

# Personal Tutor Policy

---

## Contents

---

|  |   |
|--|---|
| Introduction.....  | 2 |
| Personal Tutoring at Goldsmiths.....                       | 2 |
| Responsibilities in the Delivery of Personal Tutoring..... | 4 |
| Expectations of students.....                              | 5 |
| Training and support.....                                  | 5 |

|                    |                   |
|--------------------|-------------------|
| Ownership          | TaLIC             |
| Policy Contact     | Director of TaLIC |
| Approval           | Academic Board    |
| Protective Marking | Public            |
| Policy Unique ID   | XXXXX             |
| Last review date   | June 2025         |
| Next review date   | June 2026         |

## **Introduction**

1. Personal tutoring is a key academic support and progression structure that can positively impact on the student academic experience, promote equity, diversity, and inclusion in students' experiences and outcomes, and support student retention, attainment, personal and professional growth, employability and graduate outcomes.
2. The purpose of this policy is to set out expected practices in the delivery of personal tutoring to maintain quality, standards, and consistency of student experience.
3. This policy underpins the delivery and expectations of personal tutoring at Goldsmiths. It aims to provide clarity to staff and students about how personal tutoring supports students, and what is expected of staff and students.
4. This policy applies to all foundation year and undergraduate students. There are separate local arrangements for personal tutoring for postgraduate taught and research students.
5. Some aspects of personal tutoring will vary between schools and subject areas for disciplinary or pedagogic reasons.

## **Personal Tutoring at Goldsmiths**

### **Objectives**

6. Goldsmiths' approach to personal tutoring is focused on the following objectives:
  - a. To support the delivery of the aims of the Goldsmiths 2033 strategy, in particular, a distinctive learning environment and an excellent student experience.
  - b. To foster students' development of Goldsmiths' distinctive attributes for graduate success.
  - c. To reinforce institutional approaches to maximising student retention by fostering belonging, wellbeing and cohesion through extended welcome, induction, and transition.
  - d. To build online peer learning communities and support learning and attainment through inclusive, student-led pedagogies.

### **Delivery**

7. Personal tutoring will provide students with high-quality academic support tailored to their needs and mapped onto and embedded at key points of their academic journey using the personal tutoring delivery framework, which outlines a three-year/nine-term delivery framework (a four-year/twelve-term framework in the case of students joining for a foundation year).

8. Personal tutoring fosters belonging, wellbeing and cohesion by building on an extended welcome, induction and transition into core teaching and delivery, building peer study communities through a focus on group learning and supports learning and attainment through inclusive, student-led pedagogies and syllabus which intersect with key services such as the Library, Student Support, Careers and Employability, and the Centre for Academic Language and Literacies (CALL).

### **Thematic content**

9. Personal tutoring covers four key themes:
  - a. Academic mentoring and pastoral support, including the development of reflective skills, emotional awareness and self-efficacy
  - b. Study skills, in collaboration with the Library and CALL, including identifying strengths and weaknesses, providing a tailored development programme
  - c. Assessment and feedback, including advice/guidance to identify steps toward improvement
  - d. Careers and employability

### **'Wraparound' approach**

10. The University's 'wraparound' approach to personal tutoring provides: a comprehensive approach that addresses the student experience from various angles and supports students to make progress in all aspects of their personal, academic development. It covers academic support, personal development, careers and employability, social wellbeing, experiential learning, emotional awareness and reflective practice:
  - a. Academic support, including advice and guidance on academic progress, study skills development, assessments and feedback.
  - b. Personal development, including reflective skills, emotional awareness, overcoming barriers, setting goals, identifying development needs, and building self-efficacy and confidence, and encouraging collaboration.
  - c. Career, employability and graduate success, including guidance on career options, internships/placements, job opportunities and employability skills, such as communication, teamwork and networking.
  - d. Pastoral support, including timely and appropriate signposting to specialist internal and external health and wellbeing services when escalation is needed as set out in the Support to Study policy.
  - e. Belonging and community building, including participation in groups and societies.
  - f. Beyond the curriculum, encouraging involvement in active citizenship, contributing to the articulation of the student voice, extra-curricular engagement.
11. All students will be assigned a personal tutor. Wherever possible, the same personal tutor will be assigned to a student throughout the entirety of their degree programme.

