

# Preparing for the personal tutoring role

VRQ

Learner name:

UET16

Learner number:

T/505/1093





# VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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# Preparing for the personal tutoring role

## UET16

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The aim of this unit is to prepare you for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Level

4

Credit value

3

GLH

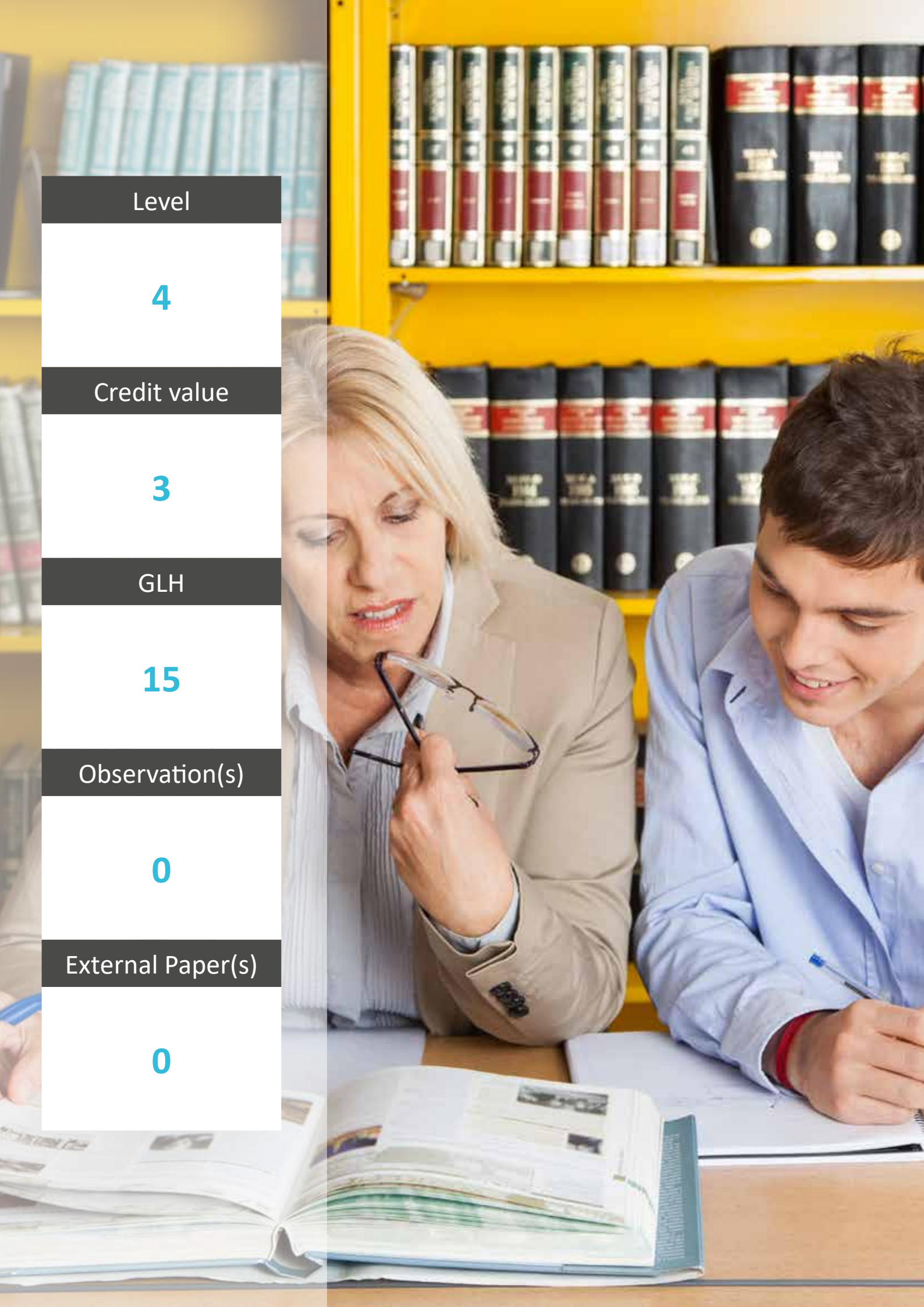
15

Observation(s)

0

External Paper(s)

0



## Learning outcomes

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**On completion of this unit you will:**

1. Understand own role and responsibilities in relation to the personal tutoring role
2. Understand factors affecting learners' approaches to learning
3. Understand the use of personal tutoring in a specific context
4. Understand how personal learning targets are created and monitored

## Evidence requirements

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1. **Achieving assessment criteria**  
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
3. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
4. **External paper**  
There is no external paper requirement for this unit.



# Developing knowledge



## Achieving knowledge outcomes

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You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

\*This is not an exhaustive list.

