

The Centre for Learning and Teaching

Personal Tutoring



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Guidance and Support

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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

Principles

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

- Respect for **every student as an active learner** and an individual with personal learning needs
- Commitment to a sense of belonging, cohort identity, **individual and group development**
- **Focus on Monitoring** of students' academic, pastoral, and personal/professional development using appropriate **data**
- **Focus on general wellbeing**
- Provision of support from **highly trained tutors with triage to expert specialist services**
- Support for induction of students into the academic community and their transition through academic study, **towards positive graduate outcomes**
- Recognition of the **importance of equality of opportunity, diversity, and inclusion**
- A **shared responsibility** for each student's learning, development, and achievement

Code of Practice for the Personal Tutoring System at Edge Hill University

The Code of Practice for Personal Tutoring provides clear expectations on behalf of both the student and the Personal Tutor. A successful Personal Tutoring system is based on a shared responsibility between the student and the tutor, supported by the department/area, Faculty, and the University's services.

It is required that:

- The system of Personal Tutoring and the role of the Personal Tutor will be clearly defined, for students, in a handbook/VLE
- It is a shared responsibility for both the student and their Personal Tutor to proactively engage with the personal tutor process and to communicate effectively
- Personal Tutors will provide general guidance on academic and support issues and will signpost or refer the student to other sources of advice and guidance
- Students will be given the name and contact details of their personal tutor, whenever possible in **advance of arrival**, at the beginning of a new academic year and be provided with an opportunity to meet their tutor in a group session during the first week, and to meet on an **individual (one-to-one) basis within two weeks of starting University**
- Continuing students will be given the name and contact details of their personal tutor and be provided with an opportunity to meet their tutor in a group session and to meet on an individual basis (one-to-one) within two weeks of enrolment
- If the Personal Tutor is absent, departments/ areas will provide an alternate/alternative point of contact and information as appropriate in a timely manner
- Personal Tutor sessions will be clearly scheduled, and this will be clearly communicated to students
- It is the student's responsibility to attend, to participate and engage with their personal portfolio development where appropriate to their study

During the working week, the personal tutor will respond to informal emails and telephone enquiries normally within two working days. Each department will have a system in place to address urgent issues.

Personal Tutoring

All Personal Tutors will:

- Contact tutees to share contact details (email, extension number, availability times)
- Disseminate information regarding scheduled meetings (this will be **dependent upon the course length and delivery mode** so will vary across programmes)
- Remain the same person throughout the postgraduate study (although changes may be necessary/unavoidable and in this instance will be clearly communicated)
- Act as a principal contact for pastoral, professional and/ or academic concerns or advice
- Meet regularly with their tutees
- Arrange/conduct individual tutorials to provide tailored academic advice, support, and guidance as appropriate
- Arrange group tutorials where applicable and/or necessary (**dependent upon the nature and duration of the course**)
- Assist students with professional development
- Be fully trained and conversant with the services that are available within the University and the processes and procedures relevant to progression and specialised support – academic, professional, and pastoral
- respect the student's right to confidentiality, only disclosing information with the student's consent or if the student presents as 'at risk' of harm to self or others or professional concern, in line with university policies
- write references **if appropriate**
- 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 **4** meetings in year 1, with a further two meetings in Year 2, and two meetings in Year 3.
- Individual face to face meetings should be offered and can be arranged if required by students .
- 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 an alternative point of contact will be assigned. 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 or completing shared modules across programmes.
- 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

All students must be provided with their Personal Tutors contact details by the end of their first week of the programme 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).

- 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 weeks of semester one.

Please also note:

- Tutors must make clear to their tutees how they will communicate with them.
- Tutors must record notes from meetings in accordance with guidance from their departments, e.g., Quercus.

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 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 once individually in semester one.
- Tutors **must** schedule future meetings in good time to ensure continuity of communication.

- A **minimum** of two meetings in Year 2 and a **minimum** of two meetings in Year 3/subsequent years.
- 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 this presentation and the Staff Personal Tutoring Handbook

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 who may have bespoke requirements/guidance to ensure compliance.

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

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](#)
- [Faith and Community](#)
- [Student Support Team](#)
- [Wellbeing and counselling](#)

The Catalyst 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/Student Support Team](#) Website where they can also contact the Helpdesk team.

Students can get in touch with the Catalyst Helpdesk by email: catalystenquiries@edgehill.ac.uk or [Live Chat](#)

Students may also email the Wellbeing team: studentwellbeing@edgehill.ac.uk and the Student Support Team: StudentSupportTeam@edgehill.ac.uk



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



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

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

The **Student Support 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
- **1:1 case-management;** offering a range of support including virtual, face to face 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)
- **Early Intervention Model;** supporting students identified at risk of leaving through departmental attendance and engagement monitoring, and students who have requested to withdraw from their studies

Things you need to know



Let us know

If you are worried about yourself or someone else find out how you can get help and let us know.



Critical incident support

Find all the information you need when faced with a critical incident on and off campus.



