UK Advising and Tutoring - Conference 2017
Leeds Trinity University, 5-6 April

Advising and Personal Tutoring for Success, Attainment and Retention
Welcome

Dear Delegate

On behalf of UKAT, I am absolutely delighted to welcome you to Leeds Trinity University for the 2nd annual UKAT Spring Conference 2017. We have an exciting programme for you and we are sure you will make the most of the networking opportunity.

You will find much information contained in both your pre-arrival and your conference pack, but if you have any questions or queries just ask one of us or email us at events@ukat.uk.

We are at an exciting point in the history of UKAT, as we move from being an organisation which hosts an annual conference to one which provides support and adds value to its members through a range of services and activities. Over the last 12 months, we have reflected on the values and mission of UKAT, and have identified support for professional development and for research as the two areas in which we can add greatest value to our members. To this end, we have restructured and introduced a Professional Development Committee and a Research Committee to oversee our provision in this area. Although we are still in the early stages of delivering our offerings to members, you will see evidence of this during this conference, where we have a professional development focus group for non-academic staff, and a suite of research activities designed to encourage and support all UKAT members to engage in research regardless of their role and prior research experience. We hope that you will find these valuable.

During the last year we have enhanced the information systems which help us deliver our offerings to users. We have redeveloped the website to improve its operation, particularly on mobile devices, and to add features which make it easier for members to connect with each other. All conference delegates should have access to the Members’ Area of the website, where you will find all the PowerPoint slides and handouts for conference sessions. The Members’ Area also contains meetings of committee meetings and a resources specifically designed to support our research and professional development objectives. These are in their infancy, but more resources will be added in the coming months so keep an eye on these. We have also introduced the Slack cloud communication platform as a vehicle for UKAT users to interact with each other and continue conversations beyond the conference, and we now have a video conferencing platform to support the delivery of webinars and video conferencing. We delivered one webinar last year, and this is an area we are keen to see grow. If you have any suggestions for webinar topics, particularly relating to our professional development and research themes, then let us know. If you’re unsure
how to access the website or want to know more about our online offerings, come along to the *Engaging with the UKAT Community Online* interactive session on Wednesday 5 April to gain first-hand experience.

We are excited to announce that our Research Committee is intending to launch UKAT’s very own online, open access journal within the next year, devoted to personal tutoring and academic advising. Our aim is to provide an inclusive venue for publishing effective practice case studies and research papers accessible to professional practitioners and researchers alike. More information will be circulated in the near future, but we strongly encourage all presenters at this conference to consider writing up their presentations and submitting these to the launch issue of this journal.

Thank you for joining us at our conference this year; we hope you find it an enjoyable, valuable and informative event.

Best wishes,
Penny Robinson,
UKAT Chair

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**About UKAT**

United Kingdom Advising and Tutoring is a professional body of practitioners and researchers interested in all aspects of advising and personal tutoring in FE and HE in the UK. UKAT recognises that effective personal tutoring and academic advising is at the core of student success, and aspires to lead the development and dissemination of innovative theory, research, and practice of student advising and tutoring in the UK and beyond.

**Proudly Allied to NACADA**

UKAT is proudly allied to NACADA, the Global Community for Academic Advising.

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

**Join Us**

Your delegate rate includes complimentary 12-month membership. The benefits of membership include access to conference proceedings and other web resources, as well as discounted rates at future events. As members you should have received an email giving you your login details; please take a moment to visit the UKAT site to update your profile and add your photo. If you have colleagues who would like to join UKAT the introductory membership rate is just £20 for the year ending 2017 and they can join online at [http://www.ukat.uk/members/join/](http://www.ukat.uk/members/join/). Renewing your membership is just as easy; we will send you a renewal reminder in Spring 2018 with full instructions.
UKAT Featured Workshops

Professional Development Workshops

So what now? Focus Group for "not-in-a-teaching-role" UK-based advising staff – 5 April 13:45 [Auditorium] & 6 April 10:00 [Auditorium]
David Lochtie, Sue Edwards – UKAT Professional Development Committee
This session aims to begin exploring the role of professional advisor/advice giver roles within the UK, and how these roles can support the current trend for hybrid advising. It aims to identify a standardised descriptive term that participants feel would be suitable to use to represent them collectively, taking into account the wide ranging backgrounds and job roles currently within the UK. It also aims to gain valuable input in scoping the next stage of professional development within UKAT, setting the direction for UKAT’s professional development offerings to members and the links to UKAT’s emerging research agenda. There will be opportunity for discussion of ideas suggested by the participants themselves. So come along and help shape the future of UKAT for your benefit.

Research Workshops

Creating Your Research Agenda Within the Scholarship of Advising – 5 April 12:00 [Auditorium]
Wendy Troxel, Director NACADA Center for Research; David Grey, UKAT Research Committee
As the scope of the profession of advising grows and deepens, personal tutors and advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective “Involvement in Research” framework. Join members of the UKAT Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there. And remember, anyone can be involved in research, it is not the sole preserve of academics.

