

Personal Tutor System (PTS) and Pastoral Support

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Purpose of the PT programme



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 SGUL 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?



"Professor Dolores Umbridge, with Harry Potter" [J.K. Rowling]

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 SGUL 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)

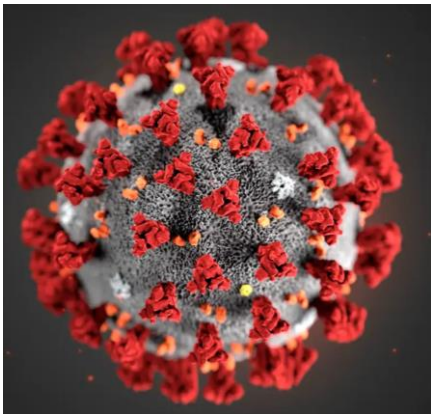
What is expected of students?

- ✓ 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
- » Covid-19 impact



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
- » If phoning students use “141” to block your personal ID
- » Frequency → will depend on course-specific requirements
- » 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
- » Non-attendance at meetings or lack of response to meeting requests should be reported to course administrators – usually flag of other issues



Resources for PT

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

The screenshot displays the St George's University of London website. The browser address bar shows the URL <https://www.sgul.ac.uk/for-staff#teaching-and-student-experience>. The website header includes the St George's logo and navigation links: Study, Research, About, A-Z, and People finder. A search icon is also present. Below the header, a horizontal menu lists various sections: Latest, Employee quick links, Research support, Teaching and student experience (highlighted with a red circle and a blue underline), On campus, and News and projects. The main content area features a grid of resource boxes. The 'Personal Tutoring' box in the second row, fourth column is circled in red. Other visible boxes include Canvas, Institute for Medical and Biomedical Education, Centre for Technology in Education, Centre for Innovation and Development in Education (CIDE), Graduate School, Teaching diaries, Library resources for teaching staff, Sonic, Student-Staff partnership grants, and Guidelines for communicating with students.

For staff				For students	For alumni
Study	Research	About	A-Z	People finder	Search
Latest Employee quick links Research support Teaching and student experience On campus News and projects					
Canvas	Institute for Medical and Biomedical Education	Centre for Technology in Education	Centre for Innovation and Development in Education (CIDE)		
Graduate School	Teaching diaries	Library resources for teaching staff	Personal Tutoring		
Sonic	Student-Staff partnership grants	Guidelines for communicating with students			

Sources of Support & Referral



- ❖ Personal Tutor
- ❖ Student Centre (Gavin Taylor, [Head of Student Services](#)) – 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
- ❖ Personal Tutor leads for the courses; complexes cases referred to **Welfare team** (Dean for Students (Welfare & Support), Head of Student Services, PT Co-Ordinator for SGUL, Head of Counselling, PT Leads of SGUL courses).
- ❖ For personal tutors that have urgent concerns about students there is an out-of-hours mobile number (07805 140518)
- ❖ Student Union (SU) – Welfare & Education Support officer along with VP for Education & Welfare
 - Lon Teija (lteija@sgul.ac.uk)
 - Wellbeing Officers [Wellbeing Officers \(sgsu.org.uk\)](http://sgsu.org.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).

Sources of Support & Referral



- ❖ Mitigating circumstances – extensive guidance on the exams site
 - <https://www.sgul.ac.uk/for-students/your-academic-life/exams>
 - Mitigating circumstances are serious unforeseen, personal or medical circumstances which might have a significant adverse effect on student performance in assessments.
 - Students need to tell university and PT preferably before/immediately after assessment (within 5 working days). They have to submit mit. Circumstances form
 - Marks will never be changed due to a claim for mitigating circumstances.
- ❖ Study support – Academic Success 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.
- ❖ 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



❖ 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 (formerly Big White Wall) <https://togetherall.com/en-gb/> – *free, confidential, on-line mental health support*

