Academic Personal Tutor Handbook (Undergraduate Students) 2024 - 25

University of Bristol Business School

This document draws heavily on previous personal tutor handbooks from many schools including Arts, Cellular and Molecular Medicine, Dentistry, Sociology, Politics and International Studies, Physiology, Pharmacology and Neuroscience, and Law. Many thanks to all who have contributed to this handbook.

This Handbook is updated each year, and every effort has been made to ensure that the information is correct at the time of publication. Please send feedback on this handbook to melissa.bevan@bristol.ac.uk and claire.spencer@bristol.ac.uk

Contents

Introduction

This Handbook aims to give you the key information you need to undertake your role as an Academic Personal Tutor at the University of Bristol.

The University Academic Personal Tutoring Policy and other information on personal tutoring is available at the Support for Students (personal tutoring) intranet/SharePoint site.

Purpose of Academic Personal Tutoring

Personal tutors will:

- facilitate students' reflection on their academic experience, skills, progress, and ambitions
- advise students about their programme and study choices
- listen to students and, where appropriate, signpost to support services

By:

- developing a purposeful relationship with tutees which is embedded in the discipline

To enable students to:

- self-reflect, build resilience and autonomy
- transition successfully into, through, and out of University
- develop a sense of belonging in the academic discipline and University.
- be aware of the support services available to them and how to access them

Role and responsibilities of Academic Personal Tutors

The Academic Personal Tutor (hereafter referred to simply as the "personal tutor") plays a vital role for students throughout their time at Bristol. All undergraduate students are therefore assigned a personal tutor.

In the non-modular professional programmes (e.g. BDS, BVSc) a title other than "Personal Tutor" may be utilised but the functions of the role are the same.

In addition to the duties outlined under the Purpose of Academic Personal Tutoring above the Personal Tutor will:
- Understand their duties and responsibilities as a Personal Tutor and familiarise themselves with their school's personal tutoring system
- Have regular meetings/contact with their tutees in line with the Academic Personal Tutoring Policy and their school framework and record the attendance at these as outlined in the User Guide View tutee details and record tutorial attendance in BEAM (Bristol Education Administration Manual)
- Write references for tutees as requested
- Undertake any training associated with the role

For undergraduate students it is expected that:
- **at least three contact points will be scheduled in each Teaching Block of the student's first year of study,**
- **at least two** contact points will be scheduled in each Teaching Block in the subsequent years of study,
- the tutor and tutee will be scheduled to meet individually (i.e. on a one-to-one basis) **at least once** during each academic year.

The frequency and topics for tutorials are outlined in the table on page 5 with suggested activities and discussions points for each tutorial, by year in the annexes starting on page 15.

A student-facing web page on Personal Tutoring provides an overview of the roles of personal tutor and tutee. An infographic that outlines the roles and responsibilities for tutoring within the school will be sent to tutors separately. It will be useful to reiterate the roles with your tutees during your first meeting.

Role and responsibilities of the Senior Tutor

The Senior Tutor, with the Head of Tutoring in the Business School, oversees the overall provision of personal tutoring for taught students and the implementation of the Academic Personal Tutoring Policy within their school. Their responsibilities include:

- updating the Personal Tutoring Statement(s) (which outlines tutorial arrangements for all programmes in the school) and to communicate these to students and staff
- to provide inductions for new personal tutors concerning the tutoring arrangements in the school.
- when requested, to support and advise personal tutors on academic issues raised by students, and signpost personal tutors so they can advise students on contacting student support services.
- to meet with students who respond to contacts made to them through the "non-engagement process" and agree next steps with them (e.g. to re-engage/suspend/withdraw)
- to advise students as needed around matters of academic progress, such as exceptional circumstances, transfers, withdrawals, suspension of studies and academic outcomes
- to communicate with students who are required to withdraw (see process on BEAM).

School contacts

	Management	Accounting & Finance
Senior Tutor Mailbox	mngt-ugseniortutor@bristol.ac.uk	acfi-ugseniortutor@bristol.ac.uk
Senior Tutors	International Business Management: Anna Macpherson anna.macpherson@bristol.ac.uk Marketing: Esther Kang esther.kang@bristol.ac.uk Business and Management: Phuong Tran phuong.tran@bristol.ac.uk and Juan Carlos Mondragon Quintana jc.mondragon@bristol.ac.uk Economics and Management: Hazel Nendick hazel.nendick@bristol.ac.uk Business Analytics: Hua Jin h.jin@bristol.ac.uk	Karen Khachatryan k.khachatryan@bristol.ac.uk Ken Delaney-Moore ken.delaney-moore@bristol.ac.uk Amber Cottrell amber.cottrell@bristol.ac.uk
Head of Tutoring	Claire Spencer claire.spencer@bristol.ac.uk	
Student Administration Manager	Natasha Amesbury mgmt-ug@bristol.ac.uk	Jasmine Morley acfi-ug@bristol.ac.uk
School Disability Coordinator	Lilly Oliver-Cork business-school-disabilitycoordinator@bristol.ac.uk	Jon Harvey-Lindon business-school-disabilitycoordinator@bristol.ac.uk
School Academic Integrity Officers	Ting Zhang Ting.zhang@bristol.ac.uk Samir Balakishi samir.balakishi@bristol.ac.uk Lydia Martin lydia.martin@bristol.ac.uk Samantha Ford samantha.ford@bristol.ac.uk	Yingtong Dai (Lead) Yingtong.dai@bristol.ac.uk Xiaoyong Wu xiaoyong.wu@bristol.ac.uk
School Employability Team	business-school-careers@Bristol.ac.uk	
Subject Librarian	sarah.brain@bristol.ac.uk	

Structure and schedule for tutorials

Tutorials will be a combination of group and individual. The suggested schedule for each year group is below. Suggested activities for each tutorial and relevant links can be found at the back of this handbook in the annexes (pages 15-24).

Tutors will be responsible for scheduling tutorials with their tutees, unless they completed the school form to request scheduling of their first-year tutorials. Students will view their timetables in outlook so tutorial invitations will be visible to them.

Staff offices might not be suitable for in-person group tutorials due to size and/or sharing with colleagues. Staff can book rooms using the web room booking system: https://www.bris.ac.uk/syllabus-plus/WRB24/Login.aspx

First Year Tutorials

	First Year	
When	**Suggested Format**	**First Year Themes**
Week 0	Group - In Person	**Getting started**: meeting one another; roles, responsibilities and boundaries; essential skills and services
Week 3	Individual - In Person	**Settling in and starting skills development:** reflections on academic and personal skills, planning next steps to develop, forming good study habits
Week 8-9	Group - In Person	**Finding your academic voice**: academic integrity, the value of your own work and exam preparation, self care check-in
Start TB2	Group - In Person or Online	**Reflecting and Re-engaging**: TB1 assessment reflection, TB2 plans, skills development
Post TB1 Results	Individual - In Person	**Reviewing progress and skills development**: reflections on results and acting on feedback, careers
End TB2	Individual - Online	**Reflecting on first year**: TB2 assessments, expectations for year 2, summer plans

Second and Final Year Tutorials

When	Suggested Format	Second Year Themes	Final Year Themes
Week 1	Group or individual (based on tutee needs). In Person or Online	**Welcome Back:** welcome back, **planning** next steps for personal and academic development	**Final Year goals and plans**
Week 4	Group - In Person (2nd and final year tutees together where relevant)	**Career planning**: sharing thoughts/plans, researching, skills, CVs, internships	**Career planning**: preparation, support, references, sharing internship experiences with second years
Week 8-9	Group - In Person	**Critical reading, thinking and writing**: understanding what this means and how to do it	**Assessments:** assessment preparation and revision planning, services to help manage stress, degree classifications
Post TB1 Results	Individual - In Person	**Reflecting on progress and acting on feedback**: reflections on results and acting on feedback	**Reviewing Progress and skills development**: reflections on results and acting on feedback, careers, references
End TB2	Individual - Online	**Reflecting on second year**: TB2 assessments, expectations for final year, skills for final year	Where needed, to support students with unexpected outcomes, EC's and supplementary years.

Study Abroad and Placement Students

Tutors should aim to meet their tutees on the year abroad or placement at once per semester as a minimum. Tutors can help tutees reflect on their progress, experiences and, for placement students, the connection to their studies.

Accessing your tutees' details

Details of your tutees' programme and year of study, unit registrations and assessment marks can be found in eVision. Instructions can be found on BEAM in the View tutee details and record tutorial attendance User Guide.

Writing References

As an academic personal tutor, you are likely to be asked to write a reference for an existing or former student. To assist you in this task, the Secretary's Office have published a guide on writing references (bristol.ac.uk/secretary/data-protection/guidance/references), including the appropriate contents of a reference and how to manage sensitive personal data.

A key thing to note is that you must seek the student's explicit consent before disclosing any health-related information about them. In such cases it is a good idea (if possible) to meet with the student to agree a plan before writing the reference, and then sharing a draft with the student before sending. You can then make clear in the reference that the content has been shared with and agreed to by the student. Further and specific advice is available as necessary from the Equity, Diversity and Inclusion Team.

Confidentiality

You should respect the confidentiality of discussions with your tutees unless there is a concern for their safety or the safety of others. More information can be found in the Education and Student Success Confidentiality Statement. There is also Guidance for attendance notes and documents in BEAM.

