MBChB
Phase 1 Personal Tutor Guide
2017-18

http://www2.le.ac.uk/departments/msce/undergraduate/medicine
Contents

Contacts ............................................................................................................................................................................. 3

The Phase 1 Personal Tutor Scheme .................................................................................................................................. 4

The aims of the Phase 1 Personal Tutor scheme are: .................................................................................................... 4

Responsibilities of the Personal Tutor ................................................................................................................................... 4

Personal Tutors are not expected to provide: ............................................................................................................... 4

Responsibilities of the Senior Tutor ................................................................................................................................... 5

Responsibilities of the Student .......................................................................................................................................... 5

Academic support .............................................................................................................................................................. 5

Professionalism .................................................................................................................................................................. 6

Personal and Professional Development .................................................................................................................................... 6

Personal Development Planning .................................................................................................................................... 6

Career Management and Guidance ................................................................................................................................... 6

Personal Health and Well-being ....................................................................................................................................... 7

Pastoral support .................................................................................................................................................................  7

AccessAbility ...................................................................................................................................................................... 7

Documenting meetings using the Leicester Undergraduate Medical e-portfolio (LUMeP) .............................................. 7

Scheduled and ad hoc meetings .................................................................................................................................... 7

Reporting sensitive personal or health concerns........................................................................................................... 7

Referral of students for professionalism or academic support ..................................................................................... 8

Tutor instructions for recording tutor/tutee meetings...................................................................................................... 8

Timetable of Scheduled Personal Tutor meetings Phase 1.............................................................................................. 11

Frequently Asked Questions ...................................................................................................................................... 14

How do we contact each other? .................................................................................................................................. 14

When can meetings occur? ............................................................................................................................................. 14

How often should we meet? ........................................................................................................................................ 14

Where should the meetings occur? .................................................................................................................................. 14

What if my student does not turn up? ....................................................................................................................... 14

What if my student has any problems? ....................................................................................................................... 14
# Contacts

## First point of contact for Personal Tutors

**Dr Steve Ennion**  
Senior Tutor for the Medical School & Academic Lead for the Phase 1 Personal Tutor Scheme.  
**Tel:** 0116 252 5100  
**Email:** se15@le.ac.uk

## First point of contact for Students

Students should contact their assigned personal tutor for general tutor/tutee related enquiries. The Senior Tutor (Dr Steve Ennion) should be the first point of contact for students if:  
- A change of Personal Tutor is requested  
- A Personal Tutee wishes to escalate issues relating to process

## Medical School contacts

### Head of School

**Professor Richard Holland**  
PA: Louise Goddard (lg2@le.ac.uk)

### Programme contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Head of School</td>
<td>Dr Judith West</td>
<td><a href="mailto:jvw4@le.ac.uk">jvw4@le.ac.uk</a></td>
</tr>
<tr>
<td>Phase 1 Lead</td>
<td>Dr Laura Mongan</td>
<td><a href="mailto:lcm3@le.ac.uk">lcm3@le.ac.uk</a></td>
</tr>
<tr>
<td>Year 1 Head</td>
<td>Dr Steve Ennion</td>
<td><a href="mailto:se15@le.ac.uk">se15@le.ac.uk</a></td>
</tr>
<tr>
<td>Year 2 Head</td>
<td>Dr Diane Hudman</td>
<td><a href="mailto:dh35@le.ac.uk">dh35@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>Academic Support Lead</td>
<td>Dr Paul Lazarus</td>
<td><a href="mailto:pal6@le.ac.uk">pal6@le.ac.uk</a></td>
</tr>
<tr>
<td>Professionalism Support Lead</td>
<td>Mr Leyshon Griffiths</td>
<td><a href="mailto:trlg1@le.ac.uk">trlg1@le.ac.uk</a></td>
</tr>
<tr>
<td>Phase 1 Assessment Lead</td>
<td>Dr Caroline Woodley</td>
<td><a href="mailto:caw41@le.ac.uk">caw41@le.ac.uk</a></td>
</tr>
<tr>
<td>Access Ability Tutor</td>
<td>Dr Diane Hudman</td>
<td><a href="mailto:dh35@le.ac.uk">dh35@le.ac.uk</a></td>
</tr>
</tbody>
</table>

