GUIDE FOR PERSONAL TUTORS

July 2011
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WHY HAS THE UNIVERSITY FORMALISED PERSONAL TUTORING?

Supporting student attainment is a high priority for the University. There are various indicators of student attainment but on two in particular the University compares poorly with its Russell Group peers: (i) it has a high drop-out rate, and (ii) it has a low rate of graduate level employment. As part of its Student Employability and Skills Policy, the University introduced a more structured and organised approach to personal tutoring. The aim is to promote engagement between staff and students in conversations that encourage higher levels of academic achievement. These discussions should also include consideration of wider developmental opportunities and support retention as one means of addressing indicators (i) and (ii) above.

Each School is required to put in place a structured scheme for the coordination of personal tutoring, which will ensure that specific activities are provided for, that Personal Tutors are themselves properly supported, and that the scheme operates as intended. The responsibilities of a Personal Tutor are set out in Appendix 1 but primarily they are:

- to promote reflection upon and support for students' general academic development while they are on their course;
- to promote other services, activities and experiences related to the career and personal development of their students. These activities include Degree Plus.

This Guide has been written for academics who are also acting as Personal Tutors. It provides a description of the University scheme and examples of School-based customisations that have successfully engaged students. The key attributes of Personal Tutors are that they listen, are non-judgemental, do not make students' choices or decisions for them and that they are effective in referring students to other sources of support within the University.

Note that the arrangements cover students in Levels 1 and 2 only as students in their final year already receive significant one-to-one support from the supervisors of their dissertations/final year projects.
THE KEY ELEMENTS OF THE SCHEME

In developing their personal tutoring schemes, Schools are encouraged to have regard for local issues such as the need to reflect the requirements of a professional body and existing good practice. However, there are a number of key elements that all School-based personal tutoring schemes should provide for:

1. A clear link to the School’s retention strategy, Personal Development Planning (PDP) supports and Careers Education, Information, Advice Guidance (CEIAG) programmes. The scheme should also encourage students to consider the opportunities to gain accreditation for extracurricular employability enhancement activities through Degree Plus.

2. All undergraduate students will normally be allocated a Personal Tutor, according to programme, at or before enrolment. Where practicable, students will normally retain the same Personal Tutor while enrolled on that programme.

3. Personal Tutors should make arrangements, through the School Office, to see their students, in the context of the School-based system, on at least six occasions during each academic year. Two of these meetings should be with the student individually but the others can take place in a variety of group contexts. The timing of these events is specified below.

   | Induction               | Students meet Personal Tutor and each other (icebreaker) |
   | By Week 3              | Personal Tutor meets each student individually          |
   | By Week 10             | Group meeting with Personal Tutor                       |
   | Following Semester 1 Examinations | Personal Tutor meets each student individually (review and feedback on examination performance). |
   | Two Further Meetings  | Examples: PDP Workshop in Semester 1 (Level 1)           |
   |                        | Group meeting in Semester 2                             |

   Tutors should also maintain ongoing contact with students via other communications, such as e-mail, and monitor attendance with support from the School Office.

4. There should be a formally structured and coordinated schedule of events for Levels 1 and 2. This structure should include reasons for the student to value the scheme (see examples on page 5). It is also particularly important that Personal Tutors should attend/participate in relevant induction programmes for students.

5. There should be a clear procedure for Personal Tutors to refer students to the Adviser of Studies\(^1\) (or equivalent) and to relevant central sources of support.

6. The Adviser of Studies, or a similarly trained and experienced academic, will have a key role in providing advice to staff to ensure consistency of referral by Personal Tutors in relation to module information and guidance.
7. The Personal Tutoring system will normally be coordinated at School level by a Senior Tutor.

8. The School Office should support the administration of the system, for example, by centrally timetabling meetings with Personal Tutors and by centrally monitoring attendance.

1 The term “Adviser of Studies” is used here to describe the experienced academic who guides students in technical matters relating to academic progress such as module selection, choice of programme and University progress regulations (see current Code of Practice in Appendix 2, points 5, 6 and 8).

2 This may be an Adviser of Studies or other individual selected by the School. The responsibilities of the Senior Tutor are set out in Appendix 3.
GOOD PRACTICE DURING INDUCTION TO PERSONAL TUTORING SCHEMES

During the initial induction programme in Week 0, the Senior Tutor, or other relevant speaker, meets with all first year students to advise them:

1. that they will receive a significant amount of information during induction. They should keep this in a single folder and refer to it from time to time throughout their course;

2. that induction extends beyond the initial programme and students will be introduced to a range of activities, supports and opportunities throughout their course. These build upon general information provided in the first week or fortnight;

3. where they can find information on the schedule of meetings/events, agendas and recording tool(s), for example an e-folio or other aide-mémoire;

4. that personal tutoring provides a means of encouraging students to reflect upon, plan and drive their own progress towards (i) a “good” Degree classification, and (ii) experiences that will ultimately enhance employability (formal introduction to Degree Plus concept);

5. of the significance of Levels 1 and 2 in achieving 4 above;

6. of the allocation of Personal Tutors, the groups and arrangements for the first meeting with them (this takes place immediately after this introductory talk and is also an opportunity for all students to be introduced to some peers at the start of their programme).
MODELS OF SUCCESSFUL APPROACHES TO IMPLEMENTING THE STRUCTURED PERSONAL TUTORING SCHEME

This section shows examples of annualised schedules for personal tutoring from three Schools/curriculum areas. The Senior Tutor has, in each case, based the scheme on the “Key Elements” outlined on Page 2 of this guide and has introduced some customisations, in consultation with the local teaching team. These schemes have been refined over 2-3 years to ensure that:

1. a clear reason(s) for students to value the scheme is included in its design. This helps to promote attendance and meaningful engagement.

2. PDP and CEIAG have been included in the structure at both Levels 1 and 2.

3. the School draws on central workshops to assist in delivering a variety of events.

4. Personal Tutors are provided with guidance (and reminders) on when to arrange meetings and which topics to cover. This helps to make them aware of how their discussions with students relate to the other activities within the scheme.

Personal Tutors, in turn, highlight upcoming events to their students and e-mail reminders to encourage attendance. In each example, the Senior Tutor has also made use of assistance from the School Office (e.g. to publish the full six event programme, for Levels 1 and 2, in the Student Handbook/PDP e-folio, to send out general reminders to students and to maintain online record systems).

Appendix 4 provides further, generalised examples of agendas for those Personal Tutors that would like more detailed suggestions on what could be discussed with their students during meetings/events.

SCHOOL SCHEMES THAT PROVIDE REASONS FOR STUDENTS TO VALUE PERSONAL TUTORING

- **Enhanced Feedback schemes:** e.g. by providing a more detailed breakdown of coursework and examination marks in Psychology

- **Schemes that include specific Employability Enhancements:** e.g. through work placement or a Year Abroad in Mechanical and Aerospace Engineering and Languages

- **Schemes that help the student to meet the requirements of their chosen Professional Body:** e.g. Pharmacy and Nursing & Midwifery

- **Schemes that support the development of relevant academic and/or professional skills:** e.g. through the development of an assessed Independent Learning Plan in Environmental Planning
EXAMPLE 1: STRUCTURED PERSONAL TUTORING WITHIN PSYCHOLOGY

Events in the Psychology scheme are strongly linked to academic and career development. One important feature of this scheme is the opportunity for students to gain more detailed information about the breakdown of coursework and examination marks. This is aided by a software system (Appendix 5) that has been locally developed and allows Personal Tutors to access the details of the marks awarded to their students within different sections of assessments (this information will have already been presented at Exam Board meetings). Students can also view this information when they attend one-to-one meetings with their Personal Tutor. At these meetings, the Personal Tutor uses the information as a basis for discussion and reflection on each student’s performance and their plans for further development. The scheme also includes strong links to career development workshops.

Event 1 (Induction)

Level 1  Introduction to group and icebreaker
The Tutor facilitates introductions within the whole group and allowing time for individuals to ask questions.

Level 2  Individual meeting
Personal Tutors meet with students to reflect on performance and outcomes from Level 1 and to encourage students to update their Time Management plan.

