ACADEMIC TUTOR SYSTEM IMPLEMENTATION PROJECT

Update Report, Summer Term 2020, for submission to the University Board for Teaching and Learning in May 2020

This Report provides an update on progress of the Academic Tutor System (ATS) Implementation Project since the last Report, the '*Executive Summary Report – Academic Tutor System – Year One Evaluation*', which was submitted to the Board in October 2019. The ATS Project Plan for Year Two was updated to incorporate specific responses to the findings of the Project's Year One Evaluation. The current focus of the Project is on the continuing implementation of the ATS and planning for moving to 'business as usual', as well as planning for the evaluation of Year 2 of the Project.

The Board is asked to note:

- o the excellent progress made since the last Report, including the collaborative design and delivery of: briefings and training for staff, online and print resources for students and staff, and communications across multiple channels, all of which are intended to influence the practice of colleagues and to facilitate a more proactive and positive approach to Academic Tutoring amongst students and, in so doing, to support the Principles of the ATS for the benefit of all of our taught students;

- o the Project's responses to the Covid-19 pandemic including a range of support for colleagues and students;

- o that, in light of the Covid-19 pandemic, the Project's Risk Register was reviewed in March 2020 and, in view of the anticipated impact of social distancing and 'lockdown' measures, the *ATS Project Risk 1* was raised from negligible to high:

    '*ATS recommendations and outputs are not effectively implemented and fully transitioned in to BAU within the two-year timeframe (July 2018 – July 2020)*'

    Impact:
    '*Anticipated benefits and impacts of the ATS are not fully realised within the two-year timeframe. Further project resource is required to oversee the ATS beyond the two year timeframe as recommendations and outputs are not transitioned into BAU.*'

- o that, in light of the impact of social distancing and 'lockdown' measures, it is possible that we might not be able to complete all of the planned Project activities by 31 July 2020, but we have been agile in our response and we hope to be able to mitigate any negative effect on the institutional impact of the Project. As part of our mitigating activities, further work may be needed after the close of the Project to ensure that the Project can be successfully transitioned to business as usual; and

- o that, later in the summer, we will reflect upon the findings of the Evaluation of Year 2 of the ATS Project, and make recommendations as to how responses could be taken forwards. Our recommendations will be included in our Project Evaluation Report to be submitted to the Board in the autumn of 2020.

1. Supporting institutional change, staff and student engagement with the ATS

1.1 Briefing and Training of Staff

1.1.1. Briefings

In September 2019, two centrally hosted briefings were held for School and departmental Directors of Academic Tutoring (S/DATs) which were attended by representatives from every School (11 of the 15 SDATs, plus 20 DATs, making a total of 31 out of a possible 49 colleagues. The content of the briefings was informed by the findings of the evaluation of Year 1 of the Project and included myth-busting messages; an update on the Student Welfare Team; information on ATS resources; guidance on the roles of Support Centre staff; and, links to a range of other resources. The slide decks were shared with the S/DATs for them to tailor and roll out briefings for Academic Tutors in their Schools in time for the start of term.

1.1.2. CPD Sessions

During the Autumn Term 2019, and at the beginning of the Spring Term 2020, a workshop for Academic Tutors, '*Being an Academic Tutor – tools and techniques'* was offered on 10 occasions, with approximately 300 participants attending, reaching a third of the total number of Academic Tutors (887). This workshop was co-designed and co-delivered by CQSD, the Directors of Academic Tutoring Community of Practice (DAT CoP), and the EMA Project. The sessions provided CPD in academic tutoring practice and an opportunity to reinforce the messages from the start-of-year ATS briefings, share good practice, and demonstrate the Student Progress Dashboard. The feedback received suggested that some Academic Tutors would welcome a more detailed session with greater opportunity for discussion and sharing of good practice, whilst others would prefer a shorter or an alternative format session. Attendance data disaggregated by School were shared with Heads of School and S/DATs and consideration was underway as to the best ways of reaching colleagues who were unable to attend the workshop sessions. For example, face to face and online delivery, centrally hosted or bespoke and delivered locally in-School/department.

