

Person Centred (student) Partnerships

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Jelena's story

Currently – VP Education re-elected for my second academic year

Working in partnership with students



““Working in partnership with the student’
screams of person centredness to me;
but I don’t know how ready people are for that...”

The person – Confetti staff experiment

Identifies as

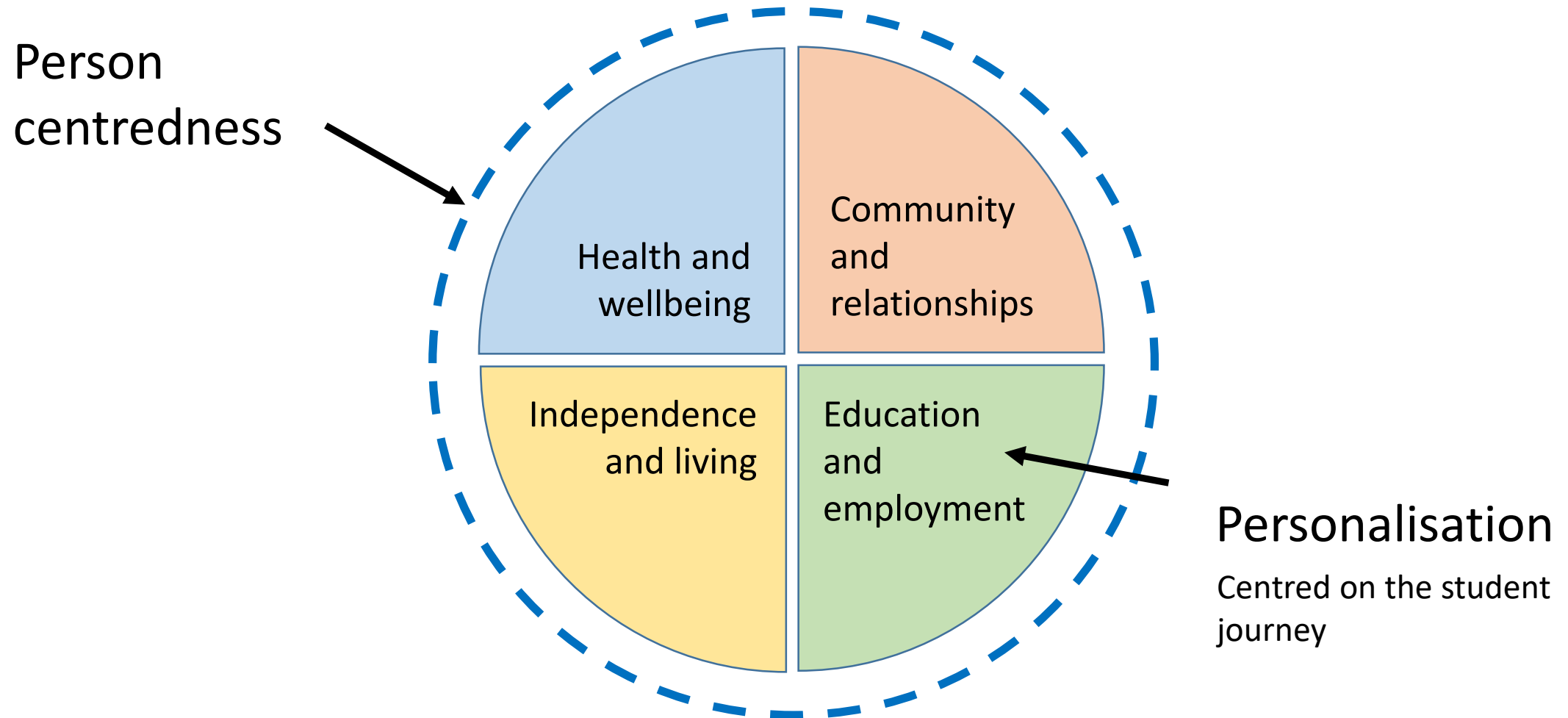


■ Parent ■ Member of ... ■ Friend ■ Other ■ Bro/sis ■ Employee ■ Carer

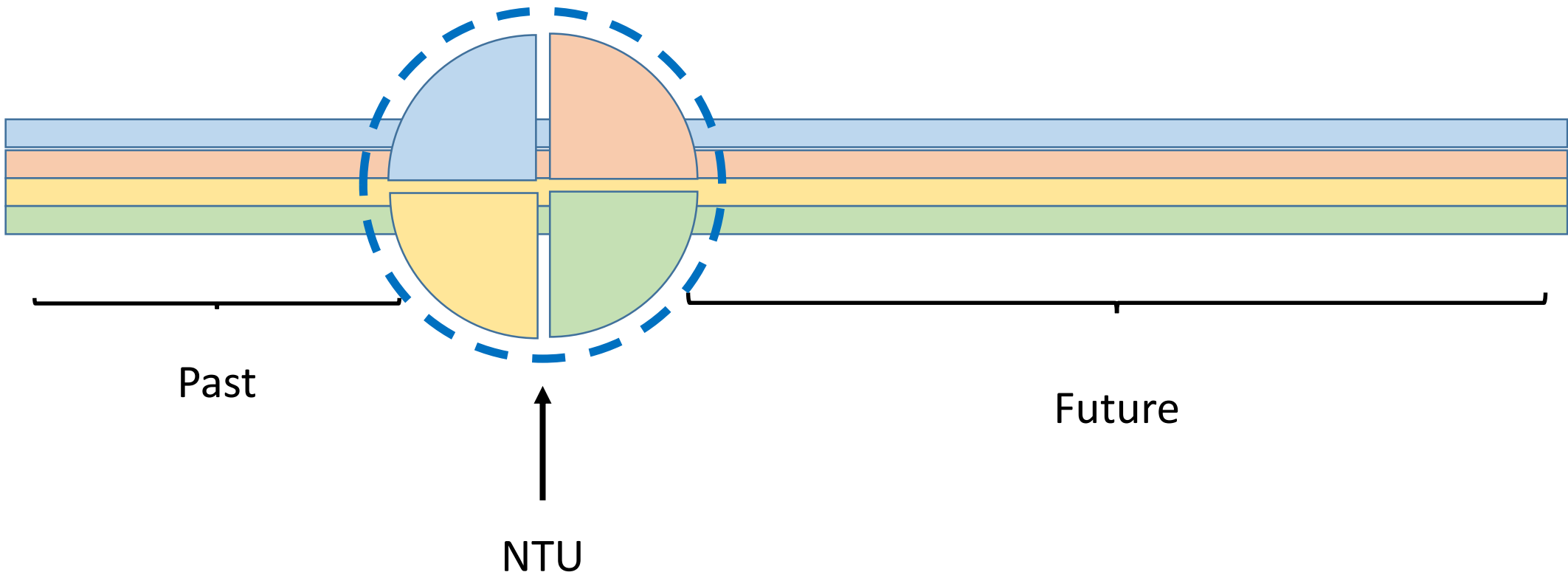
Changeable lives

	All's good	Change of job	Daughter unhappy	Future
1	Friend	Employee	Parent	Member of ...
2	Sister	Parent	Sister	Friend
3	Parent	Sister	Friend	Sister
4	Employee	Freind	Employee	Parent

Personalisation / Person centredness



The (student) journey



Person centredness – what is it?

- **Simple!!!!**
- Acting upon what is **important to** the person
- Working in partnership with the network around the person
- A holistic view
- Giving power to the person - increasing choice and control
- Looking at what is positive and possible
- Thinking about the person first – **from their perspective**

Student Story 1

My friend suffers from mental health issues and a **lecturer realised she was struggling and really helped her to get her on top of her university work.**

The lecturer did this by arranging meetings with her every two weeks to discuss how she is getting on, he helped her to apply for an extension, so all her hand-ins are now at the end of the year and he offers her someone to talk to. It is evident that he is trying, even though he told her he had not been trained in dealing with mental health issues. His efforts are making sure she has every chance to succeed with her degree.

Student Story 2

Throughout my time at Nottingham Trent, my course leaders have been the most helpful they could be. Life in CBJ isn't just a teacher-student relationship, **we are a community**, a family. Being able to have the complete confidence in going to speak to my course leader regarding any problems I may have in or out of university issues is truly lovely and satisfying.

