

# National Occupational Standards for Personal Tutoring



## About National Occupational Standards

National Occupational Standards describe what a person needs to do, know and understand in order to carry out a particular job or task in a consistent way and to a nationally recognised level of competence. They cover the activities a person might undertake in the course of their occupation and consider all the circumstances or contexts that a person is likely to encounter.

NOS can usually be applied across a wide range of roles, settings, levels of responsibility and contexts. Typically they describe current best practice associated with a role, and benchmark achievable levels of attainment for individuals carrying out a role, or part of a role.

## Who are the NOS for Personal Tutoring aimed at?

The National Occupational Standards (or 'NOS') for Personal Tutoring apply to a wide range of organisations and individuals who work to support learner retention and achievement in the learning and skills sector.

The main audience for the NOS is individuals who deliver personal tutoring as either the main part of; **or** as the secondary part of their role.

This includes:

- Those working in, or towards, a personal tutoring role in any of the 4 nations of the UK;
- Those who work to support learner retention and achievement in the learning and skills sector and who use personal tutoring skills and knowledge but whose primary function may not be that of personal tutor.

You should find these NOS useful and relevant to your work if you carry out any of the following job roles (this list is illustrative only and is not intended to be exhaustive):

Personal Tutor<sup>1</sup>  
Director/Manager of Learner Support  
Student Services Coordinator/Manager  
Tutorial Manager

Director of Student Progression  
Lead Tutor  
Head of Student Support  
Manager College Careers  
Student Counselling Service

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<sup>1</sup> The term 'Personal Tutor' is not widely recognised in Scotland

The National Occupational Standards for Personal Tutoring consist of 11 units which can be used independently. The unit titles are:

**LSIPT01**

Manage self, work relationships and work demands

**LSIPT02**

Develop own practice in personal tutoring

**LSIPT03**

Create a safe, supportive and positive learning environment

**LSIPT04**

Explore and identify learners' needs and address barriers to learning

**LSIPT05**

Enable learners to set learning targets and evaluate their progress and achievement

**LSIPT06**

Encourage the development of learner autonomy

**LSIPT07**

Enable learners to develop personal and social skills and cultural awareness

**LSIPT08**

Enable learners to enhance learning and employability skills

**LSIPT09**

Support learners' transition and progression

**LSIPT10**

Provide learner access to specialist support services

**LSIPT11**

Contribute to improving the quality and impact of personal tutoring and its reputation within own organisation

## LSIPT01

### Manage self, work relationships and work demands

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#### Overview

This standard is about the personal tutor managing themselves, their work relationships and work demands. It requires the personal tutor to constantly reflect on the effectiveness of their practice, be able to manage themselves in different work settings and minimise conflicting demands. Personal tutors also need to ensure their own wellbeing, understand the importance of and know how to develop professional and inclusive working relationships.

#### Performance criteria

*You must be able to:*

- P1 work within the boundaries and limitations of the personal tutoring role
- P2 work in accordance with ethical principles, standard and practice
- P3 manage self in a variety of work contexts and settings
- P4 identify and manage conflicting demands to maintain own personal well-being
- P5 build and develop professional and inclusive working relationships
- P6 inform relevant individuals of, and use systems to report and address, factors that impact negatively on own practice
- P7 evaluate the effectiveness of own role within own work context

## LSIPT01

### Manage self, work relationships and work demands

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#### Knowledge and understanding

*You need to know and understand:*

- K1 relevant ethical principles, standards and codes of professional practice of own organisation and relevant professional organisations and the importance of adhering to them
- K2 legal and organisational requirements relating to the organisation, storage, retrieval and interpretation of information
- K3 the boundaries and limitations of the personal tutoring role
- K4 how to manage self in a variety of work contexts and settings
- K5 strategies for developing professional and inclusive working relationships
- K6 how to identify and manage conflicting issues
- K7 the importance of not imposing own ideas and values on others
- K8 how to ensure own personal skills in Literacy, Numeracy and ICT are appropriate for the effective support of learners

## LSIPT02

### Develop own practice in personal tutoring

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#### Overview

This standard is about personal tutors developing their own practice in order to deliver effective personal tutoring to learners. It places an emphasis on the skills, knowledge and reflection that those involved in personal tutoring bring to their practice and personal development.

It requires the personal tutor to reflect on current practice, identify own learning and development needs and take part in continuing professional development.

