Personal Academic Tutoring

Staff Survey Report

2015-2016

www.northamptonilt.com/pat

June 2016

Report Highlights[1]

From 105 completed surveys (12% response rate):

1. Approximately 83% of staff agree that they are qualified, through experience and training etc, to perform the PAT role. Approximately 54% of staff feel that they have the appropriate resources to help them perform the PAT role.
2. Approximately 26% of staff feel that they have enough time to perform the PAT role.
3. Just over 31% of staff are familiar with the PAT web area on the ILT website.
4. Approximately 13% of staff have referred to the PAT web area in their role as a PAT. Approximately 72% of staff have not used the PAT web area in their role as a PAT.
5. Approximately 53% of staff are aware of the PAT development opportunities available to them via C@N-DO.
6. 20% of staff have engaged with one of the C@N-DO PAT development opportunities this academic year.
7. Approximately 73% of staff work closely with others in their team to support high-quality PAT provision for students.
8. 60% of staff are happy to support students via group tutorials.
9. Approximately 64% of staff prefer to work with students on a one-to-one basis.
10. Nearly 90% of staff have students who are not assigned to them (as a PAT) coming to them for support.
11. Approximately 35% of staff prefer to facilitate personal tutoring as part of a scheduled, timetabled session.
12. Approximately 55% of staff prefer to facilitate personal tutoring via an 'open-door' policy.
13. Approximately 76% of staff know that they have made a positive impact on the lives of their tutees, through their work as a PAT.
14. Just over 71% of staff feel confident in the pastoral/personal aspect of the PAT role.
15. Just over 71% of staff also feel confident in the academic support aspect of the PAT role.

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[1] Any comparisons between 2015-2016 and 2014-2015 are in overall satisfaction ratings. See further Section **Error! Reference source not found.**.

1. Introduction

The Personal Academic Tutoring scheme is a core component of the University of Northampton's approach to supporting student success. The annual PAT survey is conducted during April of the academic year to provide an overview of the scheme from both staff and student perspectives. The findings from the surveys provide a basis for action-oriented approaches to quality enhancement of the PAT scheme. The results of the 2015/2016 PAT Student Survey are presented in this report. To find out more about the Personal Academic Tutoring system and to access the survey reports for 2013/2014 and 2014/2015, please visit: www.northamptonilt.com/PAT.

2. Method

In line with previous surveys, the 2015/2016 PAT Staff Survey was conducted via an online survey tool. This year, the survey was sent to 819 members of staff on academic contracts, 121 staff responded and 105 completed the survey, with 15 being screened out as they did not perform the PAT role. This provided a response rate of 12% for this year, compared to a response rate of 17% for the 2014-2015 survey.

It should be noted that due to an error when creating the options for the Likert scale used in respect of question 4 (Section 3), any comparisons are limited only to the 'Mostly Agree' option from last year rather than to the more standard combined satisfaction rating of 'Mostly Agree' and 'Definitely Agree'. As this will impact any ongoing determination of trends with respect to staff satisfaction with the PAT scheme, where appropriate, comparisons have been drawn with both the 'mostly agree' category on its own, and also with the combined satisfaction scores from 2014-2015 with the 'mostly agree' and 'definitely agree' scores combined. This will be remedied in next year's survey.

2.1. Participation by School (n=105)

Figure 1 shows the survey participation by school and department. Staff from the School of Health provided the majority of responses (38.1%) and only 1 response was received from staff in the School of Science and Technology.
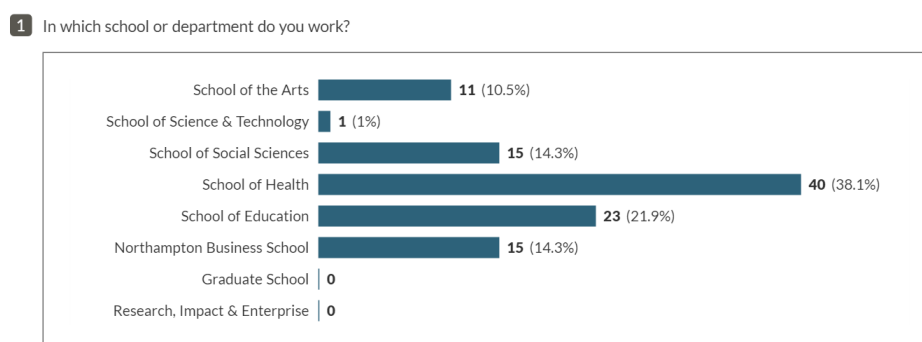

1 In which school or department do you work?

School	Responses
School of the Arts	11 (10.5%)
School of Science & Technology	1 (1%)
School of Social Sciences	15 (14.3%)
School of Health	40 (38.1%)
School of Education	23 (21.9%)
Northampton Business School	15 (14.3%)
Graduate School	0
Research, Impact & Enterprise	0

Figure 1

2.2. Participant Characteristics (n=105)

The following graph shows the breakdown of the main role of survey respondents. Of these, the majority (77%) are in a Senior/Principal Lecturer role.
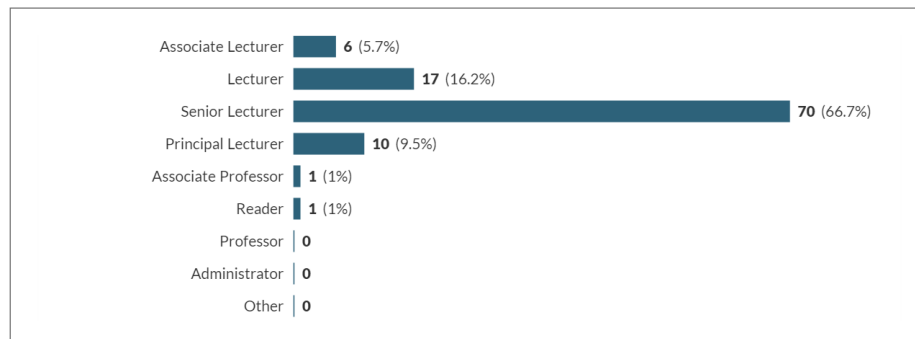

Figure 2

3. Results

3.1. 'I feel that I am qualified to perform the PAT role (e.g. through experience, training etc)' (n=105)