Engaging Critical Friends with Your Research Ideas – 5 April 13:45 [Breakout 2 - AG21]
David Grey, UKAT Research Committee; Sarah Hague, UKAT; Wendy Troxel, Director NACADA Center for Research
Using a structured “Critical Friends” framework, participants will have the opportunity to quickly and efficiently share their research ideas and react to the ideas of others. Come along, share your thoughts and ideas, and help shape UKAT’s emerging research agenda.

One-on-one Research Consultant Sessions – 6 April 09:00; 13:00 [Breakout 5 - AF37]
Need to talk through a research idea or potential design? The NACADA Center for Research at Kansas State University and UKAT are pleased to announce that delegates at the UKAT Conference will have the opportunity to sign up for a half hour “consultation session” with a colleague who has been involved with research before.
### Programme: Wednesday 5 April, morning

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<td>Chair: Benjamin Stein</td>
<td>Parallel Session 4&lt;br&gt;Facilitating the Articulation of Personal and Professional Development with Metaphors: Harnessing Culture and Celebrating Difference in Postgraduate International Student Support Academic advising for success: The role of the Academic Advisor on a pre-registration nursing programme</td>
<td>Research&lt;br&gt;Engaging Critical Friends with Your Research Ideas</td>
<td>Workshop 5&lt;br&gt;Advanced Coaching Skills for Personal Tutors</td>
<td>Workshop 6&lt;br&gt;Studo – the Student Experience Board Game</td>
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<td>14:45</td>
<td>Chair: John Fulton</td>
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<td>Parallel Session 5&lt;br&gt;Monitoring and recording personal and academic support: an example of in-house collaborative and iterative system development Student Dashboards - The Case for Building Communities of Practice</td>
<td>Parallel Session 6&lt;br&gt;Engaging students to realise their academic potential: what works? When the going gets tough</td>
<td>Workshop 7&lt;br&gt;Can We Start Again? Building a Learning Hub</td>
<td>Workshop 8&lt;br&gt;Coaching and Teaching First Year Academic Success at the University of New Orleans... and potential implications for UK institutions</td>
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| 09:00 | Chair: Emily McIntosh  
Parallel Session 8  
MOAR: Making Our Aspiration Reality  
The impact of Personal Tutoring on students  
| Chair: Emily Foster  
Parallel Session 9  
Pastoral Care: What do the students think about the support we provide?  
Student support: A brain to pick, an ear to listen and a push in the right direction  
| Workshop 9  
A Human Capabilities Approach to personal tutoring  
| Workshop 10  
Connecting Tutors and Professional Services: Best Practice in Holistic Student Engagement  
| Research  
One-on-one Research Consultant Session  
|
| 10:00 | Chair: Penny Robinson  
Professional Development  
So what now? Focus Group for "not-in-a-teaching-role" UK-based advising staff |
| Chair: Frances Marsden  
Parallel Session 10  
Re-imagining tutoring for the 21st Century: the emerging role of the senior tutor in student retention & success  
Quality Assuring an Educational Guidance Service  
| Parallel Session 11  
Using learning analytics to boost personal tutoring  
Personalising the learning: lessons from a small scale project to support student attainment  
| Workshop 11  
Patchwork Tutoring/ Advising to support Combined Honours Students  
| Workshop 12  
Trust Building in Creating Quality Relationships with Students  
|
| 11:00 | Refreshments |
| 11:15 | Chair: Meaghan Banham  
Parallel Session 12  
Professional development as a tutor  
Developing resources for the ‘diligent but busy’ personal tutor to facilitate inclusive and effective practice  
| Chair: Cathy Myles  
Parallel Session 13  
Maximising the benefits associated with internship learning  
Developing an underdeveloped area: Scholarly activity on Personal Tutoring and Coaching and its impact on student performance  
| Chair: Sue Edwards  
Parallel Session 14  
The transition to a Personal Tutor to a Personal ‘Coach’: Success, Attainment and Retention for Minority Language Students  
Including Student Voice in Cross Institutional Evaluations of Academic and Personal Tutoring  
| Workshop 13  
Academic Advising in the UK - What do the next 10 years hold?  
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| 12:15 | Lunch and Posters |
**Programme:** Thursday 6 April, afternoon

