

KEY BRIEF FOR STAFF

Refreshing Personal Tutoring

March 2015

Distribution: All academic staff, College offices, student-facing services (via Heads of School / Senior Tutors and Heads of Professional Service)

Key Points:

- The University's new policy on personal tutoring commits to good quality and robust personal tutoring for all new students from September 2015.
- Key enhancements include: at least two group tutorials and one individual tutorial in terms one and two at each level; timetabled group sessions; the same Personal Tutor from enrolment to graduation; introduction of Senior Tutors; and key areas of focus such as assessment feedback.
- EDEU is working with a range of teams to offer a strong support package for all Personal Tutors, including by producing resources, delivering workshops and ensuring clearer guidance on workloads.

Introduction

The University's new policy on personal tutoring was approved in June 2014 by Academic Board and is now being implemented across the University. The policy is available in full on Secretariat's website here:

<http://secretariat.blogs.lincoln.ac.uk/files/2013/08/Student-Support-and-Tutoring-Policy-June-2014.pdf>

The policy sets out key commitments that will be **phased in** for each new cohort of undergraduate and postgraduate taught students from September 2015, so we will reach full coverage by September 2018. It is intended that these commitments provide a framework which individual schools can build on. Namely, the University's commitment to personal tutoring for all new taught students includes:

- Students being **contacted one or two weeks before they start** their programme by their Personal Tutor to introduce themselves, provide a friendly face and emphasise the importance of personal tutoring (thereby helping increase student engagement);
- Students **meeting their Personal Tutor and tutor group in the first week** of their programme (usually Welcome Week) to help get students off to the best start possible;
- At least **two group tutorials and one individual tutorial in both terms one and two at each level** of study (we are phasing this in for each new cohort from September 2015);
- Each of the group meetings will be **formally timetabled** by Planning & Business Intelligence;
- Having **the same Personal Tutor** from enrolment to graduation (separate to dissertation supervisors);
- Personal tutoring providing general academic and pastoral support plus support with academic study skills; reflecting holistically on assessment feedback; making the most of support for careers & employability; and engaging with extra-curricular opportunities beyond the programme.

Importantly, there was a clear steer from Academic Board that providing robust support for academic staff in undertaking the role of Personal Tutor was central to achieving our ambitions along with improving student take up of and engagement with tutoring. This key brief sets out the measures the Educational Development and Enhancement Unit (EDEU) is taking to provide that support. It should be read together with an accompanying message from your Head of School and Senior Tutor on how this is being managed locally to build on current practice.

Support for Personal Tutors

Senior Tutors

Each Head of School has nominated an academic member of staff to the role of Senior Tutor. This is building on good practice in Law, Psychology and Life Sciences for example where an experienced member of staff coordinating personal tutoring and providing first line support to colleagues has been helpful. Primarily, Senior Tutors have an internal focus within their school but they also collectively form the University's Senior Tutors Forum which is advising EDEU, shaping university policy and providing a platform to share good practice across schools. Senior Tutors are listed below:

College of Arts		
School of English & Journalism	Sanem	Sahin
School of Fine & Performing Arts	Rob	Dean
School of History & Heritage	Mark	Hocknull
School of Film & Media	Janice	Kearns
School of Design & Architecture	tbc	
College of Science		
School of Engineering	Basabdatta	Bhattacharya
School of Computer Science	Kevin	Jacques
NCFM - Holbeach	Vanessa	Sutton
School of Life Sciences	Humberto	Gutierrez
School of Pharmacy	Mark	Brennan
College of Social Science		
School of Education	Rachael	Sharpe
Lincoln Business School - Accounting & Finance	David	Charles
Lincoln Business School - Int. Business Management	Nina	Seppala
Lincoln Business School - Marketing & Tourism	Debbie	Lock
Lincoln Law School	Janette	Porteous
School of Psychology	Roger	Bretherton
School of Sport & Exercise Science	Paul	Murgatroyd
School of Health & Social Care - Nursing	Karen	Cox
School of Health & Social Care - Health & Social Care	Sally	Riggall
School of Health & Social Care - Social Work	Karen	Bayliss
School of Social & Political Sciences (Joint)	Kate	Strudwick
School of Social & Political Sciences (Joint)	Jan	Gordon

Professional Development

EDEU is working with Senior Tutors and has been consulting more widely, including through a workshop with Academic Board, on how we can best support academic colleagues to be personal tutors. Part of this involves a workshop that will be delivered to each School between mid-May and late-June by the School's Senior Tutor and EDEU colleagues. This will provide a chance to explore the five pillars of personal tutoring

(general academic and pastoral support; study skills; assessment feedback; careers; engaging beyond the programme) and introduce the range of resources being developed. Where possible we are aiming to deliver this training as part of an already planned school meeting or away day to minimise additional pressure on diaries. Your Head of School and Senior Tutor will be in touch with more details about this in due course.

