

Personal Supervision

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- The University has adopted the principles of Designing for Diverse Learners, and all policy documents should be written with reference to these principles. Further information is available at the **Designing for diverse learners website**.
- An Equality Impact Assessment (EIA) must be considered for all new and amended policies. Further information is available from the **EIA section of SharePoint**.
- This document is available in alternative formats from **policy@hull.ac.uk**.
- All printed or downloaded versions of this document are classified as uncontrolled

Personal Supervision

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Personal Supervision

1 Introduction

- 1.1 The purpose of this code is to set out the University's expectations relating to Personal Supervision. The University of Hull is committed to providing all 'on-campus' taught students with the provision of a Personal Supervisor.
- 1.2 The focus of Personal Supervision is intended to engage, encourage, and support students to define and enhance their success and support the continuation of their studies. The purpose of Personal Supervision is to support Supervisees in all aspects of university life to achieve the best outcomes possible.
- 1.3 Personal Supervision defines a student-staff partnership/relationship identifying the obligations of both through which an effective Personal Supervision system can operate. Each academic unit is free, and encouraged, to enhance the support provided, but **must** meet the obligations identified.
- 1.4 The University will recognise and reward personal supervision excellence through respective awards.

2 Scope

- 2.1 **Personal Supervision**- engage, encourage, and support students to define and enhance their success and support the continuation of their studies. The purpose of Personal Supervision is to support students in all aspects of university life including oversight of academic achievements and guidance to access specialist support. Personal Supervision is distinct from the supervision provided by a member of academic staff for any dissertation component at undergraduate or postgraduate level.
- 2.2 **Personal Supervisor**- an academic member of staff who performs this role. Please see **Annex A - Expectations of Personal Supervisors**.
- 2.3 **Supervisee**- Any 'on-campus' taught student.
- 2.4 **Senior Tutor (or equivalent)**- an academic member of staff with strategic oversight, who leads and supports Personal Supervisors within a designated academic unit/faculty.

3 Authority

- 3.1 The University Education Committee (EC) is the final arbiter of the application and interpretation of this code of practice.

4 Personal Supervision System

- 4.1 Personal Supervision occurs throughout a Supervisee's programme of study and operates through purposeful, structured individual and group meetings. Personal Supervision supports Supervisees in transitioning in and out of the University, between stages of their programme, and supports Supervisees to take ownership of their academic success and development of graduate attributes.
- 4.2 The provision and content may differ between faculties and academic units, and within academic units at subject level due to the context specific needs and drivers for that subject. Each academic unit is strongly encouraged to enhance the support provided.

- 4.3 Each academic unit **must** provide a programme of structured and purposeful meetings. The programme **should** be tailored to the needs of the students and the context of the course. A typical structure might be as follows. At Preliminary Certificate and Certificate stage, five meetings provided across the year in addition to any induction activities. For Diploma, Honours and taught Masters stages, three meetings provided across the year in addition to any induction activities.
- 4.4 Personal Supervision meetings can take place as individual or small group*. Individual meetings **should** focus on the Supervisee's academic progress and engagement with their studies. Group meetings **should** provide Supervisees with opportunities to develop a sense of belonging as well as their graduate attributes, academic and disciplinary skills. The Personal Supervision Frameworks (Annex C and D) provide guidance on suggested themes and activities at each academic stage.
- 4.5 For all meetings there is the expectation that Supervisees will attend. The effectiveness of the system depends on the commitment of all parties. Where meetings are timetabled, non-engagement **should** be followed up by the Personal Supervisor and where this persists the Senior Tutor (or equivalent) **should** be informed and consider any appropriate actions to support the student in the context of their wider engagement.
- 4.6 The Senior Tutor (or equivalent) will provide operational leadership and direction for Personal Supervisors, providing guidance and training where appropriate; the Head of academic unit has day-to-day line management responsibility for personal supervisors within the subject group.

*All supervisees **must** be given the opportunity to meet individually with their Personal Supervisor.

