Quality Assurance Code of Practice
Personal Tutoring (Apprenticeship Courses)

This document is primarily intended for:
Heads of Academic Departments
Senior Academic Advisors
Personal Tutors (apprenticeship courses)
Student Apprentices
Directors of Teaching
Directors of Studies

Queries:
First point of contact: Academic Registry
Further advice: Student Support and Safeguarding

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1 Purpose and Scope

1.1 This QA statement sets out the principles of the University's Personal Tutorial System for apprenticeship courses (known as the Academic Advising System for all other taught courses). A Personal Tutor for an apprenticeship course has a similar role to an Academic Advisor on all other taught courses but with wider responsibilities to incorporate the responsibilities of an Apprenticeship Tutor*.

***Throughout this statement, the term "*Personal Tutor*" will be used to include the wider responsibilities of an Apprenticeship Tutor.**

1.2 The Personal Tutorial System has three core purposes:

- to support Student Apprentices' academic, personal and professional development through a personalised point of contact throughout the apprenticeship journey.
- to facilitate the transition of Student Apprentices into the academic community and their academic studies and support students to take responsibility for developing the skills necessary to achieve their desired outcomes while at Bath.
- to ensure for Student Apprentices there is a separate, identifiable line manager who is undertaking the role of the 'employer' and providing the appropriate support and guidance to the Student Apprentice in the workplace.

1.3 The re-induction of Student Apprentices returning from a break in learning (suspension of study) as provided by the Department/School should also be appropriately linked into the Personal Tutorial System. For re-induction, see QA38(A) Induction of Student Apprentices.

1.4 The statement applies to all apprenticeship courses leading to an award of the University of Bath. These procedures may be varied under the terms of a Subcontractor Agreement where a course of study is delivered as subcontracted provision with a partner organisation.

1.5 For principles and processes relating to the University's Academic Advising System for all other taught courses, refer to QA33 Academic Advising.

2 Principles

2.1 Student Apprentices should have an established personal contact within the Department/School and a separate identifiable line manager undertaking the role of 'employer' supporting the Student Apprentice in the workplace.

2.2 Heads of Departments/School are responsible for ensuring the establishment and implementation of the Personal Tutorial System in accordance with this Code of Practice statement and ensuring that each Student Apprentice is assigned a Personal Tutor within the Department and an identifiable line manager at their employer.

3 Procedure

3.1 All Student Apprentices will be assigned a Personal Tutor who is a member of academic staff (as listed in the Education and Research Job Family as approved by Senate in

October 2008, with specified exceptions). However, assistance, advice and support may additionally be provided through other sources such as Faculty/School Student Engagement Managers, Student Experience Officers, Student Support Officers, project supervisors and line managers at the Student Apprentice's employer.

3.2 Personal Tutors are responsible for offering information and guidance to their tutees on how to function effectively in the University environment, and for referring Student Apprentices to the appropriate sources of academic, employability or welfare advice when necessary. Personal Tutors should uphold and reflect the core purposes of the Personal Tutorial System as set out in paragraph 1.2 and should be informed of the range of central and departmental support services such that they can signpost or refer their tutees as appropriate to their needs, including when personal or professional challenges impact negatively on their student experience.

3.3 New Student Apprentices will have an opportunity to meet their Personal (Apprenticeship) Tutor (or equivalent) during the Induction Day (see QA38(A)).

3.4 Departments' Directors of Studies or Senior Academic Advisors should notify Student Apprentices if their Personal Tutor will be absent for an extended period (e.g., due to health reasons or sabbatical) and provide an appropriate replacement Personal Tutor for the duration of the absence. The Student Apprentice's line manager should also be informed of the absence.

3.5 For Student Apprentices studying on distance learning courses and online courses, support may be provided by staff other than a Personal Tutor. The support may also be provided through an alternative model to that outlined in this document providing that the appropriate standards of support are ensured, and that these are communicated to Student Apprentices.

3.6 Personal Tutors are required to arrange to meet with their tutees separately from the Tripartite Review and will offer at least one tutorial per semester.

