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# Developing Personal Tutoring to Support Staff and Learners; A Strategic Approach to the Development of Personal Tutoring

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# The Challenges

- ❖ In recent years the British Higher Education system has become a mass system, recruiting students from increasingly diverse backgrounds.
- ❖ This has placed greater pressure on Personal Tutoring as a means of supporting a rising number of students

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## THE THINGS PEOPLE SAY .....

**'PERSONAL TUTORING IS A PART OF ANY  
ACADEMICS JOB .....ANYONE SHIRKING  
THIS RESPONSIBILITY IS NOT DOING THEIR  
JOB PROPERLY'**

**STAFF MEMBER 2008**

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## THE THINGS PEOPLE SAY .....

**'THE REASON I AM HERE, THE REASON I  
GRADUATED IS BECAUSE OF MY PERSONAL  
TUTOR. THEY ENCOURAGED ME UNTIL THE  
END'**

**SOCIAL WORK STUDENT 2008**

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## THE THINGS PEOPLE SAY .....

**'SOME STAFF SHOULDN'T BE A  
PERSONAL TUTOR, IT IS AN **'ART'**, A  
**'GIFT'**, THAT IF IT IS DONE WRONG,  
IT CAN HAVE A DEVASTATING  
EFFECT'**

**STAFF MEMBER 2009**

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## THE THINGS PEOPLE SAY .....

**'PERSONAL TUTOR, WHAT PERSONAL  
TUTOR.....!'**

**STUDENT 2008**

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**Pastoral Model**  
- Reactive  
- Difficult to monitor

# Models of Personal Tutoring

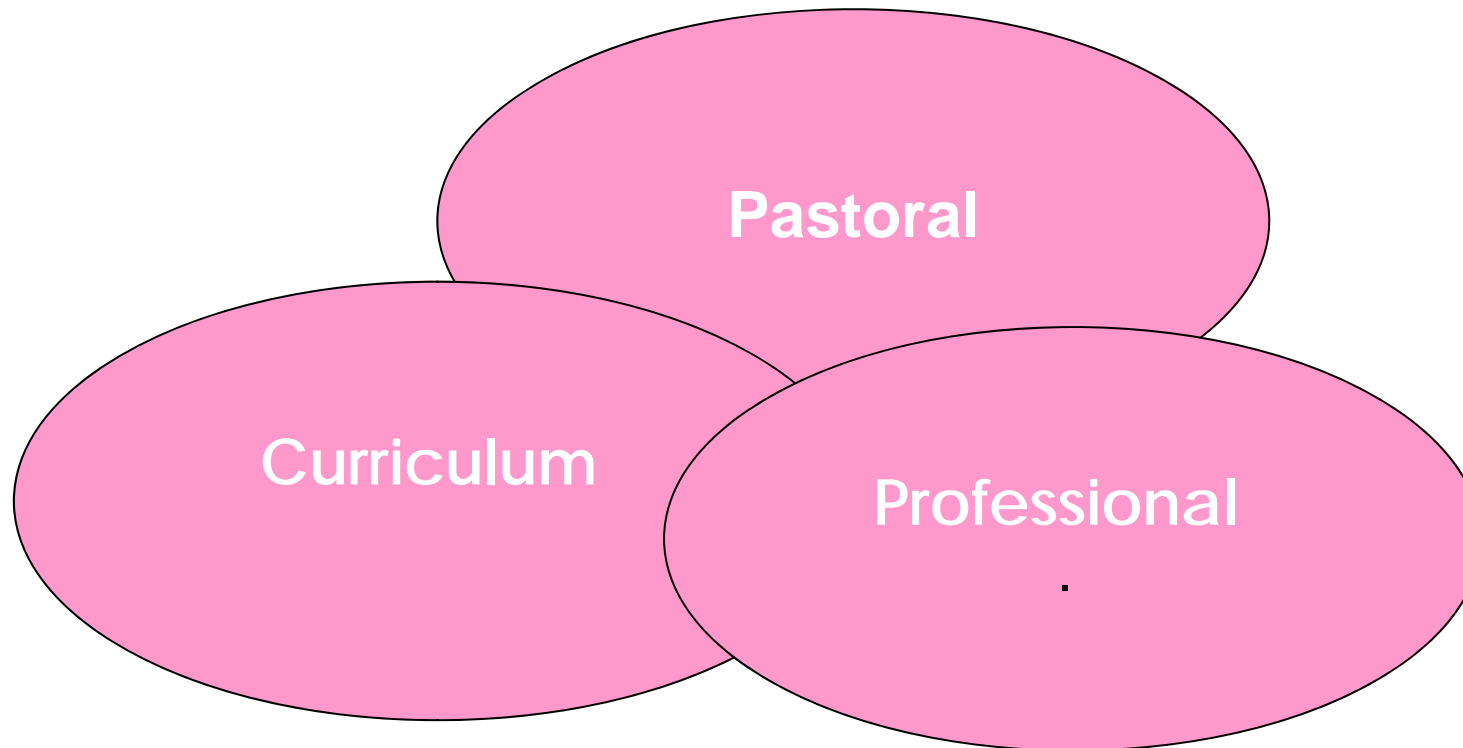
**Curriculum Model**  
- Integrated within  
Programme  
- Developmental

