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Personal Tutor (PT) Training & Pastoral Support at SHMS

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Review & reflect on academic progress

- Review results & feedback; explore learning strengths & weaknesses, discuss understanding of assessment style & effective patterns of study
- Consider options for future studies (modules, electives, intercalating BSc)
- Explore longer-term goals (Elective and SSCs, further study, research, careers)



Welfare "check": Any difficulties impacting on studies?

Pastoral role – provide individual support for wellbeing

Explore any issues and refer to specialist support as required *eg* finance, housing

Act as Advocate if required e.g advice on mitigating circumstances, letter of support at panel hearings, point of contact, advice on referral to other services



Extra-curricular engagement

- Explore and signpost enhancement opportunities, including those offered by CSG or externally
- Discuss any barriers to taking up opportunities and seek solutions
- Provide references (part-time jobs, volunteer work, Foundation Programme)

Your experience of having a personal tutor

- Did you have a personal tutor at university?
- Yes? What was your experience of that?
- No ? What was your experience of that?



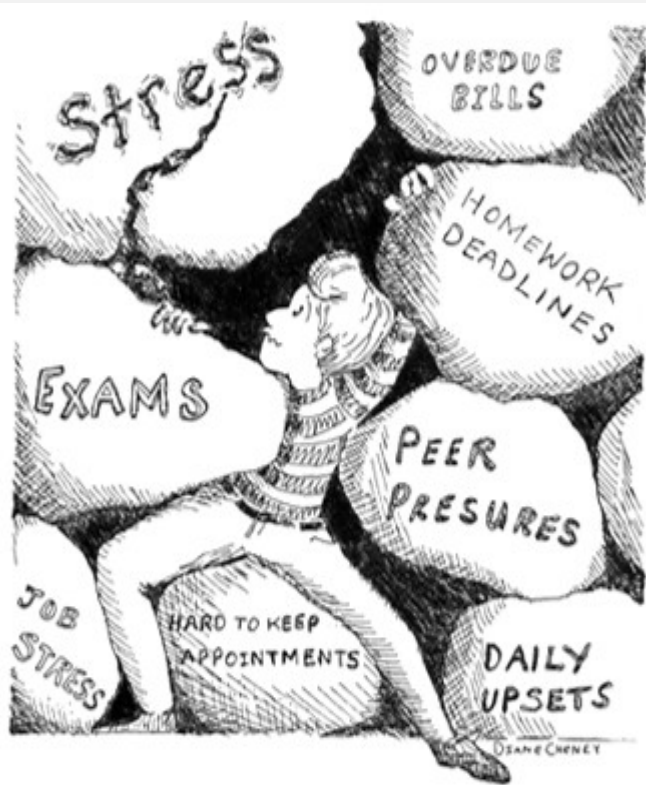
What is expected of tutors?

- ✓ To collaborate with Tutees in forming good working relationship
- ✓ Routinely check on tutees in the following areas of academic progress and welfare.
- ✓ Make yourself aware of support systems at CSG to direct your tutee to the appropriate help
- ✓ To feedback to the School on issues/concerns raised by students
- ✓ Tutors are not counsellors... or there just for problems
- ✓ Act as tutee's advocate for mitigating circumstances/appeals
- ✓ Provide references for students (but not landlord references)

What is expected of students ?

- ✓ ALL students are allocated a tutor & expected to meet with them
- ✓ Be professional – make appointments via email and attend the PT-tutee meetings
- ✓ Let your tutor know if you have any health or other concerns which could impact on your studies

What sort of problems do students face?



- » Developmental transitions
- » On-going history of child and adolescent mental health problems
- » Family and personal relationships
- » Home sickness
- » Struggling academically – low grades, exam failure
- » Disability/Dyslexia
- » Managing money and financial pressures (cost of living crises)
- » Housing/accommodation
- » Getting work/life balance right
- » Racism/sexism/bullying
- » Sexual assault

How can problems manifest themselves?

