

LONDON SCHOOL
OF SCIENCE & TECHNOLOGY

Personal Academic Tutoring Policy

Version 5.0

Approved by the Board of Governors

Last Amendment: August 2026

The aim of this policy is to ensure a mutual understanding between students and staff members regarding the purpose of the Personal Tutoring System. Personal Academic Tutoring is integral to the School's holistic approach to supporting its students achieve successful outcomes.

This policy has been developed with due regard for *England's Regulatory Framework for Higher Education.*

DOCUMENT INFORMATION

Document owner(s)*: Dean of Learning and Teaching

Date of next review: September 2027

Document Status: IN USE

Dissemination: For general publication

*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

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1. THE ROLE AND EXPECTATIONS OF PERSONAL ACADEMIC TUTORS (PATs)

1.1. Personal tutoring is an essential part of the London School of Science and Technology (LSST)'s student experience and makes a significant contribution to the retention and success of our students. Personal Tutors have an important role to play in guiding and supporting students' progress through their studies and encouraging their full participation in all that the School has to offer.

1.2. The primary purpose of the Personal Tutor is to assist tutees in their academic development whilst at School, in addition to having a role in supporting their personal and professional development.

2. CORE PRINCIPLES

2.1. In order to ensure a consistent standard of practice across the School and to guarantee a minimum entitlement for students, the following core principles must be evident in the provision of personal tutoring:

- All students undertaking taught programmes will be allocated a personal tutor by the Dean.
- The School will ensure personal tutors' workloads are manageable.
- Personal Tutors will meet their tutees on the regular basis; how often meetings will be held, and the focus of meetings, will be determined by the individual needs of the students, and the stage at which they are in their studies.
- Records will be kept of individual meetings between Personal Tutors and tutees, (the School will treat such records as confidential in accordance with the School's *Data Protection Policy).*

3. VALUES

3.1. The following values are central to the School's approach to Personal Academic Tutoring:

- **Integrity**: LSST communicates with transparency and respect.
- **Inclusiveness**: LSST is a diverse and vibrant community with no barriers to equality of opportunities.
- **Professionalism**: LSST aims to be effective and efficient in all aspects of our work, both internally and externally.

- **Academic excellence**: LSST's goals are to increase knowledge, respect academic freedom, encourage critical independence, and promote creativity and innovation within an ethical framework.

4. ROLE OF THE PERSONAL TUTOR

4.1. Personal Tutors will act as a first point of reference for students on pastoral or academic matters. The role is a pro-active, developmental one and includes, but is not limited to, the following:

4.2. Academic Guidance and Monitoring of Student Engagement

- Promote student engagement with their academic programme.
- Inform their tutees of their scheduled meeting times and other means by which they can be contacted.
- Provide support for individual students' programme-wide academic progress and review.
- Respond to requests for additional appointments if the need arises.
- Reinforce student understanding of programme expectations as well as institutional policies and assessment regulations.
- Identify and respond to 'at-risk' students through reference to data including attendance, assessment submission, and academic background.
- Enable students to take responsibility for, and become partners in, their learning, academic progression and achievement.
- Ensure that students develop the skills and capacity necessary to achieve their desired outcomes.
- Provide support for personal development planning (PDP), in addition to other activities that are available from the School.
- Inform their tutee in advance in the event of being unable to attend a meeting.
- Participate in Personal Tutoring-related staff development opportunities.
- Enable tutees to see information about them which is held on their student record.
- Identify where additional advice and guidance may be required and refer tutees to specialist support and services.
- Where appropriate, guide students in taking up opportunities for employability and skills development.

- Keep as confidential any matters discussed, unless the student has authorised the disclosure of such information or exceptional circumstances necessitate the breaking of a confidential agreement.

- Be familiar with the Personal Tutoring Guide to suppose best practice in tutoring.

4.3. Pastoral and Personal Development Referral

4.3.1. At LSST Tutors offer pastoral oversight with referral and signposting to specialist student support and advice services. These would include:

- Student Support and Disabilities Services

- Academic Support Officers

- Career Support

4.4. Professional Development and Referral

- Encourage professional development including offering guidance on relevant opportunities within the programme or School.