Catalyst helpdesk

Visit the Catalyst webpage for opening times, contact details, and support information.



Study with us

Research

Student services

[Home](#) > [Departments](#) > [Support departments](#) > [Student services](#) > [Student Support Team](#)

Student Support Team

The Student Support Team are based in Catalyst. We are here to support all students, especially students who are underrepresented in higher education such as care leavers and estranged students. We are on hand to help you if you are struggling or thinking of leaving the University. We are here to discuss your options and offer help and guidance to support you.

If you would like to contact the team, please book an appointment or contact us via email.

Email

StudentSupportTeam@edgehill.ac.uk



Struggling or thinking of leaving?

Things not going to plan? Don't panic, you are not on your own.

First of all, if things aren't going to plan – don't make any rushed decisions. Whatever is going on, we can help.

The best thing you can do is speak to someone about your situation, your options and the support available. If you are struggling and you would rather speak to someone outside of your department, you can speak to us. We can help you make an informed decision that is right for you.

Appointments

The Student Support Team offer a mix of in-person and virtual appointments.

[Book an Initial Appointment \(Virtual\)](#) →

If you have already had an initial appointment with the team, you can book a follow-up appointment.

[Book a Follow-Up Appointment \(Virtual\)](#) →

Get in touch

Student Support

StudentSupportTeam@edgehill.ac.uk



Catalyst

CatalystEnquiries@edgehill.ac.uk



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 student life is not what they expected - help is available.

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

How to reach us

Email: StudentSupportTeam@edgehill.ac.uk

More information is available on our webpage: [Student Support Team](#)



Case Management Scenario: Year 1 student – Struggling



A student has disclosed to their Personal Tutor that they are struggling with being at university and have multiple support needs.

The student is referred to the [Student Support Team](#) by their Personal Tutor for support:

A member of the [Student Support Team](#) sends 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 [Student Support Team](#) staff; 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:

- **Student Support** 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:

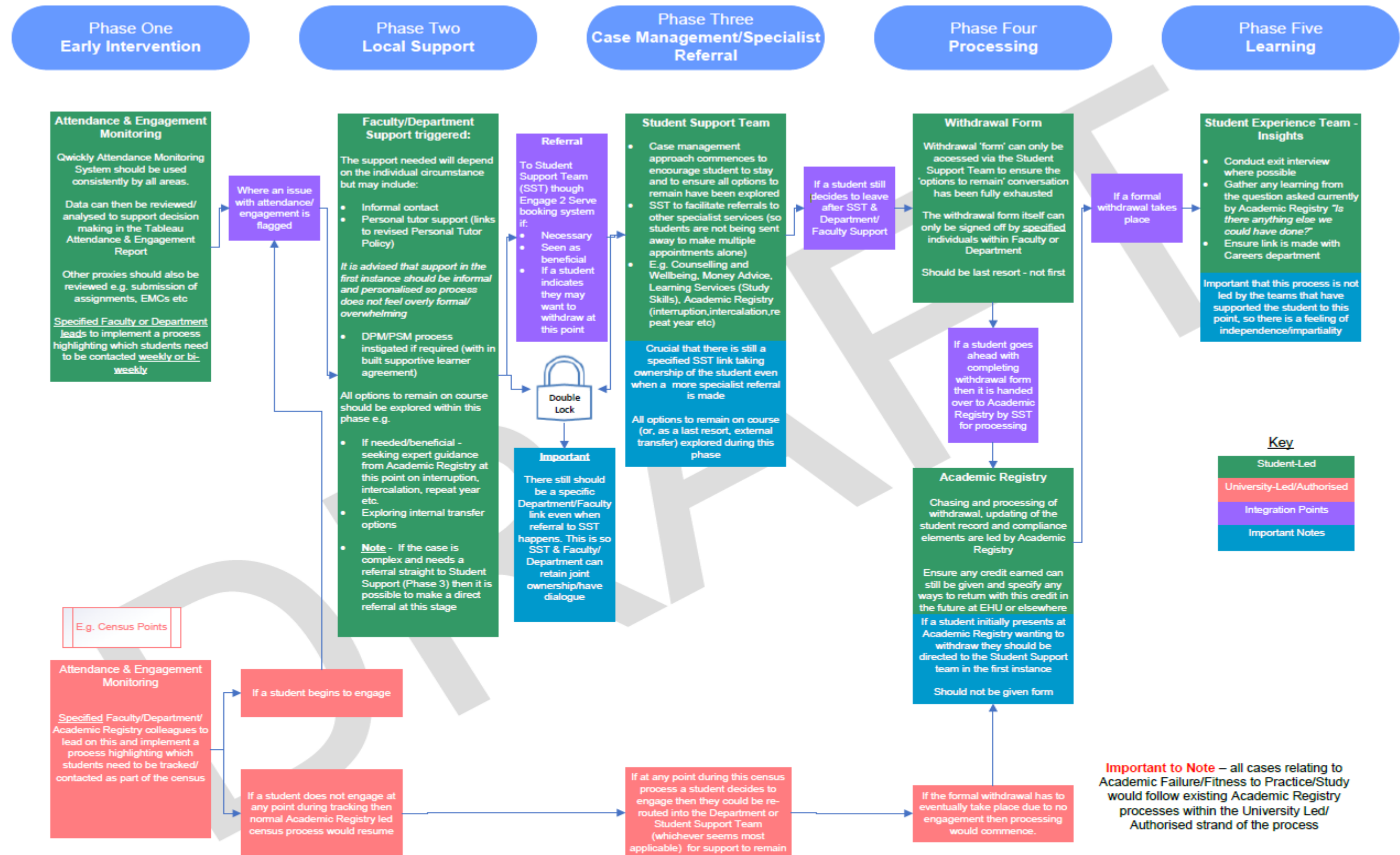
- As of Summer, the following year the student is still receiving support from **Student Support Team**. Over the course of the year, the student realised the course was not for them and, following a further referral to the Careers service, decided to internally transfer to a different course at Edge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

