# Developing Excellence in Personal Tutoring

# Staff Guide

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# 1.0 Institutional Context

Teesside University is committed to supporting its students in their learning experience, well-being and achievement;  in part, this is achieved through its Personal Tutoring Code of Practice.  This Staff Guide provides some additional support for Personal Tutors, particularly in the context of delivering courses through the hybrid delivery model; it should be read in conjunction with the University Personal Tutoring Code of Practice which can be accessed here: https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/Personal%20Tutoring%20Code%20of%20Practice.pdf

The Code of Practice covers all undergraduate and postgraduate taught degree courses at Teesside University. Its aim is to enhance the learning experience, well-being and achievement of Teesside University students, helping to ensure that each student is known, valued and their respective needs recognised and supported. The overall objective of Personal Tutoring at Teesside University is to provide a consistent, equitable and structured approach for all students to pastoral, general academic and professional support.

The Personal Tutor is a member of academic staff assigned to an individual student as a source of pastoral, general academic and professional support.  Teesside University's Personal Tutors are key points of contact assisting students with their transition into, and progression through, their Higher Education studies drawing on learner analytics as appropriate.

## 1.1    University Academic Enhancement Framework

The University Academic Enhancement Framework (AEF) provides the structure through which Future Facing Learning and other key strategic priorities, are embedded within academic practice ensuring students are provided with the skills and knowledge to thrive in complex and uncertain futures and achieve sustainable success in the Fourth Industrial Revolution.

Personal Tutoring is a key component of the student journey and has the potential to significantly influence the student learning experience and improve retention and achievement.  It is explicitly embedded into the University's AEF within the Student Success Theme:

> *Personal Tutoring enhances the performance, well-being and experience of our students, helping to ensure that each student is valued, and their respective needs recognised and supported.*

It is also more implicitly embedded in other themes notably the themes around Future Ready, Transitions and Wellbeing.  The last few months have seen unprecedented times with Covid-19 and the movement of our teaching and learning support to online.  From September 2020, the University will adopt a hybrid delivery model consisting of on-campus and online delivery, aligned with Government social distancing restrictions. To support staff and students in understanding the

expectations and key principles aligned with the implementation of the hybrid delivery model (for the 2020/21 academic year) the 'AEF Matrix' has been designed. Whilst all elements of the AEF are pertinent to course design and delivery across the University, this matrix emphasises those which are most relevant for the hybrid delivery model.   Personal Tutoring is explicitly captured in the AEF Matrix recognising the importance of personal tutoring under hybrid delivery model.
The AEF Matrix along with further detail on each theme of the AEF, including measures of enhancement and excellence, can be found on the AREG Unity site: https://unity3.tees.ac.uk/departments/058/SD2017/SitePages/Academic%20Enhancement%20Framework.aspx

## 2.0   Core Components of Personal Tutoring

According to UK Advising and Tutoring (Professional Framework for Advising and Tutoring, 2019) personal tutoring: *"supports students to achieve their academic and personal aspirations."*  The framework identifies four components to Personal Tutoring: Conceptual, Informational, Relational and Professional all of which are integral to Teesside University's Code of Practice.

The Conceptual component focuses on the ideas and theories that academic tutors must understand and is concerned with relevent approaches and expected outcomes of personal tutoring; ensuring equitable and inclusive environments are created and maintained.  The Informational component refers to the knowledge that personal tutors must have to guide a student and the Relational component focuses on the skills that tutors need to use concepts and convey information from the Conceptual and Informational components to their students.  The Professional component focusses on the commitment personal tutors have to their students, their institution and their professional practice. Professional behaviour is informed and developed through reflective practice and personal tutors act honestly, transparently and ethically.