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<td><strong>Chair:</strong> Clair Dyche</td>
<td><strong>Parallel Session 15</strong> &lt;br&gt;Victoria Lundie, Charlotte Burnside: Staying Successful</td>
<td><strong>Chair:</strong> Linzi Morris</td>
<td><strong>Parallel Session 16</strong> &lt;br&gt;The Personal Tutor Toolkit &lt;br&gt;From students to tutors; the Academic Support Tuition project at the University of Hull</td>
<td><strong>Chair:</strong> David Lochtie</td>
<td><strong>Parallel Session 17</strong> &lt;br&gt;Mental Health First Aid Training for Tutors and Students to raise awareness of this key issue for students &lt;br&gt;Retention and support of vulnerable students – the role of Chaplaincy</td>
<td><strong>Research</strong> &lt;br&gt;One-on-one Research Consultant Session</td>
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<td><strong>International Issues &amp; Challenges in Academic Advising/Personal Tutoring</strong></td>
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<td><strong>15:00</strong> &lt;br&gt;Closing Keynote &lt;br&gt;Charlie Nutt</td>
<td><strong>16:00</strong> &lt;br&gt;Closing Remarks</td>
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**Show and Tell Poster Session – Wednesday 5th April, 12:00**

This is an exciting session where each of the poster presenters takes 3-5 minutes to introduce their poster. A short amount of time is allowed at the end for questions before we break for lunch where you will have the opportunity to find the presenters at their posters ready to answer your more in-depth questions.
Utilizing Intrusive and Proactive Academic Advising for Students at Academic Risk (Retention)
Karen Sullivan-Vance, Western Oregon University
Why do some students succeed in graduating from university and other students fail? Theorists from Astin to Tinto have researched this question for decades. Student retention and persistence are two terms that are often used interchangeably, but they are quite different. Retention refers to the activities higher education institutions can do to support student success and persistence refers to skills and attributes students bring with them. Intrusive academic advising can be the bridge between these two areas combining targeted institutional activities and supports which foster student success. This engaging presentation will review intrusive and proactive advising strategies and educational interventions to help students persist towards academic success and graduation. By taking a current look at theory, approaches, research and best practices participants will be able to take away ideas to incorporate in their own tutoring practice.

Working towards a collaborative approach to connect and consolidate students’ experiences to achieve academic success (Effective Practice)
Dionne Barton, De Montfort University
Working towards a collaborative approach to connect and consolidate students’ experiences to achieve academic success. A presentation to demonstrate resources which focus on a joined up and pro-active approach to support students to achieve academic success. Case studies will demonstrate a connectedness between personal tutors and professional services and how they support the rich cultural diversity of our students.

Parallel Session 3 - 5 April 12:00 [AF20]
Does personal academic tutoring have a renewed focus due to the Teaching Excellence Framework? (Attainment and Success)
Frances Marsden, Huddersfield university
An evolving system of student support particularly considering the Teaching Excellence Framework is changing the way we record and audit the personal tutorial but is it changing the way we conduct the tutorials? My research asks personal academic tutors how they feel about performing the role and supporting students with a wide variety of needs.

The challenges and benefits of a tutorial system in higher education: students and faculty members’ perspective. (Attainment and Success)
Maria Chavana, University of York
Academics and students understanding and acknowledgment of the barriers students face is widely taken for granted by institutions. Distancing between academics and students is often generated by the lack of relevant training and follow-up, consequently discouraging participation and commitment from both academics and students.

Parallel Session 4 - 5 April 13:45 [AF20]
‘Facilitating the Articulation of Personal and Professional Development with Metaphors: Harnessing Culture and Celebrating Difference in Postgraduate International Student Support’ (Attainment and Success)
Catherine Hayes, John Fulton & Paul-Alan Armstrong, University of Sunderland
Equipping and facilitating students in being able to recognise and articulate key achievements is a pivotal part of personal tutoring. In the context of postgraduate international education, the need to structure support for students in a manner which transcends traditional narratives and discourses of meaning making is fundamental to this process. Since meaning making can only originate from a degree of critical introspection on the basis of what is already known about oneself using metaphors to capture perceptions of transformational change was used as a means of co-constructing epistemic knowledge with students as part of personal and professional development planning.

**Academic advising for success: The role of the Academic Advisor on a pre-registration nursing programme (Attainment and Success)**

Lucy Stainer & Sara White, Bournemouth University

Presenters will share their experiences and teaching strategies in developing the role of the AA and how these are pivotal to students learning and development. This presentation will show how BU AA’s support students in developing resilience, become critical thinkers and independent graduates able to practice humanised care. It will offer strategies for use when developing lifelong resilience. The AA role includes reflection upon practice, small group recall days, 1:1 discussions, peer support and Year 3 Peer Assisted Learning to develop empowerment, self-esteem and management of self and well-being. Alongside this, giving students a sense of agency and recognising their uniqueness in their personal journey. To guide them on this journey, the AA needs to be a credible role model, skilled facilitator, compassionate and have a humanised approach to the student’s journey as they progress through the programme and continue with Life Long Education.