More information is available on our webpage: [Student Support team](#)

Early Intervention Model

Personal tutors should be familiar with the institutional 'Early Intervention Model' which incorporates a new approach to the withdrawals process. They should follow the process, and procedures required by their faculty, to ensure early intervention and support for students identified at risk is timely. Any requests for withdrawal must follow the new process.

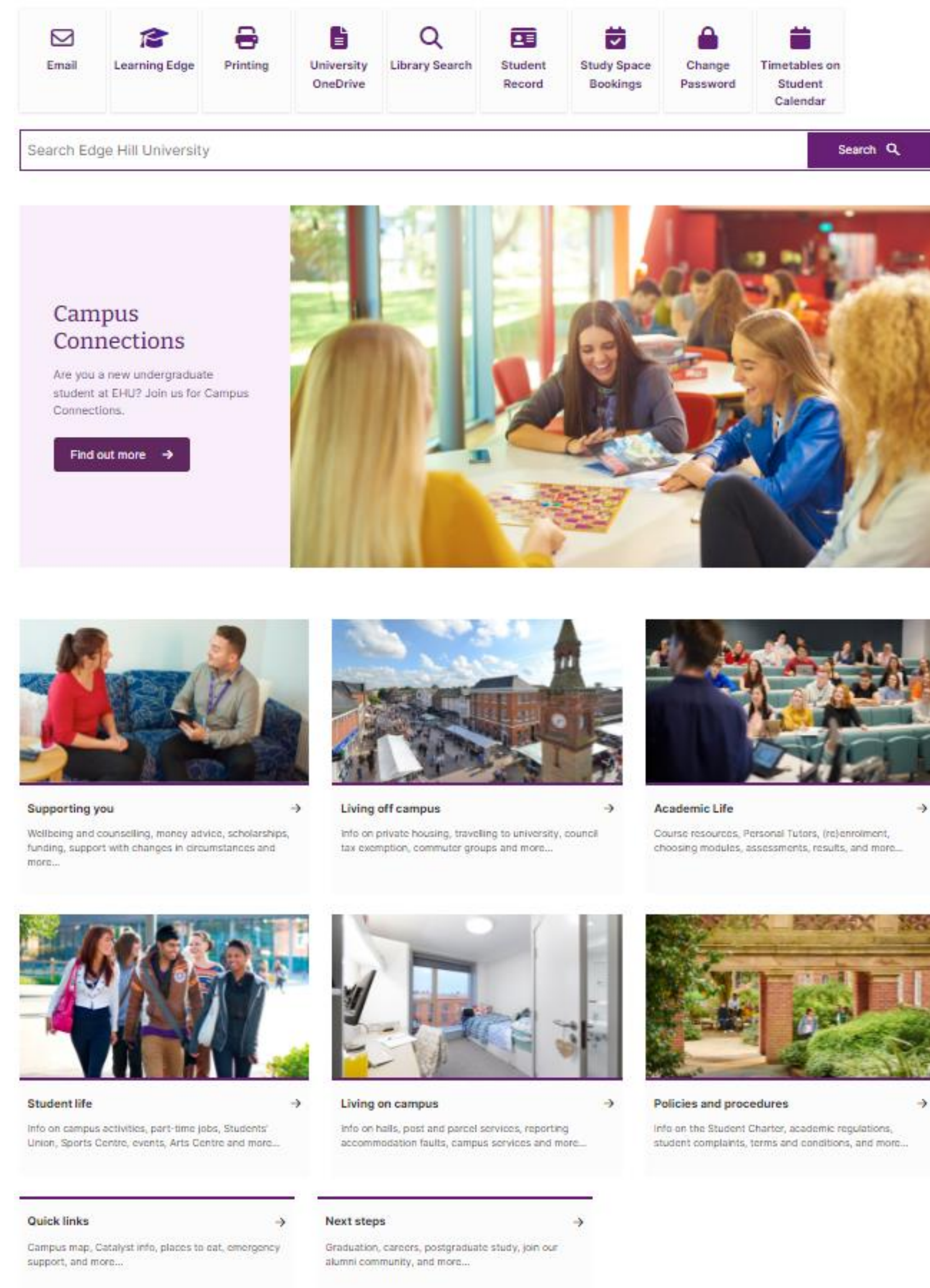
For further information please contact Lana Orr (Lana.Orr@edgehill.ac.uk)



