

The Centre for Learning and Teaching

# Personal Tutoring

Edge Hill  
University

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# How to use this presentation

This presentation has been created using Power Point and throughout contains live links to help you to access easily additional guidance, help and support to help you to support **all** students.

This presentation is just one part of a comprehensive package offered to support you in role as a Personal Tutor.

Specific detail relating to your role as a Personal Tutor, for example how meetings will be recorded, or mindful of **APP targets** work you may be asked to undertake with specific student groups will be provided by your faculty/department.

As applicable additional information relating to each slide can be found in the 'notes section'.

# Personal Tutoring

The Personal Tutor system is a fundamental element of a network of support services and is underpinned by the following principles:

1. *Respect for every student as an active learner and an individual with their own learning needs*
2. *A shared responsibility for each student's learning, development and achievement*
3. *Support for the induction of students into the academic community and their transition through academic study*
4. *Recognition of the importance of equality of opportunity, diversity and inclusion.*

- Student ***must*** be given the name and contact details of their personal tutor during first week and provided with an opportunity to meet their tutor within one week of starting their course. This may take the form of a group tutorial where expectations can be shared, and the first one-to-one meeting can be arranged.
- The baseline requirement stipulates a ***minimum*** of 5 meetings in year 1, with a further two meetings in Year 2, and two meetings in Year 3.
- There is a shared responsibility for the student and personal tutor to proactively engage with the process, and it is the student's responsibility to attend and to participate.
- ***Written records should be maintained.*** Please use the mechanisms advocated by your faculty or department.
- If the Personal Tutor is absent, departments/ areas will provide alternative points of contact. Each department /area/ Faculty must have a system in place to address urgent issues.
- Specific consideration to ensure the equity of those students following ***Joint or Combined Honours Programmes*** must be given.
- In exceptional circumstances, if either the student or the personal tutor requests a change, the department/ area will have a clear procedure for dealing with this.
- During the working week, your Personal Tutor will respond to informal emails and telephone enquiries normally within two working days".
- Ensure clearly defined information about the role of the Personal Tutors is available and accessible for students
- Personal Tutor will provide general guidance on academic and support issues, and signpost or refer the student to other sources of advice and guidance

# First Week

- **Requirements for first week have been revised:**
- **All students must be provided with their Personal Tutors contact details by the end of their first week and be provided with an opportunity to meet their tutor.**  
*Suggestion: A group tutorial, where tutees can meet their tutor. This presents an opportunity to help establish a sense of belonging and creates a space where the tutor can share expectations of the Personal Tutor Role and arrange the first one-to-one meeting (to take place before the end of week two).*
- **Tutors must meet students individually (the first one-to-one meeting) before the end of week two.**

Please also note:

- Tutors must make clear to their tutees how they will communicate with them.
- Tutors must meet with their tutees on at least two separate occasions individually in semester one, and they should schedule future meetings in good time to ensure continuity of communication.
- Tutors must record notes from meetings in accordance with guidance from their departments.

***While group tutorials are advocated to support engagement and offer guidance relating to communal challenges or shared issues, these must not be offered in lieu of individual synchronous online face-to-face meetings.***

# Re-capping the baseline

## Meeting the University Baseline (minimum) requirements:

- Students **must** be provided with their Personal Tutors contact details and students must be given the opportunity to meet their tutor during their first week at University.
- Tutors **must** contact and arrange to meet their tutees for a one-to-one tutor meeting within the first two week of semester one.
- Tutors **must** make clear to their tutees how they will communicate with them.
- Tutors **must** meet with their tutees on at least two separate occasions individually in semester one, and they should schedule future meetings in good time to ensure continuity of communication.
- Including the informal group meeting in week one, this means **no less than five** scheduled meetings in the students first year.
- A **minimum** of two meetings in Year 2 and a **minimum** of two meetings in Year 3.
- Tutors **must** keep records of meetings; staff are advised to do this in accordance with guidance from their departments.
- Suggestions of **what** to record can be found in the Staff Personal Tutoring Handbook (Blue Cover)

### **To Note:**

University guidance is deliberately flexible to accommodate the expansive range of Programmes offered at Edge Hill University. For example, accommodate requirements set by the external regulatory bodies (DfE, NMC etc) who may have bespoke requirements/guidance to ensure compliance.



