UKAT

Institutional **Accreditation**

PILOT
SCHEME

UKAT Institutional Accreditation (Pilot) Information Pack for Universities

WELCOME

I am pleased to share this information pack with you. Personal tutoring/academic advising has evolved over many years of practice and experience across all universities in one form or another and today is recognised as a core function which can enhance student outcomes, close attainment gaps and address disadvantages among students. The formation of UKAT in 2015 and our subsequent growth demonstrates the value and importance of tutoring in all its forms across the sector and beyond.

Our growth and success has led to the development of the UKAT Professional Framework and UKAT Professional Recognition scheme (2019), created by the sector for the sector. We now have a growing community of Recognised Practitioners, Senior Advisors and Leaders in Advising. Now is the right time to develop processes and systems that support an institutional commitment to supporting tutoring at whole institutional level.

The UKAT Institutional Accreditation scheme aims to promote a systematic approach to enhancing personal tutoring across the higher education sector. Institutions taking part in the pilot of this scheme are the trailblazers for the sector and will help shape this national initiative for future institutions. Your institution has demonstrated its commitment to enhancing personal tutoring through its membership of UKAT. We would warmly welcome your participation in the pilot of the Institutional Accreditation scheme and this document provides a detailed overview of the scheme and its operation.

We hope you will consider joining the pilot. Please do contact us at accreditation@ukat.ac.uk if you have any questions or would like to discuss the scheme further with myself or one of my colleagues.

David Grey
CEO UKAT

EXECUTIVE SUMMARY

This is an invitation to be a sector leader and be a part of this pilot to help shape it for the sector.

The UK Advising and Tutoring association (UKAT) is a charitable trust and the national organisation focusing on personal tutoring and academic advising in higher education in the UK. We are a community of practice for scholars and practitioners of personal tutoring/academic advising with a mission to enhance personal tutoring provision to benefit student success.

Effective personal tutoring is often the only academic function that works holistically with students throughout their entire higher education experience. It is predicated on a supportive relationship between student and tutor and has the potential to positively impact the strategic objectives, metrics, and student outcomes which your institution cares about. Embedding a purposeful, proactive, personal tutoring process which focuses on the growth and outcomes of students can facilitate student feelings of belonging and mattering to the institution. It can facilitate student retention, progression, and completion, help students identify career goals and improve employment prospects and thus employment metrics. It can help students to study effectively in the HE environment, enabling improved academic performance, outcomes and may help to address differential attainment gaps. It can help your institution to address problematic issues arising from the NSS, satisfy the OfS B3 condition of delivering successful outcomes for all students, improve LEO outcomes and TEF metrics, and achieve the objectives of your Access and Participation Plan.

UKAT Institutional Accreditation is a charter mark awarded to those institutions that demonstrate effective student support through personal tutoring, and that have implemented structured personal tutoring quality enhancement processes, providing a clear external commitment to meeting the needs of their student population and supporting their learning and success.

For a cost of less than two-thirds of the annual fee income of a single domestic student, the UKAT Institutional Accreditation Scheme can help your institution develop, and continually enhance an effective personal tutoring process. What's more, demonstrating your commitment to supporting students during open days and institutional promotion is appealing to potential students and their families. UKAT Accreditation is a 'badge of quality' which will likely improve conversion of applicants and could thus pay for itself. It provides a structured approach to the development, recognition, and reward of your staff and signifies the value that you place on the work they do as personal tutors. It also signifies your institution's commitment to the higher education sector in furthering the development of this important aspect of academic practice to enhance outcomes for all students in your institution and beyond, opening up career pathways for staff and scholarly outputs stemming from sector-leading practice. .

Institutional Accreditation is a collaborative, collegial, developmental process in which UKAT makes a firm commitment to work with your institution to co-create the enhancement that your institution wishes to achieve.

Those institutions not wishing or ready to apply for full accreditation can apply to be recognised as a UKAT Endorsed institution. Endorsed Institutions must demonstrate that they fully prepare staff to deliver effective personal tutoring by demonstrating how their internal personal tutoring training satisfies the competencies of the UKAT Professional Framework for Academic Advising and Personal Tutoring.

UKAT Institutional Accreditation is achieved through making an application and paying for an accreditation level of UKAT membership on an ongoing basis. The cost depends on the level of accreditation that you apply for and the size of the institution, determined by the number of academic staff it employs (Table 1). Institutions intending to apply for accreditation must satisfy the relevant entry criteria for the scheme to be eligible for the higher level of membership, and to make an Institutional Accreditation application. Your institution already holds membership of UKAT so the additional cost to you will depend on your current UKAT membership subscription. In some cases, an institution may be eligible to apply for Institutional Accreditation for little or no additional cost. Once awarded, accreditation is valid for five years.

STANDARD	ENHANCED all Standard benefits plus	ENDORSED INSTITUTION all Enhanced benefits plus	ACCREDITED INSTITUTION all Endorsed Institution benefits plus
Free conference delegate place Free student conference place (online conferences only) Access to member-only UKAT resources for all staff UKAT SIG membership open to all staff Access to free monthly personal tutoring webinars UKAT Advisory Board membership (1 staff and 1 student representative) to influence the strategic direction of UKAT. Free access for all staff to online training modules in the *Fundamentals* tier of the UKAT Professional Curriculum	Access for all staff to your choice of any 4 online training modules from the UKAT Professional Curriculum	Unrestricted access to all online training modules in the UKAT Professional Curriculum for all staff Discounted access to on-site delivery of UKAT Professional Curriculum workshops	External verification of the quality and effectiveness of your student support and personal tutoring provision Charter Mark that can be used in marketing and student recruitment. Exclusive access to UKAT scholarship funding to support and encourage research and scholarly activity in the field of personal tutoring. Institutional benchmarking data relating on Professional Recognition and Professional Curriculum engagement to support statutory returns, Access and Participation Plans, TEF submissions, etc Dedicated UKAT Development Partner, and one day of free consultancy time per year to support enhancement within your institution.
Discounted UKAT Professional Recognition applications for staff (£115 per application, normally £250.) £ 15% discount on bespoke onsite consultancy Free advertising of personal tutoring-related jobs to UKAT members	5 free Professional Recognition applications per year	Exclusive access for all staff to UKAT-facilitated Professional Recognition applicant network days and writing retreats. Streamlined route to Professional Recognition for all your staff	20-50 *free Professional Recognition applications per year Access to regular Professional Recognition Mentor training Ability to offer validated UKAT Professional Recognition within your institution.
10 named members - included on UKAT member mailing list and receive bimonthly member newsletter. £ Discounted Annual Conference (15%) and UKAT event (up to 25%) registrations for the *10* named members	20 named members - included on UKAT member mailing list and receive bimonthly member newsletter. £ Discounted Annual Conference (15%) and UKAT event (up to 25%) registrations for the *20* named members		20-50* named members - included on UKAT member mailing list and receive bimonthly member newsletter. £ Discounted Annual Conference (15%) and UKAT event (up to 25%) registrations for the 20-50* named members
£985 per annum	£1,495 per annum	£2,500 per annum	£4,100 - £6,750* per annum

Table 1 – A comparison of UKAT membership packages

Numeric values expressed as digits (e.g., 10) are the absolute total quantity of the benefit included in the membership and are not additive across the table. Quantities indicated with * vary depending on the size of the institution. All prices are correct at the time of printing and include VAT (where applicable).

CONTENTS

INSTITUTIONAL ACCREDITATION – THE DETAILS 8
The UKAT Professional Framework for Personal Tutoring and Academic Advising 9
Concept and Principles 10
Our Vision for Institutional Accreditation 10
Principles and Institutional Commitment 10
Routes to Accreditation 11
UKAT Recognised Institution 12
UKAT Accredited Institution 12
Application Process 14
Return on Investment 15
Wider Impact for the Institution 16
APPLYING FOR ACCREDITATION OR RECOGNITION 17
Becoming A UKAT Recognised Institution 18
Registering with the scheme 18
Entry criteria 18
Making your full application and receiving Recognised Institution status 19
Retaining your Recognised Institution status 19
Restrictions of the Pilot Scheme 19
Becoming A UKAT Accredited Institution 20
Registering with the scheme 20
Entry Criteria 20
Accreditation Criteria 23
Making your full application and receiving Accredited Institution status 25
Retaining your Accredited Institution status 25
Restrictions of the Pilot Scheme 25
Costs, Commitments and Agreements 27
Recognised Institution 27
Accredited Institution 27
Data Processing and Data Sharing 28
Recognised Institutions 28
Accredited Institutions 28
Data Processing and Sharing in the Pilot Programme 29
How to join the scheme 29
APPLICATION FORMS 31
ABOUT UKAT 65
UKAT's COMMITMENT TO SUPPORTING ENHANCEMENT 66
UKAT Professional Recognition 67
The UKAT Professional Curriculum 68
UKAT Consultancy 68

SCOPE AND ACCURACY OF INFORMATION

This document provides information relating to the *pilot* of the UKAT Institutional Accreditation scheme and is intended to introduce the scheme to institutions considering participating in it. The information this document contains pertaining to the criteria, operation, assessment, and benefits of the scheme were accurate when this document was published. The purpose of a pilot is to gain learning, adapt and improve. As such, the information contained herein is liable to change without notice, although we will make our best endeavour to inform all institutions already participating in the pilot of any changes before they are made. Any costs identified in this document will not change, with the exception of changes resulting from a change in UKAT's VAT status, as identified in the footnote on p25.

Institutions participating in the pilot group readily acknowledge that aspects of the process towards accreditation are iterative and therefore the criteria/process may differ. As a member of the pilot group you are helping to shape the process for future entrants to the scheme and thereby contributing to the development of enhancing practice across all HE.

The text / content within this document is a framework for discussion in the process and is subject to change, as such the language and structure used can be shaped for future entrants.

NOTE ON TERMINOLOGY USED WITHIN THIS DOCUMENT

Personal tutoring supports students to achieve their academic and personal aspirations. A purposeful personal relationship with their 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.

Throughout this document the use of the term 'personal tutoring' is used to refer to all activities and professional practice related to personal tutoring performed within a job role. UKAT recognises that institutions vary in the scope and nature of the role, together with the institutional name for the role, e.g., *personal tutor / personal academic tutor / academic advisor / academic mentors / academic tutors / development tutors*. Institutions are encouraged to use the terminology they are familiar with when completing the application process.

