



Professional Development Curriculum for Personal Tutors and Academic Advisors



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Introduction

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 practice, 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.

The UKAT Professional Framework for Advising and Tutoring

The [UKAT Professional Framework for Advising and Tutoring](#) (Appendix A) 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* (C1, C2, C3 etc)
- 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.

UKAT Professional Recognition

UKAT recognise that personal tutoring/academic advising personalises learning, promotes student persistence, enhances success, and helps address differential attainment, supporting a student's academic progress and personal development throughout their higher education career. It is important for tutors/advisors to feel valued and recognised for the important work which they do in this role. The UKAT Professional Recognition Scheme is a national scheme which allows tutors/advisors to evidence to others the quality of their practice.

Referenced against the UKAT Professional Framework for Advising and Tutoring, the UKAT Professional Recognition scheme evidences the competencies and skills that tutors/advisors need to deliver effective, quality-enhanced approaches to student success. It helps you develop a reflective approach to the ongoing enhancement of your advising and tutoring practice informed by scholarship within the field.

The scheme offers three levels of recognition:



Recognition at the **Recognised Affiliate Advisor (RAA)** is awarded to individuals who can provide examples of effectiveness in advising and demonstrate achievement of a specific subset of competencies from the UKAT Professional Framework. It is aimed at those who are affiliated with the normal personal tutoring/academic advising or student support practices, including assistant teaching staff (doctoral students, lab demonstrators, technical support staff), specialist support advisors with a narrow focus, workplace mentors, and others.



Aimed at front-line personal tutors and academic advisors, the **Recognised Practitioner in Advising (RPA)** level of recognition demonstrates individual understanding and application of a broad range of effective approaches in delivering high-quality personal tutoring/advising and support for student success.



Recognition at the **Recognised Senior Advisor (RSA)** level demonstrates sustained effectiveness in student support through the organisation, leadership, or management of personal tutoring/academic advising. It is aimed at those with departmental or institutional responsibilities for leading and developing others in the implementation and delivery of effective personal tutoring/academic advising practices.



The **Recognised Leader in Advising (RLA)** level recognises a sustained record of impact on student success at a strategic level through the coordination and provision of personal tutoring/academic advising. It is aimed at highly experienced tutors/advisors who can demonstrate impact at an institutional, national or international level.

What are the benefits of gaining Recognition?

The benefits of achieving Recognition are that:

- It fosters a culture of peer dialogue and recognises the development of and sharing of good or best practice across the sector.
- It gives external recognition of your commitment to developing the best standards of teaching and learning in higher education with a focus on supporting students through academic advising/personal tutoring.
- It demonstrates to students, colleagues, line managers, and others within your Institution and future employers your commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development.
- It reinforces and displays professional identity with the entitlement to use post-nominal letters.

Professional Recognition and the UKAT Professional Curriculum

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. All 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 evidence created by engaging with the Curriculum is not sufficient to achieve professional recognition on its own but can be a useful way to show the development of your knowledge and practice in key areas of the field. More information on the alignment between the UKAT Curriculum and the UKAT Professional Recognition scheme is given in the section on **Curriculum Levels**.

More information about the Professional Recognition Scheme, including how to make an application, can be found on the UKAT website at <https://www.ukat.uk/recognition>

The UKAT Professional Development Curriculum

The UKAT Professional Development Curriculum provides a range of scaffolded professional development opportunities for personal tutors and academic advisors which enable them to

- Enhance their personal practice
- Develop the confidence to perform their role effectively
- Gain a deeper understanding of the theoretical bases for personal tutoring/academic advising
- Engage with research evidence and the scholarship of the field

The UKAT Professional Development Curriculum consists of professional learning activities in a variety of formats, including online learning activities and in-person workshops. The time required to engage with learning activities varies depending on the level and format of the activity. Online bite-size learning modules typically require less than an hour of learner engagement, whilst in-person workshops may vary between one and six hours in duration.