Approximately 83% of respondents felt qualified to perform the role of Personal Academic Tutor. This represents a fall of 7% on the 2014-2015 survey (approximately 55% definitely agreed and approximately 37% mostly agreed).
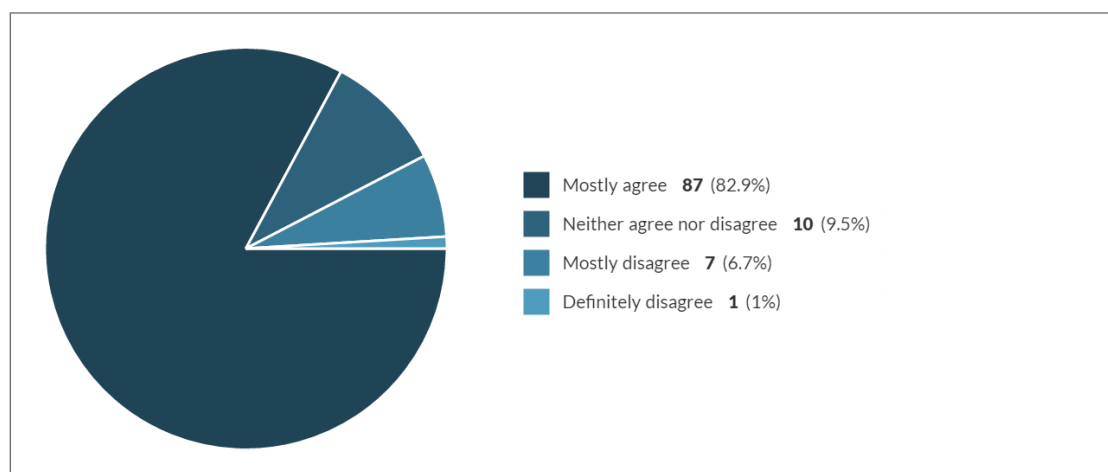

Figure 3

3.2. 'I have appropriate resources to help me perform the PAT role (e.g. PAT web area, peer support)' (n=105)

Just over 54% of respondents considered that they had the appropriate resources to help them support students as Personal Academic Tutors compared to over 64% in 2014-15 (24% definitely agreed, approximately 40% mostly agreed).

4.2.a I have appropriate resources to help me perform the PAT role (e.g. PAT web area, peer support)
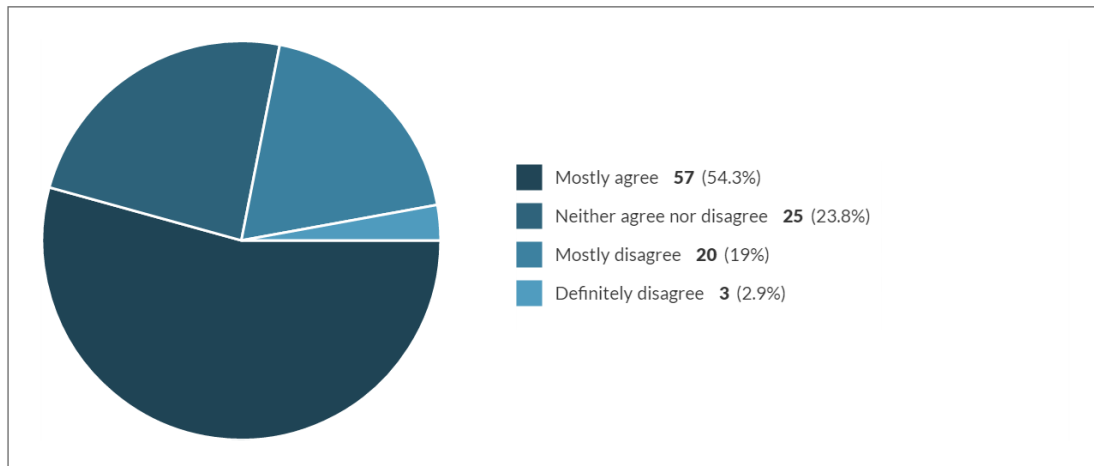

Mostly agree **57** (54.3%)
Neither agree nor disagree **25** (23.8%)
Mostly disagree **20** (19%)
Definitely disagree **3** (2.9%)

Figure 4

3.3. 'I have enough time to perform the PAT role' (n=105)

Just over 25% of staff felt that they had sufficient time to perform the PAT role compared to approximately 40% of staff in 2014-2015. By contrast, over half the respondents (53%) did not feel that the sufficient workload time was allocated to the PAT role (approximately 43% in 2014-2015). This is reflected in a considerable number of the free text responses (see section 4).

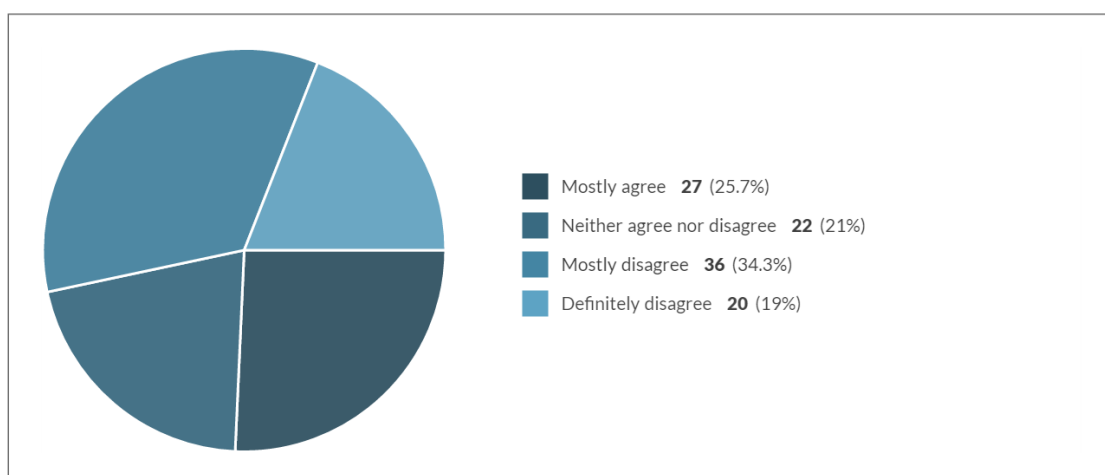4.3.a I have enough time to perform the PAT role

Mostly agree **27** (25.7%)
Neither agree nor disagree **22** (21%)
Mostly disagree **36** (34.3%)
Definitely disagree **20** (19%)

Figure 5

3.4. 'I am familiar with the PAT web area on the ILT website' (n=105)

Approximately 31% of respondents are familiar with the PAT web area (a slight drop of around 3% on the 2014-2015 results), but over half (53%) did not know about it, which is broadly similar to the position in 2014-2015.

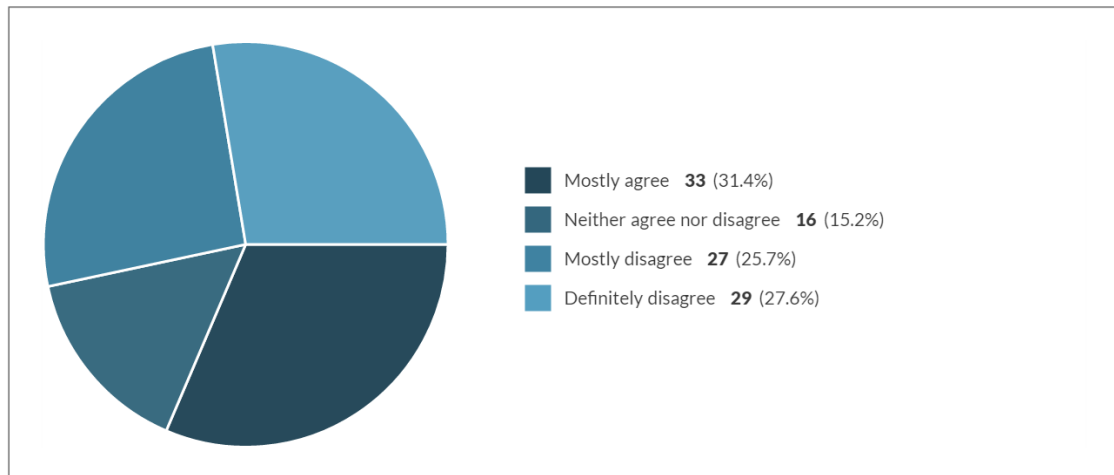4.4.a   I am familiar with the PAT web area on the ILT website

Mostly agree   **33** (31.4%)
Neither agree nor disagree   **16** (15.2%)
Mostly disagree   **27** (25.7%)
Definitely disagree   **29** (27.6%)

Figure 6

3.5. 'In my role as a PAT I refer (have referred) to the PAT web area' (n=105)

Approximately 13% of respondents have referred to the PAT web area, a drop in overall satisfaction of approximately 5% from 2014-2015. Over 71% of respondents have not referred to it.

