Personal Tutoring Policy

Policy category: Academic
Subject: Outlines the key responsibilities and procedures for the provision of Personal Tutoring at King's College London
Approving authority: Academic Board
Responsible Officer: Executive Director, Education and Students
Responsible Office: Student Transition and Outcomes (Students and Education Directorate)
Related Procedures: N/A
Related College Policies: Duty of Care Statement, Safeguarding Policy, Data Governance Policy, Data Protection Policy, Student Engagement & Attendance Policy and accompanying procedures
Effective Date: September 2025
Supersedes: Personal Tutoring Code of Practice 2015/16
Next Review: September 2026

1. Purpose and Scope

The Purpose of this policy is to outline the key roles and responsibilities of Personal Tutors, Senior Tutors and Faculties in delivering Personal Tutoring at King's College London. This policy should be read alongside guidance documents including Personal Tutoring Policy Guidance document, Note-keeping guidance. The Policy supports the use of the Personal Tutor Dashboard which can be accessed on Student Records E:Vision.

This policy applies to on campus, taught undergraduate (UG), postgraduate taught (PGT) and King's Foundations students (including online distance learners).

This policy does not apply to incoming Study Abroad students, who receive support from their Study Abroad Tutor and/or the Global Mobility office.

This policy does not apply to online distance learners (outside of King's Foundations), who receive equivalent support from Student Advisors. Online students can find out more about their Student Advisor team from Welcome emails, or additionally by speaking with their faculty for any further information.

Information about support and supervision for postgraduate research (PGR) students can be found in Chapter 6 of the Academic Regulations and via the King's Doctoral College.

2. Policy

2.1 Overview

    a. Personal tutoring is a proactive relationship between the Personal Tutor and the tutee. Personal Tutors are expected to provide regular opportunities for engagement with their tutees. Students are expected to take up these opportunities and engage with them.

    b. Each undergraduate (UG), taught postgraduate (PGT) and King's Foundations student will be allocated a Personal Tutor from within their faculty, whose primary role is to

provide support for their tutees' academic progress and wellbeing during their time at King's College London.

c. A Personal Tutor should be an academic or clinical member of staff, unless professional services staff are employed to fulfil this role, where it should be the majority of their contract.

d. A Personal Tutor should be available to students throughout the duration of their studies (excluding periods where the tutor is on extended leave such as maternity, sickness, study leave) and their role should be connected to education (e.g. someone on a research-only contract may not be appropriate).

e. Personal Tutors are not expected to be experts in student support and wellbeing, but are required to engage with training, support and guidance provided by the University in order to help them support tutees to have a positive experience of their studies, and to connect tutees with specialist support and advice, as appropriate.

2.2 Personal Tutors

2.2.1 Responsibilities

Personal tutors are expected to:

a. Get to know tutees through regular contact and meetings, supporting them to successfully transition through university by signposting to relevant opportunities and support

b. Allocate time to meet with tutees, and be proactive in arranging meetings *(refer to meetings section below)*

c. Provide tutees with the opportunity to 'review & reflect on' their academic progress

d. Encourage tutees to engage with extra-curricular activities that will help them build a community and engage with King's and London

e. Encourage tutees to engage with thinking about their employability skills and career planning in collaboration with faculty and central Careers & Employability colleagues

f. Be a responsible first point of contact in the faculty for tutees to discuss anything that may be impacting their studies, and supporting them to access specialist support as required

g. Liaise with appropriate faculty and university support colleagues (e.g. Senior Tutor, Faculty Student Support, Wellbeing Advisors, Disability Support & Inclusion, Staff Mental Health Outreach team) to determine the most appropriate support for tutees in complex cases and/or if further guidance is needed

h. Engage with resources including the Personal Tutor Portal, Personal Tutor Dashboard and Personal Tutor Update emails, as well as local resources

i. Use the Personal Tutor Dashboard to see a tutee's King's Inclusion Plan (KIP), Personalised Assessment Arrangements (PAA) and Mitigating Circumstances submissions if available. Follow relevant procedures for these support mechanisms as outlined in the Mitigating Circumstances Policy and the Supporting Disabled Students guidance hub

j. Respond promptly to messages from tutees. **Refer to Faculty guidance around response timeframes as set in delivery expectations (2.4.1b).**

k. Be familiar with the Interruption of Study Policy & Procedure and aware of **local communication and re-engagement plans** for tutees on interruptions or who are dormant

l. Be aware of **local procedures** for supporting students who are intercalating in and out of King's, studying abroad or on a professional placement, particularly around maintaining the personal tutoring relationship

m. Utilise email signature and out of office to communicate availability, working patterns, and alternative support options if the tutor is unavailable

n. Provide written references for tutees, when requested, **in line with local guidance**

o. If a tutor is assigned under-18 students as tutees, they must adhere to any Under 18 tutor guidance, including undertaking DBS checks as agreed with their Faculty Safeguarding contact – see Safeguarding policies and procedures

p. Be clear as to the circumstances in which personal information of tutees can be shared, and the lawful basis for doing so. Please see guidance at: Data Protection Policy & Procedure, Data Protection-Sharing Personal Information.

