Teitl: Title:	Personal Tutorial Policy for Higher Education
Fersiwn: Version	2
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr a Staff Learners & Staff

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	📄 *HE PT & ILP Policy - Welsh and E&D Impact Ass...*
Effaith ar yr Iaith Gymraeg *Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr Iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.*	*Welsh Language Impact* An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	HE Compliance Manager		
Ymgynghoriad / Consultation:	*HE Staff & learners*		
Dyddiad cymeradwyo / Date Approved	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group		*HE & Access Steering Group*
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:		*All*
	Pwyllgorau'r Bwrdd / Board Committees:	Pwyllgor Archwilio a Risg / Audit & Risk Committee:	-
		Pwyllgor Cwricwlwm a Safonau / Curriculum & Standards Committee	-
		Pwyllgor Cyllid, Pobl a Diwylliant / Finance, People & Culture Committee:	-
	Corff Llywodraethu / Governing Body:		-
Dyddiad Adolygu: Review Date:	31/01/27		

Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)
Send approved document for Translation using the [Translation Request Form](#)

Rhifwch bob adran a pharagraff
Please number each section and paragraph

Table of Contents

Personal Tutorial Policy for Higher Education Students

1.   Personal Tutorial Policy

1.1.   Coleg Cambria is committed to providing an excellent learning experience for its students. This includes high standards of academic and pastoral support.

1.2.   All higher education students are entitled to effective and appropriate academic and pastoral support to ensure they achieve the best possible outcomes. The Coleg Cambria Personal Tutorial system for higher education provides support and guidance for students in three key areas:

     1.2.1.   academic and vocational achievement
     1.2.2.   personal and social development and well being
     1.2.3.   preparation for future employment and further progression in their higher education studies

1.3.   This support is most likely to be carried out by a personal tutor that is assigned to each higher education student and in the allocated weekly personal tutorial slot.

1.4.   This will usually be through a combination of group and individual tutorials, however all students will have at least one individual session per semester. For full time students this will always be the case.

1.5.   For part time students this support may be offered via a personal tutor, a subject tutor or by the programme leader. This may not always be in an allocated weekly slot but will be at times to suit the programme structure and student's work and

other commitments. Either way it will be made clear to the student and their employer, where relevant, how their tutorial support will be provided.

1.6. On 2 occasions (1 per semester) within each academic year, the Personal Tutorial slot will be used for the purpose of holding a Staff & Student Liaison Meeting (SSLM) as per the 📄 Programme - Student and Staff Liaison Meetings (SSLM) guidance, supporting HE Student Voice programme.

1.6.1. The Programme Team will carry out the 2 SSLMs with their Group(s), inviting feedback on the curriculum / programme as per the 📄 Staff & Student Liaison Meeting (SSLM) Template .

1.6.1.1. For Swansea Programmes 3 SSLM meetings may take place, as agreed with Swansea University.

1.6.1.2. For this purpose, Programme Leaders can add an extra column to their SSLM form to account for this.

1.6.2. Feedback provided via the 2 SSLM meetings will be included in the Area's Programme Annual Monitoring Report (PAMR) & Continuous Improvement Plan (CIP), supporting the drive for continuous improvement.

1.6.3. The HE Compliance Manager (HECM) will support HE Student Voice by;

1.6.3.1. Requesting feedback from each group of students via a Jamboard (or other electronic means) in Semester 1.

1.6.3.1.1. This will be distributed via the Programme Leader / Virtual Learning Environment (VLE).

1.6.3.1.2. The HECM will provide responses to the items raised via the Jamboard (or other electronic means). This is planned for the start of Semester 2.

1.6.3.2. Holding informal 'Drop-In' sessions across the sites in Semester 2.

1.6.3.2.1. Details of these will be published to learners via Programme Leader / Virtual Learning Environment (VLE).

1.6.3.3. Learner response to the Jamboard (or other electronic means) and the Drop-In Sessions are voluntary, and are intended to supplement the SSLM discussions.

1.6.3.4. Other means for students to provide feedback are;

1.6.3.4.1. By contacting the HE Team via he@cambria.ac.uk

1.6.3.4.2. By contacting the HECM directly via email or in person

1.6.3.4.3. Via module evaluations

1.6.3.4.4. Via discussions with the External Examiner

1.6.3.4.5. Via their University Partner (if relevant)

1.6.3.5. A report of the feedback received for the academic year will be presented to the HE & Access Steering Group at the end of each year.

