

# INDIVIDUAL 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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<b>CHAPTER 2</b>  <b>Core values and skills of the personal tutor</b>  <b>The core values of the outstanding personal tutor are:</b>  ✓ high expectations ✓ approachability ✓ diplomacy ✓ being non-judgemental ✓ compassion ✓ the 'equal partner, not - superior' approach ✓ genuineness  <b>The core skills of the outstanding personal tutor are:</b>  ✓ 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	<b>Minimum Standard</b> 2 points	<b>Bronze</b> 4 points	<b>Silver</b> 6 points	<b>Gold</b> 8 points	<b>Platinum</b> 10 points
	<b>Core values</b>				
	My day-to-day actions with learners generally display over half of the core values.	I am conscious to display all of the core values through my interactions with learners in lessons, group tutorials and one-to-ones.	I often reflect upon the impact that the core values have on the performance of my learners. The reflections inform my personal development targets.	The core values are reflected in the feedback I receive from observations of my lessons, group tutorials and one-to-ones.	I explain and promote the impact that the core values have on my learners, both within and outside my curriculum team.
	<b>Core skills</b>				
	I regularly use over half of the core skills in lessons, group tutorials and one-to-ones, as well as with colleagues.	I use all of the core skills. They have a clear and positive impact on the relationships with my learners and colleagues.	I often reflect upon the impact that the core skills have on the performance of my learners. The reflections inform my personal development targets.	The core skills are reflected in the feedback I receive from observations of my lessons, group tutorials and one-to-ones.	I explain and promote the impact that the core skills have on my learners, both within and outside my curriculum team.

SCORE

LEVEL

# INDIVIDUAL PERSONAL TUTOR SELF-ASSESSMENT SYSTEM

<b>CHAPTER 3</b>  <b>Setting boundaries</b>  The main boundary types are:  ✓ expertise ✓ temporal (time) ✓ behavioural ✓ peer	<b>Minimum Standard</b> 2 points	<b>Bronze</b> 4 points	<b>Silver</b> 6 points	<b>Gold</b> 8 points	<b>Platinum</b> 10 points
	I set boundaries between myself and learners and encourage peer boundaries at the outset of their course.  These boundaries include expertise, temporal, behavioural and peer (phrased in accessible language for learners).	I revisit these boundaries in group tutorials.  Through one-to-ones and other support meetings, learners have a clear idea of these key boundaries.	Through individual meetings, my learners are progressively becoming more able to recognise the boundaries.  My learners are benefiting from clarity on a range of boundaries that help them to take responsibility and succeed.	My learners are becoming responsible and independent as a result of knowledge and application of boundaries.	Effective boundary setting is embedded in all of my interactions with my learners.  As a result of this and other factors, my learners take responsibility and are independent.
<b>CHAPTER 4</b>  <b>The learner experience – key activities</b>  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	I ensure that all of the key activities are fully thought through and planned before they begin.	I regularly reflect to identify strengths and areas for development related to the key activities. I build these into my future planning and discuss them with my line manager during appraisal meetings.	I regularly ask for learner feedback on how effective my employment of the key activities is. I hold formal end-of-year reviews with relevant colleagues to identify strengths and areas for development.  I arrange for peer-observation opportunities for my one-to-ones and group tutorials.	Feedback from my learners regarding the key activities is consistently very positive. Feedback from colleagues shows they regard them as having a strong impact on learner progress and outcomes.	I identify and implement methods to measure the impact of the key activities on my learners' progress and outcomes.

