Personal Tutoring and Academic Support: Plans in the pipeline

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Student experiences

- I assumed that the personal tutor would give both academic and wellbeing support, as well as being able to perhaps help with essay structures and planning for coursework.

- I expected a personal tutor to be like a 'buddy' for the first couple of months of university life, to show students around and settle them into their new environment and university life.

- I think that personal tutors should be chosen more carefully, as although they may have academic credentials to be a personal tutor, students may not find them particularly approachable.

- I have never met my personal tutor.

- **we didn't actually know what our personal tutors were there for.**

Staff experiences

- I contact them all but they don't respond

- I don't really know what I'm meant to do in the tutorials

- I'm obliged to write references for them when they leave and if I don't know them, it's really difficult to do a good job

- I'm worried I'll be expected to sort out a problem that I'm not trained for

Personal tutoring – Your experiences

Personal tutoring – the Policy

- March 2016, Education Committee approved a paper which allows departments to have much more freedom about how they decide to run their tutorials.
  - no mandatory number of tutorials
  - departments have flexibility to develop a student support 'ecosystem' - made up of personal tutoring and other kinds of student support the department offers and/or can signpost - which suits local structures and student numbers.

- The key principles in the paper include:
  - Personal tutoring provision needs to sit within a clear, extremely well explained and well signposted wider infrastructure for student support.
  - As part of the wider support infrastructure provided by a programme, every student on a taught programme, whether undergraduate or postgraduate, should be assigned a member of staff who can and will provide constructive academic and personal development guidance and support.
  - Students need to understand fully the role of their personal tutor – its limitations as well as its features - and should be regularly and explicitly informed about the support they can access from their personal tutor, from their programme/department and beyond.

Personal tutoring - Principles

- Be approachable – it can be helpful to both students and tutors to establish when are good times and how to arrange meetings.

- Listen – the tutor can't be expected to solve all problems, but sometimes students need a listening ear and to make someone aware of issues they are dealing with.

- Understand the issue – tutors need to be able to form a judgement as to the seriousness and extent of issues and may need to inquire carefully to be confident they've understood as well as possible.

- Empower the student – students often need some help in articulating their issues and exploring the options open to them but it is ultimately their own responsibility to decide on a course of action.

- Know when to refer – personal tutors are not, usually, experts in providing specialist support for matters that are not directly related to study. However, they should be able to help a tutee find and access the wide range of services offered by UCL.

Personal tutoring – what's coming?
Short term

- T&L portal relaunched – with new PT resources…. including

- New (slimmer) handbook

- Some models for how to set up personal tutoring

- Ideas for evaluation

- (paper based) guided conversations

- Case studies (please contribute)

- Arena essentials sessions in CALT

Personal tutoring – what's coming? Medium term

- Academic support website – student facing – to bring together information on
  - Student support and wellbeing
  - Careers
  - Academic writing
  - Study skills
  - Library
  - Etc

- Interactive way of using the guided conversations

- Student interactive handbook

- Evaluation of progress so far – by us and by departments through ASER

- Development of Arena 2 to include a session dedicated to Personal Tutoring

Longer term aspirations

- Some kind of recording system

- Training programme for PTs

- "Dashboard" so that PTs have up to date information about each student's progress to inform tutorials

Personal tutoring – MyFeedback

- MyFeedback provides a view to personal tutors so that they can, easily, get a summary view of each tutee's assessment performance

My feedback report for Joe Bloggs - tutor view

My students | **Overview** | **Feedback comments** | **Personal tutor**

Joe Bloggs

Parent department: IS Academic & Applications Sup

Last Moodle login: Thursday, 21 January 2016, 6:32 PM (52 mins 49 secs)

The marks shown here are provisional and may include marks for assessments that do not count towards your final grade. Please refer to the student record system to see a formal record of your grade.

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Module	Assessment (part name)	Type	Due date	Submission date	Full feedback	Grade	Range	Bar graph
Administering you...	☑ Test your knowledge about administering Moodle	Quiz	-	05-Dec-2013 10:27 GMT	review 1 attempt	92.78%	0 - 100%	92.78/100
MatthewSmithPoC	☑ 3. Seagate Quiz	Quiz	-	12-Jan-2015 11:11 GMT	review 1 attempt	-	0 - 100	-
myfeedback repor...	📄 Moodle Assignment with simple direct grading	Assignment	24-Mar-2015 00:00 GMT	24-Mar-2015 11:31 GMT ⚠	view feedback	C+	F - A	-

Guided Conversations

ADVANCING RESEARCH-BASED EDUCATION

GUIDED CONVERSATIONS

Resources for Personal Tutors

1. General Introductory

Why did you choose UCL?
What's distinct about your department?

What do you think you might gain from coming to a Universty hat's well known for its research?

In what ways do you think a research-intensive university will benefit you?

Do you have a particular 'destination' in mind beyond UCL or are you open to a range of possibilities and are hoping that UCL will help you shape those?

Why did you choose your subject? What are you most excited about finding out more about?

Do you have any particular concerns that you'd like to address now?

Programme information
Department Information
Induction