MY EHU – The Student Homepage

The MyEHU Student homepage can be accessed here:
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



The screenshot displays the MyEHU Student Homepage. At the top, a navigation bar contains icons and labels for various services: Email, Learning Edge, Printing, University OneDrive, Library Search, Student Record, Study Space Bookings, Change Password, and Timetables on Student Calendar. Below this is a search bar with the placeholder text "Search Edge Hill University" and a "Search" button. The main content area features a large banner for "Campus Connections" with the text "Are you a new undergraduate student at EHU? Join us for Campus Connections." and a "Find out more" button. Below the banner, there are six tiles arranged in a 2x3 grid, each with a title, a description, and a right-pointing arrow:

- Supporting you**: Wellbeing and counselling, money advice, scholarships, funding, support with changes in circumstances and more...
- Living off campus**: Info on private housing, travelling to university, council tax exemption, commuter groups and more...
- Academic Life**: Course resources, Personal Tutors, (re)enrolment, choosing modules, assessments, results, and more...
- Student life**: Info on campus activities, part-time jobs, Students' Union, Sports Centre, events, Arts Centre and more...
- Living on campus**: Info on halls, post and parcel services, reporting accommodation faults, campus services and more...
- Policies and procedures**: Info on the Student Charter, academic regulations, student complaints, terms and conditions, and more...

At the bottom, there are two more tiles:

- 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...

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, and training for staff in how to respond to sexual assault disclosures is also available for staff and both modules can be accessed [here](#)



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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



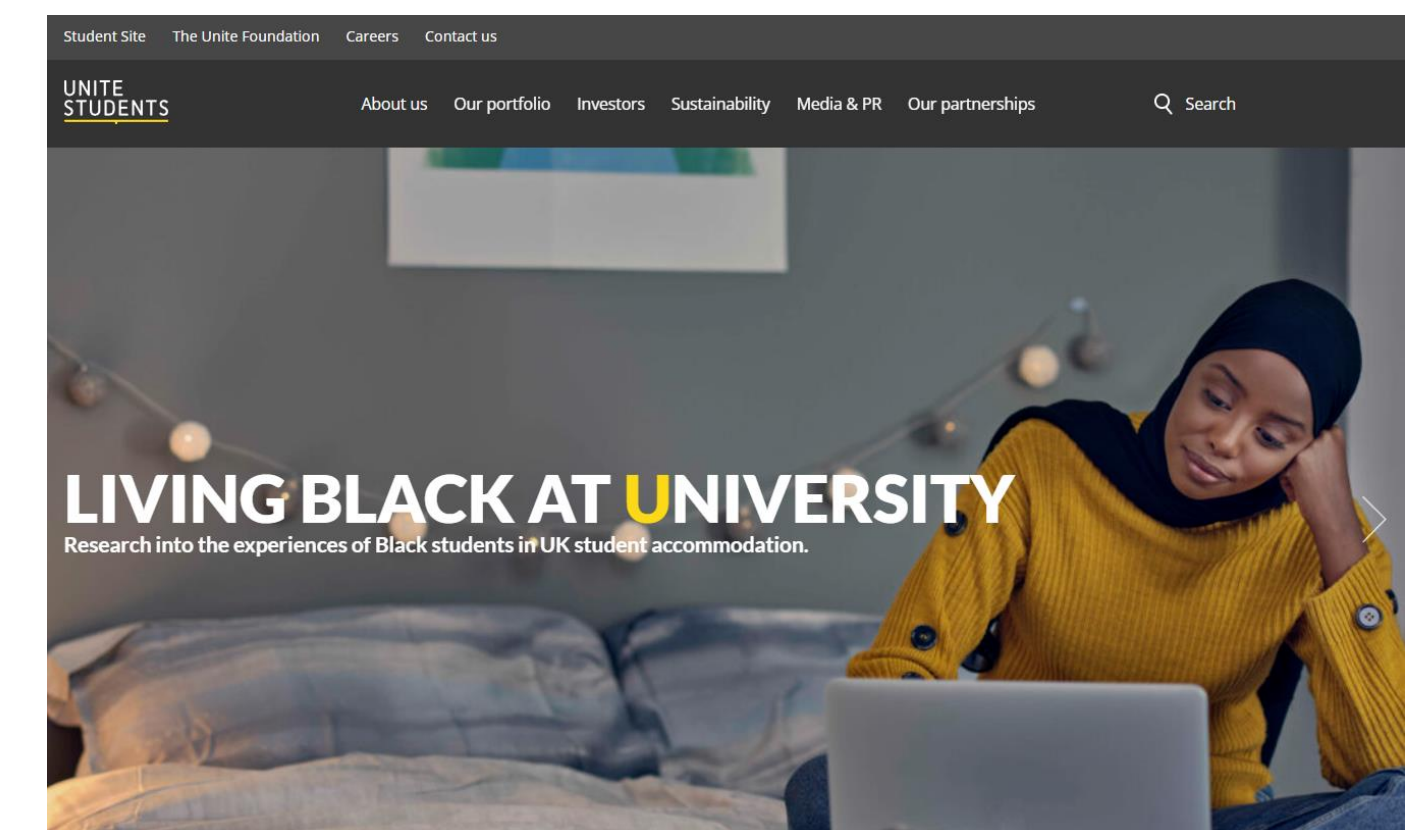
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Click here to enroll on
[Mental Health Awareness Training Online Module](#)