Curriculum Levels

Each learning activity in the UKAT Curriculum is given a numeric level (100, 200, 300 or 400) which identifies the depth of coverage of the activity topic and offers some indication of the prior experience level required to engage with the activity. The levels of the curriculum are outlined below:

Level	Description
100	Activities at level 100 cover the most fundamental topics and concepts which all personal tutors and academic advisors need to know. These might be particularly useful for applicants at the Recognised Affiliate Advisor (RAA) level of Professional Recognition.
200	Level 200 activities provide introductory coverage of basic topics and concepts which are relevant to entry-level personal tutors and advising practitioners. Activities at this level are aligned to the Recognised Practitioner in Advising (RPA) level of professional recognition.
300	Activities at level 300 provide greater depth of coverage of topics and concepts, and are ideally suited to intermediate-level practitioners (e.g. personal tutors and academic advisors with several years' experience). Activities at this level are aligned to the Recognised Practitioner in Advising (RPA) and Recognised Senior Advisor (RSA) levels of professional recognition.
400	Level 400 activities provide the greatest depth in coverage of personal tutoring/academic advising concepts and can be heavily based on theory or research evidence. They are best suited to advanced practitioners and those with leadership responsibility for personal tutoring/academic advising. Activities at this level are aligned to the Recognised Senior Advisor (RSA) and Recognised Leader in Advising (RLA) levels of professional recognition.

Preparatory Learning

The UKAT Curriculum is an open curriculum which allows learners to engage with any learning activity at any time. Relevant preparatory learning and experience are identified for some activities in the Curriculum. Although these are not formal prerequisites, they do identify learning and experience that we strongly suggest are required to engage successfully in the activity.

The preparatory learning for activities helps define pathways of learning through the Curriculum in which related topics are explored in greater depth. The activity descriptors later in this guide identify relevant preparatory learning for each activity in the UKAT Curriculum.

Navigating the Curriculum

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. Individuals engaging with the Curriculum need only engage with those activities which will benefit them, and in the order which best fits their needs.

Individuals accessing the UKAT Curriculum are strongly encouraged to engage in a reflective self-assessment of their learning needs and career goals, and to use the information contained in this guide to develop an individual learning plan comprised of activities from the Curriculum. It is recommended that all participants begin by engaging with the online learning module *M101 What is Personal Tutoring?* This module introduces the learner to what personal tutoring/academic advising is and helps learners to develop a plan for their learning journey through the Curriculum. As such, this module is an implicit prerequisite for all other activities in the Curriculum.

Evidencing your Professional Development

UKAT encourages all personal tutors and academic advisors to maintain a record of their professional development over time. We also think it is important to provide ways for you to evidence the professional development you have undertaken to others. The UKAT Curriculum addresses these requirements in two ways:

- **Awarding of micro-credentials** – for each UKAT Curriculum activity that you successfully complete, you will be awarded a digital badge. This can be downloaded, stored in a digital badge backpack, and shared with others in a variety of ways to evidence your achievement
- **Professional Development portfolio** – each learning opportunity in the UKAT Curriculum includes a reflective activity for participants to complete. These reflective activities are completed in our Pebblepad portfolio system, the same system which is used to complete an application to our Professional Recognition scheme. This will enable you to build a collection of reflections on your professional development as a tutor/advisor over time which you can draw on for UKAT Professional Recognition applications, HEA Fellowship applications, promotion applications and more. A Pebblepad account linked to your UKAT account will be automatically created for you the first time you access a reflective in the UKAT Curriculum. Details of how to access Pebblepad can be found in the following section.

Accessing Online Courses and Resources

Many of the UKAT Curriculum learning activities are delivered online through the *UKAT Learning* virtual learning environment. Offline activities (*e.g.* in person workshops) are often supplemented by additional online resources which are also access through the *UKAT Learning* platform.

UKAT Learning can be accessed by anyone who has an account which allows you to login to the UKAT website. A UKAT website account will be created automatically for you if you don't have one when you register for a Curriculum activity.