A plan of ATS CPD for the 2019-20 session was drawn up mapping the training needs that were identified through the Year 1 evaluation, and through individual consultations with S/DATs. A range of opportunities, including sessions on leadership skills, were developed and co-ordinated with sessions in the CQSD T&L programme and the People Development schedule. All of these sessions were promoted via the DAT CoP and the normal CQSD channels. Work is underway to develop an induction programme for new Academic Tutors and additional sessions on specific aspects of Academic Tutoring. It is likely that these courses will designed to be offered online and, as well as meeting identified training needs now, they will be available for the future. The DAT CoP has worked collaboratively with CQSD to empower S/DATs, and the 'cascading' approach to delivering information and CPD/training in Schools has worked well. The DAT CoP responded enthusiastically to the call for volunteers to co-deliver the '*Being an Academic Tutor – Tools and Techniques'* workshop sessions.

1.1.3 ATS mini-conference

The ATS mini-conference *'Unlocking Potential – Academic Tutoring as the Key to Student Success'* was held on 11 March 2020 with a keynote '*Facilitating students' use of feedback for their academic, personal, and professional development'* given by Dr Naomi Winstone from the University of Surrey. More than 50 colleagues from Schools and functions attended and provided very positive feedback. From the conference evaluation forms, and by collaboration with colleagues in ADE, top tips on using feedback for students and for Academic Tutors were captured and these are informing the development of ATS resources, aligning with the *Focus on Feedback* campaign. The conference slides were shared in advance with delegates, and the keynote was video-recorded to provide a legacy resource for colleagues. As soon as the video is available it will be

shared and hosted on the Academic Tutor Toolkit. The planned workshop sessions on Coaching Conversations and Group Tutorials were postponed until later in the year.

1.2 Resources

1.2.1. Academic Tutor Toolkit

The staff-facing [Academic Tutor Toolkit](#) continues to be developed as the 'go to' source of a wide range of key information and guidance for Academic Tutors and for S/DATs. It links to many other services, sources of information and relevant events and courses, including to the EMA Student Progress Dashboard webpage where colleagues can access an introductory video and other resources and FAQs. Drop-down menus under the headings of: the Academic Tutor's role; running tutorial meetings; supporting students; support for Academic Tutors; and, a separate area for S/DATs (including a list of S/DATs), cover a growing range of information, hints, tips and examples of good practice, including screencasts and videos. In order to facilitate continuity of the leadership of the ATS in Schools and support the smooth transition for colleagues into the S/DAT role, a set of handover guidelines is being developed for existing S/DATs, as they come to the end of their terms of office, to adapt and share with their successors.

1.2.2 *The Academic Tutor System – a Guide for Tutors*

[*The Academic Tutor System – a Guide for Tutors*](#) was reviewed, taking into account how various roles and responsibilities had evolved and developed through practice, and a second edition was published in time for the beginning of the academic year 2019-20. This second edition includes relevant information for Academic Tutors in the Henley Business School (HBS), rather than having a separate HBS version. Since the first edition was published in August 2018, the routes of access to the Student Welfare Team had been developed and the range of issues being dealt with had been clarified through practice and reflection. The revised *Guide* features additional information about the Student Welfare Team; updated information on the range of services provided by the Support Centres and the Counselling and Wellbeing service; as well as mention of the Student Progress Dashboard. The tear-off signposting page was updated with contact information for the 2019/20 academic session. By popular demand, the *Guide* was provided in hard copy and was distributed via S/DATs to Academic Tutors, as well as being available as a downloadable pdf from the Academic Tutor Toolkit.

1.2.3 *Small Project Funding Scheme for SDATs*

In February 2020, SDATs were offered the opportunity to bid for discrete amounts of funding for short pieces of work to support and develop Academic Tutoring. Two awards were made with the expectation that work would be completed by the end of June 2020. The first of the successful proposals was to run a student-staff workshop to develop a cohesive approach to academic, personal and professional development support for the new Psychology BSc curriculum. The second was to raise the profile of Academic Tutoring and troubleshoot any issues by running focus groups with current students to learn about their experiences of the ATS and understand better their needs, and to facilitate students working collaboratively to develop some resources for fellow students and for Academic Tutors. A third bid was referred for revision and resubmission with the aim of collaboratively working on guidelines for Academic Tutors in regard to students on placement or studying abroad.

1.2.4 *Student ATS Toolkit*

The student facing [Academic Tutor pages on Essentials](#) have been reviewed and refreshed, including a quote from the RUSU Education Officer 2019-20, Fifi Bangham:

> *"Our Academic Tutor System ensures that students are provided for academically, personally and professionally. At Reading, partnership is really important to us so students and Academic Tutors work together to enable independent learning, allowing you to get the most out of your time here.*

The resources on these Essentials pages will help you plan for your Academic Tutor meetings, and also have information about other support services that are available if you need them."

