Enhancing Student Support (ESS)

Senior Tutor Network
Away Day

Brainstorm:

‘How do we ensure a more consistent quality of support to students across the Personal Tutor system?’

‘How do we resolve the tension between the need to keep tutor/tutee ratios low while also ensuring that the right people are appointed as Personal Tutors?’

- Allow appointment of Grade 7 staff as Personal Tutors. This would open the PT system to staff looking to make an impact as part of their early career development and who therefore may be more motivated, engaged and effective as a result. (10)
- Value PT work by formally linking it to the reward and recognition process across the University. (9)
- Promote the PT role by having visible senior staff buy-in and support. (9)
- Heads of School must engage (or be seen to engage) with the PT system. (8)
- Provide PTs with feedback on their performance – PT awards? (7)
- Improve the systems reporting for PT meetings to help manage in schools. (6)
- Programme of support for new PTs.
- Make it part of routine expectation.
- Clear and transparent acknowledgement of PT work within workload allocation models.
- Be more nuanced in thinking around the composition of PT loads: minimum threshold number as well as maximum cap; wide mix of students across different stages/years/levels.
- A rating system providing students with the opportunity to rate meetings.

‘How do we ensure greater engagement with the semester two meeting?’

- Efficient, automated ‘chase-up’ methods. (5)
- Make them relevant by aligning with assessment feedback – for example, a meeting after the January exam boards would provide an opportunity to discuss results. (2)
- Clear definition and communication of remit for semester two meetings (which may vary depending upon whether UG or PGT). (2)

‘How do we encourage greater use of the notes facility and more engagement with the IT Tools system as a whole?’

- Encourage/require students to make notes. (8)
- System to email alerts or flag up issue. (1)
- The ‘clunky’ software needs ‘user evaluation’ (staff and students). (1)
- Stress benefits to PTs and Tutees of recording information (e.g. for future Special Circumstances applications, appeals, complaints, and references) to build a positive picture of student progress.
- Factor in the time to record – when student is still at the meeting.
- Use of University supported systems (such as PebblePad) for online communication and recording rather than relying primarily or exclusively on EUCLID.
- Establish consequences for not engaging with system.
- Talks on the use of IT Tools.
‘How do we ensure that group meetings are valued?’
- Students (not staff) propose topics for group meetings. (3)
- Share examples of best practice across the University. (2)
- Clearly establish the structure and content of group meetings across each year. (1)
- Clarify the relationship to Peer Support project. (1)
- Understand the differences and different approaches to vertical or horizontal groups.

‘How do we raise the profile of the Student Support Teams?’
- Introduce Student Support Teams to students at the start of each year (particularly during induction events and ask PTs to clearly inform students of who and where their SST is at their first PT meeting). (2)
- Adjust survey language to reflect diversity of nomenclature across the University. (2)
- University wide information on student support structures. (1)
- Use effective peer support activities to raise SST profile.
- Name is important – there is inconsistency within schools, especially student support team members have multiple roles.
- Have a more personalised relationship between SSTs and students.
- Promote SST to parents and carers.
- Advertising – refer students to appropriate support posters.
- Use USB sticks to store support info – given to all students.

Please note: the bracketed numbers indicate the number of attendees in agreement with each suggestion (from other attendees) on the day.