

Code of Practice on Personal Tutoring

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Quality Assurance Version Control Log			
Version	Author/reviewer	Date	Highlighted updates/changes
0	Quality Office	July 2018	Quality assurance document and version controls added.
1	Quality Office	August 2019	Minor text amendments to reflect new governance naming structures. Formatting updates
2	Dean of Personal Tutoring	February 2021	Minor updates to reflect change of role names and reporting structures.
3	Dean of Personal Tutoring	June 2021	Updates to Role Descriptor for Personal tutoring
4	Dean of Personal Tutoring	March 2023	Added a framework for documenting and monitoring PT systems and associated governance processes. Incorporation of the Senior Tutor role definition.

The University of Leicester Personal Tutoring System

Personal Tutoring at the University of Leicester provides each taught student with support and guidance to help get the most out of their studies. It is also a gateway to a wider network of support. Each student has a Personal Tutor that cares and enquires about academic and personal progress and provides advice and information to help their Tutees succeed. A Personal Tutor can be contacted about any issue and will signpost¹ to the appropriate service for any issue not within the scope of Personal Tutoring.

Personal Tutoring for each School² or programme differs to suit the needs of its Tutees, within the framework provided by this Code of Practice.

¹ To 'signpost' in Personal Tutoring is to refer or direct students to services that are suitable for a specific need.

² The term 'School' is used to refer to Schools, Departments or divisions from which Personal Tutoring is provided.

Section 1: Roles and Governance

The Scope and Specification of Personal Tutoring

1. All taught students that are currently studying at our institution should receive Personal Tutoring as described by this Code of Practice. This includes Distance Learners, Undergraduates, Taught Postgraduates, and Foundation Year students. If Schools are uncertain whether a student or cohort should receive Personal Tutoring, relevant staff should discuss this with the Dean of Personal Tutoring.
2. Students that are currently away on a Year in Industry, Year Abroad, or otherwise not studying on an academic programme, but who may require support prior to returning to their studies, should continue to have access to a Personal Tutor as a point of contact. The level and nature of Personal Tutoring they receive is at a School's discretion and must be communicated to the student. It must include contact from a Personal Tutor at least once per term. Where arrangements have been made for continued communication with a student, for example agreed as part of terms of suspension of studies, Schools must comply with this.
3. Study Abroad students who are visiting us are allocated a Personal Tutor by our Centre for International Training and Education (CITE). CITE design and monitor a Personal Tutoring system that is appropriate for these students. Schools that deliver modules to these students must be mindful that they are not receiving Personal Tutoring from within that School.
4. Tutees should feel able to contact their Personal Tutor on any topic related to their academic performance and student experience. However, there are topics that a Personal Tutor can discuss, and others for which they must signpost. Tutors must understand which topics belong to each of these categories and act accordingly.
5. In addition to Point 4, there are two additional boundaries that Personal Tutors, and Tutees must respect:
 - a. Time: A Personal Tutor has limited time to support each Tutee. If a Tutee requires more time than a Personal Tutor can provide, the Personal Tutor must raise this with the Tutee and Senior Tutor and then manage responses to the Tutee accordingly.
 - b. Behaviour: Tutors support and advise, but the Tutee remains responsible for their behaviour and outcomes.

Dean of Personal Tutoring

6. The University must appoint a Dean of Personal Tutoring to uphold this Code of Practice, continually enhance Personal Tutoring, intervene on matters of personal support for students, and support Schools to fulfil their responsibilities for Personal Tutoring.
7. The term for the role of Dean of Personal Tutoring is 4 years.

Senior Tutors

8. Each School appoints a Senior Tutor to fulfil the responsibilities set out in the Senior Tutor Role Description. Depending on the needs of the School this role can be split

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between individuals. Alternative titles for this role must not be used when communicating with students.

