Leicester Medical School
Department of Medical & Social Care Education

MBChB
Personal Tutor Guide

2014-5

http://www2.le.ac.uk/departments/msce/undergraduate/medicine
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# Contacts for Phase 1 Personal Tutor Programme

<table>
<thead>
<tr>
<th>Head of Department &amp; Associate Dean</th>
<th>Prof NJM London</th>
<th>PA Mrs Sandie Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><a href="mailto:sms16@le.ac.uk">sms16@le.ac.uk</a></td>
</tr>
</tbody>
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## Programme contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
<th>Name</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td><strong>Director of Undergraduate Medical Education</strong></td>
<td>Overall responsibility for the MBChB Course</td>
<td>Dr David Heney</td>
<td><a href="mailto:dh39@le.ac.uk">dh39@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Deputy Director of Undergraduate Medical Education &amp; Support Lead</strong></td>
<td>Assists the Director and responsible for Support</td>
<td>Dr Judith West</td>
<td><a href="mailto:jvw4@le.ac.uk">jvw4@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Deputy Director of Undergraduate Medical Education and Phase 1 Lead</strong></td>
<td>Assists the Director, Co-Lead for Curriculum &amp; Phase 1 Lead</td>
<td>Dr Laura Mongan</td>
<td><a href="mailto:lcm3@le.ac.uk">lcm3@le.ac.uk</a></td>
</tr>
</tbody>
</table>

## Officers and Tutors:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Support Lead</td>
<td>Dr Sophie Parkinson</td>
<td><a href="mailto:sp502@le.ac.uk">sp502@le.ac.uk</a></td>
</tr>
<tr>
<td>Phase 1 Assessment Lead</td>
<td>Dr Ray Carson</td>
<td><a href="mailto:rgc52@le.ac.uk">rgc52@le.ac.uk</a></td>
</tr>
<tr>
<td>AccessAbility Tutor</td>
<td>Dr Laura Mongan</td>
<td><a href="mailto:lcm3@le.ac.uk">lcm3@le.ac.uk</a></td>
</tr>
</tbody>
</table>

Phase 1 Unit Leads contact details can be found on:

- Blackboard 2014 MB ChB > Staff Info>module leaders Phase 1

A full staff list for the Department of Medical & Social Care Education can be found at [http://www2.le.ac.uk/departments/msce/people/msce-staff](http://www2.le.ac.uk/departments/msce/people/msce-staff)
Role of the Phase I Personal Tutor

Thank you for agreeing to become a Personal Tutor. The aim of this scheme is for you to act as a “professional friend” to your students, to help them navigate Medical School and University processes and give help and guidance when needed.

You will be allocated a group of 8-10 1st year students for the duration of Phase 1 MB ChB. When your tutees progress into Phase 2 you will be allocated a new group.

The aims of the Phase 1 Personal Tutor scheme are as follows:

- Offer support and guidance on academic progress
- Encourage student participation in the Personal & Professional Development (PDP) process
- Provide opportunities to discuss personal health and well-being
- Signpost students to appropriate support services and/or opportunities for development

Phase 1 tutors are not expected to provide:

- Personal teaching or academic remediation for their tutees.
- Management of conduct or disciplinary issues
- Assessment and management of a student who is unwell
- In depth knowledge and assistance with accommodation, finance and welfare issues

Useful reference documents

Academic

Blackboard 2014 MBChB>LMS Official Info>Course Documents and Timetables>

5yr documents:

- MB ChB Course Handbook 2014
- MB ChB Curriculum Guide 2014
- Semester timetables

Personal and Professional Development

Blackboard 2014 MBChB>Cross Semester Resources> Personal & Professional Development Programme

- MB ChB PPD Handbook 2014

Personal Health and Well-being

Blackboard 2014 MBChB>LMS Official Info>Student Support Unit

- University Student Support Arrangements -pages19-23 MB ChB Course Handbook 2014
**Academic support**

As a Personal Tutor you may expect to give general academic advice. An appropriate role is to keep under review the development and progress of the student’s academic development.

Students should be encouraged to use the study skills information provided by the Phase 1 Unit academic leads. Students should also be encouraged to make use of the University Learning Development Team resources: Succeeding in Your Studies http://www2.le.ac.uk/offices/ld

Student progression will be closely monitored throughout Phase 1. The aim is to identify those students who may be considered at risk of academic failure or in need of additional help, support or advice. Students who are experiencing academic problems or feel they are under-performing should be referred to the subject-specific Phase 1 Unit academic leads or Phase 1 Lead for advice and support. In this situation an email from you to the relevant member of staff may assist the struggling or shy student.

