Programme Personal Tutoring Plan

# Indicative template

Each programme should have a personal tutoring plan. The [MMU Personal Tutoring guidance](http://www.celt.mmu.ac.uk/personal_tutoring/index.php) sets out the context and principles for this. It is expected that programme teams will decide what will work best in their context and within the resources available. The person responsible for personal tutoring needs to ensure that personal tutors know about the plan and that it is reviewed at least annually.

This document is intended to help programme teams to develop, review or update their personal tutoring plan; to delegate tasks across the team as appropriate; and to support a continuous improvement process. The questions in italic could form the basis for the agenda for a programme team planning meeting.

The plan is divided into three sections, which could be reviewed annually as part of the Education Annual reviews for improvement: key principles as set by policy; a development plan; and an evaluation and improvement plan.

|  |  |
| --- | --- |
| Programme title |  |
| Date produced |  |
| Most recent update |  |

|  |  |
| --- | --- |
| **Key Principles** | |
| Context of personal tutoring in the programme | [Learning and teaching principle 4.2](http://www.celt.mmu.ac.uk/ltastrategy/standards4.php) states that we will provide personal tutors.  The **general purposes of personal tutoring** are to:   * help students to progress and achieve academically; * aid transitions, including into employment; * enable personal development; * help students to identify their own pathways to success |
| Development Plan |  |
| A clear articulation of the purpose of your personal tutoring system. | *What do you want your personal tutoring system to achieve?*  *How will this be done?*  *Who will do the work?* |
| A structured approach to consideration of a student’s progression | *How would you expect students to engage with the personal tutoring offered on your programme?*  *Who acts as programme personal tutor co-ordinator?*  *What is the system’s structure at each level of study? What is the rationale for this?*  *What is the balance of* [*Course, Community and Career*](https://stummuac-my.sharepoint.com/personal/55040679_ad_mmu_ac_uk/Documents/Alicia/Alicia/LTU/PDP/Personal%20Tutoring/2019/Programme%20Plan/PTSFramework)*?*  **If the following are features selected for the purpose of your system:**  *How does the personal tutoring system support transitions?*  *How does the personal tutoring system support the provision of feedback to the student on their overall progress on the course?*  *How does the personal tutoring system help students to understand their feedback and prepare for assessments or reassessment?*  *What types of meetings are there – face-to-face, online, groups?*  *How many meetings are timetabled (if any)?*  *What is a reasonable length for the meetings?*  *What is the agenda for these meetings?* |
| Student and staff engagement | *Is there a communication (eg webpage or Moodle entry) that clearly explains the purpose and structure of the personal tutoring system you have designed for students and staff?*  *How are the structure and purposes of meetings communicated to students and staff?*  *What are the intended outcomes of these meetings? Are these outcomes recorded and taken forward in any way? What are the consequences of non-attendance (if any)?* |
| Staffing and Workload | *How many students will each personal tutor work with?*  *Are all the department’s staff included in the personal tutoring of students and is this recognised in the workload model?*  *Is the personal tutor system arranged so that in general, a students’ personal tutor is someone who also teaches them?* |
| Timetabling | *When and where are meetings timetabled?*  *How do you make timetabling arrangements for combined honours students?*  *If you decide not to timetable personal tutorials, how and when do students engage with personal tutors?* |
| There is a partnership approach with students - enabling them to meet their own  particular needs | *How does the personal tutoring provided mesh with the* [*other systems of support*](http://www.celt.mmu.ac.uk/personal_tutoring/referrals.php) *in the faculty/department, Academic and Study Skills Tutors; The Disability Service; Counselling and Wellbeing Service; IT services; Library; The Writing Project)?* |
| Recording | *How do students and staff record progress within the system?*  *Can students use some form of e-portfolio to support their development?*  *Do you need to get support from the* [*Faculty Technology-Enhanced Learning Officer*](http://lrt.mmu.ac.uk/li/the-team/)*?*  *What platforms are encouraged or used with students?*  *(e.g.* [*WordPress*](https://wordpress.com/)*;* [*MyShowcase*](https://www.myknowledgemap.com/products/myshowcase/features.aspx)*;* [*LinkedIn*](https://www.linkedin.com/)*;* [*Tumblr*](https://www.tumblr.com/)*; etc)*  *Is this linked to assessed work?* |
| Professional development | *Is any staff development activity needed to implement your plan? Who will organise this?*  *What guidance needs to be provided for staff and students?* |
| Evaluation |  |
|  | *What are your measures of success for your personal tutoring system? Are they directly related to its purposes?*  *Do the meetings help to achieve the overall purpose set for your PT system? Are face to face meetings the most useful/appropriate/inclusive way of achieving this purpose?*  *If you think that the relationship between tutor and tutee is a key part of this success, do discipline-appropriate personal tutoring activities facilitate the formation of purposeful relationships?*  *If not, how could this be improved?*  *Does the personal tutoring system operate efficiently within institutional/faculty/departmental resource allocations (including workloading)?*  *Is the personal tutoring system effective in contributing to students’ ability to navigate pathways to autonomy and success (as partially evidenced from NSS and DHLE)?*  *What data can you use to help to determine the success of your PT system beyond the ISS questions? (E.g. data on retention, progression, success and DLHE, student focus groups?)*  *How can the provision and quality of this data be improved?* |
| Scope of annual review of personal tutoring | *You might decide to consider:*  *Did the personal tutoring at each level achieve the aims you set out?*  *Was student progression and achievement supported by the PT system? Did this differ across the levels?*  *Was there any good practice which could be documented in the Course Improvement Plan or signalled to the* [*UTA Good Practice Exchange*](http://www.celt.mmu.ac.uk/good_practice/index.php)*?*  *Are there any issues which need to be followed up?*  *Is any further staff development needed?* |

N.B. Actions resulting from annual review of personal tutoring would normally be recorded in the Course Improvement Plan as part of the Education Annual Review process.

# Integrating other enhancement activities

Opportunities for developing peer support for teaching via the [observation and enhancing teaching practice](http://www.celt.mmu.ac.uk/obs_enhance/index.php) scheme with this plan:

* Exchange of experiences and documentation with colleagues from other programmes, departments or faculties.

Opportunities for student partnership development with this plan:

* Include course representatives or other groups of students in developing this plan

# Useful links

MMU [Personal Tutoring Guidance](http://www.celt.mmu.ac.uk/personal_tutoring/index.php)

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Plan (delete/add rows as appropriate)** | | | |
| Task | What needs to be done | Date due | Who is responsible? |
| Define purpose and structure of the tutorial system | Decide on requirements of the system at each level, decide on preferred way of engaging students: e.g. number and duration of meetings, timing etc; consider how to design communications with students |  |  |
| Timetabling | Make requests for student timetables to be prepared on the basis of the proposed schedule where appropriate. |  |  |
| Workload | Ensure that number of hours per student x numbers of students tally with the proposed PT schedule. |  |  |
| Allocate students to tutors | If Combined Hons students are involved, clarify the arrangements for these students with the relevant department(s) | By beginning of autumn term (Level 4) |  |
| Use of e-portfolio | Discuss with staff team |  |  |
| Communication | Discuss changes or updates to the PT system with staff team via agenda item at team meeting | Before start of academic year (term1)  At beginning of term 2 |  |
| Annual review | Arrange team meeting to evaluate system each year and consider improvements.  Add actions to [Course Improvement Plan](http://www.mmu.ac.uk/academic/casqe/experience/monitoring-improvement.php) |  |  |