Guidance and Support



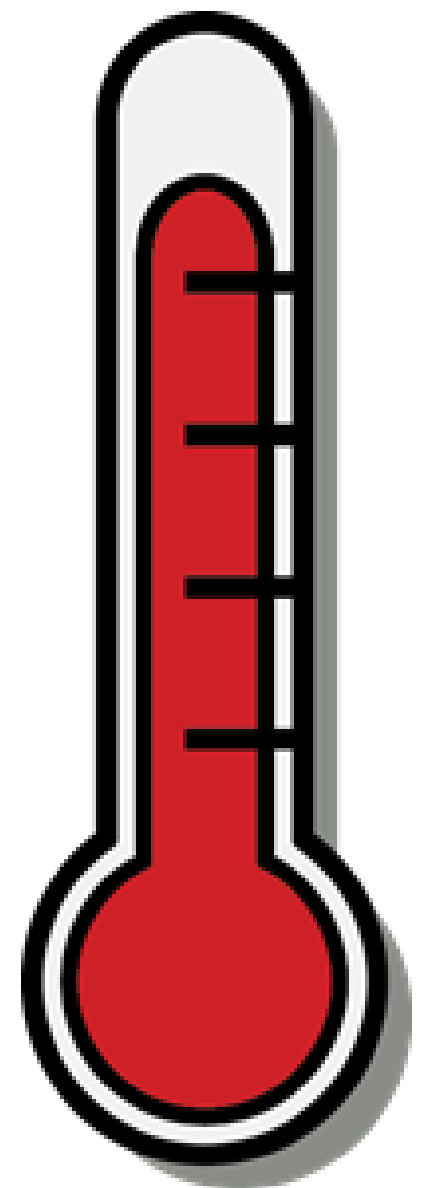
# Ideas to enhance support

Listed below are a selection of proven in practice strategies designed to help support you to create a stronger sense of community and belonging among your tutees:

- Use peer mentors and the peer mentoring system as a mechanism to support you to support your students.
- Send weekly 'temperature checking' emails to individual tutees and respond with focused support accordingly should any students require additional support.
- Send weekly group communications, similar to a newsletter, to highlight key dates and deadlines, to signpost learning and support services, and opportunities for cohort and institutional social activity.

## **Please Note:**

*While group tutorials are advocated to support engagement and offer guidance relating to communal challenges or shared issues, these must not be offered in lieu of individual synchronous present in person/online face-to-face meetings. The minimum requirements of which are stated within this presentation, the University Guidance and both the Staff and Student Personal Tutor Handbooks.*



# Locating the Guidance

**Please visit these links to access the policy and guidance:**

Personal Tutoring at Edge Hill:

<https://www.edgehill.ac.uk/clt/files/2012/02/The-Personal-Tutor-System-at-Edge-Hill-University.pdf>

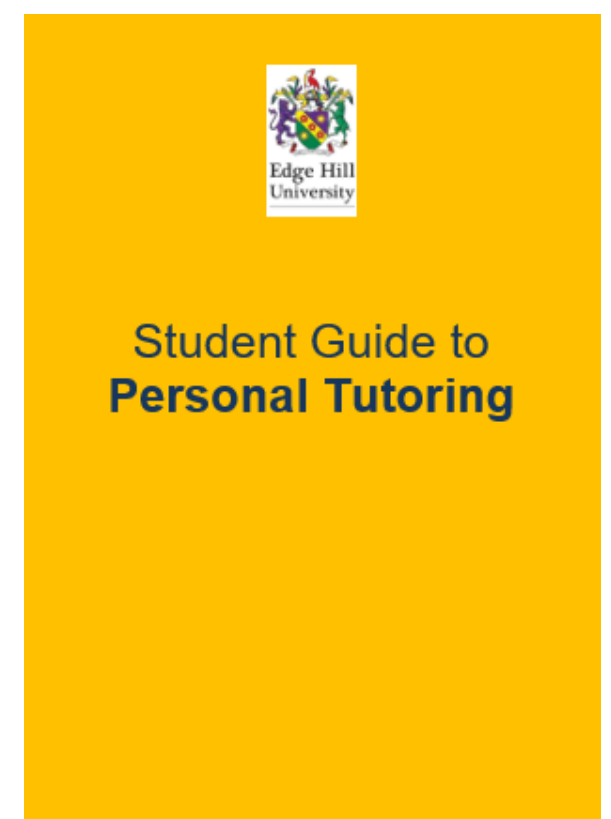
Staff Guidance:

<https://blogs.edgehill.ac.uk/clt/files/2020/04/Personal-Tutor-Guide-Staff-Version-1.pdf>

Student Guidance:

<https://blogs.edgehill.ac.uk/clt/files/2020/04/Personal-Tutor-Guide-Student-Version-1.pdf>

(Students can access the 'Student Guide', so they are aware of their entitlement on their Student Homepage)



# Support Services Update: What support is available, how to access and where to signpost

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## Catalyst Helpdesk team

The Catalyst Helpdesk team offers frontline support for Learning Services, Student Services and Careers. Students can find information and advice on:

- [Accommodation](#)
- [Campus Life](#)
- [Money Advice](#)
- Disability support, including [Inclusion](#) and the [SpLD team](#)
- [Uniskills](#) and library support
- [Careers advice, volunteering and job seeking](#)
- [Care Leavers](#)
- [Transitions](#)
- [Chaplaincy](#)
- [Wellbeing and counselling](#)

Most of the teams listed above are offering virtual appointment options to students during COVID-19. Visit the links for details. The Helpdesk can help students access support from these services. If students are unsure what support they need they can also check out the FAQs on the [Catalyst knowledgebase](#) where they can also contact the Helpdesk team.

During the current situation, students can get in touch with the Catalyst Helpdesk by email: [CatalystEnquiries@edgehill.ac.uk](mailto:CatalystEnquiries@edgehill.ac.uk) or [Live Chat](#)



# What support is available, how to access and where to signpost

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## Struggling, or thinking of Leaving service

The Transitions team provide extra support if a student is finding it difficult to settle in, has a problem with their studies, course, or student life is not what they expected.