The *Top Tips* and *Preparing for your meetings* pages have been reviewed and a detailed term-by-term Guide has been developed to help students to take a pro-active approach and to think about how to get the most out of their conversations with their Academic Tutor and how to prepare for those meetings. This discussion guide mirrors the sample agendas available to Academic Tutors. Two versions have been produced – one for undergraduate students and one for postgraduate taught students. They will be reviewed by the ATS Implementation Project Officer and updated in light of any feedback from students during the Year 2 evaluation of the Project.

A short video-clip explaining the ATS was produced and published in early January 2020, featuring a student and an Academic Tutor discussing how the Academic Tutor works with their tutees. The video was published on the Essentials pages as well as being promoted to students via UoR social media channels and RUSU's social media.

A series of further video-clips is planned, and the first of these, which is on the subject of exploring feedback, is due to be published and promoted imminently. In light of the constraints of working during the Covid-19 pandemic, discussions are underway regarding alternative methods of producing video-clips on:

- Goals and expectations, an introduction to academic support services
- Careers and employability

These could include 'talking heads', personal capture, screencasts and graphics. The Project is also working closely with colleagues in Study Advice with the aim of developing resources and reaching out to as many students as possible to share existing and new resources.

The student facing ATS postcard was refreshed in two colourways and distributed early in the Spring Term 2020, to remind students to make time to meet their Academic Tutors, as well as serving as a reminder of the ways in which Academic Tutors can support students, and providing the URL to the Student ATS Toolkit. The timing of distribution of this postcard, as well as the publication of corresponding adverts in the Spark newspaper, was chosen to coincide with the period when students would be completing the NSS and to prompt them to meet with their Academic Tutor in Week 6.

1.3 Communications
A detailed Project Communications Plan and Timeline for 2019-20 for both staff and student communications continues to be implemented. Recent communications include:

- An email from the Pro-Vice-Chancellor (Teaching and Learning) to Heads of School on 11 September 2019 to seek support for SDATs in encouraging Academic Tutors to attend one of the '*Being an Academic Tutor – tools and techniques'* ATS Workshop sessions

- A follow-up email was sent from the Pro-Vice-Chancellor (Teaching and Learning) to Heads of School on 19 November 2019, informing them of the participation levels per School at the *'Being an Academic Tutor – tools and techniques'* ATS Workshop sessions, and seeking support for SDATs in encouraging Academic Tutors to attend one of the remaining sessions

- A section on the ATS was included in the T&L highlights update from Professor Gavin Brooks on 19 September 2019 and this included a booking link for the '*Being an Academic Tutor – tools and techniques'* ATS Workshop.

- 'In Brief' on 7 October 2019 included a note to advertise the '*Being an Academic Tutor – tools and techniques'* ATS Workshop, and a similar note was placed in '*Leaders' Brief'*.

- The email sent on 28 January 2020 from the Pro-Vice-Chancellors (Education and Student Experience) to HoS, SDTLs and SDATs, included advance notice of the ATS Mini-Conference. This email was later shared as a Staff Portal article.

- 'Save the Date' communications for the ATS Mini-Conference were sent to the CQSD T&L, the SDTLs and the SDATs mailing lists.

- Details of the ATS Mini-Conference, with links to the booking page on the Academic Tutor Toolkit, were included in the February 2020 issues of '*In Brief'* and '*Leaders' Brief'*.

- Inclusion of the ATS in the University's *'At a Glance'* brochure to be given to members of the University Court in March 2020.

- The University T&L webpage on the Academic Tutor System Project was updated.

- The ATS was highlighted in the student-facing '*Together we have...*' campaign.

- The ATS and Student Welfare Team were mentioned in start of term student communications from the Vice-Chancellor and Student Services, including a post on Me@Reading

- Refreshed ATS adverts were placed in the February and March 2020 editions of '*The Spark'* to coincide with the distribution of the ATS postcards, Week 6 and the NSS period.