INSTITUTIONAL ACCREDITATION – THE DETAILS

THE UKAT PROFESSIONAL FRAMEWORK FOR PERSONAL TUTORING AND ACADEMIC ADVISING

The UKAT Professional Framework for Advising and Tutoring is a framework, developed in collaboration with the higher education sector, which articulates the competencies of academic advisors/personal tutors that enable them to effectively support student development and success. It consists of three elements:

- the core *aspects* of the framework (Conceptual, Informational, Relational and Professional)
- the *competencies* – 23 in total
- the *Recognition descriptors* which defined different levels of recognition against the framework which can be achieved through the UKAT Professional Recognition Scheme.

All professional development and learning opportunities offered by UKAT are mapped against the components and competencies of the UKAT Professional Framework and generate reflective evidence which can be used to partially meet the evidence requirements for recognition through the UKAT Professional Recognition Scheme.

The UKAT Professional Framework for Advising and Tutoring:

1. Supports the continuing professional development of staff engaged in academic and pastoral advising or tutoring of students

2. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to supporting student development and attainment through advising and tutoring

3. Acknowledges the variety and quality of advising and tutoring practices which support students in their journey through higher education

4. Enables individuals and institutions to gain formal recognition for quality enhanced approaches to supporting students through advising and tutoring

At the University of Sunderland we are continuing to enhance our Personal Academic Tutoring provision for students, and UKAT are playing a major part in this.

Direct involvement from UKAT takes the form of support and guidance for institutions and individuals alike. This has proved to be influential in shaping our University's approach to Personal Academic Tutoring. For individuals, the UKAT recognition scheme and mentoring provision provide support to those seeking recognition of their tutoring expertise.

Indirectly, the UKAT Competencies Framework is at the heart of our approach to enhancing the skills of our Personal Academic Tutors.

The University of Sunderland training for Personal Academic Tutors is mapped against the UKAT Competencies Framework which has encouraged a holistic approach to the development of our own institutional resources supplemented by the wide range of UKAT resources.

The UKAT Competencies Framework is proving to be aspirational for accomplished tutors who can envision how their successes can be acknowledged via the UKAT Recognition process.

The UKAT annual conference is an excellent opportunity for the community to share successes and inspiration from across the sector, and indeed internationally.

UKAT is part of a global community that is focussed on the development and dissemination of the skills and competencies needed to support students to enjoy a safe, rewarding and successful learning experience.

Professor Abigail Moriarty,
Pro Vice-Chancellor, Learning & Teaching,
Sunderland University

CONCEPT AND PRINCIPLES

OUR VISION FOR INSTITUTIONAL ACCREDITATION

The UKAT Institutional Accreditation programme seeks to improve outcomes for all HE students through an institutional commitment to

- developmental, student-centred approaches to personal tutoring
- rigorous quality assurance and enhancement processes
- professional development of individual practitioners

Our goal is to encourage institutions to publicly commit to this important aspect of academic practice and the impact it has on strategic objectives and policy drivers, recognising the contribution that experienced personal tutors make to the success of their students, and encouraging less confident or experienced staff to engage fully with the role. Accredited institutions must demonstrate whole-institutional alignment to the personal tutoring mission and the UKAT Professional Framework for Personal Tutoring and Academic Advising. The UKAT Institutional Accreditation charter mark can be used in student recruitment and marketing to demonstrate external verification of holistic care and support for students and their academic and professional success.

PRINCIPLES AND INSTITUTIONAL COMMITMENT

Institutions applying for accreditation commit to upholding and embedding the following principles of the UKAT Personal Tutoring Charter:

1. Personal tutoring is integral to the institutional mission.
2. The institution has a clear vision and widely understood purpose for personal tutoring. This purpose is clearly documented and communicated widely to both staff and students. All personal tutoring provision within the institution is aligned with this common purpose.
3. Effective personal tutoring is structured, intentionally designed learning process focused on student growth and development. It supports students to develop skills and make appropriate choices from a wide range of opportunities which enable them to achieve realistic academic and professional goals. It provides a programme of purposeful interactions mapped to the student journey, nuanced to the requirements of the discipline, and personalised to the needs of the student.
4. Personal tutoring is provided to all students and the institution recognises that all students can benefit from personal tutoring, not just those who are identified as at-risk or who experience problems.
5. Personal tutoring is accessible and inclusive, removing barriers to engaging in learning

and achieving educational outcomes.

6. The institutional purpose for personal tutoring is embodied in a clearly defined set of student outcomes which all students are expected to achieve.

7. Students are the primary stakeholders in personal tutoring. Personal tutoring is a collaboration between the students and the institution, and students are fully involved in the evaluation and design of personal tutoring provision.

8. A rigorous process for annual evaluation and quality enhancement of personal tutoring exists at all levels of the institution, and feeds into the annual monitoring and review processes for learning and teaching.

9. There is a nominated and clearly identifiable individual within the institution who has strategic oversight of the quality assurance and enhancement of personal tutoring across the institution as (part of) their job role.

10. There is a nominated experienced individual within each department/subject area who has responsibility for the delivery and enhancement of personal tutoring provision.

11. The institution openly values the contribution made by personal tutors to the success of its students and the institutional mission, and recognises this through staff workloads, staff appraisals/development reviews, and promotion criteria.

12. Personal tutors are provided with information and technology which enables them to understand, support and engage effectively with students.

13. Regular training and development are provided to all personal tutors.

14. Personal tutoring is a fundamental component of a whole-institution approach to holistic student support. Personal tutors work collaboratively and effectively with other colleagues and services across the institution to support students.

15. The institution values and contributes to the scholarship of personal tutoring and the development of the field. It demonstrates this by supporting staff to engage in scholarly activity and collegial sharing of effective practice with the wider higher education community.

ROUTES TO ACCREDITATION

An institution may apply for UKAT Institutional Accreditation at one of two levels – **UKAT Recognised Institution**, or **UKAT Accredited Institution**.

UKAT Recognised Institution

As an Recognised Institution, you will have aligned your in-house personal tutor training with the UKAT Professional Framework, and clearly evidenced through an audit of practice how such training enables staff to achieve the competencies of the UKAT Framework. UKAT Recognised Institution status confers external confirmation that your institution is aligned with the UKAT Framework and can be a stepping-stone to achieving full UKAT Accreditation.

Recognised Institutions gain

- unrestricted access to the online learning offered by the UKAT Professional Curriculum
- five included Professional Recognition applications each year
- discounted access to in-person workshops and learning offered through the UKAT Professional Curriculum
- discounted on-site delivery of UKAT Professional Curriculum workshops
- UKAT-facilitated network days and writing retreats for Professional Recognition applicants

UKAT Accredited Institution

As an Accredited Institution, you will have made a demonstrable institutional commitment to a structured, purposeful approach to personal tutoring which enhances outcomes for all students. This commitment is reinforced through the establishment of a clear institutional purpose for personal tutoring; regular, institution-wide evaluation and ongoing enhancement; embedding the principles of the UKAT Framework; the development and upskilling of staff through deep engagement with the UKAT Professional Recognition scheme; and clear institutional recognition for those who enhance student outcomes and success through effective personal tutoring and holistic student support.

Accredited Institutions gain:

- External verification of the quality and effectiveness of their student support and personal tutoring provision
- A Charter Mark that can be used in marketing and student recruitment to signify institutional commitment to student support to applicants and their families
- The ability for staff to achieve accelerated Professional Recognition through a simplified peer review application process managed by UKAT; *or*, the ability to offer franchised, in-house assessment of the UKAT Professional Recognition scheme

- Access to institutional benchmarking data relating to Professional Recognition and Professional Curriculum engagement which can be used as supporting evidence in statutory returns, Access and Participation Plans, TEF submissions, etc

- Exclusive access to UKAT scholarship funding to support and encourage research and scholarly activity in the field of personal tutoring

- Unrestricted access to the online learning offered by the UKAT Professional Curriculum

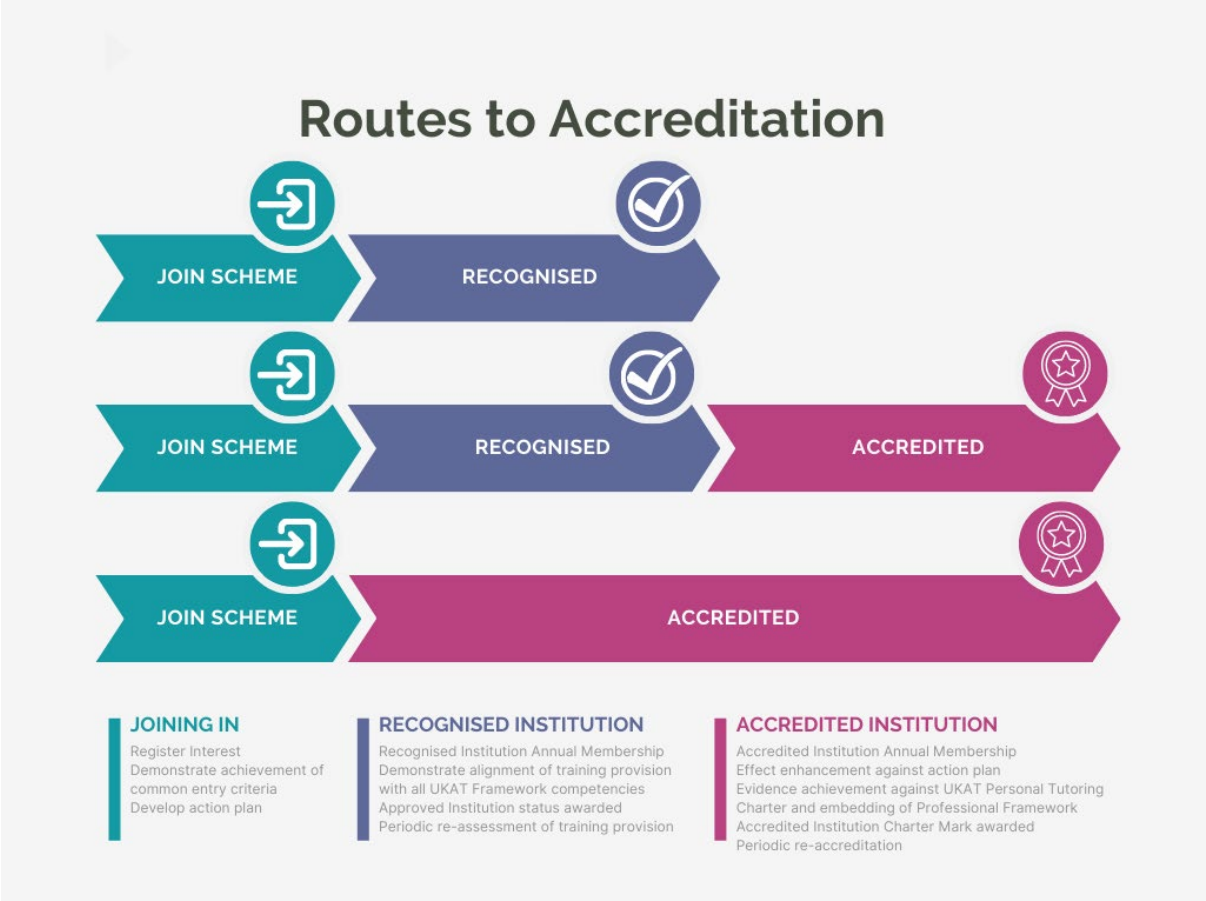
- A minimum of 20 included Professional Recognition applications per year, depending upon the size of the institution