To access the *UKAT Learning* environment, visit <https://www.ukat.ac.uk/login> to login to the UKAT website. If you have forgotten your password, click the [Forgot Your Password?](#) link below the login button to request a password reset (see Figure 1).

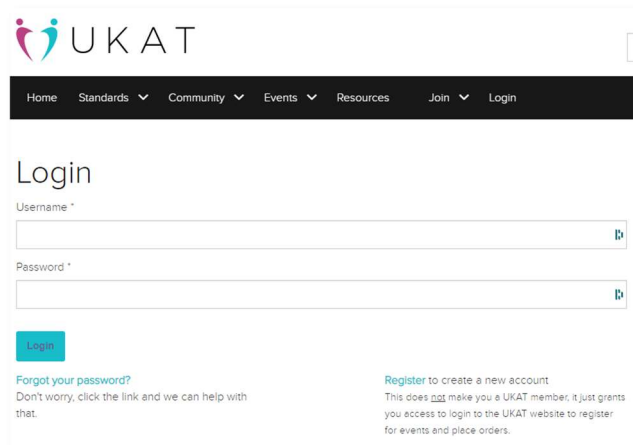


Figure 1 - UKAT website login screen, showing [Forgot your password?](#) link

Once you have logged in, you will be taken to the *My Account* page. You can access *UKAT Learning* by clicking the My Learning link in the menu to the right of this page, or by clicking the [Learning](#) link at the foot of any page of the UKAT website. These links are outlined in red in Figure 2 for ease of identification. Alternatively, you can go directly to *UKAT Learning* by pasting <https://learning.ukat.ac.uk> into your web browser.

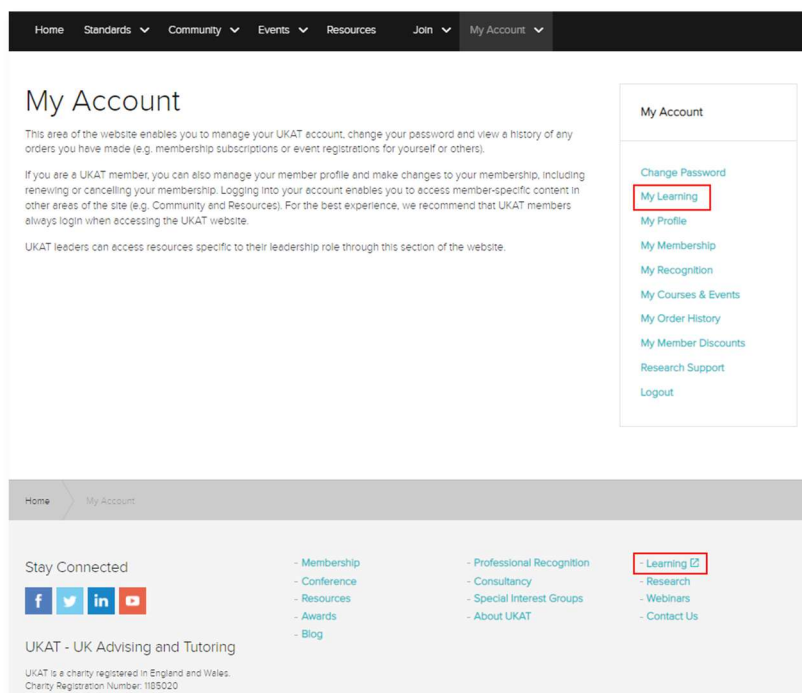


Figure 2 - Accessing UKAT Learning from the My Account page

When you access *UKAT Learning* you will be taken to your dashboard page (see Figure 3). This lists the first 20 activities on which you are registered. If you are registered for UKAT Professional Recognition, you may also see other activities not related to the UKAT Curriculum on your dashboard.

