Personal Academic Tutoring (PAT) Policy

Version: **2.2**

Category: Policies - Student Support (Higher Education)
Owner(s):   Dean of Teaching and Learning
Approved by: The Board of Governors

Access: **Public** – Anyone can view this document

Scope: This policy applies to all taught Higher Education programmes at
                     Fairfield School of Business (FSB)

1.   Introduction

1.1.   Personal Academic Tutoring is intended to foster a learning partnership between students and their tutors that encourages them to take personal responsibility for their academic progress and development. It is fundamental to FSB's teaching and learning strategy and intended to furnish students with the skills they need for life-long learning.

1.2.   This policy sets out the school's approach to complementing its normal curricular activities with one-to-one personal tutoring sessions and personal development planning, intended to support successful study outcomes.

1.3.   The number and frequency of these sessions will vary depending on the type of programme studied, however the policy should serve to outline the minimum standards and expectations across all taught provisions.

Personal Tutors

1.4.   Personal Academic Tutors (PATs) act as a first point of contact for a range of support and developmental activities. PATs additionally play a significant role in helping students who may be at academic risk owing to declining attendance or engagement, or problems with assessment performance.

1.5.   All students undertaking taught programmes will be allocated a PAT by the Dean of their campus or learning centre.

1.6.   Module lecturers act as Personal Academic Tutors to students assigned to them. Where possible, the school will try to assign a personal tutor who teaches them directly in their in regular classes, but this may not always be possible.

1.7.   Further to 1.6, the school will strive to ensure that students keep the same PAT throughout their studies.

1.8.   Students and PATs will jointly work on a **Personal Development Plan (PDP),** which sets out individual students' goals and learning objectives and milestones to enable students to take control of their learning and progression.

1.9.   Personal Development Planning (PDP) is integral to all higher education programmes. A student's PDP takes the form of an online document which they can review and edit at any time.

2. Role of the Personal Academic Tutor

2.1. PATs are expected to monitor the progress of their tutees, discuss and agree personal learning objectives and support them in making decisions about their learning, whilst ensuring students experiencing personal difficulties that impact on their studies are signposted to the relevant student support available.

2.2. The school has a protocol for inventing where students are deemed to be at academic risk owing to non-attendance and/or low engagement (Student Academic Performance Review [SAPR (Students' Academic Performance Review)]); It is the duty of the PAT to manage lower-risk students. In support of this, PATs receive dedicated training on their duties under the SAPR procedures. PATs provide the first point of contact with lower-risk students where their academic performance or attendance in class is deteriorating, and there is a developing risk of non-continuation. In such circumstances, PATs will explore appropriate support options with their tutees and set objectives within the PDP to get them on track with their learning.

2.3. As well as discussions around a tutee's academic progress, each PAT meeting should have a focus point for discussion as appropriate for that group, for example, revision strategies, note taking, assessment practices, use of feedback, or time management.

2.4. PATs will ensure that they are available to their students for the agreed hours during the academic year; they must inform the student if for any reason they are not able to attend.

2.5. PATs should assist students to understand the feedback they receive on their assignments and help them to put an action plan together for them to progress academically.

2.6. The Personal Academic Tutor does not:

  i.   Provide specialist academic guidance on all aspects of the programme of study, (module tutors should be consulted for this),

  ii. Provide specialist advice such as that provided by a qualified counsellor, disability, or careers advisor,

  iii. Provide automatic advocacy and support for academic appeals and complaints

2.7.   PAT's will produce an electronic record of each meeting that they have with their assigned students. These records detail attendance at tutorials and any actions agreed in the meeting, including any referrals. The level of personal detail in the records will be agreed between student and PAT.

2.8.   There will be specific programme requirements around attendance and any record keeping that refers to attendance will relate to this. Those staff whose role requires access to the records will ensure confidentiality of the information will be maintained. However, there may be occasions when it is necessary for someone other than the PAT to access personal records to help the student if, the allocated tutor is absent for a period of time.

3.   Students/Learners' Responsibilities

3.1.   Students are expected to:

   i.   Attend all scheduled meetings with their PAT and regularly update their Personal Development Plan (PDP),

   ii.   Prepare for meetings with their PAT by identifying about the things they want to work on and discuss beforehand,

   iii.   Inform their PAT of any difficulties that may have an impact on their studies or wellbeing, so that we can provide or signpost the appropriate support,

   iv.   Completing follow up activities or opportunities identified PAT meetings, and logging these in their PDP,

   v.   Behave in a respectful way towards their PAT and engage in a constructive dialogue.

4.   Evaluation

4.1.   Personal Development Plans will be periodically evaluated to track students' progress and amended accordingly. Whilst the PDP will not count towards students' assessment outcomes or grade average, it is nonetheless an important developmental component of the programme, and some actions may be conditional for a student to successfully continue and progress.

4.2.   Whilst the information in the PDP is confidential, PAT's may share certain information with colleagues within student support and faculty staff where there is felt to be a risk that students are falling behind, or if there is a wellbeing concern . Any personal information shared will be in with the permission of students and in line with our Data Protection Policy.

5.   Support for PATs

5.1.   FSB will ensure the following staff entitlements:

   i.   Personal tutoring will be included in staff workload allocations,

   ii.   All PATs will be supported and have access to training in key attributes of personal tutoring and the PDP online system,

   iii.   All PATs will have access to the Lead PAT for personal tutoring for advice and guidance,

   iv.   PATs will be given awareness training in how to escalate safeguarding concerns to support teams, how to receive disclosures and how to share information about individuals at risk of harm,

   v.   The school will monitor the number of students allocated to PATs to ensure that sufficient time can be devoted to each student,

   vi.   The school will ensure that tutorial meetings are arranged at appropriate intervals.

6.   Review of this Policy

6.1.   The effectiveness of the policy's implementation will be monitored by the school's Academic Board and through Course Committees.

6.2.   The Personal Academic Tutoring policy will be reviewed annually by the Lead Personal Academic Tutor and the Academic Board. Changes to this policy will be approved by the Board of Governors.

Version Tracking:

Version	Author / revisions by	Changes summary	Approved by	Date
1.0 - 1.3	Lead Personal Academic Tutor; Principal	Original version and subsequent updates.	Board of Governors	Sep 2019 Oct 2020 Oct 2021
2.0	Lead Personal Academic Tutor; Quality Manager	Minor revisions to all sections to align with current procedures	Board of Governors	Jan 2022
2.1	Lead Personal Academic Tutor; Quality Manager	Annual review and update; minor factual corrections; minor formatting changed	Board of Governors	Sep 2022
2.2	Quality Manager Dean of Teaching and Learning	Ownership of policy assigned to dean of Teaching and Learning	Board of Governors	Jan 2024

Date of next review: September 2025