5. STUDENTS' RESPONSIBILITIES

5.1. Students in receipt of personal tutoring services are required to:

- Know who their Personal Tutor is and to meet with them at the scheduled times.

- Prepare for and attend all group and individual tutorials/meetings with their Personal Tutor.

- Notify the Personal Tutor as soon as possible if there is a reason why they will not be able to attend a scheduled meeting and to make arrangements for an alternative meeting.

- Respect the specified times at which tutors are available to see students.

- Make best use of the development opportunity offered by the Personal Tutor, committing to undertake any preparation and follow up activities from Personal Tutor meetings.

- Keep Personal Tutors informed of any circumstances that are affecting their ability to study/continue with the course.

- Understand their entitlement to Personal Tutoring and how it can assist them during their time at School.

- Fully engage in Personal Tutorials to discuss course progress and career aspirations as well as any additional advice and guidance which will help them to succeed in their studies and beyond.

- Request additional appointments if necessary and respond to requests to see their Personal Tutor if additional appointments are scheduled.

- Familiarisation with the Academic Support and other Support Units' procedures and practices in personal academic tutoring and to respect the limits of the Personal Academic Tutor's role.

6. IMPLEMENTATION AND EVALUATION

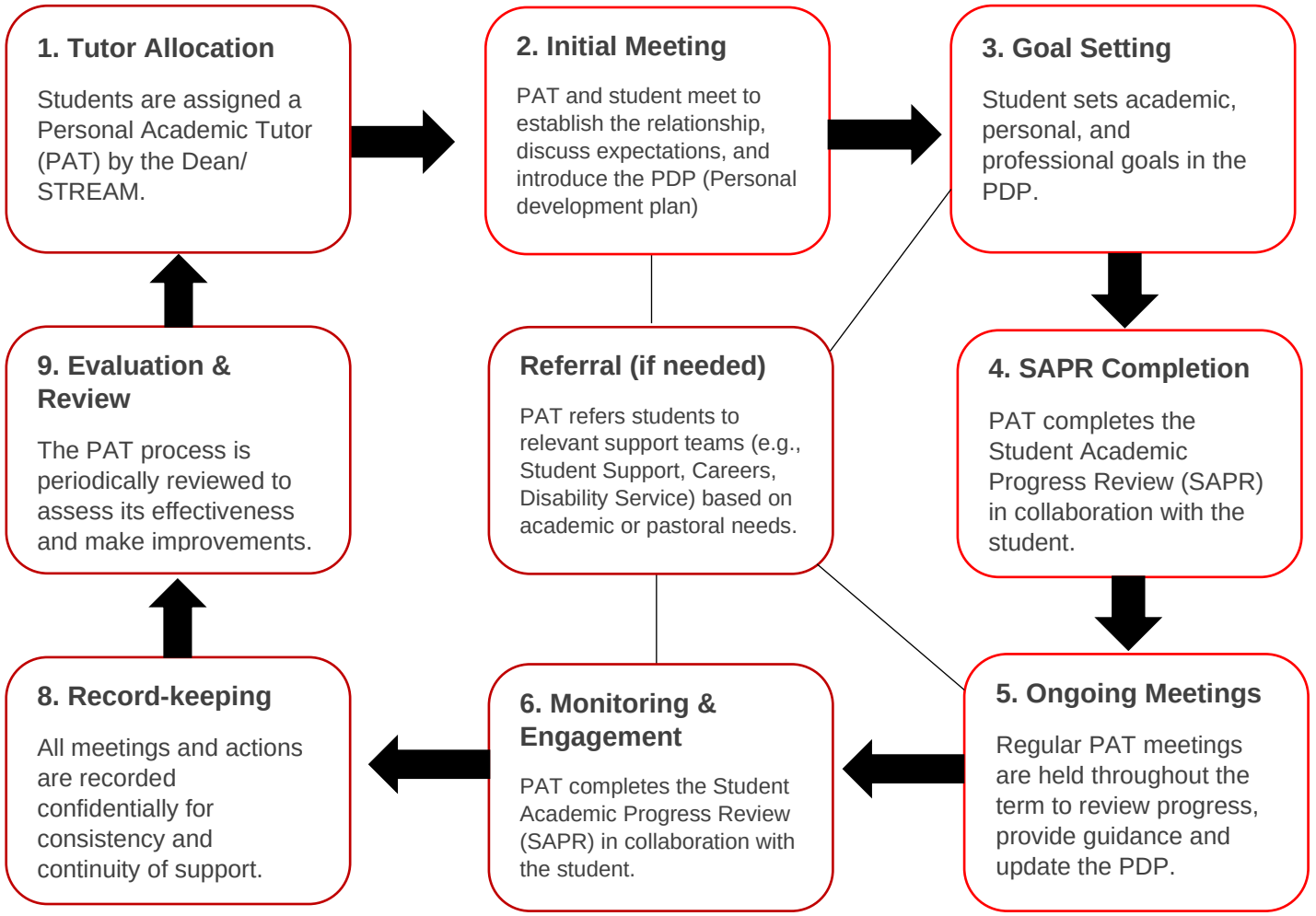
6.1. Personal Development Plans will be periodically evaluated to track students' progress and amended accordingly.