12. Ways of implementing the policy are available in the 'Personal Tutoring Delivery Framework' that accompanies the policy.

### **Responsibilities in the delivery of Personal Tutoring**

#### 13. Responsibilities of DSAS

- a. Assigning students to pedagogically and pastorally appropriate personal tutors at point of enrolment and communicating this to tutors, students and, where relevant, timetabling.
- b. Reassigning students to alternative personal tutors where needed, e.g., where a personal tutor is unavailable for six weeks on advice of Heads of School.

#### 14. Responsibilities of Heads of School

- a. Ensuring that arrangements are in place for the effective delivery and academic quality of personal tutoring in their school.
- b. Ensuring that personal tutoring is appropriately resourced.
- c. Ensuring that the implementation of the personal tutoring policy and its impact on the student satisfaction and outcomes is evaluated, including the consideration of issues of equality, diversity and inclusion.

#### 15. Responsibilities of Senior Tutors

- a. Supporting personal tutors, signposting where required to available information, support, training and development.
- b. Advising and offering guidance to personal tutors with respect to their casework.
- c. Advising on reallocation of personal tutors.
- d. Reporting on the operation of personal tutoring within the school.
- e. Evaluating the operation of personal tutoring in the school, using relevant data, the experience of personal tutors and insights from the student voice.
- f. Contributing to the design and delivery of induction, training and continuous professional development for personal tutors.

#### 16. Responsibilities of Personal Tutors

- a. Making personal tutees aware of personal tutoring (e.g. what personal tutoring is, meeting arrangements, and relevant points of contact) including signposting to centrally held information about university regulations, policies and processes.
- b. Delivering individual and timetabled group personal tutoring in line with this policy.
- c. Monitoring student engagement and progress using available datasets, including attendance data, and contacting students at risk of disengagement.

- d. Signposting students to specialist internal health and wellbeing support and services and additional local community services (e.g. Amersham Vale GP service).
- e. Making themselves regularly available to students, displaying office hours and communicating periods of unavailability, e.g., via email or email signature.
- f. Supporting students when making study choices (e.g. module selection or when considering year abroad), seeking advice with academic concerns or wishing to discuss mitigation of pastoral issues on their studies, or expressing a desire to interrupt or withdraw.
- g. Supporting the operation of the University's Support to Study Policy.
- h. Providing students with references for employment or further study.

### **Expectations of students**

17. Students play a crucial role in realising the benefits of personal tutoring, e.g., their experience, outcomes, attainment, levels of engagement, graduate success. This includes
- a. Engaging actively in individual and group-based personal tutoring.
  - b. Attending scheduled meetings.
  - c. Informing their personal tutor in advance if they are unable to attend meetings or group sessions and make alternative arrangements.
  - d. Communicating clearly and openly with their personal tutor about their student journey including difficulties impacting engagement, attendance or attainment, including if they are considering interrupting or withdrawing from their studies.
  - e. Completing any activities aimed at supporting their academic journey.
  - f. Accessing available support and resources.

### **Training and support**

18. The University is committed to successful personal tutoring and will provide appropriate training and support.
19. The Teaching and Learning Innovation Centre (TaLIC) will support and deliver initial training and offer ongoing support to personal and senior tutors.
20. TaLIC, senior tutors, and other relevant central teams, will facilitate personal tutor induction, training and continuous professional development, including signposting to externally delivered scholarly activities and resources (such as UKAT materials). Personal tutor training will be included in all new staff inductions.
21. TaLIC will curate and make available a repository of relevant policies, induction, training and development materials and resources.

## Document history

| <b>Version</b> | <b>Date</b>   | <b>Details</b> | <b>Author</b>                         | <b>Approved</b> |
|----------------|---------------|----------------|---------------------------------------|-----------------|
| 1.0            | 09 April 2025 | Policy created | Damian Owen-Board and José Van Velzen | Not approved    |
| 2.0            | 02 May 2025   | Second draft   | Damian Owen-Board and José Van Velzen | Not approved    |
| 3.0            | 11 June 2025  | Final version  |                                       | Academic Board  |