Personal tutoring for the 21st century

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Contents

1. Introduction

There has been, for a number of years, an implicit understanding across the learning and skills sector that personal tutoring contributes to improving retention and achievement. Early research by Martinez and Munday[1] found that student help and guidance will increase the potential to retain students facing personal difficulties.

Further research has emphasised the importance of personal tutoring in identifying and supporting learners at risk, motivating and enabling learners to achieve and facilitating individuals to develop essential skills for successful progression. One such example is the research report by the Further Education Tutorial Network (FETN) in collaboration with LSIS,[2] which demonstrates the impact of personal tutoring on learner retention and achievement through a series of case studies drawn from the sector.

Having established the value of effective personal tutoring, the impact it has on improving retention and achievement and subsequently the success of the organisation, attention has been turned to improving the quality of tutoring provision across the sector. The most significant aspect has been the development of new National Occupational Standards for Personal Tutoring (**Appendix 1**).[3]

This guide to personal tutoring for the 21st century has been written to:

- provide guidance to an increasingly multi-faceted learning and skills sector on how to meet national quality standards for personal tutoring

- reflect recent changes in the nature and purpose of the personal tutoring role

- enable personal tutors to develop the skills and knowledge required to support a diverse range of learners and an array of complex needs

- provide guidance for managers on the recruitment, training and development of effective personal tutors and develop strategies for evaluating and improving the quality of provision

1.1 What is personal tutoring?

Personal tutoring has seen a number of transformations over the years. Its origins are rooted in small group or one to one discussions to provide additional learning opportunities following large group lectures. The notion of smaller group tutorials and one to one discussions (personal tutoring) remains, however it is important to note that the approach to learning differs between the two activities and both serve a purpose in the overall learner experience.

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1   Martinez, P and Munday, F, 1998. 9,000 voices: student persistence and drop-out in further education. *FEDA Report* 2, 7: 99–102.

2   FETN, 2010. *Making Tutorial Matter: Telling the Story*. Barnsley: FETN.
    www.fetn.org.uk/free/making-tutorial-matter-telling-the-story.pdf

3   The full version is available to download at http://nos.ukces.org.uk/Pages/index.aspx

Group tutorials concentrate mainly on enabling learners to develop personal, social and employability skills collaboratively, and improve their academic development through shared experience and peer support. They are also an opportunity for tutors to provide details of extra-curricular activities such as sports, social clubs and interest groups and to pass on essential information relating to the learners' course of study. Group tutorials also play an important role in capturing the learner voice by enabling learners to comment on and contribute to the quality of their learning experience.

Personal tutoring provides focused one-to-one time for learners that create a sense of value and well-being as an individual and as a member of the learning community, whether this is in a school sixth form, further education college, or work-based learning organisation. These one-to-one meetings can be referred to in a number of ways. Depending on the organisation you work for they could be called personal tutorial, progress review, one-to-one review to name but a few. To maintain consistency throughout this guide, these meetings will be referred to as one-to-one reviews.

Personal tutoring enables learners to explore their aspirations, plan their individual learning experience, reflect on their progress, identify barriers to learning and explore potential areas for support. It has been found that effective tutoring contributes to improved retention, achievement and successful progression. It has also been recognised that poor tutoring can be detrimental to learners' potential to succeed and, in some cases, to their confidence, self-esteem and overall self-worth.

The value of effective personal tutoring is recognised through the National Occupational Standards for Personal Tutoring. These standards collectively describe the personal tutoring role and set out both the performance criteria and requisite knowledge that are essential to the role. The standards also contribute to raising the profile of the personal tutoring role and enabling organisations to recruit and train tutors appropriately and improve the quality of tutorial provision.

1.2   The benefits of tutorial provision

It is important to recognise and value the benefits of tutoring. The nature of the role is complex and demanding but it is fulfilling and rewarding to know the difference you are making for your learners and the subsequent impact this has on your organisation's success.

Benefits for learners

- Improves academic performance and personal growth
- Motivates learners
- Improves self-esteem and learner confidence
- Develops independent learners
- Supports progression and employability
- Provides additional learning support
- Responds to learners' well-being
- Learners feel valued and respected as individuals rather than just part of a group
- Improves positive attitudes to learning
- Improves attendance and punctuality

Benefits for tutors

- Increases tutor knowledge of individual learners
- Informs tutors to allow for reflection to improve teaching and learning and course management
- Increases knowledge of the learner journey
- Gives tutors a real sense of pride supporting learners to succeed
- Builds relationships which have a positive impact on attitudes and behaviours

Benefits for the organisation

- Improves the learner experience
- Increase retention, achievement and success rates
- Increases positive learner interaction.
- Enhances measurable positive changes in attitude towards teaching/learning for the participants.
- Promotes equality and diversity
- Improves educational climate
- Promotes safeguarding of all learners

In addition to developing your own understanding of these benefits it is helpful for you to share this knowledge in order to encourage learner engagement in the tutoring process and collaboration with colleagues to support your tutoring activities.

2.   The role of the personal tutor

The personal tutor is a learner's first point of contact for any issues relating to or impacting on their learning. It should be remembered that tutors are also there to share in the learners' celebration of achievement, which in turn leads to greater motivation and increased success.

It is important to understand the purpose of tutorial provision, what it involves and what you hope to achieve. In essence the purpose of individual tutorials is to:

- provide support and motivation
- monitor and improve or enhance learner performance and outcomes
- identify and reduce barriers to learning
- develop transferable skills for life
- develop learning and employability skills
- develop reflective and independent learners
- plan and prepare for progression

In order to fulfil these objectives a range of topics may be discussed during individual tutorials. The extent to which any one of these aspects is discussed will be dependent on each learner's needs, the level of progress they are making, how well they are achieving and where they are along the learner journey. Here are some of the key elements you would discuss:

- induction process and outcomes
- aims, aspirations and where appropriate predicted grades
- career aspirations, guidance and progression
- attendance, punctuality and behaviour
- personal, social and welfare needs
- additional learning and support needs
- coursework submission and achievement
- functional skills assessment and achievement
- exam registration, preparation and practice
- enrichment activities chosen and undertaken
- work experience and placements

Approaches to tutoring

The organisation you work for will have structures and procedures in place in relation to when and how one-to-one reviews are carried out. Most organisations provide guidelines or a staff handbook relating to the tutoring role. These set out your tutoring responsibilities, policies and guidelines relevant to the role, systems and documentation you are required to use. Such guidance should also provide information on the approach to tutoring that your organisation has adopted and which you will be expected to follow.

There are four main approaches to tutoring, as can be seen in **Figure 1**; however, the differences between them are subtle. By the term 'tutoring approach' we are referring to the focus of the tutoring conversation and the style of tutoring dialogue.

Figure 1: Approaches to tutoring

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The most common approach to tutoring is a combination of pastoral and academic support and development sometimes referred to as 'holistic' tutoring (quadrant A). In some cases the responsibility for pastoral and academic support and development are divided (quadrant B). For example an academic tutor may have responsibility for monitoring and supporting academic or vocational progress and achievement while any personal, social or welfare support is referred to student services or other internal support staff.

In more recent years mentoring and coaching models have been adopted by the learning and skills sector with a view to improving learner retention and achievement. Mentoring (quadrant C) shares some features with holistic tutoring such as a focus on learner development as well as achievement. The coaching model (quadrant D) tends to be outcome driven and focuses mainly on achievement and progression. That is not to say however that learner's support needs are not identified and provided for.

As new models of tutoring have emerged, a range of new job titles have appeared alongside the long-standing 'personal tutor'. These include:

- Learning coach or mentor
- Progress tutor or mentor
- Achievement tutor or mentor
- Pastoral support tutor

It can be seen how the job titles begin to suggest the approach to tutoring and the focus of the role. That said, those undertaking these roles across the sector acknowledge that these roles are personal tutoring by any other name and that the purpose of all of these roles is to enable learners to achieve, fulfil their potential and progress successfully towards their goals and aspirations.

In order to maintain consistency we will, throughout this guide, refer to 'personal tutor' or 'tutor' as appropriate for the context while being mindful that the content is relevant to other similar job titles including those mentioned above.

2.1   The responsibilities and boundaries of the tutoring role

The range of responsibilities a personal tutor holds will vary to a greater or lesser extent across the sector, depending on the context of the tutoring role. For example, in a further education college a personal tutor is most likely to be a learner's first point of contact for both academic and welfare issues. However, in work-based learning where learners are in employment, these responsibilities may be shared between the employer and the training organisation. It is important therefore to understand the context of the tutoring role and adhere to clear boundaries of responsibility so that learners receive the support and guidance they need while avoiding potentially conflicting advice.

It is also important to know and understand the boundaries of the tutoring role in relation to supporting learners. It is all too easy to become drawn into solving or 'sorting out' learners' problems, but this is not a personal tutor's responsibility. As a personal tutor, you are there to support learners in identifying and resolving problems and difficulties that impact on their learning or that present significant risk to their safety or well-being. Where necessary, you may be required to refer a learner to another colleague or external service for specialist advice and guidance, so you must always be mindful of your limitations as well as your skills and expertise. Following these basic principles will enable you to engage in ethical tutoring practice.

Ethical tutoring practice involves a professional commitment to:

- creating a safe and positive learning environment in which learners are able to explore and achieve their full potential
- adhering to legislation and organisational policy relating to the safeguarding and well-being of learners
- enabling individuals to develop a sense of ownership in order to promote self-reflection, autonomy and personal growth
- acknowledging the impact, limitations and boundaries of the personal tutoring role and working with others in the best interests of the learner
- demonstrating equality, diversity and inclusion in relationships with learners, colleagues and the wider community
- evaluating and reflecting on own practice and undertaking continuing professional development
- applying the national occupational standards for personal tutoring to your own professional practice

2.2   Creating a safe and positive learning environment

Learning embraces the whole person and can only be realised through their relationships with others (Jarvis; cited by Williamson 1998:193).[4] A negative tutoring relationship, i.e. one that does not engage fully with the learner does not support the fulfilment of an individual's potential. It is necessary therefore to "raise the experience called relationship to our conscious and careful consideration" (Perlman,1979:4)[5] if we are to engage in a positive and meaningful way. "Poor tutoring can have a negative impact on learners and, in severe cases, can be detrimental to the students' mental and physical well-being and cause destructive self-perceptions and distorted perceptions of others." (Wootton, 2007).[6]

The significance of these statements is in the importance of creating a safe and positive environment in which to learn. It is also a reminder that when we talk about 'environment' we are referring to the personal tutoring relationship, a collaborative relationship that enables individuals to learn, develop and grow.

To create a safe and positive environment in which learners can thrive, you need to:

● draw clear boundaries around the tutoring relationship in order to manage learners' expectations
● establish a clear shared purpose for each one-to-one with your learner
● build foundations of mutual trust, rapport and openness
● ensure a personalised approach in order to meet the individual's learning and development needs
● be flexible when agreeing a suitable meeting venue for one-to-one reviews, which may, for example, be in a private room or the corner of the refectory, depending on the needs of the learner
● encourage high but reasonable expectations to enable stretch and challenge
● provide genuine, positive affirmation to encourage and motivate individuals

It is essential that while you may often refer collectively to 'learners', you are mindful that learners are also individuals. Furthermore, as individuals they will share in normal human frailties such as fear of the unknown, anxiety, self-doubt, a desire to achieve and also the joy of success. Being aware of this will enable you to engage in a genuine learning relationship. You will be well-placed to demonstrate enthusiasm and confidence in your learners' ability to achieve, demonstrate empathy in supporting them manage their doubts and anxieties and contribute positively to their learning experience and outcomes.

Embedding equality, diversity and inclusion within tutoring is vital to ensure you create a positive environment and is fundamental to a tutor's role. All tutors need to embrace equality and diversity so that every learner feels respected and valued. This may be achieved simply by ensuring individual support is in place or making adjustments to give everyone an equal opportunity to learn. It can also be about challenging the views and opinions of others and ourselves.

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4   Jarvis; cited by Williamson, B,1998. *Lifeworlds and learning: essays in the theory, philosophy and practice of lifelong learning*, 193. Leicester: Niace.
5   Perlman, HH, 1979. *Relationship: the heart of helping people*, 4. Chicago: University of Chicago Press.
6   Wootton, S, 2007. *Managing Tutorial Provision in Post-compulsory Education.*

Tutors need to manage their own bias and accept each individual without judgement or prejudice, as well as helping learners to explore their own perceptions and how they work with others.

If the overarching tutorial function is to enable learners to fulfil their potential, then responding to them according to their individual needs is at the heart of equality. It is a popular misconception that equality means treating everyone the same. For instance, to enable a student on the autistic spectrum to have an equal chance of succeeding may require significantly more tutorial support in developing approaches to course work and coping with possible social isolation than another student may require. In all cases, an evaluation of the individual learner's needs must be the starting point.

2.3   Managing transition and learners' expectations

It is necessary for tutors to be aware that an individual's previous learning experience has the potential to create unreasonable expectations that are unhelpful to the individual and also to you as their tutor. For example, a learner who has not achieved the level of qualification they had hoped to may feel insecure about their learning, lack confidence in their ability and become overly dependent on a tutor's support for reassurance. This can prevent the learner from working independently and having the confidence to stretch their abilities. This can also result in learners making unreasonable demands on your time, which can ultimately reduce the time you have to spend with other learners.

