

Personal Tutoring – Having Our Say



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Dept of Nursing & Applied Clinical Studies

Current department Practice

- Nursing students allocated as a group to a Personal tutor (PT) in week 1

Regular meetings with the aims of:

- Monitoring both academic and practice performance
- “Policing” attendance
- Engaging students in Personal Development Planning (graduate skills)

In addition...

- Point of first contact in most issues
- Pastoral care
- Facilitating 'settling in'
- Referring to some Student Services e.g. study support, counsellor, finance
- Liaising with link tutor for practice issues
- Dissemination of information both upward to Pathway managers and downward to the students
- Writing references as required
- Mark 1500 word reflective piece each semester

Year one – 5 main meetings

- Semester 1
 1. first week
 2. before 1st placement
 3. after 1st placement
- Semester 2
 1. beginning of semester
 2. end of the semester

Year 2 & 3

Minimum meetings:

- Semester 1: once
- Semester 2: once

Most students are seen more than twice a year

Context of Project

- Attrition rate
- Forthcoming re-validation
- Increased workload in supporting first year and/or students from wide educational backgrounds

Higher Education Academy Health Sciences & Practice

- Opportunity to bid for funded time to attend facilitated workshops in order to develop an area of interest
- Three members of staff attended two two-day workshops in York at the Higher Education Academy
- 6 projects covering a wide variety of topic areas
- Each group was paired with another to act as a 'critical friend'



The
Higher
Education
Academy

Carla Smith

VISITOR

Personal Tutor role

Two Perspectives

- Information from students
 - ✓ National Student Survey
 - ✓ Student satisfaction survey focussing on communication processes
 - ✓ Student forum for curriculum Development
- Information from staff – **no data**
 - Personal tutor Survey instituted

