



Personal Tutoring: Policy and Guidelines

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PERSONAL TUTORING: POLICY AND GUIDELINES

Note: The policy provides a framework for personal tutoring at Heriot-Watt University and the guidelines provide guidance to Schools on how personal tutoring will operate in practice.

PART 1: POLICY

1. Expectation

All students must be assigned a named member of academic staff as their personal tutor, whom they can contact in relation to a range of academic or pastoral matters.

2. Personal Tutoring: Definition

2.1 At Heriot-Watt University, the term 'personal tutoring' describes the scheme whereby a member of academic staff is assigned to an individual student as a first point of contact for those who require advice or assistance on both academic and non-academic matters (with advice on referral to professional service sections where relevant for non-academic matters).

2.2 Personal tutoring is one element of the University's student support system.

3. Personal Tutoring: Policy

3.1 Appropriate forms of personal tutoring are available to all students, irrespective of mode or location of study.

3.2 Schools are responsible for the organisation and management of personal tutoring.

3.3 Students are advised by the School of the nature of the personal tutoring support available for their mode, location and stage of study.

3.4 Appropriate training and guidance is made available to staff undertaking the role of personal tutor.

PART 2: GUIDELINES

Responsibilities of Student Wellbeing Centre (Registry Services Directorate)

- To develop staff training resources for personal tutoring.
- To offer regular training sessions on personal tutoring for campus-based staff at all locations (face to face and online), working with the Centre for Academic Leadership and Development (CALD) and designated staff at all campuses.
- To collaborate with Schools to ensure that effective liaison is established in support of students.

Responsibilities of the School

- To ensure staff undertaking the role of personal tutor have the opportunity to undertake appropriate training.
- To allocate to each student a dedicated member of academic staff who will fulfil the role of personal tutor, and to supply to the student contact details for their personal tutor. Personal tutors should normally be drawn from staff in the same discipline area as the student.
- To promote continuity of personal tutoring provision. For example, Schools should ensure students are reassigned to new personal tutors if their personal tutor is temporarily unavailable.
- To ensure students are made aware of the purpose of personal tutoring and are advised that their personal tutor may be used as a first point of contact on a wide range of academic and non-academic matters (with advice on referral to professional service sections where relevant). Details should be published in student handbooks.
- To establish a process for recording personal tutor meetings, ensuring this is proportionate and effective.
- To establish a process whereby students and staff may request a change of tutee/tutor.
- To collaborate with the Student Wellbeing Centre on Edinburgh Campus and the Student Advisors at Scottish Borders, Malaysia and Dubai campuses to ensure that effective liaison is established in support of students.
- To monitor and enhance the operation of School personal tutoring arrangements, reporting through the Annual Monitoring and Review (AMR) process.

Responsibilities of the Personal Tutor

- To advise tutees of their availability. For campus based students, personal tutors should offer times for face to face meetings, for example, during office hours or by appointment.
- To be pro-active in making contact with students, having particular regard for differing degrees of need and those making the biggest transition, for example new undergraduate entrants, those moving from one environment/country to another, and those perceived to be at risk of disengaging from their studies through absence or poor performance in assessments.
- To be pro-active in making contact with students at critical points, for example at the point of entry, with induction and setting up lines of communication; during the initial period of studying in a new environment; if poor performance in assessments is a concern; or where personal difficulties are highlighted (with advice on referral to

professional service sections).

- To be aware of and advise tutees on further relevant sources of professional advice and information available within the University. Tutees who have a disability, including medical or mental health conditions or a specific learning difficulty such as dyslexia, should be referred to the relevant section where there is expertise, such as the Student Wellbeing Centre on Edinburgh Campus (which includes the Disability and Counselling Services); a Student Advisor (SBC, Malaysia and Dubai Campuses) or the designated School Disability Contact. Contact information can be found on the Health and Wellbeing webpages.

<https://www.hw.ac.uk/students/health-wellbeing.htm>

Responsibilities of the Tutee

- To engage with their personal tutor through attending scheduled meetings.
- To keep their personal tutor informed of any change in circumstances which may affect their academic progress.

Responsibilities of the Student Learning Experience Committee

- To monitor personal tutoring across the University on behalf of the Learning and Teaching Board.

Responsibilities of the Quality and Standards Committee

- To maintain oversight of the process by which personal tutoring is monitored i.e. Academic Review.