

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 2 Core values and skills of the personal tutor					
	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual (core values)	My day-to-day actions with students generally display over half of the core values.	I am conscious to display all of the core values through my interactions with students in lessons, group tutorials and one-to-ones.	I often reflect upon the impact that the core values have on the performance of my students. The reflections inform my personal development targets.	Feedback I receive on my classes, group tutorials and one-to-ones reflect the core values.	I explain and promote the impact the core values have on my students, both within and outside of my curriculum team.
Individual (core skills)	I regularly use over half of the core skills in classes, group tutorials and one-to-ones, as well as with colleagues.	I use all of the core skills. They have a clear and positive impact on the relationships with my students and colleagues.	I often reflect upon the impact that the core skills have on the performance of my students. The reflections inform my personal development targets.	Feedback I receive on my classes, group tutorials and one-to-ones reflect the core skills.	I explain and promote the impact the core skills have on my students both within and outside of my programme team.
Institutional (core values)	My institution's values are similar to, or in some cases the same as, the core values. These are shared with new and existing staff at least twice within an academic year.	Deans and Heads of Schools discuss the core values in meetings. Discussions take place about how staff can embed these into their day-to-day activities, for example in schemes of work, lesson plans and one-to-ones.	All staff have a constructive appraisal which, in part, reviews how the core values are being embedded into every employee's activities.	All staff have a clear understanding of the core values and the importance of embedding them into their day-to-day work.	Student voice feedback shows that the majority of students feel the core values have a positive impact on their learning, progress and well-being.
Institutional (core skills)	Most staff use over half of the core skills with students. Evidence of this is shown through student feedback.	All staff receive regular training to develop the core skills and are encouraged to take ownership of this process.	Feedback from line managers routinely comments on employees' use of the core skills with students and colleagues. This feedback informs the appraisal process.	The core skills are consistently and routinely improved through varied strategies. Staff are encouraged to implement ways of assessing how effective the core skills are at improving student outcomes.	Student voice feedback shows the majority of students feel that the core skills employed by staff benefit their learning, progress and well-being.

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 3 Setting boundaries

	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	<p>I clearly outline the various sources of support available to students, and set boundaries between myself and them, at the outset of their course.</p> <p>I keep to these expertise/referral, temporal (time) and independence/engagement boundaries in my everyday practice.</p>	<p>I revisit these boundaries in group tutorials.</p> <p>Through one-to-ones and other support meetings, students have a clear idea of these key boundaries.</p>	<p>Through individual meetings, my students are progressively becoming more able to recognise the boundaries.</p> <p>My students benefit from clarity on a range of boundaries that help them to take responsibility and succeed.</p>	<p>My students are becoming responsible and independent as a result of these boundaries.</p> <p>I continually review the boundaries I keep in my own work and with students, colleagues and central departments for the benefit of all.</p>	<p>Effective boundary setting is embedded in all of my work and interactions with my students.</p> <p>As a result of this and other factors, my students take responsibility and are independent while I maintain a healthy balance in my work.</p>
Institutional	<p>My institution ensures that all students are given clear information on the various sources of support that are available and what is expected of them in terms of independent learning.</p>	<p>My institution provides clear guidance to staff on the necessary boundaries within academic roles, between staff and students and between support services. Referrals are managed effectively.</p>	<p>Department and/or support functions allocate and review resources relating to setting boundaries.</p> <p>Line managers discuss boundary setting and referrals with staff individually for the purposes of student and staff welfare.</p>	<p>Departments or support functions actively seek students' views in boundary setting and integrate these into resources.</p> <p>Academics are supported in maintaining a balance between all aspects of their role.</p>	<p>A range of different types of boundaries are set by departments or support functions which are informed by students themselves.</p> <p>As a result of this and other factors, students take responsibility are independent.</p>

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 4 Key activities: identifying and supporting student populations

