Aim of the University's Enhancing Student Support (ESS) project

To ensure that, over the next decade and beyond, students have access to a framework of guidance and support that builds on the best of current practices, meets contemporary needs, and is of a quality and consistency appropriate to a university of high global standing.

The Enhancing student support (ESS) is a major project undertaken by the University of Edinburgh, which aims to deliver effective arrangements for students' academic and pastoral support at the University. This will be achieved by the implementation of a number of initiatives, building on and developing existing good practices.

The Personal Tutor system is the frontline of academic guidance and support at the University, all University of Edinburgh students have an identified Personal Tutor. The introduction of personal tutors (PTs) for Edinburgh medical students aims to put the students in consistent regular contact with staff members who will follow their progress and support them through their time at Medical School. Each student’s PT remains with them throughout the programme and each Personal Tutor group (PTG) is made up of 12 students from different years. PTs are consultants, GPs or Staff Grade doctors working in the NHS in SE Scotland (with UoE Honorary contracts), or University of Edinburgh staff. There are currently 122 Personal Tutors working with the MBChB Students. The PTs are supported by the MBChB student support team and in Years 3-5 a Clinical Tutor Associate.
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YOUR ROLE

ESS Definition of Personal Tutors core purpose

1. to assist students in reviewing their academic progress and performance across the various courses that make up their chosen programme of study
2. to provide opportunities for students to reflect on how their learning within and outwith the formal curriculum can help them in pursuing their longer-term future development
3. to help foster in all students a sense of belonging to a community of learners

Academic Support
- helping students to improve their academic performance
- Reflect on students academic feedback and results
- Advice on intercalated degree applications
- Preparation for assessments
- Academic progress

Pastoral care
- Helping students in difficulty
- Special Circumstances for assessment
- External factors impacting on study
- Mental and physical ill health
- Supporting students when referred to Fitness to practice, appeals and professionalism committees

Community of Learning
- Helping students feel that they are known and valued as an individual
- Peer tutoring & joint study sessions within the group
- Helping overseas students integrate
- Group meetings

Personal and Professional Development
- Helping students to develop as a future doctor, reflect & plan a career
- Review of CV and Generic Professional skills
- Professionalism concerns and issues
- Study, writing & reflective skills
- Concerns regarding patient safety, student behaviour & performance
It is important to note that as a PT you don’t need to know everything, you should just know who to contact when appropriate and discuss any plan of action with your student

YOUR responsibilities

- Communicate with your students and the student support team when necessary.
- If unable to communicate with students in a reasonable time frame appropriate steps taken e.g. out of office.
- Act on any information received by / about students appropriately.
- Meet with each of your students once per semester and organise one group meeting per year.
- Record meeting notes in a confidential manner.
- Meeting student’s when required such as after professionalism concern; for special circumstances or for Tier 4 visa requirements.
- Supporting students and if unsure requesting appropriate advice.
- Provide students with foundation references and other references as required.
- Maintain contact and if this is compromised then let the School know.
- Report concerns or act on concerns raised on behalf of the School.
- Ensure your students have fun at your group meetings!
- An enthusiastic approach.

YOUR relationships

- Students in your group
- The Student support team
- The individual year teams
- Student’s CTAs (clinical tutor associates)
- Fellow Personal Tutors

YOUR perspective

Lisa Macinnes (nominated for PT of the year 2014)

Being a Personal Tutor is quite honestly one of the most rewarding ‘extra’ things you can do. I had great support when I was a student so ‘paying back’ felt like a natural thing to do, however, I didn’t appreciate the benefits I would gain. It’s a really varied role helping them find their own route, supporting them when times undoubtedly get a bit tough, advocating for them and being a trusted member of staff. Sometimes students need a little bit more support and take a little bit more of your time, thoughts and attention but you are regularly rewarded with their enthusiasm and success. It is a real honour to be part of their journey through their medical school years.
YOUR STUDENTS

WHO are they??

Your PT group will be made up of a maximum of 12 undergraduate students, all from the MBChB Programme and from a range of years. Usually it works out as 3-4 per year group but the student body is ever changing so it may not be that straightforward! They all have one major thing in common – they are very enthusiastic about Medicine!

WHEN are they allocated

If you are a new PT your group will be allocated to you as soon as you start! You then will receive new students each September when the new Year 1 and 3 (transfer students) cohorts start, provided you have students who have graduated the previous year. We won’t give you more students if you don’t want them! Students are allocated on the University system (MyEd) which all students and staff access.

