

Structured Online Support for Personal Tutoring at the University of Liverpool

Janet Strivens

Centre for Lifelong Learning
The University of Liverpool

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Some possible roles of a (UK) personal tutor

- Proactive - meeting each tutee on a regular basis
- Reactive - general availability should problems arise

Common issues:

- Academic vs. pastoral
- Tutors are not trained counsellors
- Tutor workload

Liverpool's PDP agreement with LUCU - 2006

- Personal Tutoring should be merged with PDP unless a department agrees that there are good reasons for keeping them separate
- Staff will schedule PDP meetings with a maximum of 8 year-1 and 8 year-2 students once per semester, each timetabled for 15 minutes.
- Staff will not be responsible for the non-attendance of students, beyond rescheduling a meeting upon reasonable request, nor for the preparation of any written material. Minimal book-keeping is required, limited to a record of student attendance.

LUCU agreement contd.

- Whilst being willing, within this scheme, to listen to all concerns raised by students, academic staff will only give advice within their professional competence. Referral will be made to the appropriate university specialist services, where all other advice may be obtained.
- All academic staff should undertake PDP-Personal Tutoring, unless there are exceptional circumstances, and undertake the necessary training. By agreement, and on a voluntary basis, a member of staff may act as “senior tutor” within a department to oversee and coordinate the PDP-PT activities of the department. Additional training will be provided for this role.

What does the personal tutor need to know?

- University policy on the role and expectations
- Good knowledge of sources of support to students within the department/university
- Knowledge of regulations applicable to most common academic problems
- Knowledge of legal requirements and restrictions related to role
- Knowledge of sources of support for him/herself
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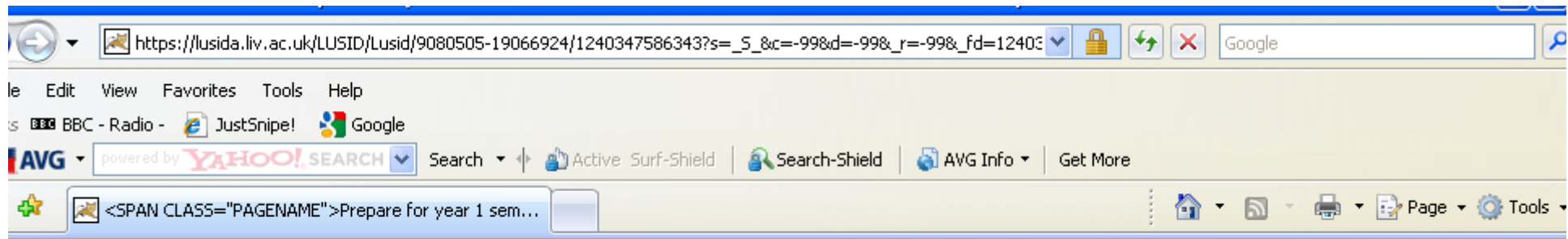
What skills does the personal tutor need?

- Good listening/facilitation skills
- Setting and managing expectations - key aspect of 1st meeting?
- Ability to refer student to appropriate specialised source of support without appearing to be uncaring
- Ability to take a strategic approach to meetings

How can technology help?

What we do now...



- Student database (LUSID) holds individual students' records.
- Web pages guide students through preparation for review meeting with tutor with structured questions
- Each programme can and often does have its own set of pages/guidance
- System allows students to email preparation to tutor prior to meeting (and could allow record to be viewed in other ways with student permission)
- System connects with university MIS system to allow access to developing transcript





Why did you choose to study Engineering?

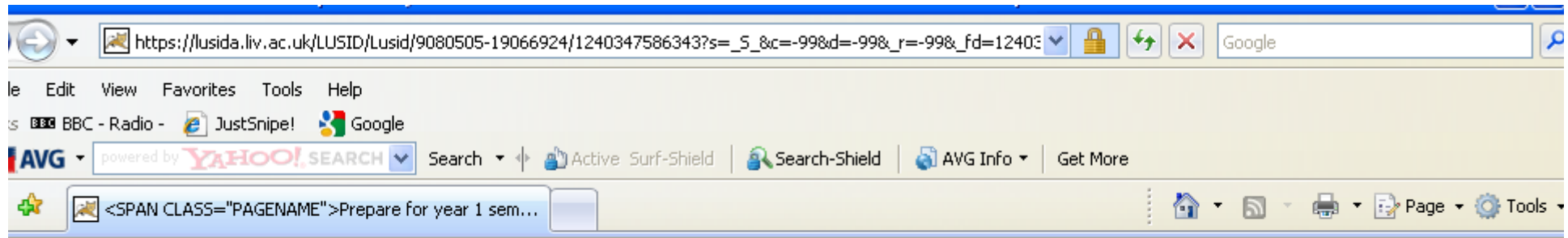
Please state why you chose to study Engineering, and why you chose Liverpool University. If you have already studied Engineering at Foundation level at Liverpool University, do you think it was the correct decision? If you did not do the Engineering Foundation Year here (i.e. have entered Year 1 directly this session), (less than 100 words)