5 Advice and Guidance for Supervisees

- 5.1 Personal Supervisors provide a first point of contact for advice and feedback related to academic matters and guidance in accessing specialist support and advice services. If a Supervisee does not feel comfortable discussing a particular matter with their Personal Supervisor they can contact their respective Programme Director, the Hubble Centre or the Hull University Students' Union Advice Centre.
- 5.2 Personal Supervision encompasses academic encouragement and advice to enhance Supervisee success and continuation of studies. Personal Supervisors can provide guidance on academic progression, including the implications of marks awarded and possible courses of action in the light of those marks.
- 5.3 Personal Supervisors will be able to access information on Supervisee attendance and engagement in order to inform an early intervention to support success and continuation of studies. All contact will include structured and purposeful action planning to enable Supervisees to develop academic and disciplinary/professional skills and promote a sense of identity and belonging.
- 5.4 Supervisees may approach a Personal Supervisor for a reference, part way through, towards the end, or even after their programme has ended. The Personal Supervisor is obliged to provide a reference.
- 5.5 Academic Services is responsible for the provision of high-quality support for all aspects of the student lifecycle. Information, advice, services and support can be accessed through the Hubble Centre and Hubble Portal.
- 5.6 The University, centrally and through each academic unit, will provide comprehensive

and accessible information about specialist support and advice services, University regulations, academic progress and associated processes.

6 Graduate Attributes

- 6.1 The development of graduate attributes underpins the entire student experience therefore Personal Supervision recognises the significance of co-curricular activity to enhance the employability and career prospects of graduates. The University will provide many different opportunities for Supervisees to experience and develop a broad set of knowledge, skills and behaviours that will allow them to enter and be successful in the graduate job market. Personal Supervision can create a positive feedback loop between Supervisees' academic studies and their wider student experience, all in support of taking ownership of their graduate attribute development.

7 Record- Keeping and Confidentiality

- 7.1 Personal Supervisors are not required to keep detailed records as a matter of course but it is important that a basic record is maintained of any contact with a Supervisee. Any meeting **should** be Supervisee led to encourage ownership of their academic success and development of graduate attributes.
- 7.2 Any records will be maintained and stored in accordance with the General Data Protection Regulations 2018. The University processes all personal information including sensitive data in accordance with the University Policy on Data Protection.
- 7.3 It is important that Personal Supervisors respect Supervisee confidentiality in any notes that they create. Personal Supervisors will be trained in appropriate record keeping and bounds of confidentiality.

8 Training and Support for Personal Supervision

- 8.1 The Personal Supervision Frameworks (undergraduate: Annex C and postgraduate taught: Annex D) identify key touch points to guide academic units in the development and implementation of a purposeful and structured Personal Supervision system.
- 8.2 The University provides training for Personal Supervisors. All Personal Supervisors **must** undertake training within the first month of commencing the role. Each Personal Supervisor **must** undertake mandatory training as identified within the University of Hull mandatory training map.
- 8.3 It is the responsibility of the Personal Supervisor to refresh themselves with the guidance and resources made available to them.
- 8.4 The Senior Tutor (or equivalent) **should** ensure that Personal Supervisors undertake training at the required interval and may also arrange additional local mandatory training/support. The Dean (or Associate Dean Student Experience) may require that Personal Supervisors be trained whether they have attended training on a previous occasion or not.
- 8.5 Mandatory training and Personal Supervisor engagement with Personal Supervision will be monitored through the Appraisal and Development Review process.

9 Allocation of Personal Supervisors

Undergraduate and Postgraduate Taught programmes

- 9.1 The academic unit responsible for a Supervisee's programme of study **must** ensure that a named academic member of staff is identified as Personal Supervisor for each Supervisee. The Senior Tutor (or equivalent) **should** oversee this process.
- 9.2 In allocating Supervisees to each Personal Supervisor each academic unit **should** endeavour to ensure that the risk of a conflict of interest is minimised. The Personal Supervisor will normally remain as a Supervisee's Personal Supervisor for the full tenure of the Supervisee's programme. When Postgraduate Taught students start their research projects their research supervisor may, if appropriate, become the Supervisee's Personal Supervisor. The Senior Tutor (or equivalent) **should** ensure central records are amended accordingly.
- 9.3 Where a Personal Supervisor is away for a period of time, or leaves the institution, the Senior Tutor (or equivalent) **must** be informed so that another member of staff can be identified to act as Personal Supervisor for that Supervisee.

Combined Programmes

- 9.4 In addition to the appointment of a Personal Supervisor in the lead academic unit, a named contact **must** be identified in the 'combined' academic unit. The Personal Supervisor is responsible for ensuring effective communication between academic units, bearing in mind the principle that Supervisees are required to provide information only once.