- Discounted access to in-person workshops and learning offered through the UKAT Professional Curriculum

- Discounted on-site delivery of UKAT Professional Curriculum workshops

- UKAT-facilitated network days and writing retreats for Professional Recognition applicants

- The highest level of access to all UKAT resources and services, enabling these to be deployed across the institution to support continued future enhancement of personal tutoring to achieve institutional strategic goals and regulatory objectives



Application Process

Institutions wishing to apply for accreditation must meet the Entry Criteria to be admitted to the scheme. These criteria are designed to assure that a minimum standard of personal tutoring provision already exists but present a low barrier to entry that most institutions should easily be able to achieve with minimal or no additional effort.

As soon as an institution registers an interest in joining the scheme, we will appoint a UKAT Development Partner to work with the institution to understand their strategic objectives, identify the appropriate level(s) of accreditation to target, and to co-create an action plan for enhancement and achieving accreditation. Institutions have up to five years to complete their action plan and, if they are applying for Accredited Institution status, to submit their full accreditation application. The timescales for completing the action plan and delivering an accreditation submission are jointly agreed in negotiation between the Development Partner and the institution.

Access to the Institutional Accreditation scheme is through a higher level of UKAT membership that is only available to accredited institutions and those applying for accreditation. Once the action plan and timescales have been formally agreed by both parties, the institution will be admitted to the scheme and the higher level of membership fee will apply. This enables access to the defined range of UKAT benefits and resources which support the scheme and enable enhancement.

Institutions will submit their Recognition or Accreditation submission in accordance with the agreed timescales. Institutions which gain Recognised Institution status will retain that status for as long as they continue to pay the Recognised Member annual membership fee, subject to a periodic re-evaluation of the institution's training provision and its alignment to the UKAT Framework every five years. Institutions which gain Accredited Institution status will retain that status and the right to use the charter mark for as long as they continue to pay the Accredited Member annual membership fee, subject to the assessment of a full reaccreditation application which must be submitted every five years.

RETURN ON INVESTMENT

Personal tutors are ideally situated in the learning provision to help your institution achieve its strategic objectives and regulatory requirements. In today's modularised higher education courses, personal tutors are often the only person who gets to work with a student throughout their entire educational journey and provide holistic guidance which helps them to improve their academic and career outcomes. Because of their unique positioning, personal tutors can influence the objectives and metrics that matter to you. Through building an ongoing purposeful relationship with their tutees they can facilitate student belonging to the institution, their course, and their peers, and can give students a sense that they matter to the institution. They can facilitate student retention, progression, and completion, help students identify career goals and improve employment prospects. They can help students to study effectively in the HE environment, enabling them to improve their academic performance, improving their outcomes and helping to address differential attainment gaps.

For a cost of less than $\frac{2}{3}$ of the annual fee income of a single domestic student, the UKAT Institutional Accreditation scheme can help your institution develop, embed, and continually enhance an effective personal tutoring process. Embedding a purposeful, proactive personal tutoring process which focuses on the growth and outcomes of all students can help your institution to address problematic issues arising from the NSS, satisfy the OfS B3 condition of delivering successful outcomes for all students, improve LEO outcomes and TEF metrics, and achieve the objectives of your Access and Participation Plan.

Gaining UKAT Institutional Accreditation has many benefits beyond the metrics. As well as improving the student experience and outcomes, it provides independent public recognition at the sector level of your institution's effective practice within a nationally recognised, sector-developed framework. It enables your institution to influence the sector in developing this field and encourages your staff to engage in research and scholarly activity which supports this. The Institutional Accreditation charter mark enables your institution to demonstrate independent verification of its holistic student support to applicants and parents during recruitment, providing a stronger offer to potential students. It demonstrates to your staff the value that the institution places on personal tutoring and its pivotal role in the educational mission, whilst recognising and rewarding the important contribution that staff make through their personal tutoring practice. It

encourages quality assurance and ongoing quality enhancement of an area of academic practice which often falls outside traditional learning and teaching quality monitoring and enhancement activities. And finally, it enables ongoing professional development of your staff, enhancing their confidence and empowering them to support your students more effectively in the achievement of their academic and career goals.

WIDER IMPACT FOR THE INSTITUTION

Becoming a UKAT recognised training partner or fully accredited Institution provides opportunity to evaluate the wider benefits to the institution in achieving its own vision, mission, and strategic goals. These broadly fall into 4 areas of net benefits:

THE INSTITUTION	STUDENTS
• External verification of the institution's commitment to effective student support through a Charter Mark which can be used in student recruitment and other marketing • Addressing shared sector themes • Quality enhancement • Key narratives for TEF / OfS / APP / • Reward and recognition through HR systems • Meeting strategic goals • Acting out institutional values • Positive return on investment	• Better outcomes; addressing differential attainment and other key challenges (wellbeing / mental health / resilience / completion and progression, value for money) • Improved personal and interpersonal relations • Improved employability opportunities • Access to internal and external discipline networks • Better mental health & wellbeing
THE SECTOR	FOR THE INDIVIDUAL (STAFF)
• Contributing to the national agenda on tutoring in HE • Influencing policy / practice / evidence base • Contributing to national and international research journals	• Staff development and upskilling. Links to national community of practice. • Access to UKAT resources

APPLYING FOR ACCREDITATION OR RECOGNITION

BECOMING A UKAT RECOGNISED INSTITUTION

REGISTERING WITH THE SCHEME

The first step in becoming a UKAT Recognised Institution is to register your interest by contacting accreditation@ukat.ac.uk. UKAT will appoint a Development Partner to work with your institution to discuss and understand your requirements, and to determine whether becoming an Recognised Institution is the desired final outcome for your institution or a step on the journey to becoming a full Accredited Institution.

Your Development Partner will explain the entry criteria for the scheme and identify the documentary evidence required from your institution which will enable you to demonstrate that you meet these criteria. They will also work with you to agree a mutually acceptable timeline for achieving UKAT Recognised Institution status; normally, we would expect institutions to submit their full Recognised Institution status application within 12 months of joining the scheme. If gaining Recognised Institution status is a step to full Institutional Accreditation, your Development Partner will also go through the steps described in the Becoming a UKAT Recognised Institution section of this guidance.

ENTRY CRITERIA

Institutions wishing to apply for UKAT Recognised Institution status must demonstrate that they satisfy the following criteria:

- Demonstrate a commitment to enhancing personal tutoring provision
- A named lead individual exists for personal tutoring oversight and enhancement within the institution
- An Institutional 'definition of intent' [vision] for personal tutoring provision has been defined and shared within the institution
- Personal tutor training is provided
- The number of academic staff, and number of staff involved in personal tutoring and academic advising roles, within the institution has been verified using HESA data

Once the timelines are agreed and we have verified that the institution satisfies the entry criteria described above, we will raise an invoice for UKAT Recognised Institution Membership. As soon as the invoice is paid the UKAT Curriculum benefit of Recognised Institution Membership will be available to you and your journey to Recognised Institution status will begin. All staff in your institution will then have unrestricted access to online learning from the UKAT Curriculum. Your Development Partner will help you evaluate your in-house training provision against the UKAT Framework to identify any competencies which this does not meet so that you can address this using online learning modules available within the UKAT Curriculum.

Making your full application and receiving Recognised Institution status

In accordance with the timescales initially agreed with your Development Partner, you will be required to submit a detailed application evidencing how the UKAT Framework criteria are addressed by your in-house training provision. Your Development Partner will work collaboratively with you to help you maximise the chance of your application being successful. UKAT's accreditation team will review your application to ensure that your training provision satisfactorily addresses the UKAT Framework competencies. If so, you will be awarded UKAT Recognised Institution status and all remaining benefits of Recognised Membership will become available to you. Full details of how to access these benefits will be provided to you by your Development Partner.

If your application is not approved, you will be given the chance to revise and resubmit it, and your Development Partner will assist with this. If you do not submit an application within the initially agreed timescales and no good reason is provided for this, UKAT reserves the right to terminate your Recognised Membership application and revert your UKAT membership to a lower category of Institutional Membership.

Retaining your Recognised Institution status

To retain your Recognised Institution status, you must maintain your Recognised Institution Membership by paying the relevant annual membership fee. You must also undergo a periodic re-evaluation of your training provision by submitting an updated application every three years.

Restrictions of the Pilot Scheme

We want the scheme to be as useful and as simple to apply to as we can possibly make it. The purpose of the pilot is to try out and develop learning about the scheme and how it operates for institutions so that we can achieve this aim. Those institutions participating in the pilot will lead the UK HE sector by helping to shape the scheme and make it appropriate and relevant to the needs of UK HE institutions. It is the nature of a pilot that things will change and evolve as we learn more about what works, and what does not work. You should be aware that some aspects of the entry criteria, application and evidence format, and the re-evaluation timescales may vary as the pilot progresses. We will use our best endeavours to communicate all such changes to pilot participants in a timely manner.

BECOMING A UKAT ACCREDITED INSTITUTION

REGISTERING WITH THE SCHEME

The first step in becoming a UKAT Accredited Institution is to register your interest by contacting accreditation@ukat.ac.uk. UKAT will appoint a Development Partner to work with your institution to discuss and understand your enhancement objectives, the timescales you will work to, and to develop an appropriate action plan against which will you will be assessed when the full accreditation application is submitted.

