



2024-25

Central Film School

Personal Tutor Policy

1. Introduction

- 1.1. Central Film School is committed to ensuring that students are provided with effective and appropriate support during their studies, which includes providing extra support through a system of Personal Tutors.
- 1.2. Provision of effective personal and pastoral support can make an important contribution to the overall experience of individual students. The Personal Tutor system is another mechanism within a wider range of procedures to help ensure that students are provided with ample opportunity to engage with their studies, the School and CFS staff.
- 1.3. This Policy outlines the School's approach to personal tutoring. It will identify the responsibilities of staff in the provision of personal tutoring and of personal tutors towards their students. It will also outline the responsibilities of students in working with their personal tutors.

2. Principles

- 2.1. In principle each enrolled student should have a named personal tutor to provide general guidance on academic and non-academic issues, and to suggest, and signpost to, other sources of assistance.

- 2.2. Personal tutors will be allocated, and students notified of the details of their Personal Tutor, normally in the first week of the programme of study following Induction Week.
- 2.3. Personal tutors should be available to meet with their students twice a term. Personal tutors should initiate contact with their students within the first month of the academic year. Personal tutor sessions can be timetabled officially or set by the individual personal tutor.
- 2.4. Personal tutors should keep records of instances of tutorial contact.
- 2.5. The role of the Personal Tutor should be explained clearly in the Student Handbook.
- 2.6. Students may, with good reason, request to change their personal tutor; students wishing to do so should discuss this with a member of the administration.
- 2.7. Students have a right to confidentiality, and permission from the student shall be sought should it be necessary to discuss their difficulties with others, unless facing an urgent situation where there is a risk of harm to the student or to others.
- 2.8. Students have the right not to seek or accept support or guidance, even though this might be to their disadvantage, on the understanding that they recognise this possible disadvantage. Should a student choose not to engage with their personal tutor, no penalty is applied to the student. Attendance at personal tutorials is not counted towards a student's overall attendance calculation.

3. Responsibilities of the Personal Tutor

- 3.1. Core responsibilities of a personal tutor are defined as:
 - Initiating first contact with new tutees.
 - Providing a personal, regular contact for the student during the academic year and providing advice, support and general guidance on academic and non-academic issues.
 - Recognising when the assistance required is beyond the competence or responsibility of the personal tutor and, in consultation with the student, referring the student to specialist

academic or pastoral support services within the School or outside the School where necessary.

- To support students in their understanding of School and awarding body regulations, policies and procedures.
- Where necessary, facilitating liaison between the student and other student support services within the School.
- Helping students to develop appropriate learning skills, including by signposting available study skills resources and training.
- Actively participating in the induction process with students.
- Providing students with the opportunity to review and reflect upon their progress
- Offering guidance in making choices over postgraduate/ further study and career opportunities.
- Where appropriate, providing an academic reference for the student.

4. Responsibilities of the Student

4.1. Core responsibilities of the student are:

- Maintaining contact with and responding to requests for information or meetings from their personal tutor;
- Ensuring that the personal tutor is the first point of contact whenever they need help or are asked to do so;
- Being an active participant in student and personal tutor discussions;
- Notifying their personal tutor promptly if they are having any problems, such as academic, health or personal, affecting their academic work.

5. Departmental / School Responsibilities

5.1. Core responsibilities of the department and/or school are:

- Publishing to students the details of their allocated personal tutor;
- Ensuring that support provision and the personal tutor role are made available and students clearly directed to the Personal Tutor Policy;
- Organising opportunities for students to meet their personal tutor during induction;
- Where appropriate, ensure that a reallocation process is in place for cases where student and tutor do not work well together, or where tutors are unavailable for an extended period due to illness, leave etc;
- Ensuring that personal tutors are provided with the training they need and to facilitate regular meetings of personal tutors to collaborate on effective processes.

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