Staff Questionnaire

To all adult nursing academic
staff in Nursing & Applied Clinical
Studies Dept



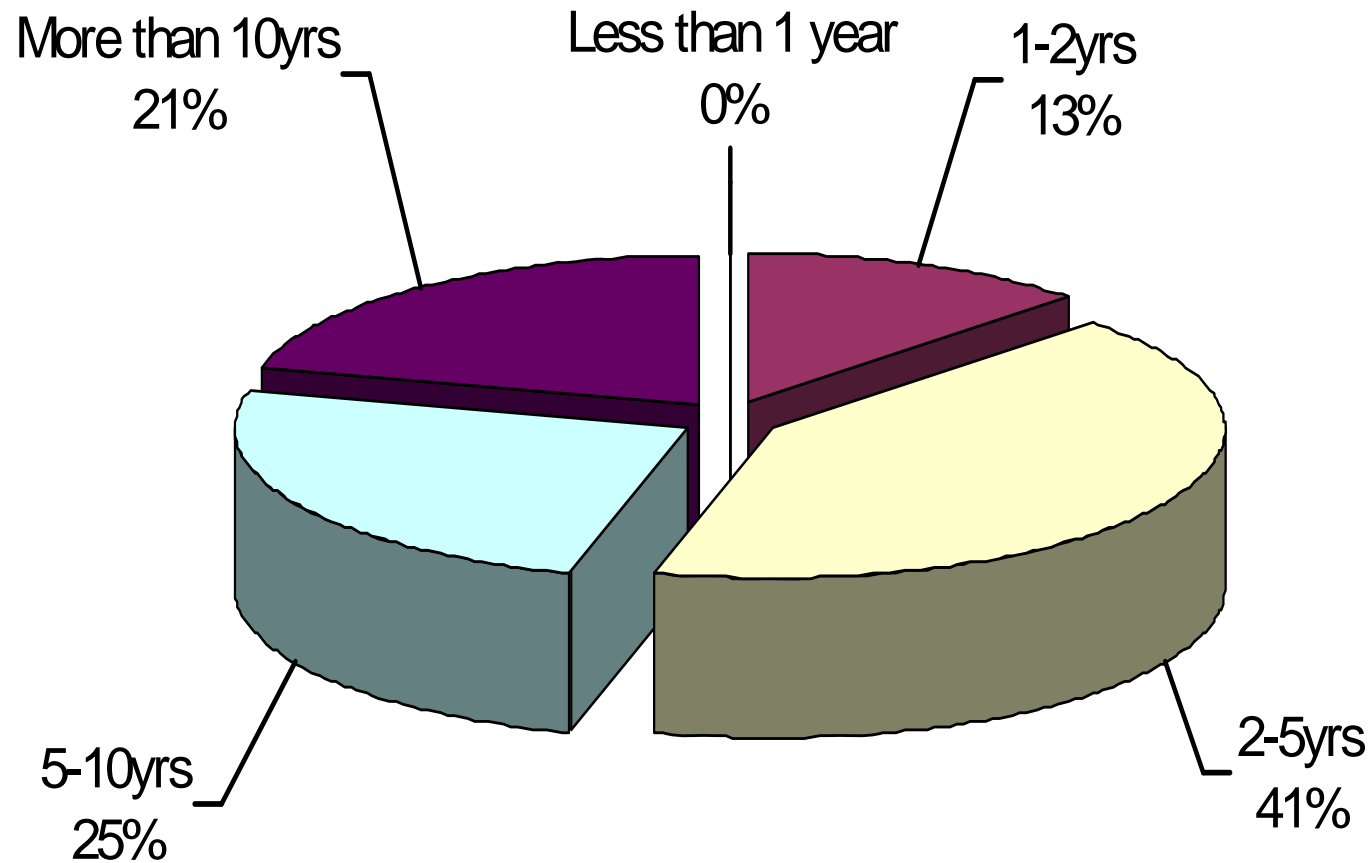
What we did

- Via e-mail
- Facility for both electronic responses or hard copies
- Electronic responses anonymised as received
- Two weeks to respond (20 received) and one week extension (4 more responses)

Preliminary findings

- 58.5% response rate (N = 24)
 - Personal tutors for students at all stages of programme were represented
 - Range of personal students for tutors = 0 – 44
 - Average no. of students per tutor = 25.9
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- 100% saw being a personal tutor as an integral part of an academics' role & 70.8% felt prepared for the role
 - 100% tutors met students individually, 50% additionally as a group
 - 100% used the Record of Discussion forms for recording