q. Provide an inclusive environment in line with the King's Community Charter and King's Principles in Action.

r. Maintain appropriate professional boundaries with tutees, in accordance with the Personal Relationships between Staff & Students Policy – for a summary see Appendix 1

2.2.2 Training

Personal tutors are expected to:

a. Complete online Personal Tutor Training on KEATS if new to the role, or have not completed the module within the last two years.

b. Ensure that they have completed the University's mandatory GDPR training

c. Complete the mandatory Introduction to Equality, Diversity & Inclusion module and the Introduction to Disability Inclusion module.

d. Undertake mandatory Safeguarding e-module training and follow University procedures for reporting Safeguarding concerns as outlined in the Safeguarding Policy.

e. Complete any local Personal Tutor training from Department and/or Faculty as required.

2.2.3 Meetings

Personal tutors are expected to:

a. Make contact with new tutees within their first 3 weeks of teaching in order to personally introduce them to their role as their personal tutor

b. Meet tutees regularly, **Refer to Faculty guidance on meeting frequency as set in delivery expectations (2.4.1b)**. This can be in-person or online, and in a group or one-to-one setting. Where offering group meetings, provide the option for students to book a one-to-one meeting if needed.

c. Use guidance provided by their department or, where appropriate, centrally (e.g. Learning Touchpoints), to conduct effective conversations with personal tutees

d. Be aware of the Student Engagement & Attendance Policy and accompanying procedures. Follow up on non-engagement from tutees **following local engagement and attendance process**.

e. Use the Personal Tutor Dashboard to keep accurate and factual records of meetings with tutees, treating all tutees' personal information sensitively, in line with the University's policies (See Note-keeping Guidance for Personal Tutor Dashboard)

f. Attend formal student meetings as required, e.g. Support for Study and Fitness to Practise meetings as appropriate, as outlined in the Support for Study Policy and Procedure and Fitness to Practise Policy

2.3 Senior Tutors

2.3.1 Responsibilities

Senior Tutors are expected to:

a. Ensure that a robust system for personal tutoring is in place within the department/faculty, in accordance with the Personal Tutor section of the Personal Tutor Policy *(see above),* and escalate to the Faculty Responsible Officer as needed **(see 2.4.1a for details of this role)**.
b. Provide leadership for Personal Tutors within the department, supporting them to meet their responsibilities, as outlined in the Personal Tutor Policy
c. Be a point of escalation or sounding board for Personal Tutors
d. Work alongside Faculty Student Support/Wellbeing staff to manage/escalate complex student issues
e. Promote the completion of relevant training, including the KEATS Personal Tutor Training module, to all new Personal Tutors and those who have not engaged with training within the last two years
f. Promote local and central resources including Personal Tutor Dashboard and accompanying guidance and the Personal Tutor Portal.

2.3.2 Professional Development

Senior Tutors are expected to:

a. Ensure that they have completed the University's mandatory GDPR training
b. Attend online live mandatory Safeguarding training every 3 years, alongside completing the Safeguarding e-module
c. If a Senior Tutor is assigned under-18 students as tutees, they must adhere to any Under 18 tutor guidance, including undertaking DBS checks as agreed with their Faculty Safeguarding contact – see Safeguarding policies and procedures
d. Ensure that they understand the circumstances in which personal tutors can share the personal information of their students and the lawful basis for doing so. Please see guidance at: Data Protection Policy & Procedure, Data Protection-Sharing Personal Information
e. Engage with information & development opportunities available to Senior Tutors through the King's Senior Tutor Network/Teams site, sharing information within their department as required

2.3.3 Student Engagement

Senior Tutors are expected to:

a. Be a point of contact for students whose Personal Tutor is temporarily unavailable (e.g. annual leave, short-term sickness). *For long term absences (e.g. long-term sickness, maternity/parental leave, sabbatical, research leave) see Faculty Roles & Responsibilities, below.*
b. Represent the department in regard to student experience and support, including attending and/or leading Support for Study and Fitness to Practise meetings as appropriate, as outlined in the Support for Study Policy and Procedure and Fitness to Practise Policy
c. Ensure that students have the opportunity to feedback on the personal tutor system via a standing item on the agenda of Staff-Student Liaison Committees or equivalent.

2.4 Faculties

2.4.1 Responsibilities

Faculties are expected to:

a. Appoint a Responsible Officer for Personal Tutoring (e.g. Vice Dean (Education), Faculty Senior Tutor, Associate Director (Education)) who is accountable for the implementation of the policy and monitoring compliance
b. Set, communicate locally, and report on delivery expectations related to the implementation of this policy – Responsible Officer for Personal Tutoring to report annually to the Student Experience Sub-Committee – see Appendix 2
c. Appoint a Senior Tutor for the Faculty. For larger faculties it may be necessary to appoint one or more Senior Tutor per department (e.g. for UG and PGT). Faculties with a large number of departments may decide to appoint a Faculty Senior Tutor to work with department Senior Tutors and the Responsible Officer.
d. Ensure that Senior Tutors are supported to engage with mandatory Safeguarding training and other relevant professional development opportunities related to the role.