- » Missing lectures, tutorials or PT sessions
- » Non-attendance at clinical placements/practicals
- » Withdrawing from contact with others
- » Behavioural problems
 - » By 'escaping' eg use of alcohol, drugs etc
 - » By getting 'run down' and frequently sick
- » Failing academically/clinically ie. low knowledge, low skills
- » Probity



PT-Tutee Meetings

- » Vary from course – course but in general group meeting as introductory meeting (Y1), then one-one meetings
- » PT meetings once/per semester → in-person or via MS Teams
- » Frequency → will depend on course-specific requirements
- » If phoning students use “141” to block your personal ID
- » PT are not meant to engage with their tutee's parents → the relationship is between the adult student and tutor. At enrolment, all students provide emergency contact details of family member/friend in addition to next-of-kin.
- » Record keeping – course-specific (MBBS now use [Pebble Pad](#); BMS developed a rubric on Canvas)
- » Non-attendance at meetings or lack of response to meeting requests should be reported to course administrators – usually flag of other issue

Resources for PT - <https://www.sgul.ac.uk/for-staff#teaching-and-student-experience>



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Inclusive Education Framework	Student experience	Canvas	Centre for Innovation and Development in Education (CIDE)
Centre for Technology in Education	Develop a short course	Institute for Medical, Biomedical and Allied Health Education	Library resources for teaching staff
Sonic	Student-Staff partnership grants	Teaching diaries	Information for staff about student surveys
Research Degree Supervisors Guidance and Forms	External Examiners	CCA/OSCE examiners	Personal tutoring information

Sources of Support & Referral



- ❖ Personal Tutor
- ❖ Student Life Centre studentlifecentre@sgul.ac.uk – first port of call for non-course related issues eg. finance*, accommodation, sexual assault, visa compliance etc.
 - *hardship funds available for students, email finance@sgul.ac.uk
 - Student can email welfare@sgul.ac.uk
- ❖ Personal Tutor leads for the courses; complex cases referred to **Welfare team** (Director of Student Welfare, Student Welfare Advisors, Head of Counselling, PT Leads of SHMS courses)
- ❖ Student Union (SU) – Student Advice & Support Manager
 - Lon Teija (lteija@citystgeorges.ac.uk)
 - Help with welfare support (transition to university, loneliness, drug use, eating disorders etc).
 - Help with education support (**mitigating circumstances**, academic appeals, assessment irregularities, student complaints etc).
 - Email presidentwelfare@su.sgul.ac.uk

Sources of Support & Referral



- ❖ Extenuating Circumstances (EC) has replaced Mitigating Circumstances
EC are circumstances that are unforeseen and are out of a student's control, which negatively affect a student's ability to study or complete assessments.
Key changes are:
 1. Online submission portal
 2. Improved Guidance
 3. Centrally Managed Process
- ❖ Study support – Academic Success Centre appointments i.e. one-to-one appointments offered face to face or on-line to support students on study skills and academic writing. Appointments are booked via Study+ on Canvas or directly on <https://10to8.com/book/sgul/>
 - ❖ Study + is a Canvas space that also offers a diversity of self-directed learning resources to help students develop their self-efficacy and overall academic competencies.

Sources of Support & Referral



❖ Counselling Services –

- *Free, confidential and not linked to student records/assessment*
- Use the online registration <https://portal.sgul.ac.uk/services/counsellors/>

❖ Disability & Dyslexia advisor – Emma Catlow disability@sgul.ac.uk

❖ Togetherall <https://togetherall.com/en-gb/> – *free, confidential, on-line mental health support*

❖ Extensive support for care leavers, young estranged students etc at the [CSG SU support services](#) and on local campus at SHMS

❖ ALL staff need to be aware of the requirements of **Prevent**

- Prevent requires the staff of HEIs to pass on concerns that a student may be being 'radicalised' for any cause i.e. animal rights, political etc.
- Should be able to book on via My Workplace
- Please direct all enquiries to staff development staffdev@sgul.ac.uk

