

EDA COLLEGE



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Personal Tutoring Policy

Pastoral, Academic and Developmental Support

For Every Student, From Their First Week to Graduation

“Personal Tutors — they know you need them”

Version Control/History

Policy Reference	EDA-AC-PTP-01
Version	1.0
Status	Approved
Approved by	Academic Board
Approval Date	August 2025
Review Date	August 2026
Version	1.1
Approval Date	11 September 2026
Approved by	Board of Governors
Policy Owner	Operations Manager
Next Review Date	September 2027
Applies To	All Academics Student Success Tutors

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1. Introduction and Purpose

1.1 Policy Statement

EDA College is committed to inclusive student achievement. Every student is entitled to a named Personal Tutor who provides consistent, proactive pastoral, academic and developmental support throughout their studies — from their first week to graduation and beyond. Personal Tutoring is fundamental to how EDA College supports student continuation, completion and progression, and this policy sets out, formally and in full, how that support is delivered, governed and quality assured.

EDA College believes in inclusive student achievement. We offer our best leadership and personnel to instil the benefits of higher education in our learners, contributing throughout their studies to the confidence-building required to achieve their qualifications and awards. We aim to go further still — supporting students beyond graduation to become effective members of the business community, whether as managers or entrepreneurs in their chosen fields.

To achieve inclusive student continuation, completion and progression, EDA College operates a support system covering every aspect of the teaching, learning, assessment and placement experience. That system of support is multifaceted, but Personal Tutoring is fundamental to it.

1.2 Purpose of This Policy

This Personal Tutoring Policy provides a complete and authoritative account of:

- The definition of Personal Tutoring at EDA College.
- The principles and rules of effective tutoring.
- The role specification of a Personal Tutor across pastoral, academic and developmental dimensions.
- The structure, frequency and content of meetings between Personal Tutors and tutees.
- The types of intervention a Personal Tutor will use to support students.
- The Exit Interview process for students who withdraw.
- The governance, monitoring and quality assurance arrangements that ensure this policy is delivered consistently for every student.

1.3 Relationship to Other EDA College Policies

This policy must be read in conjunction with, and does not duplicate or override, the following EDA College documents:

- The EDA College General Academic Regulations 2025–26, which set out the formal academic framework within which Personal Tutoring operates.
- The EDA College Student Handbook 2026–27, which communicates the Personal Tutor system to students directly.
- The EDA College Student Support Policy 2026–27, which sets out the wider academic and non-academic support infrastructure, including the Academic Support Team (AST), Reasonable Adjustment Plans (RAPs) and Individual Learning Plans (ILPs), that Personal Tutors draw upon and refer to.
- The EDA College Student Academic Experience Framework, which sets the minimum standards for access to academic tutoring and personal academic support (Pillar 3) that this policy operationalises in full.
- The EDA College Mental Health and Wellbeing Policy, which Personal Tutors must follow when responding to a wellbeing concern or crisis.
- The EDA College Academic Integrity Policy, on which Personal Tutors advise tutees.
- The EDA College Data Protection Policy, which governs the confidentiality requirements set out in Section 5 of this policy.

Effective Personal Tutoring emerges from a strong and respectful relationship between tutor and tutee. To build that relationship, clear principles, roles and responsibilities must be communicated to both Personal Tutors and tutees alike. This policy exists to make those expectations explicit, consistent, and binding across every programme at EDA College.

1.4 Scope

This policy applies to:

- All students enrolled at EDA College, including the Foundation Year and Levels 4, 5 and 6 of the BSc (SHons) Business Management with Foundation Year, on a full-time or part-time basis.
- All academic staff appointed as Personal Tutors.
- The Personal Tutoring Lead, Programme Leaders, and the Programme Board responsible for the oversight of Personal Tutoring.

2. Definition of Personal Tutoring at EDA College

2.1 What Personal Tutoring Is

Personal Tutoring is a challenging as well as rewarding pursuit in any higher education setting. Personal Tutors possess multiple skills — negotiation, empathy, compassion and leadership — to listen to, develop and lead their tutees towards realising their own defined targets in personal and professional development. They do this by providing correct and concise information, advice and guidance, alongside personal coaching and mentoring where required.

Personal Tutoring is effective when learners are able to achieve academic and personal development through the continuous monitoring of their individual progress throughout their learning journey. It is one of the most challenging leadership and development roles a member of staff will perform: helping students to identify, understand and overcome the personal, legal, and financial needs that might otherwise hinder their effective learning and progress.

