

Personal Academic Tutoring (PAT) – Staff Guidance

Introduction

This guidance has been developed to assist Personal Academic Tutors (PATs) and should be read in conjunction with the current University Personal Academic Tutoring policy.

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/personal-academic-tutoring.aspx>

It is designed to offer individual PATs practical information, advice and guidance which we hope will be useful whether new to personal academic tutoring or been involved for some time to;

- Develop your PAT role and support your students effectively
- Familiarise yourself with the CCCU PAT Policy
- Explore some common issues that students may raise and ways of dealing with them
- Be confident in the range of support offered by central services and other agencies and when and how to refer students to them
- Signpost PATs to the Engagement Monitoring Dashboard to obtain engagement data on your personal tutees.

For further support and guidance about how help your students please also refer to the following student support guidance document;

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Accessing-student-support-brochure-Final-Version.pdf>

What do personal academic tutors do?

The role of the PAT is vital to the academic and pastoral support offered by the University, however staff need to be confident about what is expected of them. Personal academic tutors are a key contact point between the University and the student. They can offer more individual support than is possible in formal teaching sessions.

Students arrive at university with very differing attitudes and expectations, some may have succeeded already academically whereas others might lack confidence in their academic ability and others may have been out of education for a number of years altogether.

Many students in their first few months will assume that everyone around them is coping well with the transition to university and they might question their suitability to HE or to their course. As a PAT you have the opportunity to put these anxieties into perspective and guide your students through any initial doubts if they have them. You can help the student to feel a sense of belonging, understand realistic expectations, encourage effective study skills and contribute to the overall student experience. For example you could signpost to the Student Union societies, recommend study skills texts or online resources such as Skills4Study Campus or support a them to navigate the VLE effectively. You can also use the Engagement Monitoring Dashboard to identify how well your person tutees are engaging in

their learning and to spot any at risk students in a timely way. The dashboard will also help you to monitor trends within your personal tutor group in relation to engagement.

It is hoped that PATs are able to remain a consistent and a continuous support throughout the length of their student's course and will contribute to the student's journey into employment or further education by writing references and offering informal advice even post completion / graduation.

The PAT policy is implemented slightly differently in different schools / courses and some local arrangements might cover issues such as;

- How do students know what to expect? (handbooks etc)
- How students are allocated their PAT
- How many students is each PAT responsible for?
- How is sufficient and realistic time for personal academic tutoring allocated in your work load plan?
- Is there a member of staff in your school responsible for leading PATs within your school?

If you have any outstanding questions about what is expected of you after reading this guide please discuss this with your Head of School or line manager.

Managing Expectations

Even with a clear policy and a statement of what personal academic tutoring is this can be interpreted in a number of ways. This can cause difficulties if staff and students bring different expectations to the relationship. It might be helpful to consider the following;

1. What has been your own experience of personal academic tutoring when you were a student?
 - What was the best part?
 - What could have been improved?
 - What qualities did your tutor bring to the relationship?
2. How would you like your students to perceive you as their personal academic tutor? (friend, mentor, supervisor, parent, counsellor....)
 - Is this achievable?
 - Is this appropriate?
 - What are the barriers?

There is no right answer however it is helpful to be aware of your own style and the likely ways in which students will perceive you and where this might conflict with other roles, expectations and demands where personal academic tutoring is only one part of the overall academic role.

First meetings

New students will be allocated a personal academic tutor at the start (or soon after) of their course so plan for an introductory meeting as soon as you can. Ideally this first session

should be timetabled into the first week or so and could be brief 1:1 meetings or a tutorial group meeting. This is not only a good way to introduce yourself and set the scene for future meetings and expectations but if conducted in a group can help students to meet others on their course and settle into university life.

You can use these meetings to explore any issues or anxieties the student is experiencing and answer questions about the University and the course. If conducted in a group you can ask students to discuss their expectations of the course, share experiences of other transitions, provide information about sources of support and explore and share strategies for settling in.