Their responsibility to YOU

★ Attend meetings when arranged.
★ Communicate with you in a reasonable time frame.
★ Record meetings notes on the system.
★ Prepare for meetings in advance.
★ Set goals, tasks & priorities and act and reflect on them.
★ Reflect on their academic performance.
★ Honesty and integrity.
★ Engage as a member of the community of learners

A student’s perspective – a supportive PT

Dr Foo thoroughly embraces the role of a Personal Tutor and encourages cross-year ‘seeding and fertilisation’ (his own words) of ideas, knowledge and support. On a personal note he has supported me through more difficult times and fought in my corner tirelessly, and guided me in becoming a successful and professional learner and thoughtful practitioner.

Nominated by: Madeleine Thomas (Year 4 Medic)
Individual Meetings

How often?
Students and PT’s should meet up on an individual basis once per semester in Years 1&2, and once per year in Year 3-5 as a University requirement.

What gets recorded?
Meeting notes should be recorded on the meeting slot provided on eemec – students should take this responsibility! The notes can be accessed by you, the student and the student support team.

What to cover?
Some helpful tips on what to cover each meeting depending on the student’s current year on programme (For more details about Years and Modules click on the specific Year on EEMeC: https://www.eemec.med.ed.ac.uk/curriculum) –

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Builds on the student’s pre-existing knowledge and covers principles of practice 1. Introduces new learning techniques.</td>
<td>★ CV – 1st semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Generic Professional Skills Form – 2nd semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Progression requirements</td>
</tr>
<tr>
<td>Year 2</td>
<td>a bridge between mainly scientific principles and more clinical approach in later years</td>
<td>★ CV – 1st semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Generic Professional Skills Form – 2nd semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Consideration of Intercalated Honours year- begin discussion semester 1, finish semester 2</td>
</tr>
<tr>
<td>Year 3</td>
<td>start system based learning in the hospital environment – cardiovascular, respiratory, GIT and locomotor modules.</td>
<td>★ CV – 1st semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Generic Professional Skills Form – 2nd semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Understanding how to learn in the clinical environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Working with their CTA</td>
</tr>
<tr>
<td>Year 4</td>
<td>students are increasingly expected to create their own learning opportunities. Start looking at careers and the foundation programme application process.</td>
<td>★ CV – rotations 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Generic Professional Skills Form – rotations 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ time management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ teaching skills in relation to Peer Assisted Learning</td>
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<tr>
<td></td>
<td></td>
<td>★ long-term career planning</td>
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<tr>
<td></td>
<td></td>
<td>★ Foundation versus Academic Foundation</td>
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<tr>
<td></td>
<td></td>
<td>★ SJT scenarios. Take care with this!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Planning SSC5 (elective)</td>
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<tr>
<td>Year 5</td>
<td>Students are now thinking of Foundation and Academic Foundation Applications, Finals and their forthcoming transition into Foundation doctors. During this year, groups of students will almost always be away on elective or peripheral attachment. It can be helpful to map out the course of the whole year with the individual student at the start and plan to meet up with them in the months when they will be in Edinburgh.</td>
<td>★ Marks throughout the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Foundation and Academic Foundation applications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ CV – especially for students applying for Academic Foundation Posts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Interview practice - for students applying for Academic Foundation Posts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ SJT scenarios (see note under Year 4).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Transfer of Information forms. These are completed by all students for their future PG Deaneries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>★ Nearer Finals, practice portfolio vivas.</td>
</tr>
</tbody>
</table>

For students who are studying an intercalated year, you will probably want to meet up with them to see how they are getting on. If they are away from Edinburgh this obviously may not be possible but try to maintain some email contact.
Group Meetings

You should aim to arrange one group meeting per year, ideally in semester 1 so that any new students can meet the rest of the group and you can plan future activities.

1. Meet and Greet
   Familiarisation & communication. Each year you will have new students in the group. It’s important to introduce them to the other students as soon as possible.

2. What is expected of us
   This is an opportunity to clarify with the students what they can expect from you in terms of help and support, how and when you are best contacted, back-up arrangements, and so on. For the students you should ensure each student understands the purpose of the PT group and what is expected of them.