Students changing Personal Tutor

Students may request to change their personal tutor at any time. Students should contact the school student administration team in the first instance outlining why they would like to change tutor. The Student Admin Manager will discuss students' requests with the Head of Tutoring and determine next steps..

Assessment and feedback

Here you can view the regulations around Assessment and Feedback

Academic integrity

Personal tutors play an important role in helping their tutees to understand academic integrity and the importance of avoiding plagiarism and contract cheating. The University has several useful resources including:
- Advice for students (www.bristol.ac.uk/students/support/academic-advice/academic-integrity/)
- Study Skills resources (www.bristol.ac.uk/studyskills)
- Library resources (www.bristol.ac.uk/library/subject-support/referencing/)
- Research integrity and ethics (www.bristol.ac.uk/red/research-governance/researchintegrity.html)

The University has developed some Academic Integrity training for students. This is available on Blackboard and schools have been strongly encouraged to ensure students complete this training during their studies at Bristol. For further information, please contact your School Academic Integrity Officer.

Bristol Futures

Bristol Futures is a strategic initiative which adds to our existing research-rich, discipline focussed education by providing students with opportunities to develop skills aligned to the Bristol Skills Profile and to broaden their knowledge through engagement with one or more of the following pathways:

- Innovation and Enterprise
- Global Citizenship
- Sustainable Futures

Students can participate in these pathways through aspects of their core curriculum, Bristol Futures online courses, Bristol Futures open credit-bearing units (if permitted by the programme structure), and/or through Bristol Futures engagement opportunities.

The Bristol Futures online courses are non-credit bearing and can be taken by students, staff and non-University members. They run regularly throughout the year, starting in October, and further information, including how to register, is available at www.bristol.ac.uk/bristol-futures/open-online-courses/

Facilitating students' reflection and skills development

As personal tutor you have a vital role in supporting your students' transition in, through and out of university. You can help to facilitate this through encouraging them to reflect on their experiences, progress and ambitions. This includes prompting them to reflect on the general and discipline-specific skills they are developing through their programme and extra-curricular activities, as well as the skills they need to develop for life after graduation.

The Bristol Skills Profile and My Skills platform provides a tool to help students reflect on and assess their competency in a range of skills in terms of what they will learn, what they will be able to do, and what they will become during their time at university. It also provides pathways to help students develop their skills across all nine areas of the Bristol Skills Profile.

To support students in their academic studies, the University has the Study Skills service which offers tutorials, workshops and online resources designed to complement more discipline-specific study skills delivery in schools and programmes.

Please see Annex 3 for more information on your role in supporting students to reflect and develop their skills using the Bristol Skills Profile and the My Skills platform.

A Note on Personal Development Planning (PDP) - where students have already engaged significantly with the university's PDP model as a means of reflecting on and planning their skills development, and they would like to continue using this model, they can access the PDP resources on Blackboard. However, these resources can no longer be accessed via the PDP tab on the Blackboard homepage, but are now accessed via the 'Assist' option in the menu on the left hand side of the Blackboard homepage

Training for Personal Tutors

The Bristol Institute for Learning and Teaching (BILT) run Personal Tutoring Workshops for those new to personal tutoring and those wishing to refresh their knowledge and skills. Staff who are unable to attend can complete an asynchronous resource if preferred. Workshops are run a few times a year – details can be found in the Develop Catalogue (search for "Personal Tutoring").

BILT has also developed online training resources for personal tutors. Currently the online training consists of an introductory unit that covers the essentials of personal tutoring at Bristol, and a unit on supporting students. Further units on "tutoring for PGT students" and "being inclusive" will be added in due course.

The Support for Students (personal tutoring) intranet/SharePoint site contains useful links, guidance and resources.

The UK Advising and Tutoring association (UKAT), is a body of professional practitioners and researchers interested in all aspects of student advising and personal tutoring in Higher Education in the UK. They run events, including webinars, on topics related to personal tutoring. UOB staff can apply for free affiliate membership.

"Supporting Student Mental Health and Wellbeing" is one of the training modules in Develop that all staff are recommended to undertake.

Information on supporting university students with mental health difficulties can be found on an external web site, run by the Charlie Waller Memorial Trust (https://www.charliewaller.org/).

Circumstances that affect a student's study (exceptional circumstances)

As an academic personal tutor, you will meet with students for whom medical and/or personal circumstances may affect their studies. Students may experience such circumstances at any point during their studies; however, it is important to emphasise that they are responsible for managing their personal circumstances and informing the University of them, if they wish, within the timescales that will enable it to take the necessary action or decisions. By raising the issue with as much notice as possible, students will be able to access advice on the options open to them and it may be possible to mitigate the potential impact of the circumstance on their studies, including assessment.

Additionally, students should be advised not to use the exceptional circumstances (ECs) process as a mechanism for signalling any inherent difficulties they are experiencing; they should instead seek advice/signposting from yourselves, the Senior Tutor, or other representative from the school or faculty or request support for themselves (e.g. from Disability Services, Student Counselling, Student Wellbeing etc).

Information for students:
- about the exceptional circumstances process: https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/
- submit an EC form: https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/submit

Information for staff
- on all aspects of advising students on assessment support processes (e.g. extension requests, self-certification for absence, exceptional circumstances etc): https://uob.sharepoint.com/sites/staff-info/SitePages/assessment-support-for-students.aspx

Support to Study Processes

In serious cases where students do not engage with their studies over a period of time, often because of illness, and other approaches have not proved successful, the school may wish to invoke Support to Study processes. There is also student-facing information for students on Support to Study/Fitness to Study and Emergency Suspension. If you think that this may be an appropriate step, you should contact the Senior Tutor in the first instance.

Referral and liaison

In your role as a personal tutor, you may encounter a wide range of issues, including problems with study skills, anxiety about examinations or finances, the need for guidance on progress and achievement, advice on changing programmes, career choices, and key personal issues which have an impact on learning. Students may also confide in you that they are suffering with depression, anxieties, eating disorders, and/or a range of other conditions ranging from the mild to the severe. You may have tutees who feel unable to attend, engage and submit their work due to the levels of mental health difficulties they are experiencing. As an academic personal tutor, you might pick up other signs that a student is in difficulty, for instance a sudden change in behaviour, appearance or self-care, and/or deterioration in academic performance.

Sometimes the tutor will deal with these issues directly; at other times it will be advisable to obtain advice from a Senior Tutor and/or refer a student for specialist advice.

Students who have not progressed through their course as expected (suspension, repeat, transfer of course, previous study at another institution) may be at higher risk, both emotionally and in terms of their academic progression. A student who has had an academic interruption may benefit from an early meeting, some checking in and signposting to support; if they struggle to engage with this or you have ongoing concerns you can contact the Wellbeing Service for advice.

Knowing your limits.
If a tutee approaches you in difficulty, do not feel you have to be an expert and 'get it right'. It is important that staff providing support for a student always refer the individual to the appropriate professional agency for help and do not attempt to provide such help, for which they are unqualified, themselves. You should explain your role and be clear

that your role is to signpost and refer students to professional support. You don't have to take on responsibility for their well-being or offer support beyond your limits. The infographic provided separately gives tutors tips on how to manage boundaries with students.

The following roles/services should be utilised or consulted when faced with a tutee that has a particularly difficult issue:
1. The **Senior Tutor** in each School is someone personal tutors can consult and seek advice from in particularly complex cases.
2. The University's central support services provide specialist advice and support (e.g. Disability Services, Students' Health Service etc). Please see information on the [Wellbeing services for students](#).
3. The independent and confidential **Bristol Students' Union Academic Advice Centre** can provide advice to students on many issues that may affect them during their time at Bristol.

The University provides students with information about services and support opportunities available and how to access them. If a personal tutor advises a student to contact a service/s they may wish to follow up with the student to check if they have engaged with them, please note though that the onus is upon the student to engage with and take advantage of these opportunities.

Please remember that your role is to support and guide your tutees during normal working hours, not to act in *loco parentis*, or to be available 24/7. It is normally not appropriate to give your tutees your personal contact details such as your address or your mobile phone number.

Support for taught students at the University of Bristol

Useful information on the following topics can be found at: https://uob.sharepoint.com/sites/staff-info/SitePages/students-at-risk.aspx

- Supporting students in distress
- Supporting a student with suicidal thoughts
- Supporting a student who has experienced sexual violence
- Hate crime, victimisation and harassment
- Managing a safeguarding concern
- Supporting a student who is using drugs or alcohol

There are many ways in which students can access support at the University. The following outlines the main opportunities available.

Support for:

1. Careers (www.bris.ac.uk/careers)
2. Studying and study skills (www.bristol.ac.uk/students/your-studies/study-support/study-skills/)
3. Wellbeing (www.bristol.ac.uk/students/support/wellbeing/)
4. Health (www.bristol.ac.uk/students-health/)
5. Sport and exercise (https://www.bristol.ac.uk/sport/)
6. Money advice and funding (https://www.bristol.ac.uk/students/support/finances/advice/)
7. Accommodation (https://www.bristol.ac.uk/accommodation/)
8. Students from diverse backgrounds:
   a. Students with disabilities (www.bristol.ac.uk/disability-services/)
   b. Faith (www.bristol.ac.uk/multifaith-chaplaincy)
   c. International students (https://www.bristol.ac.uk/students/life-in-bristol/international/)
   d. Mature students (https://www.bristol.ac.uk/students/life-in-bristol/mature/)
   e. Care experienced students (https://www.bristol.ac.uk/study/care-leavers/)
   f. Trans and non-binary students (https://www.bristol.ac.uk/students/life-in-bristol/opportunities/trans-and-non-binary-mentoring/)

1. Careers

The [Careers Service](#) is here to help you as a Personal Tutor to fulfil your role in supporting students make the most of their time at university. Their support and opportunities enable students to make connections between their academic experience and the real world, develop their skills and attributes, and be prepared for life and work beyond university. It is important to encourage students to reflect on their development, to find ways to build their skills and interests, and to direct them to the Careers Service so they can be supported in planning their next steps.

