

INSTITUTIONAL PERSONAL TUTOR SELF-ASSESSMENT SYSTEM

What it is for

The personal tutor self-assessment system is designed for you and your institution to self-score current performance and identify targets for improvement against each of the principal personal tutoring themes. These themes reflect chapters 2 – 10 of the *Becoming an Outstanding Personal Tutor* book. You can use it to continually reflect and judge where you and your institution are against particular standards. You will achieve a score at the end of each theme leading to a cumulative score at the end of the self-assessment. This final score will rate you and your institution separately as minimum standard, bronze, silver, gold or platinum.

Individual score and level boundaries

Minimum standard level = 0 points to 19 points

Bronze level = 20 points to 39 points

Silver level = 40 points to 59 points

Gold level = 60 points to 79 points

Platinum level = 80 to 100 points

Institutional score and level boundaries

Minimum standard level = 0 points to 19 points

Bronze level = 20 points to 39 points

Silver level = 40 points to 59 points

Gold level = 60 points to 79 points

Platinum level = 80 to 100 points

How to use it

To identify current standards you should choose the level that best describes you and your educational institution. These can then be used to set targets for future development. Bear in mind when doing this that the levels are sequential and incremental. The content of the level below is not repeated and it is assumed this has already been achieved. For example, to achieve silver you will have achieved the minimum standard, bronze and silver content.

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CHAPTER 2 Core values and skills of the personal tutor The core values of the outstanding personal tutor are: <ul style="list-style-type: none"> ✓ high expectations ✓ approachability ✓ diplomacy ✓ being non-judgemental ✓ compassion ✓ the 'equal partner, not - superior' approach ✓ genuineness The core skills of the outstanding personal tutor are: <ul style="list-style-type: none"> ✓ building genuine rapport with your learners ✓ active listening and questioning ✓ challenging ✓ reframing ✓ reflecting back and summarising ✓ teamwork ✓ decision-making and problem-solving ✓ role modelling ✓ proactivity, creativity and innovation ✓ working under pressure 	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
	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.	My line manager discusses the core values in team 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.	Learner voice feedback shows that the majority of learners feel the core values have a positive impact on their learning, progress and well-being.
	Core skills				
	Most staff use over half of the core skills with learners. Evidence of this is shown through learner voice 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 learners 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 learner outcomes.	Learner voice feedback shows that the majority of learners feel that the core skills employed by staff benefit their learning, progress and well-being.

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CHAPTER 3 Setting boundaries The main boundary types are: ✓ expertise ✓ temporal (time) ✓ behavioural ✓ peer	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
	My institution ensures that all learners are given information on key boundaries to be kept between the personal tutor and learners and between learners themselves.	Managers give information to staff on how to set boundaries and provide resources for staff to use on this.	Departments or support functions review resources relating to setting boundaries. Line managers discuss boundary setting with staff individually for the purposes of learner and staff welfare.	Departments or support functions actively seek learners' views in boundary setting and integrate these into resources.	A range of different types of boundaries are set by departments or support functions which are informed by learners themselves. As a result of this and other factors, learners take responsibility and are independent.
CHAPTER 4 The learner experience – key activities The key activities of the personal tutor are shown below to aid this chapter's self-assessment The key activities for the personal tutor are: ✓ the tracking and monitoring of learners ✓ one-to-ones with learners ✓ group tutorial planning and teaching	My institution has the key activities embedded into its strategy for learning.	The strategy for learning is effectively communicated to all new staff and updates for existing staff are frequent. One-to-ones and group tutorials are observed alongside lessons through my institution's observation scheme.	The key activities are routinely discussed in all delivery staff's appraisal meetings.	Feedback from the majority of learners shows that the key activities fully support their needs. There are frequent opportunities organised for staff to share good practice related to the key activities.	Relevant data on key performance indicators is used to systematically review the strengths and areas for development of the key activities. This analysis feeds into a rigorous departmental self-assessment system and the outcome is SMART quality improvement plans.

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CHAPTER 5 The learner experience - key procedures	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
<p>The key procedures are shown below to aid this chapter's self-assessment</p> <p>The key procedures for the personal tutor are:</p> <ul style="list-style-type: none"> ✓ disciplinary - a positive approach ✓ right course review ✓ internal progression ✓ external progression ✓ working with learners who have additional support needs ✓ safeguarding 	<p>My institution has the key procedures in place and staff are generally aware of them.</p>	<p>The key procedures are effectively communicated to all new staff and updates for existing staff are frequent.</p>	<p>All staff clearly know their role within the key procedures and carry these out effectively.</p> <p>This is a significant factor in the retention of learners.</p>	<p>Managers ensure the key procedures embody a holistic approach to all relevant learners.</p> <p>This contributes to the improvement of some key performance indicators.</p>	<p>The key procedures are regularly reviewed by involving all relevant learner-facing staff and a selection of learners. As a result, staff feel invested in them.</p> <p>There is a highly consistent approach to the key procedures across my institution.</p>
CHAPTER 6 Using solution-focused coaching with learners	<p>The culture and policies of my institution clearly encourage all staff to take a positive approach towards learners and the issues or problems they bring or encounter.</p>	<p>Managers actively support staff to use coaching conversation techniques (where appropriate) with learners through discussion, team meetings and appraisals.</p>	<p>My institution regularly delivers or provides opportunities for staff to undertake training in coaching or supportive conversational techniques with learners.</p>	<p>Joint practice development opportunities on coaching learners are routinely resourced and encouraged by managers to explore current practice and new ways of working.</p>	<p>There is evidence of a positive correlation between the increase and improvement of coaching conversations and the impact on some key performance indicators.</p>

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	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
CHAPTER 7 Observation	My institution's observation scheme includes observation of group tutorials and one-to-ones, and relevant staff are communicated with about what the approach and criteria are.	Outcomes from observations include comments on personal tutor core skills and inform line managers' discussions and appraisal with delivery staff. Informal and peer observations are routinely practised.	Specific personal tutor core skills are included in improvement targets and observation feedback. These are reviewed regularly by line managers with their staff. Personal tutors can link specific CIF criteria to personal tutor practice.	My institution's observation scheme and approach through informal observations are viewed both as developmental and supportive. A culture of joint practice development in personal tutor core skills results.	There is an important emphasis on personal tutor core skills in the institution's informal and formal observation schemes. These skills and inspection feedback on them are comprehensively included in outcomes which form part of a cycle of continuous quality improvement.
CHAPTER 8 Reflective practice	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.	Line managers 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.	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.
CHAPTER 9 Measuring impact	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 managers 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 learners' intellectual and academic performance and emotional well-being.

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	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
CHAPTER 10 What next?	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 platinum in all chapter themes.	My institution uses the institutional self-assessment system regularly, and for all of the aspects where we are not yet platinum 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 platinum 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.

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