

**PERSONAL DEVELOPMENT TUTOR EXPECTATIONS**

**Introduction**

This sets out how Personal Development Tutors (PDTs) support students in developing their academic, personal and professional lives throughout their student journey to create graduates who are equipped and ready to take their place in the world and contribute to changing the lives of others. This should be read in conjunction with the ***Personal Development Tutor Activities*** and ***Marjon Futures Sessions***for Years 1, 2 and 3.

The PDT framework is an integral part of the University’s support network that includes: Student Support, the Chaplaincy Centre and Marjon Students Union and makes a vital contribution to the student experience.

***Aims***

To achieve consistency of practice and parity across University provision by clarifying:

* the role and responsibilities of the PDT;
* the responsibilities of students;
* how PDTs actively contribute to the personal, academic and professional development of each student;
* the ways in which PDTs are supported through regular training, staff development and resource allocation.

Each student’s PDT should remain the same throughout their time at the University, although both the student and the PDT may request a change in exceptional circumstances.

***A Personal Development Tutor:***

* is an academic member of staff drawn from the student’s Faculty;
* provides advice and support to students in relation to: academic progress, professional development and pastoral care;
* records appointments with students and keeps relevant information in accordance with Data Protection requirements, including noting when and why appointments are missed;
* maintains confidentiality, respecting the wishes of the student with regard to disclosures, except where there is a perceived risk to the student or others;
* ‘sign-posts’ students to other relevant professional services within the University when appropriate via the Information Hub (e.g. Student Support; Registry Services).

***Allocation of PDT***

Each student will be allocated a PDT by their Faculty and will be given the name and contact details and an opportunity to meet her/him during Welcome Week.

***Change of PDT or tutee***

Students are permitted to change their PDT. They will not be required to give a reason for their request. The request should be made to the Head of Student Support who will arrange a transfer where appropriate via their Faculty Dean.

PDTs may also request that a student is provided with an alternative Tutor (for example, due to a conflict of interest). Requests should be made to the Faculty Dean (or nominee).

The Student Administration Office must be advised of any changes in order that records may be kept up to date.

**Responsibilities of PDTs**

*PDTs are expected to:*

* to meet their new tutees within the first week (either as a group or individually) and at least twice more in Semester A and a further three times in Semester B;
* provide opportunities to meet with returning second year tutees at least four times over the academic year;
* provide opportunities to meet with final year students at least three times and
* arrange a final meeting with exiting students before they graduate to discuss their CV / reference;
* provide session content in accordance with the ***Marjon Futures Sessions***programmes;
* respond to emails from students, normally within three working days, excluding weekends, Bank Holidays and vacations, ensuring an adequate ‘out of office’ message and sign-posting is provided in their absence;
* provide regular opportunities for students to make an individual appointment with them by making clear at least one month in advance defined periods when they will be available;
* pro-actively establish a non-judgemental relationship with their allocated tutees to support and enhance their tutees’ academic, professional and personal development;
* actively encourage and support students in engaging with Personal Development Planning;
* give students the opportunity to discuss the results of assessments following review and assessment boards;
* ensure, when required, students’ pastoral and welfare needs are met through effective referral to other University support services and monitor the outcomes of these referrals as appropriate;
* seek advice from an appropriate person when they are unsure of how best to support a student, maintaining appropriate confidentiality in doing so;
* document any issues that may have a significant impact on the student’s academic and / or personal well-being in accordance with Data Protection requirements (anything of a highly sensitive nature should be placed in the student’s file in a sealed envelope);
* attend PDT training and briefings /updates, as required.

**Responsibilities of Students**

*Students are expected to:*

* respect office hours and utilise particular time slots set aside by PDTs for meetings;
* check University e-mail and internal post regularly and respond to communications from PDTs in a timely manner;
* prepare for, and participate actively in, meetings and sessions with their PDTs;
* seek support from their PDT when necessary;
* understand the role of the PDT seeking support from other services in the University as and when appropriate;
* take the initiative in keeping the PDT fully informed of any relevant changes to their circumstances (academic or personal) that might affect their academic progress;
* report promptly to the Student Administrative Office or PDT if they are ill or have a good reason for absence or failing to meet a deadline;
* Keep records of actions agree with their PDT.

*Students can expect their Personal Development Tutor to:*

* assist in the process of induction into academic life and the University and maintain regular contact with them during their time at University;
* support them during scheduled group sessions and individual sessions as required;
* review their progress towards the end of each term/semester to discuss assessment results and explain feedback received.
* follow up tutees that are not making satisfactory progress;
* offer general academic advice on progress and development and to signpost relevant additional support from the University;
* retain an interest in their academic, professional and personal development throughout their student journey;
* be informed about their progress and able to provide references;
* be able to offer guidance on University processes, e.g. extenuating circumstances, disciplinary procedures.