**Parallel Session 5 - 5 April 14:45 [AF20]**

**Monitoring and recording personal and academic support: an example of in-house collaborative and iterative system development (Effective Practice)**

Sarah Hague & Rebecca Phipps, The University of Sheffield

The University of Sheffield funded the development of an in-house online system to provide role-based functionality and permissions to ensure that both staff and students are engaging with personal and academic support. The software development process was managed in a collaborative, communicative and iterative way; seeking ongoing feedback from the academic and administrative communities. The presentation will provide insight into how this development process was managed to secure buy-in from academic departments and will include a case study of its implementation in the Department of History. This presentation would benefit both academic and administrative staff who are considering how systems can be used to underpin their policies around personal and academic support, in particular the need to monitor and report on engagement levels.

**Student Dashboards - The Case for Building Communities of Practice (Policy. Models and Theory)**

David Grey, York St John University; Emily McIntosh, Bolton University; Persefoni Stylianoudaki, University of Hull

The use of predictive data analysis and student dashboards is in its infancy in UK Higher Education. There are benefits, but also inherent issues, with the use of these systems, and a lack of widespread understanding of how to interpret the data presented to best support students to achieve success. Through an analysis of several specific issues, this presentation argues the need for building a community of practice around the dashboard to enable individual practitioners to understand how to integrate the information they present into their work for better student outcomes.

**Parallel Session 6 - 5 April 14:45 [AG21]**

**Engaging students to realise their academic potential: what works? (Attainment and Success)**

Nick Breeze & Marie Stowell, University of Worcester

This paper explores the potential for personalised approaches to the tracking and tutoring of students to support them in realising their potential, as part of an inclusive approach to learning, teaching and assessment. These approaches can involve target-setting, monitoring of progress, the use of existing student achievement data, structured student-tutor review of skills and academic development, and the use of student profiles as a key element of a personal academic tutoring system. The paper is predicated upon the findings from a research project that examined the ways in which departmental variations in implementing a common Personal Academic Tutoring (PAT) policy shaped and influenced student engagement with the tutoring system.

**When the going gets tough (Attainment and Success)**

Helen Egan & Mark O’Hara, Birmingham City University

The factors associated with student underachievement and poor completion rates in Higher Education (HE) are well researched. Three themes stand out in examinations of withdrawal data: A mismatch between course content and student expectations, the impact of personal circumstances (e.g. family, health, finance) and academic failure. Effective personal tuition can make a positive difference to students. The contribution of personal characteristics to academic success is less clear. This presentation introduces a pilot project to inform the process of personal tuition to maximise student success and retention. The present study uses psychological scales measuring traits including resilience, self-efficacy and procrastination to explore the relationship between these traits and academic satisfaction and achievement. Students are provided with an individualised report on their results to share and discuss.
with their personal tutors. Personal tutors are supported with a toolkit and workshops to help scaffold discussions with students aimed at maximising greater learner autonomy and effectiveness.

Parallel Session 7 - 5 April 14:45 [AF37]
'Level-Up': Supporting the transition into Higher Education. (Effective Practice)
Clair Dyche, Birmingham City University
The Level-Up scheme in the School of Health Sciences at Birmingham City University uses peer mentors to support and enhance the transition into University for first year students. Level Up was introduced into the school for students starting in September 2016 and enabled a consistent approach across the various programmes, using existing best practice. The focus of this presentation will be to detail the supportive measures included within the Level-Up scheme, highlight the lessons learnt from September 2016, including student evaluation and feedback, and discuss the future plans for the upcoming 2017 intake of students.

Parallel Session 8 - 6 April 09:00 [AF20]
MOAR: Making Our Aspiration Reality (Attainment and Success)
Samantha Davis, Sandie Dann & Pooja Panchmatia, Loughborough University
An academic School’s endeavour to engage students with structured academic guidance content and personal development planning, underpinned by innovative learning technology use.

The impact of Personal Tutoring on students (Attainment and Success)
Winnifred Groves & Penny Burden, Kingston University, London
Delegates will benefit from learning about what Kingston University has to offer in terms of supporting students from a diverse background.

Parallel Session 9 - 6 April 09:00 [AG21]
Pastoral Care: What do the students think about the support we provide? (Effective Practice)
Nicky Hunter, Keele University
This session presents the outcomes of a investigating the range of pastoral support provided in two universities as well as its use and value from the student perspective. The research offers a means of comparing university aims and provision with how students perceive, use and value it, providing a missing dimension to our understanding of this area and give higher education institutions and staff important insights into how they might better provide this sort of support to students.

Student support: A brain to pick, an ear to listen and a push in the right direction. (Effective Practice)
Vicky Norman & Melissa Jacobi, Sheffield Hallam University
Participants attending this session will learn about the design, implementation and evaluation of the SHU Sport Business Management APA model. The highs of the successes and the development challenges the model faces will be discussed enabling participants to share best practice.