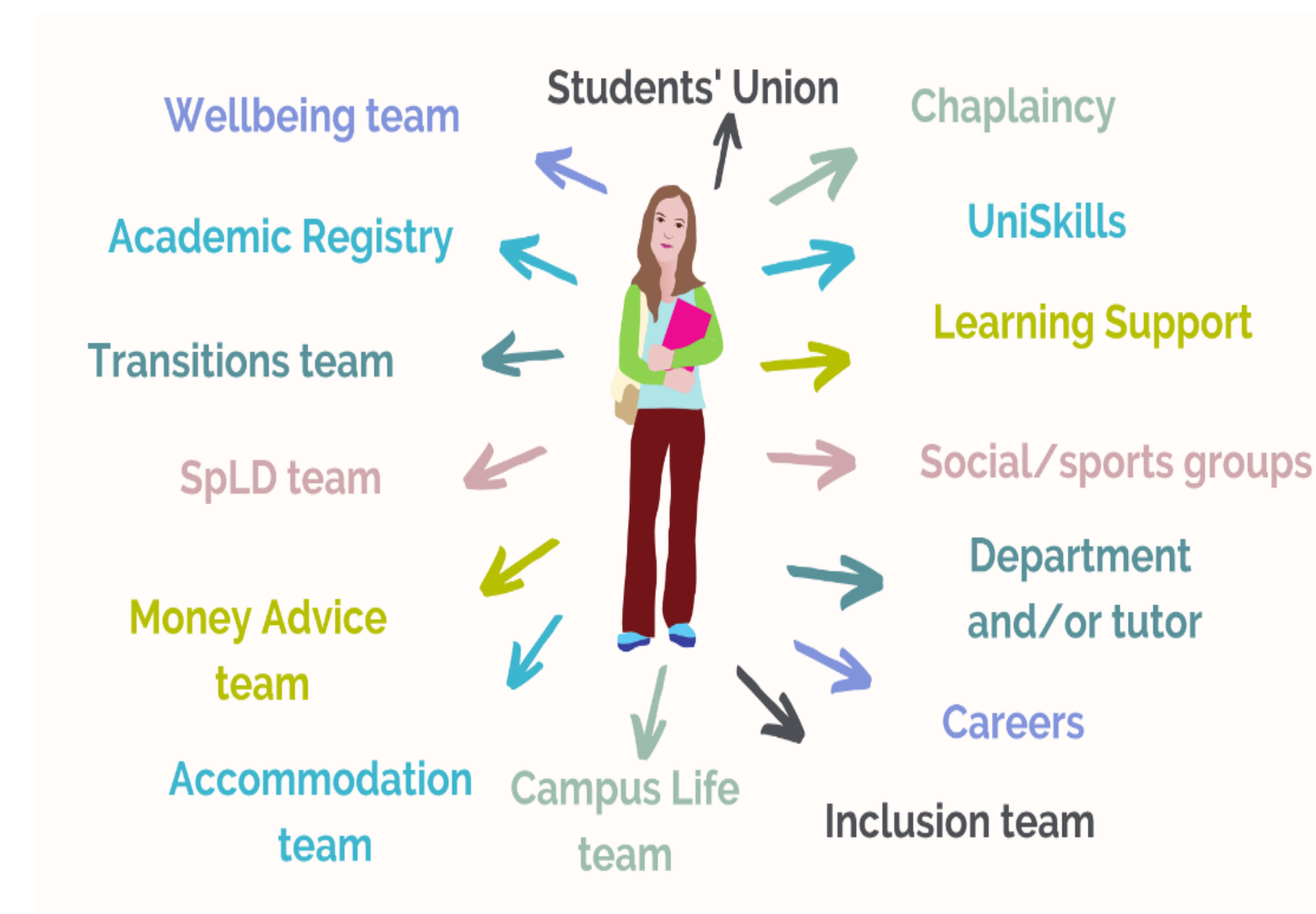
- **Pre-entry support**
- **Designated point of contact:** Care Leavers, Care Experienced, Estranged, Transgender
- **Struggling, or thinking of Leaving service**
- **1:1 case-management;** offering a range of support including virtual, face to face (where possible) and phone appointments
- **Joining up support;** working with academic staff to offer joined up, mutual support for students who are struggling with their studies. or thinking of leaving
- **Liaison** with any necessary external agencies (Local Authorities, Charities and Student Loan Company)
- **Research** into the barriers faced by students from Widening Participation backgrounds which feeds into policy development and process improvements across the Institution and directly into the APP (Access and Participation Plan 2020-25).

# What support is available, how to access and where to signpost

## *Things not going to plan.....*

If students are finding it difficult to settle in, have a problem with their studies or course or student life is not what they expected - help is available.

You can use the **Thinking of Leaving toolkit** and/or refer students to the **Transitions Team** who will case manage the student.



## How to reach us

Email: [transitions@edgehill.ac.uk](mailto:transitions@edgehill.ac.uk)

More information is available on our webpage: <https://www.edgehill.ac.uk/studentservices/transitions/>

## **Case Management Scenario: Year 1 student – Struggling**

**A student is referred to Transitions by their Personal Tutor for support:**

*The student's attendance has dropped, and they have missed an assessment deadline. The student has been unresponsive to emails and has been reluctant to attend meetings with their PT.*

*A member of the Transitions team send an initial email to engage the student and to invite them in for an appointment to discuss the situation.*

*During the initial appointment, the student discloses the following to Transitions; they are estranged from their family; they don't feel they have the academic confidence to continue with their studies; they have a diagnosed mental health condition which they have not informed their department about.*

# ***Case Management Scenario: Year 1 student – Struggling***

## **Initial referrals:**

- **Wellbeing** - to reach out to the student for Mental Health support
- **Campus Life** - to offer support with social interactions and confidence building with other students on campus
- **UniSkills** - for academic support and strategies for learning and to help the transition into Higher Education
- **Inclusion** - to check the student has the appropriate Student Support Plan in place for their diagnosed Mental Health condition
- **Money Advice Team** - to check no financial hardship has been incurred due to Estrangement.