The Careers Service has produced a useful guide for personal tutors about discussing employability and career plans with your undergraduate tutees (see Annex 4). As a starting point, all students can be directed to https://www.bristol.ac.uk/careers/. From here, students can access the full range of services on [mycareer](#). Bristol Connects is also a useful [online platform](#) for e-mentoring, supporting employability and networking between students and graduates.

The Careers Service is happy to provide further advice or resources to you as a Personal Tutor should you require them. Each school has an academic Careers and Employability Lead, and a designated member of the Faculty Employability Team at the Careers Service. You can find out [who they are here](#) and access further information, data and resources on the [Employability and Community engaged learning](#) SharePoint site.

2. Studying and study skills

Generic Study Skills: The [Study Skills service](#) is available free for all students, to enable them to enhance their academic skills. The service provides individual tutorials, peer support, group workshops, writing and study groups, all available both online and in person, accessible from https://studyskills.bristol.ac.uk. Staff can recommend that a student contact the service themselves for an individual tutorial or introduce the student directly by copying them into an email to study-skills@bristol.ac.uk. The service has many resources on core study skills including those relating to online learning and [using artifical intelligence](#) for study. The Digital Education Office also provides a wide range of resources to [support students with online learning](#) including ["Digitally Ready"](#) courses for both new and returning students.

Royal Literary Fund Writing Fellows: The University has several Royal Literary Fund Writing Fellows who can help students with their writing skills. Students can contact the fellows for one-to-one advice and further details can be found at www.bristol.ac.uk/bristol-futures/royal-literary-fellows/.

Discipline-specific study skills: PASS Scheme *www.bristol.ac.uk/students/your-studies/study-support/pass/*

Peer mentoring: The University operates a [peer mentoring scheme for students](#). First year undergraduate students can receive 1-1 contact with an experienced student mentor during their first term. The mentors can answer questions about the University and city of Bristol and provide guidance and advice to help with settling in and navigate the start to university. The scheme is opt in and where possible, the aim is to match new students to mentors studying a similar subject to them.

3. Residential Life and Student Wellbeing

Note: *Due to the current Wellbeing and Support project, the process for how staff and students will access advice/support may be subject to change. This Handbook template will be updated when full details are available and Senior Tutors will be informed. In the meantime, there are brief details below.*

The Residential Life and the Student Wellbeing Services provide short-term, practical and goal-focused support to students (in university managed accommodation and those in private accommodation, respectively) as well as taking referrals from staff members who have serious concerns about the health and wellbeing of students they are working with. This tool can be used to guide staff who are unsure whether to refer a student or not.

These services aim to enable students to independently access support and resources wherever possible and can link to Student Counselling and Sexual Violence Liaison. Where there are serious concerns and high risks, these services may work more proactively to liaise with external agencies or emergency contacts as well as initiate or support your referrals to formal processes such as Support to Study.

Important note: The Residential Life and Student Wellbeing Services are not intended to provide emergency/crisis support. If a student is in need of immediate help or are an immediate danger to themselves or others, please follow the advice in the Mental ill health emergency response protocol or contact:

- University Security Services: 24 hours/day 0117 3311223 (internal 112233)
- Emergency Services: ring (21 for an outside line) 999, then ring Security and tell them the emergency services are coming

And refer via the Request Wellbeing Support form after that.

4. Health
The Students' Health Service provides a full NHS GP doctor service for students.

5. Sport and exercise

The University has a number of excellent facilities, providing opportunities for sports participation at all levels, and the chance to take part in a wide range of healthy pursuits. B:Active is a unique and inclusive programme of fitness activities which allows students to stay active and meet others, completely free of charge. Sessions are for all abilities and take place in multiple locations across Campus and Residences. There are also more than 70 student-led sports clubs and societies. The Sport, Exercise and Health web page has further information on membership, classes, coaching and events.

6. Money Advice and Funding

Students can be signposted to the Money Advice Team for help and advice through a range of financial problems and in overcoming financial barriers to study. The Money Advisers can resolve problems and provide guidance on all student money matters, including:

- Student Finance – maintenance and tuition loans;
- Eligibility for Scholarships and Bursaries;
- Applications to the Financial Assistance Fund;
- Budgeting and money management;
- Student bank accounts and financial products;
- Finding part-time work, and;
- Suspending or withdrawing from study – financial considerations.

The Money Advice Team provide information online and are contactable by email on money-advice@bristol.ac.uk. The service offers a twice daily drop-in for students (link available on website) and longer appointments can be booked by calling Student Services on +44 (0)117 428 3000.

7. Accommodation

The [Accommodation](#) service provides advice and support to students on all aspects of accommodation provision. This includes advice on applying to live in University residences as well as in the private sector. In-depth advice is available for students needing support with [private rented housing](#) issues, including deposits, council tax, and maintenance and repairs.

[Residence guides](#) provide information about living in University accommodation, including specific instructions to students living in each particular residence.

[Residential Life](#) offer a support network for students living in university accommodation. If a student lives in university accommodation, Residential Wellbeing staff can listen and offer support for worries or concerns that a student may have, in one of our [Residential Village Student Support Centres](#). For more information, see section on [Residential Life and Wellbeing](#) above).

8. Students from diverse backgrounds

To help all students feel included in your tutorials; please read our EDI guide to Inclusive Personal Tutoring called [Supporting Students from Diverse Backgrounds](#).   Please also see this useful page on [How we Create an Inclusive Student Community](#).

The University operates a [peer mentoring scheme](#) for students. First year undergraduate students can receive 1-1 contact with an experienced student mentor during their first term. The mentors can answer questions about the University and city of Bristol and provide guidance and advice to help with settling in and navigate the start to university. The scheme is opt in and where possible, the aim is to match new students to mentors studying a similar subject to them and where requested can aim to match based on a protected characteristic e.g. age, ethnicity.

a) Disabled students – [Disability Services](#) support students that declare specific learning difficulties, mental health conditions, autism, sensory and physical impairments and ongoing health conditions. If a student declares a disability on their application form, Disability Services will email them with information on how to submit a [Study Support Request (SSR)](#) which they will review, and agree on a [Study Support Plan (SSP)](#) for when the student arrives. If a student has not yet declared a disability or is considering requesting a diagnosis, please refer to the information on [Declaring a Disability](#). Students can also make contact with their [School Disability Co-ordinator](#) or contact Disability Services directly to [make an appointment with a Disability Adviser](#).

Some students may be eligible for alternative exam arrangements such as extra time, stop the clock rest breaks or the use of a computer, if a tutee indicates they should have alternative exam arrangements, please direct them to the [guide to alternative exam arrangements](#).

Library Services can also support students with [technology for learning](#) and [library support](#).

b) Faith – the [Multifaith Chaplaincy](#) welcomes all students regardless of their beliefs. It offers daily lunchtime socials, weekly clubs and one-off events from society meetings to lectures and concerts. Their website gives details of [places to worship](#) (both on campus and within the city). There are also several faith-based [Students' Union affiliated societies](#), run by students, for students and many of these are active in the Chaplaincy community.

The [Inclusive guide for supporting Muslim students](#) provides staff with the tools to support Muslim students and any prayer needs that they may have.

c) International Students – there is a useful [web page for international students](#) which covers a wide variety of subjects including health services in the UK, opening a bank account, the Global Lounge, community and events, and student visas.

d) Mature students – support is available from the Student Inclusion Officer who works with mature students and a team of current students who act as Mature Student Advocates. More information on events, the Blackboard Group, and the SU Mature Students, Parents and Carers Network can be found on the [Mature Students web page](#).

e) Care experienced students – details of events and support for care leavers, care-experienced and estranged students can be found at https://www.bristol.ac.uk/study/care-leavers/.

f) Trans and non-binary students – Information on support and specialist services for trans and non-binary students can be found on this sharepoint site for staff.   There is also information on Trans and non-binary mentoring.

Support provided by Bristol Students' Union

Bristol Students' Union **https://www.bristolsu.org.uk/** is an independent organisation to which all students are automatically affiliated. It organises many services and opportunities for students including:

- Clubs and societies (including academic related societies)
- Academic Representation
- Volunteering opportunities
- Identity Networks (BAME, Trans, LGBT+, Women, Disabled etc)

The Bristol SU Academic Advice Service, offers information, signposting and independent and confidential advice to students on a wide range of topics including:
- Plagiarism and exam cheating
- Academic appeals
- Complaints
- Disciplinary
- Support/Fitness to study and Fitness to practice
- Changing course or suspending study

Frequently Asked Questions

Q.   How does a student appeal an academic decision?
A.   The Appeals procedure is outlined to students in the Make an Academic Appeal web page.