Phase 1 Unit Leads contact details  
[Blackboard > 2016 MBChB > Staff Contact Info > Phase 1 Unit Leads]
The Phase 1 Personal Tutor Scheme

The aim of the Phase 1 Personal Tutor scheme is to provide a “professional friend” for students to help them navigate Medical School and University processes and to give help, advice and guidance when needed. Each MBChB student is allocated a Personal Tutor in Week 1 of Semester 1 and will keep this same Tutor for the duration of Phase 1. When students’ progress to Phase 2 they will be allocated a new clinical mentor. Each Phase 1 Tutor will usually have a group of 8 students in each of the two academic years in Phase 1. Monitoring of the implementation of the Personal tutor scheme to ensure that it is in accordance with the University Code of Practice is performed by the Senior Tutor for the Medical School.

The aims of the Phase 1 Personal Tutor scheme are:

• To offer general academic advice and support for students.
• Support student engagement with the Leicester Undergraduate medical e-portfolio (LUMeP).
• Provide opportunities for students to discuss personal health and well-being.
• Signpost students to appropriate academic or pastoral support services and/or opportunities for development.

Responsibilities of the Personal Tutor

It is the Personal Tutor’s responsibility to:

• Establish initial contact with their tutees through group or individual meetings at the beginning of the programme, ideally within the first two weeks of Semester 1. This initial contact is regarded as the single most important element in establishing the basis of a sound Tutor/Tutee relationship.
• Arrange regular one-to-one meetings with each tutee as per the Timetable of Scheduled Personal Tutor meetings below. There should be at least four meetings per academic year.
• Remind students that Tutors are in a position to advise and guide students at all times, not just when difficulties occur.
• Respond to requests from tutees for assistance in understanding Medical School or University procedures, and engage in personal advocacy to support students, for example by writing an academic reference when requested.
• Refer students to central support systems such as Academic support, Professionalism, or Pastoral Support (details given below) as necessary.
• Keep a record of every meeting or significant contact with their tutees via the Leicester Undergraduate Medical e-portfolio (LUMeP) system (details given below).
• Attend relevant staff training and development sessions related to student support. Such sessions will be arranged centrally by the Leicester Learning Institute at the University or locally by the Medical School. There is also a mandatory online training course provided by the Leicester Learning Institute which must be completed by all staff providing personal support for students.
• Give general academic advice and discuss academic feedback with students.
• Report key issues, problems and themes to the Senior Tutor.

Personal Tutors are not expected to provide:

• Personal teaching or academic remediation to tutees.
• Management of student conduct or disciplinary issues.
• Assessment and management of students who are unwell.
• In depth knowledge and assistance with accommodation, finance or welfare issues.
Responsibilities of the Senior Tutor

It is the Senior Tutor’s responsibility to:

- Monitor the implementation of the Personal Tutor system in accordance with the University Code of Practice.
- Monitor attendance via LUMeP to ensure that Personal Tutors and their tutees are meeting regularly as per the Timetable of Scheduled Personal Tutor meetings given below.
- Identify general trends, such as good practice and commonly reported matters, from Personal Tutors and Tutees. To aid this process, the Senior Tutor must offer the opportunity for both Tutors and tutees to offer feedback at least once per year.
- Report general trends to the College Academic Director who, in turn, will report to the College Academic Committee.

