

## **PERSONALISED ACADEMIC SUPPORT POLICY (including Academic Progress Review Scheme)**

### **1 What is the purpose of this Policy?**

- 1.1 The University of Salford is committed to providing you with personal and academic support to enhance your progression and success on your programme. The University believes that high quality support, face to face and/or on-line, can improve retention (particularly in the early stages of study), increase commitment and attendance as well as enhancing a more reflective and future focused approach to study with a consequent improvement in your overall performance.
- 1.2 Personalised academic tutorial support, delivered within the guidelines of the University's Equality and Diversity Strategy, is an effective means to ensure that you are treated solely on your merits, abilities and potential, regardless of any characteristics.
- 1.3 Personalised academic tutorial support can help you to identify if you have any specific learning difficulties or disabilities and refer you to Disability and Learning Support so that your needs may be identified, and appropriate support put in place.
- 1.4 Personalised academic tutorial support may also have a role in helping you to monitor the effectiveness of Reasonable Adjustment Plans in meeting your needs.
- 1.5 This Policy sets out the roles and expectations for Personalised academic tutorial support to ensure that it is of high quality and is effective in providing you with the support that will help you to be successful in your studies.

### **2 How has the Policy been developed?**

- 2.1 The Policy has been developed as part of the University's Student Success Project, which includes the Academic Progress Review Scheme (see appendix).
- 2.2 It has been informed by internal and external reference points which include the University's Student Charter, USSU Advice and Well-being; NUS Charter on Personal Tutors and the UK Quality Code Advice and Guidance: Enabling Student Achievement.

### **3 Who does the Policy apply to?**

- 3.1 It applies to all registered undergraduate and postgraduate taught students. This includes apprentices undertaking a higher or degree apprenticeship programme.
- 3.2 If you are studying at a collaborative partner institution, you will be provided with personal and academic support through your main provider's own approved procedures.

### **4 Who provides personalised academic tutorial support?**

- 4.1 Support is provided by members of academic staff who have been prepared for their role and have a good level of knowledge of your programme area and level of study to support your journey.

### **5 What is the main role of personalised academic tutorial support?**

- 5.1 The main role of this support is to enable your success and achievement by providing a consistent point of contact for programme-specific and educational advice throughout your programme and to help you prepare for life after University. It aims to provide you with the necessary guidance to help you reflect upon your progress and identify any areas requiring additional development at each stage of your student journey, guiding you in the direction of specialist services and resources that are available to you.

## **6 What is my role as a student?**

- 6.1 Your academic development is a collaborative process requiring both you and your tutors to meet the expectations set within this policy. You are expected to actively engage in the process and to make use of the support and advice provided through.

## **7 How is personalised academic tutorial support delivered?**

- 7.1 Personalised academic tutoring includes individual and group tutoring delivered at key points during your student journey. You will be allocated a named member of academic staff as your academic reviewer / tutor who will meet with you regularly to provide advice, support and general guidance on your academic progress and help you reflect on wider development.
- 7.2 If through the process you identify that you may need some specialist guidance or assistance, you will be signpost to other services as appropriate.
- 7.3 As a new student commencing your studies at either levels 3 or 4, you will normally have your first personalised academic support meeting / academic review during Week 0 or Week 1 of the first trimester of study.
- 7.4 You will have regular personalised academic support meetings / academic reviews, at least once a trimester and twice in your first trimester of your first year of study at the University. You will be informed that you can, without having to divulge your reasons, change your reviewer / tutor and you will be given information on how to request a change via your School Office.
- 7.5 You will be asked to keep an appropriate record of your personalised academic support meeting / academic review meetings and your reviewer /tutor will also keep a copy of these, stored and used in accordance with Data Protection legislation.

## **8 What support may I expect?**

In order to fulfil their responsibilities, your Reviewer / Tutor will:

- a) arrange to provide contact details to you during registration;
- b) actively participate in face-to-face or on-line induction activities;
- c) retain records of meetings or other means of contact with you in accordance with Data Protection legislation and University guidelines;
- d) arrange to meet or have contact with you regularly, at least once a trimester and twice in your first trimester of your first year of study at the University.
- e) If you are studying at level 3 or level 4, to meet with you in week 0 or week 1 of the first trimester;
- f) be familiar with the services that are available both within and outside the University (e.g. Student Support, Library);
- g) direct you to appropriate academic colleagues if you need additional programme support;
- h) monitor your progress and direct you to appropriate individual support if you are not progressing satisfactorily, and familiarise themselves with the processes and procedures relevant to your progression within the University;
- i) respect your right to confidentiality, make this right clear to you, and get your permission should it be necessary to discuss your circumstances with others; (in certain exceptional circumstances, disclosure may have to take place against your wishes for avoidance of significant risk.);
- j) directing you to appropriate support for the development of study skills
- k) respect your right not to seek or accept support or guidance, even though this might be to your disadvantage, on the understanding that you recognise this possible disadvantage;
- l) act as your advocate where appropriate and contribute to requests for references;
- m) comply with the University's Equality and Diversity policy when undertaking all activities;
- n) undertake appropriate professional development to benefit their role.

**9 What is expected from me?**

- 9.1 In order for personalised academic support / academic review tutoring to be beneficial and meaningful you will be expected to undertake the following:
- a) ensure that you go to, or contact, your Reviewer / Tutor when you need academic support or guidance;
  - b) be an active participant in finding a solution to a problem;
  - c) notify your Reviewer / Tutor if you are unsure how to access appropriate support if you have any issues that are affecting your academic work or ability to engage with classes;
  - d) meet or have contact with your Reviewer / Tutor regularly, at least once a trimester and twice in your first trimester of your first year of study at the University as outlined in section 8 above
  - e) attend meetings arranged.

**APPENDIX****Academic Progress Review Scheme (as part of Personalised Academic Tutorial Support)****1. What is the purpose of Academic Progress Review?**

- Academic Progress Review (APR) aims to enable effective personalised academic development and professional growth across programme levels, with an emphasis on increasing learner autonomy and challenging students to stretch beyond their current capabilities.
- The APR scheme provides a set of procedures, resources, and guidance for schools to use in their personalised tutorial support. Schools have flexibility in their adoption of APR, depending on local context.
- Where APR fully or partially replaces the established Personal Tutor role, high quality pastoral support will continue to be provided through integrated University support systems and School Progression Assistants. In a crisis or in response to a particular student need, AskUS will provide support.
- Student success outcomes will be achieved through an integrated system, co-creating student achievement through partnerships of developmental and support structures at individual student, programme and institutional levels.

**2. What are the APR Principles?**

Academic Progress Review (APR) is based on key underlying principles that meetings will be:

- Student-centred: the student will lead the process and the main responsibility for action and outcomes lies with the student. The academic progress tutor role is facilitative and scaffolding.
- Inclusive: meetings and content will be accessible for all students.
- Developmental: the meetings will focus on building the development of students' academic, personal and professional skills and strengths.
- Personalised: Meetings will use student's personal data, expectations and needs as the basis of discussions and action plans.

**3. What is the Procedure for APR?**

- The APR procedure provides an outline of the key components of an effective academic support model designed to ensure a consistent student experience and application across all schools. The model is sufficiently flexible to meet the differing needs of students in Schools within the context of resource constraints, including that of staff time.
- Each student will have Academic Progress Tutor support to provide guidance on academic, personal and professional development through a series of scheduled meetings with focused areas of discussion and action-oriented outcomes. That support shall accommodate the needs of students, whatever their mode of study (distance, online, blended or face to face).
- In some instances, the Academic Progress Tutor may also provide specific guidance and signpost specific services or sources of help where that need is urgent and apparent.
- Academic Progress Tutors will hold regular meetings with their students (at least once a trimester and twice in a student's first trimester of their first year of study at the University.)

- Students will be informed that they can, without having to divulge their reasons, change their Academic Progress Tutor and they will be given information on how to request a change.
- Academic Progress Tutors will keep appropriate records of meetings, or contact with students, in accordance with Data Protection legislation and University guidelines.

#### **4. What are the responsibilities of the student?**

APR procedures place the majority of the responsibility for successful outcomes of meetings with the student:

- Students will reflect on their experiences of learning and development throughout their programmes and bring this reflection to tutorial discussions and action planning.
- Students will actively engage with the tutorial process throughout their degree programme. Attendance at APR tutorials is recorded and tracked as part of student engagement profiles.
- Preparation work should be completed and sent to tutors in advance of meetings.
- Where students are unable to attend meetings, they are responsible for ensuring that an alternative appointment is arranged, and meeting goals are achieved.
- Students will take responsibility for building their academic, personal and professional skills through active engagement with the tutorial process throughout their degree programme.