Q.   Where can I find information on advising students on all aspects of assessment support processes (e.g. deadline extension requests, self-certifications, absence from assessments, exceptional circumstances forms etc.
A.   Please refer to the information at https://uob.sharepoint.com/sites/staff-info/SitePages/assessment-support-for-students.aspx

Q.   How does a student suspend studies?
A.   Please refer to the information on suspending study. You can also advise them to speak to the Bristol SU Academic Advice Service.

Q.   What should I do if a student tells me they want to withdraw from their studies?
A.   Please refer to the information on withdrawing from studies.

Q.   What should I do if a student tells me they want to transfer to another programme?
A.   Please refer to the information on transferring to a different programme

Q.   What should I do if a student tells me they're having accommodation problems?
A.   In the first instance, you should refer them to the Residential Life Service or the Accommodation Office.

Q.   What should I do if a student tells me they're having financial problems?
A.   In the first instance, you should refer them to the Money Advice Team.

Q.   What if something happens out-of-hours?
A.   The University has a mental ill-health emergency response protocol which can be found here: www.bris.ac.uk/media-library/sites/studentservices/migrated/documents/mentalillhealthemergencyresponse.pdf.
Alternately, Security Services operate a 24hr emergency line. You can contact them on 11223.

Q.   What should I do if a student feels they have a reason to complain about a member of staff or another student?

A.   Allegations of bullying or hate crimes should be taken very seriously and you should direct them to the University Acceptable Behaviour Policy Statement. They can report bullying, harassment and discrimination via the Report and Support tool. Please also refer the student to the useful information on dealing with Hate Crime and Bullying and Harassment.

Q.   When should I report an issue to the Senior Tutor?

A.   If you have any concerns about a student or if you are aware that the student's attendance is poor you should notify the Senior Tutor.

Q.   Can I contact a vulnerable student without first talking to the Senior Tutor?

A.   Yes, but it would be advisable to talk to the Senior Tutor or SAM first if possible.

Annex 1: Suggested topics for Year 1 undergraduate tutorials

Supporting Transition to University Study for New Undergraduates

As a Personal Tutor you play a key role in supporting students to transition into university, settle into and reach their potential in their academic studies.

We have split the academic year into several stages which reflect transitional points through the first year of study. It is expected that at each of these points Personal Tutors will meet with their tutees. An overview of the tutorial schedule is provided on page 5.

For each meeting we have provided a list of suggested discussion topics, useful resources to show and share with students, and some examples of activities that could help build skills and foster engagement. Some could be completed as an asynchronous activity either individually or as a group before the meeting.

The framework is not prescriptive but intended to provide ideas and a guide for how to make the best use of your time with your tutees. There are likely to be additional, more subject-specific or school-specific issues tutors will also wish to discuss and schools may already have an existing approach to covering the topics suggested for which this framework should be a reference point.

Transition stage	Timing	Topics for discussion	Resources available
1. Getting started (group)	**Week 0** Week commencing 9th September 2024 The School Admin team will make you aware of who your tutees are and when/where to meet them.	**Getting to know your tutees:** • Where are they from, where are they living in Bristol? • What are their expectations of university and their course? • What are their aspirations? • What they do to relax, interests, hobbies? **How we support them:** • Explain the role of the PT, boundaries, confidentiality and the roles and responsibilities of others involved with tutoring in the school. • Explain the importance of keeping in contact using outlook and/or MS Teams and using their UoB email address/login. We are advised not to use Zoom due to the Secretary's office concerns around GDPR. • Share your 'Feedback and Advice' hours. P1 and P3 full-time staff must allocate two hours per week (part-timers, pro-rated), ideally separate days, starting and finishing on the half hour (e.g. 10.30-11.30am). • Encourage them to register with a GP now, before they are ill. • Discuss opportunities to get involved in clubs /societies, especially any academic societies associated with the school • Advise students of the importance of seeking help promptly in relation to any disability support needs. We support diagnosed and suspected conditions. Ref referral to Disability Services for further advice and accessing support, where needed) **Starting their studies:** • Do they understand the structure of the programme? • Do they understand what is expected of them? Explain any specific attendance and behaviour requirements. • Are they confident finding and navigating their programme information and content on Blackboard? • Do they know what they need to do for their first few weeks of study? • Things to start thinking about e.g. planning for coursework deadlines, alternative exam arrangements – the sooner any requirements are raised, the better **Follow up with an email directing them to:** • Digitally Ready & Study Skills, PASS or other mentoring schemes • Make students aware of other services and how to access, e.g. Wellbeing, finance • For international students – signpost support/opportunities e.g. Global Lounge	**School Tutoring Roles and Responsibilities infographic** (separate file). **School Disability Co-ordinator contacts** are on page 4. **Student Services (general):** http://www.bristol.ac.uk/students/services/ **Key Academic Dates:** https://www.bristol.ac.uk/university/dates/#academic **Advice for new students:** https://www.bristol.ac.uk/students/new/ **Study Support:** http://www.bristol.ac.uk/students/study/ **Health and wellbeing:** http://www.bristol.ac.uk/students/wellbeing/ Being Well, Living Well toolkit **Disability Services:** bristol.ac.uk/disability-services/ Digitally Ready Course **Study Skills: Upgrade to University, Welcome to Study and others:** www.bristol.ac.uk/students/your-studies/study-support/study-skills/ **PASS scheme**: www.bristol.ac.uk/students/your-studies/study-support/pass/ **International students:** www.bristol.ac.uk/students/new/new-international/ **Societies and volunteering:** www.bristol.ac.uk/students/life-in-bristol/opportunities/

	Week 0	**Activity ideas**	
		• Have a discussion about their discipline, its relevance in the current context, and what they are most looking forward to studying.	
		• Have a discussion about how they like to study. When do they study best (e.g. morning or night), where (e.g. home, cafe or library), what study habits do they have (e.g. time scheduling, breaks, rewards)?	
		• Get them to talk about the most influential book they've ever read. Why is it influential? How does it relate to their choice of study, if at all?	
2. Settling in and starting skills development (individual)	Week 3	**How are they settling in?** • Have they joined any Bristol SU clubs or societies, have they got any hobbies, are they playing any sport? Have they got a healthy work/life balance? • How is their accommodation? • Did they register with a GP? **How is work going?** • How are they finding the transition to university study? • How confident are they feeling about their skills for studying? Do they need any further support? • Are they managing the workload? How is their attendance? **Preparing for assessments** • Are they clear about the difference between formative (assessment <u>for</u> learning) and summative (assessment <u>of</u> learning) forms of assessment? • How have they performed in any formative coursework to date? • Are they clear about what is required of them in their coursework and other assessments? • Are there any other issues to think about looking ahead to assessments – e.g. are they aware of processes regarding exceptional circumstances and self-certification? Make sure they are aware of the need to collect and keep evidence to support ECs. • Do they have any alternative exam arrangements in place or think they need to talk to Disability Services of the School Disability Coordinator about this? **Skills Development** • Make sure students are aware that employers will focus less on their unit knowledge, and more on their skills, interests and personal qualities.	**What's on: events and activities:** https://www.bristol.ac.uk/students/life-in-bristol/campus/events/ **Societies and volunteering:** www.bristol.ac.uk/students/life-in-bristol/opportunities/ **Academic integrity and plagiarism:** www.bristol.ac.uk/students/support/academic-advice/plagiarism/ **Skills development resources:** see My Skills **Alternative exam arrangements:** www.bristol.ac.uk/directory/exams/alternative/ **Exceptional circumstances process:** https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/ **Careers Service**: https://www.bristol.ac.uk/careers/ **Bristol Plus Award:** https://www.bristol.ac.uk/careers/bristol-plus-award/

		• Introduce My Skills and the Bristol Skills Profile • Discuss what skills they feel they are developing, and those they might want to work on this term	
	Week 3	**Activity ideas** • Ahead of the meeting ask students to look at the Bristol Skills Profile and complete the skills check. During the meeting, if they are comfortable to, they can discuss / share the outcomes from the skills check (their skills profile) and what their initial goals will be for their learning and skills development. • Ask students to reflect on their confidence with online learning and their digital skills and identify areas they want to work on and how they will do it. • Ask students to complete this short online unit that helps students to develop their self-awareness as a learner. Students could then share their reflections about how they will be planning, monitoring and evaluating their online learning	
3. Finding your academic voice (group)	Week 8-9	**Assessments and exam preparation** • How have they found the workload so far? • Are they able to make good use of feedback on formative assessments? • **Do they understand the concept of academic integrity and how to avoid plagiarism?** • If they have exams in December, do they know when and where they are? Do they have a revision plan? Do they understand the exam format and the marking criteria? • Is there anything they are struggling with? • (Where applicable) discuss any alternative exam arrangements in place • Do they understand the exceptional circumstances procedure? **Reflecting on TB1** • Are they enjoying their course and University? • How do they think they are doing? • Have they settled in well? **Skills Development** • How are they getting on with any goals they set at the start of term, and skills they wanted to develop? What areas do they want to focus on developing next term?	**Find a study space:** http://www.bristol.ac.uk/students/study-spaces/ **Skills development resources:** see My Skills **Study Skills Team**: https://www.bristol.ac.uk/students/your-studies/study-support/study-skills/ **Using AI at university:** https://alt.content.bris.ac.uk/bbcswebdav/courses/Study_Skills/using-ai-at-university/index.html?source_domain=www.ole.bris.ac.uk **Time Management:** https://alt.content.bris.ac.uk/bbcswebdav/courses/Study_Skills/time-management/index.html?source_domain=www.ole.bris.ac.uk **Exceptional circumstances process:** https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/

