

1. Personal Tutoring, Student Support and Development

2. Introduction: The Scope of Student Support, Development and Personal Tutoring

1. The College recognises its role within widening participation into higher education to a broad range of students who may not normally participate in higher education. As such, each student will be allocated a personal tutor. The primary purpose of tutoring is to deliver those experiences and practices that have a positive impact on students' academic experience and that lend themselves to wider adoption within the institution.

2. The aim of the student support, development and personal tutoring programmes at Newham is to provide appropriate personalised developmental support and encouragement for the student to reach their academic potential, maximum personal development and professional and employability skills acquisition throughout their time at Newham.

3. All members of College staff have an important role to play in maximising the experience of every student. It is important that all parties recognise how student development is about more than helping those students with particular academic or personal difficulties. Whilst such students clearly need our assistance, the best support and development provision will engage with every student to help them to maximise their potential whilst studying at the College of Newham.

3. Induction

4. Departments must ensure that all of their students obtain a clear and timely communication of their induction arrangements. Departments must arrange introductory meetings for all new full-time students within their first two days at the College, and for part-time students as reasonably practical.

5. Within the induction process, departments must ensure that all of their students are provided with:

- a. A private opportunity to declare any disability.
- b. Required health and safety information.
- c. Guidance on their course and module choices.
- d. Assessment calendar.
- e. Guidance on progression and degree award regulations, academic offence matters, and appeals and complaints procedures.
- f. A student handbook and other materials as may be appropriate incorporating the above information.

6. During induction, students should be provided with information on who their personal tutor is and how to contact them. All students should be provided with information on their personal tutor in their department, including information on the role of their personal tutor, the scheduling of meetings, and who to contact should their personal tutor not be available.

1.0 Personal Tutoring

Intended outcomes of personal tutoring:

- a. The student should feel acknowledged, recognised and accepted within their department as an individual with distinct academic needs and preferences.
- b. The student should feel part of the department and wider college community, experiencing frequent contact with academic staff on an individual or small group basis and building relations with particular members of staff over an extended period.
- c. The personal development of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.
- d. Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.

- e. Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.
- f. Students with personal circumstances adversely affecting their studies should feel able to make these known to the department without difficulty and to be directed to the appropriate support service.
- g. Students should be made aware of the importance of developing and articulating their employability skills.
- h. Students should receive appropriate advice and support from a senior member of Newham HE staff when considering changing their programme of study or contemplating leaving the College.
- i. The procedures for submitting extenuating circumstances regarding assessments should be straightforward and well publicised.
- j. Disabled Students and those with Specific Learning Difficulties or a long-term medical condition should be clear as to the support they will receive and where it is available, and the support should be in line with College policies.
- k. The procedures for submitting academic appeals and complaints should be well publicised and staff should be aware of their responsibilities within these procedures.
- l. Students being subjected to the academic misconduct' procedure should receive clear information and advice.
- m. Students should receive relevant health and safety guidance, especially in laboratory or construction workshop-based subjects.
- n. Students should be directed in a timely and appropriate manner to College support services for assistance with all of the above matters as necessary.

2.0 Role and Responsibilities of Departments

- 7. Every undergraduate student should be allocated a personal tutor by their department/unit at the start of their course.
- 8. Personal tutors must be academic members of staff
- 9. Departments should ensure that students are informed who they can seek assistance from if for some reason their personal tutor is not available.

3.0 Role and Responsibilities of Course Leaders

- 10. Course Leaders are responsible for coordinating the following activities within their courses;
 - a. Appropriate induction of new students.
 - b. Assisting students in cases where the student feels unable to approach his/her designated personal tutor, including arranging allocation of a new personal tutor if necessary.
 - c. Advising the Director of Quality and Standards (HE) on the adequacy of tutor/student ratios, and on any other matters relevant to the effectiveness of the department's arrangements for personal tutoring, and on any matters related to student wellbeing and their impact on learning.
 - d. Reviewing all induction processes for new students in order to ensure their department/unit complies with its responsibilities in this area.
 - e. The Course Leader needs to ensure that students are aware of the importance of participation in the personal tutoring programmes and the expectation to seek support as needed.
 - f. Ensuring that department/unit handbooks for staff and students are updated on a regular basis in respect of information about personal tutoring arrangements in their department/unit and student support and development across the College.
 - g. Liaising closely with other colleagues with responsibilities for specific aspects of support for students' learning and development such as the department's Disability Liaison Officer (DLO) over disability issues, the welfare officers for student welfare issues, the department's careers and employability staff links and the appropriate staff in the student service centres.
 - h. Monitoring and enhancing the effectiveness of student support and development and the personal tutor system in their department by a range of means, including being members of

their department/unit teaching and learning committees and liaising with the specialists services; collecting and responding to staff and student feedback (for example through learning community fora, personal tutoring programme evaluations), being part of extenuating circumstance panels/examination boards and consulting with colleagues in other departments.

- i. Ensuring that student support, development and personal tutoring is an agenda item on all relevant department/unit meetings, learning community fora and education meetings

4.0 Role and Responsibilities of Personal Tutors

11. As part of their department's student support, development and personal tutoring programme all personal tutors in the College of Newham are expected to support, encourage and guide their tutees' development so that all students are supported in maximising their academic potential, personal development and professional and employability skills acquisition throughout their time at Newham. Personal tutors can enable their tutees to achieve this degree of development by helping their tutees to regularly review their progress by encouraging self-appraisal and self-development strategies, by helping their tutees identify learning needs or goals and monitor their progress towards achieving their goals as well as exploring developmental opportunities available both within and outside the College.

12. The personal tutor will also act as a gateway to the wider support and development provision at the College.

13. Personal tutors are not expected to be able to advise on all matters of 'personal and professional development and support' however they are expected to have sufficient knowledge of both their department and the wider College to be able to assist students in finding the assistance they may require. Such information will be made available to them via training or their Course Leader.

- a. Where personal tutor meetings are not timetabled, personal tutors are expected to be available to meet/make contact for a developmental/personal tutoring meeting with their tutees a minimum of three times per academic year (once per term). In addition to this, for first year undergraduate students, an additional introductory meeting/contact should be arranged, ordinarily within the first two weeks of the first term.
- b. In addition to these scheduled meetings/contact, personal tutors should ensure that their tutees are able to contact them for additional guidance and support.
- c. Personal tutoring meetings/contact should provide an opportunity for the personal tutor to encourage their student's developmental action planning/goal setting and reflection on performance, skills acquisition and employability
- d. Personal tutors are expected to challenge their students to make the most they can of their experience of studying at the Newham
- e. Personal tutors are expected to provide their tutees with references for employment and further studies.