9. The Student Wellbeing and Inclusivity Sub-Committee and the relevant College Education Committee must be notified of each appointment. This can be done by informing the Dean of Personal Tutoring.
10. It is recommended that Senior Tutors remain in post for 3 years or longer to gain experience and maintain continuity.
11. Support for Senior Tutors is provided by the Dean of Personal Tutoring, Senior Tutor Forums, and the [Personal Tutoring SharePoint Site](#). Additional support is likely to be available from colleagues within their academic Schools.

Personal Tutors

12. Personal Tutors must fulfil the role described in the [Personal Tutor Role Description](#). Alternative titles for this role must not be used when communicating with students.
13. To fulfil these responsibilities, Personal Tutors must maintain an appropriate understanding of the following, engaging professionally in relevant training and development activities:
 - a. This Code of Practice
 - b. Relevant University regulations and procedures
 - c. The programmes that Tutees study³
 - d. Student responsibilities
 - e. Services within our University that are available to students, and how to signpost to them.
14. Personal Tutors should normally be permanent academic members of staff. Alternative approaches can be agreed with the Dean of Personal Tutoring, where a justification can be made, demonstrating how this will fulfil the Code of Practice, and be monitored. This will be done through the process shared in Point 18.

Personal Tutoring within Schools

15. Schools must design and operate a Personal Tutoring system that fulfils all requirements in the tables in

³ Tutors are not expected to understand details of modules but should understand key structural issues such as those described in Programme Specifications.

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16. Section 2: Elements of Personal Tutoring Systems at University of Leicester.”
17. Schools must decide whether to operate alternative Personal Tutoring systems for different cohorts, for example Undergraduate, Postgraduate and Distance Learning, or for different programmes within a School. Where Schools decide to do this, the requirements for documenting, monitoring, and reporting apply equally to each cohort. Where there are only slight variations between Personal Tutoring systems, then a School may choose to document and report on each separately or highlight differences within a single document.
18. The schedule for governance of Personal Tutoring systems (see point 15) is as follows:

Before the Summer Term	A request is made for Schools to design/update and share their approach to Personal Tutoring for the next academic year.
Before the start of the academic year	<p>The approach to meeting each requirement is decided and approved by the School Education Committee.</p> <p>The approach is documented and shared with the Dean of Personal Tutoring for approval. Discussions and changes are arranged if appropriate.</p> <p>Once agreed, each School’s approach is shared with the Student Wellbeing and Inclusivity Sub-Committee by the Dean of Personal Tutoring.</p>
Throughout the academic year	Schools operate and monitor their agreed Personal Tutoring system.
April / May	<p>Schools complete reporting on their Personal Tutoring system(s), sharing their reports for approval at a School Education Committee and Student Staff Committee meetings.</p> <p>Schools submit approved reports for consideration by College Education Committees and the Dean of Personal Tutoring.</p>
June	<p>Senior Tutors are invited to College Education Committee meetings to respond to questions and discussion regarding their approach and reporting.</p> <p>Reports and minutes of the discussion are shared for consideration at the Student Wellbeing and Inclusivity Sub-Committee.</p>

19. Each School’s approach to the elements listed in the Table “What Tutees can expect”, must be shared with the Tutees to which it applies.

Governance of Personal Tutoring within our University

20. The Student Wellbeing and Inclusivity Sub-Committee oversee monitoring, promotion, and continuous enhancement of Personal Tutoring.
21. This Code of Practice is reviewed annually, and updates approved by the Student Wellbeing and Inclusivity Sub-Committee and Education Committee.

Reporting

22. Reporting by Schools on each of the Personal Tutoring systems that they operate must contain:

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- a. Accurate data for the items listed in “Key Performance Indicators used to monitor Personal Tutoring”.
- b. A brief analysis of successes, challenges, and trends.