Sources of Support & Referral



- ❖ If students have concerns about an event/incident/bullying/harassment that occurs during clinical placements /educational environment, they should use the “Report and Support tool” on the student support page of the website
 - [Report a case of bullying or harassment \(sgul.ac.uk\)](https://www.sgul.ac.uk/report-a-case-of-bullying-or-harassment)
- ❖ What do you do if a student makes a disclosure of sexual assault?
 - Escalate this to either PT/course lead, Director of Student Welfare, Associate Dean Student Experience, Academic/Deputy Academic Registrar
 - Student can report it anonymously through report and support tool
 - There is a outreach service provided by Rape Crises South London at SGUL that can support the student university.support@rasasc.org.uk
 - Student can contact the Education and Support Officer in the SU
 - Webpage for students offering immediate support and how to make a complaint can be found here <https://www.sgul.ac.uk/for-students/student-support/health-and-wellbeing>
 - Information for staff about managing a complaint can be found here <https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/staff-training-resources/managing-reports-of-assault-and-sexual-assault>

Scenario 1 – Difficulty in coping with the course

One of your first-year students is talking through their recent examination performance with you. She appears to be genuinely confused by her recent poor results, as she takes lots of notes during lectures.

During your discussion of her study patterns, it emerges that she has been working in the library for several hours every night, rewriting her notes along with listening to the Panopto recordings.

She feels that she is struggling with the workload of the course and keeping up. She tells you that she is considering withdrawing from the course. She mentions that her parents aren't aware of how difficult she is finding it and still think she is performing as she did in A-levels.

She wants your advice as to whether she should leave the course or not.

What would you say to this student?

Discuss in groups (6-7mins)

Scenario 1 - Outcome

- Reassure the student that everyone has difficulties in adjusting to the rigour of study and that they are not alone. 1st year students often feel that they have to cope and that everyone else is coping well.
- Discuss individual learning strategies *eg.* How helpful is extensive note taking during lectures considering availability of recordings? Identify and prioritise new material.
- Study skills support (ASC)/Study+ resources; students may often study for long periods but ineffectively
- Accessing peer support via study groups
- Explore whether personal issues impacting on study *e.g.* problems at home/halls;
- Dyslexia – ask if they have been to Emma Catlow the Disabilities Advisor.
- If student wishes to discuss interruption or withdrawal they need to talk to someone from the Course team i.e.. Year lead/administrator.
 - It is not your decision, avoid making judgements as to whether you believe the student to be academically capable or not.
 - Also financial implications to dropping out.

Scenario 2 – Non-attendance

One of your first-year students is talking through their recent examination performance with you. She appears to be genuinely confused by her recent poor results, as she takes lots of notes during lectures.

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She feels that she is struggling with the workload of the course and keeping up. She tells you that she is considering withdrawing from the course. She mentions that her parents aren't aware of how difficult she is finding it and still think she is performing as she did in A-levels.

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Scenario 2 - Outcome

Discussion points

- Think about open questions to ask the student that allow the student to open up about concerns and his feelings.
- Be aware of referrals to student support
- Be aware of how to refer to counselling – this can be done either directly with the student on-line or they can arrange it themselves at a later date.
- Familiarise yourself with support for those with suicidal thoughts
- Discuss with students' self-care and possible support from family/friends
- Encourage them to contact their GP.
- Arrange a follow-up meeting within the week.
- Following the meeting you may wish to discuss how to proceed with the Personal Tutor Lead and the Year lead/Administrator – *confidentiality issues, so initial discussion retain anonymity of student*
- If you have any concerns about immediate student safety take the student directly to A&E or contact welfare@sgul.ac.uk in the Student Life Centre or Personal Tutor leads.
- Occupational Health referral is via the Course Team or the Academic Registrar (Jenny Laws).

What do students need from personal tutoring?

Support & guidance to develop to their full potential during their time at University



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