4.5.a   In my role as a PAT I refer (have referred) to the PAT web area
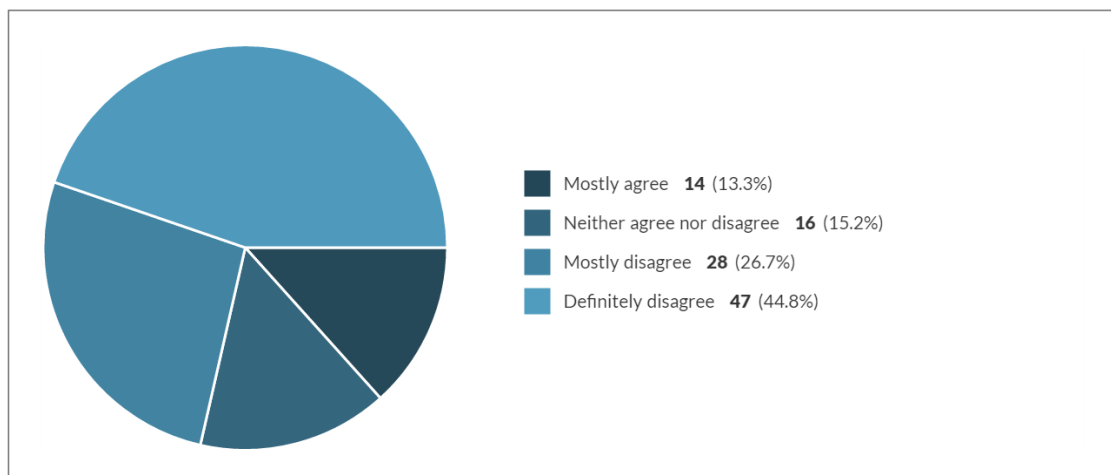

Mostly agree   **14** (13.3%)
Neither agree nor disagree   **16** (15.2%)
Mostly disagree   **28** (26.7%)
Definitely disagree   **47** (44.8%)

Figure 7

3.6. 'I am aware of the PAT development opportunities within the University's C@N-DO professional development scheme' (n=105)

Over 53% of staff are aware of the PAT staff development opportunities offered through C@N-DO. This is a drop in overall awareness of around 7% from 2014-2015 but an improvement in the 'mostly agree' category only of approximately 14%.

4.6.a I am aware of the PAT development opportunities within the University's C@N-DO professional development scheme
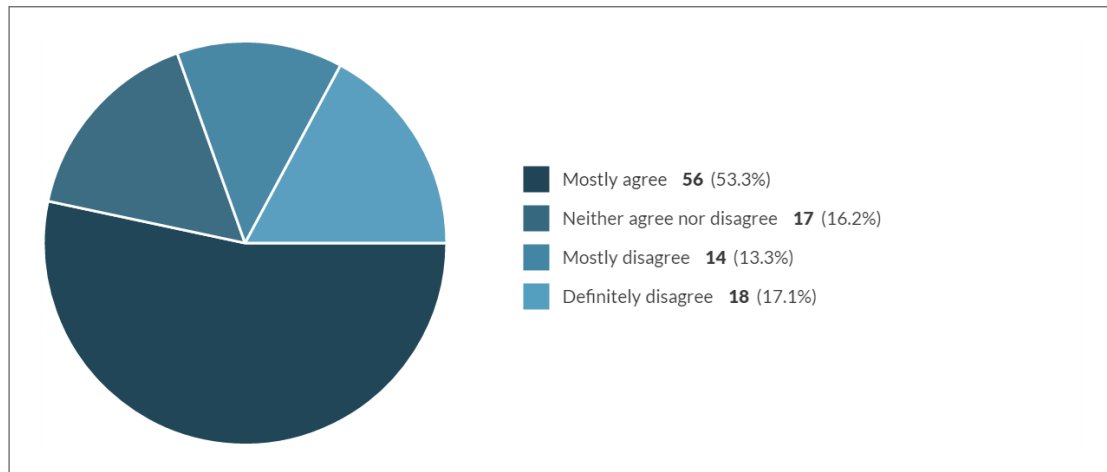

Mostly agree **56** (53.3%)
Neither agree nor disagree **17** (16.2%)
Mostly disagree **14** (13.3%)
Definitely disagree **18** (17.1%)

Figure 8

3.7. 'I have engaged with one of the C@N-DO PAT Development Opportunities this academic year' (n=105)

20% of staff have engaged with one of the C@N-DO staff development opportunities focussing on Personal Academic Tutoring during the last academic year. This is only slightly lower than last year (by 1%).

4.7.a I have engaged with one of the C@N-DO PAT Development Opportunities this academic year
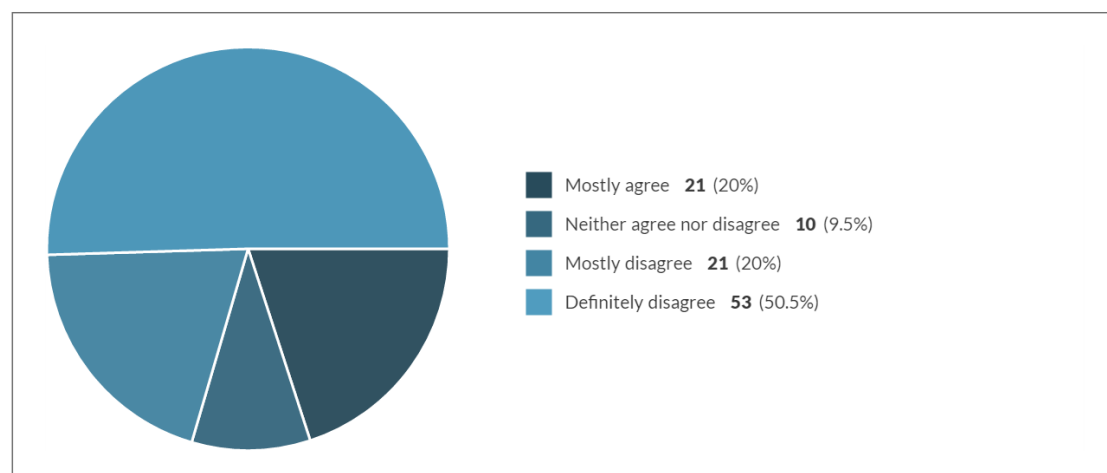

Mostly agree **21** (20%)
Neither agree nor disagree **10** (9.5%)
Mostly disagree **21** (20%)
Definitely disagree **53** (50.5%)

Figure 9

3.8. 'I work closely with others in my team to support high-quality PAT provision for students' (n=105)

Over 73% of staff work closely with their programme team to facilitate Personal Academic Tutoring. In 2014-2015, this figure was around 78% of respondents in total (when approximately 34% agreed with this statement and just over 44% definitely agreed).