Parallel Session 10 - 6 April 10:00 [AF20]
Re-imagining tutoring for the 21st Century: the emerging role of the senior tutor in student retention & success. (Policy, Models and Theory)
Emily McIntosh, Bolton University
This paper highlights how recently published scholarship, focussing on the importance of student engagement, has largely overlooked the emerging role of the senior or enhanced personal tutor in student retention and success. This paper examines models for senior tutoring and explores the roles and responsibilities of the senior personal tutor, contextualising these with recent trends and developments in HE, especially the TEF. The paper also provides a case study on senior tutoring from a UK Higher Education Institution. It highlights how strategic investment in models of Senior/Enhanced Personal Tutoring can help to realise the potential of personal tutors as secret agents of change, impacting positively on personalised learning, resilience, retention, peer learning, student engagement and transitional support. It also highlights the challenges of senior tutoring in an increasingly complex and changeable HE environment and considers how these may be overcome.

Quality Assuring an Educational Guidance Service (Policy, Models and Theory)
Caroline Kerr, The Open University
How do we ensure that we are giving effective educational guidance to students studying at a distance who experience difficulties? This session will describe how the Open University’s educational guidance service works to support students within a distance learning and diverse student context and how colleagues within Student Support, Academic Services at the Open University are developing and implementing a Quality Assurance Model. The presentation will also highlight the value of supporting staff in developing their theoretical knowledge and skills and in working within the framework of the external matrix quality guidance standard: http://matrixstandard.com The session is appropriate to all those interested in the role of educational guidance in retention and progression and its continuous improvement, including practitioners, managers and personal tutors.
Parallel Session 11 - 6 April 10:00 [AG21]
Personalising the learning: lessons from a small scale project to support student attainment (Attainment and Success)
Leorona Mathias, Newman University
The project presented within this paper set out to support the academic skills development of Newman University’s Early Childhood Education and Care Level 5 undergraduates during the academic year 2015-16, many of whom reflect the institution’s widening participation demographic and diverse student body. Funded by the Vice Principal, the project was undertaken as a result of data findings which demonstrated the relatively low attainment profile of the degree programme as a whole. Using many teaching methods associated with personal tutoring and small group work, and adopting a facilitative pedagogy that placed the learner at the centre of their learning, the project team were able to bring about significant improvement in the engagement and attainment of the participating students, in particular for those with previously low attainment levels. This session will share the findings in detail and aim to share good practice with our higher education colleagues.

Using learning analytics to boost personal tutoring (Retention)
Ed Foster, Nottingham Trent University
The NTU Student Dashboard is a learning analytics resource designed to be used primarily by personal tutors. Although the underpinning computer algorithms are very sophisticated, in most cases there needs to be a staff agent to actually utilise the data the Dashboard provides to support students. As the Dashboard project evolves, the challenges are no longer primarily technological, but much more about university systems, particularly working with personal tutors. This paper will provide delegates with an interesting insight into the practical and philosophical challenges of using learning analytics.

Parallel Session 12 - 6 April 11:15 [AF20]
Developing resources for the ‘diligent but busy’ personal tutor to facilitate inclusive and effective practice (Effective Practice)
Cara Attenborough, King’s College London
This session explores how market research, Google Analytics and evaluation surveys have informed the development of our personal tutoring resources. We will explain how our resource priorities have been shaped both by what staff tell us they need and what we know they use in practice. Our inclusive approach to personal tutoring assumes that if we offer excellent training and resources to our personal tutors, then no matter the background of their students, staff will be equipped to support them. Key to this is designing resources based on the idea of the ‘diligent but busy’ tutor. Is this approach working? We discuss what might be next for helping personal tutors offer flexible but consistent support.

Professional development as a tutor (Effective Practice)
Alison Wilkinson, University of Lincoln
The presentation will describe the professional development tasks undertaken as Senior Tutor in the University of Lincoln, and was submitted as part of the first cohort of the CRA/SEDA Award in Academic Advising and Personal Tutoring. It covers the aspects of academic advice and referral of students to other services; integration of international students; supportive attendance monitoring; and engaging with a particular group of Level 2 students. Overall, professional development as a tutor is considered and areas for future development identified. References are made to scholarly articles around the role of a personal tutor, and working one-to-one with students.

Parallel Session 13 - 6 April 11:15 [AG21]
Developing an underdeveloped area: Scholarly activity on Personal Tutoring and Coaching and its impact on student performance. (Attainment and Success)
Ben Walker, The Sheffield College
Our presentation will cover how our scholarly activity on the relatively underdeveloped area of personal tutoring and coaching within Further Education has positively impacted student performance and institutional key performance indicators. This scholarly activity comprises: ● devising, planning and writing a book on personal tutoring, Becoming an Outstanding Personal Tutor: Supporting Learners Through Personal Tutoring and Coaching; ● carrying out funded practitioner-led research from within Further Education and writing an article about our research for InTuition: The Journal for Professional Teachers and Trainers in the Further Education and Skills Sector; ● designing and delivering a development programme for personal tutors and teachers on personal tutoring to be used for internal and external staff development.

