

Personal Tutoring Policy

1. Introduction

1.1. Purpose of the Policy

This policy articulates the foundational values, principles and expectations of personal tutoring at Manchester Met. It recognises that personal tutoring (PT) is operationalised at programme level and seeks to provide supporting guidance to underpin and reaffirm the many examples of excellent practice evident across the institution. This policy also responds to Manchester Met's Education Strategy by ensuring a coherent educational offer that promotes an 'outstanding educational provision and a transformative student experience' (p. 6).¹

1.2. Scope

The PT Policy is for staff, undergraduate and postgraduate taught students at Manchester Metropolitan University. Postgraduate research students work with research supervisors and can find more information about their supervision in the [postgraduate research study webpage](#).

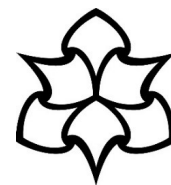
1.3. Personal Tutoring at Manchester Met

Personal tutoring is a student support system, delivered by academic staff through a coaching approach that recognises the importance of personalised and individual support in creating equal opportunities for students to succeed. Embedded within an inclusive and supportive community, Personal tutoring at Manchester Met supports students to fulfil their potential through a five-year planning approach to personal, academic and career development. Support is delivered through an empathetic, proactive, inclusive, collaborative, student-centred, authentic, anti-discriminatory, and evidence-informed system that helps students navigate their own aspirations and pathways towards autonomy and success.

1.4. The Manchester Met Personal Tutoring Framework

At Manchester Met, the [Personal Tutoring Framework](#) stipulates that each programme has a Personal Tutoring System (PTS) which sets out how personal tutoring will be delivered in the context of the specific subject or discipline. Each PTS contains a clear articulation of the purpose of personal tutoring for that programme, the allocation of appropriate resources, and a plan for evaluating provision to inform improvements, including how it will be evaluated as part of the Education Annual Review process. In addition, the design and approach to evaluation of a programme's PTS is explained as part of the Programme Enhancement and Approval Review process.

¹ <https://www.mmu.ac.uk/media/mmuacuk/content/documents/strategy-lp-17/manchester-met-education-strategy.pdf>



Within each PTS, the personal tutoring activity works with academic services to support students in three main areas – Course, Community and Career (the 3Cs)²:

- Course focussed support for academic progress.
- Community building through pastoral support, encouraging participation in a learning community, and signposting to support services, where required.
- Career planning support, including five-year planning and goal-setting.

In line with Manchester Met's Education Strategy, the PTS integrates formal learning activities with other services provided by the University, promoting a joined up and coherent student experience.

2. Personal Tutoring

2.1. Role and Expectations of the University

- 2.1.1.** To adequately resource the provision of personal tutoring, including through access to relevant informational and professional development support for staff³;
- 2.1.2.** To support the evaluation and effectiveness of personal tutoring through robust and meaningful quality assurance processes, including the Educational Annual Review and Programme Enhancement and Approval Review processes.

2.2. Role and Expectations of Personal Tutors

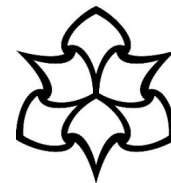
Personal Tutors are committed to all aspects of student success⁴, and will:

- 2.2.1.** Meet, and communicate regularly, with tutees;
- 2.2.2.** Support tutees with academic, personal and professional development planning;
- 2.2.3.** Meet their responsibilities as set out in their programme-level PTS;
- 2.2.4.** View the Personal Tutor role as commensurate with all other University roles, duties and functions;
- 2.2.5.** Be aware of the boundaries of their role as a Personal Tutor and be prepared to seek support when required;
- 2.2.6.** Use relevant University systems to access and maintain adequate meeting records, support attendance, engagement and participation;
- 2.2.7.** Ensure familiarity with how to support and refer tutees via appropriate University channels;
- 2.2.8.** Ensure familiarity with how to handle disclosures and report issues when they arise, to the relevant University colleague/department/service.

² The 3Cs framework was developed from a Higher Education Funding Council for England funded project, carried out by the University Teaching Academy, formalised in the paper *UEG Personal tutoring* (2019).

³ <https://www.ukat.uk/standards/professional-framework-for-advising-and-tutoring/>

⁴ <https://www.ukat.uk/standards/core-values-of-personal-tutoring-and-academic-advising/>



2.3. Role and Expectations of Departments

Departments will:

- 2.3.1.** As far as possible, allocate each student a Personal Tutor before the start of the academic year;
- 2.3.2.** Allocate personal tutoring responsibilities appropriately including ensuring that workload allocations for Personal tutoring follow the agreed allowances of the Faculty workload modelling;
- 2.3.3.** Facilitate regular reviews of Personal tutoring effectiveness, including robust and meaningful reporting on departmental Personal tutoring activity, managed by Departmental Education Leads and other relevant colleagues and students (e.g. Student Course Representatives), feeding actions into Faculty Education Committees, Educational Annual Reviews and Programme Enhancement and Approval Reviews;
- 2.3.4.** Ensure that departmental PTS and related documentation refer to and work in tandem with the University's Student Engagement Policy, in order to support its successful implementation;
- 2.3.5.** Identify and ensure staff participate in relevant professional development;
- 2.3.6.** Make the departmental PTS clear and accessible to all staff and students, including outlining the role of Personal Tutors and how the PTS works (e.g. when and how PT sessions take place, how students can change their PT, complaints procedures in place, etc.).

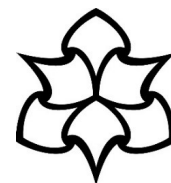
2.4. Role and Expectations of Professional Services which Support Student Learning

Colleagues from Student Support Services will support the delivery of effective Personal tutoring by:

- 2.4.1.** Working with Personal tutoring lead or programme leader to ensure Personal Tutor/tutee data is accurate and that all parties continuously maintain and update this data;
- 2.4.2.** Ensuring Personal Tutors have access to appropriate information about students, such as Personal Learning Plans, in line with data protection guidelines;
- 2.4.3.** Giving Personal Tutors appropriate visibility/awareness of wider processes and policies that relate to student engagement and support, and impact Personal tutoring;
- 2.4.4.** Supporting or facilitating the provision of appropriate development for Personal Tutors where possible.

2.5. Role and Expectations of Students

Students at Manchester Met pride themselves on being active members of a strong academic community that is based on mutual support and respect, as outlined by the [University's Commitment to Our Academic Community](#). As such, in their role as personal tutees, students will:



- 2.5.1. Read the Student Code of Conduct prior to starting their studies.
- 2.5.2. Prioritise attending Personal tutoring sessions where possible, informing their Personal Tutor if they cannot attend, and rearranging where necessary.
- 2.5.3. Prepare adequately for personal tutoring meetings, including through keeping records of actions, and taking relevant materials, etc.
- 2.5.4. Work to address actions agreed in meetings, where possible.
- 2.5.5. Engage with their PTS framework, having an awareness of what support their Personal Tutor will offer.
- 2.5.6. Have an active role in engaging with programme's PTS review process.

3. Version Number and Approval Dates

Version:	1.0
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