Teesside University's Personal Tutoring Code of Practice embraces these components and identifies a set of principles underpinning our approach and outlines the responsibilties expected of Personal Tutors.  These responsibilities align in particular to the competencies found within the informational and relational components as captured in the UKAT Professional Framework for Advising and Tutoring.  Further details around the various competencies in each component can be found here: https://www.ukat.uk/professional-development/professional-framework-for-advising-and-tutoring/

# 3.0 Core Values and Effective Mentoring Relationships

## 3.1 Relational Aspects of Personal Tutoring

As captured in section 1, Personal Tutoring at Teesside University is about providing a consistent, equitable and structured approach for all students to pastoral, general academic and professional support assisting students with their transition into and progression through, their studies. This aligns to the UK Advising and Tutoring (UKAT) Professional Framework for Advising and Tutoring which notes that personal tutoring supports students to achieve their academic and personal aspirations. It continues to describe it as:

> *"A purposeful personal relationship with their advisor/tutor enables students to become autonomous, confident learners and engaged members of society. This ongoing and collaborative relationship connects students deeply to their institution, supporting them through their course and beyond."*

As referenced in section 2, the importance of the relational aspect of personal tutoring is reflected in the Code of Practice and the UKAT Professional Framework in which 'relational' is a core component. Within this relational component there are a number of competencies including: developing relationships; inclusive and respectful communication; motivating, encouraging and supporting students; planning and engaging in successful interactions; promoting student understanding around the curriculum; facilitating problem solving, decision-making, planning and goal-setting and collaborating effective with the wider campus services to the support students.

The relational aspects of personal tutoring are also captured within Teesside University's Academic Enhancement Framework (AEF) which recognises the importance of establishing and developing effective relationships between the Personal Tutor and the student in ensuring that students are supported to achieve their goals, aspirations and potential.

Teesside University's expectation of Personal Tutoring is:
> *Personal Tutors focus on improving student performance and draw on learner analytics to provide a consistent and structured approach to pastoral, academic and professional support.*

The University sees enhanced practice where:
> *Students develop an effective and continuous dialogic relationship with their Personal Tutor throughout the duration of their studies focused on improving performance, wellbeing and experience.*

Excellent practice involves:
> *Highly effective mentoring resulting in demonstrable enhancements around student's academic and professional performance, achievement and wellbeing.*

## 3.2    Core Values of Personal Tutoring

In striving for excellence around personal tutoring it is important to consider our approaches to mentoring.  In terms of how we approach mentoring during our meetings with students it is useful consider the core values of an effective personal tutor.  Lochtie et al (2018) identify these as: high expectations; approachability; diplomacy; being non-judgemental; compassion; the 'equal partner, not superior' approach; authenticity and valuing students as individuals." (2018, p. 33)

UKAT's guide around the Core Values of Personal Tutoring identifies those values that underpin effective personal tutoring relationships to include:

- ➢ **Empathy** - Personal tutors and advisors build relationships through empathetic listening and compassion for students, colleagues, and others. They respond to, and are accessible to, others in ways that challenge, support, nurture, and teach.
- ➢ **Inclusivity** - Personal tutors and advisors embrace diversity and consider the needs and perspectives of all students with openness, acceptance, sensitivity and fairness.
- ➢ **Collaboration** - The relationship between the student and tutor/advisor is a dynamic collaboration which benefits both the student and the tutor. Through listening, questioning, and guiding, personal tutors and advisors support the student to author an authentic and desirable vision of their future self. In turn students support their personal tutor in their own reflective development for the benefit of future students.
- ➢ **Student-centred approach** - The best interest of the student, identified by the student in collaboration with their tutor/advisor, is paramount in the personal tutoring/academic advising relationship. Personal tutors and advisors treat students with sensitivity and fairness, recognising the value of each individual student and appreciating their individual views and cultures
- ➢ **Developmental** - Personal tutoring/academic advising is proactive and intentionally development. Students set their goals, work out how best to attain them, and then set other goals after achievement. Personal tutors and advisors motivate and encourage students to reflect on their abilities, recognize their potential, meet challenges, and to develop plans for personal and academic development.