3. What are we aiming for & how can we achieve this?
   Clarifying your groups aims as a community of learning and creating a sense of belonging for the group. Organising and discussing plans for student led activities; peer tutoring and social activities

Top Tips from Personal Tutors

The best group meeting I had was when I moved out of UoE premises and went to a local Tapas cafe. This changed the whole atmosphere of the meeting and the students opened up much more with me and with each other. We started just talking about anything in general and only later got round to talking about the course etc – Dr Harry Campbell

Ask the senior students (MBChB4-5) to take charge of organising the meeting and inviting younger colleagues. Encourage students to set up a PT Group on Facebook to keep in touch in between meetings, which teaches them responsibility about social media and seems to be used especially as a conduit for seniors to stay in contact with junior students, especially anyone that they perceive to be struggling – Dr Steve Morley

I have found if I make a meal at my house for the group meeting they all come- and eat loads- and that in itself is an ice breaker. I live out of town but they all manage to get there. The evening seems to work for them all – Dr Sharon McHale

My PTs are all in the clinical years so I've found that you have to accept that you'll only get 1/3 to 1/2 attending because of their other commitments. It helps if you make it later in the day at 4 or 5. It also helps if there's some sort of teaching involved, particularly relevant to the exams, I've ran acute care scenarios and prescribing sessions for my group which all 3 years have engaged with. I also think having a teaching focus helps the students from the different years engage, I've watched the 5th years help the 3rd years with prescribing and it's a good way of talking – Dr Janet Skinner

Student attendance at all meetings

Students are told that meetings with their Personal Tutor are a compulsory requirement of the course, unless there is a valid reason why they cannot attend. In the event of non-attendance they should send apologies in advance and explain the circumstances. It is up to the Personal Tutor to decide if the reason is valid. If it is turning into a common theme, please let the student support team know!

International students on a tier 4 visa are required to meet with their Personal Tutor as part of their engagement compliance. We monitor and report on this
Common THEMES and ISSUES

CONFIDENTIAL SITUATIONS

Students may raise issues of a highly confidential nature during the meeting which they do not wish to be discussed with others, or to be recorded on EEMeC. This is entirely within their rights. However, it is extremely important that in the event of some future adverse occurrence affecting the student, a note of the meeting, the issues discussed and any advice given and actions agreed is available to the University.

The University of Edinburgh has agreed a system with the student representatives for this purpose. Two copies of a note of such discussions, written by the PT and agreed with the student, are made. One is retained by the PT in a secure place. The other is placed in a sealed envelope and passed to the Student Experience Officer. Such records will be retained in the student support office. The student support team has a confidentiality policy that the students should be made aware of in these instances, available at:

https://www.eemec.med.ed.ac.uk/pages/student-support-documents
When to seek help and who to ask

Highlighted above are some of the issues you may encounter with your students, some specific to medicine. Each of your students will have difficulties in some aspect of their University life at one point. As their personal tutor you will, over time, get to know your students better than anyone else in the EMS and will usually be the first to know if and when things start to go wrong.
In these situations you should always discuss your concerns regarding a student’s mental or physical wellbeing with them first. If you feel out of your depth, or feel the student needs further help and support, there are a number of student services available through the University.
You can also contact the MBChB Student support team for advice or to be pointed in the right direction.
Remember – you are not on your own!

Specific Advice

When a student receives a professionalism concern:

- Concern issued by year on eemec
- PT receives an email
- Student contacts PT to discuss (within 7 days)
- Student brings reflection to meeting
- Talk it out and make a plan as a team
- Student uploads their response to their ePDP

If you haven’t heard from your student regarding their concern within the 7 day period, you should inform Dr Kristmundsdottir. More information regarding the concern can be obtained by contacting the relevant Year Co-ordinator.

When a student has a concern raised about communication issues or language difficulties:

- Concern raised by Module or year
- PT and student support emailed
- Student referred to clinical communication theme
- Student invited to meet with them
- Strategies agreed to tackle before assessment
- Follow up plans

International students are asked to sit the Test of English at Matriculation (known as TEAM) organised by the English Language Teaching centre during welcome week. If they fail this then they are automatically referred at the start of the year.

When a student is disengaging:

- If not attending classes, PT & student support team told
- Student emailed & asked to attend meeting
- Usually resolved & advised on way forward
- If not, can be referred to Board of Examiners or concerns & issues committee
- If health issues, student & PT advised by student support
- If academic or progress issues, student advised by DULT or head of year
Mental Health Issues “Losing the way” (Dr Robby Steel)

Things to look out for:
• Drop in academic attainment
• Lack of self-care
• Uncharacteristic non-attendance
• Expressions of concern from peers or staff
• Not their usual self

Key Messages:
• Don’t be frightened of mental health issues
  – Where a student has serious problems you won’t be on your own
  – Less serious problems require empathy and common sense
• Remember your role & boundaries
• There is always someone to ask [http://www.ed.ac.uk/schools-departments/student-disability-service/staff/supporting-students/help-distressed-students](http://www.ed.ac.uk/schools-departments/student-disability-service/staff/supporting-students/help-distressed-students)
Guide to the University’s student services

★ New Students http://www.ed.ac.uk/staff-students/students/new-students All the information new students starting at University need to know. From events at Welcome week to paying fees to Immigration information.