UKAT Learning refers to areas of the platform related to specific learning activities as *courses*. Unfortunately, the terminology is a little confusing and these should not be confused with or assumed to be a UKAT Curriculum course, they could relate to an in-person workshop or something unrelated to the UKAT Curriculum. If you are registered on more than 20 activities, some of them will not appear on the dashboard, but you can view all the activities on which you are registered by clicking the *Courses* link in the lefthand menu.

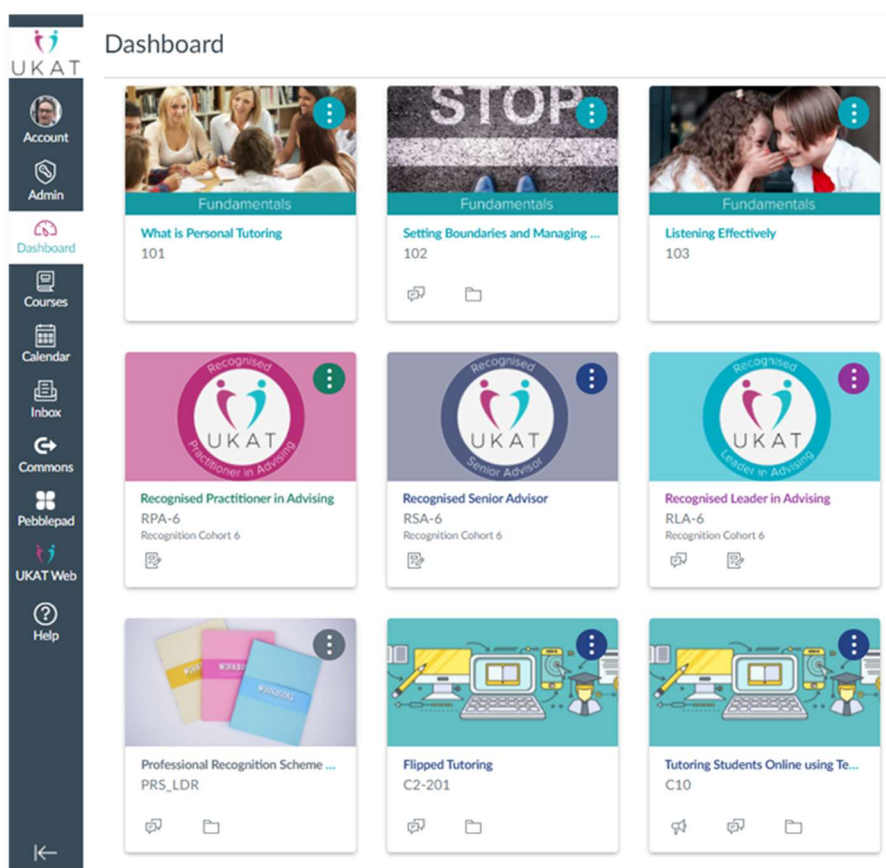


Figure 3 - The UKAT Learning dashboard page

Clicking a course tile on the dashboard page, or a course title in the Courses list, will take you to the online content for that Curriculum activity (Figure 4). The previous and next buttons allow you to navigate between the pages, learning content, activities and resources used in that activity.

A digital badge will be automatically awarded to you for each UKAT Curriculum activity that you complete. You can view all the badges you have earned by clicking the Account menu at the top left of the screen and selecting *My Badges* from the popup menu (Figure 5). Under the Account menu you will also find other options which allow you to set your profile picture, configure how and when you receive notifications from the system and set other preferences for how you would like to interact with the *UKAT Learning* environment.

UKAT Learning is built using the Canvas learning management system. You can find more detailed help on using Canvas by clicking the Help menu to the left of the screen.