Responsibilities of the Student

It is the student’s responsibility to:

- Respond in a timely manner to all contact from their Tutor. Communication will usually be via email so it is essential that students check their University email account on a regular basis.
- Attend punctually all prearranged meetings with their tutor (or give sufficient notice if they are unable to attend, for example due to health reasons.)
- Take the initiative in instigating meetings or contact if the need arises, seeking timely advice from their Tutor when faced with academic, course assessment, personal or other issues which require support.
- Bring examples of work and feedback to meetings, when appropriate, to discuss academic development.
- Engage with the Leicester Undergraduate Medical e-portfolio (LUMeP) system by writing personal reflections as detailed in the Timetable of Scheduled Personal Tutor meetings below and by recording clinical skills as required.

Academic support

One role of the Personal Tutor is to keep under review the development and progress of the student’s academic development and to give general academic advice.

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

Student progression should 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 Coordinator for advice. Referral to the Medical School Academic Support Unit may be appropriate. In this situation an email from the Personal Tutor to the relevant member of staff may also assist the struggling or shy student.

Students whose academic performance is below 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 to encourage the development of more effective study skills.
It should be noted that Personal Tutors are not expected to provide individual teaching or academic remediation for their tutees. Such requests can be directed to the subject-specific Phase 1 Unit academic leads or Phase 1 lead who may then advise referral to the Medical School Academic Support Unit.

If a Personal Tutor wishes to directly refer a tutee for academic support they should complete an Academic Support form. The student needs to sign this form at the time of the referral. The form can be found at: http://www2.le.ac.uk/departments/medicine/regulations (under “Forms”). All forms should be sent to Mrs Sandie Smith (email: concerns@le.ac.uk).

Professionalism

Given the professional nature of the MBChB programme, it is important that Personal Tutors familiarise themselves with the General Medical Council and Medical Schools Council’s guide to professional values and fitness to practise (http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp).

Should Personal Tutors have any concerns regarding Professionalism issues they should contact the Professionalism Support Lead or Phase 1 Lead for further advice. If Tutors need to refer students for professionalism support they should complete a Professionalism Support form. The student will need to sign the form at the time of referral and the form should be sent to Mrs Sandie Smith (email: concerns@le.ac.uk). The Professionalism support form can be found at: http://www2.le.ac.uk/departments/medicine/regulations under “Forms”.

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. At the start of Year 2 each student should have the opportunity to discuss and review a personal development plan (PDP), with their Personal Tutor. The Phase 1 Personal and Professional Development Handbook (available at: http://www2.le.ac.uk/departments/medicine/regulations) has more information on this.

Career Management and Guidance

Sessions and lectures on medical careers are incorporated in the curriculum with opportunities for the student to experience different specialties, develop skills, and explore career options. This will be approached in a number of 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.

During Year 2 each student should have the opportunity to discuss and review their career thinking with their Personal Tutor.
**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.

**Pastoral support**

The Medical School operates a comprehensive student support service, discharged through the Pastoral Support Unit (psu@le.ac.uk). This Unit is staffed by individuals with significant experience of managing students who encounter complex challenging circumstances. Details of the Unit are listed under the Support heading at: http://www2.le.ac.uk/departments/msce/undergraduate/medicine/regulations

The Pastoral Support Unit also acts as a point of contact for students in need of urgent attention should a personal tutor be unavailable.

Students may also approach staff other than their personal tutor, for example the Director of Undergraduate Medical Education or his deputies, to discuss personal matters if necessary.

**AccessAbility**

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. All students are offered screening for specific learning difficulty /dyslexia on entry to the MBChB course. The Accessability centre accepts self-referrals as well as referrals from academic staff. Personal tutors may wish to refer a tutee with a specific learning difficulty or recommend self-referral to AccessAbility, either directly or through the dyslexia screening at the Medical School. Tutors are not expected or required to make any recommendations concerning alternative or extra time examination arrangements for their tutees.

**Documenting meetings using the Leicester Undergraduate Medical e-portfolio (LUMeP)**

All students and Tutors will be enrolled on the Undergraduate Medical e-Portfolio which is a student-led database used to record academic and career reflections and form the central record of core clinical skills learning. Students are encouraged to write and maintain their LUMeP records as a preparation for the similar systems they will use as an NHS doctor.