Placement/Study Abroad

- 9.5 Academic units are responsible for ensuring that support from the Personal Supervisor is available in an accessible manner while the Supervisee is away from the University, and that the Supervisee is clear about how to access that support. The academic unit is also responsible for ensuring that appropriate arrangements exist for providing support within the organisation/institution at which the Supervisee is based.

Return from suspension of study (including repeat year)

- 9.6 Academic units **should** be aware of the importance of ensuring that Supervisees returning from suspension of study or repeating a period may need additional support, for example to help them to re-adjust, especially where there has been a significant gap since their previous study. This may take the form of more regular Personal Supervisor support than for other Supervisees.

Exchange programmes

- 9.7 Supervisees who are studying at the University on an exchange or similar programme from an overseas University will be allocated a 'home' academic unit, irrespective of the modules they are undertaking, and that academic unit will be responsible for allocating a Personal Supervisor.

10 Changing Personal Supervisor

- 10.1 The University recognises there will be occasions where Supervisees feel that the relationship with their Personal Supervisor is not 'working'. In such circumstances, it is important that there is an opportunity for a Supervisee to request to change Personal Supervisor. However, this **should** not be done lightly and **should** normally occur only

after the circumstances have been discussed with the Senior Tutor (or equivalent).

- 10.2 Requests to change Personal Supervisor are made through the Senior Tutor (or equivalent).
- 10.3 The University is committed to preventing harassment of any member of the University whether staff or student. No member of staff will act to a student's detriment as a result of a request for a change of Personal Supervisor.

11 Monitoring and Enhancement of Personal Supervision

- 11.1 Each Senior Tutor (or equivalent) will monitor the implementation, operation and enhancement of Personal Supervision within their designated academic unit/faculty, in cooperation with the Faculty Associate Dean Student Experience.
- 11.2 The approach will be reported through the Continual Monitoring, Evaluation and Enhancement (CMEE) process and approved by the Faculty Education and Student Experience Committee (FESEC). Associated guidance is available in Annex B.
- 11.3 Course Representatives are responsible for providing feedback from the student body on the effectiveness of Personal Supervision through the respective Student Staff Forum (SSF)** or other identified mechanisms.
- 11.4 Faculty level CMEE reports will be monitored by the Education Committee.

Guidance available in Annex B **should be used to inform discussions at SSFs.

12 ANNEX A- Expectations of the Personal Supervisor

The Role of the Personal Supervisor

- 12.1 The Personal Supervisor provides a first point of contact for advice and feedback related to academic matters and guidance in accessing specialist support and advice services.
- 12.2 Personal Supervision provides Supervisees with opportunities to review and reflect on their achievements and take ownership of their progress throughout their programme of study. Each Personal Supervisor will work with Supervisees to plan their future development to achieve their personal goals for academic success, personal development, career progression and employability.
- 12.3 A personal Supervisor **must**:
 - a. Understand their own limitations and be prepared to refer Supervisees to specialist support and advice services.
 - b. Commit to engaging with relevant training and continual improvement of their individual practice as a Personal Supervisor.
 - c. Oversee their Supervisees' engagement and attendance, providing support as the first point of contact.
 - d. Make it clear to all Supervisees how they can be contacted (through email, telephone, student hours, etc.).
 - e. Maintain a record of individual meetings.
 - f. Record attendance at Personal Supervision meetings.
 - g. Pro-actively contact Supervisees who miss meetings, to encourage participation and ensure that the Supervisee is not experiencing any issues which may affect their academic success and continuation with their studies.
 - h. Answer emails within three working days.
 - i. Provide appropriate out of office information and signposting.
 - j. Be available to meet with Supervisees if requested, within 5 working days of an appointment request, to help them to overcome problems and concerns.
 - k. Provide a genuine and informative reference for a prospective employer or postgraduate study.
- 12.4 A Personal Supervisor **should**:
 - a. Commit to providing advice and support to their Supervisees.
 - b. Establish a good rapport and relationship of trust with their Supervisees.
 - c. Where possible, engage with their Supervisees before their arrival at the University but **should** meet with them in person during Welcome Week.
 - d. Assume responsibility for scheduling and arranging both individual and group meetings and communicating arrangements for these to Supervisees.
 - e. Set expectations of Personal Supervision by explaining the purpose of the process to Supervisees and set appropriate ground rules and boundaries.

