care to the whole university community.

There is a Muslim prayer room on campus, and we seek to support members of all faiths in finding nearby centres of worship.

Contact: chaplaincy@winchester.ac.uk , ring 01962 827063 or drop into MB30.

9.5 Housing Services

The Student Housing Services office is located in the Main Building (MB3) and is open to offer help and advice Monday to Thursday 09:00 – 17:00 and Friday 09:00 – 16:30 throughout the year. Alternatively, email an enquiry to housing@winchester.ac.uk, or telephone 01962 827533.

## 10. Student Union

Winchester Student Union provides welfare support, academic advice, representation, and social and extra-curricular opportunities to students.  As well as a range of sports teams, societies and volunteering opportunities, the Student Union also coordinates student engagement initiatives, such as the Student Academic Representatives (StARs), and the Student Fellows Scheme (SFS) in partnership with the University.  Please see www.winchesterstudents.co.uk for more information, email SU_President@winchester.ac.uk , or call 01962 827418.

## 11. Interrupting Studies or Withdrawal from the University

11.1 If students are considering withdrawing from their programme of study they should speak with the Programme Leader. They may also wish to contact the Student Advisers in Student Services who can provide with the appropriate guidance and support. They will ensure the student receives guidance on financial support, if that is the reason for withdrawal. Student Advisers will also ensure the student knows who to approach to receive the appropriate advice from Careers.

Withdrawing students must contact Registry to complete the relevant form which can be found on https://intranet.winchester.ac.uk/search/Pages/Results.aspx?sq=1&k=registry%20forms&r=owstaxIdMetad ataAllTagsInfo%3D%23092d906fa%2D7fb6%2D4def%2Dae63%2D061de965b630%3A%22Forms%20for%20 Students%22 . This outlines the procedure to be followed.

11.2 If students are considering taking a break from (interrupting) their programme of study they should contact the Programme Leader of their programme to discuss their options. Programmes of study have

maximum periods of registration within which a programme must be completed; only in very exceptional cases can this maximum period of study be exceeded. Students should also be aware that programmes of study change over time and it cannot be guaranteed that the programme will continue in validation if they take time out. You can also refer to the Interrupting Study: Support for Students Guideline.

11.3 A student considering interrupting their studies may also wish to speak with a Student Adviser in Student Services who can assess the situation, offer financial advice if that is the student's problem and guide them through the options available. Students can also contact the Careers Service to arrange a careers guidance appointment. Suspending students <u>must</u> contact Registry to complete the relevant form which can be found on https://intranet.winchester.ac.uk/search/Pages/Results.aspx?sq=1&k=registry%20forms&r=owstaxIdMetad ataAllTagsInfo%3D%23092d906fa%2D7fb6%2D4def%2Dae63%2D061de965b630%3A%22Forms%20for%20 Students%22

## 12. Transfer of programme of study

If students are considering transferring from their current programme of study to another programme at the University they should contact the Programme Leaders of their current programme and their intended programme who will be able to advise on the options available, and the Careers Service may also be able to help.

Transferring students <u>must</u> contact Registry and if transfer is possible, complete the relevant form, which can be found on https://intranet.winchester.ac.uk/search/Pages/Results.aspx?sq=1&k=registry%20forms&r=owstaxIdMetad ataAllTagsInfo%3D%23092d906fa%2D7fb6%2D4def%2Dae63%2D061de965b630%3A%22Forms%20for%20 Students%22 . This outlines the procedure to be followed.

## 13. Staff development

Staff Development can offer workshops for academic staff during the year on their personal tutoring role, and Student Services will also run relevant sessions. Details will be available through the Staff Development Programme. If there are particular topics you would like included, or if you would like to discuss issues on a one-to-one basis, please contact the Director of Staff Development.

## 14. Extenuating circumstances

The full policy should be referred to and can be found on the University's intranet: https://intranet.winchester.ac.uk/search/Pages/Results.aspx?sq=1&k=extenuating%20circumstances%20fo rm&r=owstaxIdMetadataAllTagsInfo%3D%230bd737697%2D25eb%2D4401%2D8f5a%2Dbc8acdb69efc%3A %22Regulations%20and%20Policies%22

The Faculty will have an internally designated member of staff responsible for processing Extenuating Circumstances procedures and will be able to advise on any faculty-specific issues.