23. The report described in Point 22 will be shared as described in the schedule in Point 18.

Student Responsibilities

24. Successful Personal Tutoring is a joint responsibility between Personal Tutors and Tutees. It is a Tutee’s responsibility to:

- a. Respond to contact from their Personal Tutor, attend arranged meetings, or communicate as necessary to rearrange.
- b. Take the initiative in instigating meetings or contact if the need arises, seeking timely advice from their Tutor when faced with academic, assessment, personal or other issues which require support.
- c. Engage in their School’s Personal Tutoring provision, including but not limited to providing examples of work with feedback to discuss; attending group and individual meetings; being willing to discuss their own academic development.
- d. Contribute to improving Personal Tutoring by raising issues, concerns and ideas related to Personal Tutoring, for example by contacting the School’s Senior Tutor or student representatives.

Section 2: Elements of Personal Tutoring Systems at University of Leicester

This section describes the requirements for each element of the Personal Tutoring system at the University of Leicester. Schools shall plan and agree how they will meet the requirements in a way that addresses the needs of their degree cohorts, and at different stages of their degrees. Please see the [Personal Tutoring SharePoint page](#) for suggestions and guidelines on how to develop an approach to Personal Tutoring that responds to the needs of your students.

What Tutees can expect

Element	Requirements	Monitoring
Welcome Week	<p>Schools must (re)introduce Tutees to Personal Tutoring during the first two weeks of the first term of each year of study. This must include:</p> <ul style="list-style-type: none">• Live sessions or parts of sessions that explain the School's Personal Tutoring system, the purpose and scope of Personal Tutoring, and the individuals involved.• An invitation to all new students to meet their Personal Tutor.• Returning students must be contacted by their Personal Tutor. <p>Senior Tutors must be involved in the planning of Welcome Week with the timing and nature of sessions chosen to maximise engagement and understanding. Senior Tutors must ensure that Personal have information that is necessary to prepare for the meetings.</p> <p>Students that do not register in time to engage with these activities must receive access to information that allows them to understand Personal Tutoring.</p>	Student Academic Experience Survey
Information about Personal Tutoring	<p>Students must have ongoing access to information useful for helping them to engage positively in Personal Tutoring. This must include, but is not limited to:</p> <ul style="list-style-type: none">• A description of the School's Personal Tutoring system.• Information about how to contact a Personal Tutor.• How to request a change of Personal Tutor or escalate issues with Personal Tutoring.	Student Academic Experience Survey
Check-ins	<p>Schools must ensure that each Tutee receives sufficient and appropriate contact with their Personal Tutor.</p>	Student Academic Experience Survey

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	<p>This must include:</p> <ul style="list-style-type: none"> • Monthly contact during term time. This contact may include, individual meetings, group meetings, emails, and teaching events. • Within the contact listed above there must be at least one individual email or other individual contact per semester, in addition to Welcome Week, in which the Personal Tutor enquires about academic progress and wellbeing. <p>Personal Tutors and Tutees must be aware of this requirement for monthly contact and how it will be provided.</p> <p>The provision of contact and level of Tutee engagement must be monitored so that schools have confidence that contact is attempted and whether each Tutee has responded within each term.</p>	Monitoring by Schools.
Meetings	<p>Tutees must be invited to, and encouraged to attend, meetings with Personal Tutors at least four times each year. Meetings in Welcome Week count towards this number.</p> <p>Schools must publish a schedule for meetings to Personal Tutors and Tutees.</p> <p>Meetings must be monitored by the School sufficiently to provide confidence that they are being offered or arranged, and whether each Tutee has attended a meeting within each term.</p>	<p>Student Academic Experience Survey</p> <p>Monitoring by Schools.</p>
Note taking	<p>Personal Tutors must keep notes summarising new information about Tutees that helps to fulfil the role of Personal Tutor. For example, information learned from a meeting or an email.</p> <p>Note taking and sharing must comply with all applicable Information Assurance guidance and legislation.</p> <p>Students should be informed and reassured about the purpose and confidentiality of note taking.</p>	Monitoring by Schools.
Personal Tutor availability	<p>Personal Tutors should respond positively to contact from Tutees within the boundaries of Personal Tutoring, normally within 3 working days.</p> <p>The School's approach to office hours or open-door policy must apply to Personal Tutoring and be publicised to Personal Tutors and Tutees.</p> <p>When Personal Tutors are unavailable, for example due to illness or study leave, alternative support must be available and communicated to Tutees. The School must ensure that a hand-over is held between Personal Tutors when relevant and possible.</p>	Student Academic Experience Survey