The best way to achieve effectiveness in Personal Tutoring is through careful listening, supporting reflection on possible solutions to individual problems, and signposting to the relevant academic and non-academic services available to learners at EDA College.

2.2 What Personal Tutoring Is Not

To avoid ambiguity in how this policy is applied, Personal Tutoring at EDA College is not:

- A substitute for specialist clinical, therapeutic, financial, legal or immigration advice — Personal Tutors signpost to qualified specialists for these matters, in line with the Student Support Policy and Mental Health and Wellbeing Policy.
- A disciplinary or assessment function — Personal Tutors support and advocate for students; they do not make or influence academic decisions affecting their own tutees' progression or award outcomes.
- An optional add-on to a student's studies — Personal Tutoring is a core element of the EDA College student experience, with mandatory minimum meeting requirements set out in Section 4.

3. Principles of Personal Tutoring

EDA College's Personal Tutoring policy and procedures, the role of the Personal Tutor, and related guidance are built on the following principles.

Principle	Detail
Same-programme allocation	A Personal Tutor is an academic member of staff from the same programme of study on which the student is registered and enrolled.
Universal application	Personal Tutoring applies to all full-time and part-time students (where part-time study is offered).
Accountability with confidentiality	The Personal Tutor is accountable for discussing a student's Individual Learning Plan (ILP) and progress with them, but appropriate confidentiality is maintained throughout, in line with Section 5.
Mandatory training	Personal Tutor training, arranged by the Personal Tutoring Lead, is mandatory for all Personal Tutors before they begin the role.
First point of contact	The Personal Tutor is the first point of contact for their assigned tutees, providing pastoral support on matters including continuation, completion and progression (CCP); guidance on academic integrity regulations; advocacy for students in meetings; maintaining contact during long-term sickness; work placement, job opportunities and employability; Student Finance; and social and wellbeing matters.
Support or signpost	Personal Tutors will either provide support themselves on the matters above or signpost tutees to the appropriate resources and people for matters that fall outside their remit.
Continuity	Rotation of a Personal Tutor for a student is possible, but EDA College aims to maintain the same Personal Tutor for a student for at least one academic year.
Minimum meeting frequency	A minimum of three meetings per year is mandatory for full-time students, and two meetings per year for part-time students. Personal Tutors will additionally contact their tutees at least once per semester to offer pastoral support through whichever medium suits the student, in order to maintain a continuous relationship. More frequent meetings will take place with students identified as at risk.
Audit and reporting	The Personal Tutoring Lead audits the records of these meetings and relationships, and reports to the Programme Leader via the Programme Board meeting.
Exit interviews	Personal Tutors will conduct exit interviews with tutees who withdraw from their studies, in line with Section 8 of this policy.

4. Rules of Effective Personal Tutoring

The following six dimensions set out what is expected of every Personal Tutor at EDA College in practice. They are not abstract aspirations: they form the standard against which Personal Tutoring delivery is audited under Section 9 of this policy.

4.1 Understand the Role

- The Personal Tutor is the first point of contact for tutees.
- The role is proactive and responsive, rather than purely reactive.
- The Personal Tutor is a consistent point of contact for a student throughout the relationship.
- Tutees are informed of the modes of contact available with their Personal Tutor.
- Personal Tutors give tutees an overview of their individual academic performance.
- Personal Tutors guide tutees in how to use different College services to improve their academic performance.
- Personal Tutors signpost students to services they can access and use.
- Personal Tutors encourage students to reflect on their individual needs.
- Personal Tutors ensure students complete their Personal Development Plan and take appropriate steps to achieve their personal development goals.
- Personal Tutors use, and continue to develop, the interpersonal skills required to perform the role effectively and consistently.

4.2 Support Pastorally

- Take an active interest in, and motivate, tutees to meet their programme outcomes and qualification requirements.
- Ask questions to fully understand the tutee's point of view.
- Respond to tutee queries in a way that makes them feel valued.
- Ignite tutees' interest in making the best use of the College's physical and virtual resources.

4.3 Set, Meet and Manage Expectations

- Set out the expectations of the Personal Tutor / tutee relationship at the outset.
- Briefly describe this Personal Tutoring Policy and other relevant regulations to tutees.
- Develop an easily accessible schedule of availability for tutees.
- Meet with tutees in a noise-free and friendly atmosphere.
- Offer academic advice.
- Guide tutees in the use of support services where required.
- Invite a senior colleague to assist with complex student needs or problems where appropriate.

