

**Approval Date & Version:** July 2019, Ver. 4.6  
**Approved by:** Academic Board (AB)  
**Next Review Date:** January 2020

**External Reference Points:**

External Source	Reference Points
UKQC- Core Practices	<ul style="list-style-type: none"> <li>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience</li> <li>The provider supports all students to achieve successful academic and professional outcomes</li> </ul>
UKQC- Advice and Guidance	<ul style="list-style-type: none"> <li>Enabling Student Achievement</li> <li>Learning and Teaching</li> </ul>
Awarding Body Reference	<ul style="list-style-type: none"> <li>Programme Specifications</li> <li>London Met Academic Regulations</li> <li>Pearson BTEC Recognition of Prior Learning Policy</li> </ul>
Other reference Points	<ul style="list-style-type: none"> <li>NCL Quality Assurance Manuals</li> <li>Student Handbooks/ Course Handbooks</li> <li>Access and Participation Plan</li> </ul>
	<ul style="list-style-type: none"> <li>Recruitment, Selection and Admissions Policy</li> <li>Equality and Diversity Policy</li> <li>Student Attendance, Re-Registration and Progression Policy</li> <li>Teaching and Learning Policy</li> <li>Assessment Policy</li> </ul>
	<ul style="list-style-type: none"> <li>Student Complaints Policy and Procedures</li> </ul>

**1. Aims of the Policy:**

- 1.1. The College is committed to providing an excellent learning experience for all students. This includes high standards of academic and pastoral support.
- 1.2. The aim of this policy is to ensure that individual needs of the students are recognised and supported.

**2. Responsibilities of a Personal Tutor:**

- 2.1. Personal tutors are designated to sustain and act as first point of reference for individual students on pastoral or academic matters. The role includes, but is not limited to, the following:
- 2.1.1. Providing appropriate guidance and general feedback on overall academic performance.
- 2.1.2. Fostering the development of students' reflective and independent learning strategies
- 2.1.3. Ensuring that tutorial meetings are arranged at appropriate intervals (ILP deadlines)
- 2.1.4. Encouraging students to aim for higher grades

### **3. Responsibilities of Student Support:**

- 3.1. Supporting students during induction to help ease the transition into Higher education.
- 3.2. Maintaining a log of contacts with students on the "Personal Tutor Tracking Sheet"
- 3.3. Reviewing and recording students' individual academic performance and developing Individual Learning Plans (ILP) together with students if needed.
- 3.4. Assisting students in identifying personal development opportunities by allowing them to reflect upon their current skills and defining future development needs using the Self-Assessment Form.
- 3.5. Hold one to one student support tutorials
- 3.6. Checking students' assignments prior to submission if required
- 3.7. Monitoring and recording individual student progress against the ILP.
- 3.8. Working with other departments to monitor students who have been identified as "at risk" of termination for insufficient progress.
- 3.9. Being familiar with the College's policies and procedures, as well as relevant sector developments in order to help provide appropriate and timely advice to students.
- 3.10. Offering general advice and guidance to students.
- 3.11. Assisting students with Harvard Referencing system and paraphrasing.
- 3.12. Encouraging students to aim for higher grades
- 3.13. Comparing and contrasting the actual achievement of students with their expected achievement
- 3.14. Assisting programme leader with Academic Offence meetings
- 3.15. Referring students, as appropriate, to other departments within the College. Such referrals may relate to disability, health support etc.

### **4. Responsibilities of Students:**

- 4.1. Attending all arranged meetings or suggesting an alternative time with their personal tutor
- 4.2. Engaging with the nominated personal tutor for assistance or guidance
- 4.3. Notifying their personal tutor if they are having academic, health or personal problems that are affecting any aspect of their work.
- 4.4. Students should seek further support from 'Student Support' if required

