National Occupational Standards for Personal Tutoring

National Occupational Standards for Personal Tutoring

The National Occupational Standards for Personal Tutoring are approved by the Further Education, Higher Education and Work Based Learning sectors across the four nations of the UK. They are designed to bring greater clarity to the tutoring role and bring it in line with other professional occupations such as mentoring, coaching and counselling in so much as these professional communities work to given standards and competences and are acknowledged as requiring specific skills and expertise.

The National Occupational Standards describe what a person needs to do, know and understand in order to carry out the role of a Personal Tutor 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 day to day practice, and consider all the circumstances or contexts that a person is likely to encounter.

The standards can be used as a benchmark for individuals to self-assess their tutoring practice and identify areas for improvement. They can also be used as a tool to review policy and procedures for recruiting, training and supporting personal tutors in order to improve the quality of provision and enhance learners' experience and outcomes.

Who are the NOS for Personal Tutoring aimed at?

The National Occupational Standards for Personal Tutoring apply to a wide range of organisations and individuals who work to support learner achievement and development in the UK Further Education and Training sector.

The National Occupational Standards for Personal Tutoring are pertinent to individuals who deliver personal tutoring as either the main part of; *or* as the secondary part of their role.

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[1]	Director of Student Progression
Director/Manager of Learner Support	Senior/Lead Tutor
Student Services Coordinator/Manager	Head of Student Support
Tutorial Manager	Manager College Careers
Teaching & Learning Manager	Student Counselling Service

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[1] The role of 'Personal Tutor' may also be referred to as Progress Coach, Learning Mentor,

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

Overview

This standard is about the personal tutor managing themself, their work relationships and work demands. It requires the personal tutor to constantly reflect on the effectiveness of their practice, be able to manage themself 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

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

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

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

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

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

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

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

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

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

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

LSIPT06
Encourage the development of learner autonomy

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

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

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

LSIPT08
Enable learners to enhance learning and employability skills

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

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

LSIPT09
Support learners' transition and progression

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

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

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

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

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