

TUTORS – BSc (HONS) PROGRAMME

1. **Remit and Role.** The Tutor is the student's advocate. They provide a supportive function; encouraging, guiding, tutoring, confiding and advising as required. Tutors have 6 main roles:
 - a. To facilitate students to become independent learners.
 - b. To monitor from afar by reviewing information on attendance, yellow cards and engagement with portfolio tasks via Galen or Solas and provide early supportive intervention.
 - c. Provide informal progress review sessions after mid and end of semester assessments.
 - d. Filter significant health, emotional, welfare or behavioural issues; providing low-level advice or refer to Student Support / MedSupport.
 - e. Point students in the right direction for information on the course, the School and how it operates (the handbook) and information on the partner university choice process (admissions). You can also find more details in the Personal Tutor Frequently Asked Questions.
 - f. To be an advocate for the student and represent the student at progress review if required. Tutors are encouraged to keep contemporaneous records to facilitate this aspect of the role. These notes should be kept on Galen or Solas in the tutor note facility.

2. **Communication.** The Tutor must be available and approachable. Tutors must answer all emails within 2 working days and use 'out of office' when away. Your out of office should refer students to medsupport@st-andrews.ac.uk or theasc@st-andrews.ac.uk. If you are referring students to MedSupport, please inform the Student Support coordinator. The Tutor should ensure that the Tutee knows how best to access their Personal Tutor and vice-versa. Tutors should be proactive in meeting their first-year Tutees. For subsequent years however, it is sufficient to offer an appointment time when students are likely to be available. The Tutor should have an introductory session with the new and returning students in which they describe what they will do for the student and how that can be achieved. If Tutors find it difficult to schedule appointments, please give the Student Support Coordinator access to your diary and inform students that appointments can be booked through MedSupport. This should establish ground rules regarding communication, making and keeping appointments. Topics to be covered are:
 - a. The role of the Personal Tutor.
 - b. School of Medicine agreement (with relevant policies and information in the handbook).
 - c. Ground rules for communication; ensure students know how to contact their Tutor in case of difficulties. Tutees should be advised that confidentiality is not guaranteed. Whilst confidentiality of information imparted in the Tutor-Tutee relationship should be respected, it cannot be absolute. If Tutors feel it is important to share information due to issues of student welfare or other staff concerns, they should seek further appropriate help (Pro-Dean Student Support). Ideally, students should be informed that the Tutor plans to share this information or encouraged to make an appointment and share the relevant information themselves.
 - d. Portfolio access.
 - e. Student goal setting; to encourage their personal development.
 - f. Other support services.

3. Many of the problems which cause students to attend their Personal Tutor are successfully resolved by providing time to listen. This is particularly relevant if a student presents when

distressed. Depending on circumstances, it may be more appropriate to offer a further appointment and to provide advice once the acute crisis is over. The Pro-deans can be contacted for advice, or an appointment organised either by contact the Pro dean directly or via the Student Support Coordinator.

4. **Record Keeping.** Tutors are encouraged to use the tool on Galen or Solas to make and record meetings with their tutees. This may take this form of:
 - a. A calendar entry confirming the time of the meeting (and attendance).
 - b. An e-mail to the student following the meeting to confirm any action points (this can be kept for the Tutors records).
 - c. It should be noted that all notes are subject to freedom of information requests and these may be called for presentation at hearings.
5. **Allocation.** All teaching, research and other appropriate staff of the School of Medicine who are employed for longer than a 1-year period are expected to be Personal Tutors. In addition to assisting the students, this role will allow individuals to further develop their role within the School.
6. **Allocations process:**
 - a. **June / July.** The Pro Deans (Student Support) create a list of staff that are available to act as Tutors in the forthcoming academic year, taking into account those who are retiring.
 - b. **Late August/as required.** Student Support Coordinator to allocate new students to Tutors and reallocate any student whose Tutor is no longer available. Tutor list published and circulated. The entrant list with Personal Tutor usernames, added as an extra column, should be returned to Academic Support Office for upload to the SITS system.
 - c. **Thursday of Orientation week.** All incoming students see their Tutor.
7. **Allocation / re-allocation.** Protocols:
 - a. All academic staff have Tutees except the Dean.
 - b. New staff not allocated Tutees in their first year without prior discussion.
 - c. Medical demonstrators are not allocated Tutees.
 - d. Staff who are absent for a significant period may have their tutees re-allocated.