4.8.a I work closely with others in my team to support high-quality PAT provision for students
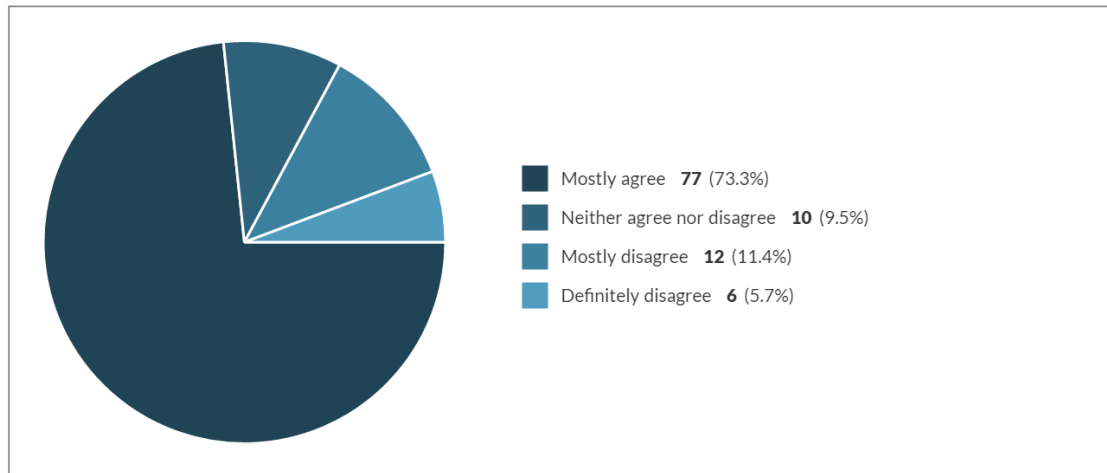

Mostly agree **77** (73.3%)
Neither agree nor disagree **10** (9.5%)
Mostly disagree **12** (11.4%)
Definitely disagree **6** (5.7%)

Figure 10

3.9. 'As a PAT, I am happy to support students via group tutorials' (n=105)

60% of respondents are happy to support students through group tutorials, an overall reduction of 10% on the 2014-2015 survey results.

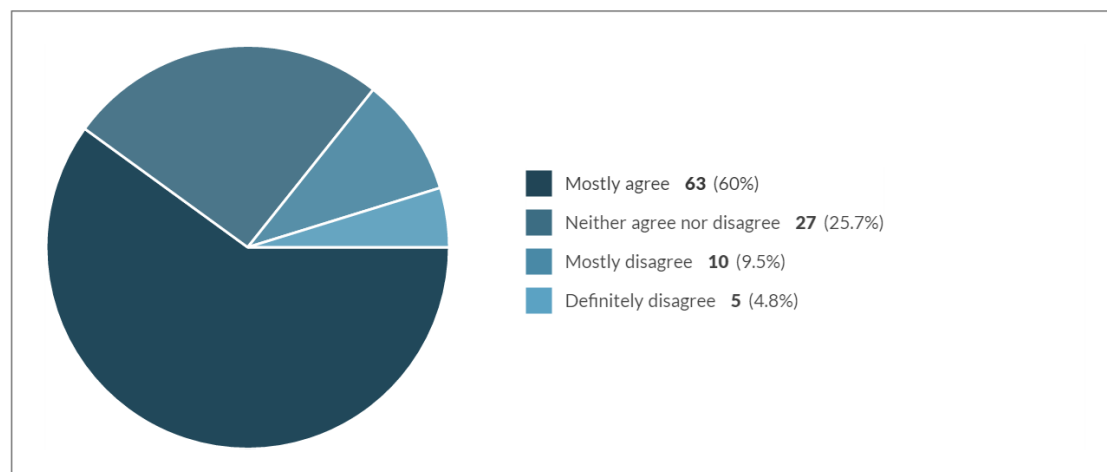4.9.a As a PAT, I am happy to support students via group tutorials

Mostly agree **63** (60%)
Neither agree nor disagree **27** (25.7%)
Mostly disagree **10** (9.5%)
Definitely disagree **5** (4.8%)

Figure 11

3.10. 'As a PAT, I prefer to work with students on a one-to-one basis' (n=105)

Approximately 64% of staff prefer to work with students on an individual basis. In 2014-2015, approximately 72% of respondents reported that they preferred 1:1 meetings.

4.10.a As a PAT, I prefer to work with students on a one-to-one basis

Mostly agree **67** (63.8%)
Neither agree nor disagree **29** (27.6%)
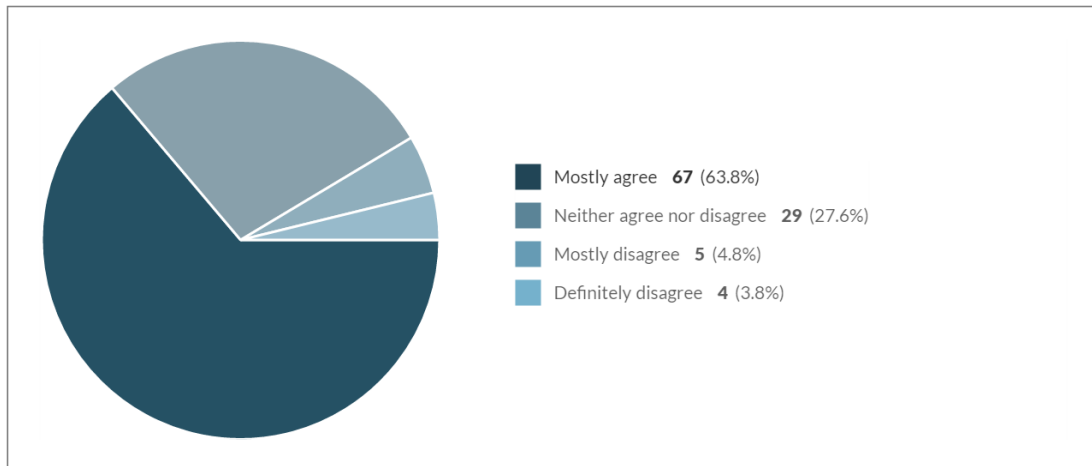Mostly disagree **5** (4.8%)
Definitely disagree **4** (3.8%)

Figure 12

3.11. 'Students who are not assigned to me (as a PAT) still come to me for support' (n=105)

Almost 90% of staff reported that they support students who are not assigned to them as tutees. This is a 4% increase on the 2014-2015 survey.