Your Development Partner will explain the entry criteria for the scheme and identify the documentary evidence required from your institution which will enable you to demonstrate that you meet these criteria. They will also work with you to agree a fair and reasonable timeline to prepare for a successful submission for accreditation. Depending on existing practice and processes already in place within institutions, it may take between 1½ and 3 years to collate the and present the evidence required for a successful submission. If gaining Recognised Institution status is a step to full Institutional Accreditation, your Development Partner will also advise on this and help you incorporate this into your action plan. If you wish to be able to offer franchised UKAT Professional Recognition within your institution once you have achieved Accredited Institution status, your Development Partner will also help identify and build into the action plan the steps that are needed to ensure that your in-house process is aligned with the standards of the Professional Recognition Scheme and is ready to be fully operational once accreditation is achieved.

ENTRY CRITERIA

Institutions wishing to apply for UKAT Accredited Institution status must demonstrate that they satisfy the following criteria:

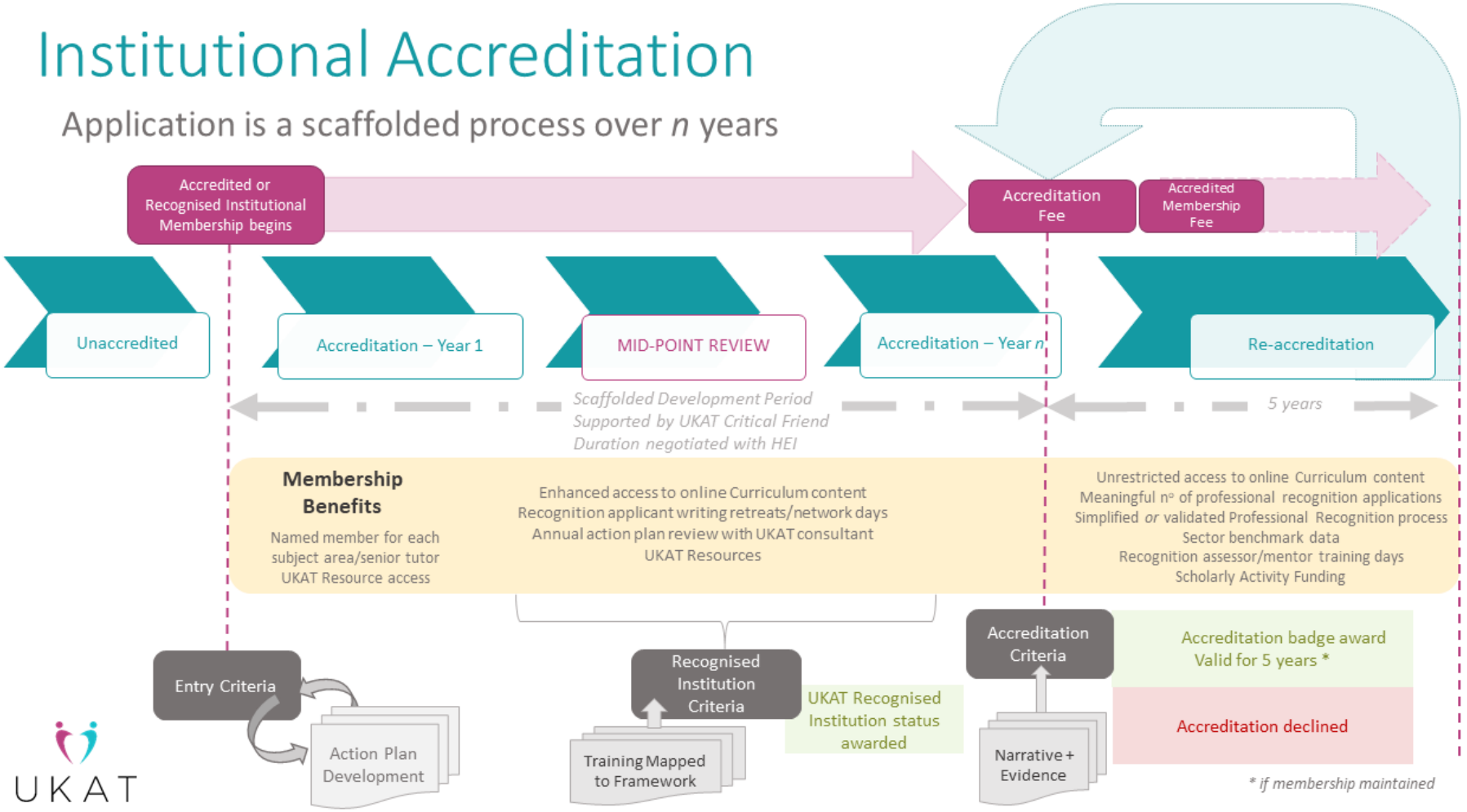
- Demonstrate a commitment to enhancing personal tutoring provision
- A named lead individual exists for personal tutoring oversight and enhancement within the institution
- An Institutional 'definition of intent' [vision] for personal tutoring provision has been defined and shared within the institution
- Personal tutor training is provided
- The number of academic staff, and number of staff involved in personal tutoring and academic advising roles, within the institution has been verified using HESA data
- A mutually agreed SMART action plan has been developed, with guidance from the UKAT Development Partner on alignment of in-house training to the UKAT Framework, and on

implementing and assuring standards for franchised Professional Recognition where this is required.

Once the timelines are agreed and we have verified that the institution satisfies the entry criteria described above, we will raise an invoice for UKAT Accredited Membership. As soon as the invoice is paid the benefits of Accredited Membership will be available to you and your journey to Accredited Institution status will begin.

Institutional Accreditation

Application is a scaffolded process over *n* years



UKAT

Your Development Partner will work regularly with you during the mutually agreed time period to help the institution effect enhancement, gather evidence, and prepare a full accreditation application. They will offer critical friend review of your application and help you to identify the most effective way to use the resources available within your membership to achieve the objectives of your action plan. If regular reviews suggest that the timescales for achieving the action plan have slipped, your Development Partner will work with you to develop a more realistic action plan which will enable you to achieve your objectives and maximise the chance of your accreditation application being successful.

Accreditation Criteria

Institutions wishing to apply for UKAT Accredited Institution status must submit an application consisting of evidence and a contextual narrative which demonstrates that they satisfy the following criteria:

- An Institutional 'definition of intent' [vision] for personal tutoring provision has been defined, shared with all stakeholders, and is regularly reviewed.
- All subject areas in the institution clearly communicate the benefits of engaging in personal tutoring to their students.
- There is an institutional policy and/or code of practice on personal tutoring.
- A named lead individual exists for personal tutoring oversight and enhancement within the institution.
- There is a named individual (senior tutor) at departmental/subject and/or academic directorate (e.g., faculty, school, etc) level responsible for the local organisation, delivery, and enhancement of personal tutoring provision.
- All students know who their personal tutor is within the first week of commencing their studies.
- There is a centrally maintained, up-to-date record of personal tutor-student allocations
- Students routinely participate as equal partners in the co-creation and evaluation of personal tutoring provision.
- Personal tutoring is accessible and inclusive, removing barriers to engaging in learning and achieving educational outcomes.
- The institution has clearly defined institutional outcomes for personal tutoring, focused on student growth and development, which are widely understood by both staff and students. These may be supplemented by additional outcomes at the disciplinary level.

- Personal tutoring is a proactive process which helps students achieve their academic and professional goals. In all areas of the institution, it consists of a structured programme of student-tutor interactions which are mapped to the student journey and enable students to achieve the defined personal tutoring outcomes.

- Personal tutoring enables students to acquire institutional Graduate Attributes, as well as achieving discipline/programme specific outcomes.

- The HR policies and practices of the institution recognise and reward[1] the contribution that staff make to student outcomes through their personal tutoring/academic advising work.

- A structured process for quality evaluation and enhancement of personal tutoring is adopted across the institution which, as a minimum, determines whether local provision is consistent with institutional policy and whether student outcomes for personal tutoring are being achieved.

- An institution-wide SMART action plan for personal tutoring enhancement exists. Progress against the plan is regularly reviewed and the plan is updated at least annually as a result of the quality evaluation process.

- Regular personal tutor training is embedded across the institution for personal tutors at all levels of experience, not just new staff.

- Senior tutors across the institution have engaged with the UKAT Professional Recognition scheme. Other personal tutors are strongly encouraged to engage with the scheme and the institution has a process in place to maximise the number of staff gaining recognition over time.

- There are clearly defined role definitions for personal tutoring, and/or personal tutoring appears in job descriptions. These definitions provide clear delineation of the boundaries of the role, the expectations placed upon personal tutors, and clarify where and how personal tutoring fits within the administrative hierarchy of the institution.

- The institution has a strategy for the selection and use of technology to support personal tutoring.

- The institution makes a range of relevant student data readily available to personal tutors to provide contextual information about their students which enables them to offer

[1] Recognition and reward may be demonstrated in various ways and the approach taken must be appropriate and commensurate with the objectives the institution is trying to achieve. For example, including personal tutoring in workload planning and student-led teaching awards offer recognition of the work of personal tutors. Including personal tutoring as a discussion point in staff Professional Development Reviews and in promotion criteria both indicate the value that an institution places on personal tutoring and demonstrate a reward for the contribution that staff make.

effective, personalised guidance.

- An electronic system for recording personal tutor interactions and meeting notes is embedded across the institution and supports the controlled sharing of information with other student support services as appropriate.

- The institution is committed to developing the field of personal tutoring by contributing to scholarship of the field, and by encouraging staff to engage in scholarly activities related to personal tutoring.

Making your full application and receiving Accredited Institution status

In accordance with the timescales initially agreed with your Development Partner, you will be required to submit a full detailed application evidencing how the institution satisfies the accreditation criteria. Your Development Partner will work collaboratively with you to help you maximise the chance of your application being successful, engaging in regular reviews of your action plan and offering advice on the selection of evidence and the creation of the contextual narrative. Your accreditation application will be reviewed by a panel of expert accreditors and there is an additional fee for this process. If your application is deemed to meet the accreditation criteria, you will be awarded UKAT Accredited Institution status and the accompanying charter mark which you may use in all institutional publicity for as long as your accreditation remains valid.