For Student Apprentices, Personal Tutors (in their capacity as Apprenticeship Tutors) are required to meet with their Student Apprentice and the Student Apprentice's line manager at least every 3 calendar months for a Tripartite Review (Annex A). This is a minimum requirement, and Personal Tutors may increase the number of personal tutee or Tripartite Review meetings as appropriate to reflect contextual aspects, to include a tutee's return from a break in learning (suspension), health/disability or personal circumstances, or the structure of the course.

3.7 Although for on-campus Student Apprentices face-to-face meetings are preferable, other means of communication such as email, telephone or video calls can be utilised where the Student Apprentice is studying as part of a blended or distance learning course.

Student Apprentices are responsible for attending meetings with Personal Tutors, and for communicating with their Tutor if for any reason they are unable to attend. Personal Tutors should communicate to Student Apprentices that if they fail to attend meetings, the meeting will need to be rearranged. In the case of a Tripartite Review meeting, this is compulsory, and the meeting will need to be rearranged within the 3-calendar month period or as soon as possible. Failure to do so would result in the breach of the Apprenticeship Funding Rules.

3.8 If the employer is unable to attend the Tripartite Review meeting, they must be given the opportunity to contribute and must also be sent relevant information after the meeting for review.

3.9 While personal tutee meetings with Student Apprentices may be held in a small group format, Personal Tutors will be required to explicitly offer all tutees the opportunity to meet individually at least once a semester and at least every 3 calendar months for the Tripartite Review

3.10 When possible, Directors of Studies should not also act as Personal Tutors. However, in departments where this is unavoidable, care should be taken to ensure they have a manageable tutee load (as determined by the Head of Department with support from the Senior Academic Advisor). Additionally, a second named arbitrator and Tutor should be available for these Student Apprentices should the need arise.

3.11 Departments/School will provide an appropriate mechanism for Student Apprentices to request a change of Personal Tutor if they feel that this is desirable. Such requests are usually communicated through the relevant Director of Studies or equivalent.

3.12 Departments/School will pay particular attention to the Personal Tutoring arrangements for Student Apprentices under the age of 18. Departments/School should refer to the University's policy on admission, support and safeguarding for students entering the University under the age of 18 and seek advice from Student Support Staff Advice via 01225 384321 / studentsupport@bath.ac.uk to ensure that the appropriate measures are in place.

3.13 Personal Tutors should ensure they are familiar with the support that is available to staff and students across the diverse student body from central support services (as shown on the Student Support advice for staff and Academic Advising Guidance web pages) and the requirements of the Department/School's Personal Tutorial System. Where a tutor feels that professional support is required, advice should be sought through the Staff Advice line (ext. 4321 or 4321@bath.ac.uk) and/or the Student Apprentice should be referred to alternative sources of specialist support via Student Support Services.

3.14 The Personal Tutor role forms one part of a wider support and advice network provided by the University for Student Apprentices. This network includes but is not limited to; the Director of Studies, Unit conveners, Student Experience/Support Officers, Advisers/practitioners from Student Support & Safeguarding, Careers & Skills, and Security colleagues. Personal Tutors should explain to Student Apprentices how their role forms part of this network, as well as the boundaries of their role and confidentiality, as early as possible to help build trust and understanding. While meetings between tutor and tutee are confidential, there will be the need to make referrals to relevant colleagues on occasions, which will include sharing information on a need-to-know basis. This is so the Student Apprentice can receive the most appropriate advice and support. Notes of meetings should be stored confidentially on SAMIS to ensure continuity of support if staff change roles. Guidance on confidentiality protocols is available on the Guidance for Personal Tutors webpage and can be sought from the Student Support and Safeguarding Advice line (ext. 4321).

3.15 The Senior Academic Advisor will ensure that the Personal Tutoring System is well communicated to staff, Student Apprentices and their employer, and that expectations are supported by the Head of Department/School. A statement setting out the intentions of the Departmental/School's System, and how it is operated, will be made available to all staff, Student Apprentices, and employers to whom it applies. This will be a succinct summary of the principles laid out in this QA33(A) document, and should include:

- the expectations of staff (for example, levels of engagement with Student Apprentices and employers, and recording of meetings)
- the expectations of Student Apprentices (for example, the expectation of attendance at tutorial meetings and the compulsory attendance at Tripartite Review meetings)
- the process for requesting a change of Personal Tutor
- expectations of Student Apprentices' line managers within their employer, to include role and responsibilities and engagement with the Tripartite Review meetings.

