



Personal Tutoring Policy

A. Introduction

1. The Arts Educational Schools (ArtsEd) is committed to ensuring that students are provided with effective and appropriate support during their studies. We understand that:
 - i. the provision of effective personal and pastoral support is vital to the overall experience and success of our students.
 - ii. high quality personal support, in addition to normal academic contact including teaching, seminars and other classroom-based activities, can improve retention, particularly in the early stages of study.
2. The Personal Tutoring Policy applies to all foundation, undergraduate and postgraduate programmes at ArtsEd. It sets out our approach to providing effective and appropriate personal tutoring support during a student's time at ArtsEd.
3. This policy should be read in conjunction with the following documents:
 - i. [Fitness to Study Policy](#)
 - ii. [Physical Injury and Recovery Procedure](#)
 - iii. [Attendance Policy](#)
 - iv. [Safeguarding Policy](#)

B. Definition and Principles

4. Each enrolled student is assigned a named personal tutor who can provide general guidance on academic and non-academic matters. The contact details of their Personal Tutor should be made available to students by their School at induction.
5. Personal Tutors assist students with their training and personal development. They are a ready source of advice and support for students throughout their time at ArtsEd. Personal Tutors also provide students with a first point of contact and offer pastoral advice signposting the support and help available to them.
6. Personal Tutors should invite new tutees to meet with them in the first term of each academic year and usually within the first two weeks of term. Students will also be invited to meet with their Personal Tutors during the following periods:
 - a. Week 6 or 7 of the first Term (Autumn Term);
 - b. End of the first Term (Autumn Term); and
 - c. Week 12 of the second Term (Spring Term).
7. Students are expected to attend all scheduled Personal Tutoring meetings and students will receive feedback from their Personal Tutor following each meeting.
8. Students should feel free to initiate contact with their Personal Tutors as required. Students can contact their Personal Tutors by sending a message to their ArtsEd email address.

Students who wish to have a meeting outside the periods stated in 8 above should arrange a meeting with their Personal Tutor via email.

9. Personal Tutors should be available to meet with their students as requested provided such requests are reasonable.
10. Personal tutors should maintain a record of instances of tutorial contact and students should be sent a copy of any discussions.

C. Responsibilities of Personal Tutors

11. Personal Tutors should be able to advise their tutees on general areas for improvement but Course Leaders or Class Tutors will provide feedback on specific areas of training.
12. It is the Personal Tutor's responsibility to contact their tutees to arrange the mandatory first and then termly meetings. Although Personal Tutors should encourage their tutees to attend these meetings, it is the student's responsibility to ensure they attend. If the Personal Tutor believes there to be a reason for a student's non-attendance, they should inform the Head of Student Support and Wellbeing so that students who need additional support can be identified.
13. Personal Tutors should ensure they are familiar with the support and services that are available within ArtsEd in order to signpost their tutees appropriately. It is good practice for Personal Tutors to follow up with a tutee after they have referred them.
14. When a personal tutor does not have the relevant knowledge to advise a student, they should refer them to the Student Support and Wellbeing Services (studentsupport@artsed.co.uk).
15. Tutees should be informed that it is up to them to decide whether or not to approach their personal tutor regarding personal issues. Students are able to approach the Student Support and Wellbeing Services, the Students' Union and Student Representatives without a referral. **Please see section E below for 'Confidentiality and Data Protection'.**
16. **As well as the above, Personal Tutors should be able to:**
 - a. Assist their tutees with settling in at ArtsEd;
 - b. Assist their tutees in dealing with issues that are impacting their training;
 - c. Answer questions or signpost their tutees to the appropriate service for advice;
 - d. Direct their tutees to other sources of guidance, both within and outside of ArtsEd;
 - e. Follow up with those tutees that are not engaging or progressing appropriately with their training;
 - f. Advise their tutees on how to make the most of the opportunities available to them while supporting them with their personal development and employability;
 - g. Respond as promptly as possible to their tutees; and
 - h. Keep up to date with the ArtsEd's policies and procedures so that they can appropriately advise students.
17. **A personal tutor will not be expected to:**
 - a. Provide specific guidance on modules that are outside of their subject area;
 - b. Approve programme changes or transfers;
 - c. Provide counselling but will be expected to signpost their tutees to the appropriate services;
 - d. Provide immigration or financial advice; and

- e. To know the answer to every question but should be able to advise on where their tutees can go to make further enquiries.