If your application is not approved, you will be given the chance to revise and resubmit it, and your Development Partner will assist with this. If you do not submit an application within the initially agreed timescales and no good reason is provided for this, UKAT reserves the right to terminate your Accredited Membership application and revert your UKAT membership to a lower category of Institutional Membership

Retaining your Accredited Institution status

To retain your Accredited Institution status, you must maintain your Accredited Membership by paying the relevant annual membership fee. Once achieved, accreditation is valid for five years, after which the institution must submit an application for re-accreditation and pay the relevant accreditation fee.

Restrictions of the Pilot Scheme

We want the scheme to be as useful and as simple to apply to as we can possibly make it. The purpose of the pilot is to try out and develop learning about the scheme and how it operates for institutions so that we can achieve this aim. Those institutions participating in the pilot will lead the UK HE sector by helping to shape the scheme and make it appropriate and relevant to the needs of UK HE institutions. It is the nature of a pilot that things will change and evolve as we learn more about what works, and what does not work. You should be aware that some aspects

of the entry criteria, application and evidence format, accreditation criteria and timescales may vary as the pilot progresses. We will use our best endeavours to communicate all such changes to pilot participants in a timely manner.

COSTS, COMMITMENTS AND AGREEMENTS

UKAT institutional accreditation is achieved through making an application and paying for a higher level of UKAT membership on an ongoing basis. The cost depends on the level of accreditation that you apply for and the size of the institution, determined by the number of academic staff it employs.

The full details of the benefits applicable at the different levels of membership are identified in the table on page 4.

RECOGNISED INSTITUTION

Becoming accredited as a UKAT Recognised Institution requires an institution to take out a UKAT Recognised Institution Member membership package at the point of joining the scheme. Accreditation is only awarded once a successful application is made and, once accreditation is achieved, the institution commits to maintaining the Recognised Institution Member membership for the duration of the accreditation.

The fee for Recognised Institution Member membership is £2500 per annum (ex VAT)[2]. This is a flat rate fee and does not vary with the size of the institution.

ACCREDITED INSTITUTION

Becoming accredited as a UKAT Accredited Institution requires an institution to take out a UKAT Accredited Member membership package at the point of joining the scheme. Accreditation and the charter mark are only awarded once a successful application is made. Once accreditation is achieved, the institution commits to maintaining the Accredited Member membership package the duration of the accreditation, with a minimum of five years.

The volume of included benefits, and thus the fee charged, for Accredited Member membership varies with the number of academic staff employed by the institution. Three levels of Accredited Membership are offered – small, medium, and large. Table 1 (overleaf) defines the membership fee and volume of benefits included at each level. The Accreditation fee only applies once per accreditation cycle; no additional fee is charged for a resubmission of an unsuccessful application. All fees are quoted ex-VAT[3].

[2] At the time of writing, UKAT is not required to register for VAT, so VAT is not chargeable but this may change. Some of the benefits of Recognised Institution membership are exempt from VAT, so if and when VAT has to be charged, the estimated additional VAT amount is £25-£100 per annum.
[3] At the time of writing, UKAT is not required to register for VAT, so VAT is not chargeable but this may change. Many of the benefits of Accredited Member membership are exempt from VAT, so if and when VAT has to be charged, the estimated additional VAT amount is £100-£250 per annum. We are unclear as to the VAT status of the Accreditation Fee and are seeking specialist advice, but this *may* attract VAT at the standard rate on the entire Accreditation Fee.

Accredited Membership Level	Small	Medium	Large
Nº of Academic Staff	Up to 490	Up to 990	Over 990
Included named members	20	35	50
Included conference and event discounts (per event)	20	35	50
Included Professional Recognition applications	20	35	50
ANNUAL MEMBERSHIP FEE	£4100	£5550	£6750
ACCREDITATION FEE	£7500	£7500	£7500

Table 1 - Accredited Membership levels, benefits and costs

DATA PROCESSING AND DATA SHARING

RECOGNISED INSTITUTIONS

An application for Recognised Institution status does not require the institution to share any personal data or statistical information with UKAT.

Applying for Recognised Institution status does require the institution to take out an annual Recognised Institution membership package which permits individual staff within the institution to become Named or Affiliate members of UKAT. This information is only used for managing the membership and providing membership benefits. The way this information is used is defined in the Terms and Conditions of Recognised Institutional Membership and the Terms and Conditions of Institutional Affiliate Membership respectively.

Recognised Institution membership also includes five Professional Recognition applications. Registering an applicant for Professional Recognition requires UKAT to be provided with the applicant's name, institutional affiliation, and institutional email address. This data is only used for administering the UKAT Professional Recognition scheme and is shared only between UKAT and the institution. The way in which this information is used is defined in the Terms and Conditions of Institutional Professional Recognition Subscriptions and the Terms and Conditions of Application for Professional Recognition.

ACCREDITED INSTITUTIONS

An application for Accredited Institution status requires the submission of evidence which clearly demonstrates how the institution satisfies the accreditation criteria. Although this will not require the sharing of personal information, it may require the sharing of anonymised statistical information. UKAT warrants that all contextual narratives, evidence, and statistical information provided for an accreditation application will be treated in confidence and will never be shared with others or used for any purpose other than that for which it was collected. Members of accreditation panels will be required to enter into confidential agreements as a condition of appointment. Any data provided to UKAT will be processed in accordance with the terms of the

Data Protection Act 2018, or any relevant act of subsequent legislation, and UKAT will enter into a data processing agreement with an applying institution at the point of application.

Applying for Accredited Institution status does require the institution to take out an annual Accredited Member membership package which permits individual staff within the institution to become Named or Affiliate members of UKAT. This information is only used for managing the membership and providing membership benefits. The way this information is used is defined in the Terms and Conditions of Accredited Membership and the Terms and Conditions of Institutional Affiliate Membership respectively.

Accredited Member membership also includes five Professional Recognition applications. Registering an applicant for Professional Recognition requires UKAT to be provided with the applicant's name, institutional affiliation, and institutional email address. This data is only used for administering the UKAT Professional Recognition scheme and is shared only between UKAT and the institution. The way in which this information is used is defined in the Terms and Conditions of Institutional Professional Recognition Subscriptions and the Terms and Conditions of Application for Professional Recognition.

Accredited Membership also offers discounts on attendance at UKAT conferences and events. Registrants must provide personal information to register as an event delegate and obtain the discount available through Accredited Membership. This information is only used to confirm eligibility for any applicable and for managing the event. Full details of how such information is used is given in our Term and Conditions of Conference Registration and Terms and Conditions of Event Registration.

Data Processing and Sharing in the Pilot Programme

The nature and extent of the data that may be required to support an Accredited Institution application was not fully determined at the time of writing and may be subject to change as the pilot programme and accreditation criteria evolve.

UKAT is committed to ensuring the security and confidentiality of your institutional data. One of the goals of the pilot is to work with the legal teams of participating institutions to derive a common data processing agreement that will be acceptable to the sector.

HOW TO JOIN THE SCHEME

By being a part of the pilot project you will be able to help shape the project and outcomes for future participants / institutions. Next steps:

1. Review the documentation,

2. Assign senior colleague to be institutional lead and key point of contact with UKAT

3. Return letter of commitment to UKAT (UKAT will raise an invoice for the whole project amount)

APPLICATION FORMS

Please note:

As this is a pilot project, the application forms presented here are indicative of the final format of the applications. The application formats and questions may vary and evolve as the pilot progresses. Our aim is to make the process of applying for accreditation rigorous but as lightweight as possible for applicants. We will continue to adapt the forms and application format to meet this aim as we learn from the experience of pilot participants. If you choose to participate in the pilot, you should be aware that the application you are asked to complete during the process may differ from that presented on the following pages.

UKAT Institutional Accreditation Scheme Application to Join the Scheme

INSTITUTION INFORMATION

Institution name	
Date of application	
Contact name	
Contact email	
Contact telephone	
Applying for	RECOGNISED INSTITUTION STATUS

AN OVERVIEW OF THE INSTITUTION AND ITS APPROACH TO PERSONAL TUTORING

Applicants must evidence how they meet the following entry criteria for the scheme:

- Demonstrate a commitment to enhancing personal tutoring provision.
- A named lead individual exists for personal tutoring oversight and enhancement within the institution.
- An Institutional 'definition of intent' [vision] for personal tutoring provision has been defined and provided.
- Personal tutor training is provided.
- Statistical information on staff involved in providing personal tutoring and academic advising has been provided using HESA data

1. LETTER OF COMMITMENT FROM THE SENIOR LEADERSHIP

Please include in Appendix 1 a signed letter of commitment (with institutional letterhead) to participate in the scheme from the senior leadership of the institution.

2. DESCRIPTION OF THE INSTITUTION AND ITS CONTEXT

Please provide an introduction to the institution.

Word limit: 1000 words

3. OVERSIGHT OF PERSONAL TUTORING

Please identify the person who has central responsibility for the provision and enhancement of personal tutoring within the institution, together with their job role.

Please include (an extract from) their job description which clearly identifies oversight of personal tutoring as a key responsibility of their role.

4. PURPOSE OF PERSONAL TUTORING

Please confirm that your institution has a clearly documented vision and purpose for personal tutoring, and comment on how this is made available and communicated to all staff and students.

Please attach in Appendix 2 a copy of the definition of your institutional vision/purpose for personal tutoring.

5. PERSONAL TUTOR TRAINING

Please list the existing training provided to those who deliver personal tutoring and academic advising in your institution, indicating whether each training activity is optional or mandatory and how it is delivered (e.g., facilitated workshop, online self-study, etc).

Training Activity	Delivery Method	Mandatory / Optional	Notes

Please attach in Appendix 3 a brief overview (syllabus, course description, etc) for each training activity listed here.

6. STAFF INFORMATION

Please provide information on:

- the total number (FTE) of staff employed by your institution, broken down by category (academic, professional services, etc) and employment status (e.g., full-time, part-time, casual, etc)

- the total number (FTE) of staff involved in providing personal tutoring and academic advising to students, broken down by category (academic, professional services, etc)

Please provide in Appendix 4 an extract from your most recent HESA submission to corroborate these figures.

APPENDIX 1 – INSTITUTIONAL LETTER OF COMMITMENT

Please include here a signed letter of commitment (with institutional letterhead) to participate in the scheme from the senior leadership of the institution.

APPENDIX 2 – INSTITUTIONAL VISION AND PURPOSE OF PERSONAL TUTORING

Please include here the institutional policy, framework, code of practice, strategy or other document which describes the institution's vision and purpose for personal tutoring.