To be effective in delivering personal tutoring tutors must be:
- ➢ **Authentic** - personal tutors are accessible and non-judgemental; open and accepting of their students, their aspirations, and their circumstances. They nurture and challenge their students to develop their own identity, seek their own solutions and take charge of their own future.
- ➢ **Evidence-informed** - practices of personal tutors are informed by research, scholarship and reflective practice in the field of personal tutoring, academic advising and student success.
- ➢ **Committed** – to students, colleagues, their institutions, and their profession through reflective practice informed by scholarship, life-long learning, and professional development. They are dedicated in striving for excellence in all aspects of student success.

The core values explored above are fundamental in ensuring our practices around Personal Tutoring are effective. The success of Personal Tutoring relies on the development of that relationship and the effectiveness of mentoring provided underpinned by the core values. Evidence from the What Works? Student Retention and Success Programme showed that "*personal tutors can improve student retention and success in the following ways:*

- ❖ *enabling students to develop a relationship with an academic member of staff in their discipline or programme area and feeling more connected*
- ❖ *helping staff get to know students*
- ❖ *providing students with reassurance, guidance and feedback about their academic studies in particular."* Thomas (2012 p.43).


## 3.3   Solution-Focused Coaching in Personal Tutoring

Lochtie et al, view coaching and personal tutoring as related but not the same and discuss how *'tutoring may include elements of coaching when formulating personal learning goals or personal development planning with students.'* (2018, p16). There are recognised differences between mentoring and coaching and while coaches would not normally mentor, mentors can coach.

In exploring how coaching can be useful in supporting students, Lochtie et al acknowledge two different approaches to helping students solve their problems, problem-focused approach and solution-focused approach, and recognise that both can work but, "the solution-focussed approach enables students to develop self-efficacy, self-reliance and improved independent learning." (2018, p. 137).

Returning to Personal Tutoring at Teesside University, excellence is where: *highly effective mentoring results in demonstrable enhancements around the student's academic and professional performance, achievement and wellbeing.*

To help achieve this, a solution focussed approach to mentoring can help students to find solutions to the challenges they are presented with. It is important to focus on the solution and not the problem to help the students keep sight of what can be done and what is possible, and what does work for them. Lochtie et al, describes the solution-focussed approach as:

> "*trying to make greater progress with the student by focusing on where they want to get to and understanding what skills and knowledge they need to get there, rather than spending excessing amounts of time exploring the problem or issue they may be facing*" (2018, p 137)

The following captures the key characteristics of using a solution-focused approach with students (Lochtie et al, 2018) and may be useful to personal tutors in reflecting on their meetings and conversations with students.

- ❖ **Positive change can occur:** solution-focussed approach works on the assumption that positive change can occur with students.

- ❖ **Clear goals and self-directed action:** work with students to define their goals, they must be self-directed and take responsibility to achieve goals outside of personal tutoring interactions.

- ❖ **Develop solutions and focus on the future; not dwelling on problems within the past or present**: listen to issues/problems, be empathetic and build a rapport but quickly move conversations to exploring future goals, past successes and the skills, knowledge and ability that they do have.

- ❖ **Students' experience, expertise and resources:** the personal tutor is an enabler and facilitator, students are likely to already have the answers and ability and the personal tutor helps them realise that.

- ❖ **Reframe the students' perspective and help them to notice positives**: a distant possibility may be a near possibility, a weakness and strength and a problem an opportunity.


# 4.0  Guide to Practice

Personal Tutoring at Teesside University is about providing a consistent, equitable and structured approach for all students to pastoral, general academic and professional support.  It is more important than ever during times of disruption and through the hybrid delivery model to encourage our students to engage with Personal Tutoring and provide them with the support they need.  It is worth reflecting on the core components of personal tutoring discussed in section 2 and particularly the informational and relational ones.  It is likely that students will be seeking information around a range of areas but also needing more pastoral support to receive encouragement, motivation, nurture and guidance.

In the 'What Works? Student Retention & Success Programme' a number of projects were explored and Thomas (2012) found that within regards to personal tutoring the following factors contribute to belonging:

- o Personal tutoring should be proactive and not rely on students accessing tutors.
- o Early meetings with students should be provided.
- o Personal tutoring should develop a relationship between staff and students.
- o It should be structured support with an explicit purpose.
- o It should be embedded into the academic experience and based at school/department level.
- o It should have a strong academic focus.
- o It should identify students at risk and provide support and development.
- o It should be linked to student services and peer mentoring or similar peer scheme to provide pastoral and social support and referring to students for further support where appropriate.