Maximising the benefits associated with internship learning (Attainment and Success)
Christine Fanthome, City, University of London
This presentation focuses on identifying and maximising the benefits associated with internship learning. It examines the tutoring approach and strategies used by an American university in London and shares the findings of a new student survey about expectations, experiences and advisory support, finishing with an audience discussion about the conclusions.
Including Student Voice in Cross Institutional Evaluations of Academic and Personal Tutoring (Research)
Cathy Malone, Charlotte Coleman & Emma Herron, Sheffield Hallam University
Including Student Voice in Cross Institutional Evaluations of Academic and Personal Tutoring. This presentation reports on our experience of a cross-institutional evaluation of academic and personal tutoring using the NUS Academic Support benchmarking toolkit (NUS 2015). This was used and as a basis for benchmarking, planning and discussion with student focus groups from across three faculties. Student and staff focus groups were recorded and thematically analysed, and this data was compared against evaluation data more routinely collected, to inform recommendations at subject group and faculty level. This presentation provides an overview of initial findings and recommendations and our reflections for other practitioners interested in incorporating the student voice into their evaluations and planning.

The transition to a Personal Tutor to a Personal ‘Coach’: Success, Attainment and Retention for Minority Language Students (Attainment and Success)
Laura Jones, University of South Wales
The paper presentation will discuss the ideas of the attainment of students from the Welsh language minority background. It will argue that the specific intervention of these inspiring tutors strive to raise the cultural profile of belonging for students and their voice as a minority group within the world.

Staying Successful (Retention)
Victoria Lundie & Charlotte Burnside, Birmingham City University
Level 5 inter-professional event to inspire and motivate students from across the School of Health Sciences to continue their successful journey. Aiming to improve attainment and retention at an identified critical point in their programme. External speakers provided strategies to enable students to work towards achieving their future goals.

From students to tutors; the Academic Support Tuition project at the University of Hull (Attainment and Success)
Licia Calcagno & Dawn Walker, The University of Hull
The Academic Support Tuition Project was developed to allow students to attain academic guidance throughout their university career. Being students while working on this project provided a valuable insight for designing and developing imaginative tasks to keep students engaged and train staff to a suitable level for effective tutor responsibilities.

The Personal Tutor Toolkit (Attainment and Success)
Maria McCabe, Leeds University
Although each personal tutorial meeting is, and should be, a unique experience, there are certain topics which arise frequently. They include time management, study skills and employability. It is therefore useful for each tutor to develop their own toolkit which can include explanations, methods, techniques and useful reference sources for each of these topics. Having a good toolkit is only the start. It is also necessary to know which tools are appropriate. This involves gaining an understanding of the individual student and recognising which approaches would best suit them. In this session, I will give specific and detailed examples from my own Personal Tutor Toolkit, developed as a result of supporting hundreds of students.

Mental Health First Aid Training for Tutors and Students to raise awareness of this key issue for students. (Retention)
Sally Parkes & Gay James, Coventry University
We plan to share our experiences of introducing Mental Health First Aid Lite and the evaluation of how it has been accepted by both staff and students. We hope to also raise the issues that relate to mental health to a wide audience of HE and FE colleagues. We also hope to highlight the importance of teaching strategies to students to enhance their own emotional resilience.

Retention and support of vulnerable students - the role of Chaplaincy (Retention)
Anne Rowley, York St John University
Contrary to popular imagination, chaplaincy teams are not just for the ‘religious’ and never seek to convert or evangelise anybody on campus. In fact, this is expressly forbidden by chaplaincy codes of ethics. The reality is that chaplains spend the vast majority of their time, in partnership with the university’s wellbeing team, in offering non-judgemental pastoral care to students, particularly those who are vulnerable because of mental health problems or difficult family backgrounds. Students’ concerns are often related to their studies and their relationships with personal tutors. The chaplaincy also takes sustained ongoing care of international students who may be suffering from culture shock and adjustment problems. This session will describe the work of York St John’s chaplaincy team and explore the potential benefits for academic staff of liaising with chaplaincy as a resource for troubled students.
Workshop Session 1 - 5 April 11:00 [AF35]
Rebuilding a personal tutoring system – overcoming challenges with the help of the UKAT community
(Attainment and Success)
Matt Johnson & Ann Bingham, Southampton Solent University
Inspired by presenters at the UKAT 2016 conference Southampton Solent University is piloting a new personal tutoring scheme delivered by academics to all first years across 5 degree courses. In this workshop we aim to tell our story one year on and ask the UKAT community to again help us to problem solve five challenges that we face. We hope to inspire more universities to rekindle personal tutoring systems and facilitate a pragmatic and interactive workshop that gives colleagues hope, and practical solutions to revive personal tutoring. The five challenges relate to engaging staff in personal tutoring schemes; managing student expectations; balancing personal tutoring and the development of independent learners; and resourcing personal tutoring.