- An ATS FAQ was provided for inclusion in the Covid-19 General FAQs for students on Essentials

- An email providing guidance for S/DATs to share with Academic Tutors in regard to supporting tutees remotely was sent on 27 March 2020

1.4 External Conferences

1.4.1. Externally hosted conferences

Abstracts were accepted for the **SEDA** Spring conference 2020 on the theme of *'Rethinking the Remit of the University in Uncertain Times'* and for the **UKAT** Conference 2020 *Personalised Learning through Personal Tutoring',* both of which were due to be held in Glasgow in April. These conferences have been cancelled/postponed due to the Covid-19 pandemic. A poster submission has been accepted for the **Advance HE T&L Conference 2020** '*Teaching in the Spotlight: Creative thinking to enhance the student experience: From curriculum design to student success'* which will take place online in July 2020.

2. Student Welfare Team

In the academic year 2019-20, the Student Welfare Team had seen 840 students up until the end of April 2020. In comparison, 1,022 students were seen in the whole of the 2018-19 academic year. In addition to the 840 students, in regard to Covid-19 specifically, there were a further 81 students for whom welfare concerns were flagged. The Team continues to see notable numbers of students presenting with mental health issues/complex needs. To increase its visibility, the Student Welfare Team had a higher profile at this year's Welcome Week, and promotional leaflets and posters were produced and distributed across the University. The Team has continued to promote '*Sport in Mind'* and the '*Life Tools'* programme which has developed further topics this year to support transition into university.   Practice has evolved to focus on providing advice and guidance to students on developing and maintaining a healthy lifestyle, including practical work-book

tools to support students with anxiety and depression. A Joint Student Welfare Team and Immigration team event took place to support international students in regard to cultural adjustments and issues such as loneliness.

3. Project Responses to the Covid-19 pandemic and its potential impact on the delivery of ATS Project activities by end of July 2020, and transition to 'Business as Usual'

3.1 Covid-19 – Immediate responses

The ATS Project reacted promptly to the sudden move to remote working, setting up Teams for the ATS Executive Group and the DAT CoP on 18 March. An FAQ for students was drafted and added to the Essentials Covid-19 page on 25 March. The staff Academic Tutor Toolkit homepage was revised to point Academic Tutors and S/DATs to: the key advice on Covid-19; the TEL guides on using BB Collaborate and Teams; and to externally hosted guidance for online tutoring. The page also includes a link to the Essentials Covid-19 page for students so as to provide easy access to that for colleagues. An SDAT 'keep in touch' email was drafted and circulated to the DAT CoP on 27 March, noting the challenges of the current situation for all and reiterating available guidance on the supported technology available to Academic Tutors, and pointing them to the Academic Tutor Toolkit. This included a call to action for Academic Tutors to contact all tutees prior to the Easter closure to advise tutees of the ways in which Academic Tutors continue to be available (online/Teams/BB Collaborate/phone etc.) and pointing tutees to the Covid-19 page on Essentials for key information and evolving FAQs. Also, the email advised Academic Tutors of the need to keep records of contact and to keep their SDATs informed of any issues. The Major Incident Team T&L Group was kept informed of our work in this regard.   The ATS Project has worked to facilitate the inclusion of the S/DATs in central decision-making and consultation in a range of Covid-19 discussions. Consideration has been given as to how to accelerate design and delivery of some planned resources for students and what adjustments might be needed in order to deliver Project activities remotely.

We continue to liaise with RUSU on ensuring that the ATS supports students through this period and, most recently, we collaborated on a RUSU social media post to remind students that their Academic Tutor is available to talk to about how they are finding online learning/take home exams, and prompting students to make contact. This post was copied to the DAT CoP to ensure that Tutors were aware.

The Student Welfare Team responded quickly to the evolving Covid-19 situation to ensure continuity of support, especially for the most vulnerable students, and appropriate systems are in place to enable the Team to operate remotely.

3.2. Monitoring Risk

In light of the Covid-19 pandemic we reviewed our Project Risk Register in March 2020 and, because of the anticipated impact of social distancing and 'lockdown' measures, we decided it was necessary to raise the *ATS Project Risk 1* from negligible to high. The Risk Register will be reviewed again in in May. Risk 1 says:

> *'ATS recommendations and outputs are not effectively implemented and fully transitioned in to BAU within the two-year timeframe (July 2018 – July 2020)'*

Impact:

> *'Anticipated benefits and impacts of the ATS are not fully realised within the two-year timeframe. Further project resource is required to oversee the ATS beyond the two year timeframe as recommendations and outputs are not transitioned into BAU.'*

At this stage it seems possible that we might not be able to complete all of the planned Project activities by 31 July 2020, with a consequent budget underspend, but we have been agile in our response to the challenging circumstances and, by seeking alternative approaches, we hope to be able to mitigate any negative effect on the institutional impact of the Project. It is possible, however, that as part of the mitigating activities, further work may be needed after the close of the Project to ensure that the valuable progress made so far can be successfully transitioned to business as usual and to realise the anticipated benefits and impacts of the ATS on the Institution.