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Extras	Schools may choose to incorporate additional responsibilities into Personal Tutoring. If so, this must be communicated to Personal Tutors and Tutees, with sufficient workload, training, and support to allow responsibilities to be fulfilled.	Student Academic Experience Survey
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Recruiting, allocating and supporting Personal Tutors

Element	Requirements	Monitoring
Allocation	<p>Each student must be allocated a Personal Tutor by the end of their first week after registration (usually the first week).</p> <p>The Tutee, Personal Tutor and University Registry must be informed of each allocation or reallocation.</p> <p>Tutees may request a change of Personal Tutor and expect their request to be positively considered. The School must ensure that Tutees are aware of this possibility and what will happen following a request.</p>	<p>Personal Tutoring Management KPIs (Key Performance Indicators)</p> <p>Student Academic Experience Survey</p> <p>The percentage of Tutees that requested to change Personal Tutor</p>
Recruitment	Schools must recruit or select a pool of Personal Tutors that can fulfil the role described in this Code of Practice.	<p>Personal Tutoring Management KPIs</p> <p>Monitoring of number of Personal Tutors per School.</p> <p>Personal Tutoring Quiz</p>
Training	<p>Tutors must engage in training provided by their Schools listed on the Personal Tutoring SharePoint page.</p> <p>Schools must offer this training to Personal Tutors within one year of starting the role, and so that it can be taken subsequently every three years.</p> <p>Schools should provide additional training if required by the specifics of their Personal Tutoring system.</p> <p>Schools must maintain a record at Personal Tutor engagement with relevant training.</p>	Knowledge and Training KPIs
Support and Guidance	<p>Schools must provide support and guidance to Personal Tutors to allow them to fulfil their role. This includes:</p> <ul style="list-style-type: none"> A Personal Tutoring handbook, updated annually, based on the template provided by our University. 	The number of Personal Tutors that were identified as not sufficiently fulfilling the role.

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	<ul style="list-style-type: none"> Responsive support to Personal Tutors' questions and concerns provided by a Senior Tutor for their School. Opportunities to engage with and be supported by a team of those involved in Personal Tutoring within the School. <p>Personal Tutors must be aware of arrangements within a School for seeking support from a Senior Tutor and the type of support they can receive.</p> <p>Schools must ensure that Personal Tutors complete the <u>Personal Tutoring Quiz</u> at least once within the last three years to assess each Personal Tutor's knowledge of Personal Tutoring. Personal Tutors must be aware of how a School uses the results of this Quiz.</p> <p>Schools must have a process through which they identify Personal Tutors that are not sufficiently fulfilling the role and the action taken to address this. This must be shared with Personal Tutors.</p>	<p>The median score for staff completing the Personal Tutoring Quiz.</p> <p>Feedback from Personal Tutors in annual evaluation.</p>
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Management of Personal Tutoring

Element	Requirements	Monitoring
Evaluation	<p>Tutees and Personal Tutors must be given the opportunity to provide feedback on Personal Tutoring within their School at least once a year.</p> <p>Schools must report on the actions taken in response to feedback.</p>	N/A
Workload	Workload allocation for Senior Tutors and Tutors must be formalised within each School. This should allow sufficient time, in aggregate, for each Personal Tutor and Senior to fulfil their roles.	Feedback from Personal Tutors in the annual evaluation.
Engagement and Progress Monitoring	<p>Students' engagement with Personal Tutoring must be monitored and made available to Engagement Panels when requested.</p> <p>The ways engagement with Personal Tutoring is monitored and the fact that this may contribute to overall academic engagement monitoring should be shared with Personal Tutors and Tutees.</p>	N/A

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Appendices

Senior Tutor Role Description

Further details on each of the responsibilities is provided on the [Personal Tutoring Webpage](#).