	Week 8-9	**Activity ideas**	
		• Ask students to complete the skills check that helps them to reflect on their skills in relation to the Bristol Skills Profile and discuss the skills they want to develop during TB2. • Get them to time-track two weeks of their learning, then discuss what they are spending their time on, how they would like to change or improve use of time, get them to set objectives and actions.	
4. Reflecting and re-engaging (group)	Week 13-14	**Refresh** • Have they considered joining any new clubs or societies? • Are they getting the most out of their time here by being involved with plenty of extramural activities? • Where are they planning to live next year? Do they have any financial worries and if so have they talked to the Student Funding Office? • Reflections on their TB1 assessment experience. Their marks will not be available at this point. **Re-engaging with work** • Have they considered option/open unit choices for next year? • Do they need to review their time management or study skills based on their TB1 experiences?	**Bristol Students' Union:** http://www.bristolsu.org.uk/ **What's on: events and activities:** www.bristol.ac.uk/students/life-in-bristol/campus/events/ **Societies and volunteering:** www.bristol.ac.uk/students/life-in-bristol/opportunities/ **Study skills:** see Study Skills tab in Blackboard

		Activity ideas
		
		 Ask students to do a task or have a discussion that will enable them to build their academic and disciplines specific skills, for example:
		     o Get them to give a 5 min oral presentation on a topic relating to the discipline
		     o Get them to discuss a provocation or sticky issue and present their arguments in the tutorial
		     o Get them to write a brief paragraph or do some free writing on a topic
		     o Get them to critique a book chapter or article
		     o Get them to present a data set they have analysed
		     o Get them to critique the presentation of their discipline in the press/media	

5. Reviewing progress and skills development (individual)	Post TB1 results release (end Jan/early Feb)	**Skills Development and reviewing their progress** • If taken, how did the December exams go? Have they seen their feedback? Review marks and give general feedback on progress, for example patterns in feedback across their programme (not unit level feedback, this is the unit director's role). • Are they managing to keep on top of TB2 work? • Are there any specific areas of weakness that need to be remedied? • Are there any study skills that need to be worked on? • Discuss your students' general progress against the Bristol Skills Profile and their plans addressing areas for improvement identified in the skills check / skills profile. **Looking forward** • Are they planning on finding an internship or summer job, and if so have they written their CV and visited the Careers Service? • Requesting references from PTs	**Assessment and feedback:** bristol.ac.uk/students/study/teaching/assessment/feedback/ **Regulations Summary:** Details to follow **Careers service:** bristol.ac.uk/careers/ **Bristol Skills Profile**
		Activity ideas • Discuss with your students the progress they have made against their goals and the skills they think they are developing. Identify and set actions for the remainder of TB2. • Ask students to bring an opportunity they might like to apply for - for example an internship, summer job, volunteering opportunity or something else that might enable them to develop their skills. Discuss the requirements and what they need to do next.	
6.Reflections on first year and looking ahead (individual)	Towards the end of TB2	**Preparation for the May exam period or other major summative assessments.** • How is their preparation for the May exams going? Is there anything in particular that they need help with? • (Where applicable) discuss any alternative exam arrangements in place • Do they understand the exceptional circumstances procedure? **Looking forward** • What to expect in Year 2 • What are their plans for the summer? Encourage them to link any summer internships, volunteering or employment opportunities to their skills development. They could record their activities in the skills statements on My Skills.	**Study skills:** including revision planning and revision techniques: see the Study Skills tab in Blackboard **Wellbeing Service workshops:** https://www.bristol.ac.uk/students/support/wellbeing/self-help/workshops/

Annex 2: Suggested topics for Year 2 and Final Year undergraduate tutorials

Supporting re-induction and progression for returning undergraduates

The suggestions below are for second and final year students. Tutors might like to tailor tutorial three to suit their tutees' needs. Tutors could ask their tutees to suggest a theme for this tutorial. Some tutors, where appropriate, might run tutorial two with their second and final year students together as an experience sharing exercise.

The framework is not prescriptive but intended to provide ideas and a guide for how to make the best use of your time with your tutees.

Transition stage	Timing	Topics for discussion	Resources available
1. Welcome back (group or individual)	Week 1	**Catching up with your tutee:** • How was the summer? • Are they settled in their accommodation? • Any change of circumstance we should know about? **How we support them:** • Remind the importance of keeping in contact with PT (and of when contacts will be) • Make sure students are aware of support services and how to access, e.g. Wellbeing, Disability Services. **Returning to their studies:** • What were their outcomes from year 1 or any key learning? • Have they located their programme and unit information (on Blackboard) • Remind them about the support available from Study Skills and the Library Service **Settling back into university life:** • What opportunities might they take up this year? (e.g. volunteering, sport, music, part-time work)	**Advice on your studies:** www.bristol.ac.uk/students/study **Health and wellbeing:** https://www.bristol.ac.uk/students/support/wellbeing/ Being Well, Living Well toolkit **Study Skills:** www.bristol.ac.uk/studyskills Digitally Ready Reflect and Reboot **Disability Services:** www.bristol.ac.uk/disability-services/ **Alternative arrangements:** www.bristol.ac.uk/directory/exams/alternative/ **Exceptional circumstances process:** https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/ **Financial assistance funds:** www.bristol.ac.uk/fees-funding/awards/faf/ **Student societies and volunteering:** www.bristol.ac.uk/students/life-in-bristol/opportunities/
2. Career Planning (group with final year tutees where relevant)	Week 4	**Career Planning**	**Study skills:** www.bristol.ac.uk/studyskills

		• Using the Bristol Skills Profile as a framework facilitate a discussion around where tutees are in their career thinking: roles, industries, locations etc. • Final year students could share their recruitment and work experiences with second year tutees. • Have they identified any skills that they want to work on this year to strengthen their CVs? Do they know where to get help with these? • Have they identified any opportunities to build their skills or explore potential future career options? Such as careers events or industry networking events.	**Skills development resources** – My Skills **Skills self-assessment** (on My Skills) **Careers Service:** www.bristol.ac.uk/careers/
3. Critical reading, thinking and writing (group) Tutors might choose to run this tutorial with 2nd and final year students combined as an experience sharing exercise. Alternatively, tutors could ask their final year students to select a topic for this week's tutorial.	Week 8-9	**Critical Reading, Thinking and Writing** • Discuss what tutees understand by the term 'critical thinking'. • Tutors might like to present a brief example from a favourite article or book to demonstrate excellent practice • Do they need to develop in this area, if so why and how will they do this? • Do they know where to go for support? • Study skills team have workshops, one-to-one and drop-in sessions.	**Study Skills Resources** Academic Reading: https://alt.content.bris.ac.uk/bbcswebdav/courses/Study_Skills/academic-reading/index.html?source_domain=www.ole.bris.ac.uk Academic Writing: https://alt.content.bris.ac.uk/bbcswebdav/courses/Study_Skills/academic-writing/index.html?source_domain=www.ole.bris.ac.uk Critical Writing: https://alt.content.bris.ac.uk/bbcswebdav/courses/Study_Skills/critical-writing/index.html?source_domain=www.ole.bris.ac.uk There are others: https://www.bristol.ac.uk/students/your-studies/study-support/study-skills/ Book: Critical Thinking Skills by Stella Cottrell
4. Reflecting on progress and acting on feedback (individual)	Post TB1 results	**Reflecting** • How are things and are they well? • Are they finding time to take part in extra-curricular or wider community activities? • Are there any concerns about wellbeing? **TB1 assessments review and reflection:**	**Academic integrity and plagiarism:** www.bristol.ac.uk/students/support/academic-advice/plagiarism/ **Skills development resources:** My Skills **Study skills –** preparing for assessments: Exams and wellbeing, Exam papers and questions, Online open book exams and others www.bristol.ac.uk/studyskills

		- How did they perform in TB1 assessments or December exams? - What do they feel were the key pieces of feedback that they received? Are there any feedback themes emerging across assessments? How will they work on this ahead of summer assessments? - Remind them about processes for alternative exam arrangements / exceptional circumstances if required - How are they feeling about TB2 units? **Reminder about support:** - Would they benefit from engaging with any support from Study Skills now that they can reflect on their progress in TB1? - Remind them about support services and how to access **Skills development:** - What skills do they feel they have developed during the first term? What else do they want to work on? - Have they identified any opportunities to build their skills or explore potential future career options – for example are they considering any summer work experience or an internship?	**Find a study space:** www.bristol.ac.uk/students/study-spaces **Disability Services:** www.bristol.ac.uk/disability-services/ **Health and wellbeing:** **https://www.bristol.ac.uk/students/support/wellbeing/** Being Well, Living Well toolkit **Alternative arrangements & exceptional circumstances:** - www.bristol.ac.uk/directory/exams/alternative/ - https://bristol.ac.uk/students/support/academic-advice/assessment-support/exceptional-circumstances/ http://www.bristol.ac.uk/study/undergraduate/after-you-apply/your-application/extenuating-circumstances/
5. Reflecting on second year and looking ahead (individual)	Towards the end of TB2	**Reflecting** - How have they found TB2? - Looking back over the year, what have been the highlights? - What have been the hardest parts so far and how have they managed these? - What do they think are their personal strengths? - What areas do they think they need to spend some time developing? **Preparing for summer assessments:**	**Health and wellbeing:** **https://www.bristol.ac.uk/students/support/wellbeing/** **Study skills** : Revision Planning, Revision Techniques and others www.bristol.ac.uk/studyskills **Academic integrity and plagiarism:** www.bristol.ac.uk/students/support/academic-advice/plagiarism/ **Find a study space:** www.bristol.ac.uk/students/study-spaces **Careers Service:** www.bristol.ac.uk/careers/

