

# University of Greenwich

Next level personal tutoring; supporting hard to reach students through mentoring and signposting to mainstream academic support

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## *Personal tutors are the gatekeepers.*

Therefore, it's important for personal tutors to inform students of services on hand to support their tutees' needs and know how to use our team to help them.



# Why do we need another project?

"The diverse backgrounds of today's students mean that the role of the personal tutor is more important than ever" (Swain, 2008).

**Increased importance of personal tutoring and the challenges in delivering support**

# Changing the culture of academic support

Students should have more autonomy in their academic progression

A change in the approach to supporting students -

Moving from prescriptive support to facilitating independence through coaching and mentoring.

# How are we working on this?

Collaborative endeavour between the Academic and Digital Skills Team and Personal Tutors

- Content draws on NextLevel transition skills course
- Skills programme complementing the student journey
- Hop-on, hop-off approach

# The Nurture Project

Piloting a new way to support students

- 5 sessions (weekly)
- Identifying personal goals and strengths for academic success
- 1-2-1 sessions for goal-setting and keeping on track
- PAL mentors and buddies
- Reflective log
- Self-directed learning

# Course Consultant feedback

- Need to promote workshops, drop ins and 1-2-1s more effectively.
- Project creates good learning habits, a need for continuous improvement and reflection
- Reinforces the role of personal tutors with an emphasis on regular contact.
- Hard to book 1-2-1s with personal tutors – ADS team can help fill the gap.

# The Project so far



- Low attendance
- Good engagement
- Focus in on 1-2-1 sessions
- Individual learning plan

# Personal tutee perspective

## Overwhelmed

- volume of resources
- communication overload

## Confusion

- “who does what?”
- where should I go for support?

# Personal tutor Perspective

Personal tutors are ‘the ears that listen to students and record their feedback’, we helps students understand the barriers which prevent them fulfilling their academic career.

Close alignment between coaching techniques and the aims and function of the personal tutoring role in HEIs.

# Student Mentor Perspective

## Collaborative Practice

- OneNote
- MS Teams chat, sessions and informal meetings

## Support to Students

Personal touch:

- Individual direct messages to students
- Follow up with personalised emails.

# Academic Services Manager Perspective

## Collaboration with personal tutors

Ideal use of resources and helps to signpost students to accessing these

Sense-check resources and ensure they are fit for purpose

# Why is it important to collaborate?

Key opportunity for personal tutors to work with Academic and Digital Skills team

Importance of not working in silos and making use of resources for students

Mutual support for staff, enabling them to work together

# Nurture Project feedback



- Students felt heard, supported and said they liked that they had someone else to turn to for advice and guidance as well as their personal tutor.
- Could see the benefit of having regular check in's
- Liked the flexibility of support
- Committed to developing in their studies

# Scaling up the project

Learn from the pilot, share reports

Replicate the successes

Off the shelf resources personalised to students and tutors

Dovetail into mainstream activities

# Round table activity

Join at [menti.com](https://www.menti.com)  
4629 0645



1. What institutional services can personal tutors draw on for their personal tutoring sessions?
2. What off-the-shelf resources would you like to have access to for your personal tutoring?
3. Suggest ways to involve students in co-creation and collaboration in your personal tutoring.

# Closing comments

Personal and academic development of students improved through 1-2-1 coaching:

- Tackling procrastination
- Confidence,
- Personal effectiveness,
- Improved wellbeing

**Thank you.**

# References

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