FALMOUTH UNIVERSITY

PERSONAL TUTORING POLICY

This document explains the University approach to personal tutoring and how personal tutors support student engagement, academic achievement and wellbeing.

ORGANISATION: FALMOUTH UNIVERSITY

APPLIES TO: STUDENTS

POLICY OWNED BY: ACADEMIC SERVICES

APPROVED BY: ACADEMIC BOARD

DATE APPROVED: WEDNESDAY, 21 JANUARY 2026

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1 INTRODUCTION

1.1 Personal tutors act as academic advisors to students and act as a conduit for referral to specialist services provided by Student Services (e.g. Wellbeing team, Academic Skills, Accessibility team for Individual Learning Plans etc).

1.2 The purposes of the personal tutoring system are to:

1.3 University Regulatory & Administrative Processes
- Advise and support students on academic processes, procedures and expectations, including Safeguarding, Prevent and academic progression.

1.4 Active Student Engagement, Academic Achievement & Wellbeing Support
- Act as a reliable point of contact, adopting a risk management and follow-up approach with tutees.
- Assist students in goal setting for learning targets and aid in evaluating progress against these, where appropriate.
- Offer fast and consistent onward referral to second line specialist support (through awareness of the routes, contacts and follow-on monitoring procedures in place) including academic skills needs.
- Access and use the Student Information Dashboard to inform discussions and interventions for tutees around engagement monitoring and academic progress.
- Offer career advice if appropriate and/or onwards referral for additional advice (via employability; people success etc) and encourage "distance travelled" thinking in students re: placements, industry, live briefs etc. towards readiness for employment.
- Depending on the study mode, normally require a minimum of two synchronous / in-person meetings per tutee, diarised for audit ability.

1.5 University Community
- Adopt a watching brief to proactively act to resolve informal conflict wherever possible (academic and/or pastoral). Liaise with QAE where escalation needs to take place in relation to university disciplinary procedures.

1.6 Across these 8 core personal tutoring essentials, personal tutors support students to become confident learners, encourage students to play an active part in their academic community, support students to meet the challenges and opportunities of university life while supporting them to reflect on academic progress and development, develop academic skills and reflect on their effective uses of all types of feedback (formal, informal, peer etc). They also set a clear expectation and boundary around what personal tutoring at Falmouth offers and entails.

1.7 Academic departments may supplement these core aims and deliver them in a subject-specific or local context.

2 PERSONAL TUTORING SYSTEM

2.1 All currently enrolled students who are registered on one of the University's courses will be assigned a Personal Tutor at the beginning of their studies.

2.2 Upon assignment of their personal tutor, students will be informed as to whether they should expect to have the same personal tutor for a year, or for the duration of their course or any other local arrangements.

2.3 The minimum support that students can expect to receive will include:
- A group personal tutoring meeting at the beginning of each level of study.
- One scheduled tutorial for each study block.
- Meetings will be initially scheduled for 10 minutes, with longer follow-up meetings arranged where required.
- Students with outstanding work (i.e. referrals) after assessment boards will be contacted (usually *via* email) to arrange a meeting and offer guidance/support.

2.4 One-to-one meetings may be conducted either face-to-face or via Teams. Students can also arrange additional meetings with their personal tutor at agreed times throughout the study block, as appropriate.

3 MANAGEMENT AND MONITORING

3.1 All Personal Tutors are expected to be reasonably available to meet their tutees by appointment. Departments are encouraged to record and monitor student engagement with the process.

3.2 All students should normally be allocated a personal tutor by week six in study block one. Students should normally be assigned to a tutor from within the course team, but with the option to request a 'satellite tutor' where this is preferred.

3.3 If a student or member of staff requests a change of tutor, departments should have a clear procedure for response.

3.4 Personal tutors will be primarily proactive in setting up tutorial meetings, but also reactive – being responsive to student needs or requests for assistance/guidance.

3.5 Personal tutors will reasonably follow-up with students who fail to attend appointments and ensure that new appointments are made.

4 VERSION CONTROL

PURPOSE/CHANGE	AUTHOR	DATE
Original document	QAE	2015-16
Amendments and additions following approval at AQSC, 20/03/2018	QAE	25/07/2018

Amendment to reflect personal tutors contacting referral/deferral students.	QAE	14/12/2020
Amendments to reflect changes to roles, titles and structure, following approval at Academic Board	QAE	28 June 2023
Amendments throughout to reflect 8 core personal tutoring essentials and align with revised staff guidance, following approval at Academic Board	Academic Services	21 January 2026