❖ SPACE – Student Parents & Carers Empowered, peer-led welfare support group

❖ If students have particular worries about a fellow student but want to remain anonymous, they can use the “Concerned Colleague Form” and email concernedcolleague@sgul.ac.uk

❖ If students have witnessed something of concern on clinical placement/educational environment, report this via “Educational Incident” form and sent to the *Dean of Students (Welfare & Support)*

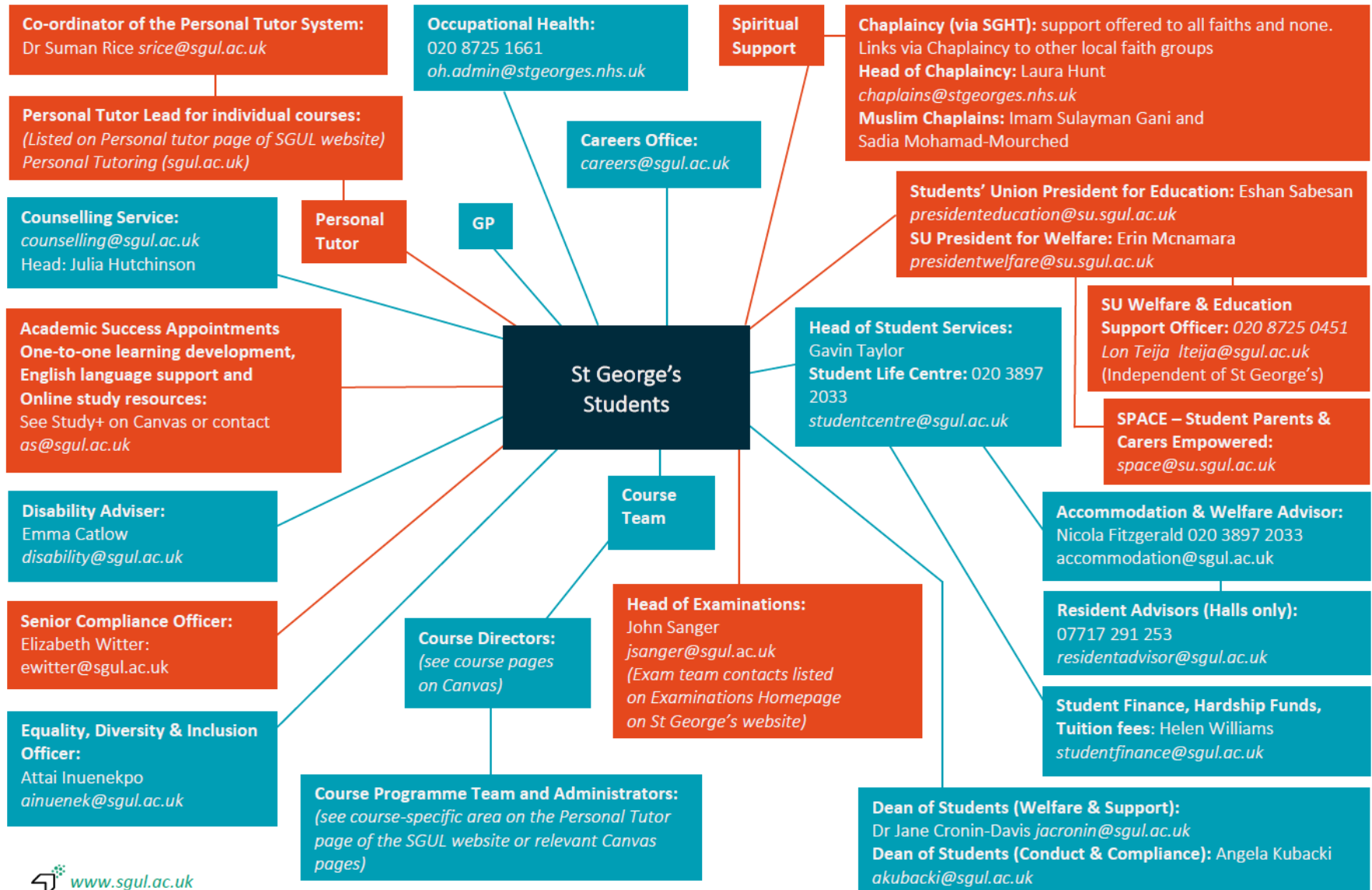
Sources of Support & Referral



- ❖ 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 \(sgul.ac.uk\)](http://sgul.ac.uk)
- ❖ What do you do if a student makes a disclosure of sexual assault?
 - Escalate this to either PT/course lead, Co-Ordinator of PTS, Dean of Students, 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>

Sources of Support for SGUL Students

Sources of Support for all St George's Students (2023/24)



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

A student near the end of year 2, emails and asks for an appointment with you. You note that you have arranged two previous meetings to which he has not turned up.

You also see from previously circulated marks, that although he performed fairly well in the 1st year, his performance dropped significantly this year and on further investigation that there are gaps in his attendance this year.

He is 10mins late to the appointment and though apologetic, does not give an explanation. Upon questioning he appears withdrawn and says that he has been struggling to come in to university and is now worried that his lack of attendance will affect his progression. He becomes tearful and admits that he is feeling very low.

How would you manage this student?

