The Centre for Learning and Teaching

Personal Tutoring

Edge Hill University

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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.

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

Guidance and Support

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 will be given the name and contact details of their personal tutor during the initial induction period or within two weeks of enrolment for continuing students

- A *minimum* of 4 meetings in year 1 with a further two meetings each, in years 2 and 3. The first meeting should be within the first 2 weeks of starting University.

- 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

COVID19

To support the process of Personal Tutoring during the pandemic we reiterate the baseline requirements of the University and offer the following supplementary advice and guidance:

- Students must be provided with their Personal Tutors contact details by the end of 'first week' at the latest.
- Tutors must make contact with and arrange to 'meet' their tutees within the first two weeks of semester one. This can be face-to-face, present in person on campus or undertaken synchronously online.
- Tutors must make clear to their tutees how they will communicate with them. Tutors must ensure compliance with accessibility legislation.
- 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.
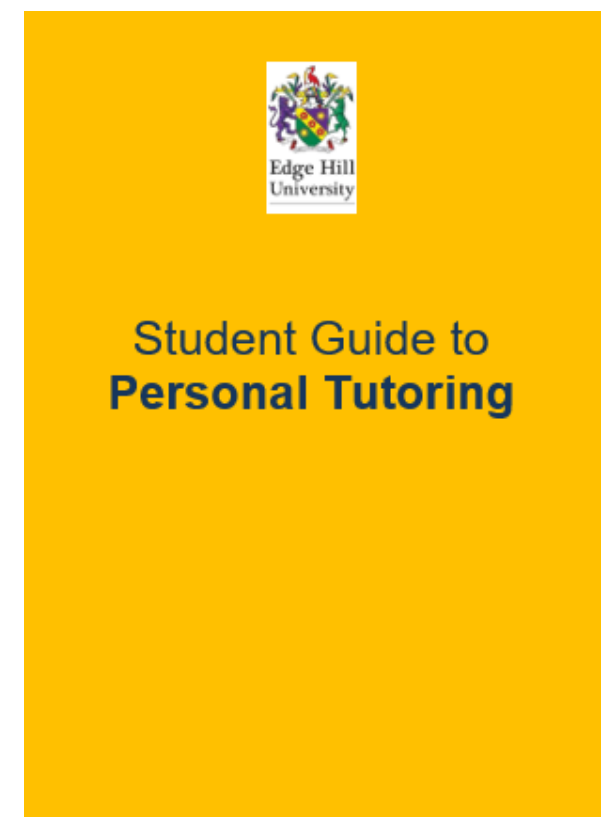
Ideas to enhance support:

- Use peer mentors and the peer mentoring system as a mechanism to further 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 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.

While group tutorials (one per week each week during semester one) are advocated to support group 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.

Guidance and Support

Locating the Guidance

Staff Guide to
Personal Tutoring
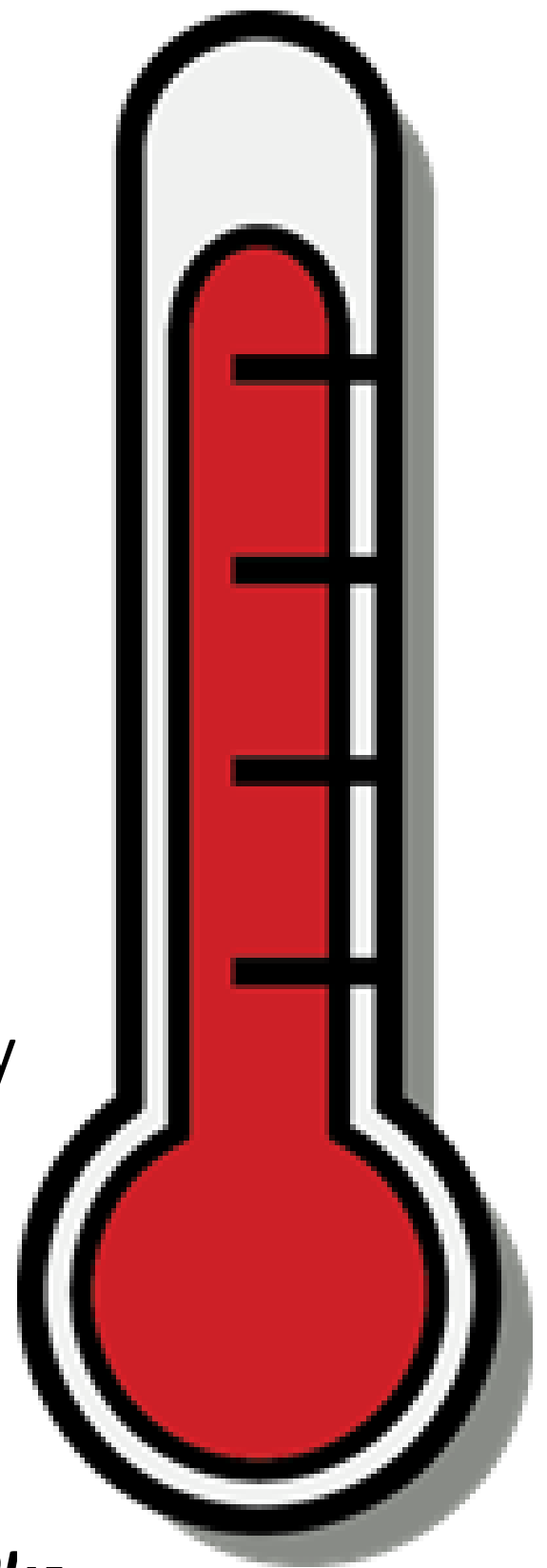
Student Guide to
Personal Tutoring