Event 2 (by week 3)

Level 1  School-based workshop (Delivered by Educational and Skills Development)
Introduction to PDP and relevant online supports. Personal Tutors join the event and their students attend in large numbers. Time Management and Learning Preference exercises are completed. An initial CV is also drafted. All items are e-mailed to the Tutor. The event provides an opportunity to pick up early transitional issues (including any student requests for a follow-up one-to-one meeting).

Level 2  Group meeting
There are two meetings at Event 6 in place of this group meeting.

Event 3 (weeks 3 – 8)

Level 1  Careers in Psychology Workshop
Designed and delivered by Careers, Employability and Skills (CES) in partnership with the Personal Tutoring team. Invited speakers come from a range of career paths including Clinical / Educational / Occupational / Forensic Psychology etc.

Level 2  School-based workshop
Self-audit of Me PLC (delivered with support from CES).
Event 4 (by week 10)

Level 1  
*Group meeting*
Preparation for Semester 1 examinations: Delivered in partnership with the Learning Development Service (LDS).

Level 2  
*Group discussion*
Week 8: Whole group meeting with the Personal Tutor to agree key points and actions arising from support workshops delivered to date. Other relevant matters are also discussed.

Event 5 (February, following Semester 1 exams)

Level 1  
*Individual meeting*
The Tutor conducts a review of each student's examination performance and makes a general check on issues relating to Semester 2. In Psychology this is the most important meeting within the scheme, building on the relationship established during previous meetings and allowing the student to see a more detailed breakdown of coursework and examination marks from Semester 1.

Level 2  
*Individual review*
The same exercise described for Level 1, above, also takes place in Level 2.

Event 6 (April/May)

Level 1  
*Group meeting*
End of year meeting with Personal Tutor (reflections on Level 1 and actions for Level 2)

Level 2 (two events)
- Presentation Skills Workshop (LDS). This is compulsory and is linked to a significant Research Project which students undertake in Semester 2 of Year 2. Personal Tutors are also involved.
- End of year meeting with Personal Tutor (reflections on Level 2 and actions for Level 3).

**ADVANTAGES OF THIS SCHEME**
- There are particularly high levels of student engagement in this scheme.
- Student responses to surveys show that they value the scheme highly.
- Both staff and students are clear about their roles within the scheme.
- This scheme also allows staff to provide students with additional feedback in a form that the student appreciates.

**OPERATIONAL CHALLENGES WITHIN THIS SCHEME**
- Strong leadership is required to establish the scheme
- Software was locally designed and developed to support the sharing of information, from the Examination Board spreadsheets etc, with Personal Tutors in a confidential manner (screenshots from the Access database are shown in Appendix 5)
EXAMPLE 2: STRUCTURED PERSONAL TUTORING WITHIN LANGUAGES, LITERATURES AND PERFORMING ARTS (E.G SPANISH AND PORTUGUESE STUDIES)

In the following example, several local customisations have been made to the scheme. These include an increase in the number of individual meetings with the Personal Tutor and an extension of the number of events beyond the minimum expectation of six (extended to at least eight events at Level 1 and seven at Level 2). This has been done to include integrated business training courses, a series of skill development workshops and preparations for a year abroad within the local scheme. Students may also contact their Personal Tutor at times outside this schedule, if they wish.

Event 1 (Induction)

Level 1 Welcome Week: Introduction to group and icebreaker
The Head of School meets the whole student group and introduces the Personal Tutoring and Adviser of Studies systems. The introduction also includes an explanation of the link between Personal Tutoring and the School’s Skills Training Programme. Students are provided with a leaflet explaining the two roles, the differences between them and a photograph along with contact details for staff assigned to each student. The expectations for, and benefits of, student engagement with personal tutors are also clarified and students are then sent to meet their Personal Tutor (and other students in their tutor group). The focus of this initial group meeting is the transition from school to university.

Level 2 Individual meeting
Personal Tutors meet each student to review their overall performance at Level 1 and to discuss their academic and other developmental goals for Level 2. This may include a discussion of employability and experiential goals such as Degree Plus or Year Abroad.

Event 2 (weeks 3-5)

Level 1 Group event
Skills workshop: A series of three skills workshops have been designed, and are supported, by the Personal Tutor team. These aim to proactively address transitional academic issues. This first workshop is Writing Skills A (note-taking, avoiding plagiarism and referencing).

Level 2 Group event: Year Abroad Presentation
Students make their presentation to the Personal Tutor team. A discussion of expectations, requirements, the application process and the presentations follow.
Event 3 (weeks 6 – 8)

Level 1  
*Individual meeting*
To assess how each student is settling in, identify any concerns and support them in addressing these. Students are also encouraged to consider opportunities offered through Degree Plus, Clubs & Societies etc.

Level 2  
*Skills Workshop*
Writing Skills B (critical analysis and further academic writing).

Event 4 (by week 9-11)

Level 1  
*Group Event(s)*
- Exam preparation workshop: Facilitated by Learning Development Service (for all students)
- Further skills development workshop (optional)

Level 2  
*Follow up meetings and interviews*
Meetings and interviews relating to Year Abroad applications, British Council Teaching Assistantships and university placements.

Event 5 (February)

Level 1  
*Individual meeting*
The Tutor conducts a review of each student’s examination performance and makes a general check on issues/goals relating to Semester 2.

Level 2  
*Individual review*
Individual review of examination performance and other issues relating to Semester 2.

Event 6 (Week 4, Semester 2)

For Students to be employed by the British Council (French and Spanish students)

Levels 1 & 2  
*Group Skills event*
Languages and Employability: Meeting with employers, focusing on opportunities, qualifications needed etc.

Event 7 (Week 8, Semester 2)

Level 1  
*Group Skills Workshop*
Presentation Skills in Modern Languages: Facilitated by the Language Centre.

Level 2  
*Skills Workshop Week*
- TEFL Training Week
- Group/individual review of Year 2 and aspirations for Year 3
- Gaeltacht Preparations (Irish & Celtic Studies).

Event 8 (Week 10-12, Semester 2)

Level 1  
*Individual meeting with the Personal Tutor*
The student discusses their module choices for Level 2, their general progress, exam preparations (and study plans) and their summer employability goals.
ADVANTAGES OF THIS SCHEME

- Surveys of students in this School show strong levels of engagement with the scheme and that students value it highly, particularly at Level 1.
- It draws on support opportunities that were already established in the School.
- It enables the School and Support Services to work together to support the students’ academic and experiential development. Relevant workshops are timetabled to coincide with topics under discussion between the students and their Personal Tutor.
- A career preparation programme is also in place for Level 3 students to help with the re-integration into University after the Year Abroad.

OPERATIONAL CHALLENGES WITHIN THIS SCHEME

- Strong leadership by the Senior Tutor supported by the Director of Education is essential for the success of the scheme.
- In order for the School to accommodate Joint Honours students, it has provided academic and career related supports for all students, regardless of their major subject. This process demands a high degree of flexibility, record keeping, and (above all) communication within the School and across other Schools in the University.
- Staff find that it is considerably time-consuming to try to arrange meetings with a minority of students who are unwilling to engage with the scheme (these are often the same individuals with whom the School reports concerns regarding their performance/retention).
EXAMPLE 3: STRUCTURED PERSONAL TUTORING WITHIN ENVIRONMENTAL PLANNING

Event 1 (Induction)

Level 1  
*Introduction to group and icebreaker*

Level One Coordinator briefs all new students on the purpose, value and structure (Appendix 6) of the Environmental Planning PDP/Personal Tutoring system. The specific links between the scheme and the production of an assessed Independent Learning Plan (ILP) within a Semester 1 module is explained. Following this students are sent on to their Personal Tutors for introductions and an initial meeting of the group.

Level 2  
*Group event*

Level Two Coordinator provides an introductory briefing to confirm arrangements for year ahead (similar format to that shown for Level 1 above).

Event 2 (by week 3)

Level 1  
*School-based workshop*

PDP Event embedded with Planning Research module. This introduces students to PDP and the ILP and is delivered by CED and the Module Coordinator in an IT Suite. Students complete an online Learning Preferences self-assessment (SALPI) and Time Management plans. These are e-mailed to Personal Tutors (Appendix 7) and saved for inclusion in an assessed ILP.

Level 2  
*Introduction to Career Planning and Degree Plus workshop (precise timing of this event may vary according to staff and student availability)*

Group event organised by Career Liaison Academic (CLA) in partnership with Careers, Employability and Skills.