<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>

Graduate Attributes

The 20 Graduate Attributes were agreed through Employability Committee and highlight 20 sought after skills and attributes required by employers.

They are broken down into four families of related attributes:

- Core skills
- Conceptualising skills
- People related skills
- Personal Attributes.

All Edge Hill students are expected to develop and enhance these attributes during their time with us.

This will happen within the curriculum, alongside the curriculum and outside of University.



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ehu.ac.uk/careers



Agreed through Employability Sub- Committee.



Highlights 20 sought after skills and attributes required by employers.

Core Skills
Conceptualising Skills
People Related Skills
Personal Attributes



All Edge Hill graduates expected to develop and enhance each attribute during their time at University

Within the curriculum
Alongside the curriculum
Outside of University

GRADUATE ATTRIBUTES GLOSSARY

To provide clarity and consistency over what the definition for each graduate attribute is.

CORE SKILLS

DIGITAL LITERACY

Digital IT skills such as word processing, spreadsheets and file management are key in most work environments.

NUMERACY AND DATA ANALYSIS

Being able to manage a range of numeracy and data analytical skills and the budget are not only key requirements for many employers, but they are also valuable life skills.

LITERACY

Proficient in the use of English, written and spoken.

CONCEPTUALISING SKILLS

COMPLEX PROBLEM SOLVING

Complex problem solving involves analysing facts and situations and producing appropriate solutions. A complex problem is one that is not clearly defined and may have different solutions or is made within a context that is subject to change during the decision-making process.

CRITICAL THINKING

Critical thinking is the ability to conceptualise, apply, analyse, synthesise, and evaluate information.

PLANNING AND ORGANISATION

Being able to think ahead and understand what steps are required to achieve a specific goal with limited resources and within a given timeframe.

CREATIVE AND INNOVATIVE THINKING

Considering new ways of doing things and using all of the information available to you to generate good ideas.

REFLECTIVE SKILLS

Critical reflection is seen as a meta-cognitive process and enables you to dissect, de-construct, analyse and gain a deeper understanding of situations you have experienced. It is a key tool for learning and self-development.

PEOPLE RELATED SKILLS

TEAMWORKING

The ability to work with a variety of people to achieve a common goal.

COMMUNICATION

This is the art of being able to communicate clearly with a wide range of people, from diverse backgrounds, different age groups and in a variety of ways.

INFLUENCING AND NEGOTIATING

The ability to change the attitudes, opinions or behaviour of others in order to achieve a particular goal. This can include negotiation, influence (which may be direct or indirect, such as by example).

NETWORKING

Establishing information and ideas with people with a common profession or special interest and often in a semi-social situation.

LEADERSHIP

Leading other people to achieve a particular aim.

PERSONAL ATTRIBUTES

RESILIENCE

The capacity to recover after difficulties.

ADAPTABILITY AND FLEXIBILITY

Being adaptable includes changing the approach to address a new situation, or as a result of new demands. It can also include varying your behaviour based on the situation to best suit those around you. Flexibility is about having a willingness to compromise in a particular set of circumstances.

SELF-MOTIVATION

The attitude that results in action without needing to be told what to do, even when there are setbacks.

SELF-BELIEF

Having confidence in your own abilities or judgement.

PROFESSIONALISM

Acting in a professional manner.