Conversely, a confident learner who previously did well may feel they have no need of a personal tutor and choose not to engage in the process. This can result in the learner 'coasting' so they achieve the basic requirements of the course but do not access opportunities for enrichment, stretch or challenge; therefore their full potential may not be realised. In addition, the learner may not be made aware of essential information relating to their learning, their progress may not be monitored and should difficulties occur, the learner may not be in a position to access the support they need.

Getting to know your learners during the first few weeks will enable you to find out about their previous learning experiences, their attitudes to learning and their perceived needs. This will also provide an opportunity for you to make clear what your role is and agree on how you will work together to enable them to achieve.

It is worth noting that setting the boundaries of the tutoring role for yourself and your learners enables you to better manage the demands of the role within the constraints of resources available, and will serve your learners well by ensuring that they develop their own coping strategies and ability to access specialist support where needed.

The induction process

The induction period is an ideal opportunity to get to know your learners and understand their current and potential needs. It is also an opportunity for them to get to know you, to learn about your tutoring role so that jointly you can form the basis of how you will work together during the academic year.

Every organisation should have some form of induction process to enable a smooth transition for the learner into their new programme of study. The learner may be new to the organisation, for example, progressing from school into further education or training. In such cases, the learner will need to familiarise themselves with their new environment, find out how the organisation will support them during their studies and where they can access a variety of advice and support. Some learners may be returning to the same organisation to pursue a higher level or different programme of study. These learners will already be familiar with the organisation but they still need some form of induction to prepare them for the next stage in their journey.

Every organisation will approach induction in a different way however there are some key areas common to all. The aims of an induction programme are for the learner to:

- confirm their chosen course or explore transfer opportunities to a more suitable programme
- be aware of the requirements of their chosen course and of additional study and enrichment and opportunities to contribute to learner voice activities
- be familiar with their role and responsibilities as an active learner
- be made aware of the full range of support and resources available to them
- be made aware of health and safety and safeguarding policy
- understand their rights and entitlements as a learner with that organisation
- be aware of the organisation's code of conduct, complaints, disciplinary procedures

An induction programme should include the following:

Libraries and learning centres

- How the service operates and can be accessed
- How paper based, e-resources and e-learning can be used during their studies
- How to access the intranet and email accounts

Additional support services

An important part of the induction programme is to identify known or potential additional support needs and ensure appropriate support strategies are in place. These may be specific to the learner's studies such study skills, or it may be that the learner requires additional support related to a particular disability.

Disability disclosure

All learners should be encouraged to disclose a disability, medical condition or learning difficulty so that appropriate support can be provided. You should be aware, however, that some learners may not disclose for a number of reasons. They may, for example, worry that they will be stigmatised by their tutors or peers.

Learners should be made aware that that they can speak with you in confidence and that you will disclose to others only with their permission. That said, it must be explained that you have certain duties under safeguarding regulations to ensure their safety and well-being and where there is a cause for concern, for example, in cases of abuse or self-harming, this may result in referral to the safeguarding officer or designated person for safeguarding.

Course transfers

Learners choose their course of study for a variety of reasons including an interest in the subject area, a desire to pursue a specific career and so on. For some however, the course of study they initially choose may not turn out to be what they had hoped. In such cases, there is often an opportunity at the beginning of the academic year for learners to reconsider their decision and, where possible, transfer to a more suitable course of study. Organisations will have specific procedures in place for tutors to follow in supporting learner transfers.

Supporting late starters

It is particularly important that learners starting a programme later than others receive an adequate induction. As many course groups have already been formed and friendships established, these learners will require additional help to integrate. This can be more easily achieved by providing a peer 'buddy' so that the learner has support while they get to know their way around and form friendships with others in the group. It is also helpful for there to be some form of online induction where the learner can access essential information about the organisation and services to learners that they may have missed.

Programme for returning learners

For learners progressing onto a higher-level or different programme it is useful as a refresher for them to support new learners by acting as a 'buddy' during the induction programme. In addition, for returning learners it is useful to revisit:

- coping with transition
- one-to-one reviews, action planning and target setting
- the purpose and benefits of tutorial provision
- attendance and punctuality
- complaints and disciplinary procedures
- health and safety

Your organisation should have an induction policy, procedures and possibly a checklist for you to follow to ensure that learners' transition and orientation needs are met to help them settle in to their new learning environment.

2.4 Planning and coordinating learning and progression

Planning and coordinating learning is a key aspect of the tutoring role. When a learner is in the midst of their studies it is not always easy for them to step back and look at how things are going or evaluate what might be improved. The personal tutor, however, is in a position to maintain that overview and be alerted to indications that things may not be going as well as they could. This is made possible using a variety of mechanisms including:

- one-to-one reviews with learners
- progress and outcomes recorded on individual learning plans
- timely submission of assessments
- attendance and punctuality records
- notes and comments from teaching and support staff on the learners' conduct and engagement during lessons
- records of interventions to support learning

Some or all of the above together will create a picture of how a learner is coping with their studies. The tutor is then able to take this overview and assess the regularity of reviews the learner requires and topics for discussion during those reviews.

It is important to mention, however, that although the tutor has a responsibility to maintain an overview of each learner's progress, they are not wholly responsible for planning and ensuring it. This is a shared responsibility in which the learner, over time, should take the lead. While facilitating the learning process, it is important to be aware that this is the learner's experience and their approach may not be the same as yours. To this end, reviews should be about enabling learners to reflect on progress and exploring their own strategies for development and improvement.

Due to finite resources, the time allocated to undertaking one-to-one reviews is often limited. It is essential therefore that the most is made of the time available. The following five-stage process for one-to-one reviews provides an effective framework to enable both the tutor and learner to prepare for and engage in the review quickly and effectively.

Stage 1: Preparation

There are not many things in life we do without some form of preparation from writing a simple shopping list to planning a major life change such as moving house, getting married or entering retirement. It is surprising therefore that there is often very little preparation when it comes to the complex task of supporting learning. In order to prepare well for and get the most out of one-to-one reviews we should ensure that learners:

- reflect on their progress since the last tutorial
- collect evidence of their recent progress and achievements
- identify issues affecting their learning so that they can be included in the discussion

In addition, tutors should:

- obtain accurate information regarding the learner's progress
- have a record of the previous review to hand
- have a copy of the learner's individual learning plan
- collate details of the learner's attendance and punctuality
- collate feedback from academic or vocational tutors relating to submission of coursework and assessment outcomes

Stage 2: Setting the environment

We have previously spoken about the general need to create a safe and positive learning environment in **section 2.2** and it is important to remind ourselves of this when undertaking a one-to-one review. The tutor needs to ensure that:

- accommodation is suitable for the learner while enabling a level of privacy
- the layout of the meeting area facilitates comfortable and effective communication
- arrangements are made to prevent interruption
- a purposeful and supportive atmosphere to enable open discussion is established
- the general purpose of one-to-one reviews is made explicit
- a clear agenda for is agreed with the learner at the start of each meeting

Stage 3: The review discussion

The exact topics to be discussed during the review will be dependent on the individual learner's progress and achievement to date, any issues arising since the last one-to-one review and any issues or concerns that the learner brings on the day. The following outlines the main structure for the review, but may not follow this precise order:

- Learner and tutor review the previous action plan and targets
- Learner and tutor together should identify progress and areas for development
- Learner should be encouraged to share evidence of achievement
- Learner should be supported to recognise achievements
- Tutor should give constructive feedback to the learner
- The tutor should create opportunities for the learner to raise concerns and issues
- Tutor and learner should explore solutions to learner's problems
- Tutor should ensure learner participates fully in the review
- Learner should clarify points made during the discussion
- Learner should identify own areas for development
- Action points should be negotiated and agreed with the learner

Stage 4: Planning future learning

Being mindful that the learner should be encouraged to take ownership of their learning:

- Learner and tutor should produce challenging learning targets and action plans
- Progress towards long-term goals should be recorded
- Learner should set short-term targets for personal learning and development
- Learner and tutor together should develop individual action plan
- Learner should understand the link between targets and learning goal
- Learner should be referred to appropriate services if needed

Stage 5: Closure

Learner understands personal learning needs and is committed to making progress:

- Learner summarises discussion points
- Learner is clear about what to do to make progress
- Learner is motivated to make progress identified in the tutorial
- Learner and tutor keep a written record of the outcomes of the tutorial
- Copies of the tutorial record are passed to relevant staff

Individual learning plans

Plans to support learning, often referred to as individual learning plans or ILPs, are a means of recording the outcome of a learning conversation during a one-to-one review. They can be a paper-based or electronic system and generally include:

- individual learner's goals, targets and progress
- record of attendance and punctuality
- assessment outcomes and achievement
- identified support needs and support provided
- behaviour and disciplinary issues
- actions to be taken (by the learner and or the tutor)

Some electronic systems may also record personal circumstances or safeguarding issues; however, these aspects would be protected by access permission limited to specific individuals within the organisation who are contributing to supporting the learner.

Learning plans should be designed to assist learners in planning for success. It is essential therefore that they are written in a way that learners can understand and engage with. We are talking here about 'differentiation', taking account of learners' diverse starting points, abilities and learning needs

Individual learning plans enable learners to:

- identify their goals and the steps they are going to take to achieve them
- take ownership of their approach to learning
- plan to develop skills to become independent learners
- identify their strengths and areas for development
- appreciate how they learn best
- identify and understand barriers to learning and how to access support
- monitor and evaluate their own progress
- measure and celebrate their success

Target-setting

It is important while target-setting to remember that this is the learner's experience and they should feel in control of their own learning. As a tutor, you are there to guide and support but not to take over. Targets should enable learners to manage their workload, develop their wider skills and help to achieve their goals. The purpose of target-setting for learners is to:

- focus learners on their learning objectives
- enable learners to measure and celebrate their progress
- improve achievement through tutor support and support
- help learners to understand themselves

It also helps tutors to:

- track, monitor and evaluate achievement
- identify where learners need support and guidance
- obtain feedback from individuals on their learning experience

The acronym **SMART** can be used as a vehicle to help set effective targets:

- **Specific** – focusing on one topic and using clear, simple language
- **Measurable** – how you will measure success should be plain to both of you
- **Attainable** – within the student's capability, with a little effort
- **Realistic** – in view of the time and resources available
- **Time-bound** – there is a deadline for completion of the target

Targets must be meaningful to the learner and relate to the context of his or her particular interests and needs. We are often tempted to focus on the learner's main learning goals; however, it is important to remember that learners often have 'other' goals relating to their feelings or behaviour that are important to acknowledge and record.

Wherever possible, learners should be encouraged and helped to set their own targets. Learners often find it difficult to make targets SMART. One approach, closely linked to the coaching model of tutoring, is to suggest they think about targets through a 'scaling' activity.

Having decided, in a general way, on the area in which they need to progress or are having problems, suggest the learner 'scales' where they are. So, on a scale of one to 10, where one is absolutely awful and 10 is perfection, where is the learner? Whatever number the learner comes up with, ask them to give evidence to justify why it is, for instance, a five rather than a four or a six. Then encourage them to think about how they might increase their place on the scale by one. What would they have to do? What have they tried so far and what has worked? What resources have they got (both people and physical resources). What can they therefore do in the next four weeks – or whatever timescale is realistic? How will they know if it has had a positive effect?

Further practical guidance on target setting can be found in an LSDA guide published in 2004.[7]

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7   Jones, C and Duckett, I, 2004. *Tutorials and target-setting in the effective delivery of vocational A-levels*. London: LSDA. http://tlp.excellencegateway.org.uk/tlp/psp/resource/resources/research/tutorials_and_target_setting_in_the_effective_delivery_of_vocational_a_levels.pdf

3. Coordinating and facilitating learner support

A key aspect of the personal tutor's role is to act as a conduit to specialist services or support with a view to reducing barriers to learning. Identifying and responding to learners' personal and welfare needs requires a range of skills and knowledge.

3.1 Understanding learners' personal and welfare needs

To be able to support learners well you need to understand what potential difficulties they may face and how these can be mitigated to reduce barriers to learning. A skilled personal tutor will quickly pick up on the signs that all is not well with a learner and will be able to effectively assess the type of support that will best serve each student's needs.

Learners can potentially face a range of issues at various points during their study. Some issues may be study related but others may be related to the learner's personal life. It is also important to be aware that many issues may be short term and cause minimal disruption while others may require a complex range of support over a longer period. The personal tutor's role in supporting the learner is to ensure that they recognise and understand the issues being faced and work with the learner to help them address their difficulties in the most appropriate way, either through the organisation's learner support services or external specialist support.

Below are some of the main personal and welfare issues that you should be aware of.