## **Actions:**

- Transitions follow up Estrangement evidence – to support student with their claim to Independent status with Student Loan Company. It transpires student is also a Care Leaver and is entitled to a Care Leaver Bursary.
- The student agrees in their initial meeting that Transitions can link in with the department, an email is sent to the PT along with request for additional academic support for this student from the department, in liaison with Inclusion team too, once the Student Support Plan is in place
- Follow up appointments are offered to the student – regular check-ins with the departments and services as required.

## **Outcome:**

- As of Summer, the following year the student is still receiving support from Transitions Team. Over the course of the year, the student realised the course was not for them and, following a further referral to the Careers service, decided to internally transfer to a different course at Edge Hill University.

More information is available on our webpage: <https://www.edgehill.ac.uk/studentservices/transitions/>

# **What support is available, how to access and where to signpost**

## **Wellbeing**

### **Togetherall**

- Anonymous online peer support network, which is available 24/7
- Moderated and facilitated by clinicians.
- Promotes early intervention and self-management of mental health and wellbeing.
- Also includes online guided self-help courses
- Free to EHU students and staff

### **New Wellbeing Support Service**

- For students currently working on the Frontline throughout the COVID-19 Pandemic
- Additional telephone support, which can also be arranged out of hours
- Contact [FrontlineStudentSupport@edgehill.ac.uk](mailto:FrontlineStudentSupport@edgehill.ac.uk)

# MY EHU – The Student Homepage

The MyEHU Student homepage can be accessed here:

[www.edgehill.ac.uk/students/](http://www.edgehill.ac.uk/students/)

We encourage staff to replace everything that isn't academically related within module or programme handbooks with the 'My EHU student homepage' link

Get Help

Contact My Tutor

Ask Learning Services

Students Homepage

Go to Current Students Homepage

MyEHU

Spotlight on...  
Student Finance and Money Matters

Find out more

Covid-19 Essential Information for Students

Email

Learning Page

Printing

University Download

Library Search

My Students Service K


Study Space Bookings

Change Password


My Timetable

All Services


Search services




**Academic Life**  
Info on course resources, Personal Tutors, (re)enrolment, choosing modules, assessments, results and more...




**Supporting You**  
Info on wellbeing and counseling, money advice, scholarships, funding, support with changes in circumstances and more...




**Living on Campus**  
Info on halls, post and parcel services, reporting accommodation faults, campus services and more...




**Student Life**  
Info on campus activities, part-time jobs, Students' Union, Sports Centre, events, Arts Centre and more...




**Living off Campus**  
Info on private housing, travelling to university, council tax exemption, commuter groups and more...




**Policies and Procedures**  
Info on the Student Charter, academic regulations, student complaints, terms and conditions, and more...





**Quick links**  
Campus map, Catalyst info, places to eat, emergency support and more...



**Next steps**  
Graduation, careers, postgraduate study, join our alumni community and more...

**Fastrack Student Activities!**  
  
See what's on

**Become a Campus Connector!**  
  
We're recruiting now  
Find out more

**Regular Rapid Testing**  
  
Find out more

# Supporting Staff to Support Students (SSSS)

SSSS is part of the University's [Wellbeing For All Project](#) and includes training and toolkits for staff to support students with a range of issues.

Online Toolkits have been developed to support staff in supporting students with a range of different issues including Mental Health, Disability and Inclusion, Responding to Sexual Assault Disclosures, and supporting LGBTQ+ students. They include information on how and when to refer students and useful resources for staff. The toolkits can be accessed [here](#)

Mental Health Awareness training to support staff to support students and colleagues is available online for all staff during Covid-19, and training for staff in how to respond to sexual assault disclosures is also available for staff and both modules can be accessed [here](#)



