

# EDA COLLEGE




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*Personal Tutors – ‘they know you need them’*

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*Personal Tutor – ‘who knows you and you know them’*

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## Personal Tutoring Framework

### Students Pastoral, Academic and Developmental Support Process

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## Summary

At EDA College, we believe in inclusive student achievement. We offer our best leadership and personnel to instil benefits of higher education to our learners by contributing throughout to their confidence building in achieving their qualifications and awards. We aim to go even beyond when they graduate to become effective part of business community either as managers or entrepreneurs in their respective fields.

In order to achieve these aims of inclusive student continuation, completion and progression, we set a support system to cover all aspects of their teaching, learning, assessment and placement experience at EDA College. The system of support is multifaceted however personal tutoring is fundamental to it.

The EDA College's Personal Tutoring Framework (PTF) is to provide a complete picture of the areas like definition of personal tutoring, principles and rules of effective tutoring, role specification of a personal tutor, the topics to cover and ways to support tutees and the types of interventions that would be in place for all the learners and graduates.

## **The Framework (PTF)**

The PTF will all its sections and dimension explained below should be read in conjunction with following strategies, policies and procedures at EDA College;

- i. EDA College Teaching and Learning Strategy
- ii. EDA College Assessment and Feedback Policies
- iii. EDA College Academic Integrity Policy
- iv. EDA College Student Support Policy

Effective personal tutoring emerges from a strong and respectful relationship between tutor and tutee. To build that relationship there should be principles, roles and responsibilities that are communicated to personal tutors and tutees. So, the framework describes the role of personal tutors, the support available to personal tutors and their tutees in implementing effective personal tutoring at EDA College.

## Definition of Personal Tutoring at EDA

Personal tutoring is challenging as well as rewarding pursuit in any higher education set up<sup>1</sup>. The personal tutors possess multiple skills like negotiation, empathy, compassion and leadership to listen to, to develop and to lead the tutees to realize their own defined targets in personal and professional development by providing correct and concise information, advice, guidance along with personal coaching and mentoring (where required).

Personal tutoring is effective when learners are able to achieve academic and personal development through continuous monitoring of their individual progress throughout their learning journey. Therefore, personal tutoring is one of the challenging leadership and development roles that a personal tutor will perform to help students identify, understand and overcome their personal, legal, financial needs so that they do not hinder their journey of effective learning and progress in their programme of study. The best way to achieve effectiveness in personal tutoring is careful listening, supporting reflection on possible solution to individual problems and signposting to relevant academic and non-academic services available to learners at EDA College.

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<sup>1</sup> Stephen, D.E., O'Connell, P. & Hall, M. (2008). 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education. *Teaching in Higher Education*. Vol. 13(4), pp 449-460.

## Principles of Personal Tutoring

The EDA College develops its personal tutoring policy and procedures, role of personal tutor and other relevant guidelines on the basis of following principles;

1. Personal tutor is an academic staff from the same programme of study that a student is registered and enrolled
2. The personal tutoring is applied to all full time and part time (if any) students
3. Personal Tutor is accountable for student's individual learning plan (ILP) to discuss their progress but appropriate confidentiality is the key
4. Personal tutor training duly arranged by Personal Tutoring Lead is mandatory for all personal tutors before they start their role
5. Personal tutor will be the first point of contact for their assigned tutees to provide pastoral support on matters like;
  - a) continuation, completion, progression (CCP),
  - b) guidance on college regulations on academic integrity
  - c) advocacy of students in different meetings
  - d) keep connection in long-sickness and maintain a log of such connect
  - e) work placement, job opportunities and employability
  - f) student finance,
  - g) social and wellbeing)
6. Personal tutors will either provide support themselves in matters (a to g) or signpost tutees to resources and people for the matters that are out of their remit
7. Rotation of personal tutor for students is possible but EDA wishes to maintain the same personal tutor for at least one year.
8. Minimum three meetings per year for full time students and two meetings for part time students are mandatory. However, personal tutors will contact their tutees once in a month to offer pastoral support through the media that suits the student(s) to keep continuous relation with tutees. There can be more meetings with students at risk.
9. The Personal Tutoring Lead will audit the records of these meetings and relations and report to the Programme Leader via Course Board Committee Meeting.
10. Personal tutors must maintain professional boundaries and avoid any relationships that could compromise their impartiality or the student's wellbeing.
11. The personal tutors will conduct exit interviews with their tutees.