Potential personal and welfare issues

- Financial hardship
- Drugs or alcohol misuse
- Homelessness
- Personal relationships and conflict
- Caring or other family commitments
- In care or leaving care
- Asylum seeker or refugee
- Ex-offender
- Arranged marriage
- Health related issues including pregnancy, sexual health, mental health, chronic illness
- Abuse, exploitation, domestic violence
- Time, distance, cost of travel to college or training centre
- Cost of course materials
- The demands of part-time work

Other potential barriers to learning

- Family expectations
- Lack of parental, partner or peer support
- Unbalanced need for achievement
- Prior negative experience
- Fear of failure
- Fear of responsibility
- Learned helplessness
- Low expectations of self

3.2 Identifying and supporting learners 'at risk'

We often hear people talk about 'at risk' learners but we rarely stop to consider what this really means. An 'at risk' learner is any learner who is facing barriers to learning which may prevent them from achieving their qualification or learning goals **at any point during their studies**. There is a temptation for us, as tutors, to focus on our most needy learners: those who are very obviously struggling with their work; those who are reported by colleagues as demonstrating poor behaviour in the classroom; and those who we know have significant personal or welfare needs. This is quite understandable, as the indications are clear and demand a response.

The danger of this interpretation is that when the quiet, studious learner who usually works well independently finds themselves in difficulties, their natural response to dealing with things on their own can leave them vulnerable in times of crisis, yet may go unnoticed by the personal tutor who might only see them for occasional one-to-one reviews. We spoke briefly in **section 2.1** about reminding ourselves that learners are individuals vulnerable to the same short-term crises and disruptions in life that anyone of us could face, such as ill-health, relationship breakdown, bereavement and so on. This illustrates that a learner can be 'at risk' at any point in their studies and although this may only be for a relatively short period of time, it can have a significant impact of the learners potential to succeed.

Identifying learners 'at risk'

It is important to encourage everyone in contact with individual learners to be vigilant in recognising the signs when a learner may be 'at risk'. Here are some of the indications that all is not well.

- Noticeable changes in attitude or behaviour
- Poor pattern of attendance and punctuality or changes in pattern
- Withdrawal from peer interaction
- Non-participation during lessons
- Explicit desire to leave the course
- Non-completion of coursework or assessments

Depending on each individual learner's needs, you may need to liaise with or refer the learner to one or more of the following in-house specialist services:

- Additional learning support
- Study skills support
- Careers guidance
- Counselling service
- Financial support
- Welfare officer
- Safeguarding officer

There are many factors that could indicate a learner is in a high-risk category. However, this does not mean they are necessarily 'at risk'. Here are some nationally recognised factors that can lead to learners being 'at risk':

- Being looked after (young children)
- Pregnancy
- Financial problems
- Poor home support
- Language barrier

- Poor transport to college
- Previous behavioural or attendance issues either from school or a previous college course

It is important to remember that you would identify a learner 'at risk' if any of the following factors are identified:

- Poor attendance or punctuality
- Timeliness of work
- Quality of work is below pass rate or target grade
- Attitude and behaviour results in disciplinary action

Once identified, appropriate intervention strategies should be put in place to support the learner to move forward.

Many of the learner support needs you will deal with on a day-to-day basis will relate to encouraging and enabling learners to achieve. There are times, however, when you may need to deal with serious issues affecting learners safety and well-being. In such cases you will need to be well-versed in your organisation's protocols and procedures to act swiftly and efficiently.

National guidance is available to enable tutors to be aware of and recognise indications of potential safeguarding issues, including the Niace *Safer practice, safer learning* guide.[8]

Mental health issues can be a hidden contributing factor to learners' inability to progress as well as they might. We all experience distress, anxiety, worry and grief at some time in our lives, which can leave us vulnerable to poor mental health. Being aware of this enables us to be attentive towards the potential for our learners to be affected by these factors. The Niace *Mental Health Matters for FE Teachers Toolkit* provides information and guidance to support the recognition of and support for learners' mental health issues.[9]

Sadly, one of the issues you may be faced with as a tutor is a student's potential suicide. In addition to providing guidelines on dealing with potential or actual suicide, an LSIS briefing paper[10] highlights the following statistics:

- In the UK, in 2010, around 4,200 people died by suicide

- Suicide is a public health issue, especially now at a time of economic and employment uncertainty

- The suicide rate is highest amongst men aged 35-49 years old, and overall men are three times more likely than women to take their own life

- By age 16, up to 14 per cent of adolescents will have self-harmed once in their life

- Lesbian, gay and bisexual people are twice as likely as heterosexual people to self-harm

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8   Niace, 2007. *Safer practice, safer learning. A whole-organisation approach to safeguarding vulnerable adults for the learning and skills sector*. http://shop.niace.org.uk/safer-practice.html

9   Niace, 2010. *Mental Health Matters for FE Teachers Toolkit*. Leicester: Niace. http://shop.niace.org.uk/mh-fe-toolkit.html

10   LSIS, 2013. *Safeguarding: A briefing paper for the Further Education and Skills sector. Responding and supporting individuals at risk of taking their own life*. www.excellencegateway.org.uk/node/26228

- Research findings from a six-year follow-up of young people in Greater Manchester: who self-harmed by overdosing found that young people who self-harmed were far more likely to have been sexually abused, had disrupted education, have left school early, and to leave home, cohabit and become parents at an early age and in most cases (70 per cent) their self-harm stopped within three years

- Suicide is a major risk in people who have psychosis. As many as one in 10 people who experience psychosis die by suicide – most within the first five years

Everyone has a legal duty to protect children (anyone aged 18 years or under) in your organisation. As a personal tutor, you are not responsible for dealing alone with these complex issues; however, you do have a duty to support your learner in disclosing and working with the learner to ensure the most appropriate support is put in place. If you are worried or concerned that a student may be being harmed, talk to one of the designated members of staff in your organisation who can help and advise you.

When a student discloses abuse to you, remember the 4Rs

Receive: Listen. Do not appear shocked. Take it seriously.
Do NOT ask leading questions. (TED may help: begin your sentences with "Can you TELL me what happened .. ? or "Could you EXPLAIN that to me again ..,.?" or "Can you DESCRIBE what happened ...?")

Reassure: Stay calm, reassure the young person that they have done the right thing in disclosing. Don't make promises that you cannot keep.

React: Explain what you need to do, explain the process to the young person so they know what will happen. Liaise with a designated member of staff as soon as possible.

Record: Make brief notes for the designated person.

Support: For you and for the learner.

The main message is that if you are worried or concerned about a student, talk to the designated member of staff. They have had additional training and will be able to offer advice and guidance.

It important to note that all staff in a college or training organisation need to have training every three years on safeguarding and child protection. Ideally, you should receive the training at induction: if not, it should be provided as soon as possible after induction.

To learn more about safeguarding, the following provide guidance on identifying and supporting vulnerable learners:

- The Children Act (1989) and (2004)
- Equality Act 2010
- Working Together 2010
- Safeguarding Children and Safer Recruitment (updated October 2012)
- Guidance for Safe Working Practice for Adults who work with Children and Young People in Education Settings (March 2009)
- Safer practice, safer learning (Niace 2007)
- Safeguarding and safer recruitment – online learning resource produced by LSIS and available on the LSIS virtual learning environment at www.leadershiplearning.org.uk

It is important to recognise that as a personal tutor you have responsibilities under safeguarding legislation to ensure the well-being of all learners. It should be noted, however, that your role as a personal tutor is to respond appropriately to the learner during disclosure and then to seek specialist advice and support. You should not attempt to resolve such issues without informing your safeguarding officer.

You should also be aware that in addition to your own organisation's learner support services there are a number of external agencies that can assist in providing support for you and your learners. Below is a list of useful websites that you may find helpful.

- www.winstonswish.org.uk Winston's Wish: child bereavement charity

- www.independencetrust.co.uk/home-page.aspx Independence Trust: support for drink and drug abuse

- www.myh.org.uk Muslim Youth Helpline: faith and culturally sensitive support services to Muslim youth in the UK.

- http://amirahfoundation.org Amirah Support: support for Asian women

- www.roshnibirmingham.org.uk Roshini Foundation: support for Asian women suffering domestic abuse

- www.infobuzz.co.uk Info Buzz: support and information related to drug abuse

- http://kidshealth.org KidsHealth: information for parents, kids and teens covering all aspects of health including sexual health, food and fitness, staying safe, mind and body.

- www.talktofrank.com FRANK: advice regarding drug abuse for young people

- www.release.org.uk Release: advice regarding drug abuse, the law and human rights

- www.drinkaware.co.uk Drink Aware: advice regarding drink awareness

- www.al-anonuk.org.uk Al-Anon: advice and support regarding drink abuse

- www.adfam.org.uk Adfam: supporting families affected by drug and alcohol abuse

- www.thecalmzone.net CALM: The campaign against living miserably – working to prevent male suicide

- www.sane.org.uk SANE: raising awareness of mental health and providing guidance and support

- www.bipolaruk.org.uk BipolarUK: supporting people affected by bipolar

- www.mind.org.uk MIND: a mental health charity providing information and support

4. Developing employability, career management learning and social skills

4.1 Developing learners' employability skills

Employability skills can be described as "a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy."[11]

The UK Commission for Employment and Skills (UKCES) describe employability skills as "the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require".[12]

Having explored what is happening to develop employability skills in 200 organisations, the UKCES report presents the diagram below to capture what it found to be essential to positive progression into and retention of employment.

Figure 2: Employability skills

The diagram above demonstrates that employability skills are based on a foundation of a positive approach: being ready to participate; make suggestions; accept new ideas and constructive criticism; and take responsibility for outcomes.

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11   CBI, 2009. *Future fit – preparing graduates for the world of work*. www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf

12   UKCES, 2009. *The Employability Challenge: Full Report*. www.ukces.org.uk/pdf/8080-UKCES-Employability%20ChallengeFinal.pdf

This foundation supports three **functional skills**:

- **Using numbers effectively** – measuring, recording measurements, calculating, estimating quantities, relating numbers to the job

- **Using language effectively** – writing clearly and in a way appropriate to the context, ordering facts and concepts logically

- **Using IT effectively** – operating a computer, both using basic systems and also learning other applications as necessary, and using telephones and other technology to communicate

These functional skills are exercised in the context of four **personal skills**:

- **Self-management** – punctuality and time management, fitting dress and behaviour to context, overcoming challenges and asking for help when necessary

- **Thinking and solving problems** – creativity, reflecting on and learning from own actions, prioritising, analysing situations, and developing solutions

- **Working together and communicating** – cooperating, being assertive, persuading, being responsible to others, speaking clearly to individuals and groups and listening for a response

- **Understanding the business** – understanding how the individual job fits into the organisation as a whole; recognising the needs of stakeholders (customers and service users, for example); judging risks, innovating, and contributing to the whole organisation

It is important that you, as a personal tutor, understand the nature and importance of employability skills in order to assist learners to develop these skills, which, in turn, will enable them to progress and do well in the world of work. These aspects should be introduced during one-to-one reviews to enable learners to reflect on and evaluate their employability skills and to plan for further development.

4.2 Developing learners' career management skills

While the development of employability skills is important, it is also important to help learners develop the career management skills that they will need to help them plan, manage and develop their careers throughout their lives.

LSIS has worked with the learning and skills sector to develop a version of the Blueprint for Careers, which was originally developed in Canada, for England. This sets out the competences that individuals need to develop. The Blueprint is a very flexible model that can be used with groups and individuals.

The Blueprint for Careers is made up of 11 career learning competencies organised under three headings.

A	Understanding and developing myself
1.	I know who I am and what I am good at
2.	I interact confidently and effectively with others
3.	I change, develop and adapt throughout my life
B.	Exploring life, learning and work
4.	I learn throughout my life
5.	I find and utilise information and the support of others
6.	I understand how changes in society, politics and the economy relate to my life, learning and work
7.	I understand how life, learning and work roles change over time
C.	Developing and managing life, learning and work
8.	I make effective decisions relating to my life, learning and work
9.	I find, create and keep work
10.	I maintain a balance in my life, learning and work that is right for me
11.	I plan, develop and manage my life, learning and work

You can find out more about the Blueprint for careers and how it can be implemented in the Career Development section of the Excellence Gateway.

Tutors can support learners to explore their career direction but they may need to be referred to specialists for more in depth help. This might be a referral to the National Careers Service or a college's own careers adviser.

4.3　Developing learners' study skills and autonomy

In addition to developing employability skills, learners also need to develop their learning or study skills. Again, these should form part of the learning conversation during one-to-one reviews to ensure that learners are aware of the learning skills they require to enable then to successful complete their studies. Learning skills include:

● Note-taking
● Research skills
● Report-writing
● Academic writing
● Presentation skills
● Critical thinking
● Revision and exam techniques

Where learners demonstrate a need for improvement, for example, through assessment feedback, or feel less confident in some study areas, the personal tutor's role is to explore how the learner may access appropriate self-directed learning or study skills support to enable further development. It is not the role of the tutor to 'teach' these skills to learners.

In order for learners to perform well on their course and begin to demonstrate aspects of employability skills, for example, self-management, they need to take ownership and responsibility for their learning. A personal tutor can support this process by facilitating learner reflection on their approach to learning.

The table in **Figure 3**[13] provides a useful overview of attributes to enable the personal tutor to evaluate how independently the learner is able to work and how the learner can be encouraged and supported to become more independent.

Developing learner independence is beneficial to the learner as it enables them to become self-managing and autonomous. It also supports the personal tutor as the learner becomes less reliant on their support.