3.16 Senior Academic Advisors should ensure that group meetings are scheduled to address relevant and timely academic and personal development projects. This should include circulation to Personal Tutors of a list of relevant discussion topics in advance of meetings to ensure consistency of information and support across apprenticeship courses/Departments.

3.17 The Senior Academic Advisors' Forum will provide support and advice to Senior Academic Advisors and facilitate communication between Senior Academic Advisors and central support services (for example, Student Support & Safeguarding, Employability & Skills, and SU Advice). The Forum will also provide the opportunity for

Senior Academic Advisors to share good practice and to facilitate the ongoing development of the Personal Tutorial System and associated resources. Senior Academic Advisors are expected to attend the Forum and in the event they cannot, should send someone in their place, ensuring every Department has a representative at the meeting and is kept informed of developments in student support.

3.18 Departments/School will ensure that staff receive appropriate information and training to support their role as Personal (Apprenticeship) Tutors. This should be included in the University's induction of new academic staff.

3.19 Departments/School will ensure that the time commitment of staff as Senior Academic Advisors/Personal Tutors is reflected in their workload model. In doing this, Departments/School will seek to balance the loading on individual members of staff and the staff-to-student ratio within the Department/School.

3.20 Departments/School will ensure the Student Apprentice's line manager at their employer receives appropriate information and guidance regarding their role in supporting the Student Apprentice in the workplace.

3.21 Heads of Department/School are responsible for assigning the role of Senior Academic Advisor to a member of academic staff (as listed in the Education and Research Job Family as approved by Senate in October 2008) and, with the support of the Senior Academic Advisor, are responsible for monitoring compliance with QA33(A) in the Department/School.

4 Recording, Monitoring and Review

4.1 Personal Tutors are required to keep a record of meetings with tutees. SAMIS Student Notes is the recommended recording system; however, Heads of Departments and Senior Academic Advisors can choose an alternative method, in exceptional circumstances, provided the notes are accessible to the appropriate individuals. This ensures continuity of support if staff change roles. Personal Tutors will also record non-attendance at meetings, noting where a Student Apprentice exhibits a tendency for non-attendance or any other issues of concern in relation to individual tutees, and informing and liaising with the Director of Studies and/or Senior Academic Advisor as appropriate. If a Personal Tutor has made several attempts to contact a Student Apprentice without any response, they should liaise with the Director of Studies to investigate further. The Director of Studies may need to contact the Student Apprentice's employer.

4.2 Personal Tutors will record non-attendance at Tripartite Review meetings (see Annex A). Student Apprentice attendance at these meetings is compulsory. Any cancelled meetings must be rearranged in the required 3 calendar month period, or as soon as

possible. Tutors should inform and liaise with the Director of Studies/Head of Department where a Student Appreciate exhibits a tendency for non-attendance.

4.3 Monitoring of Personal Tutoring will be carried out at least semesterly, to (i) ensure the necessary support is put in place for Student Apprentices, and (ii) monitor compliance with the expectations set out in this statement. Heads of Department and Senior Academic Advisors will identify and implement the most appropriate monitoring systems for practice within their Department for these two purposes. Senior Academic Advisors, on behalf of the Head of Department, will oversee the monitoring process.

4.4 The Head of Department will oversee the monitoring process for Tripartite Review meetings. Issues or concerns relating to attendance at Tripartite Review meetings will also be addressed through the quarterly monitoring process outlined in QA51(A).