If you are unable to schedule meeting your students during their first week then send each student a welcome note introducing yourself and providing information about where and when they can find you, how to schedule 1:1 meetings and whether you have any 'drop in' sessions they can sign up to.

These first meetings should not take place any later than six weeks into the first semester / trimester of your student's course. This is important to help establish a meaningful working relationship and clarify the purpose and role of the PAT. Students should be aware that you are not just there to help with problems but to offer support for their overall academic and personal development. If your school / course has a designated way of recording these meetings you should use this to note any agreed points and future actions. You should also use the Engagement Monitoring Dashboard regularly to monitor your students engagement across the academic year.

Location of meetings

If students need to discuss confidential matters they will need to know how much time they have with you and be assured they are not going to be overheard so be clear about these to your student. If you have a shared office you may need to find a more private space to hold tutor meetings. Some institutions have restricted 1:1 meetings to certain spaces to avoid any accusations of harassment on either side, although this is not thought necessary across the board but if you have concerns about appropriate rooms or arrangements for tutor meetings discuss them with colleagues to help find a practical solution such as leaving a door open, meeting in glass panelled rooms or having a colleague close by. With more meetings moving to digital platforms you can also set up personal tutor meetings this way using for example Microsoft Teams.

Written records and confidentiality

It is helpful to review what has been discussed and confirm any agreed actions at the end of a tutorial meeting. You should encourage your students to keep their own written notes and agreed action points either during face to face meetings or through a digital tool such as PebblePad. This helps students to take ownership of the decisions made in tutorials and act on them rather than perpetuate a 'parent / child' relationship where you are expected to sort out problems for them. Your school may already have a formal system for recording tutorials. If not an example is included at the end of this guide.

Any recording process raises questions regarding confidentiality - how confidential are personal tutorials expected to be? It is important that students feel they can trust their PAT enough to speak freely when necessary but it is equally important to be clear about the limitations of this. Clear guidance on information regarding disability is discussed in the next section, however similar principles should apply to other personal information disclosed in tutorials. If it may affect the students' ability to meet the demands of their course encourage them to let relevant staff such as module leaders, course director know about it and signpost them to the ECRF process if relevant. If you offer to make these disclosures on their behalf do not do so unless you have explicit permission to and have discussed who the relevant people are. Whatever is agreed regarding disclosure to staff you should of course never discuss information from individual tutorials with other students.

You should not feel obliged to keep confidential any information where there is a genuine concern for the student's safety requiring notification to cause for care and concern and student wellbeing or other specialist help. There is a section on specialist advice and referrals later in this guide.

Students with disabilities

It is particularly important for students with disclosed disabilities to meet their PAT at an early stage in their course. You can also encourage your student to register with the student disability service by emailing disability@canterbury.ac.uk you can also do this on behalf of your student with their consent if they would prefer. The option of a Learning Support Plan (LSP) can then be explored to identify any support needs and reasonable adjustments to teaching and / or assessment strategies needed. A LSP is a legally binding document under the Equality Act (2010) so the adjustments outlined in the plan must be adhered to and will be written with the student and a disability advisor and then sent to the students course director for sign off and distribution as appropriate. The LSP also helps to provide a sound basis for regular progress reviews. Don't assume that all students with a disability will need additional support, many will have effective strategies already in place to manage their disability and will simply require a reasonable level of flexibility and good communication with their PAT. If you have any students with disabilities as personal tutees it is recommended that you complete the online learning module Supporting students (part 1 disability) available on the e-learning platform;

<https://cccu.canterbury.ac.uk/hr-and-od/organisational-and-people-development/e-learning.aspx>

Check that you are aware of any of your students that have a disclosed disability so that your initial communications can take this into account. For example is your meeting being held somewhere accessible.