**Scheduled and ad hoc meetings**

Personal Tutors should document all scheduled and ad hoc meetings with tutees using the “UoL Phase 1 MBChB Personal Tutor Meeting Report” form on the Leicester Undergraduate Medical e-portfolio (LUMeP) database (http://nhseportfolios.org/) (instructions given below). Students will receive additional training on how to use the LUMeP system for their own recording of clinical skills and completion of their personal reflections.

**Reporting sensitive personal or health concerns**

There is also a mechanism for Tutors to report sensitive personal or health concerns directly to the Student Support Team. In such cases a “Sensitive PT report form” concerning the details of personal or health issues raised should be
Referral of students for professionalism or academic support

If Tutors wish to refer a tutee for professionalism or academic support they should complete an Academic Support or Professionalism Support form. (http://www2.le.ac.uk/departments/medicine/regulations Under “Forms”). The student needs to sign the form at the time of the referral. Academic Support or Professionalism Support forms should be sent to Mrs Sandie Smith by email: concerns@le.ac.uk or by post.

Tutor instructions for recording tutor/tutee meetings

1) Navigate to http://nhseportfolios.org/ using a web browser and enter your login details:

2) Select the required student from your list of tutees by clicking “view”.

3) Select “Forms” from the menu on the left and then select “Supervision / Meetings”
4) Click the green “Add New meeting” button

5) Select the form “UoL Phase 1 MBChB Personal Tutor Meeting Report” by clicking the green Create button.
6) After completing the form click “Save”
## Timetable of Scheduled Personal Tutor meetings Phase 1

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week</th>
<th>Date</th>
<th>Meeting type/format</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-2</td>
<td>Late Sep-Early Oct</td>
<td><strong>Initial introduction</strong></td>
<td>Introductory group meeting to explain Tutor role</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Invitation to request subsequent one-to one meeting to discuss health/other personal circumstances if necessary (follow-up with referral to Pastoral Support Unit (PSU) or Academic Support Unit (ASU) if required).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Any student with a known specific learning difficulty, recommend self-referral to Access Ability, either directly or through the dyslexia screening at the Medical School.</td>
</tr>
<tr>
<td>1</td>
<td>8-9</td>
<td>Late-Nov</td>
<td><strong>Interim progress meeting</strong></td>
<td>Review of Semester 1 <strong>formative</strong> assessment results.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All students to have a review of learning needs with referrals to Access Ability or Academic Support Unit if required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discuss revision technique and preparation for forthcoming ESA1 examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Encourage student self-referral to Pastoral Support Unit  if appropriate</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Early-Feb</td>
<td><strong>Feedback ESA1 debrief</strong></td>
<td>Overview discussion of ESA1 summative assessment results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing students to be enrolled onto academic support programme (compulsory submission of action plan)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student completes maximum 200 word reflection on ESA1 assessment results for e-Portfolio <strong>prior to meeting</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Encourage student self-referral to Pastoral Support Unit  or Academic support unit if  appropriate</td>
</tr>
<tr>
<td>2</td>
<td>10-11</td>
<td>Early-May</td>
<td><strong>Interim progress meeting</strong></td>
<td>Review of any Semester 2 <strong>formative</strong> assessment results.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discuss revision plan for forthcoming ESA2 examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stress importance of using summer vacation to further develop skills and experience</td>
</tr>
<tr>
<td>Semester</td>
<td>Week</td>
<td>Date</td>
<td>Meeting type/format</td>
<td>Tasks</td>
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</tr>
</tbody>
</table>
| 1        | 1-2  | Late Sep/early Oct | Feedback ESA2 debrief Individual | Overview discussion of ESA2 summative assessment results  
Discussion and review of personal development plan (PDP)  
Student completes maximum **200 word reflection** on assessment results for e-Portfolio prior to meeting  
Have learning needs been identified? Actions? Encourage PDP  
Consider referral to AccessAbility Centre / Learning Development if known specific learning difficulty  
Reminder re Med School dyslexia screening option |
| 1        | 8-9  | Late-Nov   | Interim progress meeting Individual | Review of any Semester 3 **formative** assessment results.  
Review of learning needs with referral to AccessAbility or Academic Support Unit if required.  
Discuss revision technique and preparation for forthcoming ESA3 examinations  
Encourage student self-referral to Pastoral Support Unit if appropriate |
| 2        | 3    | Early-Feb  | Feedback ESA3 debrief Individual | Student completes maximum **200 word reflection** on assessment results for e-Portfolio prior to meeting  
Overview discussion of ESA3 results and review of learning needs with referral to Academic Support Unit if required.  
Failing students to submit compulsory action plan. Action plan preparation will need additional meeting for evaluation of implementation.  
Encourage student self-referral to Pastoral Support Unit if appropriate |
| 2        | 10-11| Early-May  | Interim progress meeting Individual | Discuss revision plan for forthcoming ESA4 examinations  
Encourage student self-referral to Pastoral Support Unit if appropriate  
Discuss Career thinking – student completes on e-Portfolio prior to meeting |
<table>
<thead>
<tr>
<th>Semester</th>
<th>Week</th>
<th>Date</th>
<th>Meeting type/format</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 5        | 1-2  | Late Sep/early Oct| Feedback ESA4 debrief Individual | Overview discussion of ESA4 summative assessment results  
Discussion and review of personal development plan (PDP)  
Have learning needs been identified? Actions? Encourage PDP |
| 5        | 8-9  | Late-Nov          | Interim progress meeting Individual | Review of any Semester 5 **formative** assessment results.  
Review of learning needs with referral to AccessAbility or Academic Support Unit if required.  
Discuss revision technique and preparation for forthcoming formative exam (note there is no summative PPE examination for 2015 entry Year 3 students)  
Encourage student self-referral to Pastoral Support Unit if appropriate |
Frequently Asked Questions