# Supporting Staff to Support Students (SSSS) Toolkits

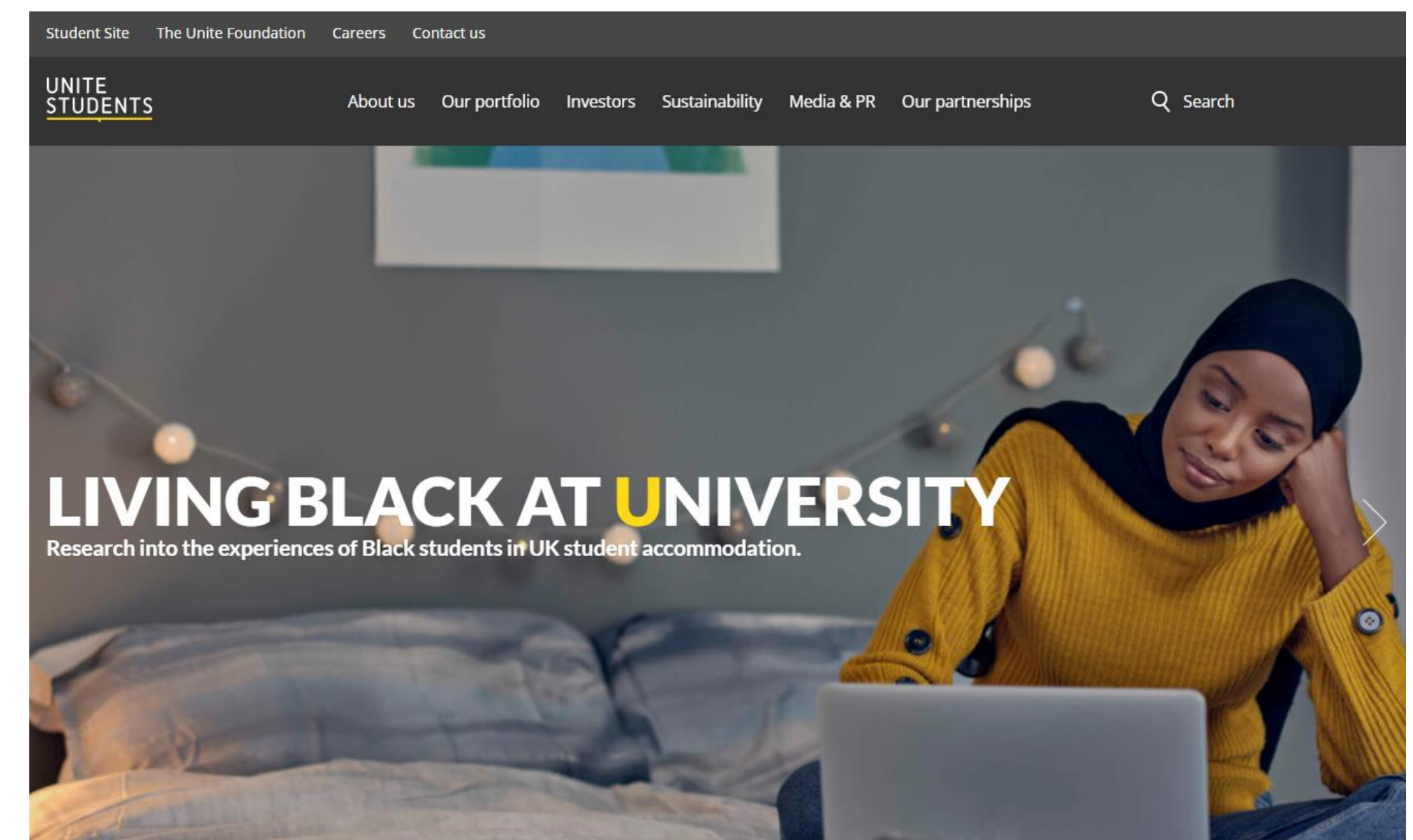
[https://www.edgehill.ac.uk/studentservices/supporting-staff-to-support-students/?utm\\_source=ehuacuk&utm\\_medium=shorturl&utm\\_campaign=sssstoolkits](https://www.edgehill.ac.uk/studentservices/supporting-staff-to-support-students/?utm_source=ehuacuk&utm_medium=shorturl&utm_campaign=sssstoolkits)



Click here to enroll on [Mental Health Awareness Training Online Module](#)

<https://doi.org/10.25416/NTR.19115021.v1>

What is the APP and what does it mean to me?