**Professional Model**  
- Refer  
- Student Services  
- Counselling

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# Toward an Integrated Whole



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# Framework for Personal Tutoring, including PDP

	each student will	each personal tutor will -	each faculty will -	The university will -
<b>Guiding Principles, Expectations and Roles</b>				
<b>Advice, Guidance and Feedback</b>	<ul style="list-style-type: none"> <li>~ expect reliable and consistent advice and guidance from the tutor</li> <li>~ take responsibility for bringing to tutor meetings feedback they have received on assignments</li> </ul>	<ul style="list-style-type: none"> <li>~ provide reliable and consistent advice and guidance</li> <li>~ discuss general academic progress half way through and towards the end of each academic session (but not give subject specific feedback on individual assignments)</li> </ul>	<ul style="list-style-type: none"> <li>~ provide a faculty-wide scheme, with refinements to reflect the requirements and needs of particular student groups including those on joint honours who are the primary responsibility of the faculty</li> <li>~ promote and support the role that the Faculty facility (such as the Student Advice Centre – SAC - or Faculty Office) plays as an intermediary between staff and students and in providing additional support and guidance through a 'front of house' facility</li> </ul>	<ul style="list-style-type: none"> <li>~ endorse the essential characteristics of personal tutoring</li> <li>~ recognise that within the University's framework each faculty may wish to customise its own approach to ensure that local operation of the personal tutor system is sensitive to the culture of the faculty (fitness for purpose)</li> </ul>
<b>Attendance and Recording Mechanisms</b>	<ul style="list-style-type: none"> <li>~ undertake a self-assessment of their key skills at the beginning of their undergraduate study</li> <li>~ attend one-to-one and group tutorials with their personal tutor as agreed</li> </ul>	<ul style="list-style-type: none"> <li>~ meet with the first year students as a group within the first three weeks of year one and report 'no-shows' to the Faculty (to the SAC or Faculty office, for example)</li> <li>~ be proactive in arranging to meet with students and report 'no-shows' to the Faculty (to the SAC or Faculty office)</li> </ul>	<ul style="list-style-type: none"> <li>~ provide opportunities within induction programmes for students to complete a self-assessment of their key skills</li> <li>~ have systems within the Faculty (through the SAC or Faculty Office for example) to support the</li> </ul>	<ul style="list-style-type: none"> <li>~ provide guidance to faculties on minimum expected attendance and recording requirements</li> </ul>



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Student Handbook and  
Academic Year Planner

2009/2010 Year One



CRA  
CENTRE FOR  
RECORDING  
ACHIEVEMENT



QAA



QAA  
Scotland

Personal development planning:  
guidance for institutional policy and practice  
in higher education

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- Chaplaincy
- Community Development
- Counselling and Personal Support
- Disability Advice and Support

## Student Services - Counselling and Personal Support

### Counselling and Personal Support

Follow the links for more information - or contact us now!

#### We aim to help you to

- fulfil your potential
- solve your problems
- help you deal with what you can't change.

#### We can

- see you on a 1 to 1 basis
- point you to online help
- include you in one of our groups
- get you the right self-help resources



act  
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Phone: (0116) 257 7602, Email: [counselling@dmu.ac.uk](mailto:counselling@dmu.ac.uk)

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#### we can help

[coaching](#) develop your full potential

[Counselling](#) help with a wide range of issues

[Drop-in email 121@dmu.ac.uk](mailto:121@dmu.ac.uk)

[Nightline](#) listening service run by students

[Confidentiality](#).

#### Self help resources

[Calmyou](#): online self help

[Natural relaxation course](#)

[Beating the Blues](#): easy to use program

Information about [common problems](#)

Index of [Mind leaflets](#)

More about [self-help resources](#)

[Useful web links](#)

#### Mental health

#### Information for staff

## Structure of Personal Tutoring

- ❖ Personal Tutoring embedded into curriculum and linked with theory [**and IN PROFESSIONAL PRACTICE**]
- ❖ Responsibilities of tutors and students clearly delineated
- ❖ Induction to student support services / tutorial system;
- ❖ Allocated to Personal Tutor / group
- ❖ Strategically timetabled tutorials
- ❖ Tutorial agenda: influence of Portfolio, Self Assessment; Personal Development Planning

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