	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	<p>I ensure that I consider the potential needs of various student populations before tutoring commences.</p> <p>I understand and can use any dashboard analytics systems that my institution utilises.</p>	<p>I regularly reflect on the needs of my tutee cohorts, based upon any information I have. I build these reflections into my future planning and discuss them with my head of department during appraisal meetings.</p>	<p>I regularly assess the needs, engagement and development of my students, recording any observations made on any dashboard systems my institutions utilises.</p>	<p>Feedback from my students regarding the key activities is consistently very positive. Feedback from colleagues shows they regard them as having a strong impact on student progress and outcomes.</p>	<p>I have detailed plans in place to ensure I identify the needs of my students at an early stage and I monitor these needs as they evolve throughout their studies. I continually and thoroughly analyse the data provided by the dashboard system to seek new ways to improve my practice. I discuss consistency of practice with my fellow tutors.</p>
Institutional	<p>My institution ensures that any information held about students, which may affect or support them, is made available to tutors (in line with data protection regulations) and this is regularly utilised.</p>	<p>The strategy for supporting specific student populations is effectively communicated to all new staff and updates for existing staff are frequent.</p> <p>Where dashboard analytics systems are used there is basic uniformity in their application to record student interactions.</p>	<p>The identification and support of specific student populations are routinely discussed in all academic staff's appraisal meetings. Tutors and central support services regularly utilise analytics to inform practice.</p>	<p>The use of dashboard-based analytics is embedded into all relevant departments of the institution. Analysis of the data they produce informs programme and department-level student support planning.</p>	<p>Relevant data on key performance indicators is used to systematically review the institution's student support strategy. This analysis feeds into a rigorous departmental self-assessment system and the outcomes is SMART quality improvement plans. Staff training and development includes discussion on how to use dashboard and analytics systems and promotes continuity of practice.</p>

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 5 Key activities: effectively supporting all stages of the student lifestyle

	Minimum standard 1 star	Beginner level 2 star	Intermediate level 3 star	Advanced level 4 star	Expert level 5 star
Individual	<p>I am aware of the key stages of the key stages of the student lifecycle from pre-arrival support to graduation. I ensure that key activities, including individual and group tutorials, which support transition through these stages, are fully thought through and planned before they begin.</p> <p>My students are aware of the transition support available and how they relate to them.</p>	<p>I regularly reflect to identify strengths and areas for development related to the key activities. I build these into my transition planning and discuss them with my head of department during the appraisal meetings.</p> <p>This informs the support I provide for relevant students at an individual and group level.</p>	<p>I regularly ask for student feedback on how effective my individual and group tutorials are at supporting student transitions.</p> <p>I hold formal end-of-year reviews with relevant colleagues to identify strengths and areas for development.</p>	<p>My actions to support student transition put the student first and provide holistic and comprehensive support.</p> <p>Feedback from my students regarding individual and group tutorials is consistently very positive.</p>	<p>I identify and implement methods to measure the impact of individual and group tutorials on my students' progress and outcomes.</p> <p>I reflect and constructively question key activities with managers and others involved to review and improve them regularly. This is a significant factor in improving some key performance indicators.</p>
Institutional	<p>My institution has an awareness of student transition into higher education and has the key activities embedded into its strategy for supporting it. Staff are aware of the key activities.</p>	<p>The strategy for supporting students through transitions is effectively communicated to all new staff and updates for existing staff are frequent.</p> <p>Recommended content and structure for one-to-ones and group tutorials are widely disseminated.</p>	<p>Sufficient hours for tutoring (one-to-one and group) are allocated in the timetable to send a clear message to tutors and students that the institution values the role/activity. Clear guidelines on the roles and responsibilities of both tutors and tutees are discussed at the outset.</p>	<p>The key activities (including individual and group tutorials) are routinely discussed in all delivery staff's appraisal meetings.</p> <p>All staff clearly know their roles in supporting transition and carry these out effectively.</p>	<p>The key activities are regularly reviewed involving all relevant student-facing staff and a selection of students. As a result, staff feel invested in them.</p> <p>There is a highly consistent approach to the key activities across my institution.</p>

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 6 Using solution-focused coaching with students

	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	I use open and positively phrased questions to encourage my students to define clear goals and think for themselves. I encourage them to think about what experience, expertise and resources they have to achieve their goals.	I regularly practise the use of solution talk style questions (where appropriate) to support my students.	I regularly receive positive feedback on the impact that my students feel my coaching conversations have on their progress.	I use reflective practice regularly to explore and improve my coaching practice. I regularly use the OSKAR framework (or other) to structure my coaching conversations with students.	I measure the impact of my coaching conversations. I share my experiences of the solution-focused approach and OSKAR framework (or other) with my colleagues and am regularly involved in joint practice development activities to explore new ways to support students through coaching conversations.
Institutional	The culture and policies of my institution clearly encourage all staff to take a positive approach towards students and the issues or problems they bring or encounter.	Deans or Heads of Schools actively support staff to use coaching conversation techniques (where appropriate) with students through discussion, team meetings and appraisals.	My institution regularly delivers or provides opportunities for staff to undertake training in coaching or supportive conversational techniques with students.	Joint practice development opportunities on coaching students are routinely resourced and encouraged by managers to explore current practice and new ways of working.	There is evidence of a positive correlation between the increase and improvement of coaching conversations and the impact on some key performance indicators.