Event 3 (weeks 3 – 8)

Level 1  
*Individual meetings*

Meeting with the Personal Tutor is organised as follow-up to Event 2 above. The time management plan and SALPI profile are discussed.

Level 2  
*Individual meetings*

Personal tutors initiate a discussion on the “Leap to Level 2” which includes:
- Need for increased independence.
- Possible diverging interests at level two (i.e. often students begin to identify with design/practical planning or more theoretical skills at this stage).
- Discussion of Transferable Skills developed in the undergraduate course.

Level 3  
*Group event*

Organised by the Career Liaison Academic (CLA) with support from Personal Tutors and delivered in partnership with Careers, Employability and Skills. Topics covered include updating CV to incorporate skills development, preparing for interviews for employment/further study.
Event 4 (by week 10)

Level 1  
*Group meeting*
Recognising and using different forms of feedback to inform an Independent Learning Plan. This event is also embedded in a module and delivered by CED in partnership with Personal Tutoring team.

Level 2  
*Group meeting.*
Replaced by a further CV related event in Semester 2 (See Event 6).

Level 3  
*Individual meeting*
Students are asked to present their draft CV for discussion with Personal Tutor (see previous Level 3 event). A discussion on the extent to which course skills acquisition has been reflected in the CV is initiated. Tutors may also wish to comment on employment/other experience appearing in CV (students will also have access to specialised careers advisors). Personal Tutors advise students on the need to see a CV before preparing a reference.

Event 5 (February)

Level 1  
*Individual meeting*
The Tutor conducts a review of each student’s examination performance and makes a general check on how the student is updating their ILP. The ILP has already been submitted for assessment in January and a copy is provided for the Personal Tutor in advance of this meeting (Appendix 8).

Level 2  
*Individual meeting*
The same exercise as described above for Level 1 takes place at this point in Level 2 also.

Event 6 (April/May – linked event across all 3 years)

Level 1  
*Group meeting*
Peer Support/Mentoring event (organised by Personal Tutors and incorporating tutees from all years). This provides peer support and tips for progressing to the next level (what to do/look out for/not to do). The Personal Tutors introduce students to each other and to the purpose of the event (within sub-groups to facilitate discussion). Tutors then leave to allow an open conversation between the students.

Level 2  
*Two Group Events*
1. The link between PDP, Degree Plus and evidencing skills and attributes in a CV/Job Application. Organised by CLA and delivered with CES and CED.
2. Participation in peer support event as described at Level 1 above. (Level 2 students receive feedback and support from Level 3 peers). Level 2 and 3 students may incorporate associated mentoring skills into their CV.

Level 3  
*Group Event*
Participation as outlined at Level 2 and 3 above
ADVANTAGES OF THIS SCHEME

- Staff and students are clear on their role and input to the scheme.
- The Senior Tutor encourages engagement with the scheme throughout the year by sending out advice and reminder e-mails to staff and students in advance of each event (similar to the Personal Tutor Network e-mail scheme in Queen’s University School of Management).
- Personal Tutors receive relevant information from exercises that students have completed in advance of their meetings.
- Student Surveys show that most students consistently engage with the scheme across Level 1 and 2.
- The inclusion of an assessed learning plan ensures that all students do record their reflections on the feedback they receive and share these with their Personal Tutor. It also requires them to set some personal goals.
- The Senior Tutor and Career Liaison Academic work together to avoid duplication and increase attendance at some CEIAG events in Level 2 and 3.

OPERATIONAL CHALLENGES WITHIN THIS SCHEME

- The scheme requires strong leadership from the Senior Tutor with the Support of the Director of Education (and the Year 1 and 2 Coordinators).
- Staff do need to be allowed time to become familiar with the role and to make refinements to their input (at least 2 academic years).
- The scheme depends on considerable support from Support Services such as CED and Careers, Employability and Skills.
RECORD KEEPING FOR PERSONAL TUTORS AND THEIR STUDENTS
SUMMARY OF RECORDS TYPICALLY MAINTAINED

The following lists provide examples of the types of records which Personal Tutors and Advisers of Studies would typically maintain. It does not claim to be exhaustive or to cover all situations and circumstances.

TYPICAL RECORDS OF A PERSONAL TUTOR

- File containing relevant information relating to the Personal Tutor group.
- Access to any relevant local online recording system used by the School or curriculum area.
- Summary records of attendance for all students, including notes on any individual referrals that were made.
- Relevant e-mails.

TYPICAL RECORDS OF AN ADVISER OF STUDIES

- Student Transcripts for each year.
- Medical Certificates.
- Letters about attendance.
- School Student Progress Committee (SSPC) minutes/relevant reports.
- Progress records.
- Other information relating to students which may affect their progress.

TYPICAL RECORDING OPTIONS FOR STUDENT

- A portfolio, in the form of a booklet produced by the School or the PDP e-portfolio in Queen's Online (Example 1).
- Outlook planning/project management tools (Example 2).
- A customisable browser or other personalised online tool (Example 3).
- Students’ Union diary and professional body CPD related booklets or efolios (Example 4).
EXAMPLES OF ONLINE TOOLS AND OTHER SUPPORTS

EXAMPLE 1: PDP E-FOLIO PROVIDED FOR ALL STUDENTS IN QUEEN'S ONLINE

![Achievements and CV Builder](image)

**Your Tools**
- Download and Edit CV Database in Word Format
- Advice on CV and Application Forms
- Action Plan Template: Download, edit and save into PDP Folder
- Learning Log Template: Download, edit and save into PDP Folder

**Add a new Skill**

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**Add a new Achievement**

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**Set a Goal**

**Your Currently Active Goals**

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**Your Completed Goal Records**

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EXAMPLE 2: OUTLOOK PLANNING & PROJECT MANAGEMENT TOOLS

This example shows some ways in which the “tasks” and categorisation options in Outlook can be used to support Personal Development Planning (Screenshot 1). The list can easily be sorted by date, category subject etc. and is linked to calendar and auto-reminders.

The plan can also be converted to into a Project time line, to help identify peaks and troughs of activity or stress points (Screenshot 2).

Screenshot 1

Screenshot 2
EXAMPLE 3: PERSONALLY CUSTOMISABLE WEB-BROWSERS

In this example, some “gadgets” have been selected to create a personalised browser homepage. Among the options (chosen from an extensive menu) are a calendar, an online to-do list and a countdown tool. The to-do list also includes e-mail and print options and calendars can be synchronised with Outlook, if desired. These types of tools can help the user to plan, prioritise and monitor some short and medium-term goals.
EXAMPLE 4: OTHER TOOLS: STUDENTS’ UNION DIARY, PROFESSIONAL BODY PORTFOLIOS AND PDP WEB PAGE

Students’ Union Diary

The Students’ Union diary is being produced in partnership with staff from Educational and Skills Development for the first time in 2011. This diary is made freely available to all students (normally distributed at enrolment). It includes tips on how they can make the most of their time at the University as well as information about the support provided by the SU Advice Centre, Personal Tutors and some of the services in the Student Guidance Centre.

The main diary section has been customised with reminders of important events and opportunities that are happening throughout the year. Students are encouraged to use this section as an aide-mémoire and a means of planning and balancing their time around deadlines and key study or experiential activities. There is also a year planner in the diary which can be used to help students to take an overview of coursework peaks and troughs, revision plans or placement periods in each semester.

Professional Body Portfolios

Most professional bodies provide templates or efolios to assist student and professional members to record CPD activities. Schools, such as Medicine, also produce their own portfolio document, based on the requirements of the relevant professional body.

Personal Development Planning Web page

A PDP web page for students has been developed in the Student Gateway (Appendix 9). The sub-page entitled “Introduction to the PDP Process” includes online tools such as Time Management Planner and the Study and Learning Preferences Inventory (SALPI) questionnaire.

![Student Gateway](image-url)
IDENTIFYING STUDENTS “AT RISK”

INDICATORS OF “AT RISK” STUDENTS

Personal Tutors are not counsellors or careers advisers. They are, however, well placed to spot a student who is in need of referral to the specialist supports that are centrally available. Overall, students can be at risk academically or personally (meaning that there are issues going on in their lives that put them at risk of withdrawing from their course).