★ EUSA Advice Place Provide a professional, non-judgemental, and accessible advice service for all students at the University of Edinburgh. Service is free, independent, and confidential. Frequent advice given on funding, council tax, accommodation, debt, health, wellbeing, tenancy rights & academic. http://www.eusa.ed.ac.uk/adviceplace o The EUSA advice place guides and resources: http://www.eusa.ed.ac.uk/adviceplace/adviceguides/ including a very useful guide on counselling and support groups.

★ Student Administration: Student Administration are responsible for providing services to all students throughout their time at the University of Edinburgh and for supporting Colleges and Schools and other student services in delivering a high quality student experience. Includes:
  o Scholarships and Student Funding Services (Bursaries & Scholarships; Discretionary Funding & Financial Aid; Student Loans; Tuition Fees)
  o Student Administration Services (Student Information Points; Official Student Documentation; Exams; Graduations; Immigration Visa Compliance)
http://www.ed.ac.uk/schools-departments/student-administration

★ Accomodation Services and Residence Life Accommodation Services is committed to assisting students in their transition from home to university life. We offer support for both new students and those returning to our accommodation for second and subsequent years. Residence Life plays a key role in providing this support. http://www.accom.ed.ac.uk/residence-life/what-is-residence-life

★ Careers Service All things careers, aswell as part time and vacation jobs. The Medical student advisor is Lorna Cox. http://www.ed.ac.uk/schools-departments/careers

★ Student Counselling Service Free, confidential, professional counselling service available for all matriculated students. Highly recommended by the Student support team. http://www.ed.ac.uk/schools-departments/student-counselling/home

★ Student Disability Service Support for disabled students. Exam support; study adjustments and learning profiles; disabled student funding; mental health support. http://www.ed.ac.uk/schools-departments/student-disability-service

★ Chaplaincy The Chaplaincy is a University provision of pastoral and spiritual support for
students and staff of all faiths and none. [http://www.ed.ac.uk/chaplaincy](http://www.ed.ac.uk/chaplaincy)

**Health Centre**

The University Health Centre is an independent National Health Service partnership of general practitioners who rent premises from the University and offer full G.P. services. They have a wealth of experience with students as patients. Students need to register to access services. [http://www.health-service.ed.ac.uk](http://www.health-service.ed.ac.uk)

**International Students**

- [http://www.ed.ac.uk/studying/international](http://www.ed.ac.uk/studying/international)
  - International student centre (ISC) is the student-run arm of the International Office, dealing with the social aspects of the international community in Edinburgh.
  - English Language support - English Language teaching centre and the tandem café for students to whom English is not a first language [http://www.ed.ac.uk/studying/international/english/language-support](http://www.ed.ac.uk/studying/international/english/language-support)

**International Student Advisory Service**

Services include delivering the University's specialist immigration advice, and a range of welfare and advisory services to support the international student community.

Please be aware that, legally, no untrained person may give visa advice so all enquiries should be directed to this service. [http://www.ed.ac.uk/schools-departments/international-office/isas](http://www.ed.ac.uk/schools-departments/international-office/isas)

**EUSA (Student Association)**

Societies, Volunteering, Student Representation, Peer support. [http://www.eusa.ed.ac.uk/](http://www.eusa.ed.ac.uk/) and Nightline: an anonymous and confidential support and information service run specially for students in Edinburgh

**Institute for Academic Development**

Study development: resit boot camps; workshops, study advice and support, good academic practice.

IAD offer student one-one consultations, [http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/services/quick-consultations](http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/services/quick-consultations) which students MUST book themselves.

Further Information for Medical Students

**Medical Students Society:** All Medical Students are a member of the MSC. Students elect a committee to represent the students across the school, College and University. MSC are there to advise Medical Students on the best course of action given the situation.