1.6.3.5.1. From this feedback a 'Together We' sheet will be produced for each academic year.

1.6.3.6. The College also carries out a HE Student Survey each year. Details of the outcome of this will be reported separately to the HE & Access Steering Group and the Senior Management Team (SMT) by the Dean of Access & HE.

2. Personal Tutor Role

2.1. Personal tutors will provide an important support role throughout a student's time at College, particularly during their first weeks, but also throughout their higher education programme and in any challenging times students may experience. Personal tutors will regard any matter relating to a student in the group as their concern.

2.2. A Personal Tutor will:

2.2.1. Plan and schedule a structured programme of tutorial sessions to include group and one to one sessions.

2.2.2. Regularly review progress in all subjects and provide general feedback on overall academic performance.

2.2.3. Offer support to students to action plan for improvement where appropriate.

2.2.4. Take initial action in dealing with and monitoring problems relating to academic progress, behaviour or personal matters of students in line with College and University procedures.

2.2.5. Support students with any personal, financial or legal issues that impact on their study signposting to other College and external services where appropriate and and provide appropriate assistance where required to support students in accessing such services.

2.2.6. Deliver the Higher Education Induction Programme for their area in conjunction with other tutors/specialists, and mark and submit any induction materials/records as required.

2.2.7. Provide appropriate tutorial support to include One-to-One Reviews in which students are encouraged to be active, self-directed learners, setting their own aims and goals and to participate in the review process effectively.

2.2.8. Keep an accurate record of attendance at Personal Tutor sessions.

2.2.9. Deal with any unexplained absence of an unacceptable level in line with the College Disciplinary Process.

2.2.10. Provide appropriate referral to other support systems, where necessary.

2.2.11. Facilitate transfer to other choices or programmes and support the student to complete early leavers documentation, if appropriate.

2.2.12. Prepare, in consultation with colleagues, material for references, testimonials and reports as required.

2.2.13. Encourage and facilitate progression, motivation and aspiration through career education by facilitating motivational inputs, careers information and course advice, referring students to the College Careers Department and the Careers Service as necessary.

2.2.14. Liaise with the programme leader and other tutors to ensure a framework of support is in place where necessary.

2.2.15. Refer learners for 1:1 academic skills support via the Library & Academic Skills team.

2.2.16. Refer students to relevant support from the Student Services Team e.g. Resilience Coaching, Counselling, Transport etc.

2.2.17. Refer students to the Inclusion Team for Additional Learning Needs (ALN), Wellbeing or Learning Support.

2.3. The Personal Tutor is directly responsible to their Curriculum Director or relevant manager.

3.   Planning Tutorials and One to One Sessions with Students

3.1. Most one to one sessions with students involve coaching conversations, where feedback, advice and guidance is given. It is important that within these conversations that:

3.1.1. students understand the feedback, advice and guidance given

3.1.2. students are empowered to develop their ideas

3.1.3. personal tutors help clarify and summarise the conversation, in order to formulate actions for development

3.1.4. students are encouraged to formulate actions on areas for development and that these are then recorded in individual learning plans.

3.1.5. As noted in 1.6, 2 Staff & Student Liaison Meetings (SSLMs) will be held within Personal Tutorial sessions during the academic year.

4.   Welsh

4.1. All Welsh speaking students will be proactively offered a Welsh speaking personal tutor. right

4.2. Students are able to submit written work and complete examinations in Welsh regardless of the language of teaching on a module. Student work can be translated via the college Translation Unit - transaltion@cambria.ac.uk

4.3. Staff can access Welsh language preferences from the student records system and also from various reports (see Data Reporting Portal / Applications / HE for further details).

4.4. The Welsh Department can provide advice and support to ensure that we comply with students rights as outlined in the Welsh Language Standards - helpcymraeg@cambria.ac.uk

5. <u>**Recording Personal Tutor (PT) Sessions and Individual Learning Plans(ILPs)**</u>

5.1. Staff are able to use the EBS OnTrack Staff Hub (Registers) system for recording HE PT sessions and ILPs.

5.1.1. Also see section 1.6 for the recording of Staff & Student Liaison Meetings (SSLMs).

5.2. Where this is not suitable for the course set up, staff can use a Google Doc to record the details. Templates in Welsh & English are included below.

[HE Individual Learning Plan (ILP) Template Welsh](#)

[HE Individual Learning Plan (ILP) Template](#)

5.3. Staff can choose to use another format for recording their Tutorials and ILPs if they wish as long as the records are held securely according to current College guidelines.