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

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
- 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/ or Live Chat

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

The Transitions team

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

- **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 thinking of leaving, or struggling with their studies.

- **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

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

Case Management Scenario: Year 1 student – Thinking Of Leaving

The Transitions team

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 – Thinking Of Leaving

The Transitions team

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 June 2020 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

Fika
- Mental fitness app with COVID-19 specific programmes
- Designed to help combat the challenges of remote study and the mental health impact of the pandemic.
- Similar to a FitBit for mental health and wellbeing
- Targeted at all students- access to COVID-19 section free for EHU.

Big White Wall
- 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

MY EHU – The Student Homepage

MyEHU – Student homepage can be accessed via www.edgehill.ac.uk/students/

Replace everything that isn't academically related to your module or programme from your handbooks using the My EHU **student homepage link**

The link is located at the bottom of the menu on both module and programme areas in Blackboard
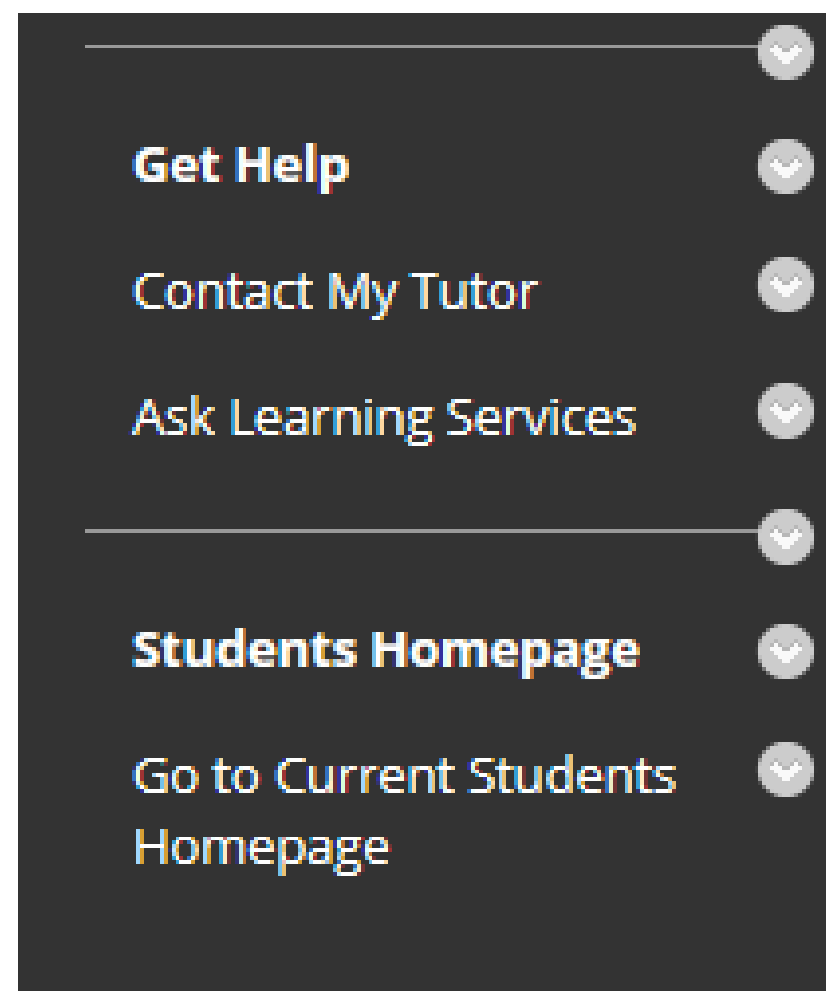
Supporting Staff to Support Students (SSSS)

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 and Responding to Sexual Assault Disclosures. 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 can be accessed here

The SSSS project is now beginning to look at how we can support our LGBTQ+ students and we would like to hear from you. We have designed a survey to get your input into what you think would be helpful in our toolkits and training. You can complete the survey here if you wish to provide your views.

Supporting Staff to Support Students (SSSS) Toolkits

What is the toolkit for?