- f. Offer guidance or advice on university academic processes and options (e.g. disciplinary procedures, mitigating circumstances, suspension of study).
- g. Work with Supervisees to enable them to take ownership of their success by formulating agreed action plans.
- h. Assist Supervisees in interpreting the feedback they have received in formative and summative assessments, offer advice on how to improve their academic performance and help them understand general areas for improvement.
- i. Ensure Supervisees are aware of the specialist support and advice services available to them from the University.

12.5 A Personal Supervisor **cannot**

- a. Know everything.
- b. Be a counsellor or advisor on health, wellbeing, financial, accommodation or immigration matters, and **should** signpost Supervisees to specialist support and advice services.
- c. Make changes to a Supervisee's curriculum or programme of study but **should** signpost to the Hubble Centre or Hubble Portal.
- d. Provide detailed subject-specific guidance but can provide generic guidance to Supervisees and **should** signpost to the respective Programme Director.
- e. Provide specific feedback on each assessment for Supervisees but can provide generic feedback on recurrent themes to students and **should** signpost to the respective Module Leader(s).

13 ANNEX B- Personal Supervision Reporting and Monitoring

- 13.1 The prompts below **should** be used as a guide for Programme Directors and Senior Tutors/Associate Deans when maintaining and reporting their respective Journals, as part of the CMEE process.
- 13.2 Personal Supervision reporting includes specific issues/actions and/or examples of good practice for monitoring and/or escalation, as per the Code of Practice: Continual Monitoring, Evaluation and Enhancement.
- 13.3 In addition, some of the prompts **should** be used to inform discussions at respective SSFs.
- a. How does the programme(s)/faculty meet the four key objectives of Hull's Personal Supervisory system:
 - i. for students to have a dedicated first point of contact to reach out to in times of need
 - ii. for students and staff to form genuine relationships that encourage and develop a sense of student identity and membership of our campus community
 - iii. for students to have a supervisor with oversight of their academic achievements, who can offer advice, feedback, and guidance, and
 - iv. for students to have someone to whom they can turn when they need guidance in accessing specialist support.
 - b. How does the programme(s)/faculty ensure the Personal Supervision system is purposeful and structured?
 - c. What is the student feedback on the Personal Supervision system?
 - d. Do Personal Supervisors feel they have adequate support and training to fulfil the role?
 - e. How could the Personal Supervision system be enhanced?

14 ANNEX C- Personal Supervision Framework (undergraduate)

- 14.1 The framework below identifies key touchpoints for a standard three-year, two trimester degree programme.
- 14.2 Each touchpoint is centred on a theme to encourage a sense of belonging, fostering confidence and ownership.
- 14.3 Each touchpoint identified below (with the exception of pre-arrival) corresponds to a period of time within the academic calendar where a group and/or meeting may fall.
- 14.4 Each academic unit can tailor their own provision to the context specific needs and drivers for that academic unit. Each academic unit is strongly encouraged to enhance the support they provide over and above the framework.

| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|---------------|----------------------------|---|---|
| Pre-arrival | Getting to know you | Introductions Starting relationships | Know who their Personal Supervisor is and how to contact them Identify issues and areas of concern about moving to university |
| Welcome Week | Getting to know each other | Easing the transition to university Settling in Managing expectations | Have been introduced to their Personal Supervisor community Have shared their hopes and fears, expectations and goals for their time at university Understand their Personal Supervisor framework for the coming year |

| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|--------------------------------------|--|---|---|
| Certificate Stage T1 Weeks 1-2 | Getting connected with your learning community | Building relationships Settling in Managing expectations | Understand the purpose and value of their Personal Supervisor and wider community (including Hull University Students' Union [HUSU]) and how it can support them Know the boundaries of Personal Supervision Understand how studying and the support available (including self-help resources) at university differs from school/sixth form/college/previous experience Know how to access specialist support and advice services |
| Certificate Stage T1 Weeks 5-7 | How are things going? | Reflecting on the first 6 weeks Managing expectations Introduce graduate attributes Introduce feedback – the relationship between studying and their voice | Be more confident about what university life entails Have had the opportunity to share how the first 6 weeks relate to their expectations Be empowered to share experiences and use their group as inspiration/encouragement/motivation to keep going Be aware of the importance of developing graduate attributes across their studies and the opportunities available (HUSU led events, employer led events, opportunities fairs, volunteering, part-time jobs) * *Specific reference to the Hull Employability Award Be aware of feedback types, mechanisms and opportunities. Understand the importance of their voice and opportunities to get involved, for example Student Survey Season, Student/Staff Partnership Scheme |