EMPATHY

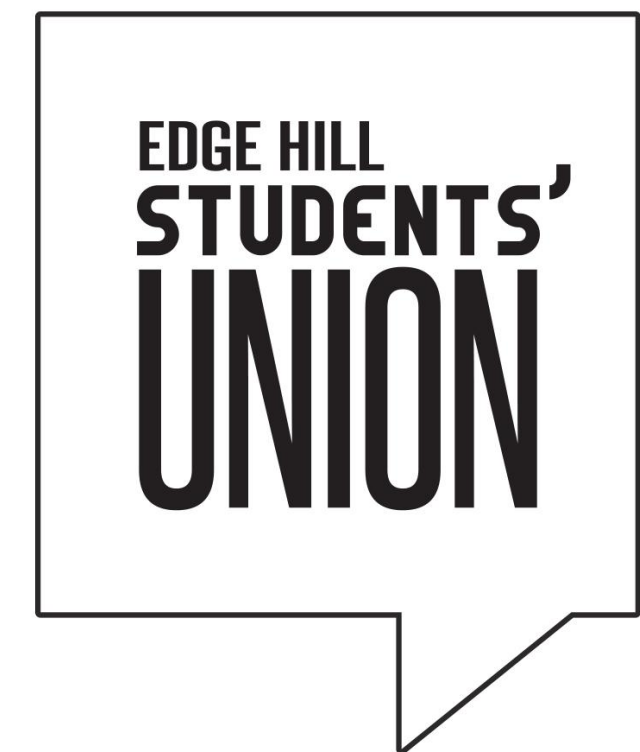
The ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

INCLUSIVITY

Acting in a way that takes in to account the needs of others.



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Students' Union Signposting Information

All students are automatically members of their Students' Union, and any current Edge Hill student can seek support through the SU.

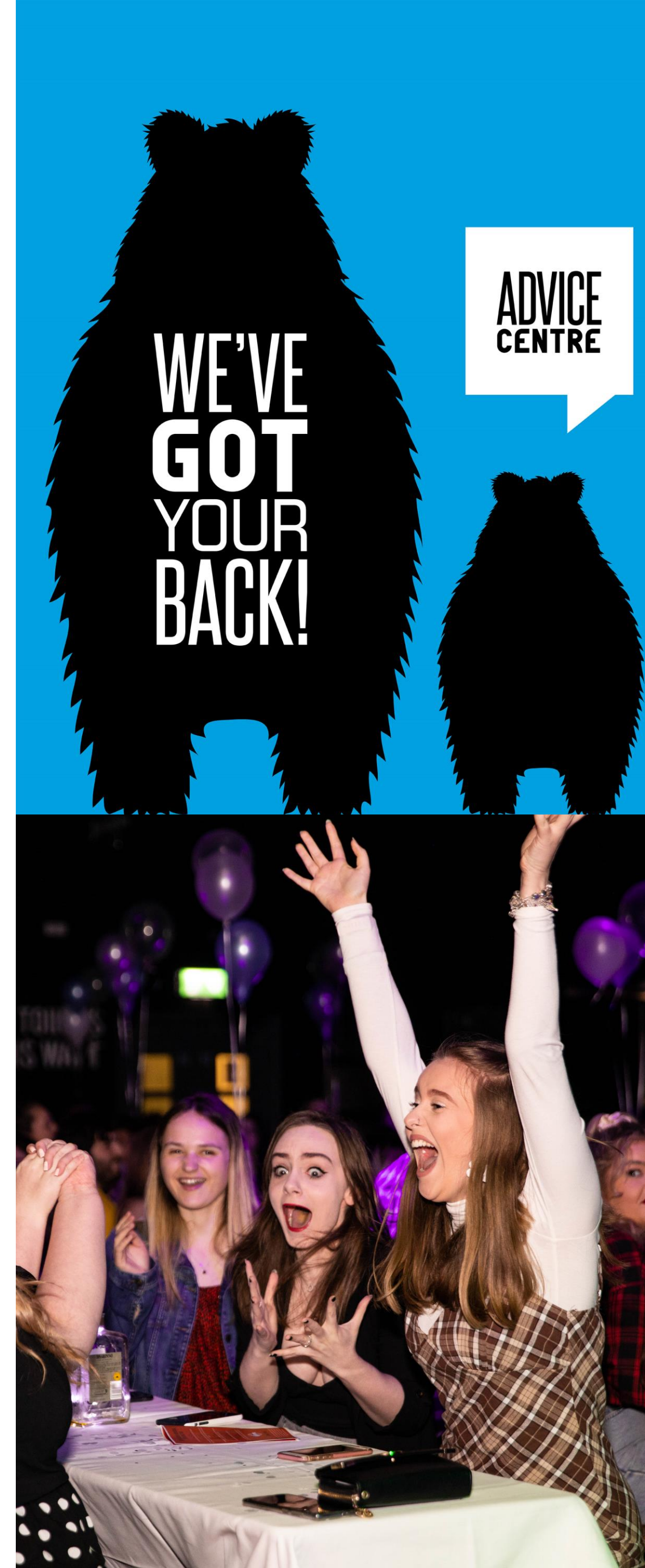
- If a student is struggling with getting involved, encourage them to activate their SU account via the link below so they can join societies, get advice, become a course rep, vote in student elections, and more: <https://esu.authui.unioncloud.org/>
- Edge Hill Students' Union is the hub of student communities and student-led campaigns at Edge Hill. If you have a student who is struggling with their sense of belonging or confidence, you can send them directly to the Students' Union for support.
- Student Societies: Our society communities are inclusive of all students. Societies can be joined and started by any student on campus and are the first place you should recommend if a student is struggling with loneliness or social anxiety – suengagement@edgehill.ac.uk
- Advice: If a student approaches you with a query or potential complaint, the easiest and best solution is to signpost them to our Advice Team. Our advisors are independent and expertly trained to manage student queries and complaints and will act in the students' best interests – suadvice@edgehill.ac.uk
- The Students' Union Advice Team is entirely independent from the University. They are experts when it comes to knowledge of student rights, academic issues, complaints, University processes, and general student welfare.
- If a student approaches you with frustrations about their course, with personal issues affecting their studies, or with a query about raising an issue on their course, send them to the SU Advice Team who will help directly or signpost the best service
- Students can book appointments at this link: <https://www.edgehillsu.org.uk/advice>
- Students can get in touch directly here: suadvice@edgehill.ac.uk

