Personal Academic Tutoring Policy

Version	**2.3**
	Public

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Category	Regulations
Approved by	Board of Governors

Abstract:

This policy sets out FSB's approach to providing personalised academic support to all students to ensure that they achieve the best possible academic outcomes.

Applicability:

All students on higher education programmes taught by Fairfield School of Business.

Contents

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 Fairfield School of Business' teaching and learning strategy and intended to furnish students with the skills they need for life-long learning.

1.2.   All students will received dedicated one-to-one contact with a Personal Academic Tutor (PAT) throughout the duration of their course. The frequency of these sessions will vary depending on the type of programme studied, and the type of support received will be appropriate for the student's level of study.

1.3.   Personal Academic Tutors (PATs) can 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.

1.4.   All students enrolled on taught programmes will be allocated a PAT by the campus PAT Coordinator at the beginning of their studies.

1.5.   Module lecturers may act as PATs to students assigned to them. Where possible, FSB will try to assign a PAT who teaches them directly in their in regular classes.

1.6.   Further to 1.5, FSB will make all reasonable efforts to ensure that students keep the same PAT throughout their studies.

Personal Development Plans (PDPs)

1.7.   Students and PATs will jointly work on a **Personal Development Plan (PDP),** which sets out students' personal goals and learning objectives and milestones to enable students to take control of their learning and progression. The PDP is completed as an online document, which can be reviewed and updated at any time.

1.8.   Given the value and importance of this support in ensuring that student achieve their best academic outcomes, PAT engagement and Personal Development Planning is a mandatory activity for all FSB students.

2.   The Role of the Personal Academic Tutor (PAT)

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.   FSB operates an overarching support framework for supporting students at academic risk (meaning the risk of students not completing their studies or not achieving the outcome they are capable of). Under this framework, it is the duty of the PAT to manage lower-risk students and keep them on track with their learning. PATs receive dedicated training to ensure they are effective in this role.

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 during scheduled times throughout the academic year; they will inform the student if for any reason they are not able to attend.

2.5.   PATs will 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. Where providing this assistance, PATs will adhere to guidance and regulations around assessment feedback set out in Section 8 of FSB's *Assessment and Feedback Policy*.

2.6.   It is not the Personal Academic Tutor's role to:

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

   ii.   provide the services of a qualified counsellor, disability, or careers advisor,

   iii.   provide 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 PAT is absent for a period of time.

3.   Students' 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 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 they can provide or signpost the appropriate support,

   iv.   complete 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 periodically be evaluated to track students' progress. Whilst the PDP does not count towards students' assessment outcomes or award classification, 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 safeguarding. 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 Academic 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 direct access to the PAT Coordinator 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. FSB will monitor the number of students allocated to PATs to ensure that sufficient time can be devoted to each student,

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

6. Review of this Policy

6.1. The effectiveness Personal Academic Tutoring at FSB will be monitored by the FSB's Academic Board and through Course Committees.

6.2. Changes to this policy will be approved by the Board of Governors.

Document governance

Document owner*   **Dean of Teaching and Learning**

Consulted parties**   Vie Principal; Associate Deans

Next update due   September 2026

Classification   **Public**

Responsible for updates to this content.
** *To be consulted on updates to this content.*

Versions

Version no.	Description of Changes	Approved by	Date
1.0 - 1.3	Original version and subsequent minor updates.	Board of Governors	Sep 2019 Oct 2020 Oct 2021
2.0	Minor revisions to all sections to align with changes to FSB's student support framework.	Board of Governors	Jan 2022
2.1	Annual review and update; minor factual corrections; minor formatting changed	Board of Governors	Sep 2022
2.2	Ownership of policy assigned to Dean of Teaching and Learning	Board of Governors	Jan 2024
2.3	Annual review, update includes the role of the PAT coordinator at each campus	Board of Governors	Feb 2026

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