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 7 Reflective practice and professional development

	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	I regularly think about what is working well and what could be improved within my personal tutoring practice.	I carry out reflective practice, related to my personal tutor role, as an ongoing, regular activity.	In response to what I am learning from the reflective practice process, I am seeing incremental improvements in my personal tutoring practice.	In response to what I am learning from the reflective practice process, I am seeing incremental improvements in my students' experience and their educational outcomes.	The outcomes of my reflective practice inform joint practice development projects with colleagues.
Institutional	My institution values the professional development of its personal tutors and actively encourages this through providing opportunities to discuss practice and attend training events.	My institution displays its commitment to its personal tutors undertaking effective individual or peer reflective practice through providing adequate time, resources and support for the process. Honest and open dialogue about critical incidents or issues is embraced as positive and developmental.	Deans and Heads of School value the benefits reflective practice can bring to personal tutors and they actively encourage its use within meetings, individual discussions and appraisals.	Peer and individual reflective practice is routinely used by all personal tutors within the institution. There is an active mentoring scheme for personal tutors within the university.	Action research projects and joint practice development opportunities are routinely used by personal tutors as two of the ways to further develop and disseminate the learning from the reflective practice process.

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 8 Measuring impact					
	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	I am aware of the main ways my personal tutor practice can be measured: retention, success, attendance and punctuality, learning gain, employability and internal progression.	I know the end-of-year figures for the main measures of impact at group level. I consider the different influences on student performance relating to these measures.	I review what the main influences on student performance are at the end of the year and this informs changes in my practice the following year.	I measure my own impact on student performance in a variety of ways in-year and at the end of the year. Quantitative and qualitative data is used to inform my future practice.	I engage in joint practice development activities related to measuring the impact of personal tutor practice.
Institutional	Staff in my institution are aware of the main ways through which the impact of personal tutor practice can be measured.	All staff have knowledge of their end-of-year key impact measures related to their personal tutor practice.	Impact measures of personal tutor practice have a clear rationale which the majority of staff support. Staff carry out individual impact measures on this practice and are supported by Deans or Heads of School in this.	A range of meaningful individual and team-level impact measures of personal tutor practice informs wider institutional practice.	A culture of meaningful impact measuring of personal tutor practice exists which focuses specifically on students' intellectual and academic ability and emotional well-being.

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM: Chapter 9 What next?					
	Minimum standard	Beginner level	Intermediate level	Advanced level	Expert level
	1 star	2 star	3 star	4 star	5 star
Individual	I feel a strong sense of ownership of my professional development and ultimately view it as my responsibility.	I reflect and think holistically about all aspects of my personal tutoring practice. My ultimate goal is to achieve expert level in all chapter themes.	I use the individual self-assessment system regularly and, for all of the aspects where I am not yet at expert level, I have SMART targets to guide my development.	I am making progress against the individual self-assessment chapter themes. I critically analyse the individual self-assessment system and have adapted it to make it better and, where appropriate, more applicable to my context.	I have achieved expert level for all of the chapter themes within the individual self-assessment system. I am now investigating ways in which I can develop my personal tutoring practice, and that of my colleagues, further.
Institutional	Generally, the personal tutors in my institution feel consulted and supported with regard to their professional development. One of our aims is to help staff take ownership of their professional development.	The majority of our personal tutors are making progress against the individual self-assessment criteria. Our ultimate goal is to achieve expert level in all chapter themes.	My institution uses the institutional self-assessment system regularly, and for all of the aspects where we are not yet at expert level we have SMART targets to guide our development.	My institution is making progress against the institutional self-assessment chapter themes. My institution critically analyses the institutional self-assessment system and has adapted it to make it better and, where appropriate, more applicable to its context.	My institution has achieved expert level for all of the chapter themes within the institutional self-assessment system. We are now investigating ways in which we can sustain this level, as well as continue to develop our staff, systems and processes further.