Figure 3: Attributes of dependent and independent learners

Dependent learner	Independent learner
Learner wants: • structured learning experiences • tutor to take responsibility for the experience • tutor-centred approach • rewards and support	**Learner anticipates:** • experimentation • extensive self-paced independent study • freedom to explore and make mistakes • complex problems for which no one correct single solution • judgement-free support
Learner wants lecturer or tutor to be: • a subject expert • an authority figure • an instructor and to: • lecture and talk • assess and check • examine and test • design and direct and control the experience	**Learner wants lecturer or tutor to be:** • a facilitator • a guide and to: • negotiate • encourage • develop • motivate • consult
Learner is: • willing to learn • inexperienced – learns what is required • reliant on tutor for evaluation • in need of frequent feedback • not intellectually curious	**Learner is:** • collaborator • confident in own abilities • flexible • adaptable • autonomous

In addition to the table above providing a useful tool to support learners to reflect on their level of independence and autonomy, it also provides personal tutors with the different approaches they may take when supporting a learner so that they can assess whether the learner is equipped to work independently.

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13   Payne, E and Whittaker, L, 2006. *Developing Essential Study Skills*. London: Prentice Hall.

4.4   Developing learners' personal and social skills

In section 2.2 we discussed the importance of creating a safe, supportive and positive learning environment. By enabling your learners to reflect on and develop their personal and social skills, they are more able to contribute to creating a positive learning environment for other and will also prepare them for positive interaction in life and work.

A report produced by LSIS in 2010 stated:[14]

> The promotion of community cohesion is a major government priority, involving collaboration across several government departments. A cohesive community is defined by the Department for Communities and Local Government (2007) as one where:
>
> - there is a common vision and sense of belonging for all
> - the diversity of people's backgrounds and circumstances are appreciated and positively valued
> - those from different backgrounds have similar life opportunities
> - strong and positive relationships are developed between people from different backgrounds

The report goes on to say that:

> Learning and skills providers have an important role to play in promoting cohesion; that is, providing an environment that understands, values and meets the needs and aspirations of all learners regardless of, for instance, their ethnicity, gender, age, disability, religious or non-religious beliefs, and sexual orientation.

Furthermore, it concludes that:

> Promoting SMSC development provides opportunities for learners to explore and discuss equality and diversity issues and develop positive relationships through their understanding of themselves and others.

It is understood that our role in the learning and skills sector is to prepare individuals to contribute positively as employees, good citizens and active members of their local community. As a personal tutor, you are well placed to support learners to explore, and perhaps at times challenge, their personal attitudes, perceptions and actions in order to instil the values that underpin equality, diversity and respect for all.

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14   LSIS. 2010. *Planning and delivering spiritual, moral, social and cultural (SMSC) support in the learning and skills sector*. Coventry: LSIS.

5.   Developing essential tutoring skills

Personal tutors are required to facilitate the learning journey, monitor and encourage progress and support a range of learners' academic, personal, social and welfare needs.

It has been considered for some time that personal tutoring can be undertaken by anyone, i.e. it does not require a specific skills set. This perception has been overturned recently through research into the role of the personal tutor and also through national consultation across the learning and skills sector prior to and during the development of *National Occupational Standards for Personal Tutoring*. From this work, the role of the personal tutor has been given much-needed clarification. It has also provided clear understanding of the skills required to undertake the role effectively which are discussed in details in this section.

Desirable personal tutor attributes

The research[15] included an in-depth analysis of the requisite skills and attributes for effective personal tutoring, and it was found that both learners and tutors agreed on many elements that make a tutor 'good'.

The two pictures in **Figure 4** are illustrations created by groups of tutors and students while exploring what their 'ideal' personal tutor looked like. This process was used to draw out the essential skills for effective tutoring. Although the each picture differed in illustration, the annotation and discussion around each one found the same recurring skills to be essential.

Figure 4: Desirable skills and attributes for effective tutoring: learners' and tutors' views

© Dr Sally Wootton, 2007.

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15   Wootton, S, 2007. *Managing Tutorial Provision in Post-compulsory Education*.

Through this research, it was found that desirable tutoring skills include being supportive, sympathetic and understanding, with a welcoming, approachable and receptive character and a demonstrable willingness to help. Both parties also agree that, although an organised and disciplined approach is required, an element of flexibility and adaptability is also desirable. They also agree there is a need for tutors to respect learners' confidentiality (within the constraints of safeguarding policy). Learners want tutors to be professional and to take a pride in their tutoring role, which in turn initiates a sense of trust and confidence. They also want tutors to share a sense of determination for learners to succeed through a formal yet caring approach. This sits well with the tutors' proposal that they should be firm but fair. Learners also speak of the personal tutor working in partnership with the learner through negotiation and being assertive but not aggressive.

In short, learners desire emotionally intelligent tutoring and describe their ideal personal tutor as:

- welcoming, friendly and approachable
- patient, respectful and empathetic
- caring, considerate and compassionate
- diplomatic and non-judgemental
- genuine, honest, credible and trustworthy
- equal partner, not superior
- persuasive, while allowing students to make their own decisions

The skills, knowledge and personal attributes you bring to the tutoring role will influence how you engage with learners and the impact you will have on them and their learning. For this reason, it is essential for you to understand your approach to tutoring and how you can develop your tutoring skills to best support your learners.

It is often tempting to concentrate on what learners are bringing (or not bringing) to the tutoring relationship and how their attitudes and interaction impact on the outcome of one-to-one reviews. It has been found, however, that, for a number of reasons, tutors are rarely encouraged to consider their own impact on the tutoring relationship. Research undertaken by the Scottish Further Education Regional Research Network found that "the quality of relationships is seen as a central influence on the quality of the learning".[16]

Styles of tutoring

As individuals undertaking a tutoring role it is natural to find your own 'style' of tutoring. This comes in part from your own learning experiences, your attitudes to learning as well as your individual skills and attributes.

It is important to be able to understand what your 'natural' approach to tutoring is and to reflect on how that might impact on the variety of learners you will inevitably work with.

The model of tutoring styles (**Appendix 2**) presents four styles of tutoring. Although the temptation is to identify with one particular style as being the 'type of tutor' you are, it is good practice to consider why you are drawn to that particular style and to reflect on how that impacts on the individual learners in your current tutor group.

16   HMIE, 2004. *Student Learning in Further Education Colleges*, 8 cited in FERRN-East, 2011. *Holding up the mirror. Raising awareness of behaviours that impede good tutor-student relationships*. Fife: Adam Smith College.

For example, one tutor using this model as a reflective tool recognised that they tended to favour a developmental approach. They explained that this was how they liked to work, as it respected the learner's individuality and enabled them to make their own decisions. However, when reflecting more deeply the tutor recognised that their choice of approach was in fact based more on an avoidance of potential conflict with the learner than a choice based on meeting the learner's needs. Taking this a step further, the tutor then recognised that in some cases this was detrimental to certain learners they were supporting who did in fact need firmer guidance and more support in decision-making. This reflection led to the tutor identifying their own professional development needs and committed to an assertiveness course to overcome their anxiety around challenging and motivating learners.

The model of tutoring styles represents the 'whole' tutor with the ability to adopt different styles appropriately, depending on the needs of the learner and the issue(s) being addressed during the one-to-one review. It is important to recognise that sometimes it may be necessary to be instructive in approach to ensure that a learner understands clearly the steps that can be taken to complete an essential piece of work when a deadline is looming if they are struggling to see a way forward. There are also situations when it is necessary to spend time with a learner to facilitate their exploration of an issue, so that they are able to draw on their own internal resources and strategies in order to resolve a problem.

The model of tutoring styles is a useful tool to enable you to examine your attitudes and interactions by considering each style in turn, rather than saying that one style is 'better' than another. The personal tutor role is multi-faceted, and a good tutor will possess the aptitude to draw on a range of skills and abilities to suit the circumstances, the subject matter being discussed and the individual student's level of autonomy.

5.1   Communicating effectively with learners

At the heart of good tutoring is the ability to engage in effective dialogue in order to formulate shared rules of engagement, create positive interaction and demonstrate a willingness to engage democratically. This enables honest and open reflection on learners' aspirations, motivation and progress.

Golden rules for positive dialogue

- Ask questions. Learn not to give instructions but allow the learner to reflect, explore and realise their own solutions wherever possible
- Find out learning style and work with person on how to use this information. Remember that it is important for individuals to extend their repertoire of learning styles so that they can adapt their approach in different situations
- Enable learners to plan and evaluate their own learning
- Enable learners to establish the rewards that work for them
- Enable learners to reflect on their behaviour and identify what works, what does not and how this impacts on future planning
- Enable learners to identify for themselves the progress they have made, and to feel good about it
- Enable individuals to become independent learners by exploring their own problem-solving strategies

Consider:

> Directing people to do has always produced inferior results compared to inspiring people to want to do. [17]

5.2 Learning conversations and transformative techniques

Learning conversations and transformative techniques provide effective tools that tutors can employ to enable learners to engage in positive dialogue and move them forward when learners are 'stuck' rather progressing. The following section is adapted from the LSIS Professional Dialogue programme and made relevant to the tutoring role.

5.2.1 Learning conversations

Learning conversations are an ideal method of engaging the learner in setting and reviewing their own targets as it provides a means of empowering and enabling the learner to take ownership of their targets. Because of this ownership, they are more likely to achieve their targets or, if not, are more likely to reflect on why they have not achieved them. This method is particular positive as it is a learner-centred approach and not tutor-led.

Learning conversations are structured to provide the optimal environment in which to communicate to learn. The structure and resulting processes generate the conditions for trust and openness, combined with balanced relationships and respect. Such structures allow participants to work toward communication that is helpful, candid and able to be heard by others.

This type of communication is different from informal conversations, presentations, or feedback. In today's fast-paced, complex world, success depends on the engagement and contributions of each employee. Learning conversations promote full understanding of others' thinking and draw out the solutions, ideas and goals that are inherent within the organisation. Learning conversations focus on deep understanding and are built on multiple academic theories from the helping and learning disciplines that have been real-world tested. They are a fundamental building block of strong working relationships, creative solutions and smart organisations. In a learning conversation:

- There is no 'expert' holding the one right answer
- Participants listen to understand rather than refute
- Questions are asked to gain information or pose possibilities for consideration, not to trap others
- Attention is on learning through the conversation rather than one specific outcome

Typical pitfalls that can derail learning in traditional conversations include:

- Listening to rebut rather than to understand
- Defending rather than exploring assumptions
- Responding emotionally rather than using the emotion to inform your understanding
- Holding back observations or questions rather than letting them be addressed (fear)
- Communicating as the "expert" not seeing the need to learn with others
- Responding without reflection

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17   MacLennan, N, 1995. *Coaching and Mentoring*. Aldershot: Gower.

What does a learning conversation look like?

Purpose

- To challenge and motivate learners
- To keep the learner at the centre and work with their agenda
- To keep the learner actively engaged in analysing learning information and using it to plan his or her own learning and development – i.e. able to set targets; reflect on feedback
- To enable the individual to become an expert learner
- To enable the learner to become an independent, self-motivated learner able to manage his or her own learning
- To encourage the individual to become a reflective learner and transfer skills

Methods

- Actively listen to the learner
- Ask open questions – try not to instruct
- Help the learner look for patterns
- Help the learner to use feedback to promote new learning and achievement
- Help the learner identify goals, targets and smart targets
- Help the learner self-assess
- Help the learner re-trace steps and analyse process
- Help the learner identify useful strategies for moving forward.

Expected outcomes

- Learners should be more confident and more in control
- It should encourage learners to review targets and identify new ones in negotiation with their tutor
- Learners are more motivated and reflective
- Learners are able to transfer skills
- Learners use past experiences to inform future actions

Outcome measures

- The learner does most of the talking
- The learner is confident and uses the coach as a resource
- The learner is operating in a power equal mode and is not dependent on, or deferential to, the coach
- The learner is successful in the learning event and can recognise their own success
- The learner is not seeking extrinsic approval

Review

- Review outcomes – analyse feedback
- Check accuracy of purpose. Did another purpose emerge?
- Did you reach your targets?
- How effective were the strategies? Would you use them again?
- Can you do it? Can you remember it?
- What connections have you made?
- What else has it changed?

Giving and receiving effective feedback

Feedback helps us to become more aware of what we do and how we do it. Receiving it gives us an opportunity to change and modify in order to become more effective communicators. To be helpful, feedback needs to be given in a concerned and supportive way and to include both positive and negative observations. It should focus on:

- The behaviour rather than the person
- What they do rather than on what they are
- Use adverbs which relate to actions rather than adjectives which relate to qualities
- Observations rather than inferences
- What is said or done, not why (our assumptions)
- Descriptive rather than judgement
- Being specific rather than generalising
- Sharing ideas and information rather than giving advice
- Personalised: "I felt, I thought…"
- The amount of information the receiver can use rather than the amount we would like to give
- Behaviour the receiver can do something about

When possible, sandwich negative feedback between positive and check that the receiver hears both positive and negative. Summarising the feedback received can be helpful, especially when it has been given by several people.[18]

Criteria for providing effective feedback

- Ground rules are established so that feedback can be given and received safely
- It should be descriptive rather than evaluative (describes our own reaction or perception rather than attempting to evaluate the other person's action)
- It should be specific
- It should describe behaviour which the receiver can do something about
- It should be well timed. It is most useful at the earliest opportunity depending, of course, on the person's readiness to hear it, support available from others, etc

Check to ensure clear reception of feedback by asking the recipient to rephrase the feedback to see if it corresponds to what the sender intended.