**Medical Careers:** [www.medicalcareers.nhs.uk](http://www.medicalcareers.nhs.uk)

**Local academic training website:** [http://www.ecat.ed.ac.uk](http://www.ecat.ed.ac.uk)

**Foundation and Academic Foundation applications**

[http://www.foundationprogramme.nhs.uk/pages/medical-students](http://www.foundationprogramme.nhs.uk/pages/medical-students)

**SJT information and guidance:** [http://www.foundationprogramme.nhs.uk/pages/medical-students/SJT-EPM](http://www.foundationprogramme.nhs.uk/pages/medical-students/SJT-EPM)


**ToI process:** [http://www.foundationprogramme.nhs.uk/pages/medical-students/Transfer-of-Information-Process](http://www.foundationprogramme.nhs.uk/pages/medical-students/Transfer-of-Information-Process)

**GMC Educational Information for Undergraduates:** [http://www.gmc-uk.org/education/undergraduate/information_for_uk_students.asp](http://www.gmc-uk.org/education/undergraduate/information_for_uk_students.asp)
## Undergraduate Office

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Manager</td>
<td>Nicola Crowley</td>
<td><a href="mailto:Nicola.crowley@ed.ac.uk">Nicola.crowley@ed.ac.uk</a></td>
<td>242 6546</td>
</tr>
<tr>
<td>Academic Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Officer – policy, conduct and</td>
<td>Neil McCormick</td>
<td><a href="mailto:Neil.mccormick@ed.ac.uk">Neil.mccormick@ed.ac.uk</a></td>
<td>242 6547</td>
</tr>
<tr>
<td>guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Administrator</td>
<td>Carole Tomlinson</td>
<td><a href="mailto:Carole.Tomlinson@ed.ac.uk">Carole.Tomlinson@ed.ac.uk</a></td>
<td>242 6377</td>
</tr>
<tr>
<td>Assessment and Information Management Officer</td>
<td>Lydia Crow</td>
<td><a href="mailto:Lydia.crow@ed.ac.uk">Lydia.crow@ed.ac.uk</a></td>
<td>242 6703</td>
</tr>
<tr>
<td>Elective organisation, Scholarships/Bursaries</td>
<td>Maureen Miller</td>
<td><a href="mailto:Maureen.Miller@ed.ac.uk">Maureen.Miller@ed.ac.uk</a></td>
<td>242 6543</td>
</tr>
<tr>
<td>Reception – student records, transcripts and</td>
<td>Julie Prentice</td>
<td><a href="mailto:Julie.Prentice@ed.ac.uk">Julie.Prentice@ed.ac.uk</a></td>
<td>242 6531</td>
</tr>
<tr>
<td>general reference letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 Co-ordinator</td>
<td>Hedwig Ponjee</td>
<td><a href="mailto:Hedwig.ponjee@ed.ac.uk">Hedwig.ponjee@ed.ac.uk</a></td>
<td>242 6410</td>
</tr>
<tr>
<td>Year 1 health and society secretary</td>
<td>Elaine Fairchild</td>
<td><a href="mailto:elaine.fairchild@ed.ac.uk">elaine.fairchild@ed.ac.uk</a></td>
<td>242 6528</td>
</tr>
<tr>
<td>Year 2 Co-ordinator</td>
<td>Claire Johnston</td>
<td><a href="mailto:Claire.Johnston@ed.ac.uk">Claire.Johnston@ed.ac.uk</a></td>
<td>242 6787</td>
</tr>
<tr>
<td>Year 3 Co-ordinator</td>
<td>Linda Pollock</td>
<td><a href="mailto:Linda.Pollock@ed.ac.uk">Linda.Pollock@ed.ac.uk</a></td>
<td>242 6477</td>
</tr>
<tr>
<td>Year 4 Co-ordinator</td>
<td>Judith Bryce</td>
<td><a href="mailto:Judith.Bryce@ed.ac.uk">Judith.Bryce@ed.ac.uk</a></td>
<td>242 6476</td>
</tr>
<tr>
<td>Year 5 Co-ordinator</td>
<td>Jennifer Hill</td>
<td><a href="mailto:Jennifer.Hill@ed.ac.uk">Jennifer.Hill@ed.ac.uk</a></td>
<td>242 6529</td>
</tr>
<tr>
<td>Student Selected Component administrator</td>
<td>Sharon Stewart</td>
<td><a href="mailto:med-ssc.support@ed.ac.uk">med-ssc.support@ed.ac.uk</a></td>
<td>242 6533</td>
</tr>
</tbody>
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Year specific enquiries such as missing classes, examination content, organisation of modules and feedback should be directed to the Year Co-ordinators in the first instance.

Year Co-ordinators also arrange the attachments, so if there is information regarding your student which may impact on their placement, you should contact them. Year Co-ordinators will liaise with the Student Support team when necessary.
MBChB Student Support Team

The Student Support team offer an enhanced level of support to students and their personal tutors throughout all years of the programme. Each member of the team can meet with students individually or through the student support group meetings. The team also run training sessions for new PTs and provide PTs with updates on University developments and important information.

The team can be contacted via: MBChBStudentSupport@ed.ac.uk (this email address is always monitored)

The office for the team is located on the 2nd floor of the Chancellors Building. All meetings with members of the team are confidential and the notes are stored separately to the main student files.

