



UNIVERSITY OF
LINCOLN

EDUCATIONAL DEVELOPMENT
& ENHANCEMENT UNIT



PERSONAL TUTORING

Mapping the Student Journey

Guidance for Senior Tutors and Personal Tutors on embedding the five pillars of personal tutoring throughout the undergraduate and postgraduate taught student journeys

June 2015

fostering innovation in student education and engagement

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Introduction

The University of Lincoln has set out high ambitions for personal tutoring as a central part of the student experience. Colleagues from across the University are working together to turn these ambitions into reality and this resource is an example of how this collaboration leads to great results.

We have sought to demonstrate how each of the five pillars of personal tutoring might be embedded into individual and group tutoring throughout the student journey for undergraduates and postgraduate taught students. The contents are the result of many discussions with Senior Tutors from across the disciplines and with professional service colleagues from relevant teams.

The concept is based on work originally developed by the Careers & Employability Team who have created an impressive careers planning timeline. We have tried to bring that work into this resource and build upon it and we are particularly grateful to Mark Stow for his help in developing this resource. This is, however, the first step in a bigger project. We intend to now begin collecting and developing resources that support each of the suggested activities so that Personal Tutors can easily pick up and adapt a ready-made session.

We expect that in practice this will resource will act as an initial 'menu' of options that Senior Tutors can use to inform a school-based version. This means that local circumstances can be taken into account, such as the longer academic year in Nursing.

This is first version of this resource and we would welcome feedback to help inform our review and development of it. You can feed your comments back to your Senior Tutor or directly to EDEU: edeu@lincoln.ac.uk

The five pillars of personal tutoring

The University's policy on personal tutoring sets out the following themes which should be embedded. They are presented here along with the colour coding key used throughout the resource:

General academic and pastoral support	Being on hand to respond the academic implications of issues students face in different parts of their life and knowing where to refer students to when expert support is needed.
Study skills	Helping students to identify where their strengths and weaknesses are in terms of academic study skills and take up opportunities to develop these, such as through learning development workshops offered by The Library or the English Language Centre.
Assessment & feedback	Supporting students to reflect holistically on the various pieces of feedback they have received on assessed work, and identify steps they can take to improve their performance in future assessments and move into the next grade band (i.e. from a 2:2 to a 2:1).
Careers & employability	Encouraging students to consider their career ambitions and how they can make the most of the support on offer to achieve those ambitions.
Engaging beyond the programme	Guiding students to engage with extra-curricular opportunities beyond their programme to develop transferable skills, build social networks and contribute to the development of the university.

UNDERGRADUATE - INDUCTION	
Pre-enrolment	Welcome Week
<ul style="list-style-type: none"> - Handbook; - Link to getting started - Links to useful study skills sites (e.g. Cottrell study skills) - L1 Career Planning booklet. 	<ul style="list-style-type: none"> - The role of the personal tutor - Preparing for (independent) study at the University (What to expect, what will be expected of you) - Thinking about learning and how you learn - Identifying concerns and areas for development - Where to go for study skills help and support - Discuss with students what they want to get from their time at University - Talk through the SE opportunities that fit them best, try and get them doing at least one thing - Career Planning – the importance of early engagement at L1.

UNDERGRADUATE - FIRST YEAR					
Term one			Term Two		
Group meeting one	Group meeting two	Individual meeting	Group meeting one	Group meeting two	Individual meeting
<ul style="list-style-type: none"> - Self-Awareness / Skills analysis (<i>study and employability skills</i>) - Time management - Reading strategies/note making/ references - Using the VLE - Understanding assessment, grading and classification - Student friendly guide to assessment - Challenge students to get involved in something that will stretch them and open up new pathways - Ensure they are capturing extra-curricular activity (e.g. Lincoln award) 	<ul style="list-style-type: none"> - Online presence and netiquette - Academic misconduct (Plagiarism and collusion) - Understanding and applying assessment criteria - Dealing with assignment briefs - Preparing for assessments - Take engagement up a gear – map out the different activity that the student is involved in and consider how to develop this, perhaps taking at lead - Skills Gaps: Developing employability skills – registering for the Lincoln Award. 	<ul style="list-style-type: none"> - Students develop personal action plan, covering assessment/attainment goals and study skills and employability skills - Tutor encourages a culture of high expectations - Occupational Awareness: Checking career motivations - Referral to C&E. 	<ul style="list-style-type: none"> - Presentation skills - Receiving and interpreting feedback - Reflection on feedback and update to action plan - Occupational Awareness: Researching options with your subject; 	<ul style="list-style-type: none"> - Working in groups - Getting more out of lectures/seminars/group work - Exam preparation and revision (or as appropriate to discipline) - Peer- and Self-assessment - Occupational Awareness: alternative options, placements with graduate recruiters, the career planning timeline revisited. 	<ul style="list-style-type: none"> - Update/reflection on personal action plan - Review personal goals - Revisiting occupational preferences. - Referral to C&E.