How do we contact each other?

At the beginning of Semester 1 Tutors will receive a list of their new tutees and email addresses. Tutors should make initial contact with their tutees by email to arrange the first introductory group meeting. This initial contact is extremely important and should be regarded as the single most important element in establishing the basis of a sound Tutor/Tutee relationship. As e-mail will be the primary route of all future communications it is essential that students check their University email account on a regular basis.

When can meetings occur?

Students have up to 4 half-days each week free from scheduled teaching and therefore should be willing to fit around the schedule of the Tutor. Tutors should contact their students by email to arrange a mutually convenient time for a 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 and inform the Senior Tutor.

How often should we meet?

There should be four compulsory meetings per academic year as detailed in the Timetable of Scheduled Personal Tutor meetings above. In addition, students may contact their Tutors at any time to arrange an ad hoc meeting should the need arise.

Where should the meetings occur?

If possible all scheduled meetings should occur in the Centre for Medicine rather than an NHS office or department. Ad hoc meetings however can occur in other venues as agreed between the Tutor and tutee. For Hospital based Tutors, who do not have office space in the Centre for Medicine, a meeting room can be booked via Mrs Gurdeep Panesar (glp2@le.ac.uk).

What if my student does not turn up?

The School of Medicine has allocated time 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 a meeting. Attendance at Personal Tutor meetings is monitored via LUMeP and statistics submitted to the College Academic Committee on an annual basis in accordance with University Code of Practice. If a tutee 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 Senior Tutor.

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. The “Signposting for tutors” poster (available at http://www2.le.ac.uk/departments/medicine/regulations under “Support” and also at the end of this document) provides contact details for a range of services covering academic and personal issues. There is no expectation that Tutors have specialist counselling skills but the Tutor needs to be aware of where to direct the student for further help. In some instances this may involve accompanying the student to access assistance.

The following document also gives useful advice: Supporting medical students with mental health conditions GMC (2013) http://www.gmc-uk.org/education/undergraduate/23289.asp