**Stitch** is the student support guard dog! You can see him sitting by the student support office door most days.

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**Debra Black, Student Experience Officer**

Student Support Office, room SU208, Chancellors Building  
Debra.black@ed.ac.uk / phone: 242 6509

Debra is the co-ordinator of student support throughout the Programme and acts as a liaison between the student support team; PTs, and Year teams for students requiring additional or expert Academic or Pastoral support. She co-ordinates the Student learning adjustments for the programme, and special circumstances as well as working with the UG Manager and Academic Administration team to enhance the overall student experience.

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**The MBChB Senior Tutors**

The Senior Tutors support the Personal Tutors and ensure the PT system for the Programme is working effectively.

Students can meet with the Senior Tutors to discuss issues such as:
- Careers advice  
- Professionalism concerns  
- Concerns regarding your student’s health or wellbeing  
- Foundation Programme; reserve lists; reference advice  
- Intercalated honours out with the University of Edinburgh

**Dr Margaret Cullen, Senior Tutor and Head of the PPD Theme**  
Margaret.cullen@ed.ac.uk  
Based in the student support office on Tuesdays & Thursdays
Dr Kirsty Dundas, Associate Senior Tutor
kirsty.dundas@nhslothian.scot.nhs.uk
Kirsty is based in the Simpsons Centre for Reproductive Health

Dr Fanney Kristmundsdottir, Dean of Pastoral Care
Fanney.Kristmundsdottir@ed.ac.uk
650 2994
Fanney is based in the Anatomy Department in the old Medical School, Teviot.

The Dean of Pastoral Care supports students and their personal tutors through difficulties with studies. She co-ordinates student interruption of studies and can advise the best course of action. Fanney is also the co-ordinator of SSC5 (Electives) and can advise students and PTs on their risk assessment forms, necessary requirements and safety while on elective.

Dr Robby Steel, MVM Psychiatric Advisor to the College
Dr Steel can meet with students and their personal tutors individually to discuss concerns. He will liaise with the student's health care provider with consent, to advise the school on the best course of action for the student in relation to their studies. Dr Steel does not clinically treat students. Meetings and contact can be arranged initially through the student experience officer.

The Student Support Group (SSG)
The MBCHB Student Support Group (SSG) is a pastoral, non-executive committee. Its primary aim is the welfare of students but it also aims to support the work of Personal Tutors, Year Directors and the Dean of Pastoral Care.

Students who are experiencing problems on the course due to academic, ill health or other reasons may be referred to the SSG. Referrals to the group may come from: the Board of Examiners and Special Circumstances Committees, Personal Tutor, Year Director, Undergraduate Support Team (Year Co-ordinators; UG Manager) or from students referring themselves when they feel unable to make progress with a particular problem after discussion with their Personal Tutor.

Student Protocol for requesting a change to Personal Tutor
In general, a Personal Tutor is expected to remain allocated to a student for the duration of their time in the programme. Occasionally, a new Personal Tutor may be appointed to a group of students due to alterations in the personal circumstances of the original Personal Tutor (such as retirement, long term ill health; relocation of job etc). Students will be informed in advance that this is occurring by the PT and the student support team.

The student support management group recognises that very occasionally there may be circumstances in a student’s personal life that indicate the need for a new relationship with a different Personal Tutor. This is not an automatic right and will be considered on a case-by-case basis.

The change in PT protocol and request form is available on eemec:
https://www.eemec.med.ed.ac.uk/pages/student-support-documents

Requests for changes on the grounds of future career choices or to a particular named PT will not be considered.
What is a CTA?

- In Years 3 -5 each MBChB Student is allocated a Clinical Tutor Associate (CTA)
- Not all your students will have the same CTA – each CTA has 6 students who span across the years.
- The CTAs are all junior doctors either in the FY or in speciality / core training.

- They offer students individualised, or group based teaching.
- They are contracted to deliver 30 minutes teaching per student per month. This can vary throughout the year and they can certainly do more!
- Their teaching is described as ‘al a carte’ and they can cover anything from portfolio writing, to OSCE practices, to history taking.

- CTAs are represented at the student support management group by CTA reps and they undertake projects (such as portfolio marking)
- You can foster the relationship between your students and their CTA by inviting them to your group meeting for planning.
- They have proven to be a great source - an accurate representation of what students can do and their abilities; can co-ordinate teaching, so keep in contact!
A Personal Tutor & CTA success story

Dr Rob Waller (PT) and Dr James Blackmur (CTA)

A Personal Tutor [PT] and Clinical Tutor Associate [CTA] can work very well together, with one bringing occasional senior input and one bringing more regular alongside support. James and I have been working in a pairing for three years and this is our humble attempt and describing what makes it work.