4.4 Student Wellbeing Matters

- Respond promptly to tutees in cases of urgency or emergency.
- Keep your own and your tutees' safety as a priority in all situations.
- Involve the wellbeing team in any situation involving wellbeing or safety concerns.
- Take quick decisions when dealing with a student's wellbeing, especially where a student is facing a crisis situation such as social or physical harm, or a mental health crisis.

Where a Personal Tutor identifies a wellbeing concern, they must follow the tiered response framework set out in the EDA College Mental Health and Wellbeing Policy. Tier 1 (general wellbeing concern) is managed by the Personal Tutor directly; Tier 2 (significant concern) requires referral to the Mental Health Advisor within 2 working days; Tier 3 (crisis or risk to life) requires immediate action under the Crisis Response Procedure, without delay and without attempting to manage the situation alone.

4.5 Signpost (Guide) Appropriately

- Develop a clear understanding of the support services available at the College.
- Sense, identify and understand the sensitivity of matters raised, so as to signpost students to the correct services.
- Follow up to check on the outcome of a referral and provide any further guidance and support needed.

4.6 Respect Confidentiality

- Build trust and confidence with tutees.
- Understand the Data Protection Law and GDPR regulations that apply to information shared by students.
- Respect confidentiality when dealing with information about personal problems that students share during individual meetings.
- Adhere to students' right of access to their own information.
- Only disclose information that is permitted under the College's Data Protection and GDPR Policy.

5. Role Specification for a Personal Tutor

5.1 Overview

The role of the Personal Tutor is to provide academic guidance, pastoral care, careers direction and support to an allocated group of tutees. This includes responsibility across three distinct areas: Pastoral, Academic, and Developmental.

Area 1 Pastoral Knowing your tutees, providing access, signposting, and supporting their settling-in and engagement.	Area 2 Academic Delivering tutorials, discussing progress and performance, and addressing attendance and engagement.	Area 3 Developmental Supporting SWOT analysis, reflection on feedback, employability, and co-curricular engagement.
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5.2 Pastoral Responsibilities

- Know your tutees' names, the modules they are taking, and their course and programme of study.
- Enhance students' awareness of higher education and help them to settle in.
- Provide easily accessible contact details for individual communication, along with a clear meetings schedule.
- Keep the lines of communication open and share all possible and approved channels of communication with students.
- Provide a point of referral to appropriate support services where and when required, and keep a record of referrals made.
- Support interventions with students to help ensure they submit their assessments on time.
- Encourage student representatives within tutee groups to participate in module- and programme-level meetings.

5.3 Academic Responsibilities

- Deliver tutorials in line with EDA College's commitment to high-quality education.
- Discuss each student's academic progress and performance on a regular basis.
- Discuss issues of low attendance and engagement, to promote active student engagement in classes and tutorials.

5.4 Developmental Responsibilities

- Help students develop their personal SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) in terms of academic, professional, interpersonal and employability skills.
- Support students to reflect on formal and informal feedback received on assessed work.
- Support students to consider volunteering and placement opportunities relevant to their career goals, and how they can make best use of the support available to achieve those goals.
- Encourage students to engage with co-curricular and extra-curricular activities offered at EDA College.

6. Meetings with Tutees

6.1 Individual Meetings in the First Two Weeks

EDA College expects that at least one individual meeting between a Personal Tutor and each tutee takes place within the first two weeks of the student's studies. The aims of this first meeting are:

- To provide an early warning of non-engagement and any actual or potential problems.
- To help students develop effective study habits.
- To encourage students to plan for their achievement and to think about their future career.

Process

- These meetings should ideally be completed by the end of the first two weeks of Semester 1.
- Personal Tutors keep a record of appointments, so that any tutees who have not booked a meeting can be followed up.
- EDA College monitors Personal Tutor and tutee meeting engagement. Where a student does not engage within the first 8 weeks, this is reported to the Personal Tutoring Lead or the Programme Leader.
- Personal Tutors check that tutees have completed and submitted their electronic Individual Learning Plan (ILP), and remind them to do so if they have not.

6.2 Subsequent Meetings

EDA College expects subsequent meetings between Personal Tutor and tutee to take place on a regular basis throughout the year, following the first meeting.