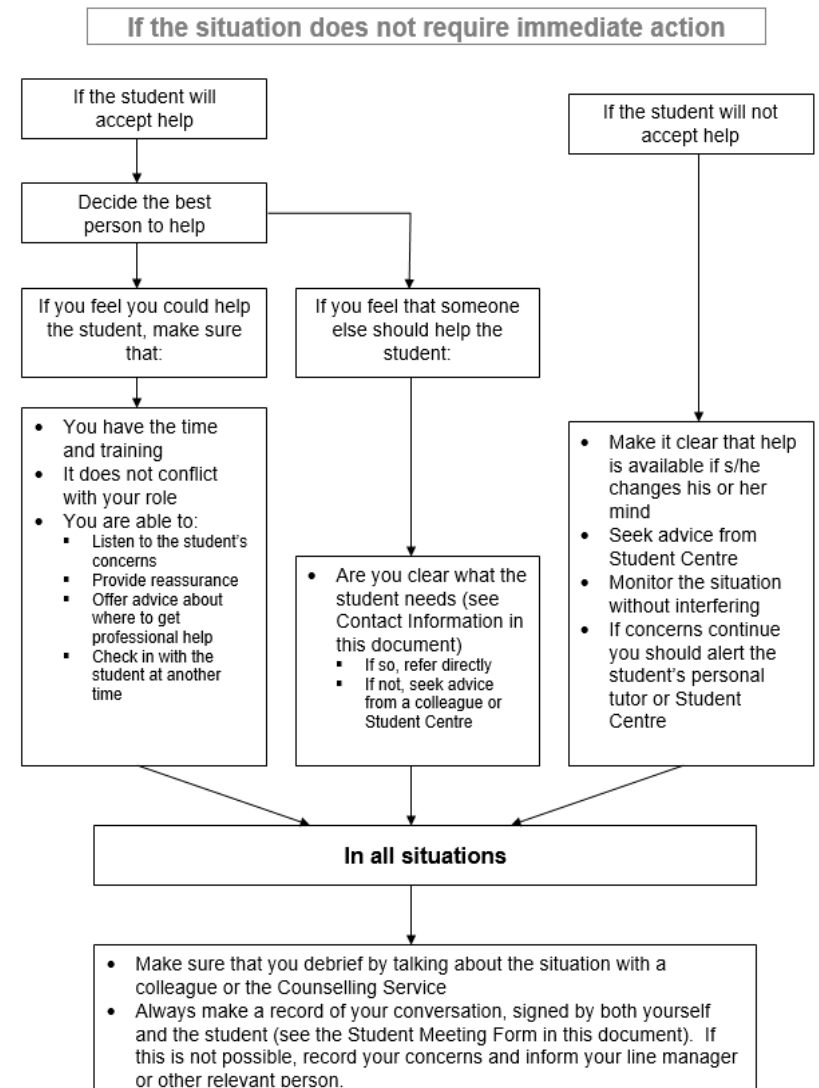
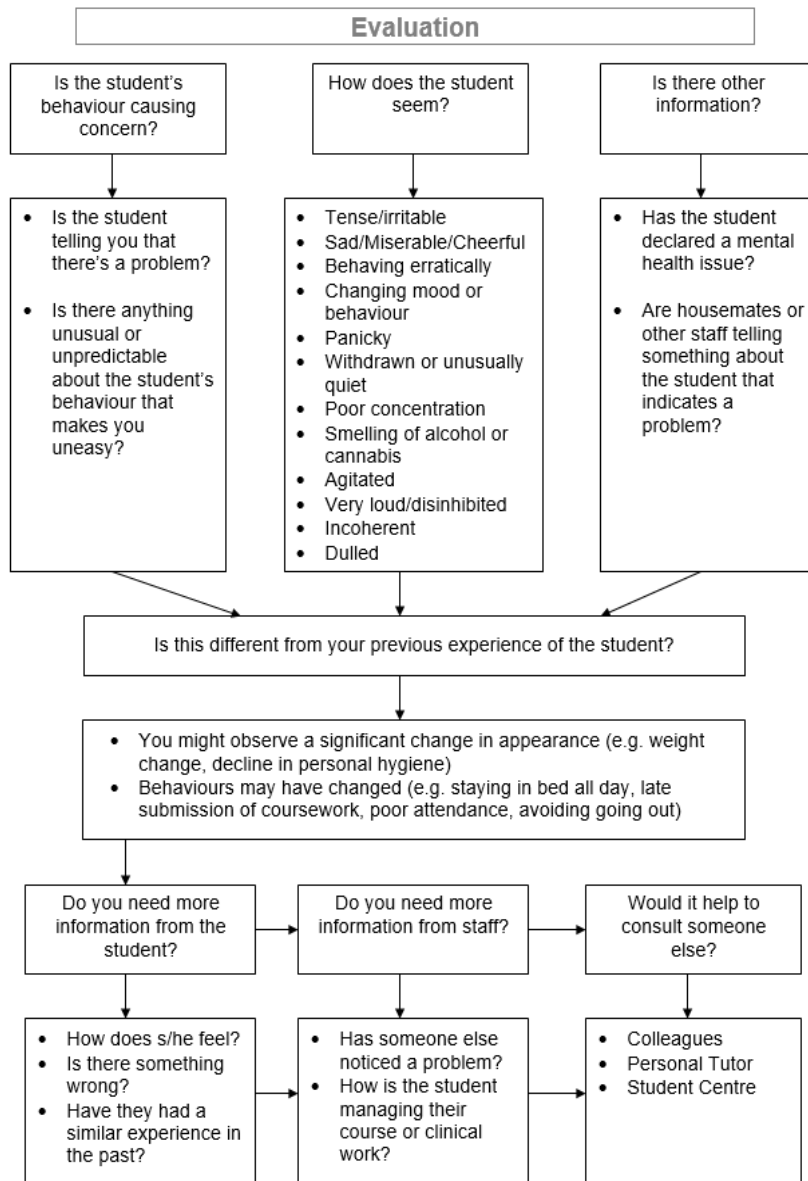
Discuss in groups (6-7mins)

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 Gavin Taylor's team in the Student Centre or Personal Tutor leads.
- Occupational Health referral is via the Dean of Students or Course Team.

Crisis Intervention for Students in Distress (Staff Guide)



What do students need from personal tutoring?

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