#### Performance criteria

*You must be able to:*

- P1 identify trends and developments relevant to own skills, knowledge and practice
- P2 identify, access and record developments needed to carry out own work effectively
- P3 share knowledge, skills and improvements to practice with colleagues within and outside the organisation
- P4 identify and critically reflect on how own values, beliefs and attitudes influence own practice
- P5 assess the extent to which own practice is inclusive and promotes equality and diversity
- P6 apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired skills
- P7 keep relevant knowledge, skills and practice up to date by continually using and recording the use of a range of resources
- P8 seek and use feedback to continually reflect on own practice, skills and knowledge against expected levels of performance

## LSIPT02

### Develop own practice in personal tutoring

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#### Knowledge and understanding

*You need to know and understand:*

- K1 the ways in which own values, beliefs and attitudes can affect own work practice as well as own learning and development
- K2 methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity
- K3 personal goals, and where relevant, team and organisational goals
- K4 ways to continuously reflect on and evaluate own efficiency and effectiveness
- K5 how to self-assess, monitor and take appropriate action to preserve own health, safety and wellbeing
- K6 why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done
- K7 sources and methods of relevant continuous and professional development to facilitate learning including those relating to technological developments
- K8 the importance of sharing good practice with others to encourage and engage in continuing professional development
- K9 why it is important to evaluate the effectiveness of learning resources used for own learning and development, and who to share this information with

## LSIPT03

### Create a safe, supportive and positive learning environment

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#### Overview

This standard is about creating a safe, supportive and positive learning environment for the learner. It is about facilitating learners through the learning process.

It requires the personal tutor to communicate effectively with learners, colleagues and partners, building and maintaining an appropriate level of rapport.

#### Performance criteria

*You must be able to:*

- P1 provide tutorial support in an environment where learners feel safe, secure, confident and valued
- P2 engage with learners to build partnerships of trust and support to encourage and motivate learning
- P3 promote a learner centred approach when working with learners, colleagues and partners to recognise and overcome barriers
- P4 promote and maintain appropriate behaviours, communication and respect for others
- P5 promote a culture that safeguards all learners
- P6 proactively promote equality of opportunity, diversity and inclusion when working with learners, colleagues and partners
- P7 comply with organisational and legal requirements when supporting others
- P8 work alongside learners to empower them to take ownership of their learning



## LSIPT03

### Create a safe, supportive and positive learning environment

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#### Knowledge and understanding

*You need to know and understand:*

- K1 the legislative framework, codes of practice and organisational procedures governing the safeguarding of learners and in particular young and vulnerable learners
- K2 the contribution a learning environment can make to learners' success and achievement
- K3 how to encourage appropriate behaviour and mutual respect from learners
- K4 the importance of using appropriate language and dialogue accessible to each learner to develop rapport and promote equality, diversity and inclusion
- K5 possible barriers to communication, their causes and ways to overcome them appropriate to individual learners, recognising gender, age, ethnicity, race, culture and disability
- K6 the ways in which own values, beliefs and attitudes can influence learners how to work in partnership with colleagues to ensure all learners are given the opportunity to be engaged and involved
- K7 how to work with others in the organisation to ensure the health, safety and welfare of all learners
- K8 the importance of taking into account, and being seen to take into account, the responsibilities of learners as defined by national requirements and organisational policies

## LSIPT04

# Explore and identify learners' needs and address barriers to learning

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### Overview

This standard involves working with learners and others to identify and respond to possible issues and concerns.

It is about knowing how to identify those who may encounter barriers to learning, providing support to promote learners' wellbeing.

It requires the personal tutor to have knowledge of each learner enabling them to identify and support learners at risk.

### Performance criteria

*You must be able to:*

- P1 identify learner aspirations and learner needs
- P2 identify vulnerable learners within the tutoring group
- P3 communicate regularly with each learner in order to identify at-risk indicators
- P4 facilitate early intervention and appropriate referral to minimise the impact of barriers to learning
- P5 monitor and evaluate the impact of attendance, punctuality and behaviour on individuals' learning
- P6 maintain accurate records of the learner's attendance, assessment, action planning, learning support and at risk indicators
- P7 explore and agree actions to address issues affecting learning such as low motivation, poor attendance or poor performance
- P8 assist the learner to identify and access appropriate support where their personal life negatively impacts on their learning
- P9 agree an exit strategy and end goals to signal when tutor support should come to an end

## LSIPT04

### Explore and identify learners' needs and address barriers to learning

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#### Knowledge and understanding