For Students

- Respond to student queries and complaints about Personal Tutoring
- Ensure students are informed about Personal Tutoring

For Personal Tutors

- Advise, support, and lead Personal Tutors
- Provide induction and training to Personal Tutors

Managing Personal Tutoring

Some of these may belong to a School Education Committee or equivalent group, requiring specific ownership by the Senior Tutor

- Ensure timely and appropriate allocation of Personal Tutors and Tutees
- Monitor engagement of students with Personal Tutoring
- Plan the schedule and themes for Personal Tutoring meetings, communications, and sessions
- Define the scope, policies, and practices for Personal Tutoring within a School/programme
- Gather feedback and data on the performance of Personal Tutoring
- Respond to feedback and data to improve Personal Tutoring
- Report on the performance of Personal Tutoring to your School and College

Leadership

- Represent Personal Tutoring at School and College committees
- Maintain familiarity with the Code of Practice on Personal Tutoring and related processes as requested by Dean of Personal Tutoring
- Attend the Senior Tutor Forum when available, and other training as requested by the Dean of Personal Tutoring
- Respond positively to requests for input on University policy or practice

Personal Tutor Role Description

To know your Tutees

Each student should have someone that knows them, their academic progress, and issues they have faced. When others wish to discuss a student, the Personal Tutor should be familiar enough with that student to be able to help.

- a) Arrange meetings according to their School's schedule and in response to Tutee requests.
- b) Try to develop a positive, trusting, respectful relationship.
- c) Keep notes that will help with future interactions and Tutee support.

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- d) Write references.

Advising and problem solving

Students benefit from help in solving problems related to their academic life and from the knowledge of those more familiar with our University.

- a) Respond positively as a point of contact within the timeframe specified by their School.
- b) Provide advice and practical support related to University and programme processes and structures.
- c) Provide guidance to support Tutees' decision-making and problem-solving in relation to education issues.
- d) Engage with others to benefit from specialist knowledge or skills when supporting a Tutee. Refer Tutees when appropriate.

Personal Support

Personal Tutoring is part of a Tutee's support network. Tutors provide a reliable, personal link with their University. A Personal Tutor should be available for Tutees to discuss issues and proactively respond to concerns or disclosures.

- a) Be available to discuss a Tutee's concerns or successes.
- b) Contribute, as required, to engagement and progression monitoring processes.
- c) Look for signs of concern regarding Tutees' wellbeing.
- d) Signpost or refer Tutees to appropriate services for health and wellbeing concerns.
- e) Maintain personal and academic support following a referral.

Key Performance Indicators used to monitor Personal Tutoring

Management

- The number of Personal Tutors
- The median and maximum number of Tutees per Personal Tutor
- The percentage of Tutees that were not allocated a Personal Tutor within one week of registration.

Knowledge and Training

- The percentage of Personal Tutors that have completed the required training within the last 3 years.
- The percentage of Personal Tutors that have completed the Personal Tutoring Quiz within the last 3 years.
- The median score for staff completing the Personal Tutoring Quiz.
- The number of Personal Tutors that were identified as not sufficiently fulfilling the role.

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Tutee Satisfaction

- The percentage approval for the Student Academic Experience Survey question on being in contact with a Personal Tutor.
- The percentage approval for the Student Academic Experience Survey question on positive experience with Personal Tutoring.
- The percentage of Tutees requesting a change of Personal Tutor.

Personal Tutoring Quiz

An electronic quiz will be maintained and available for Schools to assess the level of knowledge of Personal Tutors. The quiz will contain questions related to the information that a Personal Tutor can be reasonably expected to know or be able to quickly find out, on the subjects listed in Point 13.

The results of this quiz will be available to Senior Tutors and Heads of Schools for the School in which the Personal Tutor works. Schools will administer this quiz and use the results to manage the quality of Personal Tutoring as set out in “Support and Guidance” in “Section 2: Elements of Personal Tutoring Systems at University of Leicester.”