The Students' Union is the hub of student communities and student activity at Edge Hill. If your students are struggling with **belonging** and **confidence**, there is no better place to send them than to the SU, **which is as easy as starting a conversation at suengagement@edgehill.ac.uk**

- **Societies:** The SU supports the biggest community of student-led groups on campus. Societies are the single best resource when it comes to creating connections, exploring new opportunities, **and finding your Edge Hill family**. Email suengagement@edgehill.ac.uk for more information or send your student our way if they are struggling with loneliness
- **Course Reps:** Our course reps are elected at the start of the year and represent their course cohorts when it comes to academic feedback. If your student wants to find out more, send them to suengagement@edgehill.ac.uk.
- **EHSU Networks:** If your student wants to get involved but isn't sure what opportunities are available, they can join an EHSU Network by activating their SU account at this link: <https://esu.authui.unioncloud.org/>

Support from the Students' Union - Overview

An overview of Student Union Support can be accessed here: doi.org/10.25416/NTR.19947800



Scenarios

Using information from previous slides how could 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 Teams/Zoom PT meeting, 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 operate their own mechanisms for recording Personal Tutor meetings and offer support to access and use these.

Please check the agreed approach to recording meetings in your area/department

Please ask your line manager or Head of Department if you are in any doubt about how to record and take notes.

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.

The role of the Personal Tutoring

- The importance of consistency e.g., all programmes do the same thing, at similar times and the importance of sharing those expectations with students
- Making PT meetings valuable. Encouraging high levels of engagement, including pre-meeting ideas and topics to cover
- Types of meeting, working within the spirit of the policy: group, individual, in person and online. Be mindful of safeguarding of both staff and student
- Boundaries e.g., agreement between colleagues on the time taken to respond to emails. Process to support staff and students where excessive amounts of support are sought (e.g., ‘fitness to study’)
- Avoiding student ‘bounce’. Ensure you follow up afterwards with a student when you have sent them elsewhere for support

Year Two

Students should have no less than the minimum number of meetings as specified within the Personal Tutoring policy


This table provides a guide of when those meetings may take place and the type of topics you may discuss

Year Two: Semester 1: By the end of Week 5	
Agenda	Resources and Prompts
Welcome back <ul style="list-style-type: none">Action plan – share performance objectives, expectations, attendance and engagementDiscuss Degree Classification, Assessment process – levelnessEmployability – personal capitalEvaluation – module/SSCF/ISSLearning and Support Services: Helping students to continue with their studies	<ul style="list-style-type: none">Review of year 1 performance; tracking data – results; feedbackMarking criteria; classification profiles; linksCV; departmental employment strategies; extracurricular activitiesPDP: Graduate attributes workbook on Pebble Pad and ask students to reflect on their levels of confidence. Add in link to Pebble Pad https://v3.pebblepad.co.uk/login/Login/ChooseInstallAsk what their career goal is (set at enrolment) and discuss how to achieve this, refer to careers for additional support as appropriate.Encourage contact with careers via: www.ehu.ac.uk/graduatesSU websiteSupporting Staff to Support Students Toolkit: www.ehu.ac.uk/ssstoolkitsKey signposting page: Catalyst - Edge Hill University


Year Two: Semester 2: By the end of Week 9	
Agenda	Resources and Prompts
<ul style="list-style-type: none">Academic progress, attendance and engagement.Employability – personal capitalTransition to year 3 – action planning	<ul style="list-style-type: none">Semester 1 assessment feedback; student profile trackingUpdate on progress – action planning; careers; PDP (Please see year Two: Semester 1 for prompts and links)Dates of Transition events; Module choice – link to Academic registry; Student’s action plan – summer plan; reading lists/work

UG Personal Tutor Meetings 2022/23

Semester 1			Semester 2		
Level 4	Level 5	Level 6	Level 4	Level 5	Level 6
Induction: Group Online and Individual	Week 1: Group Online	Week 1: Group Online	Week 1: Group Online	Week 2: Individual	Week 3: Individual
Week 1: Individual	Week 2: Individual	Week 2: Individual	Week 6: Individual	Week 7: Individual	Week 8: Individual
Week 4: Individual	Week 5: Individual	Week 6: Individual	Week 10: Group Online	Week 11: Group Online	Week 12: Group Online
Week 10: Group Online	Week 10-11: Group Online	Week 10-11: Group Online			
Week 12: Individual			Individual meetings should normally be in person, but these can be held online where exceptional circumstances require		