5.2.2 Transformative techniques

Drivers for changing or staying the same

- Family expectations
- Peer approval
- Need for achievement
- Prior negative experience
- Fear of failure
- Fear of responsibility
- Learned helplessness
- Low expectations of self

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18   Pfeiffer, JW, Ed, 1983. A Handbook of Structured Experiences for Human Relations Training, No. 9. *Series in Human Resource Development*. San Diego, CA: Pfeiffer and Company, Inc.

These techniques can be used to move mentoring forwards if it is feeling 'stuck':

Change the physical environment: Take a break and come back to it. Go for a coffee or a walk. Arrange a meeting out of the usual environment.

Use imagination: This is to change the psychological environment. It encourages your mentee to imagine or wish for something that isn't occurring now.

- "If the situation was resolved, what would things be like?"
- "If everything was perfect, how would it be?"
- "If you were to wake up in the morning and there had been a miracle, what would things be like?"
- "What would be the worst thing that could happen?"

Brainstorming or thought showers: This is a useful way of exploring new strategies. Getting lots of ideas down regardless of how realistic they are can be very useful. Critical evaluation of the ideas can come later.

Metaphors: A metaphor represents an object in terms of something it resembles, for example, calling an angry person a tiger or a meek one a lamb. Metaphors offer a way of making the strange familiar or of seeing the familiar in a new way. Your organisation could be a machine running like clockwork or an engine out of control or ... ? If your mentee naturally uses metaphor, it is a good idea to offer back their images and get them to develop them. Metaphors enable new ideas or hidden aspects to emerge.

Artwork or use of other media: If your mentee enjoys drawing things or using other media, it can be useful to work in this way. Diagrams or pictures or flowcharts can all help us to see things in a different way. Actively listening and tuning in to your mentee's preferred learning or processing style will give clues as to what they will find most helpful. For example, if your mentee is a musician, you might ask "If the team was an orchestra, what music would it be playing?"

Reframing: If the situation is a negative one are there any other ways of viewing it? Are there any positives that could come out of it? For example, a challenging situation can also be seen as a great learning opportunity. Seeing it in this way might enable a mentee to work productively through it, rather than giving up.

Superhero or heroine: In a situation where your mentee feels unable to do something, get them to think of either a time when they have done something similar and how they managed it that time. This can get them back in touch with their own internal resources. Another strategy is to get the mentee to act "as if" they could complete the task. If this doesn't work, then they may think of someone they know who is good at such things.

- "If you were John, how would you go about it?"
- "How would Balbinder tackle this issue?"

Putting myself in a different position: Usually we do what we have always done and get the results that we always get. This is fine as long as the strategy is working. When it is not working, however, it can be very difficult to move 'outside the box'. One way is to look at what your mentee usually does, what the opposite to that is and then get them to pick a different strategy or a strategy midway between. Ensure that your mentee considers the possible consequences of any new strategy.

Mind mapping: You'll need a large sheet of paper. Put your main topic in the centre of the page. For each major sub-topic start a new branch connected to the main topic and label it. Have as many sub- topics as you want. Try to get them all down first. Use different colours, images and coding for interest. Don't try to make detailed sense or evaluate it until all the ideas are expressed.

Role mapping: A good way in to getting your mentee to think about breaking down aspects of their role into more manageable chunks is to get them to construct a role map (**Appendix 3**).

- Get them to draw a circle in the middle of a sheet of paper and write in the title of their role
- Get them to write down all the aspects of the role in circles around the centre circle
- Encourage them to put a + (plus) next to those aspects that they feel happy about and a – (minus) next to those where they feel less confident
- Ask them to rate the aspects using a scale of minus 5 to plus 5. So a minus 5 indicates an aspect of the role which is giving them a lot of difficulty and a plus 5 indicates an aspect that they feel very confident with
- Ask them to pick an area with one of the lower scores (not necessarily the lowest)
- Now get them to think about what they would want to achieve. This is their purpose
- Now get them to think about strategies for achieving this

Both role mapping and the purpose-strategy-review-outcome (PSOR) come from the self-organised learning approach pioneered by Laurie Thomas and Sheila Harri-Augstein.

Empty chair technique: If your mentee is having difficulty with speaking to a particular person it can be useful to get them to practise using an empty chair. They can practise speaking as if to that person. A variation on this is for them to then sit in the chair and respond "as if" they were that person. The mentee may swap chairs and play both roles. The mentor may also (with permission) use the chairs to replay what they have heard including carefully mirroring body language and intonation. This can offer valuable insights and possible ways forward for the mentee. A third chair may be added to offer a neutral position.

The "Yes and ..." technique: This is something the mentee might want to do with a colleague. It is a way of releasing thinking and ideas that have become negative or circular. It may not necessarily provide 'the answers' as both parties should offer ideas without consideration of limiting factors or practicality. The issue is outlined first and then one offers a strategy to the other. The respondent must listen carefully and say "YES, we could (repeat the idea they have just heard) AND...." adding their own. Each takes it in turns, repeating all the ideas and adding another. Apart from the ideas, the only response allowed is "YES" and a new idea. It is surprisingly difficult to think without limits. The technique usually generates much laughter, and this also has a freeing up effect.

Learning conversations draw on the work of:

- Chris Argyris, (double loop learning): www.infed.org/thinkers/argyris.htm
- Solomon Asch (effective communication): www.psych.upenn.edu/sacsec/about/solomon.htm
- David Bohm (dialogue): www.fcg.com.au/reflections/sustex3.html
- Carl Rogers (client-centered support): www.ship.edu/~cgboeree/rogers.html
- Edgar Schein (process consultation): http://web.mit.edu/scheine/www/home.html
- Peter Senge (systems thinking, personal mastery, mental models, shared vision and team learning): www.infed.org/thinkers/senge.htm

5.2.3 Solution-focused tutoring

A solution-focused approach to tutoring facilitates the development of independent learning skills.

Using this approach enables learners to work towards their own identified goals. The learner is recognised as the expert, having the ability to know and understand the strategies that work best for them. As tutors, we should not impose our own way of working but enable the learner to recognise and implement their own solutions. Solution-focused tutoring is a holistic approach whereby the tutor facilitates the process by helping the learner to recognise their own strengths, inner resources and personal strategies.

The underlying ethos behind solution-focused tutoring is that problems can be solved without knowing the cause so there is no need to delve into past disappointments and it reduces the temptation for some tutors to get caught up in 'pseudo-counselling'. Clear goals enable the identification of practical solutions together with the recognition that small positive change, enabled by the learner's own resources, can lead to a 'snowball effect'.

The benefits of a solution-focused approach to tutoring include:

- Discourages dependant relationship
- Enables learners to develop problem identification skills and recognise own coping strategies
- Instigates positive approach to negative situations raising self-esteem
- Supports personal development in action planning, decision making, self-reflection
- Aides conflict resolution
- Can help in addressing behavioural issues

The solution-focused conversation focuses on:

- What level of commitment to change is there? If present behaviour is not working, how much does the learner want to achieve their goal and therefore, how much work will they put into achieving that change?
- Visualising tomorrow – if things were better tomorrow than they are today what would that look like for you? Or, if you were to take 'magic pill' and wake up tomorrow with all your issues solved, what would it feel like? How would you feel, how you respond to other people and to dealing with your problems or challenges? How would other people respond to you? The more vivid the visualisation the more likely it is that the outcome will be achieved
- Identify goals for change – what needs to happen for this change to occur?
- Identify influences on those goals – who or what has an impact on the situation?
- Examine past successes – how have you manage similar situations in the past?
- Consider other people who have had successes, how would they approach the issue?
- Identify personal strategies – what approach and or actions did you use in the past and how did they work?
- Encourage the learner to identify resources: this could be people or things that may help the process
- Use a scaling activity to encourage the learner to see clearly where they are now and what the next step should be
- Reflect back on the conversation and bring together into an action plan based on the learner's suggestions and decisions
- Celebrate strengths (e.g. "You did well to manage that situation and achieve")
- Decide when a realistically timed next meeting will happen where the learner can feed back on progress achieved

6. Managing tutorial provision

Tutoring lies at the heart of every learner's experience and is central to their achievement and progression. It follows therefore that effective and competent tutoring is vital to your organisation's success and reputation.

Under the current *Common Inspection Framework,* organisations working in the learning and skills sector are judged on their performance against:

- outcomes for learners
- quality of teaching, learning and assessment
- effectiveness of leadership and management
- overall effectiveness

Organisations are judged by Ofsted under 'outcomes for learners' on the extent to which:

- all learners achieve and make progress relevant to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal social and employability skills
- learners progress to higher level courses and into work

Judgement is also made under the 'quality of teaching, learning and assessment' on the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff
- staff initially assess learners' starting points and monitor their progress, set challenging targets and extend learning
- provide appropriate and timely information, advice and guidance that supports learning effectively

In referring back to section 2, you can see how significant tutoring is to fulfilling your objectives as an organisation of learning, your commitment to enabling learners to achieve and the quality of learning, experience and outcomes delivered.

Tutorial provision has been viewed as an expensive luxury by many and has often been the first in the line of fire when cutbacks have been necessary. It could be argued, however, that this is a false economy, considering the role tutoring plays in achieving the above objectives. Furthermore, organisations across the sector have for some time now been funded based on the retention and achievement of their learners. As tutoring is at the heart of supporting and enabling learners to achieve by monitoring progress, identifying barriers to learning, providing appropriate interventions for at risk learners and motivating all learners to achieve, the impact of the tutoring role should not be overlooked.

6.1 Planning and implementing effective tutorial provision

Organisations in the learning and skills sector have for many years worked in isolation when it came to determining the purpose and content of tutorial provision. There has been no shared consensus as to what learners wanted from their tutorial or what tutors felt they needed to provide. This lack of clarity resulted in tutorial provision being disparate across the sector, and in some cases across individual organisations, in both content and quality.

The model below provides a framework to inform the design and implementation while enabling the flexibility required for effective tutorial provision.

Figure 5: A model of tutorial provision

1.	**Personal development and life skills**
2.	**Holistic and personalised learning**
3.	**Academic development and course-related issues**
4.	**Problem-solving**
5.	**Career planning and progression**
6.	**Being heard and being valued**
7.	**Group discussion, bonding and socialising**
8.	**Receiving information**
9.	**Planning and monitoring academic progress**
10.	**Personal support and guidance**

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The model emerged from shared views of further and higher education tutors and learners covering all levels of learning from foundation level to level 6. What is significant for those implementing and managing tutorial provision is that the purpose and content does not differ for different levels of learners: it is the way the provision is adapted to suit learners' needs and the context in which they are learning. It is also worth noting that some of these aspects were considered to be relevant to group tutorial and others to individual tutorial but all aspects were of equal importance to the learners and were desired as a 'whole package'.

Group tutorial

- **Personal development and life skills:** In a social setting and in teamwork, develop interpersonal skills and provide information and guidance on sexual health, drugs, finance etc as an activity and having an opportunity to learn new skills in order to prepare for the future and for independent living.

- **Holistic learning and personalised learning**: Referring to a coordinated approach to developing and supporting students, considering the 'whole picture' including life experiences. This includes a balanced curriculum including personal and professional development as well as academic and vocational.

- **Academic development and course-related issues**: Including induction, an overview of progress, assessment, guidance and feedback, study skills development, generation of ideas, understanding the course syllabus. This is a forum to discuss course content and objectives, and difficulties with particular subject areas.

- **Problem-solving**: To develop a cohesive group and enable group discussion. Has a focus on teamwork and sharing ideas for problem solving, talking things over as a group and gaining support from knowing how others feel.

- **Career planning and progression**: Focus on progression after the course such as applying to enter higher education. Also includes planning and preparation for career development, transition to a higher level education and to future employment.

- **Being heard and being valued**: Being able to express thoughts and feelings and to inform changes to improve the student experience.

- **Group discussion, bonding and socialising**: The opportunity to meet with other students and get to know them on an individual basis. This was expressed as a social, relaxed activity.

- **Receiving information**: A forum for receiving course information, understanding procedures and creating awareness of the support services available in college, including information about college-wide student activities.

Individual tutorial

- **Personal development**: This relates to the opportunity for a personal discussion that includes helping students to clarify their goals, recognise their strengths and weaknesses and is also seen by students as an opportunity to 'clear the air' and 'speak what is on your mind'. It also refers to general welfare; confidence-building; getting to know and understand the student; developing a student and tutor relationship; offering personal time for students to talk and discuss issues; listening to students' anxieties; offering pastoral care; and acting as a sounding board.

- **Holistic learning and personalised learning:** Referring to a coordinated approach to developing and supporting students, considering the 'whole picture' including life experiences. This includes a balanced curriculum including personal and professional development as well as academic and vocational.

- **Academic development and course-related issues:** This aspect is related to vocational, academic and study skills support, i.e. their core curriculum plus any additional support required to assist with, for example dyslexia, dyspraxia, sight or hearing impediments etc. This is also an opportunity to identify difficulties with specific course related subject areas.

