



## Supplementary Guidance for UCL Medical School Personal Tutors

The information contained in this guide was correct at the time of going to press (August 2019) but may be subject to change before the commencement of, or during, the programme.

## Contents

<i>Supplementary Guidance for UCL Medical School Personal Tutors</i> .....	1
<i>Contents</i> .....	2
<i>The UCL Medical School Personal Tutor</i> .....	3
<i>Summary of the role</i> .....	3
<i>Duties &amp; Key Responsibilities</i> .....	4
<i>Person Specification</i> .....	5
<i>Meeting Schedules</i> .....	6
<i>Student Allocation</i> .....	7
<i>Recording Contact</i> .....	7
<i>Meeting Topics &amp; Record Keeping</i> .....	7
<i>Helping Students Reach Their Potential</i> .....	7
<i>Careers Advice</i> .....	7
<i>Students in Difficulty</i> .....	8
<i>Step-down Arrangements from Student Support</i> .....	9
<i>Students with disabilities</i> .....	9
<i>Writing References for Students</i> .....	9
<i>Confidentiality</i> .....	10
<i>Training &amp; Professional Development</i> .....	10
<i>Support for Personal Tutors</i> .....	11
<i>Funding</i> .....	11
<i>Appendix One: Topics for discussion</i> .....	13
<i>Appendix Two: Action Cards for Urgent Problems</i> .....	14
<i>Appendix Three: References</i> .....	19
<i>Appendix Four: UKFPO Structured Reference</i> .....	20
<i>Appendix Five: Training &amp; Professional Development</i> .....	22
<i>Frequently Asked Questions</i> .....	22

## The UCL Medical School Personal Tutor

UCLMS aims to provide every student with an accessible point of contact who can provide personal guidance and support relating to academic progress, personal & professional development and general well-being.

### Summary of the role

Reporting to the MBBS academic lead for Personal Tutors, the UCLMS Personal Tutor is responsible for the support and pastoral supervision of undergraduate students on the MBBS programme. The role includes:

- Commitment to the personal tutor programme and to providing the best possible support to MBBS students at UCL;
- Development of a supportive and professional relationship with their tutee through regular communication and contact;
- Maintaining an overview of their tutees' academic progress and development, as well as an overview of their tutees' wellbeing;
- Offering advice and support where necessary and signposting students toward appropriate sources of additional support where needed or development opportunities where available;
- Accessible in terms of geography, capacity and outlook;
- Recording contact using the UCLMS Academic Support Record (ASR)
- Maintaining knowledge of the MBBS programme, including assessment, and an overview of the relevant GMCs guidance, including *Good Medical Practice* and *Outcomes for Graduates*;
- Participating in ongoing UCLMS training and development;

## Duties & Key Responsibilities

- To provide tutees and the medical student support service with a reliable point of communication
- To undertake personal tutor contacts with allocated tutees as outlined in the UCLMS guidance
- To maintain an up-to-date record of contact with tutees as outlined in the UCLMS guidance
- To review tutee academic progress and achievement and support students in their study skills
- To monitor engagement with the programme including completion of the UCLMS / NHS portfolio, where applicable
- To provide pastoral support and where necessary to refer tutees to additional sources of support and guidance, including the medical student support service
- To report to the medical student support service any concerns about professional behaviour that may affect student safety, the safety of others or where a tutee's fitness to practise may be called into question
- To provide an appropriate handover of tutees to subsequent personal tutors, where appropriate
- To maintain the skills and knowledge necessary to the role of personal tutor including attendance at training and/or completion of online training, as necessary
- To undertake all statutory and mandatory training as required by UCL

The role is undertaken in accordance with the UCL Personal Tutor Strategy. Roles and responsibilities are not exhaustive and may also be subject to change.

## Person Specification

UCL Medical School is committed to fairness, consistency and transparency in selection decisions. Applications will be judged only against the criteria which are set out below and applicants should make sure that their application shows very clearly how they believe that their skills and experience meet these criteria.