- Consider how to ensure that any student who subsequently develops a disability, such as a long term illness or mental health condition would feel comfortable telling you about this.
- Make a note of any particular questions you may have about working with a student with a disability and discuss these with your line manager or the student health and wellbeing team.

- If you need specific advice contact the student support, health and wellbeing team.

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Accessing-student-support-brochure-Final-Version.pdf>

Legislation protects equality of educational opportunity but have shifted the balance between confidentiality and disclosure. Under the Equality Act (2010), if a student discloses a disability to any member of staff then the institution as a whole is considered to be aware of this and could therefore be in breach of its duties if reasonable adjustments are not made in response. However it is not practical or fair to expect all staff (especially part time or sessional staff) to pass on such information to the correct place. As a PAT you need to be aware of and what to do if a student discloses a disability for the first time during a tutorial meeting. You can get advice from the student support, health and wellbeing team regarding this and see advice above for known disabilities. You should follow up adherence to LSPs with the course and teaching team to ensure adjustments are being made and check with the student that current arrangements are working satisfactorily. As part of this process a student may be eligible for a mentor that will be explored with the student when discussing their disability and needs with student support, health and wellbeing.

<https://www.canterbury.ac.uk/students/support-services/disability-and-mental-health/disability-and-mental-health.aspx>

Arranging regular meetings

The University policy states that students should have contact with their PAT in each period of study (semester, trimester, module dependent on course structure) so should be at least twice a year.

What would you do if one of your students:

- Had not been in contact for several months?
- Had not responded to direct invitations to see you?
- Had given other staff cause for concern eg. poor attendance, non submission or failing work?

It might be helpful for you to discuss these questions with other PATs.

You should be monitoring your students engagement in their learning using the Engagement Monitoring Dashboard which will give you a clearer sense of if your tutee is remaining engaged but not communicating with you as their PAT. Whether their lack of contact extends to their broader learning in which case they might be at risk of withdrawal or they have some issues with their engagement you can help them with.

Although there are arguments in favour of encouraging students to take the initiative themselves, the disadvantage of this approach is that those in the greatest need of support may fall through the net.

Particularly in the early stages of the course, it is best to schedule meetings for all your students and follow up any non attendance. Research into retention has shown that an

early appointment for an informal discussion about how the student is settling in will help them make the transition to university more effectively and identify any issues or concerns before they reach crisis point.

Another advantage of setting a fixed time for subsequent tutorials is that both the PAT and student can prepare in advance. For example looking over the students assessment results, identify successes and areas for improvement which will help focus the meeting.

Lots of courses will have key times in the year when many students are facing common issues such as around exam time and this might be a good time to arrange group tutorials to deal with queries collectively rather than on an individual basis.

- When is the most suitable times in your course for regular 1:1 or group tutorials?
- What topics might be discussed at each stage of the course?
- Are there any key points in the academic cycle where a group tutorial could help address common issues?
- Are there opportunities to encourage students' to help themselves and each other through for example engaging in peer mentoring, personal development week events and the StressLess scheme?

A pre-determined agenda can form part of tutorial meetings at different stages dependent on the course structure. For instance, towards the end of Level 4 discussing module results and transition to Level 5 or discussing module choices at appropriate points in the cycle. Meetings could also focus on preparation for placements, dissertation topics or employability and career plans.

It is good practice to use final tutorial meetings to agree a summary of achievements and qualities the student has developed to keep on file to help with any future reference requests. The Graduate Attributes might help to frame this;

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/strategies/graduate-attributes.aspx>

Unscheduled meetings

Students may need to see you outside of any scheduled meetings and this can be managed either on an ad-hoc basis as and when students contact you or using a drop-in system at particular times. Many PATs try to be accessible at all times but then feel overwhelmed by constant interruptions and demands so it might be useful to think these questions through before deciding on a system that suits you and / or your team.

- How do you feel about saying 'not now' when a student says they need to see you urgently without an appointment?
- How can you tell if it is a genuine emergency?
- Do students feel they can only come to you if they have a problem?