APPENDIX 3 – PERSONAL TUTOR TRAINING ACTIVITY DESCRIPTIONS

Please include here an overview of the content and learning outcomes of each personal tutor training activity currently offered within the institution.

UKAT Accreditation
Recognised Institution Application

INSTITUTION INFORMATION

Name of education provider	
Date of application	
Date of previous award	
Contact name	
Contact email	
Contact telephone	

Section	Suggested word count limit	Words used
1. Overview	700	
2. Purpose	1800	
3. Training and Development	2500	
Appendix 1: *		
Appendix 2: *		
Appendix 3: *		
Overall word count	5000	

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5,000 words

SECTION 1: AN OVERVIEW OF THE INSTITUTION AND ITS COMMITMENT TO PERSONAL TUTORING

In this section applicants must evidence the institution's commitment to offering personal tutoring provision which promotes student success, and enhances outcomes for all students within and beyond their educational programme.

1. LETTER OF COMMITMENT

Please include a signed letter (with institutional letterhead) from the senior leader (PVC/DVC level) endorsing the institution's commitment to supporting student success through personal tutoring. (attach to application an appendix)

2. DESCRIPTION OF THE INSTITUTION AND ITS CONTEXT

Please provide an introduction to the institution, this can include, student numbers, mission group, access and participation profile, university values,

Recommended word count up to 700 words

3. GOVERNANCE OF PERSONAL TUTORING PROVISION

Please identify the person who has central responsibility for the provision and enhancement of personal tutoring and personal tutoring training within the institution, together with their job role and where relevant excerpts of their job description.

Please provide a description of your personal tutoring structures, staff and university-level resources, and how these relate to the individual with oversight for personal tutoring. You may find it useful to provide a map / diagram of the relationship between available resources and how personal tutoring is linked to these resources.

SECTION 2: PURPOSE

In this section applicants must evidence how personal tutoring is aligned to the institutional mission, integral to the students' learning journey, and focused on student growth and development.

1. PERSONAL TUTORING AND THE INSTITUTIONAL MISSION

Please describe how personal tutoring is integral to the achievement of the institution's educational mission.

Recommended word count up to 1800 words

2. POLICIES / CODES OF PRACTICE

Please provide a copy of your personal tutoring policy or Code of Practice. (attach to application an appendix)

SECTION 3: TRAINING, DEVELOPMENT AND SHARING BEST PRACTICE

In this section applicants must evidence how the institution prepares and develops its staff to engage in personal tutoring to support student success and share best practice. Examples of evidence for this section should include mandatory or elective regular training, staff development sessions, internal modules focussed on tutoring, or use of UKAT resources (see online).

1. DEVELOPMENT OF ALL STAFF

Please describe how the institution ensures that all staff, not just new staff, are regularly prepared and given professional development to enhance their individual practice in personal tutoring and supporting student success.

2. PROFESSIONAL DEVELOPMENT PROVISION

Please describe the personal tutoring professional development opportunities made available to staff through the institution, and or external bodies (e.g., UKAT). Provide a list of all the development opportunities, indicating whether these are mandatory or optional, and whether they are in-person facilitated sessions or online self-study.

Recommended word count up to 2500 words

Professional Development Activity	Delivery Method	Mandatory / Optional	Notes

Please complete the table in Appendix 1 indicating how each of the opportunities listed above maps to the competencies of the UKAT Professional Framework.

Please attach in Appendix 1 a brief overview (syllabus, course description, etc) for each professional development opportunity listed here. Please explain how staff are expected to impact change upon completion of activities.

3. EVIDENCING PROFESSIONAL DEVELOPMENT

Please describe how you maintain a record of the professional development undertaken by personal tutors, how you identify their developmental needs, and how you sure that staff remain up to date with any mandatory training.

4. ACHIEVEMENT OF UKAT PROFESSIONAL FRAMEWORK COMPETENCIES

For each of the professional development opportunities identified above, please describe how this aligns with and satisfies the competencies of the UKAT Professional Framework for Advising and Tutoring. If your professional development provision does not address all competencies of the UKAT Framework, how do you ensure that the way in which your staff deliver personal tutoring fully aligns with the UKAT Framework.

5. SHARING EFFECTIVE PRACTICE

Please describe how the institution supports the scholarship of personal tutoring and sharing good practice both within and beyond the institution in the field. Provide examples of good practice from within the institution which demonstrate that it is, and strives to remain, at the forefront of the sector.

APPENDIX 1: PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Please provide a list of all personal tutoring professional development opportunities provided to staff, indicating whether they are mandatory, and how they map to the UKAT Framework. Please provide workshop/course descriptors to provide details on the content of each development opportunity.

Mapping institutional staff development activities against the UKAT Professional Framework

	Conceptual					Professional				Informational							Relational						
Elements	C1	C2	C3	C4	C5	P1	P2	P3	P4	I1	I2	I3	I4	I5	I6	I7	R1	R2	R3	R4	R5	R6	R7
Module / Staff Development session																							

Use a + to indicate a competency which is partially achieved by a development opportunity
Use a X to indicate a competency which is fully achieved by a development opportunity

PROFESSIONAL DEVELOPMENT ACTIVITY – DETAILED DESCRIPTION

Title	
Mandatory	YES / NO
Delivery Method	Online / In-person
Learning Mode	Asynchronous (self-study) / Synchronous (facilitated)
Frequency of Provision	*Please state the frequency with which this opportunity is offered to staff and/or how frequently they are required to engage with it*
UKAT Framework Competencies addressed	
Indicative Content	
Please describe the indicative content of this training and development activity	
Evidence of Learner Achievement	
Please describe the authentic activity the learner must complete following this training to situate and apply the learning in their own context. Please describe how you ensure that each learner completes this activity.	
Recommended Reading and Resources	
Please list any recommended reading or other resources which are used to support learners	

UKAT Institutional Accreditation Scheme Application to Join the Scheme

INSTITUTION INFORMATION

Institution name	
Date of application	
Contact name	
Contact email	
Contact telephone	
Applying for	ACCREDITED INSTITUTION STATUS

Section	Suggested word count limit	Words used
4. Letter of commitment		
5. Description of institution		
6. Oversight of Personal Tutoring		
7. Purpose of Personal; Tutoring		
8. Personal Tutor Training		
9. Staff Information		
10. Personal Tutoring Enhancement action plan		
Appendix 1: *		
Appendix 2: *		
Appendix 3: *		
Appendix 4		
Appendix 5		
Overall word count		

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 10,000 words

AN OVERVIEW OF THE INSTITUTION AND ITS APPROACH TO PERSONAL TUTORING

Applicants must evidence how they meet the following entry criteria for the scheme:

- Demonstrate a commitment to enhancing personal tutoring provision.
- A named lead individual exists for personal tutoring oversight and enhancement within the institution.
- An Institutional 'definition of intent' [vision] for personal tutoring provision has been defined and provided.
- Personal tutor training is provided.
- Statistical information on staff involved in providing personal tutoring and academic advising has been provided using HESA data

1. LETTER OF COMMITMENT FROM THE SENIOR LEADERSHIP

Please include in Appendix 1 a signed letter of commitment (with institutional letterhead) to participate in the scheme from the senior leadership of the institution.

2. DESCRIPTION OF THE INSTITUTION AND ITS CONTEXT

Please provide an introduction to the institution.

Word limit: 1000 words

3. OVERSIGHT OF PERSONAL TUTORING

Please identify the person who has central responsibility for the provision and enhancement of personal tutoring within the institution, together with their job role.

Please include (an extract from) their job description which clearly identifies oversight of personal tutoring as a key responsibility of their role.

4. PURPOSE OF PERSONAL TUTORING

Please confirm that your institution has a clearly documented vision and purpose for personal tutoring, and comment on how this is made available and communicated to all staff and students.

Please attach in Appendix 2 a copy of the definition of your institutional vision/purpose for personal tutoring.

5. PERSONAL TUTOR TRAINING

Please list the existing training provided to those who deliver personal tutoring and academic advising in your institution, indicating whether each training activity is optional or mandatory and how it is delivered (e.g., facilitated workshop, online self-study, etc).

Training Activity	Delivery Method	Mandatory / Optional	Notes

Please attach in Appendix 3 a brief overview (syllabus, course description, etc) for each training activity listed here.

6. STAFF INFORMATION

Please provide information on:

- the total number (FTE) of staff employed by your institution, broken down by category (academic, professional services, etc) and employment status (e.g., full-time, part-time, casual, etc)

- the total number (FTE) of staff involved in providing personal tutoring and academic advising to students, broken down by category (academic, professional services, etc)

Please provide in Appendix 4 an extract from your most recent HESA submission to corroborate these figures.

7. PERSONAL TUTORING ENHANCEMENT ACTION PLAN

Please include in Appendix 5 the institution's existing action plan for personal tutoring enhancements it is seeking to achieve.

A fundamental aim of the UKAT Accreditation scheme is to work with institutions to help them achieve the personal tutoring enhancements they wish to see by leveraging the resources that UKAT provides. Shortly after joining the scheme you will be required to work with your UKAT Development Partner to develop a SMART action plan for the enhancements your institution wishes to make as it works towards achieving UKAT accreditation. For now, please include your existing enhancement plan in whatever format it currently exists.

It does not necessarily preclude your institution from joining the scheme if it does not currently have a personal tutoring enhancement plan. If this is the case for your institution, please contact accreditation@ukat.ac.uk for further information and guidance.

APPENDIX 1 – INSTITUTIONAL LETTER OF COMMITMENT

Please include here a signed letter of commitment (with institutional letterhead) to participate in the scheme from the senior leadership of the institution.

APPENDIX 2 – INSTITUTIONAL VISION AND PURPOSE OF PERSONAL TUTORING

Please include here the institutional policy, framework, code of practice, strategy or other document which describes the institution's vision and purpose for personal tutoring.

APPENDIX 3 – PERSONAL TUTOR TRAINING ACTIVITY DESCRIPTIONS

Please include here an overview of the content and learning outcomes of each personal tutor training activity currently offered within the institution.

APPENDIX 4 – HESA DATA EXTRACT

Please include here an extract from your most recent HESA submission which evidences the staff numbers given in section 5.

APPENDIX 5 – EXISTING PERSONAL TUTORING ENHANCEMENT ACTION PLAN

Please include here your institution's existing personal tutoring enhancement action plan There is no specific format required for this, just whatever format you currently use for your plan.