Supporting black students at University

<https://www.unite-group.co.uk/living-black-at-university>

# Top 10 Tips for Personal Tutoring



## Top 10 Tips for Personal Tutoring at a Distance

During this time of social distancing and remote learning, it is more important than ever to build effective relationships and keep in touch with tutees who may be experiencing social isolation and anxiety about their learning. Follow our top tips for effective personal tutoring at a distance.

Follow established effective practice in supporting your students at a distance. Act in accordance with the [UKAT Core Values of Personal Tutoring and Academic Advising](#), follow the competencies articulated in the [UKAT Professional Framework for Academic Advising and Personal Tutoring](#), and make use of resources available to personal tutors through UKAT.



### Build your effective remote tutoring environment

Setup the information and communication technologies your institution provides on your personal equipment and learn how to use them effectively. Gather the information you need to support students, preferably in electronic format.



### Don't overlook an old-fashioned phone call

Don't under-estimate the accessibility and value of a telephone conversation in supporting a student. Not all students can, or want, to use video. You can provide effective support over the phone, especially if you send notes and resources in a follow-up email.



### Focus on the human relationship

Regularly check in with your tutees to reassure and reaffirm. Take time to get to know your students, ask them how they are coping, encourage them to raise concerns and/or additional needs and be sensitive to difficulties a student may be experiencing but which they have not disclosed.



### Keep notes and send follow-up emails

After each meeting, email your tutee a copy of the notes, together with any links, documents, and resources that will be useful to them. Keep meetings notes electronically makes sharing easier.



### Establish clear boundaries and expectations

Add your availability to students, details of how they can contact you, and when they can expect a response to your email footer. Consider how to protect your own privacy and work/life boundaries when working from home.



### Know how to refer when working remotely

Referral processes may be different when supporting students remotely and students may need support from services you don't normally refer to (e.g. IT service). Stay up to date on the services available and how you connect students to them.



### Ensure your students can engage with you

Set - and keep! - virtual office hours. Take responsibility for proactively arranging appointments with tutees, providing them with details of how you will connect and who is responsible for making the video/phone call.



### Setup an online learning community for your tutees

Use your institutional VLE or MS Teams, etc to share information and resources with your tutees and hold group tutorial meetings.



### Make your personal tutoring accessible

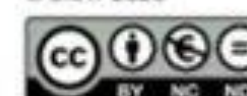
Beware of relying on only technology. Ask your students what would be useful to them and let them choose what works best for them.



### Follow flipped tutoring principles

Not all of your tutoring needs to be synchronous, face-to-face interactions. Why not follow a flipped tutoring approach by creating some simple reflective activities, hosted in your VLE, for your tutees to engage with?

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# Scenarios

Using information from previous slides on support services available and the 10 Tops Tips for PTs, how can you best support each of these students in the two scenarios below?

1. Student expresses, via email, that she is feeling anxious and panicky about her academic ability as the first lot of assessment approaches in Year 1 (she doesn't think she belongs at university).
2. A first-year student tell you, via a Zoom PT meeting, in November 2020, that she thinks she has made a mistake coming to university and is thinking of leaving. During the conversation she tells you her loan still hasn't come through, her Mum is disabled, her boyfriend just left...and she thinks she might be pregnant.

***You might want to consider the following:***

- what information do you need to know about this student?
- where and who might you refer this student to?
- what strategies can you put into place on the course ? as her PT?
- what ongoing support is needed?
- what record would you keep of this meeting?

# Recording meetings

There is a University requirement that tutors record meetings. Departments may operate their own mechanisms for recording Personal Tutor meetings and offer support to access and use these. Please ask your line manager or Head of Department if you are in any doubt about how to record and take notes in your area.

## ***What to record:***

- Progress and achievements
- Targets for future development
- Information that could inform and support the creation of a reference
- Notes relating to help, advice or guidance given, and the support that you have signposted, for example Student or Learning Services, Campus Life or Money Advice.

***There may be some conversations where it is not appropriate to record detail. If you are in any doubt about how to move forward, to signpost a student or make a record that support has been provided please seek advice from your line manager / Head of Department.***

## Further information and sources of help

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To access additional support, for example to book onto a scheduled workshop or request bespoke delivery of training for your department please email:

[CLT@edgehill.ac.uk](mailto:CLT@edgehill.ac.uk)