There are no simple answers but do think carefully and talk to colleagues about the advantages and disadvantages of having a completely 'open door' policy. It is important that students feel cared for as individuals but this should not undermine their autonomy and

sense of personal responsibility as adult learners or your own entitlement to a manageable workload. There is lots of other support available to students in the university so you should not feel the PAT role is unmanageable. If you are having trouble with the role it is important to raise this with your line manager.

Other things to think about;

- What system do others in your team use?
- Average length of time allocated to PAT meetings?
- How do students make appointments with you and do they know how to do this?
- Is it easy for students to contact you from off campus?
- Do you prefer a particular method of contact (phone or email for example)?
- Could any aspect of your system be improved?

Extenuating circumstances

The standard ECRF process for students to apply for extenuating circumstances for short term issues can be found here <https://www.canterbury.ac.uk/students/academic-services/updating-your-status/extenuating-circumstances.aspx#regulations> current students However if a student has a disability that will affect their learning and assessment in the longer term they should access student health and wellbeing and develop a Learning Support Plan (LSP) <https://www.canterbury.ac.uk/students/support-services/disability-and-mental-health/learning-support-plans.aspx>. If a student is experiencing other ongoing issues such as bereavement, family issues, housing issues or any other situation that could have an impact on all or some of their work in the medium term they should be offered a Temporary Learning Agreement (TLA), details can be found here <https://cccu.canterbury.ac.uk/planning-and-academic-administration/registry/student-procedures.aspx> TLAs are student initiated and students are advised to discuss the potential for a TLA with their PAT.

Well performing students

It is hoped you will have many well performing students who are working hard and managing well. These students sometimes do not need to access much support from their personal academic tutor or other services however should not be overlooked. You can still support them to improve their grades further, discuss their ambitions for employment or further study, signpost them to careers and enterprise hub, further study options or consideration for example internships or research fellowships. You can also nominate students for prizes and awards available both available in your subject area or Faculty but also externally too.

Listening and other tutorial skills

Two of the most important skills you will need as a PAT are listening and questioning. Most experts recommend using open-ended questions to initiate discussion 'How are you finding the different aspects of the course?' will usually be more productive than 'Is everything okay?' this helps prevent simple yes, no answers and allows the student an opportunity to explain more about how they are getting on. Unless the student is obviously distressed it is also useful to spend a few minutes setting an agenda for the meeting if this has not already

been established. Ask them what are the key things they would like to cover or use a standard format for example asking about progress since last meeting, recent highlights, issues and questions, agreed action points.

It is equally important to foster independence and responsibility in our students to allow them to explore for themselves the issues raised whether academic or personal and develop their ideas about what to do. A common difficulty for PATs is the temptation to see oneself primarily as a source of information and advice. If so you may jump in too soon and simply tell the student what you think they should do. Instead try to avoid being too directive, attend closely to what they say and their body language and hold back your own comments or questions until they have had time to say what is on their mind.

After the student has finished you should repeat back the main points to reassure them you have been listening intently and understood what they have said. You may want to ask one or two open questions to help them to clarify the points they have made or the underlying issues, for example;

- What are you aiming to achieve?
- How will you know you have achieved it?
- Tell me more about.....
- What might you do differently if there was a next time?
- What could you do to ensure this happens?

These types of questions frame perspectives in a positive way rather than a problem focussed way and come from the concept of solution focussed coaching for students (Lochtie, McIntosh, Stork and Walker 2018). There is a whole chapter about Solution Focussed coaching for Students in their book “Effective Personal Tutoring in Higher Education” if you wished to read more including some case studies. Towards the end of the meeting it is worth agreeing any actions and if appropriate set a time for the next meeting to follow up on progress. Try to allow a few minutes after the meeting to make any notes for yourself and include thoughts about how the session went and how this could have been improved. If you got permission from the student you could record session as a reminder of your discussions and your awareness of the dynamics of these sessions.