An analysis of the characteristics of students who had withdrawn from Queen’s showed that male students were more likely to drop out than females, and that males were most likely to cite financial pressures as the reason, while females generally cited personal difficulties. However, a qualitative telephone survey of those who had withdrawn in recent years suggested that reasons for withdrawal are often more complex and academically driven than the cited reasons would initially suggest (e.g. typical academic drivers for withdrawal include choosing the wrong course or modules). A high percentage of those who had withdrawn had not felt able to speak to their Personal Tutor until it was too late. This highlights the importance of regular meetings from the start of the course to establish good lines of communication that will facilitate early intervention.

STUDENTS “AT RISK” OF WITHDRAWING FROM THEIR COURSE

It is important that Personal Tutors recognise the most important “at risk” indicators, and are pro-active and effective in referring students to specialist support (see Summary Referral Action Chart overleaf). Indicators include:

- poor or sporadic attendance
- failures to submit coursework
- failure/poor performance in coursework or examinations
- individuals who report difficulties in coping with the course or a personal issue
- individuals whose friends report concern about their well-being.

STUDENTS PRESENTING A RISK TO THEMSELVES OR OTHERS (APPENDIX 10)

In the most severe cases, students can present a potential risk to themselves or others. Where Personal Tutors have a serious concern about a student, further advice is available to the School via the office of the Head of Student Affairs (this office will normally liaise with the School through a Senior Tutor or equivalent and has produced the Staff Guide to Student Care shown in Appendix 10).

Where Personal Tutors have a serious concern about a student, particularly if they perceive an immediate threat to the wellbeing of that student or others, further advice is available to the School via the office of the Head of Student Affairs (028 9097 2893). In case of an emergency situation contact Security (extension 2222 or 028 90975099)
Counselling Service

The Counselling Service offers a “Duty Counsellor” to provide responsive support to students and advice to staff regarding problems which may arise. A member of staff may contact the Duty Counsellor by telephone (028 9097 2727) or e-mail counselior@qub.ac.uk to discuss a student situation.

Confidentiality

Personal Tutors are not under the same obligation to maintain confidentiality in the way that health professionals and counsellors are, but should be discreet in what they discuss with colleagues. Where possible, Personal Tutors are encouraged to seek the student’s permission to speak to other members of staff and keep the student informed of actions being taken.

If a Personal Tutor thinks a student is a risk to him/herself or others they must tell the Senior Tutor (or equivalent) and seek advice (see Page 20 – “Students Presenting a Risk to Themselves or Others”).

Tutors are also obliged to let the University authorities know if a student declares participation in illegal activities either on- or off-campus or that there are illegal activities taking place on-campus, including in University Residences.

Data Protection Legislation

Data Protection legislation does not permit the University to disclose data about a student, or even to confirm whether a person is a student of the University, to third parties. This includes parents and other relatives. Where an outside body is requesting this information, such as police or government bodies, it is recommended that the identity of the requestor be confirmed by calling them back, and that advice be sought from the Head of Student Affairs, in the first instance. While it may not feel natural to withhold information, particularly from someone claiming to be a parent or an official body, it is critically important that this information is not given out without first getting the permission of the student or seeking advice by contacting Student Affairs (029 9097 2893).

Note on International Students

If an international student is considering withdrawing or repeating part of their course, there may be visa implications. However, Personal Tutors must not get involved in any discussions about visas. This advice can only be given by colleagues in International Student Support (028 9097 3899).
SUMMARY REFERRAL ACTION CHART
(See Student Gateway and Personal Tutoring Bulletins for further information and updates)

<table>
<thead>
<tr>
<th>Academic difficulty</th>
<th>Personal difficulty</th>
<th>Careers and Employability matters</th>
<th>Financial difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen</td>
<td>• Student Guidance Centre (Counselling Services 9097-2727. Note: Outside of 9-5 on Monday to Friday, students can avail of 24 hour telephone counselling support on <strong>Lifeline Freephone 0808 808 8000</strong></td>
<td>• Careers, Employability and Skills for help with all career development matters including: career guidance, information on employers, employment options (part-time, vacation, placement and graduate), career implications of module choices and programmes/opportunities to develop employment skills and further study options.(028 9097 2727, Email: <a href="mailto:careers@qub.ac.uk">careers@qub.ac.uk</a>)</td>
<td>• Student Guidance Centre (Income and Student Finance) (9097-2767)</td>
</tr>
<tr>
<td>• Establish that the issue falls within your remit</td>
<td>• University Health Centre (Lennoxvale, 9097-5551)</td>
<td>• School Placement Officer, where relevant, for placements that are internally organised within a course</td>
<td>• SU Advice Centre Manager and Financial Adviser – including advice regarding loans, fees and hardship funds (Connie Craig 9097 1049 <a href="mailto:connie.craig@qub.ac.uk">connie.craig@qub.ac.uk</a>)</td>
</tr>
<tr>
<td>• If outside your remit, refer to appropriate specialist support</td>
<td>• SU Education &amp; Welfare Adviser – including advice regarding academic progress/appeals and accommodation issues (Brian Slevin 9097-1135/3106 <a href="mailto:b.slevin@qub.ac.uk">b.slevin@qub.ac.uk</a>)</td>
<td>• Students’ Union Enterprise Coordinator: Advice on starting a business and other enterprise and employability opportunities. Denise Murtagh (Collins) ext 1065 or <a href="mailto:enterprisesu@qub.ac.uk">enterprisesu@qub.ac.uk</a></td>
<td>• SU Money Management Adviser – including advice regarding overdrafts, arrears payments and budgeting (Debbie Forsey 9097 1166 <a href="mailto:d.forsey@qub.ac.uk">d.forsey@qub.ac.uk</a>)</td>
</tr>
<tr>
<td>• If the issue falls within your remit, make suggestions as appropriate</td>
<td>• SU Advice Centre Manager and Financial Adviser (Connie Craig 9097 1049 <a href="mailto:connie.craig@qub.ac.uk">connie.craig@qub.ac.uk</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Senior Tutor is also a potential point of referral in all of the above.
ADDITIONAL POINTS TO NOTE ON REFERRALS:

Referrals within the School

- **School Office**: Personal Tutors should e-mail the School Office with the names of any students who did not contact them prior to the meeting with an explanation of the reasons for non-attendance.
- **Senior Tutor**: issues relating to personal tutoring system/student allocation and students “at risk”.
- **Adviser of Studies**: module information and guidance, and issues relating to progression.

REFERRALS TO CENTRAL SUPPORTS

- **Student Guidance Centre (SGC)**: the following services are all housed within the Guidance Centre:
  - Careers, Employability and Skills
  - Counselling Service
  - Learning Development Service
  - Income and Student Finance
  - Disability Services.

(Personal Tutors should take particular care to keep abreast of the process of referral to Counselling Services and Queen’s Health Centre)

- **University Health Centre**: located at 5 Lennoxvale, Belfast BT9 5BY. (9097-5551)
- **Student Money Management Adviser (Debbie Forsey, Students’ Union)**: for students experiencing early financial difficulties (for example, students who report engagement in excessive hours per week in a part-time job for financial reasons).

USEFUL WEB AND ONLINE SUPPORTS

- **Personal Tutoring Web page (for staff)**: This provides specific information for academic staff including an e-version of this guide and access to copies of the Personal Tutoring Bulletins (these contain a regularly updated version of the Summary Referral Action Chart). The web page is accessed via the Staff Gateway.
- **PDP e-portfolio in QOL**: Has a customisable *My School* page and a *CV Builder*
- **Personal Development Planning web page (for students)**: Accessible via Student Gateway.
- **Student Gateway**: The Student Gateway (Appendix 9) is accessible from the Queen’s homepage and provides a directory of all the key support service websites ([http://www.qub.ac.uk/home/TheUniversity/GeneralServices/Informationfor/Students/](http://www.qub.ac.uk/home/TheUniversity/GeneralServices/Informationfor/Students/)).
- **Learning Development Service Website**: includes online academic skills resources, including the cite2write resource for improving referencing skills [http://www.qub.ac.uk/directorates/sgc/learning/AcademicSkills/](http://www.qub.ac.uk/directorates/sgc/learning/AcademicSkills/).
- **Degree Plus website**: [http://www.qub.ac.uk/directorates/degreeplus/](http://www.qub.ac.uk/directorates/degreeplus/)
APPENDIX 1

THE RESPONSIBILITIES OF THE PERSONAL TUTOR

Personal Tutors are not Counsellors or Careers Advisers. They should, however, act as a referral point to other relevant expertise within the University’s support services.