*You need to know and understand:*

- K1 legislative and organisational requirements governing data protection, confidentiality and copyright and how to seek advice on the requirements
- K2 the importance of acting sensitively within boundaries and maintaining confidentiality appropriately when dealing with the rights of the learner
- K3 how to work with learners and use suitable technology to determine needs and aspirations which are realistic and achievable
- K4 how individuals' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
- K5 relevant starting points for learners and the importance of learner objectives when considering engagement and involvement
- K6 the importance of regular communication with each learner to facilitate early intervention
- K7 potential risk-indicators or early warning triggers of learners at risk of leaving learning
- K8 actions that can be taken to involve and improve learners' performance
- K9 sources of and how to access appropriate personal support
- K10 the importance of recognising and agreeing with learners when personal support will come to an end

## LSIPT05

# Enable learners to set learning targets and evaluate their progress and achievement

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### Overview

This standard is about enabling learners to set targets and evaluate their progress and achievement. In many cases this will involve helping learners to develop an Individual Learning Plan. The standard focuses on the central aspects of the role: of meeting learners' needs by supporting them in planning for development and improvement, setting targets and measuring progress. In so doing it will involve celebrating with learners their progress and achievement.

It requires personal tutors to communicate effectively with learners to review, adapt and improve their plans through questioning and feedback.

### Performance criteria

*You must be able to:*

- P1 use reliable and valid methods to identify learners' capabilities
- P2 ensure learners understand the purpose, requirements and processes to identify their needs and aspirations
- P3 provide learners with constructive feedback on their expectations and possible learning and development opportunities
- P4 explore and agree learners' objectives, challenging their targets and goals to encourage the raising of aspiration
- P5 assist learners to develop an individual plan of learning, containing negotiated targets and methods to measure achievement
- P6 assist learners to review their progress and help them adapt their plans as necessary to further their learning and achievement
- P7 provide feedback to learners in ways that motivate and encourage independent and collaborative learning and inform future learning objectives
- P8 promote learning through questioning and constructive feedback and encourage learners to reflect on and make decisions about their own learning

## LSIPT05

### Enable learners to set learning targets and evaluate their progress and achievement

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#### Knowledge and understanding

*You need to know and understand:*

- K1 the purpose of an individual learning plan and the importance of developing ways of exploring learning experiences
- K2 how to support learners to create personal learning targets and success criteria
- K3 key factors to consider when setting and agreeing goals with individual learners
- K4 the importance of reviewing learner progress and, where necessary, the need for learners to adapt plans for learning and progression
- K5 ways to motivate and encourage learners to take personal responsibility for assessment of own learning
- K6 how assessment outcomes can inform the evaluation of learning
- K7 how to ensure that assessment is used effectively in setting further learning objectives
- K8 the role of feedback and questioning in assessment of learning

## LSIPT06

### Encourage the development of learner autonomy

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#### Overview

This standard is about encouraging learner autonomy and reflecting on personal growth through the learning process by, providing learners with constructive feedback and encouraging them to reflect on and improve their own learning.

It emphasises the role of personal tutors in enabling learners to gain self-determination and to move towards independence in their learning. It requires the personal tutor to use a range of methods to enable learners to acquire or improve skills and knowledge and practise their application in context.

#### Performance criteria

- P1 encourage learners to value the opportunities that learning can create
- P2 assist learners to reflect on their practice, action and experience
- P3 enable learners to engage with, and contribute to, their own learning
- P4 encourage learners to recognise and exercise rights and associated responsibilities
- P5 use interventions and learning and development approaches that help individuals develop their self-awareness and decision making skills
- P6 support learners in identifying and developing ways of learning
- P7 provide support that builds on learners' experience, learning preferences and levels of independence and encourages learners to work independently

## Knowledge and understanding

*You need to know and understand:*

- K1 how to encourage learners to recognise and exercise rights and responsibilities
- K2 how learning can empower the learner and transform lives
- K3 the range of techniques that can be used to encourage learners to contribute to their own learning and reflect on their own practice
- K4 different strategies to enable learners to engage with learning
- K5 why it is important that learners take responsibility for their own learning and different methods of helping them to do so
- K6 ways to encourage learners to express views and opinions positively to others
- K7 how and when to provide advice and support impartially, without imposing own values and views
- K8 preferred ways of learning and how these may affect choices about possible learning and development opportunities
- K9 different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
- K10 how to support different types of learners in applying new or enhanced learning in context
- K11 different methods of providing the learner with constructive and motivational feedback and how to use these methods effectively

## LSIPT07

### Enable learners to develop personal and social skills and cultural awareness

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#### Overview

This standard is about promoting and enabling learners to develop their personal and social skills and cultural awareness when involved in social, community, voluntary and other activities. It requires the personal tutor to understand individual learners' needs and to promote and facilitate activities which broaden learning and self-development.