You have probably observed a wide range of teaching styles in lectures and seminars but tutor role models are usually more limited. If possible and with student permission you should seek to sit in on tutorials with a colleague to observe, you should also seek to have one of your tutorials observed. This can broaden your experience and help you identify effective good practice. See the peer observation and review pages for more detail about using peer observation effectively.

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/peer-observation-and-review.aspx>

Another way to explore different tutoring styles and approaches is to discuss anonymous case studies with colleagues which can highlight different attitudes, beliefs and provide

alternative perspectives on student issues. This will help you benefit from others experience and if appropriate this can develop into a mentoring relationship.

Common Concerns

In addition to improving your personal academic tutoring style it is helpful to think about the kinds of concerns students are most likely to present so you can have relevant suggestions and contact details ready. These fall into a number of potential categories:

Problems with academic work

- Worries about course choice – It is common for new students to wonder if they have chosen the right course. This may be related to other anxieties and will be overcome as they settle into University life. You can help students by enabling them to deal with any of the issues outlined below. However, in some cases it may be necessary for a student to review their course choice. Careers and Enterprise Hub staff can be helpful here in offering unbiased advice and students can access The Careers and Enterprise Hub here
<https://www.canterbury.ac.uk/students/current-students/careers-and-volunteering/careers-and-jobs/The-Career-and-Enterprise-Hub.aspx>
- Difficulties with particular modules – Encourage the student to discuss this with the module leader in the first instance. However, if they are reluctant to for any reason you can discuss general issues with them to help them understand the underlying problem (inappropriate module choice, academic difficulty, issues with staff or peers) and to explore possible solutions with them as this will help them to cope better in the future.
- Difficulties with general academic skills – There are many opportunities for students to improve their general academic skills, for example completing Skills4study campus activities, engaging with the learning development team, using online resources. These opportunities should complement rather than replace any module specific guidance given which is integrated within modules and handbooks. You can direct students to this web page for more information and direct links.
<https://www.canterbury.ac.uk/students/study-skills/study-skills.aspx>
- Time management – This is another common problem particularly in the first year. Students have sometimes been used to reminders from parents and school to complete work and meet deadlines and mature students who have not studied at HE before or not studied for a long time are sometimes more used to structured working patterns and days. Students can sometimes find it hard to manage multiple deadlines and autonomy over their study time on their own. As a PAT you can help them draw up a realistic work plan at the beginning of each semester and encourage them to take responsibility for this themselves. The Skills4Study campus suite has a time management module that all students have access to.

<https://www.canterbury.ac.uk/students/study-skills/study-skills.aspx>

- Problems with other students – This sometimes arises either through problems in shared accommodation, working in groups in modules or friendship issues on campus. Avoid taking sides and help students to work towards a compromise if they are having trouble with groupwork. Like other transferable skills the ability to work in groups and teams takes some practice and support. For other peer issues use the student support brochure to guide students to further help, mediation and reporting of bullying and / or harassment.

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Accessing-student-support-brochure-Final-Version.pdf>

Financial difficulties

These are increasingly common areas of difficulty and can have a cumulative effect on students' work with stress and anxiety associated. Some students might feel they are combining too many hours of part time work with studies to cope with this whilst others might not have enough opportunity to work to help support themselves financially.

Use the following guidance to signpost students appropriately to the right services.

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Accessing-student-support-brochure-Final-Version.pdf>

Personal problems

If you have built a good relationship with your student it is natural that they will view you as their first port of call if they have personal issues aside from any academic ones. It is important that you are aware of the support services offered to students to ensure you can signpost or refer them to appropriately. It is not the role of the PAT to become a personal counsellor to a student who is experiencing personal problems. When a student comes to you with medical, financial or other personal issues listen sensitively but avoid giving well intentioned but non-professional advice. Instead use open questions to help the student clarify the issue in their own mind and encourage them to make contact with student support services, link below.