1. Keep the autumn group meetings social – and both attend. We have done an evening in the Union Bar, but have found a local restaurant is better. Use your allowance to buy some drinks and nibble/starters.

2. Plan 1-2-1 meetings in the spring, again for both to attend. We set up 15 minute evening slots on EEMeC and met in a booth in the Doctors Pub [near the old infirmary]. Wifi there allows you to access results on EEMeC. Yes, there is a deliberate theme of evening meetings – it is more relaxed and both PT and CTA can attend. No, there is not a deliberate theme of food & drink – but we find it works well.

3. Some students will not make these fixed slots – e.g. if on their elective or placement, or they may not wish to come to a pub – so I arrange to meet them around that time at my office.

4. For the third meeting of the year, we do something different. First years I arrange to meet just after welcome week. Fifth years – see my next point. Other years, I arrange a meeting over the summer but encourage them to call my secretary for slot to place some responsibility on them.

5. The 5th years, we run a mock-viva one Sunday evening at my house [again with food and drink]. Im a portfolio examiner so we do that – which is also the least familiar exam to them – but the method is available to anyone on EEMeC. They watch James viva me [and vice versa] – then we put them each in ‘the chair’ a couple of times. If I know more general medicine than them they are in trouble! However, the issues are typically around viva skills and constructing an answer rather than knowledge per se. The 5th years really, occasionally bring a boy/girl friend or study partner and also like to come early to play with the kids.

6. James’ more regular input is very helpful. Rather than the suggested hour per tutee per week, he tends to organise a weekly session most weeks – allowing for on-call and leave this works out about every other week. Facebook is used for communication and booking – we set a group up – which seems to work for us better than TUBS (which was in its infancy when we started – so this probably works just as well now). All years are invited. If there is a spread, the older ones get to teach the younger ones which really helps both learn – proof that see one, do one, teach one still works! Topics are usually chosen in advance, and if possible involve real inpatients. Occasionally James arranges a session in the simulator.

7. Having proactive PTs and CTAs is key – sadly I have heard that some groups struggle due to busy timetables during the working day. My humble view is that we are paid extra for this work and out of hours works best for all – we generally have no problem with attendance.

James: We try to run some “mandatory” sessions (introduction in the student union, 1-2-1 meetings, viva session for 5th years), but most of the sessions are voluntary. I like to leave it with the students suggesting topics to discuss on dates I suggest.
SEFCE is a partnership between the three regional Health Boards in SE Scotland [Lothian, Fife, Borders], the SE Scotland Deanery of NHS Education for Scotland and the University of Edinburgh. The website is: [http://sefce.net/en-gb](http://sefce.net/en-gb).

The aim is to share and coordinate our approach to training and accrediting our teachers and trainers. We do this by sharing a very successful Clinical Educator Programme (CEP) and other courses; at least annual symposia, approach to recognition of teachers/trainers, and by making sure that leaders in postgraduate and undergraduate spheres meet regularly to coordinate what we are doing, through the SEFCE Board.

All PTs are encouraged to join SEFCE and complete the Clinical Educator Programme Level 2 (pathway below).

**Clinical Educator Programme Level 2 - Recommended pathway for Personal Tutors**

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<td>Workshop: PT/CTA Induction</td>
<td>Workshop: Planning and Evaluating Teaching</td>
<td>Workshop: Intro to the MBChB Curriculum</td>
<td>Workshop: Giving Effective Feedback</td>
<td>Online Module: Careers Support</td>
<td>Complete all: a) Teaching Observation and Feedback Session OR Feedback and reflection from a minimum of 3 teaching sessions b) Online module: Equality and Diversity</td>
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Awards and Recognition

SECFE PT of the Year awards
The Personal Tutor of the year awards are run through SECFE who donate the award and present them to winners at the annual symposium. PTs are nominated by their students – the winners are chosen based on qualitative nominations rather than quantitative!

I was really thrilled to have received the “PT of the year award” and by the lovely comments from the proposers. It is such a privilege for me as a PT to get to know so many inspiring young adults. Over the years I am sure I have learnt more from the students than they have gained from me. I have never forgotten my own time as a student which had its highs and lows, and perhaps it is having experienced a few lows myself and come through, that I can be more effective in the role. The chic glass trophy is still at home as my children have not tired of showing it off to visitors! Many thanks to all concerned again for the best “pat on the back” I could have wished for. Ros Burns.