It also requires personal tutors to use a range of methods to enable learners to acquire and improve social skills and knowledge and therefore develop their skills and confidence to represent the views and interests of themselves and others.

#### Performance criteria

*You must be able to:*

- P1 promote wider learning opportunities that meet the needs of learners
- P2 encourage learners to create opportunities to engage in social, community, voluntary and other cultural activities that meet their needs
- P3 use a range of methods and resources to help learners acquire and develop the personal and social skills and knowledge they need
- P4 encourage learners to build on self-development opportunities
- P5 encourage learners to understand the reasons for own views and those of others



## LSIPT07

### Enable learners to develop personal and social skills and cultural awareness

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#### Knowledge and understanding

*You need to know and understand:*

- K1 how to engage other learners, colleagues and stakeholders in partnerships, in order to help generate enrichment opportunities
- K2 how to ensure all learners have access to appropriate enrichment opportunities that enhance their overall learning experience
- K3 how to encourage learners to become an active member of the community
- K4 the range of resources, including support from others, that is available to support individual learning
- K5 how technology can enhance resources and methods for individual learning and development
- K6 how to help learners recognise increasing confidence and own self-development
- K7 how to support learners in planning the next stage of self-development

## LSIPT08

### Enable learners to enhance learning and employability skills

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#### Overview

This standard is about enabling learners to enhance their learning and employability skills. The personal tutor needs to know how to use a range of methods to support individual learners to develop or enhance their learning, study and transferrable skills such as time management, punctuality and presentation skills in order to improve their employability prospects in their career development.

It also requires the personal tutor to know how to develop individuals' self-awareness and enable them to identify and reflect on their own strengths, aptitudes and transferable skills.

#### Performance criteria

*You must be able to:*

- P1 facilitate learners' development of study skills, including research skills, revision techniques, assessment techniques and critical thinking skills
- P2 facilitate learners' development of time management and organisational skills, punctuality, motivation and commitment
- P3 encourage learners to present ideas and arguments to others to encourage debate and exploration
- P4 encourage the practice of decision-making to enable the learner to make reasoned career or life choices
- P5 help learners to develop or enhance their skills in applications for training or future employment
- P6 increase individuals' awareness of their strengths, aptitudes and transferable skills
- P7 challenge individuals' targets and goals to encourage the raising of aspiration

## Knowledge and understanding

*You need to know and understand:*

- K1 the importance of and how to develop programmes to help learners with learning skills, including revision skills, critical thinking skills and preparation for assessments
- K2 the importance of and how to develop programmes to help learners with transferable skills, including organisation, coping with workload and stress, punctuality, motivation and commitment
- K3 the importance of presenting information to different audiences to encourage debate and decision-making
- K4 how to respond appropriately to learner feedback and recommendations, without raising expectations unrealistically
- K5 how being an involved learner can increase confidence and facilitate self-development
- K6 how individuals' socio-economic, cultural and personal background, work history and educational achievement can affect their self-awareness, decision making, motivation, confidence and commitment to learning
- K7 how to demonstrate to learners the importance of transferrable skills to both academic and non-academic positions and how they are applied in different circumstances
- K8 the importance of challenging learners to raise their aspirations
- K9 approaches to formative and summative assessment that support accessibility, fairness and consistency
- K10 the practical application of different forms of formative and summative assessment
- K11 key principles of different teaching and learning techniques

## LSIPT09

### Support learners' transition and progression

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#### Overview

This standard is about supporting learners' transition and progression. Personal tutors work with individuals to develop realistic and suitable goals, objectives, progression and career development options based on their skills, career, learning and support needs. Goals need to be related to self-awareness, transition and change management, action-planning, identifying and accessing information.

It requires the personal tutor to have a working knowledge of sourcing and evaluating information to meet learners' needs and supporting them in accessing and using the information. It also requires personal tutors to collaborate with colleagues to support learners' transition.