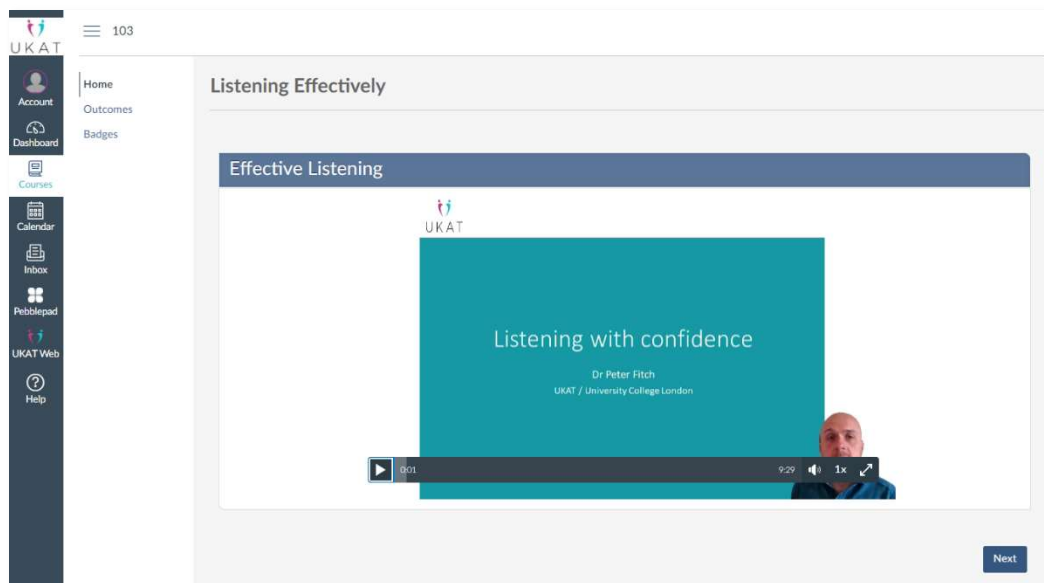


Figure 4 - The learning content and navigation for a UKAT Curriculum activity

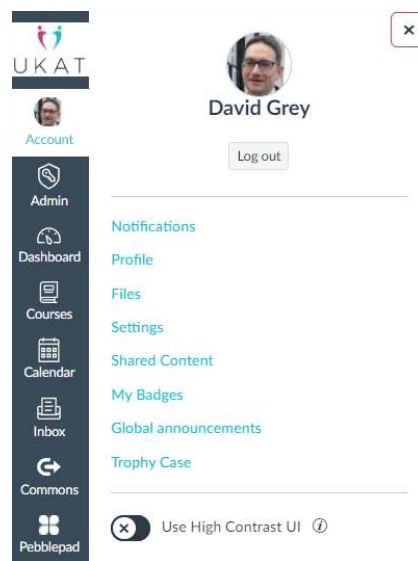


Figure 5 - Using the Account menu to view your digital badges and change your preferences

Pebblepad will open automatically whenever you participate in any UKAT Curriculum activity which uses Pebblepad (e.g. a reflective activity within an online course). You can access Pebblepad at any time by logging into *UKAT Learning* and clicking the Pebblepad menu on the left of the screen (Figure 3). This will allow you to review and edit any content you have added to Pebblepad and to add any arbitrary content to your portfolio to enable you to maintain your own record of professional development over time.

Canvas features, such as quizzes and surveys, are also used in online UKAT Curriculum content. In many cases you can revisit and review the responses you gave at any time by visiting the relevant Canvas course again and navigating to the relevant content.

Please note that if your institution uses Canvas or Pebblepad, you cannot login to the *UKAT Learning* Canvas or UKAT Pebblepad environments using the facilities provided by your institution. The UKAT versions of these environments are distinct and totally separate from any provided by your institution.

Tutor Support

Many of the activities in the UKAT Curriculum consist of asynchronous, self-directed online learning, but all activities have some element of tutor support. Every online course provides a tutorial meeting where you can deepen your understanding of the course content through discussion with tutors and other participants. Tutorials happen on a regular schedule and can be booked using a link in the *UKAT Learning* course page for the course. This allows you to choose a tutorial meeting which fits around your other commitments.

Longer online courses operate synchronously and provide tutor-led interactive sessions in which participants collaboratively engage in active learning activities. Half-day and full-day workshops are tutor led and delivered in person rather than online.