## 15.    Policies and Procedures

There are a range of procedures and policies on supporting students some of which are listed below. Those marked with an ** are Public Documents and can be found on external website: Freedom of Information > Public Documents.  The link is:
http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/Pages/Publicdocuments.aspx
** Complaints Policy
** Extenuating Circumstances Policy
** Student Disciplinary Procedure
**Academic Regulations for Taught Programmes 2015-16
** Assessment Regulations

The remainder can be accessed through the Intranet > Internal Documents Centre > Documents > All Documents. The link is: https://intranet.winchester.ac.uk/information-bank/internal-documents-centre/Documents/Forms/AllItems.aspx

Harrassment and Bullying Among Students – Guidance for Support
**Safeguarding Children and Vulnerable Adults
Guidelines for Dealing with Students in a Crisis
Death of a Student – Procedures
Declaration of Health guidelines
Disabled Students' Learning Agreements: Guidelines for Staff
Drugs and Alcohol Policy (Students)
Assessment of Work by Students with Specific Learning Differences (SpLDs): Guidance for Academic Staff
Making Contact with Individual Students Regarding Bad News
Fitness to Study Procedures
International Students: support for incorporating immigration advice guidelines
Meningitis Policy – Managing an outbreak
Mental Health Guidelines for staff
Academic Misconduct Policy
Notifiable Diseases
Interupting Study - Support for Students
Under the age of 18: Support for Students Code of Practice

**Regulations for Resident Students**
The Department of Campus and Conference Services issue these, and disciplinary matters relating to residents are the province of the Housing Manager (residences) in the first instance.

**Regulations for students living in University accommodation**
Regulations for resident students are contained with the Student Residence Regulations, forming part of the Residential Licence Agreement.  These are issued by the department of Estates and Facilities Services. Any alleged breach of these terms and conditions are dealt with by Student Housing Services.

**Student Union Regulations**
Details can be found on the Student Union website http://www.winchesterstudents.co.uk/

## 16.    Useful Contacts

| Useful contacts | | | |
|---|---|---|---|
| **Position** | **Name** | **Telephone** | **Email** |
| **Director of Student Services** | Nicola Barden | 7679 | nicola.barden@winchester.ac.uk |
| **Student Services Reception/Generic** | | 7341 | student.advice@winchester.ac.uk |
| **Head of Wellbeing** | Lesley Black | 7439 | lesley.black@winchester.ac.uk |
| **Head of Study Skills** | Rosie Johnson | 7197 | rosie.johnson@winchester.ac.uk |
| **Student Housing Services** | Housing Services Manager | 7638 | housing@winchester.ac.uk |
| **Director of Registry** | Dee.Povey | 4865 | dee.Povey@winchester.ac.uk |
| **Director of Equality and Staff Development** | Carol Kilgannon | 7391 | carol.kilgannon@winchester.ac.uk |
| **Director of Academic Quality and Development** | Angus Paddison | 7677 | angus.paddison@winchester.ac.uk |
| **Head of Careers** | Liz Manning | 7310 | careers@winchester.ac.uk |
| **Dean of Chapel** | Peter Waddell | 7063 | peter.waddell@winchester.ac.uk |

## 17.    Appendix A - Models of Personal Tutoring

1.   Each student is allocated a personal tutor on their arrival at University, and subsequently meet in groups that are timetabled and structured:
(i)   First meeting: Weeks 1/2 settling in, getting to know each other, support systems, answering questions

(ii)  Second meeting: When the first assignment is being worked on – check how things are going, referencing, time management, essay structuring

(iii) Third meeting: During feedback week around week 6. Check how things are going, discuss what the issues are – what is going well, what are they struggling with

(iv)  Fourth meeting: During semester two after the assessment period, reflecting back, looking forward to second year


2.   Each student is allocated a personal tutor within their subject, and each tutor will meet with their tutees on at least two occasions during their studies:
(i)   The first is during Induction Week in year 1, when all tutees attend an hour-long session with their tutor who briefs them about the tutorial role as well as offering them the chance of meeting formally.

(ii)  The second is during semester 2 in year 2, when each tutor meets with all their tutees for an hour-long session concerning their choices for year 3 optional modules.

(iii) Outside these meetings, tutees may meet with their tutors on a one-to-one basis, usually during advertised office hours.


3.   Each student is allocated a personal tutor on their arrival at University:
(i)   An initial group meeting is organized with personal tutors during induction week.

(ii)  One to one sessions are then arranged and are undertaken during the first two-weeks of the semester

(iii) An 'open door policy' is then in operation. Students are encouraged to approach their Personal Tutor and/or Programme team as and when needs arise. A reminder is sent out in Semester two that the tutor is available for appointments and inviting the students to make contact,


4.  Defined  personal tutors:
The department employs a defined group of  people (including hourly paid and part-time as well as full time lecturers) to take on all of the Personal Tutoring and run various development sessions for the students. These personal tutors are also expected to be available for one-to-one personal tutor sessions. At the beginning of the academic year the cohort is divided up and assigned to one of the three personal tutors. The student stays with this personal tutor throughout the three years of their degree.


 5. Professional Development Tutor (PDT):
On arrival students are allocated a personal tutor from the department, known as a Professional Development Tutor (PDT). Students are encouraged to contact their PDT at set times (review points) within the programmes to arrange a meeting to discuss both academic and professional development, including target setting and action plans. Students have to complete a professional development portfolio (which is assigned credit) and the scheme is imbedded into the curriculum. Therefore a student cannot graduate unless they have engaged with their PDT and their portfolio is completed.