		• How is preparation for summer assessments going? Remind them about support available e.g. Study Skills **Looking ahead to next year:** • How are they approaching choosing options for next year? How will they make informed choices? • If they will be doing a dissertation or project, how have they begun to prepare for or think about topics / questions for this? What other preparation do they need to do? • What skills do they need to work on to be ready for their third year of study? **Skills development:** • What plans do they have for the summer? • How have their ideas developed this year about future career options? What have they done this year to explore or gain experience? What might they like to do over the summer or next year to develop their plans?	**Work experience and internships:** www.bristol.ac.uk/careers/jobs/ **Career options:** www.bristol.ac.uk/careers/career-options/

Annex 3: Supporting students' reflection and skills development

An important part of your role as personal tutor is to facilitate students' reflection on their academic experience, skills, progress, and ambitions in order to help them transition successfully into, through, and out of University. This annex will describe the tools available to help you do this and explain in more detail your role in encouraging students' reflection and skills development. In this annex we are using the word 'skills' in broad terms to also refer to the qualities, attributes and ways of knowing/thinking that students develop during their time at university.

A Skills Profile for the University of Bristol

The Bristol Skills Profile has been co-designed by staff, students and employers following careful research of existing frameworks from HEIs, sector bodies, and NGOs. Its purpose is to help students reflect on and develop their skills during their time at Bristol and articulate them in a way that will help them in their next steps.

The profile

The profile is organised using Barnett and Coate's educational model of 'knowing, acting and being' (Barnett and Coate, 2005. Engaging the Curriculum in Higher Education. Open University Press) under the following questions:

- What will I learn?
- What will I be able to do?
- What will I become?

This provides structure and allows clearer links between the largely-student-facing Bristol Skills Profile and the largely-staff-facing Bristol Futures Curriculum Framework.

The Bristol Skills Profile represents a set of skills we want all students to be developing during their time at Bristol, rather than a tool to identify strengths within a set of skills.

The profile is made up of nine main skills, and each of the nine skills is made up of three sub-skills.

What will I learn?
1. Academic skills
2. Research skills
3. Knowledge handling skills

What will I be able to do?
4. Work well independently
5. Work well with others
6. Work well across communities

What will I become?
7. Proactive about my wellbeing
8. Clear about my direction
9. Ready for the future

The skills and sub-skills have been deliberately phrased to be broad and open to both allow for contextualisation (e.g., within disciplines) and to encourage conversation (e.g., between Personal Tutors and tutees).

The My Skills platform

Whilst the skills profile can be used by staff independently of the platform (e.g., to support unit design), the platform helps students interact with the profile in a meaningful way.

The My Skills platform is made up of four elements:
- **skills check**, enabling students to self-assess their perceived levels of competence;
- **skills profile**, providing students with a summary of their competence on each skill;
- **skills log**, a place to record related experience;
- **skills pathways**, signposting students to relevant resources to develop their skills.

More information about the skills profile is available at https://uob.sharepoint.com/teams/grp-bristolskillsprofileimplementation/SitePages/Home.aspx

The role of personal tutors in facilitating student reflection and skills development:

Full guidance on how the Bristol Skills Profile can be used to support student reflection and skills development can be found on https://uob.sharepoint.com/teams/grp-bristolskillsprofileimplementation/SitePages/Home.aspx.

This is a student-led activity, but as a personal tutor you should strongly encourage, facilitate and monitor their development and progress by:
- reminding students that they will have opportunities across their programme to develop a range of generic skills such as team working and critical thinking as well as discipline specific skills,
- reminding students of resources on My Skills that will help them to reflect on their skills development and keep a record of their activities,
- discussing your students' progress and skills development as a means of helping them to reflect on their experiences and what they have gained from them,
- helping your students to reflect on the skills they will need to be successful as they settle into university and study on their programme,
- helping your students to reflect on how they will develop the knowledge, skills, and attributes they need in order to fulfil their potential and achieve their ambitions, (see below for suggested questions to prompt student reflection)
- helping your students to set and review appropriate goals,
- reviewing your tutees' academic progress in relation to development of their academic knowledge and intellectual abilities,
- signposting students to activities within their programme that will help develop their skills,
- suggesting/signposting activities outside their programme which will help them develop their skills.

Note, you are **not** expected to be a careers expert or to know full details of the activities and opportunities available through Bristol Students' Union or elsewhere. Your role is to prompt students to reflect and be proactive in seeking out opportunities to develop skills.

For new students:
- Mid TB1, when you briefly discuss the expectations around skills development and highlight the resources available, such as the skills check.
- Towards the end of TB1, when you discuss your tutee's progress with them, focusing on how they can evidence their skills, asking them to highlight any obvious skills gaps and suggesting actions to address them.
- Mid TB2, when you discuss how they have done in any assessments (e.g. the December exams or coursework), and you give general feedback on progress. You should try and prompt them to identify any specific areas of weakness that need to be remedied and any study skills that need to be worked on. You should also revisit your students' portfolios with them and discuss their general progress against the Bristol Skills Profile.

For returning undergraduates:
- In TB1, when the discussion could be linked to feedback on exam performance the previous year and what the student should be doing to address skills gaps.
- Mid TB2, when the discussion could include feedback on the December exams or other assessments.

Suggested questions to promote reflection on academic experience, skills, progress and ambitions

Your questions and discussions should encourage your students to reflect on their current position and to consider their future development.

Academic/discipline specific activities
- How do you think you are doing academically?
- What are you hoping to achieve this year academically?
- What barriers/difficulties do you face in achieving these academic goals?
- What study skills do you need to improve in order to achieve your goal?
- What skills do you think you have developed this year?

Extra-curricular activities
- What extra-curricular activities do you engage in?
- What skills do you think they are fostering?
- What else could you be doing to develop your skills?

Personal wellbeing/aspirations
- What are your career objectives?
- What transferable skills do you need to achieve your goals?
- Have you had to deal with any setbacks?
- What have been your personal successes this year?

A Guide for Undergraduate Personal Tutors 2024-25

University of BRISTOL
Careers Service

How the Careers Service helps you to support your tutees:

The Careers Service is here to help you, as a Personal Tutor, to fulfil your role in supporting students to make the most of their time at university. We can help your tutees to reflect on their development, find ways to develop their skills and interests and support them to plan their next steps.

Direct students to the Careers Service website and ask them to log in to mycareer and complete their profile. Doing this means that the content they see is tailored to their needs and interests.

Students can access the full range of services offered, including events and resources to help with skill development and career planning, as well as the booking of one-to-one appointments on mycareer. Students should be encouraged to regularly check the events offered as these are continually updated.

Students can speak to a member of our team via Live Chat, or by visiting us at 5 Tyndall Avenue with any career-related questions.

What my tutees should be doing to prepare for their future:

1. Log in to mycareer: Explore careers resources tailored for your needs, find jobs and internships, book on to careers events and appointments.

2. Explore your options: Attend one of our 'Get clear on your career' sessions, visit our 'Exploring career options' webpage, attend an employer event or explore enterprise support.

3. Develop your skills: Use the Bristol Skills Profile to reflect on skills you are developing during your time at university. Track them as they grow, set goals and explore resources that will help you develop them further.

4. We're here if you need us: Visit our contact page to get in touch during your studies and for up to three years after.

Where my tutees should go if they need help with:

Career options: Explore what you could do with your degree.

Applying for roles: CVs, applications, selection tests, assessment centres and interview support.

Identifying skills: Identify your personal skills profile and set yourself development goals.

Bristol PLUS Award: The University's student employability award.

International student support: Information on finding a job, work experience and related matters.

Enterprise: Start a business, gain funding, and develop entrepreneurial skills via enterprise specialists.

Equality, diversity, and inclusion: Specialist support for under-represented students.

Disabled and neurodivergent students (including long term mental and physical health): Extended one-to-one guidance appointments; advice on adjustments and advocacy support.

Further study: Learn more about postgraduate and PhD study, as well as information on funding.

Graduate support: Free professional, unbiased support for 3 years after graduation (graduate support can also be accessed by students who leave University for other reasons).

Careers contacts in your school can be found here

Annex 4: Academic Integrity Guide

The following links to the website/policy/regulations are used in this document. It would be helpful if personal tutors could share those *links with their tutees.