The successful candidate will demonstrate the following:

### Essential criteria

- Enthusiasm and a commitment to student support and mentorship
- An understanding of how the MBBS programme is delivered with an understanding of teaching, assessment and support
- Experience of teaching or supervision either in the early (years 1-3) or clinical years (years 4-6) of the MBBS programme
- Employed by UCL, holds an honorary UCL contract or holds a NHS contract in one of the UCLMS partner NHS Trusts
- Excellent interpersonal skills and record of collaboration, team work and motivating others
- Commitment to equality of opportunity and ongoing professional development

### Desirable criteria

- Previous experience as a tutor or supervisor or training in medical education
- An interest in the area of student support, mentorship and professional learning
- Understanding of national issues around medical education, including the GMC's *Outcomes for Graduates*

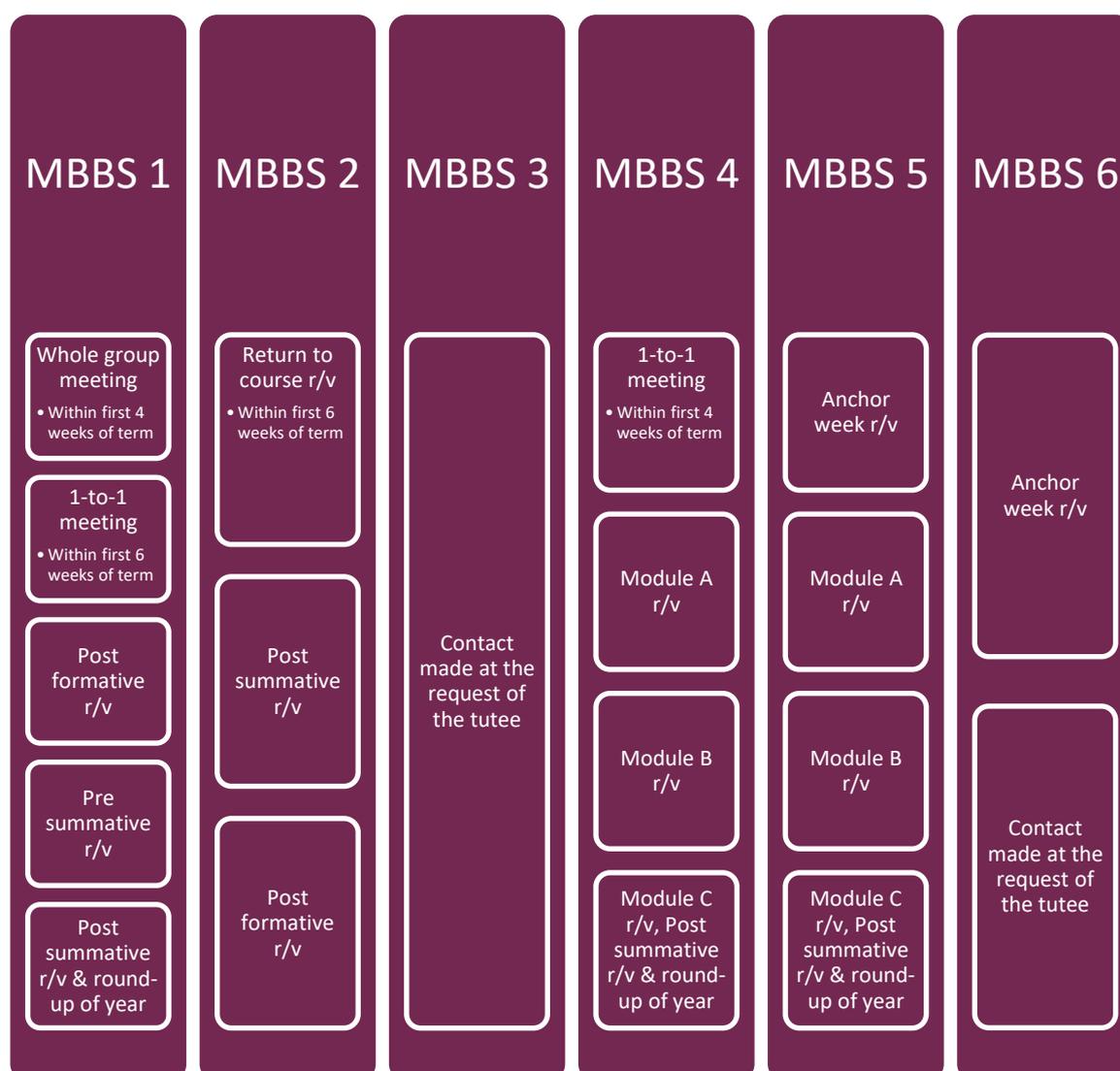
## Meeting Schedules

Personal tutors are expected to make first contact with their tutees and arrange initial meetings.