<https://www.canterbury.ac.uk/students/support-services/practical-advice-and-support/practical-advice-and-support.aspx>

Specialist advice and referrals

If you have concerns about your student's wellbeing there is a comprehensive range of support available that your student can access follow the link to find out more information about the available services and how your student can access them.

<https://www.canterbury.ac.uk/students/support-services/support-services.aspx>

Student engagement

The Engagement Monitoring Dashboard and the Student Engagement in Learning policy are there to support PATs monitor a range of engagement activities that students are reasonably expected to be engaged with. However, Student engagement covers a wide range of activities a student might engage in and not just in PAT sessions or data driven markers such as submission of assessed work. For further information regarding the range of engagement you would expect from a student and what non-engagement might look like follow the link below;

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/Student-Engagement-in-Learning.aspx>

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/student-retention-and-success/Student-engagement-dashboard.aspx>

Student engagement is also monitored by course support officers (PSO) particularly if a student is at risk of withdrawal. PATs are expected to work with their PSO's to identify these students so that timely intervention can be put in place where necessary. Likewise, PAT's can inform PSO's where they have identified at risk students so that contact can be made. Where students may have been at risk but are able to re-engage (following interruption, period of absence etc) PATs will need to continue to monitor engagement and provide additional support to help students re-engage as necessary.

Sources of specialist advice and support

These webpages contain helpful information and guidance some of which has been signposted to you earlier in this guidance and some you might find helpful as additional resources.

<https://www.canterbury.ac.uk/expect-respect/getting-support.aspx>

<https://www.canterbury.ac.uk/equality-and-diversity/help-support-and-policies/harassment-and-discrimination.aspx>

<https://secure.canterbury.ac.uk/staffnet/staff/causeforcareandconcern/>

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/student-support-health-and-wellbeing.aspx>

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Helping-distressed-students.pdf>

PAT staff development

HR and OD have a numbers of staff development opportunities that are relevant and useful for developing your personal academic tutoring skills see their pages for further detail

<https://cccu.canterbury.ac.uk/hr-and-od/organisational-and-people-development/organisational-and-people-development.aspx>

There are also online learning modules designed specifically for staff supporting students, follow the link to the e-learning platform.

<https://cccu.canterbury.ac.uk/hr-and-od/organisational-and-people-development/e-learning.aspx>

Support for staff

If you ever feel in need of additional support for yourself please follow the link

<https://cccu.canterbury.ac.uk/wellbeing/staff-wellbeing.aspx>

Good practice examples especially of issues / problems and how they were resolved

It is difficult to give accurate examples of what good practice might look like in a concrete way as every student and every PAT is different. However below is a couple of examples of how you might go about a 1:1 conversation with your students if they raise a particular issue.

Anita – A 29 year old female student who is the parent of one primary school aged child, is capable and on target to earn a 2:1 undergraduate degree. She is currently in year 2 (level 5) and you have been her PAT since she started and developed a good relationship despite not seeing much of her. She emails you and requests a meeting which has now come around.

Almost as soon as you sit down together she becomes tearful saying ‘I can’t do this anymore, I’m not good enough, I don’t know why I thought I was capable of going to Uni’

Firstly you offer her a tissue and an opportunity to say why she believes she is not capable.

Anita describes the difficulty of being a parent whilst also managing University work and a part time job.

You: It sounds like it has been hard going for you but as you say you are still here, well done!

Anita: Thanks, it has been a bit of a struggle for me lately, I have managed to submit my work but haven’t received my feedback yet. I have an exam in two weeks and don’t feel very well prepared for it. Things are just a bit overwhelming at the moment.

You: Okay, lets review where you were last time we met and think about how you can prepare for your exam whilst waiting for your other module feedback.

Anita: I was consistently receiving marks of over 60% but then my last assignment was 58% and I’m worried this next one is going to be lower and then the exam lower still, feels like it’s all sliding.