3.3 Impact of Covid-19 pandemic on the Student Engagement and Staff Engagement Work-streams
Much of the planned work of the Student Engagement and Staff Engagement work-streams involves cross-team, collaborative working on communications, CPD and resources. At this stage, it is unclear to what extent we will be able to design, produce and deliver these remotely because of practical difficulties and conflicting demands on colleagues in Schools. At the time of writing, S/DATs and Academic Tutors (along with other academic staff and colleagues in services and functions) are supporting their tutees through the transition to remote studying, online learning, take-home exams, and the new CIP process, as well as balancing other responsibilities and concerns. The ATS Project has been actively supporting the DAT CoP throughout this period.

3.3.1 *Impact on Student Engagement Work-stream*
Remote working for students and staff presents challenges to conducting effective tutor meetings and maintaining the quality of the ATS. For students, our new video-clip on exploring feedback in tutor meetings includes a note about alternative ways for students to meet with their Academic Tutor, and we provided an FAQ for the Essentials Covid-19 page. The design and future production of our planned series of video-clips for students is more challenging at this time. We will look at possible alternative approaches such as producing talking heads, screencasts and graphics although these options are likely to have less impact than a video featuring students and Academic Tutors working together face-to face. At this stage, costs and timescales for design and delivery of graphics alternatives are unknown and so we do not know whether it would be possible to complete this work by the end of the Project. Activities that involve face-to-face focus groups with students have had to be curtailed, including evaluation activities. We will consider whether it would be feasible to conduct some or all of these focus group activities virtually, but it would not be the ideal approach since much of the rich output expected from focus groups stems from the 'in the room' discussions amongst students. However, we will have the data from our institution-specific questions about the ATS in the national surveys, including for the first time a specific question in the NSS, and it is hoped that the RUSU online survey tool 'RoSIE' might also provide useful evaluation data. Resources that would otherwise have been shared in print and online will now be delivered online only and we do not know whether we will be able to produce updated print resources by the close of the Project for use next year.

3.3.2. *Impact on the Staff Engagement Work-stream*
Many of the planned work-stream activities are having to be scaled back or paused whilst we redirect our central resources to support S/DATs and Academic Tutors in the short to medium term. For example, to support staff with conducting remote Academic Tutor meetings, we have shared guidance and signposted

appropriate training and resources by email and via the Academic Tutor Toolkit homepage, as mentioned above.

Our planned Project activities for the Staff Engagement Work-stream involve collaborative working with S/DATs on a whole range of aspects of the ATS. For example, working with individual SDATs to determine how best to reach colleagues who did not attend a session of the 'Being an Academic Tutor' workshop; collaboratively designing and delivering appropriate solutions; discussing ways in which we could support S/DATS in moving the ATS into BAU after the close of the Project; and working together on the design, development and co-delivery of CPD for current sessions and as legacy resources for the future. However, currently, S/DATs are fully occupied with supporting students through this very difficult period and so they do not have the time to work with the Project in the way that they would otherwise have done. Leadership of the ATS within Schools will be more challenging at this time. We also recognise that during this period, colleagues in School will have less time to devote to participating in online CPD, and both of these things will make it more difficult to reach colleagues who have not yet fully adopted the principles of the ATS in their practice. A further aspect that will be impacted is the opportunity for S/DATs to work with students and colleagues in their Schools to produce case studies of good practice for sharing and for legacy resources, including the two pieces of work that SDATs were awarded funding to complete in the Summer Term. It will be challenging also, to seek out and support opportunities for, and ways of supporting, cross-team relationship-building, which was a need identified in the evaluation of Year 1 of the Project.

We will aim to pick up any paused activities as soon as is practicable, through the work of the CQSD Academic Development and Engagement team, Student Services, and Communications, when capacity allows. As we head towards the end of the Project, we hope to be able to recruit a new Chair for the DAT CoP for the 2020-21 academic session and support the handover to facilitate continuity of the CoP in supporting the ATS next year.