Initial meetings with tutees in the first and fourth years (MBBS 1 / MBBS 4) must be face-to-face. Otherwise, contact between Personal Tutors and tutees is according to each tutee's preference and may be made via a face-to-face meeting, Skype, telephone or email. There is no 'one-size fits all' approach – students just need a reliable point of contact.

*Personal Tutor meetings take precedence over all other MBBS activities.*

A basic suggested schedule is shown below:



One-to-one meetings should last about 10-15 minutes; group meetings 30-60 minutes

## Student Allocation

The MBBS student records and support team contacts all Personal Tutors at the beginning of term one with the names, year of study and contact details of their tutees for the academic year. Where applicable, handover notes from a previous personal tutor or student support are also provided.

Occasionally, there is a delay or last-minute alterations depending on the late-resit examinations and changes in joining or returning students. All students are asked to check their e-mail daily and this is the recommended form of communication.

## Recording Contact

Each tutor will be provided with access to the UCLMS academic support record, the single personal tutor and student support portal. All contact must be recorded on UCLMS ASR, in accordance with UCLMS guidelines. This is an institutional requirement as there are statutory UK reporting requirements for some students holding *Tier four* visas.

## Meeting Topics & Record Keeping

All contact should include a review of progress, specific topics highlighted in the Personal Tutor calendar, relevant pastoral advice, course and career progression and any follow-up from previous discussions. Students should be invited to raise any achievements or concerns.

A list of possible topics for discussion are included in appendix one.

## Helping Students Reach Their Potential

Every student should have a point of contact who can provide guidance and support relating to academic, personal & professional development. Personal Tutors should help their tutees make the most of their time at UCL; developing study skills; exam preparations and; giving advice about SSC / iBSc options. Personal Tutors are well placed to encourage students to think of their own professional development though applying for prizes and awards, developing their curriculum vitae or participating in extracurricular activities.

Sometimes, Personal Tutors may need to help their tutees gain the right work-life balance. Some students need encouragement to make time for extra-curricular opportunities alongside their studies, while other tutees may need help in prioritising their studies.

## Careers Advice

Being a medical student it is not as straight forward as some students would think: Students have a number of key decisions to make along the way.

Personal Tutors can help students find the right path with accurate, up-to-date information and advice. Tutors should be prepared to offer planning tools, tips and information to help prepare for a career in medicine and the decisions for their future career pathway.

Careers events are timetabled in each year of the programme.

Dr Paul Dilworth is the lead Student Support Tutor for Careers & Foundation School  
[paul.dilworth@nhs.net](mailto:paul.dilworth@nhs.net)

UCL offers careers advice is accessed via the UCL Careers Service. There is a dedicated Medical Careers Advisors and appointments are bookable here:  
<http://www.ucl.ac.uk/careers>

## Students in Difficulty

For most of the time, the majority of medical students cope well with the demands of university life and the MBBS programme. However, there are inevitably periods when the going gets tough for some, when they get themselves into academic or personal difficulties or encounter situations that undermine their confidence and capabilities. The Personal Tutor is often the first point of contact for students, and it is important that tutees are aware of the role of the Personal Tutor and the limitations to what a tutor can do before referring a student to a more specialised source of support.

### ***Academic difficulties***

Some students fail some things: This is not unexpected.

They may ask your advice when they fail, get low scores or are ranked in a low decile. Personal Tutors should give accurate advice and support on assessment related matters; in these situations you may wish to help your tutee set some objectives for improvement and encouragement in developing an independent style of learning.

Tutors should understand the UCLMS extenuating circumstances policy and should signpost procedures to students as necessary.

Significant failure at summative examinations is identified by the Medical School. Interviews are arranged directly with each student and an academic member of staff from the student support team. Where a student does not progress to the next year of study it is normal practice for the Personal Tutor to continue to provide support until they successfully progress or leave the programme. These students usually require additional supervision and support from the student support team, especially in cases of interruption or withdrawal. In these circumstances you will be kept abreast of developments.

### ***Health & wellbeing difficulties***

Students may ask for help and advice for a range of personal problems. These can range from difficulties with accommodation and financial hardship to acute physical/mental

illness. Clinical staff are often approached for confidential medical advice (for tutees and their extended family). Many issues can be successfully managed locally and Personal Tutors are encouraged to provide sensible advice, guidance and follow-up, if needed.

Where a tutee is struggling, Personal Tutors should direct the students to specialist support or guidance. UCL and UCLMS offer an extensive range of advisers and student support services including counsellors, careers advisers, disability advisers and migration/housing/money/ welfare specialists.

