UKAT Professional Framework: Self-assessment Tool

Please use the document to complete a self-assessment against the *UKAT Professional Framework for Advising and Tutoring* in order to identify any areas for your future professional development. UKAT Conference presentations and professional development activities identify the competencies they address. Using this tool to perform a self-assessment can help you identify the conference presentations and development activities that best help address your professional learning needs.

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| **Conceptual** The *Conceptual* component focuses on the ideas and theories that academic tutors must understand, and is concerned with | | **Proficient** | **Competent** | **Novice** | **No Experience** |
| C1 | Core values of academic advising and tutoring |  |  |  |  |
| C2 | Theory relevant to academic advising and tutoring |  |  |  |  |
| C3 | Academic advising and tutoring approaches and strategies |  |  |  |  |
| C4 | Expected outcomes of academic advising and tutoring |  |  |  |  |
| C5 | How equitable and inclusive environments are created and maintained |  |  |  |  |
| **Informational**  The *Informational* component refers to the knowledge that advisors must possess to guide a student. Specifically, this is concerned with knowledge of | | **Proficient** | **Competent** | **Novice** | **No Experience** |
| I1 | HE Provider mission, vision, values, and culture |  |  |  |  |
| I2 | Curriculum, degree programmes and pathways, including options |  |  |  |  |
| I3 | HE Provider policies, procedures, rules, and regulations |  |  |  |  |
| I4 | Legal guidelines and tutoring practice, including privacy regulations and confidentiality |  |  |  |  |
| I5 | The characteristics, needs, and experiences of major and emerging student populations |  |  |  |  |
| I6 | Campus and community resources that support student success |  |  |  |  |
| I7 | Data and information technology applicable to tutoring |  |  |  |  |

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| **Relational**  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. Specifically, advisors and tutors must be able to: | | **Proficient** | **Competent** | **Novice** | **No Experience** |
| R1 | Build advising and tutoring relationships through empathetic listening and compassion for students, and be accessible in ways that challenge, support, nurture, and teach |  |  |  |  |
| R2 | Communicate in an inclusive and respectful manner |  |  |  |  |
| R3 | Motivate, encourage, and support students to recognize their potential, meet challenges, and respect individuality |  |  |  |  |
| R4 | Plan and conduct successful advising and tutoring interactions |  |  |  |  |
| R5 | Promote student understanding of the logic and purpose of the curriculum |  |  |  |  |
| R6 | Facilitate problem solving, decision-making, meaning-making, planning, and goal setting |  |  |  |  |
| R7 | Collaborate effectively with campus and services to provide support to students |  |  |  |  |
| **Professional**  The *Professional* component focuses on the commitment that advisors and tutors make to the students they advise, their institutions, their professional practice, and the broader educational community. Advisors and tutors: | | **Proficient** | **Competent** | **Novice** | **No Experience** |
| P1 | Create and support environments that consider the needs and perspectives of students, and respect individual learners |  |  |  |  |
| P2 | Appreciate students’ views and cultures, maintain a student-centred approach and mindset, and treat students with sensitivity and fairness |  |  |  |  |
| P3 | Commit to students, colleagues, and their institutions through engagement in continuing professional development, scholarly enquiry, and the evaluation of professional practices |  |  |  |  |
| P4 | Understand the implications of quality assurance and quality enhancement, and engage in on-going evaluation and development of advising and tutoring practice |  |  |  |  |

**Key**

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| **Proficient** | I have thought carefully about this and have various experiences of doing it. I can produce a range of examples that demonstrate I have achieved this and actively engage with it. |
| **Competent** | I have thought carefully about this and have had experience of doing it. I can produce some examples that demonstrate I have achieved this and engage with it. |
| **Novice** | I have started to think about this, but I have only limited experience to draw upon. I can produce little or no evidence to demonstrate I have achieved this. |
| **No Experience** | I have not really considered how to do this, nor do I have any direct experience to reflect on. I can thus produce no evidence of achieving this competency. I need to consider my development in this area and how I can more actively engage with this. |