#### Performance criteria

*You must be able to:*

- P1 liaise with colleagues and partners to ensure supported transition for learners
- P2 ensure all learners are supported on entry to the learning organisation
- P3 work with learners to identify, where appropriate, goals relating to their career development and suitable and realistic progression options
- P4 where appropriate, enable individuals to use and apply information for career development and to access impartial careers advice and guidance
- P5 support learners to prepare for and access progression opportunities

## Knowledge and understanding

*You need to know and understand:*

- K1 why it is important to liaise with colleagues and other stakeholders to support learners' transitions
- K2 the importance of clear information and instructions, where appropriate, on learners' entry to the organisation, and the entry process
- K3 the importance of recognising learners' needs when helping them access information
- K4 tools and aids to support individuals searching for information and how to use them
- K5 progression opportunities and routes for learners
- K6 how to ask learners to develop and share an action plan that includes short-term and long-term goals as well as the timeframe for reaching those goals
- K7 how to make sure individual learners action plans are feasible, clear and include unambiguous expectations

## LSIPT10

### Provide learner access to specialist support services

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#### Overview

This standard is about providing access for learners to specialist support, some of which will be internal departments or external organisations. It details the knowledge and understanding a personal tutor needs in order to make appropriate referrals of learners to others and other organisations, where appropriate, and how to ensure that referrals best meet the learner's needs.

In addition, it requires personal tutors to be able to share information about learners in line with legislation, and respect learners' confidentiality.

#### Performance criteria

*You must be able to:*

- P1 liaise with colleagues and external agencies for and on behalf of learners in relation to attendance, submission of work or other disciplinary matters
- P2 respect learners' rights to privacy, confidentiality and self-disclosure within legal and organisational requirements, and where appropriate explore disclosure with others
- P3 communicate relevant information about learners to others with a legitimate interest
- P4 support the learner in understanding the information, advice and guidance accessed
- P5 make referrals to individuals who best meet learner needs and for which they are eligible
- P6 ensure action taken is in the interests of a safeguarding requirement for the learner
- P7 where appropriate, provide advocacy on behalf of learners

## LSIPT10

### Provide learner access to specialist support services

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#### Knowledge and understanding

*You need to know and understand:*

- K1 legislative and organisational requirements governing data protection, confidentiality and copyright and how to seek advice on the requirements
- K2 the need for confidentiality, respect and trust in communicating with others about learners
- K3 ways to approach the learner about support needs, respecting individual values, rights and privacy
- K4 the range of support currently available for learners internally and externally and how to access this support
- K5 how to signpost learners to resources and services that support learning
- K6 circumstances under which referrals might be appropriate
- K7 the importance of gaining learner agreement to referral
- K8 the range of skills, techniques and strategies used in liaising with colleagues
- K9 attendance and work submission policies and the disciplinary procedure of own organisation
- K10 how to recognise when to pass on sensitive and confidential information when there is a safeguarding requirement
- K11 the remits of key national, regional and local organisations within the public, private and voluntary sectors to which it may be appropriate to refer learners
- K12 eligibility criteria and decision-making processes of the individuals and organisations to whom learners are being referred

## LSIPT11

### Contribute to improving the quality and impact of personal tutoring and its reputation within own organisation

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#### Overview

This standard is about the personal tutor contributing to improving the quality and impact of tutoring in their own organisation. It places an emphasis on the organisation's quality cycle as well as the role and responsibilities of the personal tutor in providing a high quality learner experience.

It requires personal tutors to recognise that learners have a role to play in contributing to quality assurance and quality improvement in the organisation, and the importance of obtaining and acting on learner feedback.

#### Performance criteria

*You must be able to:*

- P1 encourage learners to provide feedback on learning and the learning process and to contribute to quality improvement
- P2 contribute to evaluating and improving relevant tools and resources in providing tutorial provision
- P3 encourage stakeholders to evaluate the quality and impact of and the personal tutoring service
- P4 contribute to evaluating the impact of personal tutoring on the organisation
- P5 maintain accurate learner records
- P6 use relevant data to contribute to improving the quality of provision
- P7 promote the value and benefits of tutoring within the organisation



## LSIPT11

### Contribute to improving the quality and impact of personal tutoring and its reputation within own organisation

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#### Knowledge and understanding

*You need to know and understand:*

- K1 the organisation's quality cycle, own role in the quality cycle, and use of feedback to develop own practice in line with quality systems
- K2 quality and standards in personal tutoring delivery and the processes and activities which deliver excellence
- K3 how to recognise quality and excellence in personal tutoring delivery and the indicators that can be used to measure it
- K4 the role and functions of individuals and teams in improving quality and raising standards
- K5 key structures and partners involved in quality improvement and their roles and responsibilities
- K6 the fundamental value of involving the learner in all aspects of the organisation's development and implementation including quality improvement
- K7 the importance of the learner role in assessing learning and support and proposing improvements in the quality cycle
- K8 how to encourage senior managers, colleagues and partners to recognise the importance of learner involvement in quality improvement
- K9 principles and practices of personalised approaches to learning and learning support
- K10 use of resources in the context of tutorial provision, including the use of new and emerging technologies