6.2. Departmental Referral Forms will be collected and evaluated to establish the effectiveness of inter-department collaborations as well as student support at all levels.

7. RECORD KEEPING

7.1. An electronic record is kept of each personal tutorial meeting that students have. Records detail attendance at personal tutorials and any actions agreed in the meeting, including a note of any referrals. The level of personal detail included in the records will be agreed between student and personal tutor. There will be specific programme requirements around attendance and any record keeping that refers to attendance will relate to this. These records will only be accessed by those whose role requires this and confidentiality of the information will be maintained. However, there may be occasions when it is necessary for someone other than personal tutor to access personal records in order to help student if the allocated personal tutor is absent for a period of time.

8. APPENDIX 1 – PERSONAL ACADEMIC TUTORING POLICY



VERSION HISTORY

Version	**0.1 – Draft**	
Original author(s):	Lead Personal Academic Tutor	
Reviewed by:	Principal	September 2019
Version	**1.0 – 1.2**	
Revised by:	Principal Lead Personal Academic Tutor Quality Unit	
Revision summary:	*Formatting and numbering; version control added. Reviewed by the publications committee. Final version reviewed by the Executive and recommended to the Board of Governors for Ratification.*	
Reviewed by:	Board of Governors	August 2020
Version	**1.3**	
Revised by:	Quality Unit Dean of Learning and Teaching	
Revision summary:	*Annual review and update. Policy ownership transferred to Dean of Learning and Teaching; Lead PAT position has now been dissolved.*	
Approved by:	Board of Governors	October 2021
Version	**1.4**	
Revised by:	Dean of Learning and Teaching	
Revision summary:	*Annual review and update.*	
Approved by:	Board of Governors	November 2022
Version	**1.5**	
Revised by:	Quality Unit Dean of Learning and Teaching	
Revision summary:	*Annual review and update*	
Approved by:	Board of Governors	June 2023
Version	**2**	
Revised by:	Quality Unit Dean of Learning and Teaching	
Revision summary:	*Annual review; version control applied*	
Approved by:	Board of Governors	October 2023
Version	**3**	
Revised by:	Quality Unit Dean of Learning and Teaching	
Revision summary:	*Annual review and update, minor grammatical corrections, document format applied, version control applied.*	
Approved by:	Board of Governors	October 2024
Version	**4.0**	
Original author(s):	Lead Personal Academic Tutor	
Revised by:	Quality Unit	

Revision summary:	***Annual review and update –*** Appendix 1 added on Personal Academic Tutor Flowchart. Minor grammatical corrections, version control applied.	
Reviewed by:	Publications Committee	September 2025
Approved by:	The Board of Governors	October 2025
Version	**5.0**	
Original author(s):	Lead Personal Academic Tutor	
Revised by:	Quality Unit	
Revision summary:	***Annual review and update –*** *Minor grammatical corrections, document format applied, version control applied.*	
Reviewed by:	Publications Committee	October 2026
Approved by:	The Board of Governors	October 2026