Student Story 3

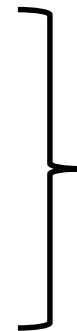
For some reason I didn't have any visits from a tutor during my placement year, and no conversation with any tutors on how I was getting along.

During the end of 2015 I lost 3 of my grandparents within the same month which was absolutely horrible and one of the worst moments in my life. Luckily my placement company were incredible and really looked after me and let me take as much time off. However, I think if I had some sort of support from University it would have been really helpful.

Even if there is a quick 'hey Anna how is everything going?' that would have been nice!

Person Centred themes

- Like and admire
- Important to
- Important for (support I need)
- What's working
- What's not working
- Plans for the future
 - Health and wellbeing
 - Community and relationships
 - Independence and living
 - Education and employment
- Actions



Outcomes

Applying the themes

Important to
Support needed (important for)
What's working
What's not working
Plans for the future



- Disability
- Mental health
- International student
- Equality, Diversity, Inclusion
- Social deprivation
- No role models - 1st generation
- Social isolation
- Support needs
- Lack of engagement
- Achievement gaps

Find the person within the student

Rebecca's One Page Profile

What people like and admire about me
(apparently)

My smile Caring Dedicated
Tenacity Passionate Daft
Friendly Sense of humour



Important to Rebecca:

Reading books

My girlies and my sister:

Kayleigh, Tessa, Bea and Helen (and now
Teddie too)

Getting away in my campervan

Close friends and family (and fizz)

Laughing loudly

Having my own stuff around me

How best to support me:

Say hello or smile when you see me
A cup of tea in the morning to stop me from being grumpy
Tell me the truth - always!
Help me to organise my chaos
Encourage me to keep going with the running
A glass of wine would be great ... thank you ☺