## Learning outcome 1

Understand own role and responsibilities in relation to the personal tutoring role

You can:	Portfolio reference
a. Analyse the skills and qualities required for a personal tutoring role	
b. Explain how own values, behaviours and attitudes can impact on the personal tutoring role	
c. Explain the boundaries and limitations of a personal tutoring role	
d. Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role	
e. Analyse the importance of communication in a personal tutoring role	

## Learning outcome 2

Understand factors affecting learners' approaches to learning

You can:	Portfolio reference
a. Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning	
b. Explain why it is important that learners take responsibility for their own learning	
c. Explain why it is important that personal tutoring programmes support the development of learning and transferable skills	
d. Analyse strategies to enable learners to engage with learning	
e. Explain factors which identify learners at risk of disengaging from learning	



## Learning outcome 3

Understand the use of personal tutoring in a specific context

You can:	Portfolio reference
a. Describe the range of support available for learners within a specific context	
b. Explain legal and organisational requirements relating to: <ul style="list-style-type: none"><li>• data protection</li><li>• copyright</li><li>• privacy</li><li>• confidentiality</li><li>• safeguarding and disclosure</li></ul>	
c. Explain how to work with others in a specific context to support learners	
d. Explain how to work with external stakeholders and partners to support learners	

## Learning outcome 4

Understand how personal learning targets are created and monitored

You can:	Portfolio reference
a. Explain the purpose of an individual learning plan	
b. Analyse approaches to support learners to create personal learning targets	
c. Explain the importance of reviewing learner progress and targets	

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Learning outcome 1: Understand own role and responsibilities in relation to the personal tutoring role

### Skills and qualities required for a personal tutoring role:

Subject knowledge, welcoming, friendly and approachable, patient, respectful, empathetic, caring, considerate, compassionate, diplomatic and non-judgemental.

### Impact of values, behaviours, and attitudes:

Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations and boundaries, demonstrating and promoting equality and diversity.

### Boundaries and limitations:

Internal roles/job descriptions, institutional/social/personal barriers, learner support, learning support, referral agencies and signposting, information, advice, guidance (IAG).

### Acting according to ethical and professional codes and standards:

Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations and boundaries, demonstrating and promoting equality and diversity.

### Communication in a personal tutoring role:

Support, empowerment, progress, achievement, learning conversations and transformative techniques, learner-centred, build trust and respect, promote full understanding and draw out solutions, ideas and goals.

## Learning outcome 2: Understand factors affecting learners' approaches to learning

### Affect of socio-economic, cultural, and personal background, work history, and educational achievement:

Institutional, social, cultural and personal barriers to accessing information (e.g. non-inclusive language, English as a second language, lack of confidence, specific learning difficulties and disabilities, point of access/ hours of access for external agencies, low levels of literacy/numeracy, financial issues etc.).

### Importance of learners taking responsibility:

Learner empowerment, learner autonomy, planning of delivery and assessment involving the learner, using assessment outcomes as a basis of improvement/target setting, written/verbal/non-verbal communication, feedback, appraisal reviews.

### Importance to support the development of learning and transferable skills:

Learner empowerment, learner autonomy, planning of delivery and assessment, involving the learner, using assessment outcomes as a basis of improvement, target setting, written/verbal/non-verbal communication, feedback, appraisal reviews, achievement, progression, career development.

### Analyse strategies:

The purpose of the learning and development activity, action planning, targets are Specific, Measurable, Achievable, Realistic, Time-Based (SMART), relationship between personal expectations and organisational expectations/ requirements, impact of legislation on learner, potential constraints (e.g. boundaries of learning and development), resource availability, funding availability.

### Factors which identify learners at risk of disengaging from learning:

Changes in attitudes/behaviour, poor attendance, lack of or limited peer interaction, lack of participation, non-completion of course work, explicit request to leave.

## Learning outcome 3: Understand the use of personal tutoring in a specific context

### Support available for learners:

Boundaries of personal/organisational responsibility, duty of care, legal and regulatory responsibilities, key personnel within own organisation responsible for referral, safeguarding etc., external sources of information (e.g. colleagues, work based learning providers, agencies providing assistance relating to social and personal problems), signposting, benefits of using expert sources of information.

### Legal and organisational requirements:

Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy and practice.

### Working with others:

Creating terms of reference (i.e. expectations, what has to be achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g. written, verbal and non-verbal), negotiation skills.

### Working with external stakeholders and partners:

Creating terms of reference (i.e. expectations, what has to be achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g. written, verbal and non-verbal), negotiation skills.

## Learning outcome 4: Understand how personal learning targets are created and monitored

### Individual learning plans:

Identify and address needs, learning preferences, barriers to learning (e.g. organisational, cultural, personal, societal), current levels of learners, initial assessment, SMART targets, learner empowerment, communication and negotiation skills.

### Support learners to create personal learning targets:

The role of the personal tutor, how to provide appropriate support, meeting individual needs, responsibilities to the learner and the organisation, personal and professional limits of responsibility, referral to specialist support, range of skills needed, demonstrating an awareness of needs and the issues impacting on the individual learner.

### Importance of reviewing learner progress and targets:

Performance and personal growth, identify development needs, self-esteem and confidence, develop independent learning, motivation, progression, employability/promotion, attendance, punctuality, additional learning support.

# Notes

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# Notes

Use this area for notes and diagrams



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