



# Institutional Accreditation



PILOT  
SCHEME

# UKAT INSTITUTIONAL ACCREDITATION PRINCIPLES (PILOT)

## VERSION HISTORY

Version	Date	Changes
1	Feb 2024	Initial version for pilot scheme

# INTRODUCTION

Institutions achieving UKAT Accreditation must provide evidence to demonstrate that their personal tutoring/academic advising provision satisfies the following principles and criteria of the UKAT Personal Tutoring Charter. They must also show that those advising students embody the UKAT Professional Framework for Personal Tutoring and Academic Advising competencies.

The UKAT Professional Framework is focused on defining and enhancing the knowledge and competencies of individual advisors/personal tutors. The UKAT Institutional Accreditation focuses on institutional strategy, provision, and enhancement. It relates to the Professional Framework in that the institution's staff should embody the skills and competencies of the Framework. For this reason, many of the following accreditation criteria also map to the UKAT Professional Framework, and this is shown in the criteria by reference to Framework competencies identified in magenta parenthesised type, e.g., (R1).

## ACCREDITATION PRINCIPLES AND CRITERIA

### PURPOSEFUL AND DEVELOPMENTAL

*The institution commits to personal tutoring/academic advising that purposefully helps all students focus on their future and enhance their outcomes within and beyond their higher education experience. Personal tutoring/academic advising is sustainably managed by a core team of appropriately trained and experienced staff.*

- A1. Personal tutoring/academic advising is integral to the institutional mission (I1)
- A2. Personal tutoring/academic advising is a proactive, intentionally designed learning process that supports all students in developing agency, acquiring critical skills, and meeting realistic academic and professional goals. (R6)
- A3. Provision is personalised to the needs of the students, enabling them to achieve their educational goals, career, and life aspirations (R6/P1)
- A4. Provision supports students to evidence attainment of graduate attributes and generic transferable skills (C4/R3)
- A5. Clearly defined student outcomes for personal tutoring/academic advising exist, and achievement of these is regularly evaluated (C4/P3/P4)
- A6. Provision consists of a structured programme of interactions mapped to the student learning journey (C3/R4/R5/I2/I5)

## EQUITABLE AND INCLUSIVE

*The institution acknowledges students as equal collaborators and commits to an equitable partnership with them to create and evaluate personal tutoring/academic advising provision. The institution recognises that provision is designed for all students to eliminate barriers to learning whilst actively fostering inclusivity, a sense of belonging, significance, and fair access, ensuring that all students feel valued and supported in their academic journey.*

- A7. Students are equal partners in the co-creation and evaluation of provision (C5/P1)
- A8. Personal tutoring is a fundamental component of whole-institution holistic student guidance (R7/I6)
- A9. Provision removes barriers to learning and promotes the achievement of outcomes (C4/C5/I5/P1)
- A10. Provision promotes inclusion, belonging, mattering and fair access for students (P2/C5/R1/R2)
- A11. Students allocated to tutors and informed of this allocation before the end of their first week of study (P2/I3)

## COMPLIANT

*The institution ensures that the personal tutoring/advising provision complies fully with all appropriate regulatory frameworks.*

- A12. Accurate, centrally accessible records exist of staff providing personal tutoring/ academic advising and the students allocated to them (I7)
- A13. Policies/frameworks/codes of practice govern the operation of personal tutoring and are regularly reviewed (I3/I4)
- A14. Compliance/QA process exists to ensure provision consistently implements policy across the whole institution (P4/I3)

## EVALUATED AND ENHANCED

*The institution commits to sustained and purposeful development of personal tutoring/academic advising provision to enhance student achievement.*

- A15. Evaluation occurs annually and aligns with other institutional annual quality assurance and enhancement processes (P3/P4)
- A16. Enhancement is planned, monitored, and evaluated (P3/P4)
- A17. Effective practice is shared within and beyond the institution (C2/P3)

## RECOGNITION AND DEVELOPMENT OF STAFF PRACTICE

*The institution recognises the value of the personal tutoring/academic advising role to both student and institutional success. It commits to supporting the professional development of staff and recognises and rewards the effort they devote to guiding students through advising and personal tutoring.*

- A18. Engagement with UKAT Professional Recognition Scheme (P3/P4)
- A19. HR policies and practices recognise and reward the contribution that staff make in their roles as personal tutors/academic advisors (I3)
- A20. Workload models make realistic accommodation for personal tutoring/academic advising provision (I3/R4)

## SUPPORTED BY TRAINED STAFF

*The institution makes a commitment to its students that the staff supporting them are regularly and adequately trained and supported to carry out the role.*

- A21. Regular, mandatory training is required for all staff with a personal tutoring/academic advising role to ensure they are up to date with current practice. (P3/P4)
- A22. Additional professional development available for practitioners within and beyond the institution (P3/P4)
- A23. Personal tutoring/academic advising training is an integral part of induction for new academic staff and is aligned with the UKAT Professional Framework (P3/P4)
- A24. Value a sustained commitment to engaging personal tutors/academic advisors with the UKAT Professional Recognition scheme, supporting staff to work towards individual levels of recognition.
- A25. The institution's core academic advising/personal tutoring values are lived out by its staff.

## USING STUDENT DATA AND TECHNOLOGY

*The institution recognises the value of timely and appropriate student data used by tutors/advisors to inform and guide actions for enhancing student outcomes and the student experience. The institution will ensure, where applicable, that students have access to their data, empowering them to make informed decisions about their experiences and outcomes. The institution commits to deploying information technology effectively to support the delivery and management of personal tutoring and using the data provided by such systems as an evidence base to enhance institutional provision.*

- A26. Institutional technology strategy explicitly considers technologies to support personal tutoring/academic advising provision (I7)
- A27. Student data is available to and used by personal tutors/academic advisors (I7)
- A28. Records of student interactions are maintained (I7)
- A29. Accurate and timely sharing of appropriate data is enabled within the institution to provide effective student support (I4)