2.4.2 Allocation and student experience

Faculties are expected to:

a. Allocate all students to an appropriate Personal Tutor by the start of their academic session. This includes coordinating across Joint Honours programmes if two Personal Tutors are allocated, in accordance with the Personal Tutor Allocation guidance.
b. Regularly review allocation to capture new students throughout the academic year, e.g. transferred students, PGT courses with January starts etc.
c. Identify Faculty Allocation Leads and share these with the Student Transition and Outcomes team (personal.tutoring@kcl.ac.uk).
d. Include the role of the Personal Tutor in student handbooks, and in Welcome and Induction activity at a Faculty and Department level
e. Ensure that all Personal Tutors have contact with their new tutees within their first 3 weeks of teaching in order to personally introduce them to the role of personal tutor
f. Provide students with regular opportunities to feedback on their experiences of personal tutoring via Staff Student Liaison Committees and/or other student experience fora, and that mechanisms are in place to ensure that actions taken in response to the student voice on this area are communicated to students in an organised and timely way
g. Ensure that there is a robust process in place for transferring students to a new Personal Tutor if a member of staff takes a long period of absence, e.g. long-term sickness, maternity/parental leave, sabbatical, research leave, ensuring that the change is clearly communicated to the student in a timely manner
h. Ensure that there is a system for students to raise issues and/or request a change to their Personal Tutor, for legitimate reason, and that this is clearly communicated to students and staff

2.4.3 Systems

Faculties are expected to:

a. Lead on the promotion of the Personal Tutor Dashboard, using relevant reports to review engagement with Personal Tutoring in the Faculty

b. Ensure that Personal Tutors and Senior Tutors have academic access to Student Records

c. Complete/initiate DBS checks for Personal Tutors with responsibility for under 18s, in line with relevant policy & procedure

2.4.4 Training

Faculties are expected to:

a. Identify any local training and support needs for Personal Tutors within the Faculty/Department, and work with Faculty and central student support services to identify how best to ensure these are met

b. Promote and monitor engagement with KEATS Personal Tutor Training

Appendix 1

From the [Personal Relationships between Staff & Students Policy](#)

Professional Boundaries: All staff must maintain appropriate professional boundaries in relationships with students, ensuring that student welfare and academic integrity are upheld. Staff should:

- Maintain an appropriate physical and emotional distance from students.

- Avoid forming special friendships with students, as this may be seen as grooming or favouritism.

- Use a University email account, telephone number, or software for communications with students and avoid personal messaging platforms such as WhatsApp or social media.

- Avoid sharing personal contact details, including telephone numbers, email addresses or home addresses, unless unavoidable, such as when arranging and taking part in conferences or field trips. In such cases, the staff member should make it clear that they are sharing their personal details solely for that purpose.

- Whenever possible, hold meetings and discussions on campus or other University-approved premises. Student drop-in or advice sessions should never take place in the home of either the student or staff member.

- Refer students with support needs to a relevant University service and limit personal support unless it is part of their formal role.

- Refrain from contacting students outside of reasonable working hours.

- Avoid seeking personal information from students unless it is necessary and relevant to a University process (e.g. medical information for mitigating circumstances, or personal circumstances information as part of an academic progress process, e.g. Support for Study).

Appendix 2

Delivery expectations documented shared with all faculties and King's Foundations, to outline who is responsible for operationalising the Personal Tutoring Policy. To be reviewed annually through the Student Experience Sub-Committee.

Delivery expectation
All Faculties have appointed a Responsible Officer for Personal Tutoring
All Faculties to have at least one named Senior Tutor in place
All students are allocated to a Personal Tutor at the start of their academic session   Faculty Allocation Lead identified
All **new** students have been contacted by their Personal Tutor within their first 3 weeks of teaching
Personal Tutors who are allocated to under 18s have a DBS check
New staff have PRS codes, have completed GDPR training and know how to apply for Academic access to Student Records
All Personal Tutors complete Personal Tutor Training at least every 2 years
All Senior and Personal Tutors have completed mandatory GDPR training as reported by Workrite
All Senior Tutors to complete Safeguarding training delivered by ARQS every 3 years
All Personal Tutors have completed Safeguarding, Introduction to EDI, and Introduction to Disability Inclusion training as reported by Workrite
All Personal Tutors to engage with local training as required
Faculty to set and communicate timeframe for expected response, e.g. 3 working days
Faculty to set and communicate the schedule for expected number and frequency of meetings, e.g. twice per semester.
Personal tutoring referenced in student handbook and induction activities
Personal tutoring to be a standing item on student voice fora agendas, e.g. Staff-Student Liaison Committee
A clear process is in place for transferring students to a new Personal Tutor in the case of long-term leave.
A clear process is in place for students who want to raise an issue or request a change to their Personal Tutor
Guidance shared for students to request references, and for staff to provide references
Senior Tutors to be included in Out Of Office message for Personal Tutors on short-term leave