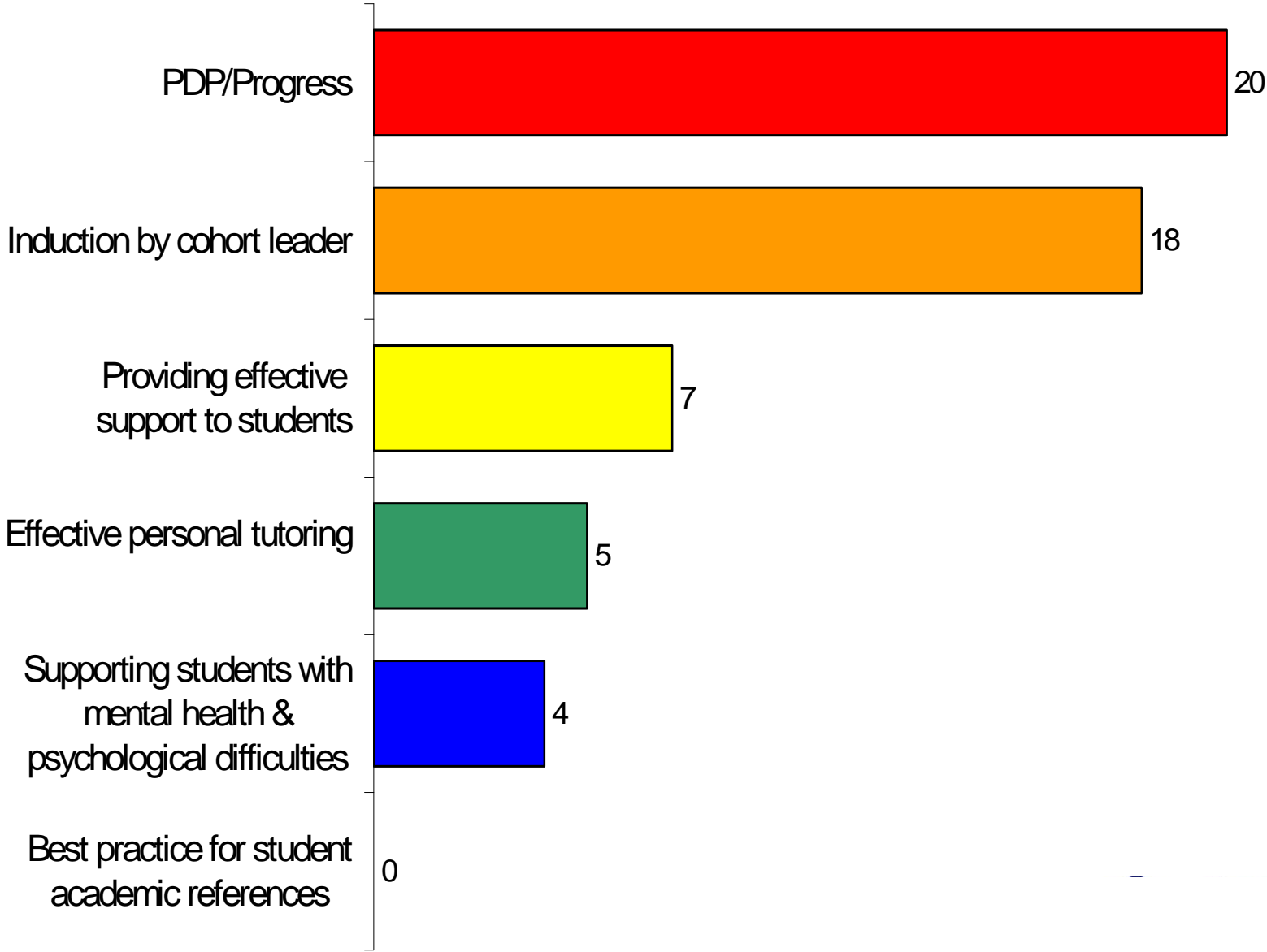
Experience as a personal tutor



What roles do you undertake as a personal tutor? (EXTRACT OF TOP 3 GROUPS)

<ul style="list-style-type: none">- To support & encourage your personal students- To refer on to other agencies i.e. student support services- To monitor/check achievement via documentation i.e. APT, ECDL, practice attendance	100%
<ul style="list-style-type: none">- To review students Progress statements- To support in personal matters- To discuss possible interruption or withdrawal from the programme	96%
<ul style="list-style-type: none">- To discuss recent clinical experience in placements- To monitor attendance and follow-up as appropriate	92%

Staff development undertaken



Themes...

1. Time

2. Engagement of students

3. Info needed to carry out PT role

4. Diversity of student population



1. Time

- “PT time needs to be formally recognised since it can constitute an enormous portion of your working week”
- “No time allocated to the role. Always has to be fitted round other activities”
- “Time is element – teaching commitments, when I am not teaching – students being taught and vice versa”
- “Too many students not enough time”
- The role needs to be valued by the institution and therefore ring-fenced time should be given to allow for effective interaction between PT and the student

2. Engagement of students



- “They are all invited, some choose not to attend”
- “As adults I meet with my personal students as necessary when we feel it is necessary. This can vary from student to student”
- “Trying to get students to actually come and see you. Some students who need most help seem to avoid you”
- “They know I am happy to meet for a coffee and a chat if things are tough”
- “?need more sanctions if they don’t meet PT regularly”



3. Information needed to carry out personal tutor role



- “lack of skills/ knowledge in who to refer to when students need advice”
- “not being given copies of feedback sheets to work through with students”
- “not being told if students have failed, so missed opportunity to help them”
- “At the start of each academic year/ or curriculum change being updated just a refresher especially as students progress from 1 year to the next”



4. Diversity of student population

- “Their needs are incredibly diverse and frequently complex.”
- “a massively diverse number of students” (sic)
- “being so busy that I don’t do enough to focus on helping bright students do better”

Suggestions for supporting personal tutor role

1. Personal tutor handbook
2. Personal tutor Blackboard
3. Peer support group
4. Personal tutor induction within the pathway
5. A personal tutor mentor

What happened then?

- Presentation to Department
- Introduction of Student Liaison Officer role
- 1hr peer group meetings set up (Sept-Dec08)
- Evaluate student e-handbook for use by personal tutors
- Increased personal tutor involvement -prior to joining and in induction week

What happened then?

- Assignment feedback sheets are now being filed in student's records
- Clarifying role descriptor of a personal tutor within the adult nursing pathway
- Personal tutor timetabled sessions in new curriculum (?personal tutor module)