Responsibilities of the Student

- 18. The purpose for having Personal Tutors is to ensure each student has a member of the academic staff assigned to them who is able to offer support and guidance across a wide range of issues, not just when there is a problem.
- 19. In order to benefit from having a Personal Tutor, students are encouraged to:
 - a. Maintain contact with their Personal Tutor;
 - b. Attend and arrive on time for agreed meetings;
 - c. Actively participate in meetings with their Personal Tutor;
 - d. Make their Personal Tutor aware of any circumstances that may affect their training and performance, whether they need support from their Personal Tutor or not;
 - e. Be willing to accept constructive criticism regarding their performance and what they can do to improve;
 - f. Consider how opportunities at ArtsEd can contribute towards their long-term goals; and
 - g. Listen to advice given and consider it when making decisions on what to do next.

D. Responsibilities of the Schools

- 20. It is each School's responsibility to ensure an effective Personal Tutoring scheme is in operation. Schools should:
 - a. Publish to students the details of their allocated Personal Tutor and explain to students during induction how they can find out who their Personal Tutor is;
 - b. Ensure student support provisions are properly sign posted and the aim of the personal tutor role are made available to students;
 - c. Ensure students are clearly directed to the Personal Tutor Policy;
 - d. Explain how students should contact their Personal Tutor; and
 - e. Where appropriate, consider requests for the reallocation of a named Personal Tutor for cases where a student and personal tutor do not work well together.

E. Confidentiality and Data Protection

- 21. All information obtained as part of a personal tutoring session will be held in accordance with General Data Protection Regulations (GDPR), Data Protection legislation and our [Privacy Notice](#). Personal Tutors will ensure that discussions held during personal tutor meetings are undertaken with the appropriate level of confidentiality unless doing so could put the tutee or others at risk.
- 22. There needs to be a point for both students and PTs concerning confidentiality. Please note that meetings and communications during Personal tutoring meetings will be regarded as confidential unless the PT has particular concerns over a student's academic engagement and/or wellbeing. In such instances, the Personal Tutor may need to inform other relevant staff members at ArtsEd.

F. Support Available for Students

- 23. ArtsEd has a duty of care to ensure that the necessary guidance and support is available for students.

- i. **Student Support:** Students should be directed to the Student Support and Wellbeing Team where there is a concern. The student can contact the Student Support Team by sending an email to studentwelfare@artsed.co.uk.
 - ii. **Student Counselling:** Personal Tutors can encourage students to seek counselling. Students can also self-refer to ArtsEd's Counselling Service. Students can book a session with the Counselling Team by sending an email to Counselling@artsed.co.uk. The Student Counselling Service offers confidential space for students to seek advice about, and discuss matters impacting, their psychological wellbeing. Students are offered:
 - a. short term 1-2-1 counselling which can help students work on immediate problems;
 - b. assistance with developing healthy coping techniques;
 - c. support with gaining understanding of underlying issues; and
 - d. assistance with developing a longer-term treatment plan, if necessary.
 - iii. **Togetherall:** Togetherall is a clinically-managed, online community designed to improve mental health. Students can access the 24/7 online support via our Student Services Online Platform or by visiting www.togetherall.com.
 - iv. **Fitness to Study:** The Fitness to Study Procedure may be commenced in line with the requirements of the [Fitness to Study Policy](#). The aim is to respond to and manage any concerns regarding a student's health or behaviour where it is thought that it is seriously impacting their ability to study. It may also be used where a student's health or behaviour is having an impact on other people, such as other students at ArtsEd and staff members. The procedure is intended to be supportive and is in place to enable students to successfully complete their studies, where possible.
24. Students who have any questions about this **Personal Tutoring Policy** should contact their Personal Tutor in the first instance. Alternatively, students may also contact studentsupport@artsed.co.uk.

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