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| Certificate Stage T1 Week 8 onwards | Understanding 'assessment literacy' at university | Support Supervisees to be prepared for upcoming assessments Managing expectations | Understand what university assessment and feedback involves and how it differs from school/sixth form/college Be more comfortable about any upcoming assessments Have had the opportunity to share their approaches to assessment Be aware of feedback types, mechanisms and opportunities Be reminded of how to access specialist support and advice services |
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| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|---|---------------------------------------|--|---|
| Certificate Stage T2 After module results | Understanding and using your feedback | Support Supervisees to receive, understand, use and give feedback effectively Encourage feedback through their voice | Have had the opportunity to share their experiences of assessment and feedback from trimester 1 Be able to understand, reflect on and start to use their assessment experience and feedback from trimester 1 to enhance their academic performance Understand Student Survey Season and the importance of providing feedback on their student experience |
| Certificate Stage T2 Week 9 onwards | End of year assessment and beyond | Manage any apprehension/concerns/expectations for upcoming assessments Encourage Supervisees to make the most of the summer holidays Identify opportunities to develop graduate attributes | Be confident about their upcoming assessments Have had the opportunity to reflect on their first year and share their experiences Have identified opportunities (by engaging with Student Futures) for additional skills development over the summer (work experience, volunteering, research experience, optional internships, co-curricular activities) |

| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|--|---|---|---|
| Diploma Stage Re-induction T1 Weeks 0-2 | Reconnecting with your learning community | Reconnecting relationships Settling in Managing expectations Reflecting on the previous year | Have reconnected with their Personal Supervisor and wider community (including Hull University Students' Union [HUSU]) Understand how the Diploma stage builds on the Certificate stage Have shared their expectations and goals for the coming year Have reflected on the previous year, their achievements and where additional support may be required Be clear how to access specialist support and advice services |
| Diploma Stage T1 Weeks 5-8 | Getting the most from your time at university | Reflecting on the previous year Developing graduate attributes Manage any apprehension/concerns/expectations for upcoming assessments | Discuss degree classification and reflect on how they can take ownership and achieve the best result possible Understand the importance of developing graduate attributes across their studies and the opportunities available (HUSU led events, employer led events, opportunities fairs, volunteering, part-time jobs) * *Specific reference to the Hull Employability Award Be confident about their upcoming assessments |
| Diploma Stage T2 Weeks 5-8 | Keeping focused and motivated | Encourage feedback through their voice Encourage Supervisees to make the most of the summer holidays | Understand Student Survey Season and the importance of providing feedback on their student experience Have identified opportunities (by engaging with Student Futures) for additional skills development over the summer (work experience, volunteering, research experience, optional internships, co-curricular activities) |

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| | | <p>Identify opportunities to develop graduate attributes</p> <p>Identify inspirational case studies to encourage motivation</p> <p>Manage any apprehension/concerns/expectations for upcoming assessments</p> | <p>Have had the opportunity to hear/discuss achievements of previous Supervisees relevant to their studies</p> <p>Be confident about their upcoming assessments</p> |
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| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|--|---|---|---|
| Honours Stage Re-induction T1 Weeks 0-2 | Reconnecting with your learning community | Reconnecting relationships Settling in Reflecting on the previous year Managing expectations | Have reconnected with their Personal Supervisor and wider community (including Hull University Students' Union [HUSU]) Understand how the Honours stage builds on the Diploma stage Have shared their expectations and goals for the coming year Have reflected on the previous year, their achievements and where additional support may be required Be clear how to access specialist support and advice services |
| Honours Stage T1 Weeks 5-8 | Getting the most from your final year and keeping motivated | Reflecting on the previous year Identify inspirational case studies to encourage motivation Focusing on career planning Manage any apprehension/concerns/expectations for upcoming assessments Encourage feedback through their voice | Discuss degree classification and reflect on how they can take ownership and achieve the best result possible Have had the opportunity to hear/discuss achievements of previous Supervisees relevant to their studies Have identified additional co-curricular/future activities to enhance their career planning (HUSU led events, employer led events, opportunities fairs, volunteering, graduate internship schemes) * *Specific reference to the Hull Employability Award Be confident about their upcoming assessments Understand Student Survey Season and the importance of providing feedback on their student experience |