4.11.a Students who are not assigned to me (as a PAT) still come to me for support

Mostly agree **94** (89.5%)
Neither agree nor disagree **6** (5.7%)
Mostly disagree **2** (1.9%)
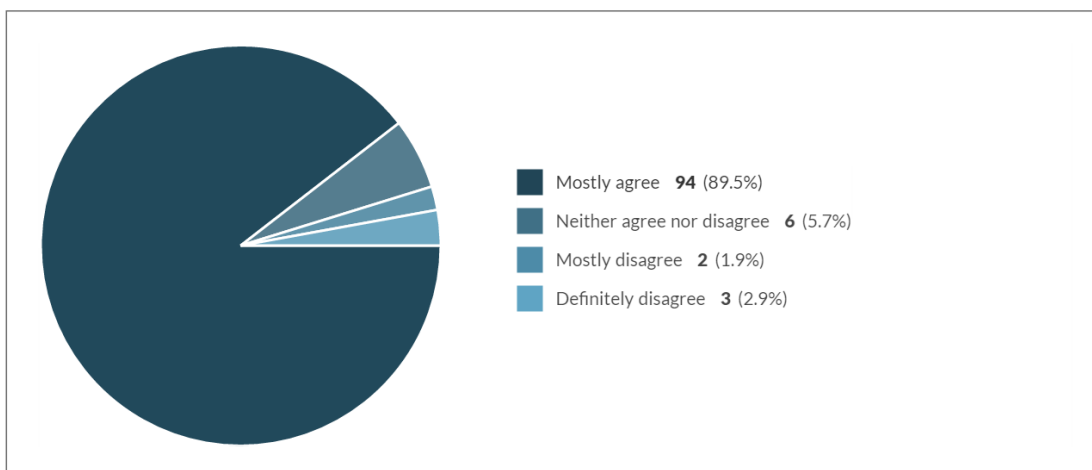Definitely disagree **3** (2.9%)

Figure 13

3.12.   'I prefer to facilitate personal tutoring as scheduled, timetabled sessions' (n=105)

Approximately 35% of PATs prefer to facilitate tutorials as scheduled sessions. In 2014-2015, approximately 51% of respondents reported that they preferred scheduled tutorials. Just over 45% of respondents appear to have no preference either way.

4.12.a I prefer to facilitate personal tutoring as scheduled, timetabled sessions

Mostly agree **37** (35.2%)
Neither agree nor disagree **48** (45.7%)
Mostly disagree **12** (11.4%)
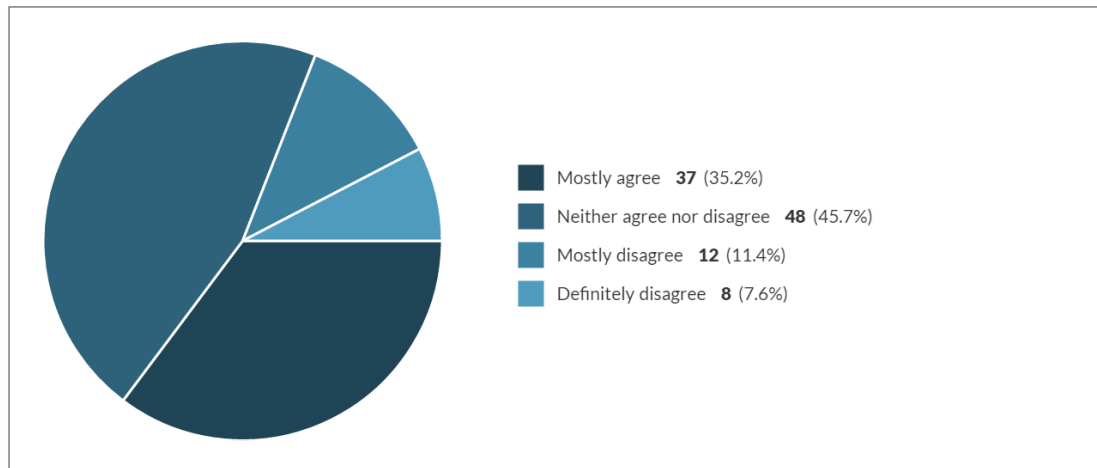Definitely disagree **8** (7.6%)

Figure 14

3.13.   'I prefer to facilitate personal tutoring using an 'open door' policy' (n=105)

Over 55% of staff prefer to facilitate personal tutoring via an 'open door' policy. This statistic may reflect an approach that uses both scheduled and ad-hoc tutorials. The figures are slightly higher than those from the 2014-2015 survey (by about 3%).

4.13.a I prefer to facilitate personal tutoring using an 'open-door' policy (it is OK to prefer scheduled and 'open-door')

Mostly agree **58** (55.2%)
Neither agree nor disagree **29** (27.6%)
Mostly disagree **12** (11.4%)
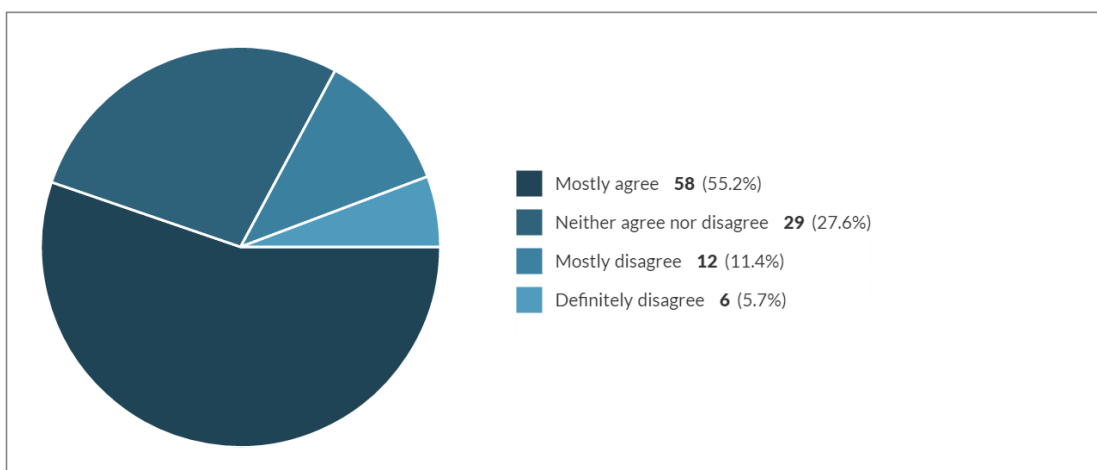Definitely disagree **6** (5.7%)

Figure 15

3.14. 'In my work as a PAT, I know I have made a positive impact on the lives of my tutees' (n=105)

Over 76% of staff agreed that their work as a PAT has made a positive difference to their tutees. (Approximately 42% of respondents in 2014-2015 mostly agreed with this statement, and over 40% definitely agreed).