Crucially, the Personal Tutor is in a unique position to signpost to all these services and can discuss how difficulties may impact on the student's studies and progression.

Where there is a serious and urgent problem please contact student support office. The student support system operates daily and there is a Divisional Tutor responsible for the welfare of students enrolled on the programme. If you have a serious concern contact you should contact [medsch.student-support@ucl.ac.uk](mailto:medsch.student-support@ucl.ac.uk) in the first instance, if necessary copying the Academic Lead for Personal Tutors, Dr Scott Rice ([scott.rice@ucl.ac.uk](mailto:scott.rice@ucl.ac.uk)) or the Divisional Tutor direct, Dr Will Coppola ([w.coppola@ucl.ac.uk](mailto:w.coppola@ucl.ac.uk)).

Action cards for serious and urgent problems are included in appendix two.

## Step-down Arrangements from Student Support

Where students have significant academic, personal or health difficulties they may be supported by the Student Support Team directly, under 'Close Supervision'. Where possible, and with permission, the students support office will copy you into contact notes.

In cases where there is a sensible, workable plan in place or where the issue has been resolved the Student Support Team may choose to 'step-down' support back to the Personal Tutor. A comprehensive plan will be provided to support this.

## Students with disabilities

UCLMS welcomes disabled students and will make reasonable adjustments to support disabled students on the medical programme. The aim is to promote and implement an inclusive learning and teaching environment, allowing students to study as independently as possible during their time at UCLMS. Personal tutors should be aware of UCLMS policy regarding students with disabilities, the role of Statements of Reasonable Adjustments (SORAs) and be prepared to discuss means of support available.

## Writing References for Students

Students often ask their Personal Tutor for a reference. This may be for part-time employment, volunteering, financial assistance, iBSc applications etc. Final year personal tutors will be asked to provide a reference for Foundation School (UKFPO) applications on behalf of UCLMS.

Personal Tutors may access results of formative and summative assessments and their tutees decile rank via UCLMS -ASR. Tutees should provide you with any further relevant information such as their CV, job description or any other application criteria.

UCL have a disclaimer that must be included on all references. Guidance and sample wording are provided in appendix three.

## Confidentiality

Personal tutoring at UCLMS aims to provide continuity and enable the tutor to provide advice based on a relatively lengthy experience and understanding of individual students. Trust and sensitive handling of information is an important aspect of this relationship.

However, Personal Tutors are reminded they represent UCL Medical School and the relationship is not that of a doctor-patient or employer-employee. It is usual for issues raised through contacts to be included in meeting notes, but this **must** be by mutual agreement (except where fitness to practise or danger to self or others is concerned).

You must not divulge student information to external parties (including parents) without explicit written consent from the student. All such enquiries should be referred to the Academic Lead for Personal Tutors.

Personal Tutors' reports may be used by UCLMS in determining issues of progression and in considering in-course performance at Examiners' meetings.

Where a tutor feels unable to deal with issues raised or has concerns about a student's health or wellbeing the student should be referred to UCLMS Student Support for additional support. All referrals should be made to [medsch.student-support@ucl.ac.uk](mailto:medsch.student-support@ucl.ac.uk)

If a tutor is unsure how to respond to a situation, they should discuss the matter with the Academic Lead for Personal Tutors.

## Training & Professional Development

UCL and UCLMS provide a rolling programme of professional development for personal tutors. This is delivered across campus and online. All new personal tutors are required to attend induction training in September and it is expected that all Personal Tutors engage in a three-year cycle of professional development, including statutory and mandatory training.

Tutors should be up to date with current UCLMS rules, regulations, policies and procedures, including the key policies and procedures relating to the academic and examination regulations, discipline, complaints and appeals.

A schedule of training opportunities for 2019/20 is available online.

All Personal Tutors are encouraged to contact Dr Scott Rice, Academic Lead for Personal Tutors, for advice or support. He holds a drop-in session weekly.

## Support for Personal Tutors

Being a Personal Tutor is hugely rewarding, especially where your encouragement and informed views support academic progress and transition to becoming a new Doctor. Tutors are in a unique position to help develop confidence, independent learning and experience from a world-class Medical School.

However, there will be times when a tutor will notice changes in their tutees as a result of difficult or serious circumstances, sometimes resulting in concerns over the student's safety, or that of others. Occasionally, tutors may encounter very challenging situations. This can be very stressful for all involved, particularly a Personal Tutor with an established relationship with the tutee.