SCORE

LEVEL

# INDIVIDUAL PERSONAL TUTOR SELF-ASSESSMENT SYSTEM

<b>CHAPTER 5</b> <b>The learner experience - key procedures</b>	<b>Minimum Standard</b> 2 points	<b>Bronze</b> 4 points	<b>Silver</b> 6 points	<b>Gold</b> 8 points	<b>Platinum</b> 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"> <li>✓ disciplinary - a positive approach</li> <li>✓ right course review</li> <li>✓ internal progression</li> <li>✓ external progression</li> <li>✓ working with learners who have additional support needs</li> <li>✓ safeguarding</li> </ul>	<p>I am aware of the key procedures from first meetings with my line manager and have a general understanding of them. I have some involvement with the procedures. My learners are aware of the procedures and how they relate to them.</p>	<p>I have a clear understanding of the content of the key procedures and how they work.</p> <p>This informs my support actions for relevant learners at an individual and group level.</p>	<p>I communicate with other staff about the key procedures.</p> <p>I have a clear understanding of my role and others within them (and know when it needs to be a combined approach).</p>	<p>My actions within the key procedures put the learner first and provide holistic and comprehensive support.</p>	<p>I reflect and constructively question key procedures with managers and others involved to review and improve them regularly. This is a significant factor in improving some key performance indicators.</p>
<b>CHAPTER 6</b> <b>Using solution-focused coaching with learners</b>	<p>I use open and positively phrased questions to encourage my learners to define clear goals and think for themselves. I encourage them to think about what experience, expertise and resources they have to achieve their goals.</p>	<p>I regularly practise the use of solution talk style questions (where appropriate) to support my learners.</p>	<p>I regularly receive positive feedback on the impact that my learners feel my coaching conversations have on their progress.</p>	<p>I use reflective practice regularly to explore and improve my coaching practice.</p> <p>I regularly use the OSKAR framework (or other) to structure my coaching conversations with learners.</p>	<p>I measure the impact of my coaching conversations.</p> <p>I share my experiences of the solution-focused approach and OSKAR framework (or other) with my colleagues and am regularly involved in joint practice development activities to explore new ways to support learners through coaching conversations.</p>

SCORE

LEVEL

# INDIVIDUAL PERSONAL TUTOR SELF-ASSESSMENT SYSTEM

	Minimum Standard 2 points	Bronze 4 points	Silver 6 points	Gold 8 points	Platinum 10 points
<b>CHAPTER 7</b> <b>Observation</b>	I am aware how personal tutor practice can be improved through observation and reflection on observation feedback and outcomes.	I discuss the personal tutor core skills with colleagues and my line manager as a result of observation, both informally and in appraisal.  I undertake peer observation.	I am developing my soft skills through giving and receiving feedback in peer observation. I reflect and develop my personal tutor practice through this process and enable others to do the same.  I can link specific CIF criteria to personal tutor practice.	I am seeing improvements from the work I am doing on specific improvement targets (related to personal tutor practice) resulting from observation. I review these regularly myself and with my line manager.	I use outcomes from peer observation, the institution's observation scheme and inspection to rigorously improve my personal tutor practice.  I jointly develop practice with colleagues on a regular basis.
<b>CHAPTER 8</b> <b>Reflective practice</b>	I regularly think about what is working well and what could be improved within my personal tutoring practice.	I carry out reflective practice, related to my personal tutor role, as an ongoing, regular activity.	In response to what I am learning from the reflective practice process, I am seeing incremental improvements in my personal tutoring practice.	In response to what I am learning from the reflective practice process, I am seeing incremental improvements in my learners' experience and their educational outcomes.	The outcomes of my reflective practice inform joint practice development projects with colleagues.
<b>CHAPTER 9</b> <b>Measuring impact</b>	I am aware of the main ways my personal tutor practice can be measured: retention, success, attendance and punctuality, value-added and internal progression.	I know the end-of-year figures for the main measures of impact at group level. I consider the different influences on learner performance relating to these measures.	I review what the main influences on learner performance are at the end of the year and this informs changes in my practice the following year.	I measure my own impact on learner performance in a variety of ways in-year and at the end of the year. Quantitative and qualitative data is used to inform my future practice.	I engage in joint practice development activities related to measuring the impact of personal tutor practice.

SCORE

LEVEL

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	<b>Minimum Standard</b> 2 points	<b>Bronze</b> 4 points	<b>Silver</b> 6 points	<b>Gold</b> 8 points	<b>Platinum</b> 10 points
<b>CHAPTER 10</b>  <b>What next?</b>	I feel a strong sense of ownership of my professional development and ultimately view it as my responsibility.	I reflect and think holistically about all aspects of my personal tutoring practice.  My ultimate goal is to achieve platinum in all chapter themes.	I use the individual self-assessment system regularly and, for all of the aspects where I am not yet platinum, I have SMART targets to guide my development.	I am making progress against the individual self-assessment chapter themes.  I critically analyse the individual self-assessment system and have adapted it to make it better and, where appropriate, more applicable to my context.	I have achieved platinum for all of the chapter themes within the individual self-assessment system.  I am now investigating ways in which I can develop my personal tutoring practice, and that of my colleagues, further.

SCORE

LEVEL