#### **5. What are the responsibilities of the APR Tutor?**

- Academic Progress Tutors should arrange a brief, initial meeting in induction week for students in their first year of study and provide contact details.
- Academic Progress Tutors will conduct substantive APR meetings in accordance with the overall Personalised Academic Support policy (at least once a trimester and twice in a student's first trimester of their first year of study at the University).
- Academic Progress Tutors will access university data systems to gain data to understand student engagement, progression and attainment.
- Academic Progress Tutors will work with students to support their academic, personal and professional development through guided reflection, coaching and personal action planning.
- Academic Progress Tutors will be familiar with and signpost students to sources of support and further guidance as appropriate.
- Academic Progress Tutors will keep records of referrals arising from meetings in a central location in accordance with Data Protection legislation and University guidelines.
- Academic Progress Tutors will be responsible for providing academic references for tutees.
- Academic Progress Tutors will feed back common issues relevant for student development and achievement to programme teams to aid the enhancement of programme curriculum design and student support.
- Academic Progress Tutors will comply with the University's Equality and Diversity policy when undertaking all activities.

**Useful Links:**

**AskUS Student Support:**

[https://testlivesalfordac.sharepoint.com/sites/Uos\\_Students/SitePages/askUS.aspx?csf=1&e=DrNKEn](https://testlivesalfordac.sharepoint.com/sites/Uos_Students/SitePages/askUS.aspx?csf=1&e=DrNKEn)

**Data Protection:** <https://beta.salford.ac.uk/privacy>

**Disability and Learner Support service**

[https://testlivesalfordac.sharepoint.com/sites/Uos\\_Students/SitePages/Disability-%26-Learner-Support.aspx](https://testlivesalfordac.sharepoint.com/sites/Uos_Students/SitePages/Disability-%26-Learner-Support.aspx)

**Equality and Diversity:** <https://beta.salford.ac.uk/equality-and-diversity>

**Library Support:** <https://beta.salford.ac.uk/library>

**NUS Charter on Personal Tutors:**

<https://www.nusconnect.org.uk/resources/nus-charter-on-personal-tutors>

**UK Quality Code Advice and Guidance: Enabling Student Achievement:**

<https://www.qaa.ac.uk/quality-code/advice-and-guidance/enabling-student-achievement>

**University of Salford Student Facing Procedures, including Student Charter:**

<https://beta.salford.ac.uk/governance-and-management/student-facing-policies-and-procedures>

**USSU Advice and Well-Being:** <https://www.salfordstudents.com/advice>

<b>Document Control Information</b>			
<b>Revision History incl. Authorisation: (most recent first)</b>			
<b>Author</b>	<b>Summary of changes</b>	<b>Version</b>	<b>Authorised &amp; Date</b>
Sian Etherington	Following SELTEC required amendments: Revision of terminology around staff roles to provide consistency Removal of 'level 6' from section 5 bullet point 7	v3	
Sian Etherington/ Helen Parker	Change in format to FAQs, student in use 'voice' 'students addressed as you', removal of procedural information and addition of Academic Progress Review Scheme	V2	SELTEC 1 July 2020
Academic Development Unit (HR)		1	Pre March 2015
<b>Policy Management and Responsibilities:</b>			
Owner:	This Policy is issued by the Director of Quality, Enhancement and Governance, who has the authority to issue and communicate policy on Personal Tutoring and has delegated day to day management and communication of the policy to the Academic Developer, QEO and Acting Head of Student Experience and Engagement.		
Others with responsibilities (please specify):	All subjects of the Policy will be responsible for engaging with and adhering to this policy.		
<b>Author to complete formal assessment with the following advisory teams:</b>			
Equality Analysis (E&D, HR) <a href="#">Equality Assessment form</a>	1. <i>This is mandatory. Specify date completed and brief outcome. Email the completed EA to <a href="mailto:Equality@salford.ac.uk">Equality@salford.ac.uk</a></i>		
Legal implications (LPG)	2. <i>Please specify date completed and brief outcome, or N/A</i>		
Student facing procedures (QEO)	3. <i>Procedure updated by QEO</i>		
UKVI Compliance (Student Admin)	4. <i>N/A</i>		
Consultation:	To be undertaken		
Staff Trades Unions via HR Students via USS	1. <i>Specify date/outcomes of any relevant consultations or N/A</i>		
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