4.14.a In my work as a PAT, I know I have made a positive impact on the lives of my tutees

Mostly agree **80** (76.2%)
Neither agree nor disagree **22** (21%)
Mostly disagree **1** (1%)
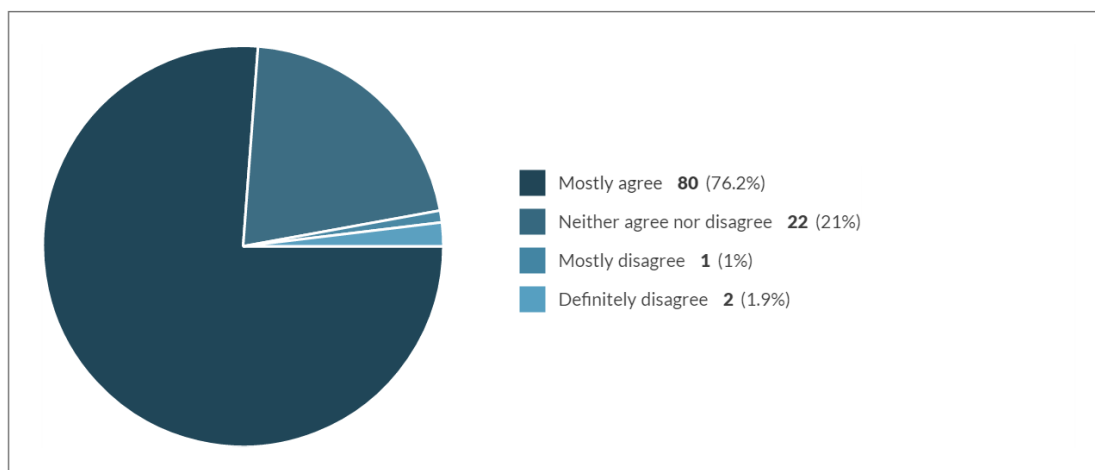Definitely disagree **2** (1.9%)

Figure 16

3.15. 'I feel confident in the pastoral/personal aspect of the PAT role' (n=105)

Over 71% of staff are confident when supporting students with pastoral and personal issues, a drop of 11% on the 2014-2015 results where approximately 46% of staff definitely agreed with this statement and approximately 42% were largely in agreement.

4.15.a I feel confident in the pastoral/personal aspect of the PAT role

Mostly agree **75** (71.4%)
Neither agree nor disagree **17** (16.2%)
Mostly disagree **10** (9.5%)
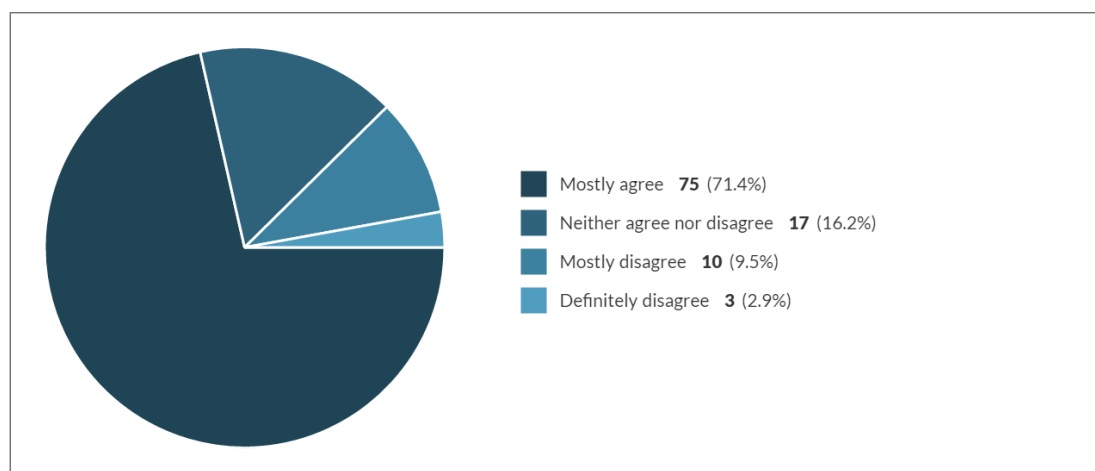Definitely disagree **3** (2.9%)

Figure 17

3.16. 'I feel confident in the academic support aspect of the PAT role' (n=105)

The same number (71%) are also confident with providing academic support to their personal tutees. This is nevertheless a drop of 16% on the 2014-2015 results where more than 45% of staff definitely agreed that they were confident in their provision of academic support to their tutees and approximately 42% were mostly confident with this aspect of the role.
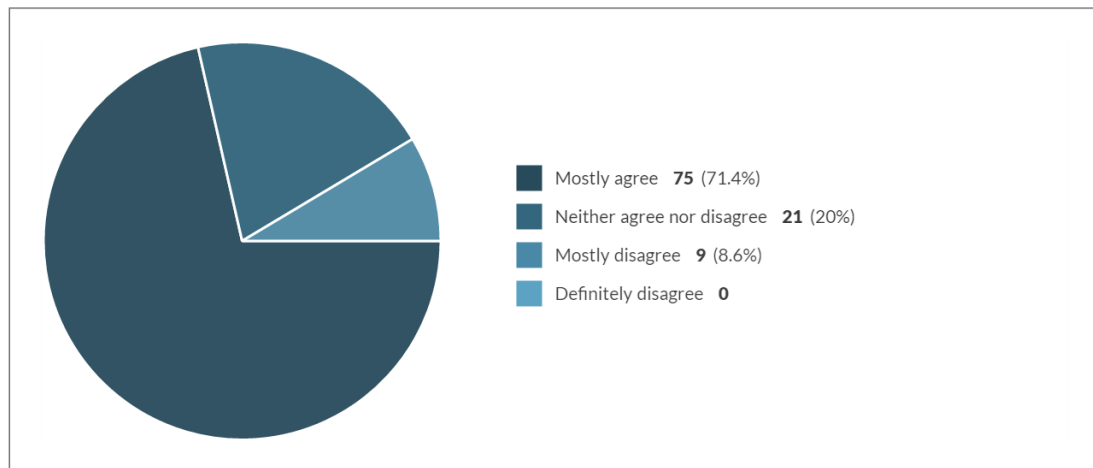

Figure 18

4. Written Comments

From the 105 respondents, a total of 56 written responses were received. These have been broadly categorised below. Where comments were received from an individual respondent pertaining to more than one category, the comments have been split up accordingly.

Generally Positive Comments (n=5)

- I am confident in my abilities as a PAT, I PAT students on intensive post graduate courses and provide them with pastoral support and academic advice and feedback. I see students in PAT tutorial groups as well as on a 1:1 basis. I enjoy my role as a PAT immensely as I feel like I make a positive difference to the students journey through their Masters Degree.
- The PAT role in the School of Education is highly developed as a result of having the academic and professional aspects of training to be a teacher.
- It is a crucial aspect of the lecturer role and students would struggle without it
- I really enjoy the role of the PAT- it offers the opportunity to work with a set number of students in greater depth and to personalise their pastoral support.
- PAT role is essential for students

General Issues with the PAT System / PAT role (n=23)

- I enjoy the PAT role but it also scares me a little as the scope appears boundless at times!

