



The UKAT Professional Framework for Advising and Tutoring

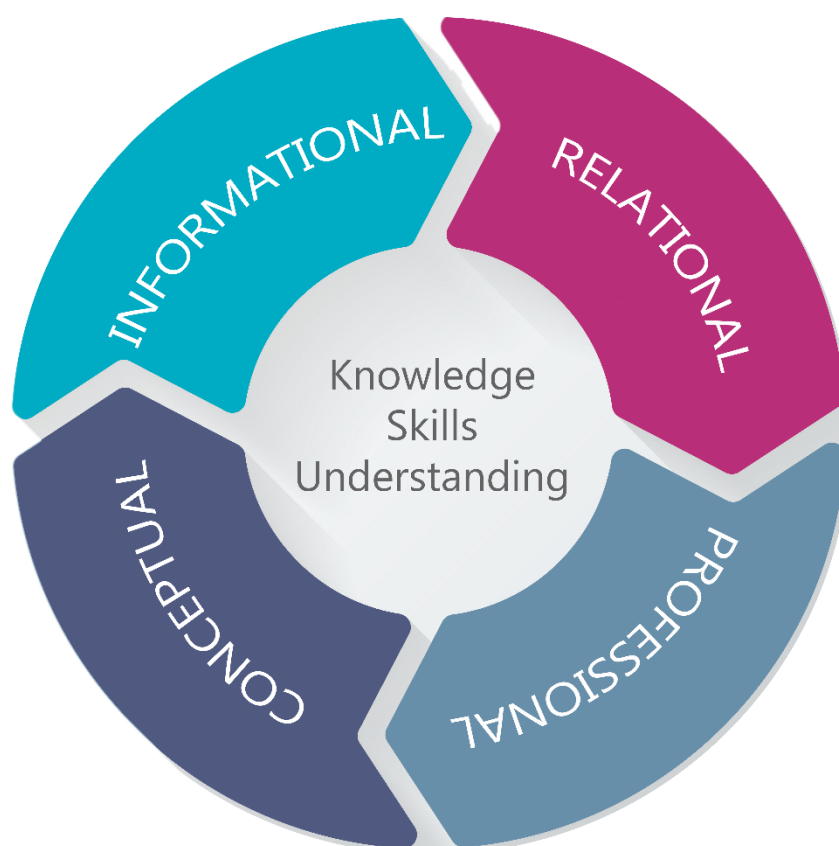
PURPOSE OF ACADEMIC ADVISING AND PERSONAL TUTORING

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 dimensions 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
The <i>Conceptual</i> component focuses on the ideas and theories that academic tutors must understand, and is concerned with	The <i>Informational</i> component refers to the knowledge that advisors must possess to guide a student. Specifically, this is concerned with knowledge of
<ul style="list-style-type: none">C1. Core values of academic advising and tutoringC2. Theory relevant to academic advising and tutoringC3. Academic advising and tutoring approaches and strategiesC4. Expected outcomes of academic advising and tutoringC5. How equitable and inclusive environments are created and maintained	<ul style="list-style-type: none">I1. HE Provider mission, vision, values, and cultureI2. Curriculum, degree programmes and pathways, including optionsI3. HE Provider policies, procedures, rules, and regulationsI4. Legal guidelines and tutoring practice, including privacy regulations and confidentialityI5. The characteristics, needs, and experiences of major and emerging student populationsI6. Campus and community resources that support student successI7. 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

ACKNOWLEDGEMENTS

The *UKAT Professional Framework for Advising and Tutoring* is based on the *NACADA Core Values and Core Competencies of Academic Advising* and the presentation of it is inspired by the *UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*.

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