Personal Tutors have a responsibility to:

1. promote reflection upon and support for the student’s general academic development while they are on their course;

2. promote other activities and experiences related to the career and personal development of their students. These activities will be advertised within the student’s PDP e-folio (My School page) or other customised support and will include Degree Plus;

3. help first year students settle into their courses (meetings with students at induction and prior to week 4 are particularly important here);

4. provide guidance to all their students on critically evaluating feedback on their work and how to take account of other indicators of academic performance (meeting with students before and after first semester examinations is particularly important here);

5. prompt and encourage student engagement with the PDP e-folio or Personal Development Planning web page (accessed via the Student Gateway) and, in particular, use the tools provided for planning, recording and reflecting on skill development and employability (see examples of recording tools on Pages 15-19) and to encourage engagement with the Learning Development Service study skills supports at http://www.qub.ac.uk/directorates/sgc/learning/AcademicSkills/;

6. encourage and support student participation in the Degree Plus initiative, The customisations within the e-folio, and other relevant supports, will allow students to reflect upon their academic and experiential development and encourage them to engage in some of the wider opportunities available to them.

Personal Tutors will not be expected to have a detailed technical knowledge of the e-folio but will be expected to have a general awareness of its contents and local customisations. They should also be aware of the outputs, such as the CV Builder and SALPI profiles, which students may present to them (they should also be able to refer students to the e-folio user instructions, Student Gateway and Degree Plus website);

7. maintain regular contact with their tutees through one-to-one and group meetings, e-mail and other communications. Each School’s personal tutoring scheme will involve six meetings with students per year either individually or in a group;

The School Office will advertise the times of compulsory meetings with Personal Tutors. Personal Tutors will inform the Office of any non-attendee at meetings so that a central record of attendance can be maintained and made available to relevant staff. Tutors are also expected to maintain appropriate contact with tutees while they are on placement or study abroad, with arrangements being discussed before the student’s departure;

8. provide tutees with references, where they are requested;

9. keep abreast of University and School guidance on personal tutoring.
CODE OF PRACTICE FOR ADVISERS OF STUDIES

This Code is not intended to be prescriptive nor exhaustive, in terms of its coverage. Rather it is aimed at providing a helpful framework to guide Advisers of Studies and to encourage, where appropriate, a degree of consistency within and between Schools, recognising at the same time that there may be some variation between the duties of Advisers of Studies.

1. All students will normally be allocated to an Adviser of Studies according to programme at or before enrolment.

2. Where practicable, students will normally retain the same Adviser of Studies while enrolled on that programme.

3. Advisers of Studies (or an academic tutor nominated by their Adviser) should arrange to see students at least once each academic year. (Note: a student may have other contact points with staff in a given subject area and/or academic year, for example, Personal Tutor.)

4. Where appropriate Advisers of Studies should attend/participate in relevant induction programmes for new students.

5. Advisers of studies have a responsibility to guide their students in matters affecting their choice of modules, choice of programme and progress.

6. Advisers should be conversant with (i) appropriate sections of the University Calendars and with (ii) the academic and personal background of their students, and to consult other members of staff who teach or supervise them, as necessary. Queries on progress regulations, including SSPC, CSAC, reviews of assessment decisions etc. should be referred to Jackie O’Hare (j.ohare@qub.ac.uk) and queries on other Study Regulations should be directed to John O’Donoghue (j.odonoghue@qub.ac.uk). Both Ms O’Hare and Mr O’Donoghue are members of staff in Academic Affairs.

7. Advisers should make themselves conversant with the facilities and resources which are available, including any support services designed for particular categories of student e.g. part-time, mature and international students.

8. Advisers are responsible for reporting on their students’ progress in accordance with School procedures, for example, ensuring that information relevant to their students’ academic performance or progress is available to relevant committees and/or the Boards of Examiners, within the bounds of confidentiality.

9. Advisers of Studies are encouraged to act in a general advisory capacity and to assist their students, particularly those in their first year, in meeting requirements of a university environment. Where necessary, they should seek, or advise their students to seek, guidance and assistance from the range of support provided by Student Affairs, the Students’ Union, Educational Services, and Chaplaincy, etc.

10. Advisers of Studies should attend training programmes designed to increase understanding of students' needs and problems.
THE RESPONSIBILITIES OF THE SENIOR TUTOR

Senior Tutors have a responsibility to:

1. plan, establish and communicate a structured system to define specific activities which will take place during the meetings of Personal Tutors and students;

2. act as a point of coordination within the School to ensure that at least two other events, related to employability and skills development and specifically linked to the personal tutoring activities, are incorporated into the system (for example, court visits for Law students, relevant guest speakers, peer/buddy support meetings);

3. provide, and update annually, guidance to Tutors within their School/Unit as a supplement to the general material provided by the University;

4. allocate students to a Personal Tutor to ensure that all are aware of the expectations, roles and boundaries of the system. Ideally, one Tutor follows their students throughout Levels 1 and 2, although this may not be possible in all cases;

5. provide information on the personal tutoring system and how it relates to PDP within the Student Handbook;

6. deal with cases where the student feels that it is inappropriate to approach their Tutor, including situations where it is necessary to allocate the student to a different Tutor;

7. act as a point of liaison with other support services;

8. monitor and refine the personal tutoring system in supporting students (to include collating the attendance data coming from Tutors and/or the School Office);

9. liaise with the office of the Head of Student Affairs about students “at risk” (telephone number 028 9097 2903)
GENERALISED EXAMPLES OF AGENDAS FOR PERSONAL TUTORING MEETINGS/EVENTS

PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 1 OF 6 (INDUCTION)

GENERAL POINTS TO COVER IN INTRODUCTORY TALK ON THE PERSONAL TUTORING SCHEME (WEEK 0)

See Page 4 of this Guide, “Good Practice During Induction to Personal Tutoring Schemes”.

FIRST MEETING WITH THE PERSONAL TUTOR (WEEK 0, IMMEDIATELY FOLLOWING INTRODUCTORY TALK): AGENDA

Introduction
Personal Tutors will introduce themselves to their students during induction and facilitate introductions within the group.

Group Icebreaker Exercise
Students tell the group a little bit about themselves and name one thing that they are most and least looking forward to at University. The Tutor facilitates a discussion with the group, picking up on some of the issues raised, and providing examples of how some of these can be addressed. It is noted that anyone with further individual concerns should speak to the Personal Tutor at the end of the meeting.

Time Management/Independent Reading and Learning
Students are asked to complete an initial exercise, for example, the Time Management Exercise which is accessible through the PDP web page (“Introduction to PDP Process”) on the Student Gateway. They are asked to bring a hard copy of their plan (see the example in Appendix 8) to the next meeting with their Tutor.

Tutor suggests that students arrange to meet up again, at the next break (coffee or lunch) for a social chat.

Routine closure of meeting:

- Information about next meeting (include date, location and reminder of tasks they have been asked to complete)
- Students to note 2 or 3 key goals to address from information received at Induction
- Any other business and referrals as appropriate
- Agreement of any relevant records, (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 2 OF 6 (BY WEEK 3)

INDIVIDUAL MEETING WITH PERSONAL TUTOR: AGENDA

Check how the student is settling in

- General attendance check (lectures, tutorials, practicals/workshops in each module).
- Course work submission: how and when?
- University life - with referral, where necessary, to appropriate support, for example, students who have not yet joined a club or society but wish to do so can be referred to the list of University clubs and societies at http://quis.qub.ac.uk/.

Review Time Management Plan or other exercise that the School has identified for completion for this meeting

- Students should present a copy of their completed Plan from the PDP web page within the Student Gateway or another locally preferred exercise.
- Feedback on Plan and reminder about e.g. notional hours of study (40 hours per week) and University recommendation on upper limit on part-time working (maximum 15 hours per week).

Discussion of the targets that the students have set themselves as a result of the information/feedback received during induction

- How are they following these up?
- Are they using some of the self-helps in Student Gateway, are they accessing Queen’s e-mail, have they visited the library or attended a library induction talk?

