



Personal Tutoring Policy

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A. Introduction

1. At ArtsEd, we are committed to ensuring that students are provided with effective and appropriate support during their studies.
2. We understand that personal and pastoral support, in addition to normal academic contact, is vital to the overall experience and success of our students.
3. This 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.
4. Each student is assigned a named personal tutor who can assist them with their training and personal development. They can also act as a first point of contact if a student experiences difficulties, offering guidance or signposting alternative sources of support.
5. 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.
6. This policy should be read in conjunction with the following documents, available on [the Policies page of our website](#):
 - a. Support for Study Policy
 - b. Physical Injury Reporting and Return from Injury Procedure
 - c. Attendance Policy
 - d. Extensions and Deferrals Policy
 - e. Safeguarding Policy

7. The above list is not intended to be exhaustive and, where appropriate, other policies and procedures should be considered. We also offer a range of other support services which may be relevant, outlined in Appendix 1.
8. All policies are carried out in accordance with our Equal Opportunities Policy, Data Protection Policy and Code of Practice for Freedom of Speech.

C. Responsibilities of Personal Tutors

9. Personal tutors are responsible for making contact with their tutees on a regular basis, as set out below.

When	Who	How
Week 1 or 2 – autumn term	New tutees	Individual meeting
Week 6 or 7 – autumn term	All tutees	Individual or group meeting
End of autumn term	All tutees	Email check-in
Week 6 or 7 – spring term	All tutees	Individual or group meeting
End of spring term	All tutees	Email check-in
Week 6 or 7 – summer term	All tutees	Individual or group meeting
End of summer term	All tutees	Email check-in

10. Personal tutors should arrange **at least two individual meetings** with each tutee per year. Additional meetings may be individual or group meetings.
11. The format of **group meetings** will be determined by each personal tutor depending on the needs of their tutees. For example, a tutor may invite all tutees across different years and/or programmes to meet together, or may meet certain cohorts separately. The aim is to allow tutees to share experiences and support each other with the input of the tutor, and for the tutor to discuss relevant topics that will be common to all tutees at that point (e.g. assessments or career planning).
12. 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 that there is reason a student did not attend, they should inform the Head of Student Services so that students who need additional support can be identified.
13. Personal tutors should also **check in with tutees by email**, as set out above, so that students have the opportunity to raise concerns if they have any.
14. Personal tutors should respond promptly to their tutees and should be available to meet tutees at other times if requested, provided such requests are reasonable.
15. Personal tutors should maintain a record of instances of tutorial contact and students should be sent a copy of any discussions.
16. 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.

17. When a personal tutor does not have the relevant knowledge to advise a student, they should refer them to the Student Support team in Registry (studentsupport@artsed.co.uk).
18. Personal tutors should provide a safe, non-judgmental space where students can speak. A personal tutor will usually keep anything disclosed by a tutee confidential. However, if there are specific concerns about a student's academic engagement and/or wellbeing, the personal tutor may need to inform other relevant staff members at ArtsEd. They should attempt to discuss the matter with the tutee first and work with them to seek appropriate support.
19. **Personal Tutors should be able to:**
- a. Assist tutees with settling in at ArtsEd
 - b. Offer guidance and provide general feedback to support tutees with their training
 - c. Assist tutees on dealing with issues that are impacting their training
 - d. Answer questions or signpost tutees to an appropriate source of guidance or a service
 - e. Follow up with tutees who 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
 - g. Support tutees with personal development and career planning to prepare them for life after ArtsEd.
20. **A personal tutor is not expected to:**
- a. Provide specific guidance on aspects of training that are outside of their subject area
 - b. Approve changes to a student's programme of study, e.g. interruptions
 - c. Provide specialist advice or expertise (e.g. offer a counselling service, physical health or injury advice, immigration advice or financial advice).
21. A personal tutor will not know the answer to every question but should be able to advise on where their tutees can go to make further enquiries.

D. Responsibilities of Students

18. We assign personal tutors so that each student has a named member of academic staff who is able to offer support and guidance across a wide range of issues, not just when there is a problem.
19. For this reason, students are **expected to attend all scheduled personal tutor meetings**. They should arrive on time, and actively participate in meetings.
20. Students may decide whether or not to approach their personal tutor regarding personal issues. Any student is welcome to contact the Student Support team (email studentsupport@artsed.co.uk or visit them in Registry), or an alternative member of staff who may be able to help.
21. However, students are **encouraged to maintain contact** with their personal tutor and to:

- a. 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
 - b. Be willing to accept constructive criticism regarding their performance and what they can do to improve
 - c. Consider how opportunities at ArtsEd can contribute towards their long-term goals
 - d. Listen to advice given and consider it when making decisions on what to do next.
22. Students should **feel free to make contact with their personal tutors** as required, including to schedule additional or alternative meetings. Students can contact their personal tutors via their ArtsEd email address.

E. Responsibilities of the Schools

23. It is each School's responsibility to **ensure that an effective personal tutoring scheme** is in operation. Schools should:
- a. Consider whether individual students would benefit from a specific personal tutor to meet their needs, for example because of circumstances declared via the Getting To Know You survey sent out before students join ArtsEd
 - b. Ensure that all students are assigned a personal tutor, and assign a new personal tutor if staff leave ArtsEd
 - c. Inform students during induction who their personal tutor is and explain how they should contact their personal tutor
 - d. Explain what the role of the personal tutor is, and ensure that this is well signposted along with other support services
 - e. Ensure students are clearly directed to the Personal Tutoring Policy
 - f. 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.

Appendix 1: Support Available for Students

Students should be directed to the **Student Support Team** if there is a concern. Students and staff can contact the team via email: studentsupport@artsed.co.uk.

A **Student Support Plan** may be used to ensure that a student has the right support and adjustments in place. This plan is drawn up with a member of staff and agreed by the student.

Students may contact their **Head of Year or Course Leader** if they wish to discuss any academic concerns.

Students may contact the **SpLD Study Skills Coordinator** for advice and guidance whether or not they have a diagnosed neurodivergence. Students can contact studyskills@artsed.co.uk.

Students may seek advice from the **Physical Health & Wellbeing Coordinator** about physical wellbeing, including exercise, nutrition, physiotherapy and massage.

The **Student Counselling Service** offers a confidential space for students to discuss and seek advice on their psychological wellbeing. This includes:

- 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
- d. Assistance with developing a longer-term treatment plan, if necessary

Students can book a session with our Counselling Service via the counselling referral form available on the [Wellbeing pages of our website](#) or emailing counselling@artsed.co.uk.

The **Support for Study procedure** may be used if there are concerns about a student's wellbeing and/or behaviour which may be related to their mental and/or physical health, disability or learning difference, and which are having an impact on them or someone else. The procedure is intended to be supportive and is in place to enable students to successfully complete their studies, where possible.

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