UKAT Curriculum Courses and Workshops

The authoritative and most up-to-date source of information on the courses and workshops in the UKAT Curriculum is the UKAT Curriculum webpage (<https://www.ukat.ac.uk/curriculum>). This page links to an online [Course Catalogue](#) which provides a full syllabus for every online course offered in the Curriculum. There is also a link to an online [Workshop Catalogue](#) which provides a full syllabus for every workshop offered in the Curriculum, together with information on the dates and locations where workshops are held.

Registering for a course or workshop

You can register to participate in a course or workshop by browsing to it in the Course Catalogue or Workshop Catalogue as appropriate. If there is a fee for participating in a course or workshop, this will be displayed in the catalogue. UKAT members benefit from discounted prices and access to free courses; if you or your institution are a UKAT member, login to your UKAT account before browsing the catalogue to see the prices that apply specifically to you.

Each course has a register button which you can click to register for the course. If a fee is payable, you will be emailed an invoice for the fee. This invoice can be paid online and as soon as payment is received you will automatically be granted access to the course.

Each workshop lists the dates and locations where that workshop is available; a Register button next to each entry in the list enables you to register for a specific workshop instance. If no dates and times are listed, there are no plans to offer the workshop in the near future. Please check back on the page later for updates on when the workshop will be available. If a fee is payable, you will be emailed an invoice for the fee. This invoice can be paid online and as soon as payment is received you will be registered for the workshop and joining information will be emailed to you.

Appendix 1: UKAT Professional Framework for Advising and Tutoring

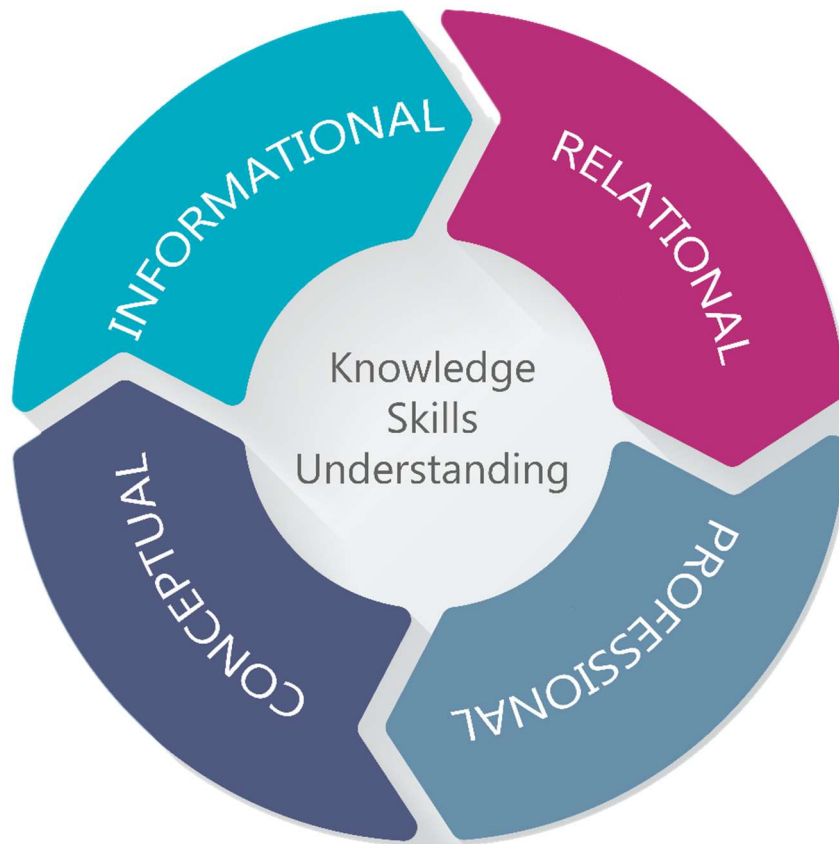
Purpose of Academic Advising and Personal Tutoring

Academic advising/personal tutoring supports students to achieve their academic and personal aspirations. A purposeful personal relationship with their advisor/tutor enables students to become autonomous, confident learners and engaged members of society. This ongoing and collaborative relationship connects students deeply to their institution, supporting them through their course and beyond.