Confidential support is available and tutors are encouraged to contact the Academic Lead for Personal Tutors for advice and support.

## Funding

UCL Medical School funds the Personal Tutor programme directly, although the issue of distribution to individuals remains contentious and the source of much excitement amongst our Trust directors of UG medical education, partner NHS Trusts and personal tutor colleagues.

### Funding for Personal Tutors

**University funding:** 0.05 FTE (full-time equivalents) of Student Load is credited to UCL divisions for each personal tutor undertaking the role, including NHS staff holding honorary UCL titles associated with a division, under SLMS' student load model. 0.05 FTE currently equates to approximately £2,300 for each personal tutor, with this figure determined in UCL's annual financial planning round. All academic staff at UCL are expected to act as personal tutors as part of their normal role and responsibilities.

**Trust funding:** 0.075 FTE of national undergraduate tariff is paid to Trusts for each personal tutor provided, including university staff holding honorary positions with Trusts, on the basis of annual returns to Health Education England by UCLMS's Tariff Officer. A fixed rate is applied to the tariff calculations to avoid fluctuation year on year. Funding received by the Trust in addition to teaching income from other MBBS activity and is distributed to service lines with each personal tutor attracting approximately £3,000 of additional income to the Trust.

### Time Commitment and Job Planning

Reflecting the expectations of the scheme and the allocation of funding for the activity, we advise that any individual acting as a personal tutor should be allocated **0.25 PAs** in their job plan in order to properly fulfil the requirements of the role.

Clinicians wishing to act as Personal Tutors should consider how this can best be incorporated into their job plan and this should be discussed and agreed with the relevant Clinical Director and Operations Manager. Income allocated to the Trust is in addition to budgeted MBBS income and thus has a net positive effect on in-year financial position. This will offset the costs of the recommended 0.25 PA provision within the job plan in the majority of cases. Examples of how the role can be incorporated into job plans include:

- Including 0.25 PAs in the job plan in addition to their existing contracted PAs (e.g. by moving from 10 to 10.25 contracted PAs).
- Incorporating the 0.25 PAs within the existing contracted PAs through dropping an alternative activity.

Details of individual funding arrangements with each division / trust are available from the Head of Division or Divisional Manager / Director of UG Medical Education or Clinical Director.

UCL medical school retains the right to withhold funding where key duties and responsibilities have not been delivered.

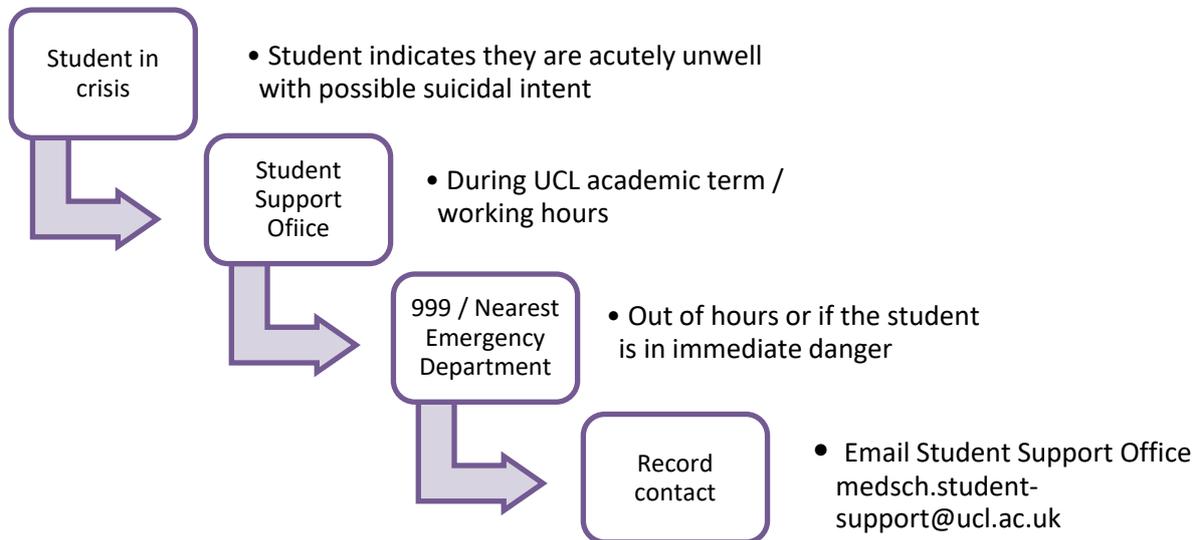
## Appendix One: Topics for discussion

[https://www.ucl.ac.uk/students/sites/students/files/download\\_your\\_guide\\_to\\_conversations\\_with\\_your\\_tutor.pdf](https://www.ucl.ac.uk/students/sites/students/files/download_your_guide_to_conversations_with_your_tutor.pdf)