Workshop Session 2 - 5 April 11:00 [AF21]
Engaging with the UKAT Community Online (Effective Practice)
David Grey, York St John University
The UKAT website has recently been updated and provides a exclusive resources for members and numerous ways to connect with other UKAT members online. This interactive workshop helps members access the site, setup their profiles and explore the resources and features available. Bring your mobile device and get set to turn your conference conversations into meaningful collaborations.

Workshop Session 3 - 5 April 12:00 [AF35]
Leaving care and success in higher education – the importance of informed advice and continuing support (Effective Practice)
Andrew Rawson, Action on Access
A workshop presenting how to effectively advise and support care leavers and care-experienced students - with opportunity for questions, mutual discussion and sharing of best practice arising from the findings of research undertaken by Action on Access which focused on the access, retention and student success challenges faced by care leavers and care-experienced students. Examining and reviewing effective ways of promoting engagement and success that Higher Education Institutions have developed and incorporating key reflective questions which can be used to review, evidence and develop the work in any higher education institution, guiding those advising students in higher education to recognise and respond to the particular challenges faced by this group of disadvantaged young people.

Workshop Session 4 - 5 April 12:00 [AF21]
Case Study: Knowing you – using analytics and other data to support personal tutoring (Effective Practice)
Ricky Lowes, Plymouth University
This talk will explore the use of simple data and learning analytics to facilitate the work of personal tutors and how this can be combined with the useful heuristic of the Johari Window to develop and support the personal tutoring relationship.

Workshop Session 5 - 5 April 13:45 [AF35]
Advanced Coaching Skills for Personal Tutors (Attainment and Success)
Marjorie Spiller, Paulette Morgan & Louise Rutherford, Staffordshire University
The session would be a blend of key sound-bites of information to contextualise the initiative, followed by an activity-based cafe-style session to showcase the various elements of the project. This would include examples of resources within the personal tutors’ coaching toolkit, exercises used in the face-to-face sessions and the evaluation proforma.

Workshop Session 6 - 5 April 13:45 [AF21]
Studo – the Student Experience Board Game (Attainment and Success)
Emily Foster & Tracey IAnson, University of Hull
Studo encourages participants to consider the challenges faced by students as they transition through university. Throughout the student journey barriers arise, and institutions must provide support. This often falls to Academic Advisors, who must develop an understanding of the numerous issues which can occur. The workshop will provide an opportunity to experience Studo, and share effective practice. Each roll of the dice prompts a discussion on the impact of a potential barrier on an individual student, including what support is available, and what further support might be introduced. Main goals: • To demonstrate the benefit of empathising with the student perspective. • To discuss potential solutions to barriers identified, and to encourage the sharing of good practice. • To showcase an innovative and fun form of staff development.
**Workshop Session 7 - 5 April 14:45 [AF35]**

**Can We Start Again? Building a Learning Hub** *(Attainment and Success)*

**Nicholas Boyes, Leeds Trinity University**

This session will examine the evolution of a central academic skills support hub from inception to the end of its third year of existence. It will particularly focus on methods of engagement with students and staff, including personal tutors, and the importance of convincing all parties of its value to the student experience. The session will be informed by quantitative and qualitative primary research into all aspects of this new initiative.

**Workshop Session 8 - 5 April 14:45 [AF21]**

**Coaching and Teaching First Year Academic Success at the University of New Orleans... and potential implications for UK institutions** *(Attainment and Success)*

**Mike Hoffshire, University of New Orleans; Dave Lochtie, University of Derby**

How might a specialist department of non-academic professional support staff help support student success during the first year of enrollment at an institution of higher education? How can individual success coaching, dedicated whole class teaching or academic early-alert programmes aid students in their transition?. With increased fees comes increased expectations, with greater student numbers comes greater complexities and with decreased funding, significant challenges to all. This session suggests possible solutions for these issues using the work of First Year Experience at the University of New Orleans as an example. During the workshop, participants will be introduced to a range of programs which have supported first year students at UNO and will consider and discuss whether these may be relevant to the UK Higher Education sector and their own institution.

**Workshop Session 9 - 6 April 09:00 [AF35]**

**A Human Capabilities Approach to personal tutoring** *(Policy, Models and Theory)*

**Alicia Prowse, Manchester Metropolitan University**

The Human Capabilities Approach derives from theory in human development and is underpinned by the definition of wellbeing goals beyond Gross Domestic Product. It has been used in Higher Education to reassess how processes work with, and for students. This workshop briefly introduces the human capabilities approach and allows time for participants to explore this as a way of co-constructing tutoring and advising discussions with students through exploration of scenarios. This workshop will ask staff to reflect on their own journey using a capabilities approach and to engage with student scenarios to inform their own take home message to take forward into practice.