Students whose academic performance is not what is expected are enrolled on an action planning programme. This offers a series of structured activities carried out by the student under the guidance of the student’s personal tutor. This programme allows the student the opportunity to reflect on feedback given to encourage the development of more effective study skills.

Personal tutors are not expected to provide individual teaching or academic remediation for their tutees and such requests can be directed to the subject-specific Phase 1 Unit academic leads or Phase 1 Lead.

Support for students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions is provided by the AccessAbility Centre www.le.ac.uk/accessability

The Centre accepts self-referrals as well as referrals from academic staff. As a personal tutor you may wish to refer a student with a specific learning difficulty or recommend self-referral to AccessAbility, either directly or through the dyslexia screening at the Medical School. You will not be required to make recommendations concerning alternative or extra time examination arrangements for your tutees.

**Professionalism**

Given the professional nature of the MB ChB programme it is important that Personal Tutors familiarise themselves with the General Medical Council and Medical Schools Council’s ‘Medical students: professional values and fitness to practise’ (2009) guidance.

Should Personal Tutors have any concerns regarding such issues they should contact the Programme Support Lead or Phase 1 Lead for further advice. If you then wish to refer students for professionalism or academic support you can complete an Academic Support or Professionalism Support form. You will note that the student needs to sign the form at the time of or around the time of the referral. All forms should be sent to Mrs Sandie Smith email: concerns@le.ac.uk or by post. These forms are included at the end of this document

http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp

All of the Medical School regulations are available at the following link:

http://www2.le.ac.uk/departments/msce/undergraduate/medicine/regulations
Personal and Professional Development

The Personal and Professional Development Programme runs for the entire duration of the curriculum (i.e. both Phase I and II) and consists of three strands:

- Personal Development Planning (PDP)
- Career Management and Guidance
- Personal Health and Well-being

Personal Development Planning

Personal Development Planning (PDP) is all about the student planning for their future personal and professional development. It involves recognising which areas they need to work on, both personally and professionally, setting goals in those areas, and (ultimately) reaching those goals. Every 12 months each student should have the opportunity to discuss and review their personal development plan (PDP), with you their Personal Development Tutor (PDT). See Personal and Professional Development handbook for more information.

Career Management and Guidance

Sessions and lectures on medical careers will be incorporated with opportunities for the student to experience different specialties, develop skills, and explore career options. This will be approached in a number or ways. Phase I will introduce the student to the diversity of medical careers and training pathways, and encourage them to explore what medical career might be appropriate based on their personal interests, characteristics and attributes.

Personal Health and Well-being

From the outset of the students’ medical career they will be introduced to the importance of looking after themselves – and the role this has in their practice as a doctor. Students will need to demonstrate an understanding of issues relating to personal health and well-being and why doctors are at risk; describe how personal health and well-being can affect fitness to practise; describe and give evidence of healthy coping skills; and describe the courses of action available if they believe a colleague may be putting patients at risk due to impaired health.
# Timetable of Scheduled Personal Tutor meetings Phase 1 MB ChB

## Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week</th>
<th>Date</th>
<th>PT meeting</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-2</td>
<td>Early Oct</td>
<td>Initial Group</td>
<td>Introductory meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Invitation to request an appointment to discuss health / other personal circumstances if necessary</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(follow-up with referral to SSU if required)</td>
</tr>
<tr>
<td>1</td>
<td>7-8</td>
<td>Mid-Nov</td>
<td>Feedback / debrief I Individual</td>
<td>Discuss initial Communication Skills session reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review plans for first meeting with LwLTC patient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Overview discussion of formative assessment results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have learning needs been identified? Actions? Encourage PDP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Consider referral to Access Ability Centre / Learning Development if known or suspected specific learning difficulty</td>
</tr>
<tr>
<td>2</td>
<td>3-4</td>
<td>Mid-Feb</td>
<td>Feedback / debrief II Individual</td>
<td>Overview discussion of summative assessment results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All students will have a review of learning needs with referrals as above if required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing students will be enrolled onto academic support programme (compulsory submission of action plan)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Action plan preparation; will need additional meeting for interim evaluation of action plan implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PT follow up any students who raised a potential specific learning difficulty for progress with provision of support</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>Late - Mar</td>
<td>Interim progress meeting</td>
<td>Review and support for any students graded “U” at January ESA</td>
</tr>
<tr>
<td>Semester</td>
<td>Week</td>
<td>Date</td>
<td>PT meeting</td>
<td>Tasks</td>
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</tr>
<tr>
<td>3</td>
<td>7-8</td>
<td>Mid-Nov</td>
<td>Feedback / debrief I Individual</td>
<td>Overview discussion of formative assessment results Have learning needs been identified? Actions? Encourage PDP Consider referral to Access Ability Centre / Learning Development if known or suspected specific learning difficulty</td>
</tr>
<tr>
<td>4</td>
<td>3-4</td>
<td>Mid-Feb</td>
<td>Feedback /debrief II Individual</td>
<td>Overview discussion of summative assessment results All students will have a review of learning needs with referrals as above if required Failing students will be enrolled onto academic support programme (compulsory submission of action plan) Action plan preparation; will need additional meeting for interim evaluation of action plan implementation PT follow up any students who raised a potential specific learning difficulty for progress with provision of support</td>
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<td>4</td>
<td>9</td>
<td>Late-Mar</td>
<td>Interim progress meeting</td>
<td>Review and support for any students graded “U” at January ESA</td>
</tr>
</tbody>
</table>
Frequently Asked Questions