## Appendix Two: Action Cards for Urgent Problems

## ACTION CARD 1: STUDENT IN CRISIS

If you are very concerned about another student's wellbeing or safety please contact the Student Support Service, providing as much information as you can.



**Where a student is in immediate danger of hurting themselves or others, you should phone 999 or take them to the Accident and Emergency department**

Think COPE:

C is for caring

Ask more and do not be afraid that talking about the issue will put ideas into the person's mind. Encourage them to go with you to a comfortable and private environment to talk things over.

O is for optimistic

Most problems can be solved with time, care and expert help no matter how hopeless they might seem. However, do not let your optimism lead you to dismiss or make light of the person's concerns.

P is for practical

Do not leave a person expressing serious self-harming intent alone, especially if the means of self-harm are at hand. Involve others, using the emergency services if necessary.

E is for expert

Perhaps most importantly, seek an Expert - if the person is in immediate danger and refuses to involve anyone else, consider calling 999 yourself or at the very least getting in touch with Student Support for advice.

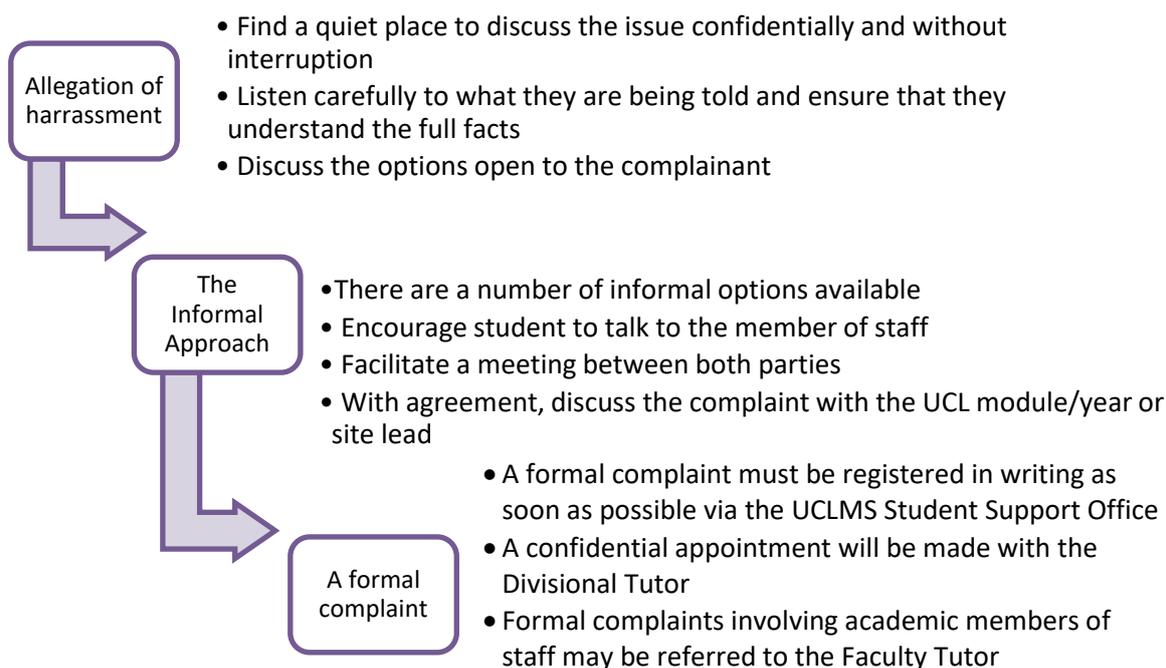
## ACTION CARD 2: BULLYING & HARRASSMENT BY A MEMBER OF STAFF

UCL has a firm commitment to equality and diversity and will not tolerate the harassment or bullying of one member of its community by another or others. All students need the confidence to complain about harassment and bullying, should they arise, in the knowledge that their concerns will be dealt with appropriately and fairly.