- **Problem-solving:** Supporting students in identifying and discussing potential solutions to problems and to present students' ideas and issues on their behalf where applicable.

- **Career planning and progression**: Focus on progression after the course such as applying to enter higher education. Also includes planning and preparation for career development, transition to a higher level education and to future employment.

- **Being heard and being valued:** The opportunity for students to feel they are listened to. This is a private time when they can air their anxieties and opinions and, where necessary, can voice disappointments relating to college life.

- **Planning and monitoring academic progress:** This is about setting and monitoring targets, to discuss progress and areas for improvement and also to gain some re-assurance or positive feedback. This includes discussion about assignments and individual subjects, understanding the course, problems with particular lessons. It also includes receiving help with college work: help in being motivated to work and being kept 'on track'.

- **Personal support and guidance:** It was suggested that this is about being 'more than a teacher'. It was felt that help with student issues occurring outside the college was part of this activity and counselling was also felt to be part of this role.

Contextual aspects

- **Tutor engagement:** This relates to the skills and attributes demonstrated by the tutor, which includes a willingness to engage in a positive relationship and to engage in democratic dialogue.

- **Student-centred approach:** This was partly about tutorial focusing on the student and their needs, ensuring that different styles and levels of learning were accommodated and that a broad range of subjects (other than core curriculum) were covered. It also related to acknowledging and valuing what students bring in terms of their own experiences, skills and knowledge.

- **Group tutorial environment (FE):** This reflected the students' desire for group tutorial to be different from other academic or vocational classes by having the opportunity for the sessions to be 'more laid back' and to be able to have fun in order to create an enjoyment of learning.

- **Individual tutorial environment:** A private and confidential one-to-one discussion with the tutor without interruption is essential to enable students to express themselves freely and to disclose support needs.

The model illustrated above is a useful guide to creating an overarching framework for tutorial provision in order to ensure consistency in quality across the organisation and parity of provision for all learners. It is important to emphasise here that we are not talking about tutorial provision should be the same for all learners: a one-fits-all approach will not work. That said, by using this model you can consider each element of the framework to decide how best it might be provided to meet the varied needs of your full range of learners.

6.2   Structures and models for tutorial provision

The way tutorial provision is managed can differ significantly between organisations across the sector. Although basic structures of tutorial provision share similarities, there are variations in relation to the number of allocated hours and basic entitlement available to different groups of learners. The essential factor in achieving outstanding tutorial is developing tutorial provision that meets the needs of your learners, in a way that sits well with your organisation's structure, culture and mission.

The key message here is that there is no 'right' way to design or develop tutorial provision, just as there is no single model of tutoring that every institution should adopt. What is crucial for effective tutorial is to ensure the organisation has a shared purpose that sits well with its values and objectives, and is understood by both staff and students. Furthermore, it is especially important that senior managers promote the value and impact of tutorial provision; acknowledge its impact on learner success and progression; and reflect this in the organisation's resourcing and strategic plan.

The diagram below provides three key considerations for designing the structure of tutorial provision. First, will the provision sit under teaching and learning or learner support? In other words, do you consider tutorial provision to be integral to teaching and learning or more of a support mechanism? Secondly, who will be responsible for implementing your tutorial provision and how the will quality of provision be managed? Will this be done centrally, for example by a manager or director with overall responsibility for tutorial, or will responsibility be disseminated to, for example, curriculum area managers of heads of department?

Whichever structure you choose, you must be sure that lines of responsibility, accountability and communication are clear. Where there is shared responsibility, for example, disseminated across middle management, it is also important that an individual is identified to hold ultimate overview, responsibility and accountability for the quality and development of tutorial provision.

Figure 6: Structural considerations for tutorial provision

A	**Teaching and learning or student support?**
B	**Centralised or by academy, department or curriculum?**
C	**Super tutor or fractional or all academic staff?**

There is currently an ongoing debate in relation to the 'best' structure and model for personal tutoring. As a number of organisations move towards the centralisation of personal tutoring and the notion of 'specialist' or 'super' tutors, it appears that there are two diverse schools of thought emerging: those advocating centralised specialist tutoring teams; and those adhering to the historical model of disseminated tutoring responsibilities, for example, academic staff undertaking a tutoring role as part of their teaching commitment.

Those advocating a centralised approach believe that tutorial provision is likely to be more effective for learners and more valued and supported by staff when the role of teacher and tutor is separated and clearly defined. It is proposed that the separation of teacher and tutor would be particularly useful when the focus of tutorial is pastoral or focused on attendance, punctuality, behaviour and support. However, it may be argued that where discussions are related to academic progress and skills development, the academic or vocational tutor is best placed to provide effective support.

The crucial element to making a centralised system work well is an effective working relationship between academic and support staff to ensure that the learner's learning and support needs are met equally.

Those advocating that all teachers undertake a tutoring role believe that this model retains a holistic approach to monitoring and supporting the learner's personal and academic progress. Where this works well, there is a clear management structure ensuring overarching organisation-wide strategic direction supported by key posts across the institution responsible for tutorial development and quality assurance. It is evident that the quality and consistency of provision may differ across subject areas within each organisation, depending on the value and level of support attributed to tutorial provision by individual tutors. It is therefore essential that provision is closely monitored and that curriculum managers hold responsibility for the quality of tutorial provision within their departments and for providing adequate resources and space within the timetable to dedicate to tutoring.

In addition to the schools of thought in relation to 'models' of provision, two distinct 'approaches' to tutorial provision are emerging – the audit approach and the learner-centred approach. The audit approach is driven by policy, procedure and systems, which may contribute to better data on retention, achievement and behaviour, but it is likely to be keenly focused on the Common Inspection Framework and may become mechanistic and distant from the learner's reality. It may also be argued that the potential exists for the organisation to benefit more than the students from this approach as it promotes a tendency to be inward-looking. The learner-centred approach focuses more on impact and outcomes for learners by developing and enriching an individual's learning experience. It could be argued that the learner-centred approach is more likely to benefit both the organisation and its learners as capacity to improve can be demonstrated more widely and at different levels, not just within the performance data. The anxiety for many organisations wary of adopting this approach lies in the need to evidence impact and it is acknowledged that it can be difficult to draw measurable conclusions from anecdotal information, but not impossible.

The important question for you to ask when deciding which approach to tutorial provision your organisation will take is: "What do we want our tutorial provision to achieve?" This will lead you to the most appropriate way forward to fulfil those objectives. Learner feedback suggests that tutorial provision is more highly valued when it is tailored to the individual's learning experience. They emphasise the importance of:

- support being available when it is needed
- targets being set and reviewed appropriately
- induction being tailored for a range of learners
- group tutorial content being relevant to learners' needs and aspirations

The key to achieving this is to know and understand the diversity of your learners and to design your tutorial provision in response to their needs, abilities, aspirations, potential barriers and opportunities for progression.

6.3 Improving the quality of tutorial provision

There are a number of tools available for organisations to evaluate and improve their provision. These include internal benchmarking, target setting and self-assessment procedures. Many organisations develop their internal monitoring and evaluation processes around the Common Inspection Framework (CIF), which is designed by Ofsted, the official regulatory body for inspecting provision in the learning and skills sector, to drive forward the agenda for quality improvement. The CIF was revised in 2012 and holds significant implications for the quality and impact of tutorial provision, as outlined below.

6.3.1 Tutorial and the Common Inspection Framework

The Common Inspection Framework (2012)[19] places the learner's experience and outcomes at the heart of what we do. The changes from the previous inspection regime focus on the following:

Outcomes for learners

- All learners achieve
- Narrowing the achievement gap
- All learners progress to higher level qualifications or to jobs that meet local and national demands
- Learners developing personal, social and employability skills

Teaching, learning and assessment

- More direct observation of teaching, learning, skills development and assessment
- Explore "What is the impact of teaching and learning on learner progression?" care, guidance and support are embedded here
- Promotion of equality and diversity evaluated through teaching, learning and assessment, and behaviours and attitudes of learners and staff

Quality of leadership and management

- Equality and diversity reported on under all headings – focus on reducing achievement gap
- Greater focus on impact on learners, less focus on policies and procedures
- Narrow achievement gap between vulnerable learners and their peers
- Address disadvantage and target support to those who need it

Under this current inspection framework, more conclusions about providers and the learner experience are drawn from observing learning. It is expected that all staff in contact with learners are aware of and support learners' needs; however, personal tutors play a key role in supporting and evidencing:

- high standards of work and skill development
- learner progress and distance travelled based on starting points
- development of literacy, numeracy, language and ict skills
- development of employability skills
- development of intellectual skills
- ability to work independently or collaboratively

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19   Ofsted, 2012. *Common Inspection Framework for further education and skills*. Manchester: Ofsted.

- learners' attitudes – including their concentration, engagement and application
- identification of and response to learners' need for support and guidance
- learners' understanding of equality and diversity

Examples of evidence that can be drawn from tutorial provision include:

- tracking, monitoring and supporting progress
- identifying and responding to learners at risk
- identifying and redressing achievement gaps
- providing and evaluating learner support
- providing holistic development (personal, social and employability skills)
- embedding stretch and challenge
- capturing and reflecting learner voice

Taking into account the responsibilities of the personal tutor – **section 2** – it is clear that tutoring has a central role to play in achieving the objectives set out in the Common Inspection Framework. It is important therefore to understand how data from tutorial provision can be captured to inform quality improvement. The table in **Appendix 4** provides an opportunity for you to consider what data naturally occurs within tutorial provision; how you currently capture and use it; and how you might improve the process.

6.3.2 Measuring the impact of tutoring

To improve the quality and impact of tutorial provision, you need to know how well your systems and procedures are working, what needs to be improved and how what you are doing is making a difference for your learners. To evaluate these aspects, you need to:

- ensure you have good baseline data about your learners' starting points
- monitor all aspects of learner progress (academic, vocational, wider skills development)
- record and track 'at risk' learners, early interventions, and support provided
- record outcomes and impact of early interventions and support
- track destinations to demonstrate what difference have you made for your learners

Remember:

- Academic and vocational achievement is not enough – you are developing the whole person
- Recognise and celebrate distance travelled – tell the story by providing anonymous learner case studies demonstrating impact of interventions and support

Not only do these actions assist in the monitoring and evaluation of tutorial provision and contribute to action planning for improvement, they also provide valuable evidence during inspection.

6.3.3   Developing a cohesive approach to improving the quality of provision

For tutorial provision to be at its best and to deliver the desired outcomes there has to be a joined up approach to each element contributing to that provision. When evaluating the quality of tutorial provision, it is important to ask:

- How learner-centred is your provision?
- How engaged are you staff in the delivery, accountability and evaluation of impact?
- How are tutors recruited, trained, appraised and supported?
- How do your quality assurance procedures evaluate the quality and impact of tutoring and lead to improvement?

Figure 7 provides elements to consider to assist in answering these key questions.

Figure 7: Tutorial quality framework

Quality assurance

- Explicit policy, entitlement and quality standards
- Effective measurement and performance indicators
- Monitored distribution and audit of enrichment funds
- Honest, live self-assessment with appropriate and timely interventions
- Sharing good practice

Staff engagement

- Consultation, acknowledgement and feedback
- Explicit roles, responsibilities and accountability
- Effective monitoring, review and evaluation
- Reward and celebration

Cohesive, relevant, effective

Tutor support for effective tutoring

- Induction, mentoring and personalised CPD
- Constructive teaching and learning evaluation and feedback
- Effective appraisal and development plans
- Opportunity to share good practice

Learner-centred

- Flexible, differentiated provision
- Timely, effective and seamless support
- Holistic approach to learner development
- Learner engagement in development and feedback

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The significance of ensuring that these elements work cohesively cannot be overstated. It is important to understand that if your tutorial provision is not learner-centred, it is unlikely to meet learners' needs or achieve its potential level of impact. If you do not have effective support and development for your personal tutors, opportunities to improve performance or draw on good practice may be missed. If your quality assurance and improvement processes do not include tutorial provision, or your data for this area is poor, significant quality issues may not be identified and the quality of provision may deteriorate. Finally, if provision is not learner-centred; if tutors are not supported and developed; and if the quality of provision is not effectively monitored and evaluated; it is likely that your tutoring staff will feel disengaged, which in turn can lead to poor performance. Given the significance of the tutoring role in supporting retention, achievement and success, it is essential that all these aspects are working together in a relevant, cohesive and effective way to achieve the greatest impact.