How do we contact each other?

At the beginning of the academic year, you will receive a list of your tutees and email addresses. Communication by email seems to be the most effective as students frequently change home/postal addresses. On the first meeting double-check that the students are receiving emails and that their email address is correct. Encourage them to use their University email account when contacting you and to check it very regularly. It is worth stressing to them that email is the primary route the School of Medicine will use to communicate with them, and that the School will assume that any e-mail sent will have been read and will not accept excuses as to why this did not happen.

How are meetings arranged?

Students have up to 4 half-days each week free from scheduled teaching and therefore can fit around your schedule. You should contact your students to arrange a mutually convenient time for meeting. It is often helpful to suggest available slots from which the students can choose and confirm. If a student does not take up offers of suggested meetings, you should record your attempts to arrange a meeting.

When are the students free for meetings with their PT?

Please see the tables at the end of this document giving an outline of when teaching is scheduled.

How often should we meet?

There will be two one-to-one meetings per year, each lasting about 30 minutes. In addition, there will be a one-off “Meet Your Group” event for the first year students within the first two weeks of term.

Where should the meetings occur?

We prefer it if scheduled meetings occur in the Medical Sciences Building, with which the students are familiar, rather than an NHS office or department. This does not have to be the case for ad hoc meetings; you can meet in other venues agreed between you and your tutee. We can book meeting space within the School of Medicine for the scheduled meetings if you wish via Mrs Gurdeep Panesar glp2@le.ac.uk

What if my student does not turn up?

The School of Medicine has allocated space during the academic week for tutors to meet students and there should therefore not be an academic reason for a student to fail to attend. Attendance at Personal Tutorial meetings will be recorded. If your Personal student fails to attend a pre-arranged meeting it will be considered an absence from the programme and will be recorded as such. Non-attendance at an arranged meeting should be reported to the Phase 1 Lead. Some students may not wish to make use of the Personal Tutor system and may not contact you except when required by the School. It is important to stress at the outset that your role is to be a “professional friend” who may be helpful in supporting them with mitigation and to be a guide through University processes.

What if my student has any problems?

Occasionally a student will develop a major problem (financial or accommodation difficulties, physical or mental illness, harassment) and the Personal Tutor may be consulted by the student for advice and help outside the scheduled meeting system. There is no expectation that you have specialist counselling skills but you need to be aware of where to direct the student for help. In some instances this may involve accompanying them to access assistance.
Within the School of Medicine, the student can be directed to the Pastoral Support Unit (PSU). Please get in touch with the Student Pastoral Support Lead, who will be happy to advise about particular problems or to suggest who may be able to help. The University also offers a comprehensive range of services to meet the needs of students in the major areas of student life, health and well-being, practical matters and learning and career development.

You may find the following document useful: Supporting medical students with mental health conditions GMC (2013) http://www.gmc-uk.org/education/undergraduate/23289.asp

It is unusual for students to develop major problems, but the aim of the Personal Tutor scheme is to act as a safety net if other structures fail. You aren’t expected to become an expert in all the various ways students sometimes need support, just to be a single point of contact and to be able to refer students to the appropriate service if you can’t help.