You: Okay on a scale of one to 10 where 10 is the maximum effort, how much effort did you put into the last assignment you just submitted?

Anita: Probably about a six because of my other commitments.

You: Okay so what could you do to maybe bring that up to a seven for your exam revision?

Anita: Maybe spend one more evening this week and next week on revision, maybe also take a day off from work to spend with my family to compensate.

You: That sounds very fair and I think with this plan you will feel better prepared when the exam comes around and remain on target with your marks, you are a very capable student.

Anita: Thanks, sorry for breaking down it just feels a lot to do in one go.

You: Of course, you have a lot of responsibilities but by breaking tasks down you can find space and this will in turn help you focus. Remember to visit the library pages to support you in preparing for exams and the Skills4Study Campus module on exams skills might help.

<https://www.canterbury.ac.uk/students/study-skills/revision-and-exam-techniques.aspx>

Fred - An 18 year old level 4 student arrives for a pre-scheduled PAT meeting 10 minutes late.

Fred: Yeah, sorry I'm a bit late I got a bit lost and wasn't sure where we were meeting, I bumped into Mia (another student) on the stairs and she told me where you were.

You: Well thank you for coming and apologising for being late, how are things going?

Fred: Yeah okay

You: Tell me the two things you enjoy most about the course.

Fred: Erm....dunno really...looking forward to the practical sessions.

You: Okay, what about things you are enjoying now?

Fred: (Shrugs) it's okay I suppose

You: Okay what about things you find hard or don't enjoy?

Fred: There's so much reading and lots of topics to cover, I find the writing hard too.

You: Well it does take hard work to get a degree and academic writing and reading are a big part of that. What do you enjoy doing outside of University?

Fred: Going out with new friends, watch Netflix, I go kick boxing once a week.

You: Your eyes lit up when you said you go to kick boxing, what's so good about it?

Fred: I like the challenge, the competition and I'm quite good at it so have won a few medals. I've transferred to a local club and they have asked me to help teach the younger kids so I feel welcome there.

You: So what do you like best, the teaching, the competition or just keeping fit?

Fred: All of it really

You: So what skills do you use in kick boxing that you could apply to Uni work?

Fred: Erm... not sure, I suppose I'm quite disciplined, I go every week and I like encouraging others to get good at it. I've worked hard to get better at it. I chose to come here partly because of the reputation of the local club.

You: So if you took the same approach to Uni work how would that look for you?

Fred: I suppose if I was more disciplined in Uni work I would get my reading done by setting some time aside to do it each week. I could do the same with writing when assignments are due.

You: Would That work for you? Setting specific time aside?

Fred: I think it might, I hadn't thought of it like that before but if it works for kick boxing it would probably work for Uni stuff too.

You: Right, I think you could go away and have a go at drawing up a weekly schedule that does exactly that. Put in your commitments for kick boxing, Uni attendance, some time for keeping up to date with reading and assignment prep / writing time. We can then meet again in a couple of weeks to see if it is working for you.

Fred: Okay I'll give it a go, I do have my IST on my phone so I know when I'm meant to be in but I think I might need to get a diary or set up an electronic one on my laptop.

