



Canterbury  
Christ Church  
University

# Interprofessional Learning Programme:

## The role of the Personal Tutor

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# Interprofessional Learning Programme

- Adult Nursing; Children's Nursing; Diagnostic Radiography; Mental Health Nursing; Midwifery; Occupational Therapy; Operating Department Practice; Social Work;
- Two intakes each year
- Run on two sites
- Over 500 students per year
- Common learning, shared learning and profession specific learning

# Organisation of Personal Tutoring

- Varied across pathways, not always continuous relationship over 3 years
- Each student has identified PT who they (should) meet with regularly but no time allocated within programme
- Professional body requires close monitoring of attendance
- Personal Development Planning incorporated into PT role by University policy

# Agenda Items: National and Local

- The transition into Higher Education
- The First Year Experience
- Retention & Progression
- Personal Development Planning
- Lifelong Learning skills
- Skills for Professional Learning
- Graduate Skills development

# Themes identified by staff as impacting on their role as a Personal Tutor

- Lack of time to carry out the role
- Engagement (or not) of students
- Lack of information with regard to student's achievement
- Diversity of students with complex needs

# Professional Development Theme

- One 20 credit module in each year
- Begins with a block
  - 2 weeks at start of year 1 & 2
  - 1 week at start of year 3
- Five days spread out over the rest of year
- Delivered by the Personal Tutor

# Professional Development 1

- Settling In/Orientation
- Library & IT introduction
- Activities focused on Graduate Skills development (Level 1)
- European Computer Driving License
- Personal Development Planning

# Graduate Skills

- Academic skills
- Management of own learning
- Communication
- Working with others

# Academic Skills

## LEVEL 1

- A.1 Access a range of information resources
- A.4 Use established techniques to research, retrieve and manage information
- A.6 Demonstrate such numeracy skills as are appropriate to the subjects studied and this level

# Assessment

- ECDL modules x 2
- Reflective essay on his/her development as a (student) health or social care professional
- Students will use a wiki to maintain continuous reflection on their development

# Professional Development 2

- Updating/developing Library & IT skills
- Activities focused on Graduate Skills development (Level 2)
- Continuation of ECDL
- Personal Development Planning
- Critiquing sources of evidence

# Assessment

- ECDL modules x 2
- Critique of piece of evidence
- Reflective essay on his/her development as a (student) health or social care professional

# Professional Development 3

- Updating/developing Library & IT skills
- Activities focused on Graduate Skills development (Level 3)
- ECDL – option to continue
- Personal Development Planning
- Supervision for extended piece of work

# Assessment

- Systematic, reflective, critical enquiry into a relevant aspect of health or social care practice

# Advantages

- Increases the academic aspects of the Personal Tutor role
- Provides the opportunity for development of a strong supportive relationship
- Personal Tutor is familiar with the student's abilities
- Time is available to support student success

# Challenges

- Requires Personal Tutor to facilitate learning in (new) areas that they do not immediately feel comfortable with
- Providing a non-threatening staff development programme to meet these needs
- Supervising a large number of extended projects
- Part-time staff

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