UKAT Institutional Accreditation Application

INSTITUTION INFORMATION

Name of education provider	
Date of application	
Date of previous award	
Contact name	
Contact email	
Contact telephone	

Section	Suggested word count limit	Words used
11. Overview	500	
12. Purpose	1800	
13. Student Centred	600	
14. Equity and Inclusion	1200	
15. Structure and Organisation	1500	
16. Enhancement of Provision and the field	2000	
17. Valuing Staff	800	
18. Data and Technology	400	
19. Training and Development	1200	
Appendix 1: *		
Appendix 2: *		
Appendix 3: *		
Overall word count	10,000	

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 10,000 words

SECTION 1: AN OVERVIEW OF THE INSTITUTION AND ITS COMMITMENT TO PERSONAL TUTORING

In this section applicants must evidence the institution's commitment to offering personal tutoring provision which promotes student success, and enhances outcomes for all students within and beyond their educational programme.

1. LETTER OF COMMITMENT

Please include a signed letter (with institutional letterhead) from the head of the institution endorsing the institution's commitment to supporting student success through personal tutoring.

2. DESCRIPTION OF THE INSTITUTION AND ITS CONTEXT

Please provide an introduction to the institution.

3. GOVERNANCE OF PERSONAL TUTORING PROVISION

Please identify the person who has central responsibility for the provision and enhancement of personal tutoring within the institution, together with their job role and relevant excerpts of their job description.

Please provide a description of your personal tutoring structures, staff and university-level resources, and how these relate to the individual with oversight for personal tutoring.

Recommended word count up to 500 words

SECTION 2: PURPOSE

In this section applicants must evidence how personal tutoring is aligned to the institutional mission, integral to the students' learning journey, and focused on student growth and development.

1. PERSONAL TUTORING AND THE INSTITUTIONAL MISSION

Please describe how personal tutoring is integral to the achievement of the institution's educational mission.

2. DEVELOPMENT AND IMPLEMENTATION OF POLICIES

Please provide a copy of your personal tutoring policy or Code of Practice.

Describe the processes in place for developing, evaluating, and revising university policies and codes of practice related to personal tutoring, and for ensuring that the personal tutoring provision offered throughout the institutions is in aligned with them.

3. INTENTIONAL FOCUS ON GROWTH AND DEVELOPMENT

Please describe how the institution's personal tutoring provision is a proactive, intentionally designed learning process mapped to the student journey, which supports the development of agency and critical skills, enabling students to meet realistic academic and professional goals and attain the institution's graduate attributes.

4. PERSONALISING STUDENT LEARNING

Please describe how personal tutoring supports the learning of the institution's students and is of itself a site of wider learning beyond the discipline which enables students to personal the learning experience to achieve their educational goals, career, and life aspirations.

Recommended word count up to 1800 words

SECTION 3: STUDENT-CENTRED

In this section applicants must evidence how personal tutoring enhances outcomes for all students, and how students are involved as primary stakeholders in the design, evaluation and enhancement of personal tutoring.

1. ALLOCATION OF PERSONAL TUTORS

All students should know who their personal tutor is by the end of the first week of their studies at the institution, and ideally before they arrive at the institution. Please describe how personal tutor allocation works within the institution, and how you know and assure that all students are allocated a personal tutor within this timeframe, including details of where personal tutor allocation information is stored.

2. ACQUISITION OF GRADUATE ATTRIBUTES

Please provide a copy of your institutional Graduate Attributes.

Describe how your personal tutoring system facilitates students to achieve the Graduate Attributes, and how you know that the Graduate Attributes are being achieved in practice.

3. STUDENTS AS PARTNERS

Please describe how students are involved as equal partners in the co-creation and evaluation of personal tutoring provision in all areas of the institution.

Recommended word count up to 600 words

SECTION 4: EQUITY AND INCLUSION

In this section applicants must evidence how personal tutoring equitable, accessible and inclusive, removing barriers to learning and achieving outcomes for all students.

1. PERSONAL TUTORING AS A FUNDAMENTAL COMPONENT OF WHOLE-INSTITUTION HOLISTIC STUDENT GUIDANCE

Please describe how personal tutors work collaboratively and effectively with other colleagues and services across the institution to provide effective support and guidance to all students which enhances their outcomes.

2. REMOVING BARRIERS

Please describe how personal tutoring provision across the whole institution removes barriers that prevent students engaging in learning and achieving educational outcomes.

3. PERSONAL TUTORING CULTURE

Please describe how the institution ensures their culture and personal tutoring practices enable inclusion, belonging, mattering, and access for all students.

4. KEY PRIORITIES FOR FUTURE ACTION

Describe the institution's key challenges relating to equity and inclusion as they relate to personal tutoring and identify the key priorities for action.

Recommended word count up to 1200 words

SECTION 5: STRUCTURE AND ORGANISATION

In this section applicants must evidence how the structure and organisation of personal tutoring across the institution enables consistent provision and an effective, growth-oriented focus which equips all students to achieve intended outcomes.

1. ORGANISATIONAL STRUCTURE

Please provide a diagram, and any other supporting information, which clearly illustrates the organisational hierarchy of academic provision within the institution and how personal tutoring is governed within this. Please identify within this the key actors at each level of the hierarchy, the key lines of reporting for governance, and the connections to colleagues and services outside academic areas (e.g., professional services).

Please provide evidence to confirm that there is a named individual (e.g., senior tutor) at departmental/subject and/or academic directorate (e.g., faculty, school, etc) level responsible for the local organisation, delivery, and enhancement of personal tutoring provision and its compliance with institutional policy..

2. PERSONNEL AND ALLOCATIONS

Please describe how you know and maintain an accurate, up-to-date record which staff are performing the role of personal tutor across the institution.

Describe how you also maintain an accurate, up-to-date central record of personal tutor and student allocations.

3. OUTCOMES OF PERSONAL TUTORING

Please confirm that the institution has clearly defined and documented student outcomes for personal tutoring, which may be supplemented with additional outcomes at the disciplinary level. These outcomes should be growth-oriented and future-focused, enabling students to achieve individual, educational and career goals within and beyond their time at the institution.

Please include a copy of the personal tutoring student outcomes for the institution and described how you ensure that all students across the institution achieve these outcomes through your personal tutoring provision.

4. STRUCTURED PROGRAMMES

Please describe how your personal tutoring provision provides a structured programme of learning activities and interventions which enables students to achieve the institutional student outcomes for personal tutoring. Please discuss how such programmes link to and informs the disciplinary curriculum, and whether activities and intervention are synchronous or asynchronous, and targeted at individual students or student groups. Illustrate your submission with at least three examples of structured personal tutoring programmes from different areas of

the institution to evidence this provision.

Recommended word count up to 1500 words

SECTION 6: ENHANCEMENT OF PROVISION AND THE FIELD

In this section applicants must evidence how personal tutoring provision within the institution has been enhanced within the period of award or since joining the scheme, and how the institution contributes to the development of the field of personal tutoring beyond its own boundaries.

1. EVALUATING PROGRESS AGAINST THE PREVIOUS ACTION PLAN

Please provide a critical evaluation of progress against your most recent action plan and any other enhancement which you have implemented since your most recent award or application to join the scheme.

2. FUTURE ACTION PLAN

Please provide a future action plan covering the five-year award period identifying the institution's key priorities for personal tutoring enhancement during this time.

Please describe the process for developing, monitoring progress against, and regularly reviewing the plan. Identify the participants in this process.

3. QUALITY ASSURANCE AND ENHANCEMENT

Please describe the process by which the institution assures the quality of personal tutoring provision and evaluates it to affect enhancement. Please comment on how this process determines whether local provision is consistent with institutional policy and whether student outcomes for personal tutoring are being achieved. Describe how the process links to other quality processes within the institution (e.g., Annual Monitoring and Review) and provide copies of the reporting templates used.

4. SHARING GOOD PRACTICE

Please describe how the institution is committed to contributing to the scholarship of personal tutoring and sharing good practice in the field beyond the institution Provide examples of good practice from within the institution which demonstrate that it is, and strives to remain, at the forefront of the sector.

Recommended word count up to 2000 words

SECTION 7: VALUING STAFF

In this section applicants must evidence how the institution demonstrates the way in which it values the contribution that staff make in delivering personal tutoring

1. ENGAGEMENT WITH THE UKAT PROFESSIONAL RECOGNITION SCHEME

Please describe how the institution encourages and supports its staff to achieve individual recognition through the UKAT Professional Recognition scheme, and comment on engagement with the scheme to date. Please identify the future actions the institution will take to increase the level of staff engagement with the scheme.

Describe if, and how, achievement of recognition impacts on staff progression and career development.

2. HR POLICIES AND PROCEDURES

Please describe how the HR policies and practices (e.g., academic promotion, annual appraisal/performance and development reviews, etc) of the institution recognise and reward the contribution that staff make to successful student outcomes and the mission of the institution through their role as personal tutors.

Recommended word count up to 800 words

SECTION 8: DATA AND TECHNOLOGY

In this section applicants must evidence the institution's intentional approach to the use of data and technology to support student success.

1. TECHNOLOGY AND DATA ECOSYSTEM

Describe the technologies and data available to staff to use in delivering personal tutoring, identifying how these technologies are used by staff and students across the institution, and how they enable personal tutors to perform their roles effectively.

2. TECHNOLOGY STRATEGY

Describe how the institution identifies technology and data needs in relation to personal tutoring, and its strategy for adopting, acquiring, and developing technologies to meet those needs.

3. STUDENT DATA

Please identify the data and contextual information about students which the institution routinely makes available to all personal tutors to enable them to offer effective, personalised guidance to students. Describe where and how this data is maintained, and how it is made available to personal tutors and, where appropriate, to students.

4. PERSONAL TUTORING RECORDS

Please describe how the institution enables personal tutors to record interactions and meeting notes in electronic format, and to provide controlled sharing of information with other student support services as appropriate. Describe how such systems are embedded in and adopted in practice across the institution.

Recommended word count up to 400 words

SECTION 9: TRAINING AND DEVELOPMENT

In this section applicants must evidence how the institution prepares and develops its staff to engage in personal tutoring and supporting student success.

1. DEVELOPMENT OF ALL STAFF

Please describe how the institution ensures that all staff, not just new staff, are regularly prepared and given professional development to enhance their individual practice in personal tutoring and supporting student success.