- I don't see the PAT role as separate from my academic one - they go hand in hand. Although I think students see them as separate.
- I don't believe that the PAT role is about counselling or therapy although I think some do and some students and PAT end up in this relationship, I don't think that is helpful. Consistency of role is important as students feel that they are disadvantaged if their PAT doesn't appear as engaged as another.
- I look at each student on a one to one basis and therefore what works for one student, may not work for another. We have scheduled appointments in the yearly calendar but additionally, I operate an open door policy. This appears to suit students well and feels an effective route.
- My role as a PAT is still primarily reactive, i.e. dealing with problems and supporting students. I do not engage in any proactive group support or skills development. I think this should be outside the remit of the PAT. If more of this is expected, then we need to be given far more time to do this. It is also questionable whether academics are the best placed to deliver academic skills training - we have other skills-based teams across the University who would be more suited to delivering academic skills training (e.g. reading, critical thinking, time management, which frankly are not my job!!!!).
- The current system is inflexible and does not help tutors. The older system worked much better. The current system causes stress and should be changed. It is too rigid and unnecessary. Students, in my opinion feel the same way.
- We sometimes raise expectations. In my subject area we had front loaded timetabled pat sessions at the beginning of the term one for all year one students but these were not followed through in subsequent terms and students were left very disappointed. We raised expectations and failed to deliver pat
- My role is made more challenging by the students I am PAT for being based at an off-site venue with two groups that attend university just one day a week. This makes it vital that I use the time I have with them before and after the sessions when I am teaching them effectively and keep in touch via email to the groups and to individuals in periods when I am not teaching them.
- I feel much more confident as an academic advisor but most students present with non-academic issues. I am very concerned that in an open plan office environment and with a blended learning approach i will have less contact with students in future and less time to support them.
- The PAT role cannot be 'planned' and timetabled. The needs of the students are diverse and change on a regular basis. They always present us with surprises and we feel ill-equipped to deal with the breadth of issues that need resolving. When signposting students to appropriate departments for help, the response can often be slow and less than effective (which I am sure is more often than not due to shortage of staff). We are often expected to help with a broad range of academic, personal, financial, personal, health and mental health issues- and offer a first response.
- One of the main challenges is the lack of private space. In my experience, students quite often want to disclose very private information to their PAT. For instance, students have talked about their own experiences of abortion, mental and physical health problems, as victims of crime (including violent and sexual), family problems and so on. This is extremely difficult to facilitate in shared offices. These meetings are often unexpected and rarely pre-arranged and it is not always possible to access a meeting room. Even if you do manage to locate a room you may be interrupted by other staff also needing a space to talk to their students. The meeting rooms also have a tendency to have a great deal of glass. This is extremely unhelpful when you have an upset student.
- I am no longer required to do this in my present role. IFP tutorials and support do not follow the main PAT pattern.
- If PATs are to fulfil their role then they need to have regular opportunities to mark their students' work. In some areas this is not always the case.
- I find that students make use of me as a PAT to varying degrees - and it is mainly when something is wrong. They know I am available, but I do not tend to have regular tutorials with my PAT students. I have tried a formal scheduling process before (i..e saying I expect them to book in to see me once per term) but it didn't work very well. Most of them didn't, and if they did they weren't sure why they were there (they didn't have specific things they wanted support on). This is probably because I see my tutees in class regularly given that I am also their course leader. A scheduled approach may be more useful if you have tutees who you don't see as often or have regular contact with
- There is are no timetabled sessions for PAT support for students.

- There is also no mention here of the need to offer supervision for PATs and debriefing when students share traumatic experiences.
- I also feel that we deal with a lot of difficult students and have no where really to go for an official debriefing
- We need better access to their overall grade profile to be able to spot trends. I have to do this manually
- The policy in the team keeps changing- so one year I was PAT for the whole year group, and then the following year it was changed to part of that year group (but over their whole degree programme). Students, and I, then ignored the arrangements. Having an open door might work better if we take the opportunity to work in the places where students work- not just 'come and find me' but 'I am working next to you'. But, the middling and weak students need to be called in for help- they don't always solicit it in the ways that failing students do.
- sometimes I think it would be better if students could choose their PAT rather than being assigned.
- I do feel it would make sense for the PAT who is allocated students to stay with them throughout the course of their study.
- There needs to be uniformity and standardization across the university regarding this role
- It would also be very helpful if PATs can have access to their students records so that we can be proactive in contacting students about their attendance or academic achievement.

Students access support from tutors they have the best relationship with, not necessarily their PAT (n=3)

- Whilst recognising the importance of the PAT role it seems to me that most students access advice and support from the tutor they feel they have the best relationship with regardless of whether they are actually their assigned PAT.
- As a fairly new member of staff, the role hasn't been clear, and I get a variety of students coming to me, some of whom are not my tutees. I also get requests for support that are not part of this role and often which I am unable to help with (e.g. module choices and degree pathways).
- Students go for help to the staff they know/lie/trust the most/best not to their PAT. However, in future we are going to redesign one module in year one so students are taught in "tutor groups" by their PAT for at least ten hours at the start of year one.

Lack of student engagement (n=7)

- In this role I make appointments to see students and 8 out of 10 times, they do not turn up!
- I arranged as stipulated by the University group/meetings with 1st year students and 2nd year students in the Autumn and Spring term. and out of over 17 year 1 and 20 year 2 students....   one year 1 student met me in Autumn Term, one year 1 student met with me in the Spring term...three year 2 students met me in the Autumn term and two year 2 met me in the Spring term...   All a waste of time...
- I also don't think students want to engage with the process, rather it is seen as a mechanism for a referee but not something they need to engage with.
- Increasingly students need additional help Many students don't engage with the tutorial system and don't realise that it's a standard part of the UN experience We need to make it clearer that they are expected to engage as it's part of their programme
- Students need to value personal tutoring more and to attend meetings. Perhaps the SU could run a campaign about the benefits of personal tutorials - we are not just there when things go wrong but there to help with academic issues and signposting to help them get from eg a B to an A.
- I feel that there is little real commitment, either from staff or students, to actively develop a PAT system. There are 150 students on my programme, and little sense of most of them as individuals. Many of the students do the minimum, and so won't engage in tutorials.
- Trying to get students to engage with PATs has proved to be an issue - Staff often organise events and meetings but students to not come along.