Routine closure of meeting:

- Information about next event, the PDP workshop (include date, location, purpose of event and reminder that attendance will be recorded)
- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 3 OF 6 (WEEKS 3-8)

PDP INTRODUCTORY WORKSHOP (PERSONAL TUTORS ATTEND)

Outcomes - at the end of the workshop students should be able to:

Apply the PDP cycle to a range of contexts
In present and future academic and personal/professional life, identify evidence for the self-assessment of performance, including outcomes from discussions with the Personal Tutor, set specific targets and make plans to achieve them.

Evaluate extra-curricular activities
- Influencing academic performance in a positive or negative way.
- Potential to gain accreditation for significant extra-curricular activities through Degree Plus.
- Motivational benefits of career planning and learning development supports.

Access and operate the PDP e-folio in Queen’s Online and the Student Gateway

TYPICAL EXERCISES COMPLETED DURING WORKSHOP

Review of Key achievements – Achievements logger and CV Builder in E-folio
Students are asked to pick out one or two key personal achievements from the last 6 to 12 months and log them in the CV Builder.

Online self-assessment - SALPI questionnaire
This is an online self-assessment of learning preferences which is also available through the PDP web page. It takes approximately 12 minutes for students to complete. Students save and reflect on their results and e-mail a copy to their Personal Tutor.

Time Management Exercise (only for Schools that do not ask students to complete this at an earlier stage)
An online exercise, developed by CED and the Learning Development Service has been set up on the PDP web page. The completed Time Management Plan is discussed with the Personal Tutor and a copy is e-mailed to them by the student during the workshop.

Making the most of feedback/feed forward
Setting realistic expectations for feedback, given level of study and expectations for development as independent learners. Recognising and using different types of feedback (written, verbal, group, individual and peer).
PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 4 OF 6 (WEEK 9)

PREPARING FOR SEMESTER 1 EXAMS, GROUP MEETING WITH PERSONAL TUTOR:
AGENDA

Review of targets from the PDP Workshop
- Review of general points from SALPI profiles (which was completed and e-mailed by each student to their Tutor during PDP workshop).
- Discussion of strategies which students have employed/might employ to address areas for improvement which were highlighted within the profile.

Discussion of progress in specific academic skills
- Reminder of relevant opportunities and guidance provided by the School and the LDS. These may include, for example, resources to support the development of referencing, literature searches, critical evaluation, mathematical skills, teamwork and practical skills.
- Check how students are using feedback from coursework and the previous meeting with Personal Tutor to help them prepare for exams (students should provide a copy of a skills action plan which they are working on, see example in Appendix 8).

Information about examinations
- General: past papers, percentage requirements for 1st, 2:1, 2:2 and Pass degree classification, examination cards, examination halls, conceptual equivalents.
- Revision planning and techniques.

Attendance check
Check with individuals who fall below expectations (referral may be made where appropriate).

Routine closure of meeting:
- Information about next event
- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 5 OF 6 (FEBRUARY)

FOLLOWING SEMESTER 1 EXAMS, INDIVIDUAL MEETING WITH PERSONAL TUTOR:
AGENDA

Discussion of overall performance/feedback from examinations in each module
- Identification of specific strengths (or weaknesses) in approach to Semester 1 which
  the student should replicate and further develop (or eliminate), as appropriate, during
  Semester 2.
- Agreement of academic skills to be targeted for continued development in Semester 2
  (student to record these in e-folio after the meeting).
- Update of target actions set at previous meeting, in light of the above.

General discussion of coursework and compulsory elements in Semester 2 modules

Attendance check (lectures, tutorials, practicals/workshops)

Routine closure of meeting:
- Instruction on items that student needs to bring to next meeting with Tutor
  (include date and location in reminder)
- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document
  some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 1
EVENT 6 OF 6 (APRIL)

CONCLUDING EVENT IN LEVEL 1: SEMESTER 2 GROUP MEETING WITH PERSONAL TUTOR: AGENDA

Group Exercise
Identification of main skills development points from Level 1 that students will need to continue to build upon in Level 2. Tutor gives an overview of the expectations in terms of:

- specific challenges and the “step up” from Level 1 to Level 2;
- a “good” degree classification;
- experiences that will ultimately enhance employability (for example, Degree Plus).

The group is split into sub-groups to identify skills and strategies which they can employ to maintain and improve academic performance in the coming year. These are then fed back as part of a whole group discussion.

Routine closure of meeting:

- Instruction for next meeting with Tutor
  Example in this case, students to check tutor arrangements in first week back in Level 2.
- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 1 OF 6 (WEEK 1)

INDIVIDUAL MEETING: AGENDA

Confirmation of Personal Tutor for Level 2
- Introductions where appropriate.

Review of performance and achievements since April of Level 1
- Individual review of performance in Level 1, Semester 2 examinations.
- Review and carry forward relevant academic development targets from Level 1.
- Review of relevant summer or part-time work experience:
  - Were any of the skills embedded within the degree programme practised in the workplace?
  - Advice to include relevant experiences as an achievement within portfolio or e-folio CV Builder.
  - Reference to forthcoming School and/or centrally-based careers information/management programmes.

Discussion of individual targets
- For module marks, time management or skills/experiential development during Level 2.

Routine closure of meeting:
- Information on next meeting with Tutor (include date and location in reminder)
  Example in this case, the Personal Tutors will be bringing their groups to the Student Guidance Centre for a Careers, Employability and Skills (CES) facilities tour. This is delivered by staff from CES. A record of student attendance at the event can be provided to the School.
- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 2 OF 6 (WEEK 3)

PERSONAL TUTOR GROUP TOUR OF THE CAREER PLANNING RESOURCES IN THE
STUDENT GUIDANCE CENTRE

Arrangements for tour
Personal Tutors or the Senior Tutor contact Careers, Employability and Skills (CES) on 028 9097 2727 or via email: (careers@qub.ac.uk) to arrange a time and date for this event, which will be delivered by staff from CES.

Activities and purpose of event
- CES will provide a short talk, a tour of the facilities and have a pre-prepared exercise that helps the students to find their way through the main categories of materials that are available for their use.
- The event helps in getting the students to engage with career planning and employability enhancement activities at an early stage in Level 2.
- Students are made aware of other career related events which are relevant to them (including events on Degree Plus, employer linked career fairs and “Adding an International Dimension to your Degree”)
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 3 OF 6 (WEEKS 3-8)

EXAMPLE: A SCHOOL-BASED WORKSHOP ON DEGREE PLUS

- The Career Liaison Academic, in conjunction with the Senior Tutor, can make arrangements for this event by contacting Careers, Employability & Skills (CES).
- Personal Tutors will be informed of the details of the event through the Senior Tutor and are asked to ensure that their students attend. It is recommended that, where possible, Personal Tutors also attend so that they are aware of the information that the students have received.
- A register of attendance is to be taken by the event facilitator and sent to the School Office immediately after the event.

INFORMATION FOR PERSONAL TUTORS ON DEGREE PLUS

The Degree Plus programme seeks to recognise students who have engaged in extracurricular activities which promote the development of Academic, Career management, Personal or Employability skills. Examples of activities that students typically evidence include periods of work experience, a significant international experience and organisational or voluntary work that is not a part of their Degree Programme. A full list of activities recognised under routes A and B of the programme is shown on the website www.qub.ac.uk/directorates/degreeplus/.

Degree Plus is a student driven initiative. Students register for Degree Plus via the above website, are contacted by CES and invited to attend an ‘induction’ workshop which contextualises the award within their own programme of study. They are also encouraged to see Degree Plus as a continuum, from first year to graduation, in which they can include activities which demonstrate personal initiative and the ability to transfer the higher level skills and abilities that they have been developing at Queen’s to contexts outside their Degree programme.

On completion of the programme, to a standard which meets all of the criteria, the award of Degree Plus will be recorded on successful students’ Transcripts and they will be presented with the Degree Plus certificate in the year they graduate.
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 4 OF 6 (WEEK 9)

REVIEW OF WORKSHOPS AND OTHER EMPLOYABILITY-RELATED ACTIVITIES WITH WHICH STUDENTS HAVE ENGAGED.

Reflection on Key Points:
- from the tour of the Careers section in the Guidance Centre
- from the Degree Plus workshop – including reminder of the website (http://www.qub.ac.uk/directorates/degreeplus/) and check on this and other employability enhancement activities which students may be engaged in.
- Encouragement of students who are not currently engaging in employability-related activities to begin to do so.