Aims of the Framework

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



Core Competencies of Advising and Tutoring

Academic advisors and tutors need to use a range of knowledge and skills to effectively guide the development and success of their students. The knowledge and skills which support academic tutoring can be broadly categorised into three components - *conceptual*, *informational*, and *relational*. All academic advisors and tutors should possess or seek to develop this knowledge and skillset and will demonstrate competency in these three components.

Academic advisors and tutors act in accordance with the values of the Professional component of the Framework for the greater good of students, colleagues, institutions, and higher education in general. Their professional behaviour is informed and developed through reflective practice. They act honestly, transparently, and ethically and they are accountable to the student, their institution, and the profession.

CONCEPTUAL	INFORMATIONAL
<p>The <i>Conceptual</i> component focuses on the ideas and theories that academic tutors must understand, and is concerned with</p>	<p>The <i>Informational</i> component refers to the knowledge that advisors must possess to guide a student. Specifically, this is concerned with knowledge of</p>
<ul style="list-style-type: none"> C1. Core values of academic advising and tutoring C2. Theory relevant to academic advising and tutoring C3. Academic advising and tutoring approaches and strategies C4. Expected outcomes of academic advising and tutoring C5. How equitable and inclusive environments are created and maintained 	<ul style="list-style-type: none"> I1. Education Provider mission, vision, values, and culture I2. Curriculum, degree programmes and pathways, including options I3. Education Provider policies, procedures, rules, and regulations I4. Legal guidelines and tutoring practice, including privacy regulations and confidentiality I5. The characteristics, needs, and experiences of major and emerging student populations I6. Campus and community resources that support student success I7. Data and information technology applicable to tutoring

RELATIONAL

The *Relational* component focuses on the skills that tutors need to use concepts and convey information from the Conceptual and Informational components to their students. Specifically, advisors and tutors must be able to

- R1. Build advising and tutoring relationships through empathetic listening and compassion for students, and be accessible in ways that challenge, support, nurture, and teach
- R2. Communicate in an inclusive and respectful manner
- R3. Motivate, encourage, and support students to recognize their potential, meet challenges, and respect individuality
- R4. Plan and conduct successful advising and tutoring interactions
- R5. Promote student understanding of the logic and purpose of the curriculum
- R6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
- R7. Collaborate effectively with campus services to provide support to students

PROFESSIONAL

The *Professional* component focuses on the commitment that advisors and tutors make to the students they advise, their institutions, their professional practice, and the broader educational community. Advisors and tutors:

- P1. Create and support environments that consider the needs and perspectives of students, and respect individual learners
- P2. Appreciate students' views and cultures, maintain a student-centred approach and mindset, and treat students with sensitivity and fairness
- P3. Commit to students, colleagues, and their institutions through engagement in continuing professional development, scholarly enquiry, and the evaluation of professional practices
- P4. Understand the implications of quality assurance and quality enhancement, and engage in on-going evaluation and development of advising and tutoring practice

RECOGNISED AFFILIATE ADVISOR (RAA)

TYPICAL INDIVIDUAL/ROLE

Demonstrates a solid understanding of effective approaches to high-quality advising and support for students. Applicants should be able to provide evidence of:

1. Successful engagement with at least competencies C2, C3, C4, C5 of the Conceptual competencies
2. Appropriate knowledge and understanding of the Informational competencies, including at least competencies I4, I6, I7
3. Successful engagement in academic advising and/or personal tutoring practices related to at least competencies R1, R2, R3 and R6 of the Relational competencies
4. A commitment to some of the Professional competencies, including at least P1, and P2
5. Incorporation of relevant scholarship of advising and tutoring into the above activities

Individuals who are affiliated with the normal personal tutoring/academic advising or student support practices who can provide examples of effectiveness in advising. Such individuals are likely to be relatively new members of one or more academic, academic-related teams, or student support teams with limited responsibility for advising students.