## 4.1    Engaging Students with Personal Tutoring

We referenced above how Personal Tutoring can help contribute to creating a sense of belonging and thereby promoting effective enagement, but a common question asked by Personal Tutors is what they do if a student does not respond when they attempt to make contact.  There is no simple solution but it is really important that a proactive approach is taken and that there are continued attempts to provide support to students even if they do not appear to be engaging.  In supporting students on campus our default position tends to be a face to face meetings with the student.  If it was a struggle to engage students synchronously (face to face) when on campus then it is likely that these problems could be exacerbated under a hybrid delivery model.

Returning to the relational aspect of Personal Tutoring think about how to continue to build and foster relations with students communicating in an inclusive way respecting individuality.  While opportunites for synchronous meetings should be available, be mindful that asynchonous contact could be more appropriate.  Rather than ask your students to arrange a time for a meeting perhaps consider how you can engage them asynchronously allowing them to respond at a time convenient to them.  Some communication asynchronously could also work better for Personal Tutors helping to retain some control and flexibility over their time.  To encourage students to engage, think about asking them open ended questions, signposting them to key information, and/or asking them if there is anything that they require.  The points in section 4.4 may help in providing some context for meetings including prompts and signposts to relevant information.

## 4.2    Wider University Networks and Referring Students

It is important to be there for students and remember the wider support networks across the University that can help support students.  This section provides guidance for Personal Tutors around referring students to wider University support and section 4.3 provides guidance for those Tutors who have more immediate concerns around the mental health and wellbeing of their students.

As a Personal Tutor there will be times when we need to signpost and/or refer our tutees to other support available across the University.  You will find useful a document entitled 'Referrals in StREAM' – this can be accessed here: https://unity3.tees.ac.uk/departments/058/PublishingImages/SitePages/Learner%20 Analytics/Referrals%20in%20StREAM%20(Updated%20January%202020).pdf.

This document includes referral titles, related email addresses, criteria for referral along with some operational details.  As you can see you are able to refer students to: Student Futures, Library Help, Learning Hub, Disability Services, Health and Wellbeing, Finance and Welfare, and English Language Support for Academic Studies.

Many students and colleagues across the University are using StREAM, the University's learner analytics platform.  A key feature of StREAM is that you can

create an interaction and include actions for your students to undertake and/or refer your students directly to the student services noted above.  Further information on the use of StREAM can be found here:  https://blogs.tees.ac.uk/lteonline/digital-delivery-learning-and-support/delivering-personal-tutoring-remotely/using-stream/

Where StREAM is not being used (predominantly TU Online Courses and some Courses in the School of Health and Life Sciences) you can still refer your students using existing practices and using the 'Referrals in StREAM' document as a point of reference.

There are a number of resources that have been developed to support the health and wellbeing of students during the current pandemic, which can be found at: https://libguides.tees.ac.uk/coronaviruslibraryupdate

## 4.3    Guidance for Immediate Concerns around Students

Personal Tutors adopt a proactive approach in terms of both reaching out to, and supporting, their students who may be studying their courses on campus and/or online.  It is important to recognise that during times of disruption, different concerns and issues may be raised to what you might normally be presented with.  It is also important to appreciate that for students, engaging with their tutors may not be high on their list of priorities.  Continue reaching out and supporting students and be mindful that students may appreciate more asynchronous communications as opposed to synchronous ones.

However, there may be times when you think it appropriate to try and contact the student synchronously by phone to ensure that they are OK. Before you do that, you may want to check whether students are engaging in other ways:
- Use of Blackboard
- Access to Library Resources
- Engagement with other Course Team Members.

If you remain concerned and would like to refer to the mental health team, please send information to SLSresponse@tees.ac.uk including student name, student number, contact information and an explanation for the referral. If you feel there is an immediate risk, if we are working remotely then please contact the on-call member of staff to alert them to the referral (either via email or Teams).

