RELEVANT TRAINING SESSIONS FOR SENIOR AND PERSONAL TUTORS

An overview of CQSD (T&L) training sessions, relevant for Senior and Personal Tutors, currently planned for 2017/18.

Included below are the details of some of the CQSD (T&L) led sessions targeted at Senior and Personal Tutors. Please note that the Teaching & Learning Programme for 2017/18 is in the process of being finalised so there may well be additional training sessions to those included in this overview. Once confirmed, details will be added to the Teaching & Learning webpages. Colleagues can also keep up to date with what is being offered by joining the CQSD mailing list.

1. T&L Essentials: Student Support and Engagement 1 (Support)
   
   **Date tba (Book your place here)**
   
   This is the first of two sessions on T&L Policy: Student Support and Engagement - with a focus on student and staff support. It is an introduction/refresher for School or Departmental DTLs, Senior Tutors, Programme Directors, staff involved in managing students within the new Student Support Centres and any other school/departmental administrators. It provides an overview of University support in terms of Personal and Senior Tutors, disability support, and student support services. This session aligns with K6 of the UKPSF.

2. T&L Essentials: Student Support and Engagement 2 (Policies)
   
   **Date tba (Book your place here)**
   
   This is the second of two sessions on T&L Policy: Student Support and Engagement - with a focus on policies and procedures. It is an introduction/refresher for School or Departmental DTLs, Senior Tutors, Programme Directors, staff involved in managing students within the new Student Support Centres and any other school/departmental administrators. It provides an overview of University procedures relating to situations in which students find themselves in difficulty with their course, including: 1. Student academic engagement and fitness to study, 2. Fitness to practice. 3. Extenuating circumstances, 4. Suspensions, 5. Withdrawals, and 6. Student complaints and 7. Appeals. This session aligns with K6 of the UKPSF.
3. Student Engagement with Feedback

Date tba (Book your place here)

Recent approaches to assessment and feedback in higher education stress the importance of students' involvement in these processes. Rather than a one-way transmission of information from expert to novice, feedback is best represented as a communicative process involving dialogue between teacher and student (Nicol, 2010). Through active engagement with feedback, students have the opportunity to develop skills of self-monitoring (Nicol & Macfarlane-Dick, 2006), such that they become less reliant on external feedback and more reliant on self-regulated learning (Sadler, 1989). Researchers have called for a more heavy focus on the receiver's end of the feedback process, through exploring how students interpret and implement feedback. These calls respond, in part, to evidence that students engage weakly with feedback, sometimes even failing to collect it altogether (e.g. Price, Handley & Millar, 2011).

This session will critically examine the position and role of the student in the assessment feedback process. Through surfacing the barriers to student engagement with assessment feedback, the workshop will explore strategies for developing skills of 'proactive recipience' in students. Participants will be invited to reflect upon their own practice and practical solutions and strategies will be discussed. This session aligns with A2-4, K3 and V2 of the UKPSF.

4. Dismantling barriers to Student Participation

Wednesday 7th February 2018, 14:00-16:00 (Book your place here)

This session is for all staff who interact with students in any capacity. It will explore how students' experiences of University may be affected by their personal background. Particular attention will be given to those characteristics protected in the Equality Act 2010 (including age, nationality, ethnicity, gender, sexuality and disability) and monitored in the University of Reading's annual Access Agreement (including educational background and household income). Through interactive activities, participants will be equipped to:

- Reflect on our individual and institutional expectations of students.
- Recognise the ways in which our practices might exclude or disadvantage certain students.
- Take local action towards making the University of Reading a more equitable and inclusive environment in which to study, work and live.

This session aligns with A2, A4, A5, V1-V2 and V4 of the UKPSF.

5. Techniques to Enhance Student Proactive Engagement in Personal Tutor Meetings

Date tba (Book your place here)

The aim of this session is to give Personal Tutors communication tools and coaching techniques to support our students in developing their proactiveness and personal effectiveness.

In this session we will:

- Identify key challenges in exchanges between tutor and tutee
- Recognise the role of the student's context
- Encounter coaching techniques including motivational interviewing, contracting, coaching models and questioning techniques suitable for Personal Tutors to use.
- Apply techniques to potential situations to assess their use in practice
- Ensure that Personal Tutors are clear on the referral processes in place for students that need support from other services

This session aligns with A2, A4, V1, V2 and V4 of the UKPSF.
6. **How Personal Tutoring is Critical to Supporting the Employability of Students**

Date tba (Book your place [here](#))

This workshop is intended to give Personal Tutors and other academic staff interested in student development, the tools to effectively support student development of Critical Self-Awareness, an important attribute for employability. Through a series of practical activities, participants will develop a deeper understanding of critical self-awareness in the context of employability and will consider how they can best foster this important developmental process through the Personal Tutorial System. The aim is to provide a constructive forum for the exchange of ideas and sharing of good practice, as well as provide reassurance and some useful practical tools and resources. Participants will also gain clarity on roles and boundaries, signposting and referral, and be made aware of what information and support is available. This session aligns with A4, K2, V1 and V3 of the UKPSF.

7. **Mental Health First Aid England Course (1 day course)**

This intensive one day course is delivered by a Higher Education MHFA instructor and covers a number of key topics:

- **What is mental health?**
- **Depression and anxiety**
- **Suicide**
- **Self-harm and eating disorders**
- **Psychosis**
- **Mental Health First Aid action plan**

The day includes a mix of presentations, group discussions and workshop activities. The course gives a deeper understanding around the issues that relate to mental health. Participants learn practical skills that can be used every day, including how to spot the early signs of mental ill health.

Places are limited and allocated on a first come first served basis with priority being given to Senior Tutors. To book, please email Lisa Munday ([l.j.m.munday@reading.ac.uk](mailto:l.j.m.munday@reading.ac.uk)). This session aligns with A2, A4, V1, V2 and V4 of the UKPSF.

8. **Dyslexia and Other Specific Learning Difficulties: Impact at University**

Monday 23rd October 2017, 14:00-16:00 (Book your place [here](#))

This session is for staff involved in teaching and assessment and provides an introduction to specific learning difficulties, their impact on students and reasonable adjustments. Following the session you will be able to explain some of the differences and similarities between dyslexia, dyspraxia and other specific difficulties, their academic impact and reasonable adjustments. This session aligns with A1,2,3,4; K3,4, V1,2,4 of the UKPSF. To see the online version of this training session, please click [here](#) (developed by Disability Advisory Service).

9. **T&L Essentials: Dealing with Academic Misconduct**

Date tba (Book your place [here](#))

This session provides an overview of the University’s policy and guidance in how to deal with academic misconduct and the processes which apply. By the end of the session you will have:

- Evaluated the difference between academic misconduct and poor academic practice.
- Reviewed how the University deals with such issues.

Target audience: New SDTLs/DDTLS, Programme Directors and new Lecturers.