### How to deal with allegations of harassment:

If a student considers that they are experiencing harassment by a UCL or NHS staff member there are a number of options available. Often a student may wish to talk to someone in order to obtain another perspective on the situation. In a majority of cases a Personal Tutor are able to resolve matters informally, sometimes in partnership with module, site or year leads.

Formal action may be considered where informal action proves ineffective, or where a student feels that an informal approach is not appropriate. These cases must be referred to the UCLMS Student Support Service.



## **ACTION CARD 3:      BEREAVEMENT**

Bereavement can affect students in different ways. Personal Tutors should inform UCLMS Student Support who will contact the student and provide them with appropriate support and guidance.

- If a student needs to leave a session, clinic or placement permission will usually be granted.
- Students should complete an online leave request form as soon as possible (retrospective applications are accepted in these exceptional circumstances)
- UCL Student Support will liaise with Module or Year Leads where bereavement absence has been permitted

## **ACTION CARD 4: CONCERNS ABOUT PROFESSIONAL BEHAVIOUR(S)**

Concerns about Professionalism and Fitness to Practice should be reported to the Medical School. Examples which should be reported during the course include:

- significant unexplained absence or lateness
- repeated or unexplained absence from scheduled clinical activity or teaching
- disruptive behaviour or damage to property
- lack of probity
- patient safety issues
- unprofessional behaviour as set out by the GMC in Good Medical Practice

There are two mechanisms available to UCLMS Personal Tutors:

### 1. Informal Advice:

Personal Tutors should contact the student and invite them to an informal meeting to discuss their concerns

Informal advice may be obtained from UCLMS Student Support, the Academic Year teams or the Academic Lead for Personal Tutors.

### 2. Concerns over Professional Behaviour(s) forms (CoPBs)

CoPB are submitted online [here](#)

The Head of Student Support will liaise with the Divisional Tutor for investigation. Forms are used within the Student Support system to monitor behaviour(s) and to make appropriate interventions. This may include placing a student on Close Supervision.

## Appendix Three: References

Personal tutors are expected to provide references, where practicable, for their tutees.

UCL has specific policy guidance for members of staff (and, by default, tutors from partner organisations) for providing references. The author of a reference owes a 'duty of care' to the person about whom it is written to ensure it is true and accurate and does not give an unfair overall impression.

All references should be marked "Confidential" to the addressee and should include the following statement:

**"This reference is strictly confidential and is provided to you only in connection with [NAME] and should only be used for that purpose. The above information is given in confidence and in good faith. No responsibility however, can be accepted for any errors, omissions or inaccuracies in the information or for any loss or damage that may result from reliance being placed upon it."**

A full copy of the policy is included below.

If you feel ill equipped to comment use the phrase 'to the best of my knowledge' as a preface to statements about whether a student is for example honest, trustworthy, etc. If a Personal Tutor has any concerns about writing a reference for a current student, he/she should contact the Academic Lead for Personal Tutors or Divisional Tutor in the first instance.

A copy of any reference provided on behalf of UCL should be retained locally.

DATE

NAME  
ADDRESS

**CONFIDENTIAL**

Dear:

**NAME OF STUDENT**

I am pleased to provide an academic reference in support of [NAME] application for an elective placement at your institution. I can confirm that [NAME] is registered with UCL as a medical student and is in good standing with the Medical School.

I have known [NAME] for three years in my capacity as [his/her] personal tutor at UCL Medical School.

[NAME] is an accomplished student. [S/he] has consistently ranked within the top decile of the medical school year and obtained a 2:1 in his/her intercalated BSc (Subject) in Year 3.

[NAME] demonstrates good clinical skills and professionalism and interacts well with patients, staff and fellow students. Comments from [his/her] clinical teachers have been uniformly positive, with particular strengths in interpersonal, organisational and communication skills. [S/he] is a friendly individual who is well respected by his peers. I have no health or probity concerns.

[S/he] will benefit enormously from this experience. I have no concerns about his ability to work well in this environment and support [his/her] application without reservation.

This reference is strictly confidential and is provided to you only in connection with [NAME] and should only be used for that purpose. The above information is given in confidence and in good faith. No responsibility however, can be accepted for any errors, omissions or inaccuracies in the information or for any loss or damage that may result from reliance being placed upon it.

Yours sincerely,

TUTOR NAME  
ROLE / SITE / EMAIL ADDRESS

## Appendix Four: UKFPO Structured Reference

In the later years, Personal Tutors provide a reference for Foundation School (UKFPO) applications on behalf of the Medical School via an online form.