Check on issues relating to Level 2, Semester 1 examinations
- Check on any issues or concerns arising in advance of up-coming exams

Routine closure of meeting:
- Information on next meeting with Tutor (include date and location in reminder)
  In this case, the students will be reviewing their performance in Semester 1 examination.
- Any other business and referrals as appropriate:
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 5 OF 6 (FEBRUARY)

INDIVIDUAL REVIEW OF EXAMINATION PERFORMANCE: AGENDA

Discussion of overall performance/feedback from examinations in each module
- Identification of specific strengths (or weaknesses) in approach to Semester 1 which the student should replicate and further develop (or eliminate), as appropriate, during Semester 2.

General discussion of coursework and compulsory elements in Semester 2 modules
- Attendance check (lectures, tutorials, practicals/workshops).
- Check on progress with target actions set at previous meeting.

Routine closure of meeting:
- **Instruction for next meeting with Tutor (include date and location in reminder)**
  Example in this case, the next meeting is the final formal event of the year. Students are encouraged to bring along a copy of their CV for their Tutor and any other items relevant to a final review of progress and issues. The CV is particularly important where the student intends to request a reference from the Tutor at some stage in the future. Students are also informed of how the School intends to proceed with arrangements for personal tutoring at Level 3.
- **Any other business and referrals as appropriate**
- **Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)**
PERSONAL TUTORING SCHEME: LEVEL 2
EVENT 6 OF 6 (APRIL)

DISCUSSION AND PREPARATIONS FOR LEVEL 3

Information about Level 3
Personal Tutor provides:

- an outline of what to expect at Level 3;
- an outline of conceptual equivalents;

Group discussion/review of Level 2 and target setting for Level 3

- Particular requirements and arrangements related to dissertation or final year project may be outlined at this point.

General discussion on how personal tutoring arrangements will change in Level 3

- The formal structure of the six event system per year does not extend to Level 3. However some Schools do voluntarily extend the scheme beyond Level 2. In others, the final year project or dissertation supervisor is viewed as the point of contact for academic skill development. The Personal Tutor outlines the arrangements that apply within their School.

Reminder that PDP will continue to have relevance at Level 3 and beyond

- Note: Students who have been regularly updating their e-folio or other evidence record should now have a database recording their achievements, evidence of their skills and completed goals within the CV Builder. Students who have engaged with their Personal Tutor may also wish to request a reference from them during final year.

Routine closure of meeting:

- Any other business and referrals as appropriate
- Agreement of any relevant records (e.g. some Schools may wish to document some or all meetings)
- Concluding comments and closure
ANONYMIZED SCREEN-SHOT FROM PSYCHOLOGY'S PERSONAL TUTOR SUPPORT TOOL

APPENDIX 5
### EXAMPLES OF TOOLS WITHIN THE PDP E-FOLIO

Extract from part of the *My School* page in the School of Planning, Architecture and Civil Engineering.

<table>
<thead>
<tr>
<th>Event</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Befriending to new students on EVP PT/PDP system by Level 1 Co-ordinator</td>
<td>Induction to Level Two</td>
<td>CENG Event</td>
</tr>
<tr>
<td></td>
<td>Following the above, students will meet their Personal Tutor and the rest of their Tutor Group</td>
<td>• Delivered by Level 2 Co-ordinator and Course Director</td>
<td>• Likely topics - Updating CV, incorporating skills development, preparing for interviews</td>
</tr>
<tr>
<td></td>
<td>(Semester 1, Week 0)</td>
<td>(Semester 1, Week 1)</td>
<td>(Semester 1, Weeks 2-6)</td>
</tr>
<tr>
<td>2</td>
<td>Module Event:</td>
<td>Degree Plan Workshop</td>
<td>Individual Meeting with Personal Tutor:</td>
</tr>
<tr>
<td></td>
<td>• Introduction to PT/PDP, associated tasks and technology by CED i.e. PDP Folder/E-folio, self-reflection, Time Management Plan, Learning styles questionnaire (SALPI), preparation of Independent Learning Plan (ILP)</td>
<td>• Linked to PDP you Individual Learning Plan</td>
<td>• Students' bring draft CV, developed from previous event for discussion. Students can also seek specialist advice from QUB Careers Advice.</td>
</tr>
<tr>
<td></td>
<td>(Semester 1, Week 4)</td>
<td>(Semester 1, Week 1)</td>
<td>• Sharing your CV with your Personal Tutor will assist them in preparing a reference for you, if you wish to request one</td>
</tr>
<tr>
<td>3</td>
<td>Time Management and Learning Styles</td>
<td>The Leap to Level Two</td>
<td>Student Peer Support, Group Event:</td>
</tr>
<tr>
<td></td>
<td>• Individual Meeting with Personal Tutor</td>
<td>• Individual Meeting with Personal Tutor and Tutors will discuss expectations for Level 2, challenges, concerns and need to continue to develop Transferable Skills. Career aspirations may also form part of the conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• You should be ready to discuss your Time Management Plan and results from SALPI questionnaire (should be e-mailed to Personal Tutor prior to the meeting)</td>
<td>• Personal Tutors will discuss expectations for Level 2, challenges, concerns and need to continue to develop Transferable Skills. Career aspirations may also form part of the conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Level 3’s might reflect on how they have incorporated skills/learning styles/employment into their CV experience of seeking employment/further study</td>
</tr>
</tbody>
</table>

*Below is currently active school support information*
INFORMATION TO DISCUSS/SHARE WITH PERSONAL TUTOR

Student: S
Learning Preferences Profile (SALPI Results) 22.10.10

Personal Tutor: PT

DEFINITIONS FOR EACH CATEGORY

Information Processing: use of imagery, verbal elaboration, reasoning skills etc. as strategies for learning new information and linking it with what is already known and what has to be learnt and remembered

Selecting Main Ideas: distinguishing important information from less important information/supporting details

Test Strategies: use of exam preparation and exam-taking strategies

Managing Anxiety: worrying about academic performance and receptivity to learning new information/ideas

Motivation: willingness to exert the effort needed to complete academic requirements successfully

Concentration: ability to avoid distraction and sustain attention on academic tasks

Self Testing: use of support techniques, materials or resources to help in learning and remembering new information/ideas

Time Management: use of appropriate time management principles for academic tasks

Time Management Plan 22.10.10

Feedback

- If you have < 8 hours of private study then you need to allocate more time to this category.
- When you add scheduled classes + private study time, the recommended total should be >36 hours.
- If you have > 15 hours working in a part-time job, evidence suggests that you need to decrease this in order to cope with the demands of a full-time course.
- If you have very little time spent with family, doing sport/recreation or your social life, then consider fitting in more time for these as they are important to achieving a balanced lifestyle.
**APPENDIX 8**