On-call rota

| Day | Member of staff | Email address |
| --- | --- | --- |
| Monday | Helen Myrie | h.myrie@tees.ac.uk |
| Tuesday | Demi Falshaw | d.falshaw@tees.ac.uk |
| Wednesday | Lizzie Brown | Elizabeth.brown@tees.ac.uk |
| Thursday | Lindsay While | l.while@tees.ac.uk |
| Friday | Molly Armstrong | m.armstrong@tees.ac.uk |

In the event of the on-call member of staff being off and you receive their 'out of office', please email/call another member of the team who will ensure the information is passed to the person covering.

## 4.4   Framing your Practices

The following provides some areas that might be useful to help frame personal tutoring interactions and may help to encourage students to engage in personal tutoring.

➢ Discuss with tutees how they are coping with their studies.  Within the hybrid delivery model students may be facing challenges around space to study and access to support materials and technology.  Covid-19 has, and will continue to have, a great impact upon us all; it is important to remember that students may have additional responsibilities and anxieties that they previously may not have had.

➢ Encourage academic reflection, a key responsibility of Personal Tutors is to facilitate students to reach their full academic potential.  Students will be particularly worried about their performance and achievement with changes brought about through the hybrid delivery model.  Encourage students to reflect on previous feedback they have received in their modules; discuss this with them and provide support where you can from a general academic perspective. Remember that there is a lot of useful support information within the SLS Learning Hub that provides guidance on different learning topics including for example: academic skills, referencing, researching and writing. This can be accessed here: https://www.tees.ac.uk/sections/stud/learning_support.cfm. You could also direct students to the LibGuide developed by SLS providing some useful Library help and guidance on how students can work effectively off campus, this can be accessed here: https://libguides.tees.ac.uk/coronaviruslibraryupdate

➢ Be available for students to provide pastoral support and guidance.  Personal Tutoring at Teesside University is the responsibility of academic staff, but it is important to remember that while Personal Tutors are a fundamental part of the support that students receive at Teesside University there is a wider network of support. Please refer to the above sections (4.2 and 4.3) and a previous LTE Post around 'Support for Personal Tutoring and Wider University Networks' which can be found here: https://blogs.tees.ac.uk/lteonline/2020/04/23/personaltutoringnetworks/

➢ Discuss with students their thoughts around career aspirations, work experiences and professional planning.  This will be more pertinent for some students than others and many will be very anxious about current and future employment opportunities.  Students can be directed to the University 'Student Futures  Team' where further support can be provided around Careers and Employment: https://www.tees.ac.uk/sections/stud/employment.cfm.

Please also see this post on LTE online around the support provided from the Student Futures Team, which includes a link to '10 things all students should know': https://blogs.tees.ac.uk/lteonline/2020/05/21/focus-on-the-future/

➢ Tutees may need signposting to guidance and information particularly in relation the implications of Covid-19 and some may need support in navigating through this.  All of the latest University information and advice around coronavirus (Covid-19) is published here: https://www.tees.ac.uk/sections/about/university/coronavirus.cfm.

## 4.5    Recording of Interactions

Please remember to record all interactions (summary of interactions) that you have with your students.  For many of you this will be done through StREAM.

# 5.0    University Examples of Good Practice

**Personal Tutees Group Activity: Promoting a Sense of Belonging and Student Network (Helen Tidy, SHLS)**

Individual meetings with students are important throughout personal tutoring but the value of group meetings should not be underestimated particularly in how it can help to promote a sense of belonging and help develop student networks.  If it is appropriate to develop cohort identity with some of your personal tutees you could try this activity.  Sharing of photographs around what the students have been doing helps students to learn about each other.  It helps them bond and identify shared hobbies / passions to build a sense of belonging and promote collaborations.  It can help to get students engaged and feeling part of a community.