Workload related issues (n=15)

- But we also need more resources with regard to staff/ time Due to Workload management staff are 'told' this is not an activity the University wants us to give the necessary time to, to connect with the students so they see engaging with their PAT as meaningful
- If you have more than one student with 'complications' then this can be hugely time consuming. I believe that we are allocated an hour a year (?) for this role. Unscheduled PAT time is tricky as it then becomes difficult to plan time effectively. With individuals having up to 30 students, an open door policy can present a time challenge. I totally favour scheduled PAT time and group tutorials unless there is an issue that requires one to one.
- Flexibility is the key to making sure students feel supported. This requires both structured, time-tabled slots as well as an open door option when needed. Likewise, being able to offer group and individual slots is important to meet the diverse range of needs. It is extremely satisfying to see students make progress as a result of PATs.
- There's not enough academics on our team to make PAT roles achievable outside of FST, the SSR is more than above average.
- Not given sufficient recognition in workload hours. University needs to remember that good quality PAT takes time.
- The workload allocation does not give Personal tutoring the recognition it needs to make it work effectively.
- The present workload model, which is not fit for purpose in any respect, does not allow sufficient time to enable staff to adequately fill the PAT role.
- 6 hours over 3 years is not long enough. I have found that students access PATs a lot in year one but this tails off by year 3.
- The University needs to reflect on the allocation of hours to the PAT role. It is far too low in terms of workload allocation and were we to stick to the hours that we get credited for there would be significant dissatisfaction amongst the student body.
- the amount of time allowed for the PAT role is woeful
- I feel that the PAT role within the School of Health Pre Registration Programme requires far more time allocated than the University suggests in there (sic) documents.
- I feel that there is not enough time allocated to provide PAT care especially when some students are very demanding. If you operate an open door policy then it is difficult to turn away students that come to you when they feel that they are needing support.
- Not enough time or value placed on this role. The main challenge I find with the PAT role is the time aspect. The time allocated is no way reflective of the demands of the role. There is also an assumption that students will need less support as they progress which is not true. For example, I spent a lot of time with my third years this year to help them prepare for job/ postgraduate interviews.
- Quality time is needed to build trust and sustainable professional relationships between students and their PAT's.
- I do think that time is quite limited and recognition not given to those who go over and above to support students in difficult circumstances.

Pastoral Care and Support (n=13)

- How does the University want to deal with students in crises, both those coming to us and those we cannot reach, and what resources are available and how many academics know about them? Increases in disabilities, drug problems, sexual assaults/violence is too great for Academics to handle as a minor aside to their day-and-night job Developing an effective PAT system/culture needs to be addressed at the University level to address big issues that are effecting student experience
- I feel that the pastoral care side of the PAT role has grown dramatically due to the complex nature of the students that we are now recruiting. With the limited resources that ASSIST and Mental Health support have this at times can leave students and tutors in a difficult position.
- Large student numbers make the delivery of PAT difficult this is compounded by large numbers of learners having complex personal and academic needs.
- Over the past couple of years, we have seen a substantial increase in the need for pastoral care for our students due to a range of reasons, including significant life events and acute and enduring mental health conditions/problems. This can blur the boundaries between academic and pastoral

care, and is, although rewarding (at times), exceptionally time consuming and sometimes draining. Frequently, action in the form of referrals and letters ensue and on-going monitoring. I am not sure what I am saying by including this, only that the PAT role seems to be greatly underestimated in terms of time. It is a very important and crucial role responsibility to maximise good quality student experiences.

- Academic support is the remit of the module leaders, seminar/practical tutors and CfAP. It is not part of the PAT role. UN students are far needier and suffer greater mental health problems than students elsewhere. We urgently need greater mental health support resources. A public disaster will surely occur because of inadequate mental health resources unless the university ensures that mental health support is available when needed. A mental health triage nurse available during university open hours is required. PATs should not have to miss teaching, meetings and other duties in order to stay with a student in a mental health crisis, simply because the mental health staff are not available.

- I think I am fortunate that my previous work role in family support, supports me in my role as a PAT role. I am concerned that did many colleagues this is outside their comfort zone. The situation is becoming more challenging with an apparent increase in stress and anxiety related conditions in the student body. Assist are incredibly stretched and I believe there is a need for dedicated Pastoral support attached to each division.

- I feel overwhelmed by the huge percentage of students we have experiencing mental health issues, and when I refer them to our mental health team the waiting times for sessions are very long. We also have a high percentage of special needs learners on our course, ASSIST seem to have a very slow reaction time, especially at the beginning of the academic year.

- This year I have supported one particular student with mental health issues, and saw her weekly for nearly 6 months, she is now doing really well and has been able to continue with her studies. I have signposted her to university services e.g. counselling which she has used and she has accessed NHS services with my encouragement. I have not undertaken any training at the uni to support this individual, but my past training and experience as an OT has enabled me to support this student successfully. I have also sought advice from senior colleagues as needed. Supporting a student to this level has however impacted on my time significantly; particularly when you have many students to support.

- I feel referral for mental health support and counselling takes too, it can take up to 6 weeks for an appointment with counselling and 3 weeks for mental health which is too long for students who are having problems. This leaves the PAT having to manage pastoral care in the meantime which I neither have the experience or training for.

- Students have many more complex issues and also many have mental health difficulties which are not very well supported. I am not a mental health professional so it's difficult to provide appropriate support. Arranging meetings does not work as they drop in and see me when they feel well. I am concerned about the office arrangements at Waterside and my ability to be able to support students like this in the future. More training is needed in some of the more complex areas of PAT which we come across as often signposting is not sufficient. We do not have adequate time to really support students and the level of PAT which students get really varies depending on the tutor. There are also gender issues which need to be considered and my perception is that female staff spend much longer with PATs and dealing with student issues, this is often at the expense of doing other things which are more highly regarded, such as research.

- PAT role is becoming increasing 'personal' with students coming to see me with mental health issues (depression/anxiety) and family problems. I have to refer them to other parts of the uni for support which is not always immediately available. Could there be some specific training linked to supporting student with these problems who often present themselves when they are in a high state if anxiety. I would really like to go on a counseling course so I could feel more qualified to listen properly to the students.

- Although we have allocated times for PDP's etc, I think we have more students with difficulties. Some relate to health problems, which we can refer on but generally students come to us, particularly as their health problems have an impact on their work. Other have completed studies where they rely on additional support with their academic work - there is Cfap but often they come to us. Generally I feel the PDP paperwork is not relevant and we need something more personal.

- As a first year PAT I often have quite severe cases of mental health which means I have distressing emails and circumstances to deal with. I also have a large proportion of first years who have moderate to severe difficulties living in halls.

Lack of Knowledge of the PAT Web Area (n=2)

- I was not aware of the PAT web area, only the course offered for development. I have relied on personal experience rather than direction or support from my line manager despite being new to HEI.
- I help out students but am unaware of additional systems of support other than my own time & effort in relation to personal academic tutoring. It seems to be all I do these days!

Training Related Issues (n=3)

- I have yet to access training regarding being a PAT but this will be a focus throughout the summer.
- Recent training through C@NDO and through moderating tutor and PAT meetings have been most helpful as have guidelines and checklists as to the content of tutorials. Initially I felt a bit dropped in at the deep end (four years ago) but now through training and experience I have much more confidence.
- I am new to the role and am currently trying to attend training in the PAT role but this has not been easy.

Survey Design Issues (n=2)

- The question. 'As a PAT, I prefer to work with students on a one-to-one basis' would be better if phrased, 'As a PAT, I am happy to work with students on a one-to-one basis'. this then matches the question above. The way it is set out at the moment may give misleading results. I don't prefer one-to-one: I am equally happy to do group tutorials or one-to-one tutorials.
- The first question was problematic. My PAT duties are part of my academic role, not in