## **Rules of Effective Personal Tutoring**

### **Understand the Role**

- Personal tutor as the first point of contact for tutees
- Pro-active and responsive role than being reactive
- Personal Tutor is a consistent contact for a student
- Tutees are informed of modes of contact by the Personal Tutor
- Give overview of individual student academic performance
- Guide how to use different services to improve academic performance
- Signpost students to services that they can access and utilise
- Encourage students to reflect on their individual needs
- Ensure the students complete their personal develop plan and take appropriate steps to achieve their personal development
- Utilise your interpersonal skills and enhance them further to consistently perform the role more effectively

### **Support Pastorally**

- Take interest and motivate tutees to meet the programme outcomes and qualification requirements
- Ask questions to understand the tutee's point of view fully
- Respond tutee's queries to make them feel valuable
- Recognise and identify signs of distress or misconduct and refer as appropriate
- Ignite their interest in the best use of physical and virtual resources of the College

### **Set, Meet and Manage Expectations**

- Set the expectations of Personal tutors and tutees relationship expectations in the beginning
- Describe briefly personal tutoring framework and other regulations
- Develop easy to access schedule of availability to your tutees
- Meeting with tutees in noise-free and friendly atmosphere
- Offer academic advice
- Guide for support services usage if required
- Invite a senior colleague to address complex student needs or problems

### **Student Wellbeing Matters**

- Promptly respond to tutees in case of urgency or emergency

- Keep your own and tutees safety at priority in all situations
- Involve wellbeing team in case of dealing with wellbeing or safety issues
- Take quick decisions in dealing with student's wellbeing especially if you see a student facing any crisis situation like social or physical harm or mental health issues.

### **Signpost (Guide) Appropriately**

- Develop a clear understanding of support services available at college
- Sense, identify and understand the sensitivity of matters that come in your information to signpost students to the correct services
- Follow up for the outcome and any further guidance and support

### **Respect Confidentiality**

- Build trust and confidence with tutees
- Understand the Data Protection Law and regulations on GDPR
- Respect confidentiality in dealing with information of personal problems that students share during their individual meetings
- Remind students it may not always be possible to maintain confidentiality on matters of safeguarding
- Adhere to students right to access to information
- Disclose the information that is allowed under the College Data Protection and GDPR Policy



## Role Specification for a Personal Tutor

The role of Personal Tutor is to provide academic guidance, pastoral care, careers direction and support to allocated tutees group. This includes responsibilities in three distinct areas.

### Pastoral

- Know your tutees' names, modules taken, course and the programme of study.
- Enhance students' awareness of higher education and help them to settle in.
- Provide easy to access contact details for individual communication and meetings schedule
- Keep the doors open for communication 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.
- Support interventions with students to ensure they submit their assessments on time.
- Encourage the student representatives within the groups of tutees to participate in different module and programme level meetings.

### Academic

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

### Developmental

- Help students to develop their personal SWOT in terms of academic, professional, interpersonal and employability skills.
- Support students to reflect on the pieces of feedback they have received formally and informally on assessed work.
- Support students to consider volunteering, placements for their career goals achievement – and how they can make the most of the support on offer to achieve their goals.
- Encourage students to engage with co-curricular and extra-curricular activities offered at EDA College.

## **Meetings with tutees:**

### **Individual meetings in the first two weeks**

EDA College expects that at least one individual meeting between Personal Tutor and tutees occurs within first two weeks. The aims are;

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

### **Process**

- These should ideally complete by the end of the first two weeks of semester one.
- Please keep a record of appointments so that if some of your tutees have not booked, they can be followed up.
- College will monitor the personal tutor and tutees meetings engagement and if a student does not engage within first 8 weeks, report it to the Personal Tutors Lead or the Programme Leader.
- Check tutees have completed and submitted the electronic Individual Learning Plan and if not, remind them to do so.

### **Subsequent meetings**

EDA College expects the subsequent meetings between personal tutor and tutees also take place on regular basis after the first meeting.

- Personal Tutors should ensure that their tutees schedule at least three further meetings to discuss progress during the year of personal tutorship.
- Offer opportunities to discuss any problems students are having
- These sessions should be used to support their academic and personal development and their career planning.

### **Topics of discussion in the meetings**

#### **First things first**

- Take a list of attendees.
- Remind students to make an appointment to see you individually within the next three weeks.
- Check students have completed and submitted the Individual Learning Plan form, ready for the first individual tutorial.

## Topics:

Here is a non-exhaustive generic list of topics that can be covered in personal tutoring session.

- i. To check that students are settling in.
- ii. To check if students are able to use Moodle (EDA College VLE).
- iii. To introduce Student Services for advice and support around logistics.
- iv. To encourage students to take advantage of the Personal Tutor framework.
- v. To get students thinking early on about what it means to study at a foundation year and a degree programme
- vi. To reinforce the importance of being proactive, taking charge of their own learning experience right from the start and that developing independence is a key graduate skill.

