## Implementing the Principles of Personal and Academic Support: Baseline Expectations

Baseline expectations are provided to support departments in implementing the Principles of Personal and Academic support and provide:

- A clear articulation of how principles can be achieved;
- A tool for departmental self-assessment of the extent to which the principles are being met and delivered consistently to students;
- A pathway towards an enhanced offer of personal and academic support and recognition of good practice;
- A means by which provision can be reviewed and reflected upon at any point in time within Faculties, departments and programmes;
- Raised awareness amongst Heads of Departments of their students’ experience of personal and academic support within their department and on their programmes.

This document is intended for use within a department in order to establish and embed the Principles of Personal and Academic Support; it is not intended as a student facing communication tool. The principles can be found on the LeTS Policies and Processes page here - [https://www.sheffield.ac.uk/lets/pp/support/tutors](https://www.sheffield.ac.uk/lets/pp/support/tutors). The Toolkit for Learning Teaching provides guidance and examples of practice on the implementation of all policies and can be found here - [http://www.sheffield.ac.uk/lets/toolkit](http://www.sheffield.ac.uk/lets/toolkit).

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<th>Principles</th>
<th>Baseline Expectations</th>
<th>Enhanced</th>
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<td>1: Equitable access for all taught students (UG, PGT, DL* and PT)</td>
<td><strong>These expectations are expected to be met, as a minimum, to reflect institutional principles to provide an effective Personal and Academic Tutoring (PAT) experience for all taught students.</strong></td>
<td><strong>As baseline plus. These elements are provided to support departments in their efforts to continuously improve and enhance their personal and academic support provision. These are for internal use only and are intended to be aspirational and recognise good practice.</strong></td>
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|                                                                           | - All taught students will be entitled to a minimum of one 1-1 meeting per semester with a named academic tutor.  
- All taught students will be entitled to an additional welcome meeting (1-1 or group) as part of the induction period in the 1st semester of 1st year.  
- Tutors are regularly kept informed about changes to                                              | - Reporting through to the Head of Department on student attendance and engagement with the available provision.  
- Impact monitoring of interventions made by stakeholders in service provision.  
- Pro-active sharing of good practice outside of the department.  
- An additional welcome meeting (1-1 or group) as part of                                              |

*formal 1-1 support with DL or PT students may include alternative
### 1: Communication of Support Services

- Methods such as video conferencing, email or telephone
- Departmental procedures, programmes and support services.
  - Students are able to request additional meetings if required. There should be attendance monitoring of formal 1-1 and group meetings to ensure that all students have access to the same levels of support and are engaging with it.
  - Departments should regularly conduct self-assessment of provision of personal and academic support against baseline expectations, incorporating student evaluation (for example NSS).

### 2: Communication of clear roles and responsibilities

- There will be clearly written expectations of the importance, purpose and responsibilities for the departmental personal and academic support system in use, and this should include the role of the tutee.
- A person or team of people will take responsibility for the administration of personal and academic tutoring for the department (referred to as PATS Coordinators for the purpose of these baseline expectations), including timetabling of meetings as required, allocation of tutors, attendance monitoring, and supporting communications to staff and students.
- Each taught student is allocated a named academic tutor who will support tutees in reflecting on their academic and personal development and recommend referrals to specialist support (this supports Principle 3).
- Provision of a named contact point for Student Services to communicate information through.
- There will be a named person or team to maintain oversight of the departmental system, ensuring effective and consistent systems are in place, and leading regular self-assessments against the baseline expectations.

### 3: Proactive relationships and shared responsibilities

- Each taught student is allocated a named academic tutor who will support tutees in reflecting on their academic and personal development and recommend referrals to specialist support (this supports Principle 2).
- In addition to a named academic tutor, all students will be provided with the full range of support services and points of contact within the department.
- Student profiles are considered when looking at the group of tutees assigned to each tutor.
- A matching process is employed to pair academic tutors to tutees based on students’ broad academic interests and career aspirations.
- System provided for students to complete a personal profile and to be made available prior to meeting their tutor for the first induction activities in the 1st semester of 1st year.
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<th>4: Promoting success for all students</th>
<th>5: Effective provision of pastoral care and referral to specialist support</th>
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| - Students may express a preference for tutor allocation (e.g. gender based on religious grounds) for consideration by the department where capacity allows.  
- Where feasible, and appropriate for needs, tutees will keep the same tutor throughout their programme, for consistency and relationship building.  
- Students should be provided with an alternative point of contact (for example Head of Department or PATS Coordinator/s) to address any issues with tutor-tutee relationships.  
- Systems should be in place to support effective handover of tutee allocation should academic tutors need to change (e.g. for staff leave).  
- The full range of student support services and skills development opportunities are promoted to students, including for example, 301 Student Skills and Development Centre, Disability and Dyslexia Support Service, University Counselling Service, the Library, English Language Teaching Centre, Student Services Information Desk, Student Advice Centre and University of Sheffield Enterprise.  
- Departments will promote HEAR, both Section 6.1 and use of HEAR in general, so that students are equipped to relate the detail of their university experience to the formal document that they will use to present their learning and achievements.  
- Students will be prompted to reflect on feedback received, and be made aware of the online Feedback Portal (https://feedbackportal.shef.ac.uk/).  
- Extra group sessions or non-credit bearing modules are offered where additional support is needed (for example for transition, pre-placement and year abroad).  
- Specific tutorial topic agendas are agreed in advance to prompt discussion about commonly known challenges at given points in the programme, for example, placements, year abroad, and exam preparation.  
- Provision of a student portfolio to enable students to reflect on academic achievements and skills acquisition, and to show action and progress towards personal goals.  
- During 1-1 meetings, tutors and tutees will agree on a written summary of the discussion, including any actions to be taken in advance of the next 1-1 meeting. It is intended that this is a confidential record unless there is an agreed sharing of information for referrals and handovers.  
- An effective system will be place that enables timely referral of students to specialist support within the department or Professional Services.  
- Reporting to Student Services on the level of demand for specialist services and support.  
- Peer support network available for departmental staff providing academic and pastoral support.  
- Tracking of student journey through referral to specialist support with communication back to named academic tutor. |
● Monitoring of commonly occurring issues being faced by students, adjusting the provision of support where needed.
● Staff involved in the provision of personal and academic support will be given opportunities for staff development and be made aware of relevant training through 'Supporting the Supporters'.
● New staff inductions and regular department-specific training should include PATS.
● Workload allocation models should take account of the number of tutees allocated to a tutor and any specific support needs of students.