**Teaching Squares:  Peer Review Activity to Enhance Personal Tutoring and Develop a Coaching Culture (Beverley Boden, TUBS)**

The Teaching Squares initiative will be launched in TUBS next academic year and is a peer review activity with the specific purpose of developing and enhancing the role of the Personal Tutor.  The School has recently recruited a number of new academics; many of these colleagues are new to teaching and supporting learning and the School recognises a need to support staff particularly around Personal Tutoring practices.  Features central to this initiative include:

➢ Development of a buddy system between new and experienced academics in order to develop professional practice around personal tutoring.
➢ Development of a group of experienced 'Super Tutors' who will take a lead responsibility around student retention and promoting student engagement.
➢ Development of a Personal Tutoring 'buddy' system where more experienced academics develop their tutoring practice and collaborate

across the university (Schools and Central Departments) to share good practice.

# 6.0   LTE Online Information to Support Practices around Personal Tutoring

❖ Delivering Personal Tutoring Remotely
*Click here:* https://blogs.tees.ac.uk/lteonline/digital-delivery-learning-and-support/delivering-personal-tutoring-remotely/

❖ Synchronous and Asynchronous learning online – Did you know?
*Click here:* https://blogs.tees.ac.uk/lteonline/2020/03/26/synchronous-asynchronous-did-you-know/

❖ Focus on the Future: support provided from the Student Futures Team, which includes a link to '10 things all students should know':
*Click Here:* https://blogs.tees.ac.uk/lteonline/2020/05/21/focus-on-the-future/

❖ Supporting emotional well-being for distance learning students – Did you know?
*Click here:* https://blogs.tees.ac.uk/lteonline/2020/03/23/emotional-well-being-did-you-know/

❖ Resource page providing guidance (accompanied by helpful videos) on how to use the StREAM system.
*Click here:* https://blogs.tees.ac.uk/lteonline/digital-delivery-learning-and-support/delivering-personal-tutoring-remotely/using-stream/

# 7.0   UK Advising and Tutoring (UKAT)

UKAT, the United Kingdom Advising and Tutoring association, is a body of professional practitioners and researchers interested in all aspects of student advising and personal tutoring in Higher Education in the UK.  UKAT promotes student success by advancing the field of student advising and tutoring in the UK and beyond.  They provide opportunities for professional development, networking, and leadership for their diverse membership and work directly with higher education institutions to enhance academic advising and personal tutoring practice.

## 7.1   UKAT Resources Support Personal Tutoring

Please visit the UKAT site to view the resources that are available:
https://www.ukat.uk/resources/

In particular you will find a link to NACADA Resources; UKAT is allied to NACADA, the Global Community for Academic Advising: https://nacada.ksu.edu/. NACADA have a wide range of freely available resources designed to support academic advisors and academic advising practices, many of which are relevant to the UK. These include journals such as the NACADA Journal and NACADA Review, the NACADA Clearinghouse resource archive, webinars, books and much more. If you're looking for information on academic advising/personal tutoring, the NACADA website is a great place to start.

UKAT and Swansea University have recently produced a leaflet on tips for personal tutoring at a distance. During this time of social distancing and remote learning it is more important than ever to build effective relationships and keep in touch with tutees who may be experiencing social isolation and anxiety about their learning.

This is valuable guidance not only now but also under the University hybrid delivery model.  The 10 tips for personal tutoring at a distance are summarised below.

- ➢ Build your effective remote tutoring environment.
- ➢ Focus on the human relationship.
- ➢ Establish clear boundaries and expectations.
- ➢ Ensure your students can engage with you. Set (and keep!) virtual office hours.
- ➢ Make your personal tutoring accessible.
- ➢ Don't overlook an old-fashioned phone call.
- ➢ Keep notes and send follow-up emails sharing easier.
- ➢ Know how to refer when working remotely.
- ➢ Setup an online learning community for your tutees.
- ➢ Follow flipped tutoring principles.