I was the surprised and grateful recipient of the SEFCE joint ‘Personal Tutor of the Year 2014’, appreciated all the more so because it was nominated by my PT students. I strive in my formal teaching to deliver an excellent student experience, but being a Personal Tutor really allows the opportunity to make a difference on an individual level. It is a privilege to be able to act as friend, confessor and safety net to students meeting the ongoing challenges of their medical education and thrilling to make a suggestion or identify an opportunity that helps them move forward to next level and finally, like the ‘Godfather’, to watch over their personal journeys and to help develop professional CVs that would be the scourge of any ‘Dragon’ in the Den. Steve Morley.

https://www.eusa.ed.ac.uk/getinvolved/campaigns/teachingawards/
The EUSA (Edinburgh University Student Association) teaching awards are run once per year. One of the categories is Personal Tutor Award; students nominate their personal tutor on the following criteria:

A good Personal Tutor will not only help you to fulfil the requirements of your course, but also see you make the most of your studies as an individual. Does your Personal Tutor…
• Understand your academic strengths and areas for improvement?
• Offer you advice to help you maximise your potential?
• Point you in the right direction for help when your studies are affected by other issues?

The winners are chosen by a panel of students, based on the strength of the supporting statements made in their nominations and the number of nominations they receive.

The winners are announced at a glitzy awards ceremony hosted by EUSA. This is attended by shortlisted nominees, Vice Principals, Directors of Teaching, the student members of the EUSA Teaching Awards Judging Panel, and the students who nominated the shortlisted nominees. All nominees are sent a pin badge and a letter of congratulations by EUSA, many of our PTs have received these.
EEMeC, the Edinburgh Electronic Medical Curriculum, is the Virtual Learning Environment (VLE) for the undergraduate medical MBChB programme. All staff associated with the MBChB Programme and students who are matriculated on the programme have access to EEMeC. EEMeC: https://www.eemec.med.ed.ac.uk/

Personal Tutors use EEMeC to make and record meetings with students; check on students’ progress through their results, and view their student’s electronic professional development portfolio. Once you are confirmed as a personal tutor and have been allocated students, you will have access to these features. Student support has a section on your myEEMeC page with links to these features.

The ‘student support information pages’ link to all the areas of student support that you and your students can access. Many of these areas are covered briefly in this handbook and the pages go into more detail with links to University pages, forms and policies. It is worth familiarising yourself with this section of eemec.

YOUR TUTEES’ PAGE:
Each of your students will be listed here, with a photo. You can access each students email address, assessment results and your past meetings. The students CTA (for students in Years 3-5) will also be listed (as tutoring ‘partner’). You can also send an email to your students as a group.

Other areas of EEMeC you may find helpful:
★ Personal Tutor Resources: https://www.eemec.med.ed.ac.uk/pages/personal-tutor-amp-cta-information
★ Semester and Assessment dates https://www.eemec.med.ed.ac.uk/pages/resourcessidebar/semester-dates-and-assessment-calendar
★ The curriculum https://www.eemec.med.ed.ac.uk/curriculum
★ Explanation of the students Professional Development Portfolio (ePDP) https://www.eemec.med.ed.ac.uk/pages/electronic-professional-development-portfolioepdp

Including the generic professional skills and CV’s that should be reviewed by you as a PT at meetings.
MEETINGS

The meetings system should be used by you and your students to arrange and record details of your one-one meetings. Click on the meetings link under student support:

1. A screen like this (with your name at the top) will appear:

2. You are looking at the “tool box”
   - IGNORE THE UPLOAD OPTION – this has been disabled.
   - Appointments are added by the ‘Add a single slot’ option.
     - Clicking on the box beside the date and time will bring up a pop up box where you can select the date & time of the meeting (you are able to add past slots).
     - You then select the type (i.e. individual or group) & finally the student (for a group meeting you need to add a slot for each student).
   - Don’t forget to click ‘add slot’!

A free to book slot will appear as this:

- The date and time options remain prepopulated so you can easily add multiple times for the same date.
- Students can then ‘book’ into the most convenient slot for them.

A booked slot will appear like this:

- The students name will be displayed.
- The button (enlarged below) has links to:
  - Students ePDP profile page; the notes pop out box and a delete button

Some important points to remember:
- Please note that you MUST associate a student in order to add notes to the meeting.
- Encourage the students to add the notes of the meeting to the page. They access it the same way that you do or through their Professional Development Portfolio on eemec (ePDP). Instructions are also included on EEMeC for them.
- Past meeting can be viewed via the ‘view meeting history’ link.