DISCOVER

Level 4 – Discover: Personal Tutor

DISCOVER

Semester 1	Semester 2
Induction meeting: Introduction to PebblePad and explain its importance	Individual meeting 1: discuss Graduate Attributes workbook and students to complete ‘graduate attributes reflection’ and Action Plan
Individual meeting 1: discuss career goal and areas for development: and record on Pebble Pad	Individual meeting 2: review responses to ‘graduate attributes reflection’ and Action Plan, updating Action Plan as needed
Individual meeting 2: encourage engagement with Extra Edge Award and record any activity on PebblePad	
Individual meeting 2: show students Careers Vacancy Portal	

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.

Top 10 Tips for Personal Tutoring



Edge Hill
University



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.



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.



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.



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.



Ensure your students can engage with you

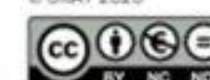
Set - and keep! - virtual office hours. Take responsibility for proactively arranging appointments with tutees, providing them with details of how you will connect and who is responsible for making the video/phone call.



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.

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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.



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.



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.



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.



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.



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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Locating the Guidance

Guidance can always be accessed here via these links:

- Policy:
- Staff Guide:
- Student Guide:
- Training materials:
- <https://doi.org/10.25416/edgehill.12619148>
- <https://doi.org/10.25416/edgehill.12592178>
- <https://doi.org/10.25416/edgehill.12594185>
- <https://doi.org/10.25416/edgehill.12594152>

- Overview of support:
- Student Union:
- doi.org/10.25416/NTR.16652050
- doi.org/10.25416/NTR.19947800

Overview of Support	
Covid-19	For advice on symptom reporting, FAQs, and wellbeing please refer to: Information for Students Report symptoms, a positive test, or close contact
Name of service and contact	Summary and web links
Academic Registry AR-Academic-Records@edgehill.ac.uk	For advice on processing course changes and information on the financial implications of: transferring course/university; repeating a year; withdrawing; changing between full-time and part-time; interrupting (taking time out); assessments, exams and EMC. → edgehill.ac.uk/registry
Academic Appeals ✉ sjstudent-cases-team@edgehill.ac.uk	For advice on Academic Appeals, please contact the Student Casework team. → edgehill.ac.uk/registry/student-cases/
Accommodation and Hall Fees CatalystEnquiries@edgehill.ac.uk or hallfees@edgehill.ac.uk	To secure a place in halls, leave or transfer a room, the Accommodation team provide advice/guidance about living both on and off campus. The Hall Fees team provide support and information on all aspects of deposit/hall fee payments for students living on campus. ghu.ac.uk/accommodationteam
Campus Life & That Thursday Thing campuslife@edgehill.ac.uk	The Campus Life team can help students to settle into life on campus and make the most of your Edge Hill experience. <i>That Thursday Thing</i> is a weekly event for people who want to meet other people, Spm, the hub on the orange couches. Campus Life also enforce the Student Disciplinary Regulations and investigate all incidents on campus. ghu.ac.uk/campuslife
Campus Support Phone 01695 584227 (4227)	An out-of-hours support system for students on campus to ensure they feel safe during their stay in campus accommodation. edgehill.ac.uk/trm/campus-support
Careers Careers@edgehill.ac.uk Students submit queries through webpages edgehill.ac.uk/careers	Careers can offer advice, support and reassurance with course choice, career planning, part-time job-hunting, CV writing, volunteering and maximising work experience. edgehill.ac.uk/careers
Chaplaincy chaplaincy@edgehill.ac.uk	Chaplaincy offers pastoral guidance and support for students of all faiths and none, helping to create a welcoming community on campus. All students and staff can also access the Faith and Reflection Room in the Magnolia building (Forest Court). edgehill.ac.uk/chaplaincy
Counselling Accessed through the Wellbeing team studentwellbeing@edgehill.ac.uk	To access counselling, student must first see the Wellbeing team for an assessment. The service offers group workshops and a 1:1 therapeutic service to help find solutions to issues students are facing e.g. family/relationship issues, course pressures, confidence, anxiety, stress, resilience etc. ghu.ac.uk/wellbeing
Department/Tutor (individual contacts)	A tutor (or someone else in the department) can talk to students about both personal and academic issues, signpost to support, and advise about academic options that may help (e.g. assignment extensions). Some departments also have their own study skills, or pastoral support systems and may be able to consider local arrangements/adjustments to help make things easier or more enjoyable.



Student Guide to Personal Tutoring

1

Staff Guide to Personal Tutoring

1



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Further information and sources of help



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

CLT@edgehill.ac.uk