.....

What do you think are the two most important Engineering developments or achievements over the last century (please give reasons)? (less than 100 words)



What sort of Engineering job/career would you like after graduation? Why have you chosen this job/career? (explain in less than 100 words)

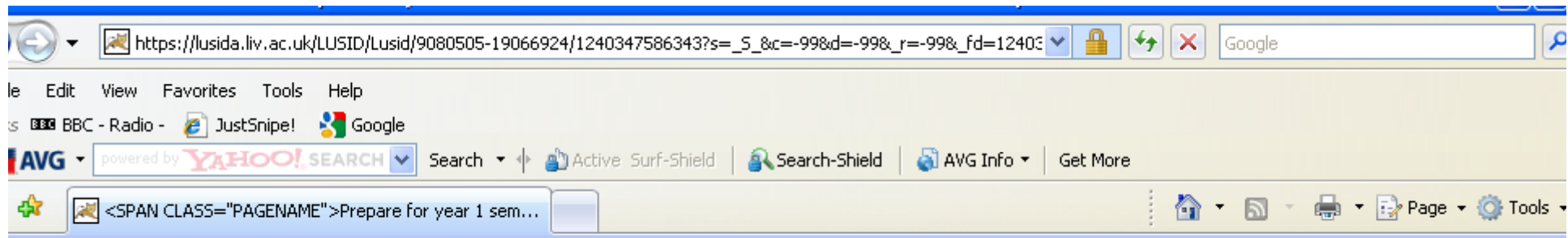
A large, empty text input field with a vertical scrollbar on the right side. At the bottom right corner of the field, there are two circular icons: one with the letters "ABC" and another with "Aa".

State three important skills, abilities or attributes of a professional Engineer

A large, empty text input field with a vertical scrollbar on the right side. At the bottom right corner of the field, there are two circular icons: one with the letters "ABC" and another with "Aa".

Give three examples of what an Engineer may be asked to do in their job





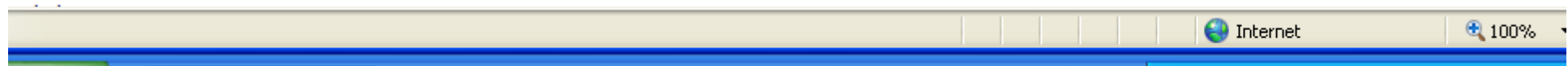
What are your impressions of the first few weeks of year 1 of the Engineering programme you are studying? What have you enjoyed so far? Do you have any concerns?

you have come up from the Foundation year, how have you found the transition from Foundation year to year 1?

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email the semester 1 preparation to your personal tutor

You have now completed preparation for the semester 1 tutorial. When you are happy with what you have written, you should then email this page to your personal tutor(**Sorry we could not obtain any data for you. If you are a member of staff do not worry as your data may not be held in the database being accessed. If you expect data here (e.g. if you are a student) please contact [helpdesk](#) including details of your name, University ID, the URL, a description of what you were doing in LUSID and this message.**).Click the **save** button below to save this page then click the **mailable** button below to preview this page in a format suitable before emailing to



Does it work?

- Almost all undergraduate programmes have a system in place
- Wide variance in take-up by students
- Most students who do attend review meetings are positive about their value
- Strong support from Guild of Students
- Culture change is very slow but small improvements every year

What else could the technology do?

- Easily accessible information about all sources of student support across the campus
- Easily accessible information about future academic modules/pathways, including prerequisites and links to careers information about graduate options/professional body requirements
- Appropriate individual student records readily available to PT (with photo, developing transcript.....) plus the ability to 'flag' for yourself students who are causing concern for any reason
-with all formative feedback on that student collected together (which of course means it's all held electronically!)