Code 15: 2023 Version 01 Effective: 1 October 2023

1 August 2023	2022 Version 01	Minor updates, expanding on Personal Tutor responsibilities, and updating Senior Tutor responsibilities.
1 February 2022	2018 Version 02	Minor updates, expanding on Personal Tutor responsibilities, and updating Senior Tutor responsibilities.
1 January 2018	2016 Version	General update.

Director of the Students' Union, Academic Registrar, and University Secretary.	Senate Regulations and Special Cases Committee.	24 July 2023	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate. This Code outlines the pastoral support available for students.

- 1. The purpose of this code of practice is to provide ongoing pastoral support for students with respect to their welfare, academic, personal and professional development within the university.
- 2. Pastoral Support is a shared responsibility between students, personal tutors, professional service d schools/colleges.
- Each student must be allocated a personal tutor. This includes undergraduate students, taught postgraduate students and postgraduate research students. Personal tutors must also be allocated to part-
- 4. A personal tutor is a member of the academic staff who is given pastoral responsibility for named students. A personal tutor is an adviser who will ensure that each student receives appropriate and timely help with issues that affect academic performance. A personal tutor will provide a continuous, confidential and secure environment where concerns can be explored.
- 5. Each school will have a named senior tutor to oversee and co-ordinate pastoral support arrangements within the school as outlined in the Senior Tutor job description and in accordance with the most recent guidance provided by the Student Support Service. Senior Tutors will

9. Each full-time student will be invited to a minimum of three meetings in each academic year. Part-time students studying 60 credits or more will meet their tutor at least twice in each academic year. These meetings should be in-person. Online meetings should take place only when it is not possible to meet in-person. Each meeting must be
Policy Depending on the tutor / student ratio, an individual school, may choose

Policy. Depending on the tutor / student ratio, an individual school, may choose group meetings supported by opportunities for students to request additional individual meetings.

- 10. Joint Honours students will be allocated a personal tutor by the college in which they are studying. They will be allocated a personal tutor from one school and a named contact in the second school. The student and the personal tutor must be informed of the identity of the named contact. Where across rather than within a college, the lead school and college will be agreed and named in Validation. The defined lead college will assume responsibility for allocating a personal tutor.
- 11. Colleges will devise a fall-back or cover system to deal with periods when personal tutors are unavailable. For example, when a personal tutor is on sabbatical. Such a system may utilize, for example, senior tutors, alternative tutors, and/or a rotational approach.
- 12. For postgraduate research students, the personal tutor must be in addition to the supervisor(s). If a school assigns one person to be the personal tutor for all postgraduate research students, that person cannot be both the supervisor(s) and personal tutor for any students.
- 13. The University will:
  - when a

Engage with the Bangor Employability Award (BEA) scheme in order to enhance their personal and professional development, and to keep a record of their relevant extra- and co-curricular activities for their HEAR (Higher Education Achievement Report) transcript.

- Discuss their participation in the BEA with their personal tutor.
- Be responsible for following up on advice provided by their personal tutor.
- Ensure that the University has correct, up-to-date home and term-time contact information, including all e-mail and postal addresses, mobile and home telephone numbers.
- Agree and complete an end-of-year statement with their tutor.
- 15. Personal tutors will:
  - Attend initial training following appointment and undertake all the required training to enable them to fulfil their duties including mandatory equality-related training.
  - Ensure that allocated students are aware of term-time availability.
  - •

interactions with the Student

Support Manager, Head of Student Support & Wellbeing, the PVC Education and the

- Address pastoral care, welfare and retention issues that require escalation from Personal Tutors.(R)-3(e)4o
- Work with the School Director of Teaching and Learning and Director of Student Engagement to ensure synergy across areas of overlap across the three leadership portfolios from the perspective of student welfare and retention.
- Ensure that new Personal Tutors are well-briefed about the role and complete the required training, including an understanding of the support available to students, learner analytics data available to personal tutors and mandatory equality-related training.
- Provide (or assist the school employability contact in providing) guidance and advice to personal tutors regarding the BEA and the HEAR and encourage engagement from all students via appropriate school publicity media.
- Ensure that students have the service of a Personal Tutor in their preferred language in accordance with the University's Welsh Language Policy, either in English or Welsh.
- Ensure Joint Honours students are allocated an appropriate tutor.
- Monitor the ratio of tutees to tutors within a school/college.
- •

• A

known to examination boards, including those responsible for joint degrees.

- Ensure that the Personal Tutor system is communicated to staff and students within the school.
- Disseminate key University information to Personal Tutors, for distribution to their tutees, as provided by Student Services.
- Oversee the implementation of the Fitness to Study Procedure as required.
- Keep up-too date with procedures relating to pastoral care, disability support, and mitigating circumstances and offer support and guidance to staff as appropriate.
- Work within school structures to ensure effective use of student engagement data. 4.93.
- Attend and provide upda meetings.
- Evaluate annually, through the completion of an annual report form, the Personal Tutor System within the school to evaluate whether standards in the Code of Practice are being met.

## 5VÖDDE

- Encourage, through the heads of both schools and colleges, continued • professional development of the pastoral function.
- Integrate the Personal Tutor Scheme within the administrative system of a • school and c

Course Representatives Scheme.

- Appoint a senior tutor with appropriate skills and experience to oversee/co-• ordinate provision of pastoral support within a school.
- Ensure that there are appropriate alternative arrangements if a personal tutor • is absent for more than three working days during term-time.
- Ensure that students have the service of a personal tutor in their preferred • language in accordance with the University's Welsh Language Policy, either in English or Welsh.
- Where possible, provide a helpdesk in the college (or school), and/or ensure • that one member of staff is on-call in each college during office hours in term-time.
- Ensure that each postgraduate student has a personal tutor. Arrangements • for this will vary according to practices established by different academic schools and colleges.
- Allocate Joint Honours students to a personal tutor and ensure provision in a • partner school.
- Ensure that part-time students studying 60 credits or more during an academic year are allocated a named personal tutor.
- Determine whether students studying fewer than 60 credits are to be • allocated a personal tutor.
- Ensure that students studying off-campus are provided with appropriate • contact details to allow them to access the s

## Services

professional services will provide support to personal and senior 18. tutors by:

Distributing information including relevant contact details at the beginning of • each academic year on the range of support services provided by Student ; and by the Residential Support teams and

other relevant agencies.

- Maintaining up-to-date information on service provision and contact details on • the University website.
- Notifying senior tutors and personal tutors in a timely manner of any service • changes or developments.
- Providing advice and consultancy

- Provide a range of staff development opportunities.
- Advise on appropriate referrals and referral mechanisms.
- Organise emergency case meetings where staff have serious concerns over a wellbeing.

20.The will:

 Provide colleges/schools with information and relevant links to the S Union website, to include contact details and information on the variety of support services, from Student Voice and academic representation, through to societies, volunteering, UMCB - Bangor Welsh Students' Ud s-s71ETQ0.00000806n/F3