3.4 Impact of Covid-19 pandemic on the Student Welfare and Student Services Work-stream
With regard to the Student Welfare and Student Services work-stream, the Student Welfare Team, along with other services, are supporting our students through the current situation. As mentioned above, the Student Welfare Team followed up on 81 cases where welfare concerns were flagged. Referrals from Schools and Support Centres continue to identify students who are struggling, and the Team has proactively made contact with all of the students whom they know and have supported previously, in order to 'check in' and offer support. Known vulnerable students are being monitored closely. The students have been very positive and responsive to this approach. For some students, their mental health and wellbeing benefit from their being able to return home and have the support of family at this time. However, for some other students, issues have been exacerbated by having returned to very difficult and challenging family situations. There may be further Project work required to support the development of processes of monitoring and early intervention for academic engagement, in line with the attendance management project and the review of the ECF process, which will involve Student Services and the ATS.

3.5 Impact of Covid-19 pandemic on Transition of the ATS from Project to Business as Usual
During the summer, after the close of the Project, we will aim to mitigate any limitations on the ability of Work-streams to complete the planned range of Project activities so that we can facilitate transition to business as usual by early in the Autumn Term 2020.

4. Evaluation of Year 2 of the Project

The Evaluation of Year 2 of the ATS Project has been planned to take place across all Work-streams during the Summer Term 2020. The timescale and some of the evaluation activities will be modified or scaled back in light of the Covid-19 pandemic and the impact of social distancing and 'lockdown' measures on students and on staff. We hope that students and colleagues will reflect and provide positive feedback on the range of resources, communications, central support, and development opportunities that we have delivered this year. However, at this stage, it seems possible that the number and nature of responses to our evaluation activities might be impacted by the current situation. We anticipate that students and staff might focus, at least partly, on their experiences during this extraordinary period rather than on a normal experience of the ATS and, consequently, the resulting data could be skewed, both in local evaluation activities and in the national surveys. We will reflect on the findings of the evaluation of Year 2 of the ATS Project, and make recommendations as to how appropriate responses could be taken forwards. Our recommendations will be included in our Project Evaluation Report to be submitted to the Board in the autumn of 2020.

5. Summary

The ATS Project is primarily one of culture change to move Academic Tutoring at Reading away from the previous deficit model where tutoring was seen as a way of 'problem solving', with Tutors carrying the weight of responsibility for ongoing pastoral care of students, towards a pro-active model supporting the Principles of the ATS. Since its introduction in September 2018, the Student Welfare Team has been providing high quality ongoing pastoral care for students and this has enabled us to shift the focus of Academic Tutoring away from ongoing pastoral care towards supporting our students' academic, personal and professional development. It is important to remember that the Academic Tutor is a key contact for students and that the Academic Tutor role continues to include taking a professional interest in their tutees' wellbeing and acting as 'a friendly face'.

In order to achieve the desired culture change, we have worked collaboratively with RUSU and colleagues across the University to design and deliver a suite of online and print resources for students and staff, briefings and training for staff, and communications across multiple channels. All of these are intended to influence the practice of colleagues and to facilitate a more proactive and positive approach amongst students and, in so doing, to support the Principles of the ATS for the benefit of our students. Faced with the challenges of the ongoing Covid-19 pandemic, we are determined to do all we can as a Project to support students, Academic Tutors and S/DATs as well as possible throughout this period.

We look forward to being able to report to the Board on the findings of the Project evaluation in autumn 2020.

6. Thanks

We would like to record our thanks to all of those colleagues and RUSU Sabbatical Officers who have worked so hard in support of the success of this Project, including the Members and Chairs of the ATS Steering Group and its Work-streams, the DAT Community of Practice and the original Project Manager, Jess Johnson, whose dedication and professionalism, in carefully planning the Project, was key to the success of the structured implementation phase.

Professor Orla Kennedy   Cindy Isherwood
Teaching and Learning Dean   Project Officer
Chair, Academic Tutor System Steering Group   Academic Tutor System Implementation Project

May 2020

ACADEMIC TUTOR SYSTEM

STUDENTS, ACADEMIC AND PROFESSIONAL SERVICES STAFF

WORKING IN PARTNERSHIP

Equitable access for all taught students

Support for academic, personal and professional development

Communication of benefits, roles and responsibilities

STUDENT SUCCESS

Promotion of student engagement and belonging

Referral to specialist support for pastoral care

Proactive relationships and shared responsibilities