## Prompters for Personal Tutoring sessions

A variety of questions that can prompt stimulation for the tutees during personal tutoring sessions.

Here is a list of few prompters given as example.

"Do you have somewhere to live and somewhere to study?"	"Do you have computer and internet access at home?"	"How confident do you feel that you can solve problems yourself, e.g. personal, academic, time management?"
"Do you feel you are settling in well?"	"Are you remembering to use your EDA and Newman email accounts?"	How would you go about solving such problems?"
"Are you having any problems attending classes?"	"What sort of things have you used the library for?"	"What made you decide to study the course you are on?"
"How are you balancing conflicting demands on your time?"	"In what ways are you using Moodle?"	"What are your goals in studying for your degree?"
"What do you know about the student support facilities such as the e-library, EDAN, Moodle etc?"	"In what ways is studying here different from what you expected?"	"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?"

## Types of Interventions via Personal Tutoring

As suggested by Jaques (1992), following interventions are expected in the Personal Tutoring sessions during the year;

### Enabling Interventions

- They aim to enable the student to learn and develop through self-direction and self-discovery.
- Personal tutor expresses empathy to provide a relax and friendly atmosphere
- Use effective listening and ask questions only for understanding more of learners' perspective
- Personal tutor builds a repo as a 'partner not a patron'

### Supportive Interventions

- Make student feel that you are always available for help and support
- Show care and concern by providing verbal and non-verbal gestures
- Be non-judgemental and respond positively in all issues that tutees face

### Informative Interventions

- Bring new information and knowledge for your tutees
- Share your own expertise with student
- Do an impartial interpretation of student's situation that you could understand in your interaction with the student

### Prescriptive Interventions

- Provide guidance to affect the tutees behaviour in a desired direction
- Give advice and suggest a course of action
- Demonstrate via examples or role play 'how to do it better' e.g. presentation, activity, essay writing

### Confronting Interventions

- Challenging student on the misconception about module, course, programme, or the college
- Provide direct feedback on a pattern of behaviour or attitude where you want student's attention
- Ask direct questions and 'hold a mirror' to describe students the facts about performance and how to improve them
- Discipline students on issues of regulations and reasonable behaviour that the College expects

## **Safeguarding and Professional Boundaries**

EDA College is committed to maintaining a safe, respectful, and inclusive learning environment. In accordance with the Office for Students (OfS) Condition E6, all personal tutors must uphold the highest standards of professional conduct and safeguarding.

### **Zero Tolerance for Harassment and Misconduct**

Personal tutors must be vigilant in identifying and responding to any signs of harassment, bullying, or sexual misconduct. Any disclosures made by students must be taken seriously and reported through the appropriate safeguarding channels.

### **Staff-Student Relationships**

To protect students from potential conflicts of interest or abuse of power, personal tutors must not engage in intimate personal relationships with their tutees. Any such relationships must be declared and managed in accordance with the College's Safeguarding and Staff-Student Relationship Policy.

### **Reporting and Support**

Tutors must:

- Be familiar with the College's Harassment and Sexual Misconduct Policy.
- Know how to refer students to the **Safeguarding Officer** or **Student Support Services**.
- Maintain appropriate records of any safeguarding concerns or referrals.

### **Confidentiality and Data Protection**

Tutors must respect student confidentiality, especially in sensitive matters. However, where there is a risk of harm, tutors are required to escalate concerns in line with the College's Data Protection and Safeguarding Policies.

## **Policy on Exit Interviews**

### **Introduction**

During the learning journey of a student, there may occur circumstances where they have to withdraw or the college takes the decision to withdraw a student. It is important that we understand the circumstances around student withdrawals and the College should offer all students who withdraw 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.

### **Invitation to exit interview**

Students should only be invited to exit interviews when they have actively declared their intention to leave the College or 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. Points to consider in an exit interview are as below;

- Thank the student for attending, express regret at their decision but be clear that purpose of interview is to understand reasons and 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. Any details that they provide in the interview will be treated in confidence.
- Ask student to describe why they came to the decision to leave.
- What do they think the University has done well, what has it not done well?
- Check on their wellbeing and ask if the student has experienced any form of harassment or misconduct from other students or staff and ensure they are aware of support services and reporting mechanisms
- Confirm if they have sufficient credits for a certificate/diploma and explain how this will be awarded.

### **Recording of exit interview**

Notes of the exit interview should be made and stored in line with policies on personal tutorial meeting notes/confidential student information.

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