All of the Medical School regulations are available at the following link:
http://www2.le.ac.uk/departments/msce/undergraduate/medicine/regulations

**Documenting meetings**

Personal Tutors should complete a PT report for individual scheduled and ad-hoc meetings. A template for the report is provided at the end of this guide and is available electronically via the LMS Staff Area of Blackboard.

Reports can be submitted electronically to medoffice@le.ac.uk and will be included in the student file.

There is also a mechanism to report personal or health concerns directly to the Student Support Team. PT reports concerning details of personal or health issues can marked “sensitive” and be sent securely via medoffice@le.ac.uk with a note of meeting held on the student file.

If you wish to refer students for professionalism or academic support you can complete an Academic Support or Professionalism Support form. You will note that the student needs to sign the form at the time of or around the time of the referral. You may wish to keep the forms with you and fill them in by hand or alternatively fill them in electronically with the student. All forms should be sent to Mrs Sandie Smith email: concerns@le.ac.uk or by post.
Student name: Click here to enter text.

Year of study: Choose an item.  Cohort: Choose an item.  Group: Choose an item.

Tutor name: Click here to enter text.

Reason for meeting: Choose an item.

Date of meeting: Click here to enter a date.

Health / welfare concerns raised: Choose an item.

Summary of meeting:
Sensitive Personal Tutor Report

Student name: Click here to enter text.

Year of study
Cohort: Choose an item.
Group: Choose an item.

Tutor name

Reason for meeting: Choose an item.

Date of meeting: Click here to enter a date.

Health / welfare concerns raised: Choose an item.

Summary of meeting:
Professionalism Support Form (PSF)

REFERRAL TO PROFESSIONALISM CONCERNS GROUP
FOR PROFESSIONALISM SUPPORT

Name of Student

Date

Context/Teaching event

Reason for referral for support

Have you told the student at the time of the event?

Did the student respond professionally to being informed of this referral?

Send to:

concerns@le.ac.uk
Academic Support Form (ASF)

REFERRAL TO ACADEMIC SUPPORT UNIT

Name of Student

Date

Reason for referral for support

Please confirm that this referral has been discussed with the student

Did the student behave professionally during this discussion?  Yes/No

If not, does the student need professionalism support and why?

Send to:

concerns@le.ac.uk
<table>
<thead>
<tr>
<th>Semester One</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>Molecules, Genes &amp; Disease</td>
<td>Tissues of the Body</td>
<td>Clinical Problem Solving I</td>
<td>Metabolism</td>
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<td>Musculoskeletal System</td>
<td>Cardiovascular System</td>
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<td>Mechanisms of Disease</td>
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<tr>
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<td>*</td>
<td>*</td>
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</tr>
<tr>
<td>PM</td>
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<td>Health Psychology &amp; Diversity</td>
<td>Urinary System</td>
<td>Respiratory System</td>
<td>Gastrointestinal System</td>
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<td>*</td>
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<tr>
<td>PM</td>
<td>Student Selected Component</td>
<td>Health &amp; Disease in Society</td>
<td>Student Selected Component</td>
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<td>Student Selected Component</td>
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<td>Nervous System</td>
<td>Integrative Unit</td>
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**TABLE 1:** 5-year course outline indicating overall student availability for PT meetings; * indicates sessions where students have occasional clinical stream teaching.
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
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<tbody>
<tr>
<td>AM</td>
<td>Health &amp; Disease in Populations</td>
<td>Molecules, Genes &amp; Disease</td>
<td>Tissues of the Body</td>
<td>* (CPS1)</td>
<td>Metabolism</td>
</tr>
<tr>
<td>PM</td>
<td>PCCP1</td>
<td>PCCP1</td>
<td>*</td>
<td>*</td>
<td>Gastrointestinal system</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>AM</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
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<tbody>
<tr>
<td>AM</td>
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<td>Musculoskeletal System</td>
<td>Cardiovascular System</td>
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<td>Mechanisms of Disease</td>
</tr>
<tr>
<td>PM</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>Reproduction</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>PCCP2</td>
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</tbody>
</table>

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<thead>
<tr>
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<th>AM</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
</tr>
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<tbody>
<tr>
<td>AM</td>
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<td>*</td>
<td>Urinary System</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>PM</td>
<td>Infection &amp; Immunity</td>
<td>Clinical Pharmacology</td>
<td>Head &amp; Neck &amp; Nervous System</td>
<td>Respiratory System</td>
<td>PCCP3</td>
</tr>
</tbody>
</table>

TABLE 2: 4-year course outline indicating overall student availability for PT meetings; * indicates sessions where students have occasional clinical stream teaching