The leaflet, containing further details around these Top 10 Tips for Personal Tutoring at a Distance, can be viewed and downloaded here: https://www.ukat.uk/media/1465/top-10-tips-for-personal-tutoring-at-a-distance.pdf


## 7.2   UKAT Webinar Series: Tutoring Matters

*Tutoring Matters* is UKAT's series of professional webinars presented by UKAT members and experts in the fields of academic advising and personal tutoring. They are a great resource for helping further your own professional learning and practice around Personal Tutoring.

They are designed to support all those engaged with personal tutoring and advising, whether that be as a practitioner, leader or in a related support role. They will also act as key professional development for those undertaking tutoring and advising roles. These webinars are freely available to both members and non-members, but places do need to be booked.  You can find out about forthcoming webinars including details to register via this link: https://www.ukat.uk/events/webinars/current/

UKAT maintain an 'Archive' of all past webinars, including a video recording of the webinar, transcripts of webinar chat sessions, presentation slides and other resources. Some of the Archived Webinars include:

- ➢ Personal Tutoring Systems and Activity
- ➢ A Skills-based Approach to Improving Personal Tutoring, Teaching, and Research Mentoring
- ➢ Training Personal Tutors to Support the Needs of Diverse Student Populations
- ➢ Advising in Turbulent Times
- ➢ Helping Students Cope with Remote
- ➢ Tutoring Online
- ➢ Supporting International Students through Personal Tutorials
- ➢ Understanding resilience within student populations
- ➢ Using Analytics
- ➢ Institutional Infrastructure

If you are interested in accessing the resources from previous UKAT Webinars then you can find these at this link: https://www.ukat.uk/events/webinars/archive/


## 7.3   UKAT Profession Recognition Scheme

In March 2019, UKAT introduced the UKAT Professional Framework for Advising and Tutoring to articulate the competencies and skills which underpin effective personal tutoring and academic advising. More recently, the Framework has been adapted to define three distinct levels of competence, underpinned by the recently-published UKAT Core Values of Personal Tutoring, and is the basis of UKAT Professional Recognition Scheme which has been operating as a pilot since January 2020 with 68 participants from 13 institutions.  Teesside University is part of that pilot and has a number of colleagues that are progressing applications for recognition.

The aim of the UKAT Professional Recognition Scheme is to give greater recognition to tutors and advisors, and the contribution that personal tutoring/academic advising make to student persistence and success. The scheme is akin to the Advance HE HEA Fellowship scheme but focused exclusively on personal tutoring and academic advising. It awards formal recognition to applicants at one of three levels based on the submission of a reflective portfolio of evidence of their practice:

*Recognised Practitioner in Advising*
*Recognised Senior Advisor*
*Recognised Leader in Advising*

The scheme encourages tutors to become reflective practitioners by focusing their professional development on the competencies required to evidence recognition at a specific level. It also encourages progression between the levels of recognition and is designed to act as a professional development ladder, scaffolding ongoing professional development of personal tutors over time and leading to enhancement of practice across the HE Sector.

The UKAT Professional Recognition Scheme has now been officially launched and registration is now open to any personal tutor or academic advisor at any higher education provider within the UK.  Further details can be found here: https://www.ukat.uk/professional-development/professional-recognition/.  It is anticipated that recognition awarded through the scheme will provide a useful way to demonstrate student support and the personalisation of learning to evidence claims made in TEF submissions and Access and Participation Plans.

# 8.0   Sources of Information and References

**Sources of Information**

Teesside University Personal Tutoring Code of Practice can be accessed here: https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/Personal%20Tutoring%20Code%20of%20Practice.pdf

The University's Academic Enhancement Framework can be accessed here: https://unity3.tees.ac.uk/departments/058/SD2017/SitePages/Academic%20Enhancement%20Framework.aspx

The UKAT Professional Framework for Advising and Tutoring can be accessed here: https://www.ukat.uk/professional-development/professional-framework-for-advising-and-tutoring/

UKAT Core Values of Personal Tutoring can be accessed here: https://www.ukat.uk/professional-development/core-values-of-personal-tutoring-and-academic-advising/

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

Thomas, L (July 2012) Building student engagement and belonging in higher education at a time of change: final report from the What works? Student retention & success programme. London: Paul Hamlyn Foundation.