*Academic Integrity (University website): Academic integrity | Current students | University of Bristol

*Plagiarism (University website):Plagiarism | Current students | University of Bristol

*Referencing (University website): Referencing | Library | University of Bristol

*Study skills (University website): Study skills | Current students | University of Bristol

*Harvard referencing: https://www-citethemrightonline-com.bris.idm.oclc.org/tutorial

*Collusion (University website): Collusion | Current students | University of Bristol

*Contract Cheating (University website):Collusion | Current students | University of Bristol

*Using AI at University (University website):Using AI at University (bris.ac.uk)

University Policy on Academic Integrity: Policy on Academic Integrity .pdf (bristol.ac.uk)

University Assessment Regulations: university-assessment-regulations.pdf (bristol.ac.uk)

University Contract Cheating Procedure: Contract cheating procedure v2.pdf (bristol.ac.uk)

1. **Academic integrity**

The University's definition, taken from the Policy on Academic Integrity, is as follows:

"*Academic integrity is integral to university study and academic life. Staff and students combine to form a community and culture of learning with the core values of honesty, trust, fairness, respect, responsibility and courage. These values are mutually reinforcing and form the foundations for the University's approach…*"

It would be helpful if personal tutors could share the University student support link to Academic Integrity with their tutee: Academic integrity | Current students | University of Bristol

2. **Academic misconduct**

"The University's approach to academic integrity centres on its positive aspects but with a recognition that transgressions undermine its core values. Academic misconduct is taken seriously by the University…" (University Policy on Academic Integrity)

Some common categories include:

2.1. **Plagiarism**

"*Plagiarism: Using words, ideas or work products attributable to another identifiable person or source without attributing the work to the source from which it was obtained in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain*." (Policy on Academic Integrity)

Plagiarism is (at its best) mere illusion, and (at its worst), deception. It can be achieved by (for example) copying and pasting online content into one's own work without *attribution*.

Attribution is the acknowledgement that the source of the quotation or extract is other than that of the source of the work (exam or coursework) being submitted. This is normally done by use of a recognised referencing system, which lays down the protocols for both citation and referencing. One such system is the Harvard System. The University has some help pages here: Referencing | Library | University of Bristol

When submitting coursework, it is a good idea to observe a protocol such as that suggested by Harvard. (https://www-citethemrightonline-com.bris.idm.oclc.org/tutorial) In written examinations, a simple citation for e.g. (Smith, 1998) is all that is expected.

Also, referral to study skills support is likely to be helpful for the student. Study skills | Current students | University of Bristol

2.2. Collusion

According to Collusion | Current students | University of Bristol "*Collusion is where students work together to complete an assessment that should be taken independently.*"

Essentially this is working with another student. The University does not discourage working in groups (outside of examinations) but your written submission must be in your own words and not those of a collective of two or more students. If you and your collaborator use the same (or very similar) words to make your point, this is likely to be picked up by the plagiarism detection software.

2.3. Contract cheating, including the use of artificial intelligence such as chatbots

"*In essence, [contract cheating] is acquiring or commissioning a piece of work from a commercial service, which is not a student's own, and representing it as if it were. It covers purchasing from online 'essay mill' sites*" (University Contract Cheating Procedure).

In the past year, our Business School has seen an increase in contract cheating cases, largely due to students' unauthorised use of AI. According to the University's Contract Cheating website: "*the University consider the use of AI or translation tools to be cheating if used for more than*
- *generating the occasional short phrase within a sentence*
- *checking basic grammar and spelling.*

Some assessments may allow more comprehensive use of these tools, but this will be detailed in your assessment instructions."

Therefore, it would be helpful if personal tutors could share the study skills module that provides the University's guidance on using AI well and ethically: Using AI at University (bris.ac.uk)

3. The detection and reporting process

Section 4.4 of the University Policy on Academic Integrity identifies the routine practices that include:
- The use of text matching software, such as Turnitin, to aid the detection of plagiarism.
- Marking processes where markers can spot very similar answers or inconsistent tone and language.
- Review of contract cheating sites and discussion with company when assessment questions/answers are identified.
- Reviews of mark distributions as carried out by Exam Boards.

The plagiarism and collusion detection process starts with the markers who check the Turnitin reports for all submissions. However, that is not the only check we perform. Even if similarities between two scripts are not picked by Turnitin, but the markers notice any marked similarities between the work of two students, they report it to the Unit Directors who check and confirm whether similarities exist or not. This is then reported to the School Academic Integrity Officer who will investigate the case further and decide whether the student will be directed to additional training (only if it is a first offence by a first-year undergraduate student) or the student will be sent to a panel at the School level or Faculty level depending on the severity. Details can be found in the [University Assessment regulations](#).

If there is a suspicion of contract cheating including the use of AI, the [Contract Cheating three-stage procedure](#) is supplementary to the regulations for academic misconduct in the [University Assessment Regulations](#). This includes stage 1 where markers or Unit Directors check and make referrals to the School Academic Integrity Officer based primarily on their academic judgement of the piece of submitted work, stage 2 where the School Academic Integrity Officer cross-checks with the student's other work and stage 3 where School Academic Integrity Officer arranges informal interviews with the student. The School Academic Integrity Officer then decides whether the case can be dismissed or dealt with in a panel at the School level or Faculty level.

If the suspected misconduct case is decided to be dealt with in a panel, the student involved will be sent a plagiarism, collusion, or contract cheating questionnaire and invited for a meeting with the panel to give them an opportunity to explain. A School Academic Misconduct Panel consists of the School Academic Integrity Officer another academic, and a member of the admin team who takes the minutes, while a Faculty Misconduct Panel consists of the Faculty Academic Integrity Officer, the School Academic Integrity Officer, another academic, and a member of the admin team who takes the minutes.

The panel have a discussion before meeting the student to discuss the suspected misconduct case, the student is then invited into the room and asked relevant questions. The panel's goal is to understand and listen to the student giving them an opportunity to explain their position, and to determine the extent of misconduct. Honesty and engagement from the student at this point are highly encouraged as this plays a part in deciding on a penalty.

4. **Penalties that can be imposed by the University**

Academic Misconduct Panels (AMPs) may be held at school (SAMPs), faculty (FAMPs) or university level (UAMPS), depending upon the seriousness of the case. The penalties depend on the extent and seriousness of the offence as well as the degree of honesty of the student. The panel considers the following factors when deciding on a penalty based on Section 7.2.6 of the University Assessment Regulations:

1. The educational history of the student and how this may have informed their understanding of academic integrity.
2. Whether this is a first or subsequent offence.
3. The amount of credit attached to the assessment.
4. The significance of academic misconduct in the piece of work.
5. The extent to which the academic misconduct undermines the learning objectives of the work.
6. Whether the assessment contributes significantly to the student's progress or degree classification.
7. The degree and effects of the dishonesty.

Recommendations can be made by Academic Misconduct Panels as follows:

1. To dismiss the case entirely.
2. To refer it back to the unit director to be dealt with as poor academic practice.
3. To impose no penalty beyond recording the case on the student's record for future reference.
4. To apply one of the following penalties to the original piece of work:
   a) to award the work submitted a lower mark than would otherwise have been awarded in the form of mark penalty or a capped mark; if the work is the only summative assessment for the unit and this penalty reduces the mark to below the pass mark the panel should consider whether credit should be awarded.
   b) if the assessment is the only assessment contributing to the unit mark, award credit but a mark of zero.
   c) if the assessment contributes part of the unit mark, award a mark of zero but allow credit for the unit to be awarded if the zero results in a fail mark for the complete unit.
5. To require the submission of an equivalent piece of work, to replace the originally submitted piece of work i.e. that corresponds to the same "attempt", which is awarded:
   a) the mark it would normally be awarded.
   b) a lower mark than would otherwise be awarded in the form of a mark penalty or a capped mark; if the penalty reduces the mark to below the pass mark the panel should consider whether credit should be awarded.
   c) a mark of zero but providing the intellectual mark of the resubmitted work would be sufficient for the unit pass mark to be achieved, allow credit for the unit to be awarded.
6. To award no marks (zero), for the unit of which the examination or piece of assessed work was part. The AMP should determine whether an equivalent piece of work should be submitted when recommending this penalty and whether to award the credit.
7. To award the student a lower classification of degree than they would otherwise achieve based on their mark profile. The UAMP should determine whether an equivalent piece of work should be submitted when recommending this penalty.
8. To require the student to withdraw from the university, which means that the student ceases to be a member of the university, and loses all rights and privileges of membership, including whether an exit award should be made. This recommendation can only be made to the Dean of the student's home faculty.

Recommendations 1-5 are available to all Academic Misconduct Panels (AMPs). Recommendation 6 is available to Faculty Academic Misconduct Panels (FAMPs) and University Academic Misconduct Panels (UAMPs) only and recommendations 7 and 8 to University Academic Misconduct Panels (UAMP) only.

5. **Recent case studies**

First case study

Student A was a final year BSc Accounting and Finance student. For one of their unit assessments the student was required to submit an essay. The essay had a similarity score of 21% and had an extensive reference list. The marker picked up several issues with the essay that Turnitin did not. Here is an example from marker's comments on this essay when reporting the plagiarism:

"As picked up by Turnitin - there appear to be parts of the following papers used in this essay which have not been cited:

European Market Reaction to Audit Reforms (Horton, Tsipouridou and Wood, 2017)

The impact of extended audit tenure on auditor independence (Chia-Ah and Karlsson, Masters Thesis 2010 - shown in Turnitin as 'diva-portal.org')

I question whether all of the texts in the reference list have been consulted or whether further uncited sources have been used for secondary referencing - I suspect this given the age of the texts and the fact I don't think these are available in the library (Eilifsen, Porter, the reference list cites an out of date version the library does not have - plus the Lee text is only available through the research reserve). I also question whether during the time frame physical copies would have been available (given these are not available as e-texts) given the lockdown. As part of teaching students were told about secondary referencing."

Student work page and marker comments:

Lee (1986) suggested that independence is needed due to the gap between managers running an organisation and the stakeholders with an interest in it. He argues stakeholders do not have the opportunity to question managers and keep them accountable, therefore the independent auditor performs this duty. Since, auditors are hired, fired and paid by the same organisations that they are auditing, instead of the stakeholders which they represent, this creates an obvious strain on independence.