**EXAMPLE OF A STUDENT INDEPENDENT LEARNING PLAN (ASSESSED IN ENVIRONMENTAL PLANNING)**

<table>
<thead>
<tr>
<th>Feedback Comments/Advice I have received</th>
<th>Follow up action by me</th>
<th>Date/Event to complete by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Adopt a more formal academic writing style.”</td>
<td>Not sure of exactly what is meant by more formal academic writing style (meeting Personal Tutor next week and will ask).</td>
<td>24 November (Submission date for Project 2, module 103)</td>
</tr>
<tr>
<td>“Need to generate more flow between paragraphs.”</td>
<td>Probably didn’t read over this assignment properly before submitting – will do so in future checking on “flow” and evidencing of all arguments.</td>
<td></td>
</tr>
<tr>
<td>“Need to evidence arguments more consistently.”</td>
<td>Referencing – going to try out the support from LDS (see below)</td>
<td></td>
</tr>
<tr>
<td>“Referencing needs attention – inconsistent and not appropriately cited.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral Presentation 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Need to engage the audience more. Try to be less reliant on reading off slides and notes, otherwise, a well researched piece of work.”</td>
<td>Try fewer slides, with fewer words and more images next time. Try to get in more practice in delivering the presentation beforehand (aiming to avoid using of hand held notes during the next presentation). Try to be more relaxed when presenting.</td>
<td>Semester 2, oral presentation on results of site study project.</td>
</tr>
<tr>
<td>“Too many slides”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SALPI Questionnaire (online Feedback)</strong></td>
<td>I realising that I am not linking the key information in some of the journals and texts to concepts beyond the immediate assignment I am working on. I tend to forget it after the assignment is completed as a result. Will focus on improved note taking when reading written materials and introduce some checks of personal understanding into my study technique Try drawing on some of the time management skills I use at exam revision time at earlier stages in the semester to help me keep on track with reading and study requirements during normal term time (e.g. making out a plan and monitoring it.) – See “Other” issues below also.</td>
<td>Exams Semester 2, Essay for Module 105.</td>
</tr>
<tr>
<td>Questionnaire Design</td>
<td>Probably won't use this skill again until final year project. Retain the notes, assignment and feedback to review approach again at that time.</td>
<td>Start of Level 3</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>“Too much white space”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>“Questions are too wordy – not always clear what you are asking”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>“Will provide measures for most but not all aspects of the research topic.”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Careers talk:</strong> Was shown resources in the Guidance Centre and heard about Degree Plus</td>
<td></td>
<td>March/April</td>
</tr>
<tr>
<td><strong>Learning Development Service:</strong> Has some online supports include “cite2write” which will help me to learn the Harvard referencing and produce a bibliography.</td>
<td></td>
<td>End of March</td>
</tr>
<tr>
<td><strong>Coming back from gap year and Time Management issues</strong> – I currently work 16 hours per week, play for a local football team and enjoy my social life. I have found it difficult to get back into a steady pattern of study following my gap year after finishing school. I have discussed this with my Personal Tutor – prioritisation strategies and study plans were reviewed.</td>
<td>Have decided to retain the job and football. But am planning to cut back socialising during the week in the second half of the Semester (have set a date on wall planner). Could also make better use of some of the other “free time” I have.</td>
<td>Week 6, Semester 2.</td>
</tr>
</tbody>
</table>
(http://www.qub.ac.uk/home/TheUniversity/GeneralServices/Informationfor/Students/)
<table>
<thead>
<tr>
<th>IDENTIFY - What might be happening</th>
<th>ACTION - What you can do</th>
<th>APPENDIX 10 - Follow-up and Monitoring</th>
</tr>
</thead>
</table>
| Student thought to be at risk of harm to self or others. For example, repeated anti-social behaviour, evidence of self-harm. | When speaking to the student:  
Make sure student is aware that if you perceive a risk to the student or others, you cannot maintain confidentiality.  
Keep a file note of discussion with student, and actions you have taken up to that point / who you contacted.  
Send an email to student saying what you agreed, who you recommended they contact for support. | Name added to Student Care List. Fortnightly discussion at Student Care Forum.  
Student Care Forum, with School, to identify Lead Contact (member of Student Care Forum), who undertakes appropriate follow-up (1 day, 1 week, 1 month and 6 month)  
Identify main contact in School. |
| A combination of factors including:  
- Poor attendance at scheduled classes or exams  
- Poor performance in assessments / exams  
- Recurrent sickness / accidents  
- Breach of Conduct Regulations  
- Non-payment of Tuition fees  
- Visa difficulties  
- Absence from Halls of Residence or accommodation | School to follow academic progress / absence procedures. This may include contacting:  
- Occupational Health (x5520) to advise about adjustments due to medical / recurrent sickness or accidents.  
- Disability Services (x2727) to undertake assessment if disability-related, recommend adjustments and help student apply for funding.  
- International Student Support (x3899) for any international student absence issues / concerns  
Discuss as appropriate with Advisor of Studies, Personal Tutor, School Manager, Director of Education or Head of School.  
Make student aware of support services in the Student Guidance and International & Postgraduate Student Centres, and Students’ Union Advice Centre.  
Contact Head of Student Welfare / Affairs (x2893) to:  
- Check if issues raised in other parts of University (e.g. counselling, accommodation)  
- Contact student and offer meeting to discuss personal / welfare issues – often in conjunction with School staff  
- Determine last point of contact with University and attempt to contact student | Determine 1 week, 1 month and 6 month follow-up.  
Name added to Care List, situation discussed at Student Care Forum fortnightly. |
| RED | AMBER | G |

After being at amber level for a 6 month period, with no further concerns raised. Follow up at key points in academic year.
What would alert you to a serious problem?

- Student told you
- Other students or staff have indicated concern
- Smells of alcohol or cannabis on a regular basis
- Notice cuts / marks on arms or parts of body
- Changes in the student’s mood or behaviour, e.g. miserable, hyperactive, withdrawn
- Significant changes in appearance, e.g. weight loss/gain, decline in personal hygiene
- Academic performance has changed dramatically

What can you do about it?

- Approach the student, talk to them. Be prepared to listen. Be honest about the amount of time you have
- Take threats of self harm and suicide seriously – and don’t deal with it by yourself
- Speak to a member of staff in student support
- Help the student to identify the support they have available to them
- Keep a file note of actions you have taken and recommendations you have made to the student
- If you are very concerned about the student’s immediate wellbeing, or are not sure about whether there is an immediate risk, call the Head of Student Welfare, Occupational Health physician or another person in student welfare.
- If you are concerned about an immediate risk on University property to the student, another student or member of staff, contact security.
- If there is not an imminent risk, check in with the student after an agreed period of time.

What you cannot do:

- Don’t promise confidentiality. You might not be equipped to resolve the problem, so will need to speak to someone else. Try to get the student’s permission to do this, but if you are concerned about risk to their safety or the safety of others, you must speak to someone.
- You can help a student to contact a support service, or let a service know that you have made a referral so they can keep an eye out for the student, but it is always best for the student to make the appointment themselves.
- Force them to attend or engage with support. You can only make them aware of what is available, how it can help them and encourage them to attend.

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<table>
<thead>
<tr>
<th>Service/Role</th>
<th>Phone</th>
<th>E-mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td>x5099 or x2222</td>
<td><a href="mailto:securitycontrol@qub.ac.uk">securitycontrol@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/directorates/EstatesDirectorate/ServicesDivision/SecurityServices/">www.qub.ac.uk/directorates/EstatesDirectorate/ServicesDivision/SecurityServices/</a></td>
</tr>
<tr>
<td>Head of Student Affairs</td>
<td>x 5192 or x2893</td>
<td><a href="mailto:h.mcneely@qub.ac.uk">h.mcneely@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/sgc">www.qub.ac.uk/sgc</a></td>
</tr>
<tr>
<td>Head of Student Welfare</td>
<td>x2806 or x2893</td>
<td><a href="mailto:Kara.bailie@qub.ac.uk">Kara.bailie@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/sgc">www.qub.ac.uk/sgc</a></td>
</tr>
<tr>
<td>Accommodation &amp; Hospitality</td>
<td>x 4525</td>
<td><a href="mailto:accommodation@qub.ac.uk">accommodation@qub.ac.uk</a></td>
<td><a href="http://www.stayatqueens.com">www.stayatqueens.com</a></td>
</tr>
<tr>
<td>Counselling Service</td>
<td>x 2727</td>
<td><a href="mailto:counsellor@qub.ac.uk">counsellor@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/counselling">www.qub.ac.uk/counselling</a></td>
</tr>
<tr>
<td>Disability Service</td>
<td>x 2727</td>
<td><a href="mailto:disability.office@qub.ac.uk">disability.office@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/disability">www.qub.ac.uk/disability</a></td>
</tr>
<tr>
<td>International Student Support</td>
<td>x 3899</td>
<td><a href="mailto:internationalstudentsupport@qub.ac.uk">internationalstudentsupport@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/isso">www.qub.ac.uk/isso</a></td>
</tr>
<tr>
<td>Occupational Health</td>
<td>x 5520</td>
<td><a href="mailto:occhealth@qub.ac.uk">occhealth@qub.ac.uk</a></td>
<td><a href="http://www.qub.ac.uk/directorates/HumanResources/OccupationalHealthandSafety/">www.qub.ac.uk/directorates/HumanResources/OccupationalHealthandSafety/</a></td>
</tr>
<tr>
<td>SU Advice Centre</td>
<td>x1135, 1049, 1166</td>
<td><a href="mailto:b.slevin@qub.ac.uk">b.slevin@qub.ac.uk</a>, c <a href="mailto:craig@qub.ac.uk">craig@qub.ac.uk</a>, d <a href="mailto:forsey@qub.ac.uk">forsey@qub.ac.uk</a></td>
<td><a href="http://www.qubsu.org/advice.asp">http://www.qubsu.org/advice.asp</a></td>
</tr>
</tbody>
</table>