Level 3 Certificate in Personal Tutoring
Candidate Resource

The complete candidate guide to studying and recording outcomes for the Level 3 Certificate in Personal Tutoring

Produced by the Further Education Tutorial Network
www.fetn.org.uk

Ascentis endorses the Further Education Tutorial Networks’ (FETN) learning resource to support the preparation of learners for assessment of the Ascentis Level 3 Certificate in Personal Tutoring qualification (601/3715/0).
Candidate Details

Name: ........................................................................................................

Portfolio Number: ....................................................................................

Organisation: ............................................................................................

Tutor/Mentor: ............................................................................................

Start Date: ................................................................................................

Completion Date: .......................................................................................
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Introduction

The Qualification

The Ascentis Level 3 Certificate in Personal Tutoring provides training and accredited professional development opportunities for those in, or intending to be in, the personal tutoring role within an FE college, Community Learning and Skills Centre or Independent Learning Provider. The qualification is appropriate for Personal Tutors, Learning Coaches, Progress Coaches and Learning Mentors.

The qualification provides an introduction to the personal tutoring role and explores the tasks and responsibilities associated with it. Key themes explored include:

- Planning, preparing and facilitating individual learner reviews
- Planning, monitoring and evaluating learners’ progress and achievement
- Facilitating learners’ personal, social and employability skills and development
- Identifying and addressing a range of learner support needs
- Preparing learners for progression into work or further study.

The Personal Development Portfolio

This personal development portfolio is designed to enable you to study at your own pace and gather evidence of your learning and skills from your own tutoring practice.

This is your portfolio so feel free to highlight text and write notes in the margins. You may have questions you want to ask or thoughts that need recording, so use this as a working document which you can refer to in the future.

Within each section you will find essential course content, self-assessment exercises and the formal end of unit assessment. You are encouraged to reflect on aspects of your own practice during the course and note your reflections in the learning diary section of your portfolio. Capturing your thoughts in this way will help you to complete the unit assessments and improve your practice.

As you work through the self-assessment activities you will be required, at times, to provide examples of documentation or reflect on student case studies drawn from your practice. Where this occurs, please remember to protect your learners’ anonymity.

If you are completing this as a distance learning package, you do not necessarily need to work through each of the units in turn. You can familiarise yourself with the content for each unit and collate evidence as it emerges in your daily work.
Unit 1: Understanding the personal tutoring role, responsibilities and relationship

The purpose of this unit is to enable you to understand the role and responsibilities of the personal tutoring role and the relationship between other professionals in education, training and support. It includes the boundaries and ethical principles that underpin the personal tutoring role and the development of a positive tutoring relationship.

In order to achieve this unit you must demonstrate that you:
1. Understand the responsibilities and boundaries of the personal tutoring role
2. Understand the ethical principles that underpin the personal tutoring role
3. Understand ways to develop professional and inclusive working relationships

Outcome 1: The Responsibilities and Boundaries of the Personal Tutoring Role.

The Assessment Criteria for this learning outcome are that you can:
1.1 Describe the role, responsibilities and boundaries of the tutoring role
1.2 Explain why it is important for learners and tutors to understand the boundaries of the tutoring role
1.3 Explain the importance of administration and types of record keeping required as part of the tutoring role

This section will cover each of the assessment criteria in turn by providing essential information, brief activities and additional reading that will help you to develop your understanding and to complete the final unit assessment.

1.1 The Role, Responsibilities and Boundaries of the Tutoring Role

The personal tutoring role provides an opportunity for one-to-one time with learners, either face to face or remotely. The purpose of this is to create a sense of value and wellbeing for the learner as an individual and as a member of the learning community, regardless of the type of learning environment. These one-to-one learning conversations can be referred to in a number of ways. Depending on the organisation you work for they could be called personal tutorial, progress review, one-to-one review to name but a few.

Personal tutoring enables learners to explore their aspirations, plan their individual learning experience, reflect on their progress, identify barriers to learning and explore potential areas for support. It has been found that effective tutoring contributes to improved retention, achievement and successful progression. It has also been
recognised that poor tutoring can be detrimental to learners’ potential to succeed and, in some cases, to their confidence, self esteem and overall self worth.

The value of effective personal tutoring is recognised through the National Occupational Standards for Personal Tutoring. These standards collectively describe the personal tutoring role and set out both the performance criteria and requisite knowledge that are essential to the role. The standards also contribute to raising the profile of the personal tutoring role, enabling organisations to recruit and train tutors appropriately and improve the quality of tutorial provision.

**Activity 1.1:** Download the National Occupational Standards for Personal Tutoring from the FETN website free resources section [www.fetn.org.uk](http://www.fetn.org.uk) and list the 11 unit titles.