PORTFOLIO

8. All students are required to keep an electronic portfolio to aid them in reflective learning. Tutees are required to grant access to their Tutors, and all Tutors should ensure they are familiar with the portfolio. Point of contact is Dr Siobhan Lynch.
9. We would strongly encourage tutors to engage with their tutee's electronic portfolios and to look at and provide feedback on a minimum of 1 piece of work per semester. Failure of students to engage with the portfolio can often be an early warning that they are struggling, and it would be expected for Tutors to follow this up appropriately. Feedback comments on portfolio work can be very brief and is to encourage a reflective style of writing rather than to 'academically mark' the work.
10. In subsequent years, students receive written feedback on work which is part of their portfolio. Therefore, review of these students' portfolios is not essential, but would be encouraged.

ACADEMIC REVIEW

11. Tutors to offer academic reviews after mid semester and end of semester assessments.

STUDENT SUPPORT SYSTEM

12. If Tutors have concerns about their Tutees and wish them to receive further support, this can be accessed in the following ways:

- a. Pro-Dean support (medsupport@st-andrews.ac.uk) - providing advice in dealing with physical and mental health issues, emotional stress, family related tensions, learning support etc. Pro-dean appointments can be made by staff or students by contacting medsupport@st-andrews.ac.uk
- b. For urgent matters, the Pro-Deans can be contacted by Tutors directly (outside office hours or if a Pro-Dean is not available, call the Out of Hours team on 01334 468999 and/or the emergency services if appropriate).
- c. Student services and the Advice and Support Centre provide advice and support on any matter of concern (including debt, accommodation issues, mental health support, overseas student issues etc.)
- d. CEED (ceed@st-andrews.ac.uk) provides academic skills support / support centre. Students can also be referred to PALS (peer assisted learning palsmed@st-andrews.ac.uk or palsosce@st-andrews.ac.uk)

PARTNER UNIVERSITY CHOICES

13. Policy is all in the handbook, advice from School Manager and Admissions staff.

GUIDANCE FOR EXAM FEEDBACK

14. All Tutors should invite their students for a meeting to review their progress after the MSA and at the beginning of Semester 2 to review the ESA short written answer papers. Not only is this an opportunity to provide academic feedback but it provides an excellent platform for getting to know the Tutee. Preparation will involve review of the feedback provided on Galen and additional information provided to tutors by the assessment team. Tutors should try to identify in advance if the performance is of a satisfactory standard for your individual Tutee...how does it compare to previous results/ goals they have set themselves?

15. The student should be encouraged to review their script in the Tutor's presence and be encouraged to be self-critical. A common failing is for students to miss the detail required for a complete answer.

16. If Tutor or Tutee feels they have fallen short of their goal then the student should try to identify why. Are their goals realistic? Is it depth of knowledge, breadth of knowledge or exam technique weak? If the student appears to be struggling in one particular area it would be appropriate to ask them to review that area independently and if they are still uncertain, to seek help from the relevant staff member. Poorly performing students should be encouraged to make a short list of topics for review.

17. With those students who perform poorly a review of their study technique is indicated and a discussion to allow them to raise any other issues which might be impacting on their academic

University of St Andrews - School of Medicine Handbook

performance. Links for academic support within the University e.g. CEED or English language support can be found in the [Personal Tutor FAQ](#). Students identified as having problems or fail to accept the Tutor's review may be referred to the Pro Dean or Student Services.

18. Students ranked highly in the year may need no more than a "well done" but it might be useful to identify if these students have ambitions regarding research or other areas.

PROGRESS COMMITTEE

19. Tutors may be asked to input to and attend the School Progress Committee and / or may need to inform the Director of Teaching if there are issues that should be brought to the attention of the School or the School Progress Committee.

TUTOR TRAINING

20. A half-day of training should be scheduled for the week before Orientation Week annually. Attendance is strongly encouraged for all Tutors. New demonstrators should be invited for their own general awareness. The programme should include:

The purpose of the Tutor	Pro Dean	
Covid 19 Protocol	Pro Dean	
Academic review and exam feedback	Pro Dean	
Progress review	Pro Dean	
Student services view	Pro Dean	
School information: Website / Galen / handbook	Pro Dean	
School of Medicine Agreement	Pro Dean	
Mental Health Myths	Pro Dean	
A990 route	Pro Dean	
Portfolio	Siobhan Lynch	

21. **School Policies.** All of these are in the handbook. None of these repeats the University student handbook, rather links are made to the relevant sections.

floor plans	teaching methods	professionalism	security
office numbers	reading lists	fitness to practise	safety
staff biogs	curriculum delivery	absence	room bookings
dates	exam information	partner uni choice	it policies
management policies	grades and results	the exit process	
module notes	progress and feedback	student support	

University of St Andrews - School of Medicine Handbook

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Version Control Record *(expand table as required)*

Date	Revision Description	Major Changes
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