Any students with disciplinarys or criminal convictions or other Fitness to Practise issues are allocated to the Divisional Tutor or a Medical Student Support Tutor who are better placed to provide this information. You will be informed if this is the case for one of your tutees. Sometimes FPAS applications ask for information about a student's clinical abilities. As a Personal Tutor you are unlikely to be able to answer this sort of question. Simply make this clear on any reference.

These references are brief, online 'tick box' style forms requiring a general knowledge of ability based on knowledge of their progress, portfolio, results and personal and professional attributes. Information needed can be accessed in the Medical School's electronic Academic Student Record.

## STRUCTURED REFERENCE FORM

The individual to whom this reference refers has applied for a training placement and has given your name as a referee. We would be grateful if you could provide us with the information required below. Please note we can only accept references on this structured reference form. This professional reference should verify factual information only; we do not require you to provide a personal testimonial or an assessment of the individual. Your responses may be discussed with the applicant named above and/or his/her trainer. Your reference may also be made available to other departments within the NHS.

### Applicant details:

Applicant name:

Applicant GMC/GDC no.:  
(if applicable)

Application Ref No.:

Post applied for:

### Please confirm the applicant's academic details that are covered by this reference:

Date started:

Date finished:

Your relationship to the applicant:  Words allowed 200, words entered 2.

Was their attendance/timekeeping satisfactory?

Was the applicant subject to any disciplinary procedure, formal or otherwise, during their time with you?

The post applied for is exempt from the provision of section 4 (2) of the Rehabilitation of Offenders Act 1974 (exceptions order 1975). Under this order are you aware of any criminal convictions or cautions which may affect the applicant's suitability for the post?\*

*\*It is contrary to the Act for referees not to reveal any information they may have, concerning convictions which may otherwise be considered "spent" in relation to this application which you consider relevant to the applicant's suitability for employment*

Would you be happy to work with this individual again?

Are you able to recommend this applicant for the post they have applied for?

If you have any other comments regarding this applicant and his/her application for this

post, please give details here:  Words allowed 200, words entered 13.

## Declaration

I confirm that I know the applicant and that the information provided in this reference is a correct record.

Name:

Contact telephone number:

Contact email address:

*NB This template is reviewed annually by UKFPO and slight changes may be made*

## Appendix Five: Training & Professional Development

UCL Medical School runs an induction event for all new (and current) personal tutors. This will take place at 4:00pm – 6.00pm Wednesday 4<sup>th</sup> September 2019. There is a drinks reception afterwards.

There is an ongoing programme of training and professional development run online, at the UCLMS Bloomsbury site and in conjunction with UCL Area.

There is a Christmas Drinks Reception in December

## Frequently Asked Questions

### Do I get paid for this role?

There is no personal monetary reward for acting as a Personal Tutor but there is a monetary reward to your Division or Trust as set out above

### How does all this get recognised in my job plan or appraisal?

Being a Personal Tutor is a responsible role and attracts both student load and National Undergraduate Tariff (NUT) credit.

- UCL academics are expected to act as Personal Tutors. You should inform your line manager that you undertake this key role and ensure your workload allocation takes this role into account.
- NHS clinicians should discuss this role as part of their job plan. This activity attracts funding to back-fill programmed activities.

### How many students will I get?

Funding for the Personal Tutor role is based on an average allocation of three groups of five students. This is subject to variation as required.

### When and where do I meet with my tutees?

Most tutors meet with their students in a mixture of group sessions and one to one sessions. This should be timed around key points in the year, as outlined above. You should meet students in an appropriate environment, preferably in an office or meeting room. UCL academics can book rooms online; NHS clinicians should be able to access an appropriate venue on site as part of the institutional service level agreement. Students are expected to travel to you.

**Can I change tutees?**

Only in exceptional circumstances, for example if you leave UCL, change jobs or go on extended leave. Good personal tutoring is about relationships and it is best for tutor and tutee to have continuity. Where continuity cannot be guaranteed, you should contact the Personal Tutor team as soon as you become aware of this.

**How do I access UCLMS-ASR?**

All tutors will be provided with a username and password to access UCLMS-ASR. You should be allocated as a tutor on your students' portfolio and be able to record contact, notes and review your students' academic progress. If you have difficulty accessing ASR you should contact [medsch.personaltutors@ucl.ac.uk](mailto:medsch.personaltutors@ucl.ac.uk) in the first instance.