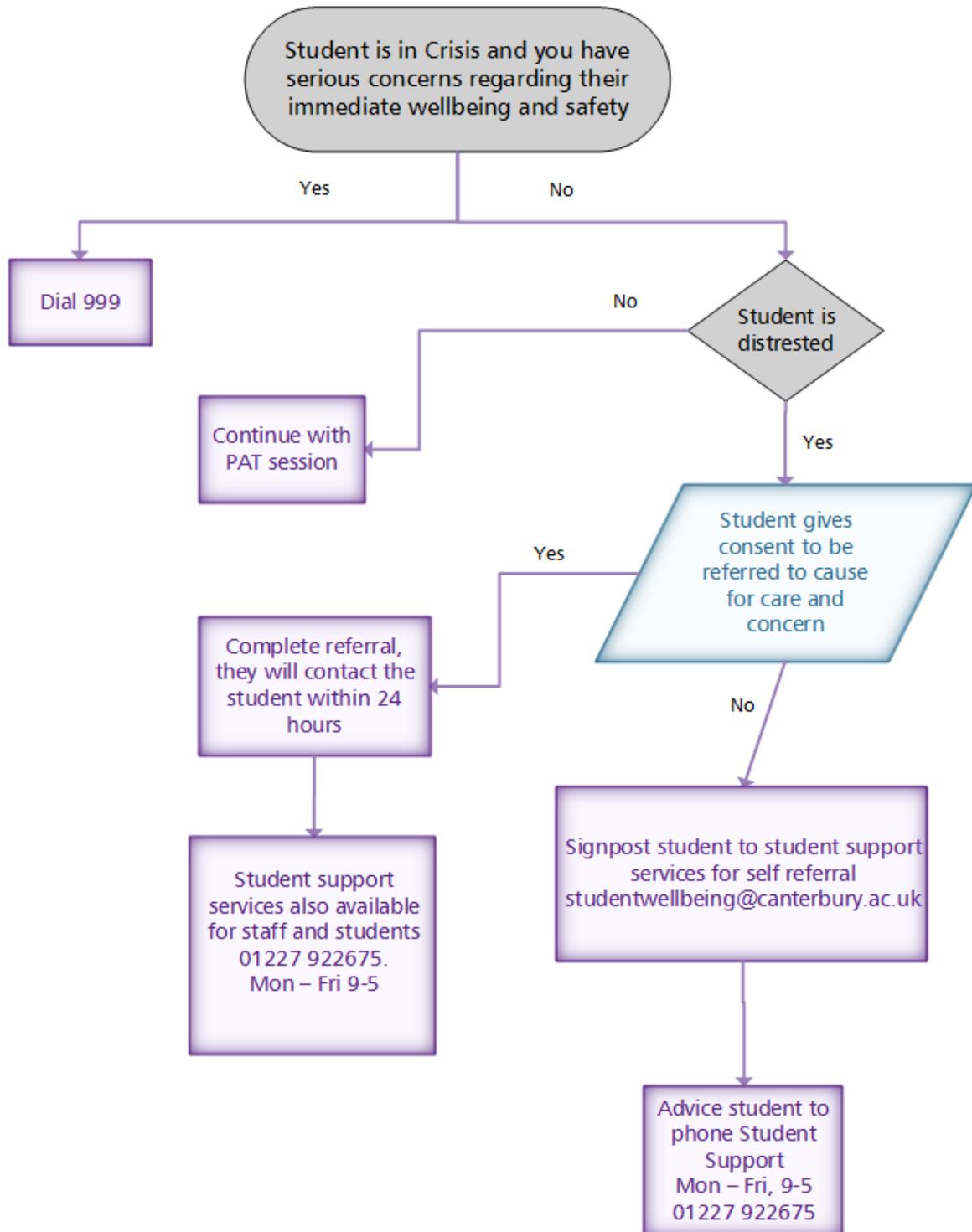
You: Whatever works best for you, I think you will find that there is still plenty of time for socialising and Netflix but hopefully it will help you to stay more organised.

Fred: Yeah I'm not the best with organisation but I'll try.

You: Good, thanks for coming today, I'll send an invite to a catch up meeting in a couple of weeks to see how things are, same place!

Flow chart

Please use this flow chart to determine a course of action should you have immediate concerns when with a student



Also see; <https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/docs/Helping-distressed-students.pdf>

Record of PAT meeting template

Students Name..... PAT Name.....

Date of meeting

Type of meeting (regular / scheduled / unscheduled)

Summary of discussion;

Agreed actions;

1. ...
2. ...
3. ...

Signed:

Student PAT