- Personal Tutors ensure their tutees schedule at least three further meetings during the year of personal tutorship (for full-time students), to discuss progress.
- These sessions offer the opportunity to discuss any problems students are having.
- Sessions are used to support academic and personal development, and career planning.

6.3 First Things First — At Every Meeting

- Take a record of attendance.
- Remind students to make an appointment to see you individually within the next three weeks, where a further meeting is needed.
- Check that students have completed and submitted their Individual Learning Plan form, ready for the first individual tutorial.

6.4 Topics of Discussion

The following is a non-exhaustive, generic list of topics that may be covered in a Personal Tutoring session:

- Checking that students are settling in.
- Checking that students are able to use Moodle (the EDA College VLE).
- Introducing Student Services for advice and support around logistics.
- Encouraging students to take full advantage of the Personal Tutoring framework.
- Getting students thinking early about what it means to study on a Foundation Year and a degree programme.
- Reinforcing the importance of being proactive and taking charge of their own learning experience from the start — recognising that developing independence is a key graduate skill, consistent with Pillar 4 of the Student Academic Experience Framework.

6.5 Prompters for Personal Tutoring Sessions

Personal Tutors may use prompting questions to stimulate discussion during sessions. A representative set of example prompters, organised by theme, is set out below.

Theme	Example Prompters
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Settling in and practicalities	“Do you have somewhere to live and somewhere to study?” “Do you have computer and internet access at home?” “Are you settling in well?”
Engagement and resources	“Are you having any problems attending classes?” “What sort of things have you used the library for?” “In what ways are you using Moodle?” “Are you remembering to use your EDA and Newman email accounts?”
Self-management and confidence	“How are you balancing conflicting demands on your time?” “How confident do you feel that you can solve problems yourself — personal, academic, time management?” “How would you go about solving such problems?”
Goals and motivation	“What made you decide to study the course you are on?” “What are your goals in studying for your degree?” “In what ways is studying here different from what you expected?”
Forward planning	“What do you know about the student support facilities such as the e-library, EDAN, Moodle?” “Besides planning to solve problems, how do you think you can actively plan for your success and achievement on your degree and your future career?”

7. Types of Intervention via Personal Tutoring

7.1 Overview

As suggested by Jaques (1992), EDA College expects Personal Tutors to draw on five distinct types of intervention during their sessions with tutees, selecting the most appropriate intervention type to the situation a student presents. These five intervention types are summarised below and then explained in detail.

Enabling Self-direction and self-discovery	Supportive Availability, care, non-judgement	Informative New information and expertise	Prescriptive Guidance and advice on action	Confronting Direct, honest feedback
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7.2 Enabling Interventions

These aim to enable the student to learn and develop through self-direction and self-discovery.

- The Personal Tutor expresses empathy to provide a relaxed and friendly atmosphere.
- Effective listening is used, asking questions only to understand more of the learner's perspective.
- The Personal Tutor builds rapport as a 'partner, not a patron'.

7.3 Supportive Interventions

- Make the student feel that you are always available for help and support.
- Show care and concern through verbal and non-verbal gestures.
- Be non-judgemental and respond positively to all issues tutees face.

7.4 Informative Interventions

- Bring new information and knowledge to your tutees.
- Share your own expertise with the student.
- Offer an impartial interpretation of the student's situation, based on your interaction with them.

7.5 Prescriptive Interventions

- Provide guidance to affect the tutee's behaviour in a desired direction.
- Give advice and suggest a course of action.
- Demonstrate, via examples or role play, how to do something better — for example, a presentation, an activity, or essay writing.

7.6 Confronting Interventions

- Challenge a student on any misconception about their module, course, programme, or the College.
- Provide direct feedback on a pattern of behaviour or attitude that requires the student's attention.
- Ask direct questions and 'hold a mirror' to describe to students the facts about their performance and how to improve.
- Discipline students, where necessary, on issues of regulations and the reasonable behaviour the College expects, in line with the General Academic Regulations and Student Disciplinary Procedures.

Confronting interventions must always be delivered with respect and care for the student's dignity. They are about honest, direct feedback in the student's interest — never about humiliation or excessive criticism. Where a confronting intervention identifies a possible breach of the Academic Regulations or Student Disciplinary Procedures, the Personal Tutor refers the matter through the appropriate formal channel rather than attempting to resolve it informally.