Resources

We are developing timelines of student journeys (undergraduate and postgraduate taught) which suggest when personal tutors might proactively run particular sessions with their tutees (e.g. reviewing feedback on assessments in January of the first year after the first batch of assessments as happens in the School of Fine & Performing Arts). Each of these suggestions will be accompanied with resources and, where appropriate, sessions plans which Personal Tutors can just pick up and run with or adapt to their needs.

Online View

As part of the wider tendering for a new Student Management Solution, we have been working with the Enabling the Business Programme, specifically the Student Management Project to scope the requirements for a Personal Tutor information view and tool within this. A number of key requirements to support Personal Tutors have been identified to which prospective solution suppliers will be invited to respond, including:

- All relevant student details (personal details, photograph, assessment, attendance, learning support plans etc) in one place and one view, automatically listed for your groups of tutees;
- A place to log notes and outcomes of meetings which can automatically be shared with students or flagged as confidential;
- 'Quick links' to essential information and forms to aid the process of connecting a student with central services (their Careers Advisor, their Academic Subject Librarian, the Student Wellbeing Centre etc)

The Student Management project have now commenced the procurement process and plan to select a supplier September 2015, with a view to gradually introducing different parts of the solution between March 2016 and December 2017.

Timetabling

Planning and Business Intelligence's Timetabling team, Quality and Estates have all been working closely with EDEU to scope and deliver the timetabling of group tutorials for new first year students from September 2015. Academic Affairs Committee have approved the addition of non-credit bearing module code to the curriculum so that we can timetable against that rather than disrupt your existing modules. In practice, this means that **Senior Tutors and school timetablers will imminently be contacted by Timetabling** for a list of staff who will be Personal Tutors for new first year students in September, how many groups they will have and how many students will be in those groups. The central Timetabling team will then add two group tutorials in both terms one and two for those staff (or more for those schools who have more regular tutorials) and suitable rooms will be provided as part of this. Crucially, we are hoping this will help personal tutoring appear as a normal part of the programme and ensure higher levels of engagement. Furthermore, this forward planning allows for more accurate workload allocations too and we have worked with HR to make this a clearer area of responsibility with more consistent tariffs in the workload model.

Allocation of Groups

We are working with Planning & Business Intelligence and Student Affairs to provide Senior Tutors with an indicative list of new students just after Clearing is largely completed. Schools will then allocate their students into groups in late August / early September which will then feed the final part of the timetabling

process. Crucially, it also means that Personal Tutors can be given lists of their groups to enable a quick introductory hello by email so that students see their Personal Tutor as central to their student experience and know there is a friendly face waiting to meet them when they arrive. Students tell us this will make a big difference and help get their time at Lincoln off to the best start possible.

Key Contacts

Your Senior Tutor is a good first point of contact on what is happening in your school. If you would like more information on what is happening across the University or would like to inform this, please contact Dan Derricott, Student Engagement Manager in EDEU, who is leading this work (dderricott@lincoln.ac.uk).

Introducing EDEU

The Educational Development and Enhancement Unit (EDEU) was established in September 2014 to bring together expertise and support for staff in teaching, learning and student engagement. The Unit's remit is two-fold: to support individual staff, schools, colleges and professional services to achieve their own goals in these areas and to lead on the coordination and delivery of institutional initiatives in these areas as determined through the strategic plan. To this end, we offer:

- validated and HEA-accredited programmes such as [the PGCert Teaching and Learning in Higher Education](#) (currently being redesigned, with a new programme starting in September 2015)
- a range of short courses and [CPD events](#)
- a CPD framework ([UL PSF](#)) for gaining HEA professional recognition for teaching and supporting learning in higher education
- a framework and support for having your teaching practice reviewed by an academic colleague (PRoP scheme) or a student consultant ([SCoTs scheme](#))
- guidance and expertise on the use of [technologies](#) in teaching and learning, including Blackboard
- support with collecting and using student feedback through module evaluation, [student surveys](#), [focus groups](#) and [workshops](#)
- structured support and resources to help establish peer support schemes for your students (such as peer mentoring, [peer assisted study sessions](#) and PALs for PhD)
- cross-University projects and events which provide opportunities for [staff and students to work together in partnership](#) to enhance teaching and learning across the University

You can find out more at: lincoln.ac.uk/edeu

You can email us at: edeu@lincoln.ac.uk

You can follow us at: [@LincolnEDEU](https://twitter.com/LincolnEDEU)

You can drop in at: **One Campus Way**