Creating a culture of excellence requires everyone to share in that aspiration. Here are a few considerations to help you evaluate how well the ethos of excellence is embedded in your current provision:

- Create a desire to achieve that holds relevance for the learner
- Develop autonomous expert learners
- Encourage healthy competitiveness and challenge
- Provide pleasure and value in extracurricular activities
- Seek out opportunities to enhance tutorial curriculum
- Articulate and monitor minimum expectations for attendance, punctuality and course-related targets
- Ensure that staff recognise and respond to learners 'at risk'
- Embed aspiring culture in quality reviews, CPD and staff appraisals
- Encourage industry updating and visits to beacon colleges as part of staff CPD
- Provide focused management development
- Ensure all individuals understand their role and responsibilities
- Enhance staff morale by demonstrably valuing the individual
- Celebrate and reward the 'above and beyond' of learners, staff and partners

In addition to ensuring that a culture of excellence underpins what you do, it is also important to have appropriate performance management and quality improvement systems in place to evaluate and improve the quality of tutorial provision, which can be achieved in part by:

- honest, self-critical approach to self-assessment and quality review
- effective two-way communication and sharing of information across the organisation
- accurate and systematic recording of attendance, retention and achievement data
- effective use of reliable data to analyse performance
- formal and timely target setting, monitoring and quality reviews focused on recruitment, retention, attendance, punctuality, register compliance, staff utilisation, achievement, success, progression
- clear accountability based on explicit success indicators
- accurate and systematic tutorial observation procedures with formal action plans and subsequent review
- a rigorous and objective approach to curriculum planning and timetabling
- a productive and supportive appraisal system
- investment in staff development and the sharing of good practice
- involve stakeholders in the evaluation of provision
- provide learners, staff and partners the opportunity to submit complaints and suggestions with timely and effective responses

6.3.4 Working with others for effective tutorial provision

There are many people who will have a view on, experience of or an interest in the delivery and outcomes of tutorial provision. Think about your organisation and consider for a moment what involvement each of the stakeholders in **Figure 8** currently has in the design or evaluation of your tutorial provision.

Using the table in **Appendix 5**, note the contribution each of the stakeholder groups make and identify what opportunities still exist to draw more from their involvement.

Figure 8: Who are your stakeholders?

Learners are, of course, at the heart of this provision, therefore their views are invaluable. Most if not all organisations across the learning and skills sector now engage learners in evaluating the quality of provision through a learner voice strategy. The benefits are:

For learners

- A more responsive, more engaging, higher-quality offer
- Empowerment for learners to shape their own experience
- Delivery of improved outcomes for more learners, especially those who might not otherwise succeed

For the organisation

- Increased participation, retention, progression and achievement
- Learners who are more expert and independent, and who can help to shape their learning experiences tailored to meet their needs and objectives in a way that achieves success
- Better quality of information about the learners' perspective, which can be used to triangulate other sources of data and drive professional and organisational development and quality improvement
- Better decisions about resource allocation and investment
- Learners who feel more involved are motivated to put something back into the organisation, for instance by contributing to the development of policy or by coming back to share their experience of industry with future generations of learners

There is a range of approaches available to encourage learner involvement, for example:

- **Consultation:** Asking for learners' views and opinions on expectations, options and proposals in order to inform future developments.

- **Feedback:** Historical information, that is, learners' views and opinions on events, processes and decisions which have already taken place. Feedback serves to inform judgements of quality and effectiveness and to inform future planning.

- **Participation:** Learners engaging in college/organisational activities and decision making in an active manner. It may be about learners taking a more active role in their learning experience or playing an active role in strategic or operational management of the organisation such as lesson observations or learning walks.

- **Representation:** Individual learners or groups of learners representing the views of a broader learner population. Representation may be part of consultation, feedback or participation, or may be learner-initiated.

- **Capacity building:** Methods employed to maximise and optimise learner involvement and may include:

  - giving learners more opportunities to get involved
  - helping learners to develop the skills they need to get involved
  - giving learners the support and confidence they need to get involved
  - motivating learners to get involved
  - identifying and meeting the needs of groups of learners who are currently less involved

These different approaches may be applied to a range of organisational-led activities, for example:

- **Course review meetings:** This is where a learner is nominated voice the views of the group of learners on a particular course at course review meetings. Course representatives will feed back to students any actions and outcomes arising from the Course Review Meeting so that they are aware of the impact their views are making.

- **Student surveys and action plan:** This is an opportunity for learners to comment individually on their learning and experience, their perceptions of the organisation and the quality of services and support provided. This is an organisation-wide survey usually conducted twice yearly. The results are normally made accessible to learners and used to inform improvement plans.

- **Evaluation of teaching and learning:** Some organisations involve learners in the observation of teaching and learning. Learners are trained to undertake paired observations and learning walks.

- **Recruitment of tutoring staff:** In some organisations learners will be invited to take part in the interview panel for new tutors.

- **Self-assessment report:** It is becoming increasingly common for organisations to invite learner representation to the validation panel for the organisation's self-assessment report.

In addition to college-led learner voice activities there is also a range of student-led activities that the organisation can support, including:

- **The National Students' Union:** The NUS has a central role in addressing learner issues in college and for helping to develop a positive and friendly environment that is conducive to learning.

- **Student Union Council:** will discuss issues relevant to the learners' experience and also those related to the operation of the students' union.

- **Student governors:** This is where a learner is elected on to the board of governors to represent the voice of learners.

- **Membership of the appeals panel:** Some organisations will invite a student advocate, where appropriate, to take part in the appeals process in matters relating to disciplinary appeals.

It can be seen that there is a wide range of opportunities for learners to be involved in and contribute to the evaluation and improvement of provision. It is important to remember that whatever methods your organisation engages in it is essential that your learners are well prepared and supported in this important contribution. This involves providing:

- learner representative training
- appropriate facilities for learners to meet and discuss relevant issues
- reasonable opportunities for learners to attend essential training and relevant meetings
- staff awareness training so that they are aware of the expectations of and permissions for learners to attend relevant training, meetings and events

How do you create a culture in which learners are enabled to express their views and expectations? Consider the following:

- What key questions do you want or need to ask learners?

- What is your range of learners and how do you motivate and facilitate their involvement?

- What forums do you have or need to create and what do you need to do in order to practically support cross-college learner groups to engage?

- What areas of college management are your learners currently involved in? What influences your decisions in involving learners and what are the potential barriers?

- How do you capture the information and what you do with it? Who do you pass the information on to and what do you expect them to do with it? How do you ensure a two-way channel of communication?

Understanding and evaluating the learner voice

We have seen that there are vast opportunities available to capture the views and perceptions about the learners' experience but collecting this information alone will not contribute to quality improvement. The next step is to ask, "Now we have it,":

- what do we do with it?
- what could we do with it?
- who is this information useful to?
- how do we need to present it to them?

Once you have done so, you will see how effectively you currently use this rich source of information and what further opportunities are available to you.

Further guidance on how to implement effective learner strategies is provided in the LSIS guide, *Listening to learners*.[20] You can also access the following learner voice video clips:

www.teachers.tv/search/video?q=learner+voice&t=1083,811&tn=

www.southstaffs.ac.uk/prospective-students/campus-life/learner-voice/

http://industry.becta.org.uk/display.cfm?cfid=1476190&cftoken=29154&resID=34152

www.excellencegateway.org.uk/page.aspx?o=246138

http://wb2.northampton.ac.uk/e4l/

www.niace.org.uk/news/podcasts-videos/learners-voices-podcasts

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20   LSIS, 2009. *Listening to learners? Citizenship and learner voice*. Coventry: LSIS. http://archive.
excellencegateway.org.uk/media/post16/files/learner_voice_booklet_web_friendly.pdf

6.3.5   Recruiting, training and supporting tutoring staff

Whichever model an organisation chooses to adopt for its tutoring provision, the critical element in all cases is the quality and effectiveness of the personal tutoring relationship. This has significant implications for the recruitment and training of personal tutors and quality assurance through staff appraisal and learners' feedback. It has also been recognised that tutorial provision appears to receive higher levels of support from staff across the organisation when appropriate training is given. Many tutors still enter into the role with no formal training and in some cases little idea of what the role entails.

Recruiting and training for effective tutoring

During previous research, three general attitudes or schools of thought emerged towards the tutoring role that may impact of the model of tutoring we choose for our organisation and implications for recruitment.

- The first refers to those tutors who are averse to engaging in a tutoring relationship, explaining that they have come into teaching to teach their subject and were not happy about this added responsibility. Bramley (1977:19-20)[21] also came across this attitude and quoted one of her own personal tutors saying, "Look here. I am employed as an academic and this is a college not a hospital, not a nursery and not a bloody rest home."

- The second general attitude emerging refers to those tutors who see some value in the role and accept it as part of their overall teaching responsibility, but they do not wish to become 'too involved' in dealing with students' problems.

- The third general attitude refers to those tutors who enjoy and value the tutoring role and express pride in supporting and helping students.

It was also noted that extremes existed within these attitudes as some tutors have been known to adamantly refuse to take on a personal tutoring role. Conversely, some tutors expressing an enjoyment of the role appeared particularly possessive over the support administered to 'their' students.

Being aware that there are such differing attitudes towards the tutoring role it is reasonable to conclude that careful recruitment and training for personal tutors is essential. We have already explored the skills and attributes necessary for effective tutoring in **section 5** and found that there is indeed a specific skills set required for effective tutoring. This is supported by the development of new National Occupational Standards for Personal Tutoring.

LSIS, in collaboration with the Further Education Tutorial Network (FETN) from whom the work originated, has engaged with employers, practitioners and stakeholders from across the UK to develop new *National Occupational Standards (NOS) for Personal Tutoring*.[22] These standards identify the skills, knowledge and understanding needed by those who work as tutors in the sector.

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21   Bramley, W, 1977. *Personal Tutoring in Higher Education*. Guildford: University of Surrey, Society for Research into Higher Education.

22   UKCES, 2013. *National Occupational Standards for Personal Tutoring*.

The new standards, approved across the four nations of the UK, have been produced in order to bring greater clarity to the tutoring role and to bring it in line with other professional occupations such as mentoring, coaching and counselling in so much as these professional communities work to given standards and competences and are acknowledged as requiring specific skills and expertise, which are outlined in **Appendix 1**.

The sector rationale for pursuing the development of these standards was to:

- raise the profile of the tutoring role and its impact on learner success
- improve the learner experience
- improve retention and achievement through better tutoring
- develop quality benchmarks and quality measures that enable continuous quality improvement to be embedded
- develop a more consistent sector-wide approach to tutoring and improve parity of provision
- improve support and skills development for personal tutors
- increase stakeholder confidence and collaborative partnerships based on learner-centred ethos

Each aspect of the personal tutoring role is represented in the suite of National Occupational Standards. It is important to note that although the standards are referred to as units they do not represent a qualification. They do, however, provide:

- a title and overview, which explains the content of the standard
- 'performance criteria' describing activities that would represent effective performance of tasks within a standard
- details of the skills, knowledge, and understanding needed to carry out tasks within the job role or function

The standards are a versatile tool that can directly support staff and employers in the lifelong learning sector in a number of ways:

- Managers can use relevant standards to describe the skills they need in their workforce, identify skills that already exist and to develop plans to fill any gaps

- In staff recruitment, training and development standards can become the basis for job descriptions and training plans. They contain descriptions of good practice, which can help set performance objectives

- For individuals, NOS are a useful tool for self-assessment and a means of recognising and describing personal achievements. They can form the basis for continuing professional development and associated career progression

Applying the *National Occupational Standards for Personal Tutoring* to your recruitment, training and development will ensure that you have the right people, with the essential skills to enable your learners to succeed.

Supporting personal tutors effectively

The role of the personal tutor is complex in nature and varied in the range of tasks undertaken. In any one day a personal tutor can at one moment be assisting a learner to evaluate their progress and plan next steps and in the next moment be supporting a learner to disclose an instance of abuse. There is currently no preparation for personal tutors to deal with the vast array of issues they will potentially deal with in the course of a working day. It is essential therefore for personal tutors to receive appropriate induction into the role, which includes:

- the responsibilities and boundaries of the tutoring role in the context of the organisation
- the support services available for the referral of learners
- when and how to refer learners for specialist support
- how tutors can access support following learner disclosure
- how tutors can access relevant training and development

Although we are aware that personal tutors should not engage in counselling a learner or become involved in addressing safeguarding issues without referring to the designated officer, it is important to acknowledge that personal tutors will at times be confronted with distressed learners disclosing difficult and upsetting information. When this occurs, it is important for the personal tutor to know who they can share this information with and, where necessary, access support for themselves in dealing with the impact of disclosure.

Information, training and development for personal tutors.

In addition to ensuring that personal tutors receive effective induction into the role both the Common Inspection Framework and the *National Occupational Standards for Personal Tutoring* impress the need for appropriate continuing professional development.

For organisations designing their own in-house training programmes for personal tutors, the key aspects to include are:

- the responsibilities and boundaries of the personal tutoring role
- developing an effective tutoring relationship
- planning and target setting for individual learning
- promoting positive behaviour and learner autonomy
- identifying and supporting learners at risk
- working with others to provide learner support

Guidance on details to include in your personal tutor training can be drawn from this handbook as well as the *National Occupational Standards for Personal Tutoring*.

In addition, LSIS provides a range of guidance relating to aspects of the personal tutoring role through the Excellence Gateway.

You can also access a range of information, guidance, resources and training for personal tutors and managers from the Further Education Tutorial Network (FETN), including online personal tutor training.

Appendix 1: National Occupational Standards for Personal Tutoring

Unit 1.   Manage self, work relationships and work demands

This unit is about the personal tutor managing themselves, their work relationships and work demands. It requires the personal tutor to constantly reflect on the effectiveness of their practice, be able to manage themselves in different work settings and minimise conflicting demands. Personal tutors also need to ensure their own wellbeing, understand the importance of and know how to develop professional and inclusive working relationships.