8. Policy on Exit Interviews

8.1 Introduction

During the course of a student's learning journey, circumstances may arise where they withdraw, or where the College takes the decision to withdraw a student. It is important that EDA College understands the circumstances surrounding student withdrawals. The College will offer every student who withdraws the opportunity for an exit interview with their Personal Tutor.

Exit interviews are designed to understand the student's experience around leaving, and to signpost any support they may need in the future. They sit alongside, and do not replace, the formal Withdrawal process set out in the General Academic Regulations.

8.2 Invitation to an Exit Interview

Students should only be invited to an exit interview when they have actively declared their intention to leave the College, or have confirmed that they have already left (for example, in response to a chasing communication from the College), and the College has taken a decision to withdraw them.

The invitation to an exit interview should be recorded on the student record. The following points should be considered by the Personal Tutor when conducting an exit interview:

- Thank the student for attending and express regret at their decision, but be clear that the purpose of the interview is to understand their reasons and to support them, rather than to try to change their mind.
- Explain that their reason for leaving will be recorded on their student record using a code, and that any details they provide in the interview will be treated in confidence.
- Ask the student to describe how they came to the decision to leave.
- Ask what they think the College has done well, and what it has not done well.
- Check on their wellbeing.
- Confirm whether they have sufficient credits for a certificate or diploma, and explain how this will be awarded, in line with the exit award provisions of the General Academic Regulations.

8.3 Recording of Exit Interviews

Notes of the exit interview should be made and stored in line with EDA College policies on personal tutorial meeting notes and confidential student information, as set out in Section 5 of this policy.

A record that the interview has taken place, together with the relevant code for the reason for leaving, should be added to the student record in EDAN.

9. Confidentiality and Data Protection

9.1 Principles

Information shared by a tutee with their Personal Tutor is treated with care and discretion, in compliance with UK GDPR and the Data Protection Act 2018, and in line with the EDA College Data Protection Policy. Personal Tutors:

- Build trust and confidence with tutees by handling shared information sensitively.
- Maintain an understanding of relevant Data Protection Law and GDPR regulations as they apply to Personal Tutoring.
- Respect confidentiality when dealing with information about personal problems shared during individual meetings.
- Adhere to students' right of access to information held about them.
- Disclose information only where this is permitted under the College's Data Protection and GDPR Policy — for example, where there is a safeguarding or risk-to-life concern, consistent with the Mental Health and Wellbeing Policy.

9.2 Records

Personal Tutors keep a record of meetings held with tutees, referrals made to other services, and any matters of significance discussed. These records are stored securely and are accessible only to those with a legitimate need to know, consistent with the EDA College Data Protection Policy. Records support continuity of care, particularly where a Personal Tutor changes or a student requires escalated support.

10. Roles and Responsibilities

/ Body	Responsibility under this Policy	Monitoring Point
Principal	Overall accountability for this policy. Approves any amendments. Receives escalated concerns about systemic non-compliance.	Annual Academic Board review.
Academic Board	Approves this policy. Reviews the annual Personal Tutoring audit report from the Personal Tutoring Lead.	Annually.
Personal Tutoring Lead	Arranges mandatory training for all Personal Tutors before they begin the role. Audits meeting records and relationships. Reports findings to the Programme Leader via the Programme Board.	Continuous; formal audit each semester.
Programme Leader	Allocates Personal Tutors to students from the same programme of study. Receives and acts on audit findings from the Personal Tutoring Lead. Supports Personal Tutors with complex cases.	Each semester; as escalations arise.
Personal Tutors	Deliver all responsibilities set out in Sections 4–8 of this policy. Maintain meeting records. Conduct exit interviews. Complete mandatory training before starting the role and on an ongoing basis.	Continuous, throughout the academic year.
Student Success Team (SST)	Receives referrals from Personal Tutors for extensions, Mitigating Circumstances, ILPs and study skills support.	As referrals arise.
Mental Health Advisor / Inclusion Coordinator	Receives Tier 2 and Tier 3 referrals from Personal Tutors under the Mental Health and Wellbeing Policy; manages Reasonable Adjustment Plans.	As referrals arise.
Registry	Records ILP submissions, exit interview codes, and Personal Tutor allocation changes on the student record (EDAN).	Continuous.
Programme Board	Receives the Personal Tutoring Lead's audit report. Considers systemic issues affecting tutee engagement or Personal Tutor delivery.	Each meeting.
Student Representatives (SSCC)	Represent the student voice on the quality and accessibility of Personal Tutoring; contribute to the annual policy review.	Each semester.