Mautz and Sharaf (1961) identified the following, key reasons, to question auditor independence, which still holds true in the modern audit industry. Firstly, the close relationship which the auditor has with the business it is auditing. This is because of the existence of a strong service to management, a confidential relationship between auditor and client, and also financial dependency on the client. Secondly, due to the structure of the audit profession, Mautz and Sharaf (1961) predicted that the audit market would tend towards a lower market concentration and a limited number of firms. This is still true today, with the Big Four audit firms dominating the auditing market.

There are five identifiable categories of threats to auditor independence (Eilifsen et al., 2006, p.580; Hayes et al., 2004, p.87). These are: self-interest threats, self-review threats, advocacy threats, familiarity threats and intimidation threats. These will be used later on in this essay when discussing the impact of reforms on independence.

Audit Reforms

EU audit reforms came into effect in June 2016 (KPMG, 2016). The aim of the reforms was to address the perceived weaknesses in the audit market. In particular, any over-familiarity and 'economic bonding' among client companies and their audit firms. Furthermore, these reforms aim to increase auditor choice, by reducing the current dominance of the Big Four audit firms. This should result in a decrease in systemic risk (European Commission, 2010).

- Originality issues (Presentation)

This essay will, only, discuss the following three new requirements on Public Interest Entities and their auditors, due to their greater relevance to independence theory. Firstly, Mandatory Firm Rotation (MFR), which means that every 10 years the auditing firm must be rotated, 20 years if tenders are then carried out (European Commission, 2013). Secondly, restrictions to Non-Audit Services (NAS), whereby a 'black list' of prohibited NAS has been created (European Commission, 2013). Thirdly, a cap on fees, which is a cap on any non-audit services to the point where it cannot exceed 70% of the average amount of audit fees paid in the three years prior (European Commission, 2013).

- Misunderstanding (Theory or Analysis)

Reform 1
It is generally thought that independence has a familiarity threat when auditors have a personal relationship with clients, which often arise from a long tenure. Bamber and Iyer (2007), found evidence that the auditors' identification with their audit clients increases with longer tenures and supports the argument that being too close to clients is a threat to independence. Moreover, Myers et al., (2003, p.781) state "extended auditor-client

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I would like to know how the student consulted Lee (1986) textbook when this is only available from the Reserve Collection at the Library (Suspect secondary reference from uncited source)

Again M&S textbook being 1961 is not available online – is this a secondary reference?

The way this is referenced – it appears to be copied from another source – Hayes et al and Eilifsen in this older editions I don't think are available as E Books and although I think Hayes is in library as a physical copy Eilifsen 2006 is not. Note these are both textbooks so the originality report is bringing up other plagiarised student essays

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This is from an uncited source:Horton, Tsipouridou and Wood (2018)
European Market Reaction to Audit Reforms
"These proposed reforms were in direct response to the global financial crisis and aimed to address the perceived weaknesses in the audit market; specifically, the excessive familiarity and economic bonding between the audit firm and the client company. In addition, they aimed to reduce the dominance of the Big 4 audit firms, to increase auditor choice and thereby reduce systemic risk (EC, 2010a)"

The student chooses to cover the same three requirements that the Horton , Tsipouridou and Wood paper covers which raises suspicion
"mandatory audit firm rotation, prohibition of non-audit services (with a 'black list' of banned services and a fee cap on

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Uncited source (from Turnitin = "The impact of extended audit tenure on auditor independence Auditors perspective Authors: Etienne Chia-Ah Joel Karlsson"
"As generally thought, independence is lost when the auditors have a personal relationship with clients of any size, which often arises when the tenure is long."   "Our opinion is supported by the study of Bamber and Iyer (2007, p.1) who measured to which extent the auditor identified themselves with their clients and the threat of this attachment to auditor's objectivity and independence. They found evidence that the auditors' identification with their clients increased with extended audit tenures and this supports the concerns that auditor being too close to their clients could be a threat to the auditor independence."

relationships could have a detrimental effect on auditor independence because an auditor's objectivity about a client is reduced with the passage of time". Junaidi et al. (2016) also found by analysing the effects of auditor rotation between 2002-2010 of companies on the Indonesia Stock Exchange, that auditor's tenure length showed to have significant negative effects on auditors independence as auditors tended to give a 'going concern' opinion were not valid. Their research also measured that auditor rotation had significant positive effects on improving auditors' independence. Kinney (1999) argues this is in part due to audit partners wanting to protect their future careers as loss of an audit client through challenging them could prevent them from opportunities for future jobs in that company. This research, therefore, justifies the desire for the mandatory audit firm rotation reform.

Auditor independence has had a lot of attention from regulators and academics since corporate collapses, the loss of confidence in the auditing profession and the credibility of financial statements. It could be argued that, therefore, reforms have been put in place after the financial crisis to restore public trust and independence in appearance, potentially, more so than independence.

It is also generally thought that opening up the competition in the audit market could lead to greater independence. The Economist (Simonds, 2018) states that 98% of the companies listed on the FTSE 350 index are audited by the Big Four audit firms and reforms are acting as approaches to reduce Big Four dominance. However, there is evidence to support the fact that audit market concentration is not altered by MFR. Evidence collected from Poland (Indyk, 2019) suggested that the mandatory audit firm rotations meant that when changing auditor the biggest organisations tended to change only between one Big Four auditor to another. They concluded that MFR would not alter the concentration of the audit market in Poland. As for the UK, evidence for the effectiveness of the reforms will be seen over time.

Reform 2

Self review threat is when there is a difficulty to evaluate without any bias after having been involved in the implementation of the work of the firm (Eilifsen et al., 2006). This is a breach to independence when providing NAS. There are still questions about industry despite reforms, particularly as the Big Four firms earn almost double from consulting and alternative services to auditing (Simonds, 2018). Despite the bans from providing both an audit and particular consulting services to one client, conflicts of interest remain. A further step being considered by the FRC is the discussion around making Big Four audit operations entirely financially independent businesses, including having a different board of chairs (Kinder, 2020). This would make a significant difference in improving auditor independence in appearance to the public.

By providing a large range of services, not only auditing services, objectivity can be challenged by an over-reliance on income from a single firm, this coupled with intimidation threat to independence whereby a client may threaten to stop using the auditor not only for all services could decrease independence. Gul et al. (2007) stated that independence might be compromised due to high non-audit fees for small clients but not for larger clients. Thi

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argument contradicts the attempts to improve auditor independence by altering the market concentration as arguably with less competition in the market auditors are in a greater position of power opposed to being so reliant on single clients.

ICAEW (2021) also described this point by saying "non-audit service prohibitions would make firms smaller. This, perversely, would mean that bigger clients would actually create a proportionately bigger intimidation threat because they would form a larger part of the firm's income."

`- Overreliance on work of others (Argument / Analysis)`

Reform 3

Kinney (1999) argues that the auditor will always have an interest in the success of its client as financially successful clients will have greater growth in audit fees and NAS fees. Therefore, independence theory would tell us that there is fee reliance threatening auditor independence. Although, DeFond et al. (2002) found instead that auditor independence is upheld by market-based incentives such as litigation costs and reputation loss, which significantly outweighs any dependency created by greater fees. However, since the market is dominated by the Big Four and each of these organisations holds many large clients, the actual loss of one client is not as significant as it used to be. The fee cap is, therefore, less relevant for larger audit firms.

`- Originality issues (Presentation)`

Conclusion

Overall, Watts and Zimmerman (1980) argument that there are limits to the extent to which independence is achievable has shown to be true. They have stated that it is unlikely auditors can ever be perfectly independent from clients. This is backed up by Mautz and Sharaf (1961) who claim there is only so much independence the profession can achieve due to its nature, they state that auditing has built-in factors of anti-independence preventing professional independence.

Therefore, the audit market reforms are likely to improve independence mainly by reducing familiarity threats through the MFR, self-interest and self-review threats through the NAS restrictions. However, unlike the intention of the reforms it is unlikely as seen from the evidence in Poland that they will alter the market concentration. Although, this is perhaps better for auditor independence as larger firms have less financial dependence on the audited clients and will be less open to intimidation threat in a market with less auditors which will reduce the threat to independence.

`- Misunderstanding (Theory or Analysis)`   `- Not addressing the question set(Analysis)`

It is possible to conclude that the reforms will do more to improve independence in appearance than factually and perhaps this is the intention after the financial crisis in the early 21st century which ultimately triggered these reforms. However, intimately due to the nature of the auditing profession there will always be a limit to independence and reasons to question the profession will remain.

`- Poor expression / style (Clarity)`

This case is a very good example of how markers can pick up plagiarism that may not be identified on Turnitin. This case was dealt with at the School level and as a result, the student's mark was lowered to a pass mark for this essay.

Second case study

Student B, a final-year BSc Accounting and Finance student, was suspected by the marker of using AI to write their essay as of the references provided five out of six appear to be hallucinatory and do not exist. After the informal interview (as the stage 3 of the contract cheating procedure mentioned in Section 3 above), Student B provided a new list of references. These references were genuine but did not match the in-text citations in the original submission. The School Academic Integrity Officer then decided that the case would be investigated at the Faculty level. As a result, the student was required to resubmit the assignment with a capped mark