UNDERGRADUATE - SECOND YEAR					
Term one			Term Two		
Group meeting one	Group meeting two	Individual meeting	Group meeting one	Group meeting two	Individual meeting
<ul style="list-style-type: none"> - Critical and analytical thinking - Developing your writing/building an argument - Career Planning: an introduction to L2 (L2 Career Planning Handbook); - Developing a Career Planning strategy; 	<ul style="list-style-type: none"> - Confidence with numbers - Networking/ Employer research; - Tailoring your CV - Now is the time to take the engagement up a gear. Map out the different activity the student is involved in and consider how to develop this, perhaps by taking a lead. 	<ul style="list-style-type: none"> - Personal feedback review - Update/reflection on personal action plan - Checking Career Planning strategy; - Revisiting student career aspirations. - Referral to C&E. 	<ul style="list-style-type: none"> - Researching online/search strategies (Information skills) - Bibliographic databases - Career Planning: preparation for L3. - Work Experience Options; - Speculative Approaches. 	<ul style="list-style-type: none"> - File management /tracking changes /version control - Projects and dissertations - Extended writing - Application Success; - Job Search Strategies; - Enhancing your Interview technique. 	<ul style="list-style-type: none"> - Personal feedback review - Update/reflection on personal action plan - Checking interest/ progress for work experience options; - Encouraging engagement in career planning/ exploration over summer months; - Referral to C&E.

UNDERGRADUATE - FINAL YEAR					
Term one			Term Two		
Group meeting one	Group meeting two	Individual meeting	Group meeting one	Group meeting two	Individual meeting
<ul style="list-style-type: none"> - Returning to study (for placement students) - Working independently/with a supervisor - Career Planning: An introduction to L3 (L3 Career Planning handbook); - Job Search Strategies L3. - Students in their final year are great at creating opportunities for others and developing new skills in the process, such as on sports committee or senior student rep 	<ul style="list-style-type: none"> - Project management - Making effective applications for graduate jobs/ post graduate study; - Preparing for your graduate job interview. - Attending Interviews and Assessment Centres. 	<ul style="list-style-type: none"> - Update/reflection on personal action plan - Major individual progress review, focus on 'good honours' (i.e. achieving the next grade band) - Progress: career choice, why, what steps have been taken, checking knowledge of deadlines and timeframes; referral to C&E. 	<ul style="list-style-type: none"> - Reflection - Making Speculative Approaches. 	<ul style="list-style-type: none"> - Evaluation and identification of lifelong learning skills (transferable and professional specific) - Thinking about professional qualifications/further study/organisations to become a member of (discipline specific) - Creative Job Search strategies. 	<ul style="list-style-type: none"> - Reflection on personal action plan – what next? - Progress: Checking action in relation to transition to work; - Referral to C&E.

POSTGRADUATE TAUGHT – INDUCTION	
Pre-enrolment	Welcome Week
<ul style="list-style-type: none"> - Direct students to the getting started Blackboard site - Make students aware of the study skills support and the ELC language classes (international students) - Make students aware of the career planning timeline and the 3 stages of Career Planning – links to how they can get involved, Lincoln Award, careers team/ website and VLE support. 	<ul style="list-style-type: none"> - Making the transition to PG study (what to expect – acknowledging that some people may have been out of education for a while) - Thinking about your skills – self assessment - Engaging with learning: how to participate - Using the VLE - Routines for study/time management/project management - Building support networks - Introduction to career planning – self-awareness, occupational choice, making yourself competitive in the graduate/ post graduate labour market.

POSTGRADUATE TAUGHT – TERMS ONE AND TWO					
Term one			Term Two		
Group meeting one	Group meeting two	Individual meeting	Group meeting one	Group meeting two	Individual meeting
<ul style="list-style-type: none"> - Critical reading/evaluation - Information searching and retrieval skills - Understanding assessment, grading and classification - Student friendly guide to PG assessment regulations - Discuss what students want to get from their time at University - Explore opportunities that fit them best, try and get them doing at least one thing - Developing a Career search strategy, Skills analysis, networking, the realities of the labour market 	<ul style="list-style-type: none"> - Critical extended writing and discipline specific writing skills - Dissertation preparation - Enhancing your CV – making the most of your post graduate. - Job search techniques. 	<ul style="list-style-type: none"> - Identification of study skills strengths and weaknesses/action planning - Personal assessment goal setting and action planning - Reviewing progress in career planning timeline, self-awareness – skills priorities during post graduate studies. - Individual SWOT analysis. 	<ul style="list-style-type: none"> - Using bibliographic software - Project management - Interview techniques, Assessment Centres 	<ul style="list-style-type: none"> - Document management - Presentation skills/public speaking - Discuss with students whether they could take on a leadership role and support other students to become more engaged - The graduate labour market – employability Boot camps? – life beyond the big corporates – opportunities with SME's. 	<ul style="list-style-type: none"> - Evaluation and identifying lifelong learning skills (transferable and profession/discipline specific) - Review personal assessment action plan - Next steps planning – reviewing progress in career planning, opportunity awareness, exploring where and how looking for career opportunities, and awareness of the graduate labour market. - Referral to Careers & Employability support.



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

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

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