11. Monitoring and Quality Assurance

11.1 Minimum Standards Monitored

This policy operationalises, in full, the academic tutoring standards set out in Pillar 3 of the EDA College Student Academic Experience Framework. The following minimum standards are monitored continuously:

Standard	Detail	Monitoring Method
Allocation	Every student is allocated a named Personal Tutor no later than the start of their first week of study.	EDAN allocation record, checked at induction
First meeting	Completed within the first two weeks of study for every student.	Personal Tutor appointment log, audited by the Personal Tutoring Lead
8-week engagement check	Any student who has not engaged with their Personal Tutor within 8 weeks is reported to the Personal Tutoring Lead or Programme Leader.	Engagement monitoring, cross-referenced with the At-Risk Dashboard
Minimum meeting frequency	Three meetings per year (full-time) or two meetings per year (part-time), plus at least one semesterly pastoral contact.	EDAN tutorial completion records, reviewed each semester
Continuity	The same Personal Tutor is maintained for a student for at least one academic year, wherever practicable.	Allocation record review, annually
Mandatory training completion	100% of Personal Tutors complete training before commencing the role.	Personal Tutoring Lead training register
Exit interviews	Offered to every student who withdraws or is withdrawn.	Exit interview invitation and outcome record on EDAN

11.2 Audit Process

1	The Personal Tutoring Lead audits Personal Tutor meeting records and tutee engagement data each semester, sampling across all programmes and levels.
2	Findings are reported to the relevant Programme Leader, identifying any tutee who has not engaged within the 8-week threshold and any Personal Tutor whose meeting completion rate falls below the minimum standard.
3	The Programme Leader works with the Personal Tutor to understand and address any shortfall, which may include additional support, training, or — in persistent cases — reallocation of tutees.
4	Audit findings are reported to the Programme Board each semester.
5	An annual summary is reported to the Academic Board as part of the Annual Quality and Standards Monitoring Framework (Strand 2: Learning, Teaching and Assessment Quality, and Strand 3: Student Outcomes and Experience).

11.3 Relationship to the Annual Quality and Standards Monitoring Framework

Personal Tutoring data feeds directly into the EDA College Annual Quality and Standards Monitoring Framework. Specifically:

- Personal Tutor meeting completion rates and response times are reported under Strand 2 (Learning, Teaching and Assessment Quality), consistent with the KPIs already established in the Student Academic Experience Framework.

- Engagement data gathered through Personal Tutoring contributes to the At-Risk Dashboard and early intervention protocol under Strand 3 (Student Outcomes and Experience), as set out in the Student Support Policy and the Access, Retention and Learning Experience Strategy.
- Exit interview themes are analysed as part of the withdrawal and interruption data reviewed under Strand 3, helping the College understand and respond to the root causes of student attrition.
- Any systemic issue identified through Personal Tutoring audits is logged in the Quality Improvement Plan and tracked to resolution, in line with Strand 5 (Continuous Improvement) of the Annual Quality and Standards Monitoring Framework.

12. Related Policies and Documents

12.1 EDA College Documents

EDA College General Academic Regulations 2025–26	Source regulatory framework for academic progression, withdrawal, and exit awards referenced throughout this policy.
EDA College Student Handbook 2026–27	Student-facing description of the Personal Tutor system and how to access support.
EDA College Student Support Policy 2026–27	Source of the wider academic and non-academic support infrastructure that Personal Tutors refer tutees to.
EDA College Student Academic Experience Framework	Source of the minimum standards for academic tutoring (Pillar 3) that this policy operationalises in full.
EDA College Mental Health and Wellbeing Policy	Governs how Personal Tutors respond to wellbeing concerns and crises, including the tiered response framework referenced in Section 4.4.
EDA College Academic Integrity Policy	Source of the academic integrity guidance Personal Tutors provide to tutees.
EDA College Data Protection Policy	Governs the confidentiality and records requirements set out in Section 9.
EDA College Student Disciplinary Procedures	Relevant where a confronting intervention identifies a possible conduct concern.
Annual Quality and Standards Monitoring Framework	The wider governance cycle into which this policy's monitoring and audit data feeds.
Access, Retention and Learning Experience Strategy 2026–2030	Strategic context for the belonging, engagement and early intervention commitments this policy supports.