The aim of this toolkit is to help staff to support students at Edge Hill University. This toolkit aims to provide a single resource which can be used by all university staff to increase knowledge, understanding and confidence, in order to help students maximise their academic potential.
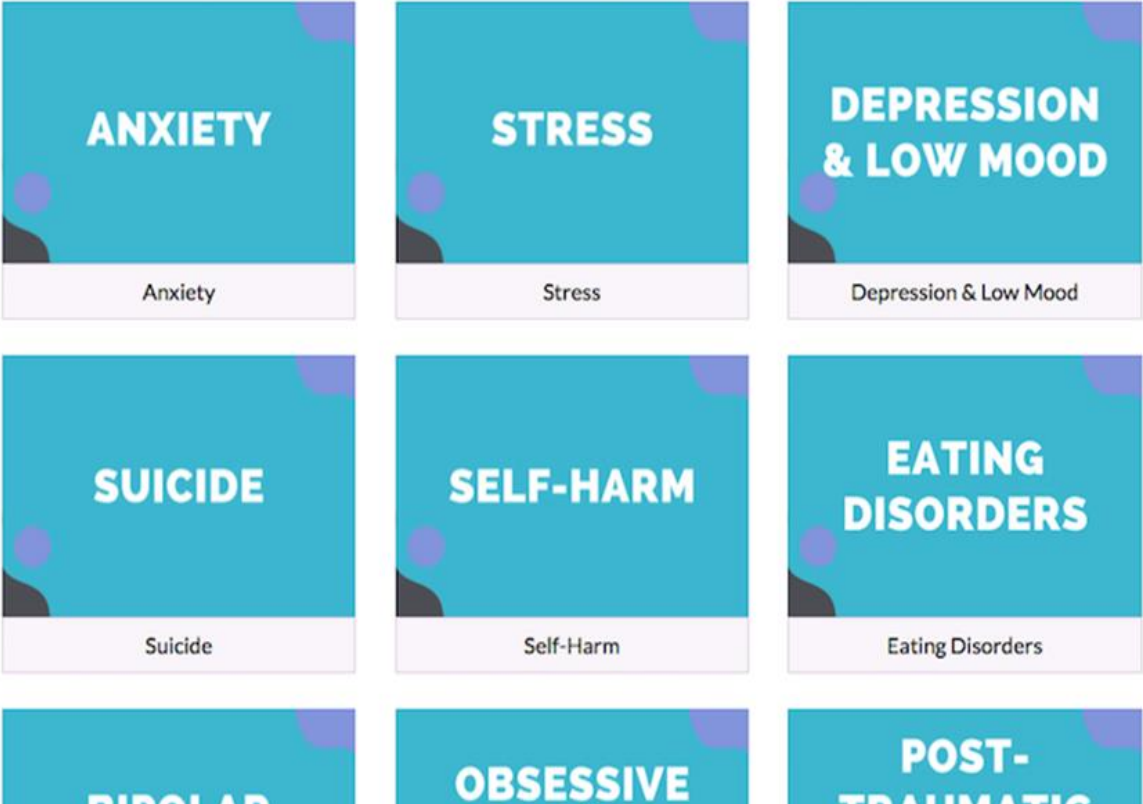
MENTAL HEALTH — Mental Health

SEXUAL ASSAULT DISCLOSURES — Sexual Assault Disclosures

DISABILITY & INCLUSION (coming soon) — Disability & Inclusion

OTHER CRIMES (coming soon) — Other Crimes

BULLYING & HARASSMENT (coming soon) — Bullying & Harassment

PREVENT (coming soon) — Prevent

MONEY ADVICE & SUPPORT (coming soon)

DISCIPLINARY REGULATIONS (coming soon)

WIDENING PARTICIPATION GROUPS (coming soon)

WHAT IS MENTAL HEALTH

Not sure which toolkit to use – scroll down to the bottom to see some wellbeing signs to look out for to help direct you to the right toolkit.

Mental Health

ANXIETY — Anxiety

STRESS — Stress

DEPRESSION & LOW MOOD — Depression & Low Mood

SUICIDE — Suicide

SELF-HARM — Self-Harm

EATING DISORDERS — Eating Disorders

BIPOLAR

OBSESSIVE

POST-TRAUMATIC

Anxiety

Back to Mental Health main menu »

Overview | Symptoms | An Interview With... | What You Should Do | What Not to Do | How to Refer | Resources | Feedback

Anxiety can sometimes be considered as a healthy emotional response to threat and it helps us to deal adequately with a range of situations. However, when people suffer from Generalised Anxiety Disorder (GAD), they have regular or uncontrolled worries about many different things in everyday life. This feeling of anxiety is often triggered by hypothetical thoughts and worries about the future.

A student may have GAD if:

- Their worrying is significantly affecting their daily life, including study, work and social life.
- Their worries are extremely stressful and upsetting to them.
- They worry about lots of things and have a tendency to think the worst.
- Their worrying is uncontrollable.
- They have felt worried nearly every day for at least 6 months.
- They struggle to relax.

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www.ehu.ac.uk/SSSSToolkits

Click here to enroll on

Mental Health Awareness Training Online Module

Top 10 Tips for Personal Tutoring at a Distance

UKAT (UK Advising and Tutoring Association): https://www.ukat.uk/media/1465/top-10-tips-for-personal-tutoring-at-a-distance.pdf

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 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

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