Those likely to be at this level include:

- Assistant teaching staff (such as doctoral students, lab demonstrators, technical support staff)
- Specialist support advisers offering advice within a narrow focus
- Individuals offering advice in a partnership with education provider staff (e.g. workplace mentors)
- Individuals offering advice in a partnership with education provider staff (e.g. workplace mentors)

RECOGNISED PRACTITIONER IN ADVISING (RPA)

TYPICAL INDIVIDUAL/ROLE

Demonstrates a broad understanding of effective approaches to high-quality advising and support for students. Individuals should be able to provide evidence of:

1. Successful engagement across all five Conceptual competencies
2. Appropriate knowledge and understanding across all Informational competencies
3. Successful engagement in academic advising and/or personal tutoring practices related to the Relational competencies
4. A commitment to all the Professional competencies
5. Incorporation of relevant scholarship of advising and tutoring into the above activities

Individuals able to provide evidence of broad effectiveness in student support, academic advising and/or personal tutoring role(s). Such individuals are likely to be established members of one or more academic, academic-related teams, or student support teams.

Those likely to be at this level include:

- Academic staff
- Academic-related and/or support staff holding substantive academic advising and/or personal tutoring responsibilities
- Experienced academics relatively new to UK higher education

RECOGNISED SENIOR ADVISOR (RSA)

Demonstrates a thorough understanding of effective approaches to high-quality advising and support for students. Individuals should be able to provide evidence of:

1. Application of all five Conceptual competencies in leading local academic advising and/or personal tutoring practice
2. Knowledge and understanding of the Informational competencies, and application of them into local academic advising and/or personal tutoring provision
3. Leadership in embedding of Relational competencies into local academic advising and/or personal tutoring practice
4. A leadership commitment to all the Professional competencies through the successful co-ordination, support, management and/or mentoring of others (whether individuals and/or teams) in relation to advising and tutoring
5. Incorporation of relevant scholarship of advising and tutoring into the above activities

TYPICAL INDIVIDUAL/ROLE

Individuals able to provide evidence of a sustained record of effectiveness in student support, incorporating for example, the organisation, leadership and/or management of specific aspects of academic advising and/or personal tutoring provision. Such individuals are likely to lead or be members of established teams.

Those likely to be at this level include:

- Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing, or organising academic advising and/or personal tutoring provision
- Experienced mentors and staff who support those new to academic advising and/or personal tutoring
- Experienced staff with departmental and/or institutional advisory responsibilities relating to student support, academic advising and/or personal tutoring

RECOGNISED LEADER IN ADVISING (RLA)

Demonstrates a sustained record of effective strategic leadership in academic advising and/or personal tutoring practice as a key contribution to high quality student support. Individuals should be able to provide evidence of:

1. Successful, strategic leadership to enhance academic advising and/or personal tutoring, with a focus on enhancing advising quality in institutional, and/or (inter)national settings
2. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality student support through academic advising and/or personal tutoring
3. Active commitment to, and championing of, the UKAT Professional Framework for Advising and Tutoring in institutional or wider contexts
4. A sustained and successful commitment to, and engagement in, continuing professional development related to academic advising and personal tutoring practices
5. Incorporation of critical scholarship of academic advising and/or personal tutoring into the above activities

TYPICAL INDIVIDUAL/ROLE

Highly experienced academic advisors and/or personal tutors, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to student support through academic advising and/or personal tutoring. This may be within their institution or wider (inter)national settings.

Those likely to be at this level include:

- Highly experienced and/or senior staff with wide-ranging academic advising and/or personal tutoring-related strategic leadership responsibilities
- Staff responsible for institutional strategic leadership and policymaking relating to academic advising and/or personal tutoring provision
- Staff who have strategic impact and influence in relation to academic advising and/or personal tutoring that extends beyond their own institution