## 5. Student Support Academic Targets:

### Targets for the HND Programme

- 5.1. Benchmark for the award rate- (75% of the final year enrolment)
- 5.2. Benchmark for the Success Rate (i.e.-pass rate) on Attempt (SR:A) = 85% of all attempts
- 5.3. Benchmark for the Success Rate (i.e.-pass rate) on Enrolment (SR:E) = 70% of all enrolled students
- 5.4. Benchmark for the progression rate from year 1 to year 2 = 90% of students remain enrolled at the end of the academic year
- 5.5. Benchmark on completion of the course = 90% of year 2 enrolment
- 5.6. Benchmark on the achievement of the awards =75% of students remain enrolled at the end of the final year's enrolment
- 5.7. Produce a register for students at risk in collaboration with the Academic Department
- 5.8. Keeping records of ILP

### Targets for LMU programmes

- 5.1 Benchmark for the award rate = 75% of the students who complete the qualification.
- 5.2 Benchmark for the Success Rate (i.e.-pass rate) = 85%

## 6. Monitoring and Intervention of Students at Risk of Withdrawal:

- 6.1. The respective academic managers are responsible to identify students at risk of withdrawal / failure. They are also responsible to introduce early interventions, where necessary, to support such students and provide training to other relevant staff.
- 6.2. In order to strengthen existing mechanisms to identify students at risk of withdrawal / failure, the academic managers should use a set criteria to identify students at risk of withdrawal.

### 6.3. Criteria for identifying students at risk of withdrawal:

- 6.3.1. Attendance Rate:** All students whose attendance is below 50%, without a valid reason of absences, should be automatically reviewed with a view to decide whether to classify them as students at risk of withdrawal/failure. For example, students who did not pass any module/unit and have attendance rates of below 50% without any valid reason should be classed as students at risk of withdrawal/failure.
- 6.3.2. Non-submission Rates:** Students who did not submit all assessments of their previous term without valid reasons should be automatically identified as students at risk of withdrawal/failure.
- 6.3.3. Pass Rates:** Student who did not pass any assessment without a valid reason as evidenced in the last academic assessment panel, should be automatically identified as students at risk of withdrawal/failure.
- 6.3.4. Progression Rules:** Any students who are flagged up during the progression review or who are likely not to progress to the following year, should be automatically identified as students at risk of withdrawal/failure.

#### **6.4. Register of Students at Risk of Withdrawal/failure**

- 6.4.1. The academic manager/programme leaders will maintain a "Register of Students at Risk of Withdrawal/failure".
- 6.4.2. For the HND Programmes the register will be maintained by the Programme Leaders and for the LMU courses the register will be maintained by the Academic Manager.
- 6.4.3. The Register to be updated:
  - 6.4.3.1. 4 weeks into an academic term.
  - 6.4.3.2. One week after the assessment panel
  - 6.4.3.3. One week after student progression review panel meeting

#### **6.5. Early interventions to support students at risk of withdrawal / failure**

- 6.5.1. Early intervention meeting (physical/virtual) to be conducted by the respective student support lecturer as nominated by the programme leaders or the academic manager.
- 6.5.2. The student support lecturer/student academic support will produce/update an ILP for each student identified at risk of withdrawal.
- 6.5.3. The respective programme leaders or academic manager will undertake progress review and monitor the ILP of students who are at risk of withdrawal/failure twice in an academic term (6<sup>th</sup> and 10<sup>th</sup> week) and produce meeting note/report to evidence their oversight.
- 6.5.4. Monitor and take feedback from students who have been withdrawn and submit a report for the attention of course committee/QAEC.
- 6.5.5. The respective programme leaders/the academic manager will produce Student Retention and Achievement Report reflecting, among other items, students at risk of withdrawal/failure.

### **7. Personal Academic Tutor (PAT) for LMU Courses:**

- 7.1 Every student is allocated a Personal Academic Tutor (PAT), who is a member of academic staff from the College responsible for the course.
- 7.2 PATs offer pastoral support and advice to a designated cohort of students in matters related to course planning and the student experience. They work closely with Course Leaders within an integrated network of support services.
- 7.3 PATs ensure provision of effective systems for student support to enable positive student engagement, achievement and progression.
- 7.4 The PATs work throughout the year and are supported by teams of course administrators, who also provide Academic Registry services

### **7. Monitoring and Evaluation:**

The effectiveness of the implementation will be monitored through PEG and Academic Board. The College will publish reports every November which will be reviewed by the Board of Governance.