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| **Boundary type** | **Rationale** | **Examples** |
| Expertise | You don’t have the expertise or trainingOther people in the institution are employed for these purposes | A student who….• Has made suicide threats (*mental health*)• Has suffered a bereavement (*counselling*)• Has shown potential signs of sexual exploitation (*safeguarding*)• Has had to leave home and asks you for advice about what to do (*accommodation*) |
| Temporal (time) | You, as a resource for your students, are a finite resourceEquality and fairness to students needs maintaining | A student with complex individual needs who takes up excessive amounts of your time |
| Behavioural /engagement /expectation | You can influence behaviour but not control it?As long as students are informed sufficiently, they have a responsibility to meet expectations | Repeated low level ‘disruptive’ behaviour / ‘non-engagement’ / not meeting expectations over a period of time with no sign of improvement |
| Peer | The promotion of respect and professionalism amongst students | A student disrespecting the views of a peer or peers through repeated mocking and what may be deemed ‘bullying’ (both verbal and through social media) |

Adapted from Lochtie et al, 2018, pp.55-56

Lochtie, D., McIntosh, E., Stork, A. and Walker, B.W. (2018) *Effective Personal Tutoring in Higher Education*. St Albans: Critical Publishing