2. PROFESSIONAL DEVELOPMENT PROVISION

Please describe the personal tutoring professional development opportunities made available to staff through the institution, and or external bodies (e.g., UKAT). Provide a list of all the development opportunities, indicating whether these are mandatory or optional, and whether they are in-person facilitated sessions or online self-study.

Please describe how you maintain a record of the professional development undertaken by personal tutors, how you identify their developmental needs, and how you sure that staff remain up to date with any mandatory training.

3. ALIGNMENT WITH THE UKAT PROFESSIONAL FRAMEWORK

For each of the professional development opportunities identified above, please describe how this aligns with and satisfies the competencies of the UKAT Professional Framework for Advising and Tutoring. If your professional development provision does not address all competencies of the UKAT Framework, how do you ensure that the way in which your staff deliver personal tutoring fully aligns with the UKAT Framework.

Recommended word count up to 1200 words

APPENDIX 1: DATA TABLES

Please present the mandatory data requires to support the application, and any additional data which helps strengthen your case.

APPENDIX 2: PERSONAL TUTORING PROGRAMMES

Please present examples of at least three structured personal tutoring programmes from different areas of the institution, identifying the activities that students engage with, how these enable achievement of student outcomes, how they map to the student journey and how they are delivered to students.

APPENDIX 3: PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Please provide a list of all personal tutoring professional development opportunities provided to staff, indicating whether they are mandatory, and how they map to the UKAT Framework. Please provide workshop/course descriptors to provide details on the content of each development opportunity.

ABOUT UKAT

ABOUT UKAT

The UK Advising and Tutoring association (UKAT) is a charitable trust and learned society representing scholars and practitioners of personal tutoring and academic advising in the UK higher education sector. UKAT was founded in 2015, responding to a perceived need for a forum for discussion, debate, and the exchange of ideas on current issues in personal tutoring and academic advising in the UK. Our mission is to advance effective personal tutoring and academic advising practice within higher education so that every student can experience inclusiveness, wellbeing, and personal growth, leading them to flourish and succeed.

We seek to advance the field through our conferences, symposia, workshops, support for original research, peer-reviewed academic publications, accreditation of practice, professional courses, and resources.

> As the UK organisational leader in personal tutoring and academic advising I have worked with UKAT on a range of developmental initiatives over a number of years including the UKAT professional recognition scheme for personal tutors. This scheme has been championed at Swansea University as a means of recognising this important role in building learning communities and a sense of belonging critical to student progression and attainment. Professional recognition based on the UKPSF is identified as a criterion in internal promotion pathways and as a means of maintaining good standing in fellowship against the UKPSF.
>
> Most recently UKAT have acted in a consultancy role in relation to the development of training materials for academic mentoring drawing on the breadth of their international membership expertise and the development of a platform through our virtual learning environment to facilitate effective and consistent personal tutoring and academic mentoring across the Institution. This has been particularly beneficial in relation to group mentoring materials and exercises reflecting and addressing the challenges faced by Institutions across a range of educational issues emerging following the Covid-19 pandemic.
>
> I have also been working with UKAT in relation to the development of their Institutional recognition scheme as a complement to their individual recognition scheme. At a time when the academic and pastoral support of the welfare of students is a priority, Institutional recognition will in my view serve as a trusted badge of quality in this area when seeking to attract students and reassure their parents, guardians and carers as to the commitment of the Institution to student support, experience and success in graduate outcomes.
>
> Professor Michael Draper PFHEA RLA
> Deputy Pro Vice Chancellor Education (Academies)
> Swansea University

We work closely with our member institutions and individual members to enhance advising practice through standards and frameworks, professional development events, online learning, conferences and webinars, consultancy services, publications, and resources.

Recognising that effective personal tutoring and academic advising is at the core of student success, UKAT aspires to lead the development and dissemination of innovative theory, research, and practice of student advising and tutoring in the UK and beyond. We encourage practitioners to engage with the scholarship of personal tutoring and to adopt a scholarly-informed approach to their practice.

UKAT'S COMMITMENT TO SUPPORTING ENHANCEMENT

UKAT is firmly committed to working in close partnership with our member institutions to help them enhance their personal tutoring provision and achieve their strategic objectives. Institutional Accreditation is not primarily a judgemental process. Rather, we view it as a

collaborative, collegial, developmental process in which UKAT makes a firm commitment to work with the institution to co-create the enhancement that the institution wishes to achieve. We do this by making all UKAT's resources and the experience of the UKAT community of practice available to deliver a scaffolded approach to achieving enhancement which aligns with the Institutional Accreditation criteria, making it more likely that the institution will achieve a successful accreditation outcome.

Effective, structured personal tutoring is a form of teaching and student learning beyond the discipline. Like other forms of teaching, it is grounded in a substantial base of scholarship. The Institutional Accreditation programme embeds our existing Professional Recognition scheme and extends this across the institution to recognise effective practice and engage personal tutors with the scholarship of the field. It provides unfettered access to the expert-led learning activities from the UKAT Professional Curriculum to deliver skill development and practice enhancement for individual practitioners. At the institutional level, it leverages UKAT's Consultancy Services to work closely in partnership with the institution through personal tutoring design and evaluation services, critical friend review and bespoke onsite masterclasses and workshops[4].

Greenwich became institutional members in 2020 and the impact has been significant. Being able to support our personal tutors to gain a nationally recognised professional recognition award has really helped to raise the profile of personal tutoring at Greenwich. By supporting colleagues to gain recognition through our online cohort model, we have been able to create a community of practice to champion personal tutoring and to enhance the practice of our personal tutors. The feedback from those who have successfully gained recognition has been incredibly positive.

Most award holders from our first cohort are now part of our UKAT mentor and buddy teams to support those who are currently on their journey to recognition. This is helping us to grow a sustainable community of personal tutors across the institution.

The opportunity to work directly with UKAT has created opportunities for some of our colleagues to be invited onto UKAT committees, something that means Greenwich has a voice in helping to shape professional development for personal tutoring in a more sector-wide capacity. Other opportunities include being invited to assess portfolios for recognition. This is an excellent development opportunity for our personal tutors and is a valuable way to provide evidence for future UKAT and Advance HE Fellowship claims, as well as promotion applications.

Being part of the wider UKAT network has led to a number of UKAT team members publishing their personal tutoring work in books and journals, as well as disseminating survey and action research findings at Greenwich and national conferences.

The support we have from UKAT has been authentic, responsive and collegial and it is instrumental to the success we enjoy at Greenwich. We are excited to be starting our third cohort soon and to growing our team of professionally recognised, evidence informed personal tutors to help our students to achieve their academic and professional goals.

Dr Eve Rapley
Associate Professor Higher Education (Learning & Teaching)
University of Greenwich

UKAT Professional Recognition

Our flagship Professional Recognition Scheme aims to raise the profile of personal tutoring, the impact that it has in supporting student success, and in improving student engagement and outcomes for all students. This developmental scheme is open to anyone providing personal tutoring or academic advising to higher education students. Supporting their staff to gain

[4] Additional charges may apply to some consultancy offerings (e.g., the Using Listening Rooms to Evaluate Personal Tutoring Provision)

recognition through the scheme enables higher education institutions to prove how they intentionally provide holistic support to learners and how they work to improve student success and outcomes for all students. Participation in the scheme offers a proactive way to develop staff, enabling institutions to address key goals and drivers articulated in institutional strategy, Access and Participation Plans, and HE policy. Some use it as an adjunct to AdvanceHE's Fellowship scheme, and a way to ensure that awarded Fellowships remain in good standing.

The UKAT Professional Recognition scheme is the pinnacle of UKAT's scaffolded professional development for personal tutors and academic advisors and is aligned to learning opportunities within the UKAT Professional Curriculum.

The UKAT Professional Curriculum

UKAT believes strongly that effective advising and personal tutoring is essential for student success and is committed to enhancing the student experience. One of the ways in which we do this is by ensuring that academic advisors/personal tutors are supported in the development of their professional practice.

The UKAT Professional Curriculum provides a suite of scaffolded professional development activities to help academic advisors/personal tutors enhance their practice at all stages of their career. It helps practitioners to enhance their personal knowledge and skills, develop their confidence, engage with the scholarship of the field, and gain a deeper understanding of the theoretical bases for personal tutoring/academic advising.

The UKAT Professional Curriculum consists of short self-directed online learning modules, longer facilitated online learning courses, and in-person workshops of varying lengths. All learning is micro-credentialed and digital badges are awarded for successful completion of each learning activity. Learning activities in the Curriculum feature a reflective activity which is recorded in the same e-portfolio system used to make a Professional Recognition application. Through engaging with activities in the UKAT Curriculum, learners will generate evidence which can be used in making a subsequent application for recognition through the UKAT Professional Recognition Scheme.

The UKAT Curriculum is an open curriculum which allows learners to engage with any learning activity at any time. There is no one right path through the UKAT Curriculum. Instead, it is intended to offer a broad range of learning opportunities relevant to the widest possible audience of practitioners.

UKAT Consultancy

UKAT Consultancy Services work directly with higher education providers to enhance personal tutoring/academic advising practices and processes to improve outcomes for all students. As the HE-sector body for personal tutoring and academic advising, UKAT offers impartial advice on personal tutoring and academic advising practices, and the enhancement of institutional personal tutoring and academic advising provision. UKAT's advice is always evidence-based,

grounded in independent, peer-reviewed research conducted in UK and international contexts.

Successful personal tutoring requires a clearly defined purpose, appropriate structures and organisation, adoption of effective practices, ongoing evaluation of impact, and planning for enhancement. The UKAT consultancy process addresses each of these aspects of effective practice through a cyclical programme of enhancement focused specifically on your needs and aspirations. Design, evaluation, and impact assessment are referenced against the UKAT 4E Framework for Enhancement of Advising and Tutoring.

> Our experience of UKAT has been very positive. Their contributions have been evidence-based and research informed. Their expertise also draws on a breadth and depth of knowledge of advising/tutoring in different contexts. Engaging UKAT in the early stages of our academic advising initiative has helped us to shape our approach, benchmarking against international best practice, and to build our capacity drawing on the wealth resources and network of like-minded peers at UKAT.
>
> Aine Galvin
> Director, UCD Teaching & Learning
> University College Dublin

Our trusted consultants are all recognised experts and international leaders in the field of personal tutoring/academic advising. UKAT Member Institutions benefit from a discount of up to 30% on our standard consultancy fees.