4.5 The Senior Academic Advisor will annually review the Personal Tutorial System within the Department/School in order to enhance its effectiveness as a Student Apprentice support mechanism. This should include seeking staff and Student Apprentice feedback through appropriate channels such as Staff Student Liaison Committee (SSLC), survey data, and Departmental meetings. The Personal Tutorial System relating to apprenticeship courses will be considered annually by the SSLC. Department/School LTQCs will consider an annual report from the Senior Academic Advisor(s), on behalf of the Head of Department, to support the identification of good practice, success and areas for improvement in relation to the Personal Tutoring System.

4.6 An elected Senior Academic Advisor is responsible for chairing the Senior Academic Advisors' Forum, and for facilitating the effective communication of information between Senior Academic Advisors and central support services.

4.7 The Senior Academic Advisors' Forum will review Personal Tutoring, including Departmental monitoring systems, and propose actions for improvement based on the outcomes. The sharing of good practice from Departments who receive positive Student Apprentice feedback (through surveys, via SSLCs etc.) will be encouraged and disseminated through the Forum minutes and webpages.

4.8 The Degree Apprenticeship Quality and Standards Group (DAQSG), reporting to Education, Quality & Standards Committee (EQSC), will stipulate suitable mechanisms for institutional oversight and monitoring of the Personal Tutorial system relating to apprenticeship courses, as appropriate.

5 Sources of Advice and Further Guidance

- Student Support Advice for Staff
- Academic Advising Guidance
- Senior Academic Advisors
- University's Policy on Admission, Support and Safeguarding for Students Entering the University under the Age of 18
- University's Policy on Data Protection

6 Appendices

- QA33 Academic Advising Appendix 1 – Academic Advisor Role Profile
- QA33 Academic Advising Appendix 2 – Senior Academic Advisor Role Profile
- Annex A – Requirements of a Tripartite Review Meeting

Statement Details

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Requirements of a Tripartite Review Meeting

What is a Tripartite Review Meeting?

A Tripartite Review is a regular review meeting to discuss the progress to date of the Student Apprentice against the learning objectives set out in their Training Plan. This is a three-way discussion between the Student Apprentice, their employer and the University to ensure there is a shared understanding of the Student Apprentice's progress against meeting the requirements of the apprenticeship and within the timescales agreed.

How often must Tripartite Review Meetings take place?

Tripartite Reviews must take place at least 4 times per year. These must be carried out at least every 3 calendar months or at a frequency agreed with the employer if there is an evidenced delivery reason to adopt an alternative frequency, such a module length.

Tripartite Review meetings must be documented on the Student Apprentice's Training Plan at the start of their apprenticeship.

Progress reviews can be face to face or virtual (for example using 'Microsoft Teams'). Meetings are compulsory and if a meeting is cancelled it must be rescheduled within the 3 calendar month period, or as soon as possible.

What is covered in a Tripartite Review Meeting?

The Tripartite Review Meeting must cover:

- Progress against actions agreed at the previous review meeting
- Monitoring of progress against the Student Apprentice's agreed Training Plan, to include on campus attendance and engagement with online resources (Moodle), feedback and any issues/concerns, for example unit outcomes, additional support requirements, academic stretch
- Progress against planned off-the-job (OTJ) hours
- Review of OTJ training evidence – to include monitoring of the apprentice's OTJ hours (time spent and eligibility) and oversight of OTJ training taking place at least every calendar month
- Review of additional learning support requirements (reasonable adjustments), where applicable
- Progress against Knowledge, Skills and Behaviours (skills scan)
- Feedback on opportunities for learning in the workplace to reinforce and embed academic learning
- Potential changes of circumstance that might impact the Training Plan

- Safeguarding, Prevent, disability, health and wellbeing support
- Preparation for next unit/year of study/End Point Assessment

What evidence that a Tripartite Review Meeting has taken place is required?

After all Tripartite Review meetings, the summary of the meeting and actions for the next review must be agreed and signed by, as a minimum, the apprentice and the University on the Tripartite Review Meeting Form. This document provides a record of an individual Student Apprentice's progress towards the achievement of their apprenticeship.

Where the employer is not able to attend the review meeting, there must be evidence that they were given the opportunity to contribute and have been sent relevant information after the discussion, for review.

The Student Apprentice's Training Plan must be updated and re-signed by all three parties if there is any material change.