Unit 2.   Develop own practice in personal tutoring

This unit is about personal tutors developing their own practice in order to deliver effective personal tutoring to learners. It places an emphasis on the skills, knowledge and reflection that those involved in personal tutoring bring to their practice and personal development. It requires the personal tutor to reflect on current practice, identify own learning and development needs and take part in continuing professional development.

Unit 3.   Create a safe, supportive and positive learning environment

This unit is about creating a safe, supportive and positive learning environment for the learner. It is about facilitating learners through the learning process. It requires the personal tutor to communicate effectively with learners, colleagues and partners, building and maintaining an appropriate level of rapport.

Unit 4.   Explore and identify learners' needs and address barriers to learning

This unit involves working with learners and others to identify and respond to possible issues and concerns. It is about knowing how to identify those who may encounter barriers to learning, providing support to promote learners' wellbeing. It requires the personal tutor to have knowledge of each learner enabling them to identify and support learners at risk

Unit 5.   Enable learners to set learning targets and evaluate their progress and achievement

This unit is about enabling learners to set targets and evaluate their progress and achievement. In many cases this will involve helping learners to develop an Individual Learning Plan. The unit focuses on the central aspects of the role: of meeting learners' needs by supporting them in planning for development and improvement, setting targets and measuring progress. In so doing it will involve celebrating with learners their progress and achievement. It requires personal tutors to communicate effectively with learners to review, adapt and improve their plans through questioning and feedback.

Unit 6.   Encourage the development of learner autonomy

This unit is about encouraging learner autonomy and reflecting on personal growth through the learning process by, for example, providing learners with constructive feedback and encouraging them to reflect on and improve their own learning. It emphasises the role of personal tutors in enabling learners to gain self-determination and to move towards independence in their learning. It requires the personal tutor to use a range of methods to enable learners to acquire or improve skills and knowledge and practise their application in context.

Unit 7. Enable learners to develop personal and social skills and cultural awareness

This unit is about promoting and enabling learners to develop their personal and social skills and cultural awareness when involved in social, community, voluntary and other activities. It requires the personal tutor to understand individual learners' needs and to promote and facilitate activities which broaden learning and self-development. It also requires personal tutors to use a range of methods to enable learners to acquire and improve social skills and knowledge and therefore develop their skills and confidence to represent the views and interests of themselves and others.

Unit 8. Enable learners to enhance learning and employability skills

This unit is about enabling learners to enhance their learning and employability skills. The personal tutor needs to know how to use a range of methods to support individual learners to develop or enhance their learning, study and transferrable skills such as time management, punctuality and presentation skills in order to improve their employability prospects in their career development. It also requires the personal tutor to know how to develop individuals' self-awareness and enable them to identify and reflect on their own strengths, aptitudes and transferable skills.

Unit 9. Support learners' transition and progression

This unit is about supporting learners' transition and progression. Personal tutors work with individuals to develop realistic and suitable goals, objectives, progression and career development options based on their skills, career, learning and support needs. Goals need to be related to self-awareness, transition and change management, action-planning, identifying and accessing information. It requires the personal tutor to have a working knowledge of sourcing and evaluating information to meet learners' needs and supporting them in accessing and using the information. It also requires personal tutors to collaborate with colleagues to support learners' transition.
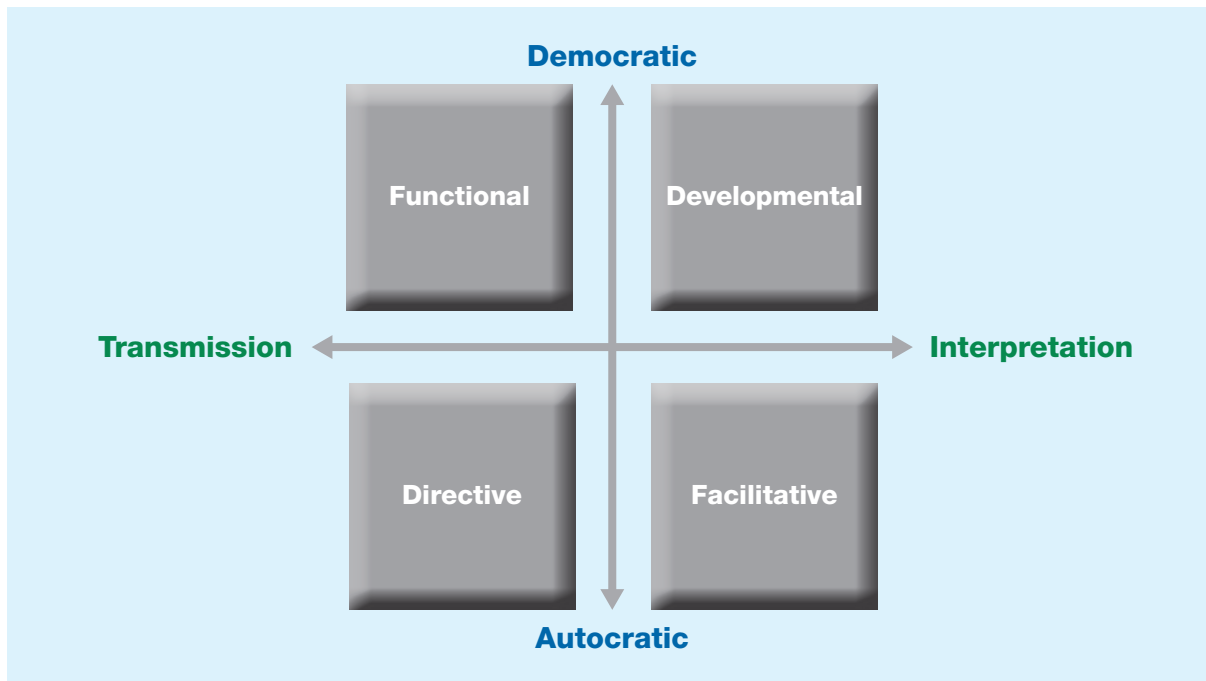
Unit 10. Provider learner access to specialist support services

This unit is about providing access for learners to specialist support – some of which will be internal departments, or external organisations. It details the knowledge and understanding a personal tutor needs in order to make appropriate referrals of learners to others and other organisations, where appropriate, and how to ensure that referrals best meet the learner's needs. In addition, it requires personal tutors to be able to share information about learners in line with legislation, and respect learners' confidentiality.

Unit 11. Contribute to improving the quality and impact of personal tutoring and its reputation within own organisation

This unit is about the personal tutor contributing to improving the quality and impact n of tutoring in their own organisation. It places an emphasis on the organisation's quality cycle as well as the role and responsibilities of the personal tutor in providing a high quality learner experience. It requires personal tutors to recognise that learners have a role to play in contributing to quality assurance and quality improvement in the organisation, and the importance of obtaining and acting on learner feedback.

Appendix 2: A Model and descriptors of tutoring styles


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                        Democratic
                            ▲
        ┌──────────┐       │      ┌──────────────┐
        │ Functional│       │      │ Developmental│
        └──────────┘       │      └──────────────┘
Transmission ◄─────────────┼─────────────► Interpretation
        ┌──────────┐       │      ┌──────────────┐
        │ Directive │       │      │ Facilitative │
        └──────────┘       │      └──────────────┘
                            ▼
                        Autocratic
```

Key: **Tutor ideology** (based on Barnes and Shemilt, 1974)[23]
      Style of interaction

It is suggested that personal tutors will have a predisposition towards one particular style; however; the styles should be viewed as interchangeable. That is to say, the personal tutor may engage one or more styles depending on the student's current level of autonomy, the subject matter being discussed i.e. academic, personal or professional and the desired outcome for example skills learned or changes in behaviour. It is not the case therefore that a tutor should adopt only one style of tutoring at the neglect of others.

The varied nature of the tutoring role together with the diversity of student concerns calls for flexibility in approach. For example, a personal tutor who has a propensity to adopt the style of 'facilitative tutor' may find there are times when a student might benefit from more autocratic interaction to encourage them to develop autonomy. Similarly there may be times when a student needs to be directed towards particular action but does not receive the nature of support required because the tutor has a predisposition towards developmental tutoring. The same may be said of the power balance in the tutoring relationship. There will be circumstances when it is appropriate for the student to own the agenda and take the lead just as at times it would be more beneficial for the agenda to be tutor led.

What is being proposed here is that the personal tutor is multi-dimensional and draws on a range of skilled activities, referred to here as 'tutoring styles' to fit the circumstances. The sign of a skilled personal tutor therefore is one who can:

● speedily assess the situation, the needs of the student and the student's coping abilities in order to ascertain which tutoring style is appropriate for that situation
● exhibit the aptitude to adopt each of the tutoring styles flexibly and effectively

© Dr Sally Wootton, 2007.

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23   Barnes, D and Shemilt, D, 1974. *From communication to curriculum*. Harmondsworth: Penguin Books.

Personal tutoring styles

The developmental tutor: This style of tutoring relationship is based on mutual respect, demonstrated by the tutor being actively emotionally intelligent. The tutor values the learner's ability to interpret and internalise information, which is demonstrated by allowing the learner freedom to make their own choices and decisions. The tutor therefore engages in a democratic style of interaction with the learner, perceiving knowledge to be developed through dialogue. The agenda, aims and objectives are negotiated as the balance of power is shared. The tutor draws on his/her own life experience and self-awareness and engages in appropriate openness to identify potential problems and explore alternative solutions. A holistic approach to the learner's development is taken and the tutor is likely to support personal issues as well as professional and/or academic. When tutors adopt this style of tutoring. they often describe themselves as **mentor** or **counsellor**.

The facilitative tutor: This style of tutoring relationship is also based on mutual respect, and the tutor values the learner's ability to interpret and internalise information. Again the learner is allowed the freedom to make their own choices and decisions however the facilitative tutor is more likely to lead the learner towards what they believe to be the 'best' solution. The tutor engages in an autocratic style of interaction with the learner, perceiving knowledge to be developed through dialogue. The agenda, aims and objectives are negotiated but tutor led. The facilitative tutor will share their professional life experiences to identify potential problems and explore solutions but is less likely to engage in this activity on a personal level. A holistic approach to the learner's development is taken and assistance given relating to professional and academic matters. The tutor is likely however, to refer the student to 'experts' where support for personal issues is required. When tutors adopt this style of tutoring, they describe themselves as **adviser** or **guide**.

The directive tutor: This style of tutoring relationship is based on respect for authority and it is expected that the learner will demonstrate respect towards the tutor. The directive tutor will resist engaging in negotiation of the tutoring conversation preferring to set the agenda and adopt an autocratic style of interaction. The directive tutor assumes the learner is without knowledge therefore the problem solving approach is to illicit information from the learner about the problem, and then to propose a solution that they expect the learner to follow. The directive tutor perceives the tutoring role to be a means of monitoring and ensuring the student is adequately supported in terms of their academic and professional development. They are not likely to engage in discussion relating to the learner's personal issues and assume that learners will seek help elsewhere if they need it. When tutors adopt this style of tutoring, they often describe themselves as **manager** or **problem-solver**.

The functional tutor: This style of tutoring relationship is based on shared respect; however, the level of respect is weighted towards the tutor. The agenda for the tutoring conversation is tutor led with student engagement as the tutor adopts a democratic style of interaction. The functional tutor assumes the learner is without knowledge therefore the problem-solving approach is to illicit information from the learner about the problem, proposing a number of solutions for discussion to achieve a joint decision. This tutor perceives the tutoring role to be a means of monitoring and ensuring that the student is adequately supported in terms of their academic and professional development. They are not likely to engage in discussion relating to the learner's personal issues and assume that learners will seek help elsewhere if they need it. When tutors adopt this style of tutoring they often describe themselves as **leader**.

Appendix 3: Role map guide

- Draw a bubble or circle in the middle of an A4 page and write in the title: **My progress as a student**.

- Write down all the issues associated with tutoring in 'bubbles' around the centre bubble. Some of the bigger issues may break down into a number of smaller ones: write these in around the main bubble.

- Then put a plus (+) sign next to those issues which you feel OK about, and a minus (-) sign next to those you feel less happy with: those issues where you may have problems or difficulties.

- Now you need to **rate** your issues using a scale of -5 to +5. So a -5 is an issue that gives you lots of difficulty and a +5 is an issue that gives you no grief or that you feel very positive about.

- Now identify those issues with a low score. Think about what you would like to achieve: your **purpose**. Now think about how you would go about achieving it: your **method**.

- The areas for which you have rated the lowest number, i.e. a minus number, are those that will form the basis of our next one-to-one tutorial. However, it is also important to celebrate achievement, so also write down the topic with the highest score too.

- You have now set your own agenda for discussion at the next tutorial.

Appendix 4: Identifying, capturing and using tutorial data effectively

Description of information	Origin of Information (e.g. one-to-one tutorial)	How is it recorded? (by whom and in what format)	Who would be interested in the information and for what purpose?	What other formats might be helpful for other users?	What are the implications for systems and procedures?

Appendix 5: Stakeholder contribution to improving tutorial provision

Stakeholder	How are they currently involved?	How could they be involved?	How does or will this help to improve quality?
Learners			
Parents, carers, guardians			
Teachers			
Curriculum leaders			
Learning support managers			
Finance director			
Quality managers			
Principal			
Executive team			
Facilities and resources			
Governors			
External partners			

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