1. 
2. 
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4. 
5. 
6. 
7. 
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9. 
10. 
11.

The FE and Skills Sector is large and diverse and consists of Further Education Colleges, Sixth Form Colleges, Community Learning and Skills, Work-based Learning Organisations and Independent Training Providers. Each individual organisation will have evolved independently as will the nature of the roles and responsibilities within it. The role of the personal tutor is no exception and you will find an array of job titles that refer, in essence, to the tutoring role, such as:

- Learning coach/mentor
- Progress tutor/mentor
- Achievement tutor/mentor
- Pastoral support tutor
The range of responsibilities a personal tutor holds will vary across the sector, depending on the context of the role. For example, in a further education college a personal tutor is most likely to be a learner’s first point of contact for both academic and welfare issues. However, in work based learning where learners are in employment, these responsibilities may be shared between the employer and the training organisation. It is important therefore to understand the context of your tutoring role to ensure you fulfil your tutoring responsibilities.

**Activity 1.2:**

a) Write your job title here:

b) Record 5 key responsibilities from your job description

1.

2.

3.

4.

5.

Regardless of your job title, the personal tutoring role involves key tasks and responsibilities common across the FE and Skills Sector, which are to:

- Provide support and motivation
- Monitor and improve/enhance learner performance and outcomes
- Identify and reduce barriers to learning
- Develop transferable skills for life
- Develop learning and employability skills
- Develop reflective and independent learners
- Plan and prepare for progression

In order to fulfil these objectives a range of topics may be discussed during individual tutorials. The extent to which any one of these aspects is discussed will be dependent on each learner’s needs, the level of progress they are making, how well they are achieving and where they are along the learner journey. Here are some of the key elements you would cover:

- Induction process and outcomes
- Aims, aspirations and where appropriate predicted grades
- Career aspirations, guidance and progression
- Attendance, punctuality and behaviour
- Personal, social and welfare needs
- Additional learning and support needs
- Coursework submission and achievement
- Functional skills assessment and achievement
- Exam registration, preparation and practice
- Enrichment activities chosen and undertaken
- Work experience and placements

These themes will occur during one-to-one reviews to a greater or lesser extent during each stage of the learner's journey.

**Activity 1.3:** Identify at least 2 themes you are most likely to discuss at each stage of the learner journey (2 themes in each box below). For example it is highly likely that the learner would be encouraged to discuss their career aspirations during recruitment.

<table>
<thead>
<tr>
<th>Learner Journey</th>
<th>one-to-one review Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Entry</td>
<td>Recruitment</td>
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<td></td>
<td></td>
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<tr>
<td>Entry Stage</td>
<td>Induction</td>
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<td></td>
<td>Initial Assessment</td>
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<td></td>
<td>Preparation for learning</td>
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<td>On Programme</td>
<td>Reviewing Progress</td>
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<td></td>
<td>Supporting Learning</td>
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<td></td>
<td>Assessing Achievement</td>
</tr>
<tr>
<td>Pre-exit</td>
<td>Preparing for Progression</td>
</tr>
<tr>
<td>Exit</td>
<td>Progression</td>
</tr>
</tbody>
</table>
## Level 3 Certificate in Personal Tutoring

### Unit 1: Understanding the personal tutoring role, responsibilities and relationship

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
<th>Type of Evidence (e.g. ILP form, Observation form, formal assessment)</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand the responsibilities and boundaries of the personal tutoring role</td>
<td>1.1: Describe the role, responsibilities and boundaries of the tutoring role</td>
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<td></td>
<td>1.2: Explain why it is important for learners and tutors to understand the boundaries of the tutoring role</td>
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<td></td>
<td>1.3: Explain the importance of administration and types of record keeping required as part of the tutoring role</td>
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<tr>
<td>2. Be able to demonstrate ethical tutoring skills and practice</td>
<td>2.1: Describe the ethical principles that underpin the personal tutoring role</td>
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<td></td>
<td>2.2: Explain ways to demonstrate equality of opportunity, diversity and inclusion when working with individuals</td>
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<td></td>
<td>2.3: Explain how own values, beliefs and attitudes can impact on the tutoring relationship</td>
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<tr>
<td>3. Be able to develop positive working relationships with learners and colleagues</td>
<td>3.1: Identify the skills required to develop and maintain a positive tutoring relationship</td>
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<tr>
<td></td>
<td>3.2: Explain how to create an environment where learners feel safe, secure, confident and valued</td>
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<td></td>
<td>3.3: Explain ways of promoting a learner centred approach when working with learners, colleagues and partners</td>
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</table>