

Personal Academic Tutoring Policy

1. Purpose and Scope

The purpose of this Personal Academic Tutoring Policy is to support students' academic and personal development through structured, personalised guidance provided by a qualified academic member of staff. Personal Tutoring at Regent College London aims to promote student autonomy, support academic progression, and provide tailored guidance on academic success throughout students' journeys.

All undergraduate and postgraduate students will be allocated a Personal Academic Tutor (PAT).

2. Structure and Leadership

The Personal Academic Tutoring model is overseen by a Head of Student Success and Academic Support, who is responsible for the strategic direction, implementation, and evaluation of the model. The Head of Student Success Academic Support ensures that the model aligns with institutional goals and supports both students and staff in achieving effective tutoring outcomes.

Roles in the Personal Tutoring Model

Head of Student Success Academic Support: Oversees the Personal Tutoring programme, ensures compliance with policy, and provides support and training to PATs.

Personal Academic Tutors: Academic staff who work directly with students, offering personalised support, facilitating group and one-on-one sessions, and helping students navigate their academic journeys.

3. Eligibility and Responsibilities of Personal Academic Tutors

All permanent academic staff will be assigned Personal Academic Tutor responsibilities, ensuring consistent support across all programmes. This includes, but is not limited to:

- Permanent lecturers (part time and full time)
- Senior lecturers
- Programme Leaders

Personal Academic Tutor responsibilities:

- Provide academic advice to help students navigate their studies and course requirements.
- Assist with goal setting and study planning to ensure students stay on track for progression and successful completion of their programme.
- Encourage reflection on academic progress and set achievable goals.
- Refer students to relevant services for support plans, extension requests and mitigating circumstances.

- Refer students to relevant services for changes of circumstances (e.g. changes in programme / interruption of studies).
- Refer students to additional academic resources or support services as needed (English / Academic Skills etc).
- Refer students to relevant services when additional support is required, such as counselling, mental health services, or financial aid.
- Maintain confidentiality and provide a safe space for students to share concerns.
- Recognise when issues require further intervention and refer students to the appropriate College services, such as Student Support for well-being, Career services for employability support, and finance teams for financial concerns.
- Collaborate with other support teams to ensure a holistic approach to student well-being and academic success.
- Encourage students to engage in extracurricular activities, internships, or other opportunities that enhance their academic and career aspirations.
- Help students identify skills and strengths, as well as areas for improvement, to support their personal growth and career readiness.
- Assist with goal setting for career pathways, connecting students with career support resources.
- Meet with each assigned student at designated points during the academic year, based on college policy or as needed to support their progress.
- Prepare for meetings by reviewing the student's academic record and notes from previous meetings to provide informed guidance.
- Keep accurate records of meetings, actions agreed upon, and any referrals made, maintaining confidentiality and data protection standards.
- Use designated college systems to log notes that may be useful for continuity of care or future support.
- Undertake any and all training required for this role.

4. Confidentiality and Data Retention:

All PATs will respect the confidentiality of discussions with their tutees unless there is a concern for their safety or the safety of others. All personal information about students is subject to the Data Protection Act and should be treated as confidential. More information of the Act can be found [here](#).

5. Responsibilities:

In addition to individual responsibilities other functions must also undertake relevant actions to support the Personal Academic Tutoring provision.

- Clear Communication: **The Dean's of School** must ensure personal tutoring arrangements are clearly outlined in course handbooks and online platforms, as well as school-level student comms.
- Tutor Allocation: **Academic Operations and the Head of Student Support and the Faculty Management Team** must ensure all eligible academic staff are assigned personal tutoring responsibilities, with appropriate substitutes provided in cases of prolonged absences.
- Support for Tutors: The **Head of Student Success and Academic Support** must ensure Personal Tutors attend appropriate training, have access to appropriate resources, and are well supported.

6. Type and Frequency of Meetings:

To ensure consistent engagement with allocated students, PATs will utilise the following types of meetings during the semester:

- **Whole Tutor Group Meetings:** Conducted during weeks 1 or 2 of each semester.
- **Individual Meetings:** Held with all students at least once each semester with additional meetings for those students identified as being 'at risk' through engagement metrics.
- **Drop-In Hours:** All PATs allocate set hours each week for drop-in sessions, allowing students to book individual meetings or for PATs to proactively arrange sessions as needed.

7. Student Responsibilities:

Students are expected to be active partners within the PAT system, as this form of academic guidance is an essential part of their RCL student experience. Students are expected to:

- Engage fully with the Personal Tutoring process, including attending all required meetings.
- Notify their PAT in advance if they are unable to attend a session.
- Actively participate in personal tutoring sessions.
- Consider advice and feedback from their tutor and reflect on their own academic progress.
- Proactively inform tutors of any issues affecting their studies and request additional support as needed.
- In the event of a conflict with a personal tutor, students should follow the process steps for requesting a change of tutor. This can be found in the [Anti-Harassment and Anti-Bullying Policy](#).

8. Thematic Focus of Personal Tutoring

Some aspects of personal tutoring will centre on themes that are specific to each academic level, providing focussed support to students' evolving needs as they progress through their programmes.

Undergraduate Levels:

Level 3: Introduction to university life, understanding academic results, and integrating into the college community, developing core academic, English language and digital skills.

Level 4: Expectation setting, Academic assessment planning, , and foundational study, English language and digital skills.

Level 5: Setting academic goals, career exploration, and applying feedback for academic progress.

Level 6: Dissertation/project planning, developing autonomy, and preparing for career transitions.

Postgraduate Level:

Level 7: Advanced research and dissertation skills, professional development and preparing for career transitions.

Semester 1: Orientation to postgraduate study, academic assessment planning, and study skills enhancement.

Semester 2: Advanced goal setting for academic progress and early career development.

Semester 3: Dissertation/project advancement, fostering autonomy, and preparing for professional career pathways.

9. Monitoring and Reporting

Reports on staff performance, student engagement and other relevant matters arising from PAT meetings will be submitted to Student Voice Committees and LTEC twice per academic year.

10. Review and Continuous Improvement

This policy will be reviewed annually to ensure its alignment with student needs and institutional goals. Feedback from students and staff will inform updates, ensuring that personal tutoring continues to provide relevant and effective support.

Version number	1
Approved by	Academic Council
Approval date	July 2025
Next review date	July 2026
Policy Owner	Chief Operations Officer