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| Honours Stage T2 Weeks 7-10 | The finish line and beyond | <p>Transitioning out of university</p> <p>Staying connected</p> <p>Encourage feedback through their voice</p> <p>Manage any apprehension/concerns/expectations for upcoming assessments</p> | <p>Have reflected on and celebrated their journey</p> <p>Have (re)engaged with Student Futures</p> <p>Have considered options after graduating</p> <p>Understand the graduation process</p> <p>Understand the benefits of staying in touch and joining our Hull Alumni</p> <p>Understand Student Survey Season and the importance of providing feedback on their student experience</p> <p>Be confident about their final assessments</p> |
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15 ANNEX D - Personal Supervision Framework (postgraduate taught)

The framework below identifies key touchpoints for a standard one-year, three trimester, taught Masters programme. Additional meetings in T3 may focus on the respective research project but this **should** also be an opportunity to support students in all aspects of university life including oversight of academic achievements and guidance to access specialist support.

Each touchpoint is centred on a theme to encourage a sense of belonging, fostering confidence and ownership.

Each touchpoint identified below (with the exception of pre-arrival) corresponds to a period of time within the academic calendar where a group and/or meeting may fall.

Each academic unit is able to tailor their own provision to the context specific needs and drivers for that academic unit. Each academic unit/ is strongly encouraged to enhance the support they provide over and above the framework.

| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|---------------|----------------------------|--|--|
| Pre-arrival | Getting to know you | Introductions Starting relationships | Know who their Personal Supervisor is and how to contact them Identify issues and areas of concern about moving to university/studying at postgraduate level |
| Welcome Week | Getting to know each other | Easing the transition to university/studying at postgraduate level Settling in Managing expectations | Have been introduced to their Personal Supervisor community Have shared their hopes and fears, expectations and goals Understand their Personal Supervisor framework for the coming year |

| Journey Point | Theme | Aims/Purpose | Outcomes By the end of this stage, Supervisees will ... |
|---------------------|--|---|--|
| T1 Weeks 1-2 | Getting connected with your learning community | Building relationships Settling in Managing expectations | Understand the purpose and value of their Personal Supervisor and wider community (including Hull University Students' Union [HUSU]) and how it can support them Know the boundaries of Personal Supervision Understand how studying on a postgraduate taught programme differs from their previous educational experience Be empowered to share experiences and use their group as inspiration/encouragement/motivation to keep going Know how to access specialist support and advice services |
| T1 Weeks 5-7 | How are things going? | Reflecting on the first 6 weeks Managing expectations Focusing on career planning Feedback – the relationship between studying and their voice | Have had the opportunity to share how the first 6 weeks relate to their expectations Understand what assessment and feedback involves and how this differs from their previous educational experience Understand the importance of academic integrity Be aware of the importance of graduate attributes and have identified additional co-curricular activities to enhance their career planning (HUSU led events, employer led events, opportunities fairs, volunteering) * *Specific reference to the Hull Employability Award Be aware of feedback types, mechanisms and opportunities |

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| | | | Understand the importance of their voice and opportunities to get involved, for example Student Survey Season, Student/Staff Partnership Scheme |
| T2 Weeks 5-8 | Keeping focused and motivated | Managing expectations Encourage feedback through their voice | <p>Have had the opportunity to share their approaches to assessment</p> <p>Be confident about their upcoming assessments</p> <p>Understand the importance of academic integrity</p> <p>Be clear how to access specialist support and advice services</p> <p>Understand Student Survey Season and the importance of providing feedback on their student experience</p> <p>Be aware of feedback types, mechanisms and opportunities</p> |

16 Version control

| Version | Author | Date approved | Relevant sections |
|---------|--|--------------------------------------|--|
| 1 02 | PVC Education | July 2025, Education Committee | Minor revisions and changes to roles/titles. |
| 1 01 | Quality Manager, Quality Support Service | Sept 2023, Housekeeping | Revised Committee structure |
| 1 00 | Colin Johnson, Director of Student Success | July 2022, Education Committee | New. Replaces previous Code of Practice: Academic Support Tuition. |