The range and limits of PAT support

1   The Personal Academic Tutor role.

1.1   The Personal Academic Tutor is a key person in supporting students during their studies with the University, the list below outline the range and limits of support you should offer students assigned to you. PATs should be proactive and encouraging and ensure regular engagement with continuing students, particularly those on online and VC courses. Staff who are allocated a PAT role will be either academic teaching staff or experienced support staff including Learning Centre managers.

a. Provide an informed response to ACADEMIC studies queries at all points of engagement with the University from entry to post exit.

b. Provide a minimum of one academic advisory session on an individual basis, where academic progress is reviewed per student, each semester. This is in addition to an introductory meeting in the starting semester each year as part of an extended induction to University and the specific course and or year of study. Records of these meetings to be kept in confidence and made available to others only with the student's permission. Concern over academic progress to be discussed and actioned as appropriate.

c. PATs should ensure that those students who do not receive face to face teaching within their Home Academic Partner are communicated with on a regular basis. PATs should be proactive and are encouraged regular engagement with continuing students, particularly those on online and VC courses

d. Undertake signposting and early referral to appropriate specialist information, assistance and support for other issues such as: ICT access; library and learning resources; finance and personal concerns, including issues relating to disability or additional support needs; access to careers information and advice during a course of study and for an agreed period of time normally two years after graduation or leaving the University, including via www.uhi.ac.uk/careers/

e. When a student or staff member begins the withdrawal process, the Personal Academic Tutor will be notified to allow them to support the student and explain the options available to them. The PAT is responsible for recording the withdrawal of the student in the student records system

f. Provide information on University academic standards and quality regulations, including the avoidance of plagiarism and copyright infringement.

g. Advise and or signpost students on matters relating to the programme of study, including the selection of modules and options. When unsure on selection PATs should refer students directly to the relevant programme leader.

h. Advise on study methods and academic writing skills and access to study support including the University online Essential student skills web based resources at http://induction.uhi.ac.uk/   where required.

i. Provide assistance with the collation and presentation of information to support a claim for mitigating circumstances.

j. Provide assistance and or signpost in the production and maintenance of a personal development plan as appropriate.

k. Assist in the facilitation of appropriate contact between students and programme leaders and or committees in relation to course issues and student academic representation.

l. Respond to requests for job references as appropriate and for an agreed period of time, normally two years after graduation or leaving University, in line with Data Protection requirements.

2   Guidance Notes

2.1 The Personal Academic Tutor is recognised as an important role and a primary contact point for students. For most students, interaction with their Personal Academic Tutor will have a direct impact on their experience whilst studying with the University .The following guidance should be noted when allocating the Personal Academic Tutor role to staff:

a. The total number of students allocated to a Personal Academic Tutor should not normally exceed **thirty** students in each semester.

b. The length of time allowed for the Personal Academic Tutor to undertake their duties should normally be **five** minutes per student per week.

c. A Personal Academic Tutor should not be allocated students from more than **five** academic programmes of study in each semester.

d. Any potential deviations from the approved remit and responsibilities of the local college or learning centre Personal Academic Tutor role should be advised to the VP academic

e. Post Graduate students should not normally be given a Personal Academic Tutor role unless they meet the following criteria:

    a. They must already be a member of staff within the university
    b. They transfer from an institution having held a similar role
    Any request to allocate Personal Academic Tutor duties to a Post Graduate student should be submitted to the University VP academic for approval

f. All new Personal Academic Tutors should be offered local college based induction and be made aware of online resources available centrally and at a local level as appropriate. New Personal Academic Tutors should also be offered an experienced Personal Academic Tutor mentor.

PATs should be aware that some non-teaching Home Academic Partner students may be the only student or part of a small cohort of students at the academic partner studying their course and are at a greater risk of feeling unsupported and remote.

It is crucial that PATs are proactive with these students

- Create clear protocols around non-teaching HAP students, let them know when to expect contact from you as their PAT and how they can contact you

- Include inter-partner communication make sure you know who the HAP student support staff are and how you can contact them. It's a good idea to speak to the student support staff early in the semester to introduce yourself as the students PAT

- Make sure you know who the programme leader is and how to contact them

- Remember that the PAT is a key player in supporting this particular group of students and ensuring they are supported and have a positive experience whilst studying with us

- PATs have a responsibility to focus on proactive and encouraging engagement with continuing students, particularly those on online and VC courses with the specific aim of ensuring they continue with their chosen course.