**Workshop Session 10 - 6 April 09:00 [AF21]**

**Connecting Tutors and Professional Services: Best Practice in Holistic Student Engagement** *(Effective Practice)*

**Benjamin Stein, Hobsons**

Using Leeds Trinity University as a case study, this session explores best practice in connecting tutors to other student support services to provide holistic support for students.

We will examine challenges and opportunities in a technology-based approach, including: 
- Taking a holistic view of student success that bridges tutors and professional services
- Best practice for technology implementation and deployment in this area
- Benefits and challenges particular to small institutions and their significance for tutors and other staff and students

**Workshop Session 11 - 6 April 10:00 [AF35]**

**Patchwork Tutoring/ Advising to support Combined Honours Students** *(Effective Practice)*

**Sarah Graham, Newcastle University**

The workshop will foreground the tutoring practices of a large combined honours programme, sharing stories from students and staff. Participants will use an audience response system to pose critical questions and then engage in a long table event to share ideas about the next steps that organisations can take to embed/develop tutoring amongst large cohorts of students with increasing mental health issues. The session will conclude with a summary and final comments section.

**Workshop Session 12 - 6 April 10:00 [AF21]**

**Trust Building in Creating Quality Relationships with Students** *(Effective Practice)*

**Sarah Hague & Kay Guccione, The University of Sheffield**

In this session, we explore the idea that trust may be an important marker of ‘high-quality’ supervision relationships and provide insight into perceptions of quality based on a study of 54 doctoral students in five UK universities. The study found that the implicit trust in the supervisor at the beginning of the PhD could be converted into a shared professional trust, eroded, or broken, in response to specific behaviours. We consider the results of this study in the context of personal and academic support and how we support personal tutors to establish quality relationships, building a sense of belonging amongst students.

This workshop will be beneficial to both personal tutors and those with responsibility for providing training and support for tutors.
Academic Advising in the UK - What do the next 10 years hold? (Effective Practice)
David Grey, York St John University; Emily McIntosh, Bolton University
This session examines how personal tutoring/academic advising have advanced over the last 25 years and identifies the major challenges for the future. Through interactive group exercises, participants will reflect on key literature in the field to help determine the future direction of UKAT and the support it gives its members.

Poster Session Abstracts

Show and Tell Posters - 5 April 12:00 [AG21]
Rebuilding a personal tutoring system – Inspired by UKAT 2016 (Attainment and Success)
Matt Johnson & Ann Bingham, Southampton Solent University
Inspired by presenters at the UKAT 2016 conference, Southampton Solent University is piloting a new personal tutoring scheme delivered by academics to all first years across 5 degree courses in the School of Sport, Health, and Social Sciences. This poster will illustrate the journey so far and report some mid-year data on the impact of the scheme.

Encouraging Student Engagement Through Communities of Practice (Student Engagement)
Diane Richardson, Nasrullah Khilj & Teslim Bukaye, University of Bedfordshire
The ‘Show and Tell’ Poster will define Communities of Practice and identify how they were implemented, set up and operated, both virtually and physically, to provide academic advice for masters dissertation students in the University of Bedfordshire Business School. It will highlight the features of the Communities of Practice that supported student engagement. The masters students’ feedback will be shared, along with the perceptions of both the dissertation supervisors and the PhD students involved. A summary of student engagement with the Communities of Practice and their dissertation supervisor will be provided, alongside the student dissertation results, demonstrating the impact of the support and the enhanced student achievement.

Supporting students by annual personal discussions (Effective Practice)
Jarmo Virta, Turku University of Applied Sciences
By personal annual discussions between a student and the tutor teacher we can support the students to plan their studies and get their personal life and studies into balance. My presentation discusses the methods and practical experiences at Turku University of Applied Sciences.
WiFi
Wifi is available throughout the conference venue; you will have the option of using Eduroam or guest log-in and details will be available at the registration desk.

Social Media
We shall be using social media throughout the conference. Follow us on Twitter, the handle for the conference is #UKATConf17. Feel free to join in. You can also follow us on Facebook, www.facebook.com/UKATEdu.

Conference Dinner
Date: Wednesday 5th April 2017
Venue: Horsforth Golf Club, Layton Rise, Horsforth, Leeds LS18 5EX
Timings: Arrival, 7pm prompt.
Dress Code: Smart

Venue Maps

Ground Floor
**Sponsors**

UKAT is proud to work alongside SEAtS and Hobsons and would like to thank them for their support.

![Starfish by Hobsons](image)

Hobsons are delighted to be involved with the UKAT conference this week. We have a close and longstanding partnership with NACADA.

Hobsons helps students identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and finish what they start. Through our solutions, we enable thousands of educational institutions to improve post-secondary and career planning, admissions and enrolment management, student success and advising for millions of students around the globe. We have a community of over 1500 universities, with over 50 here in the UK.

Starfish by Hobsons is an enterprise student success and retention solution that integrates student data from existing technologies used across campus with perspectives from real people working with real students. It presents this data in a student-centric way so it’s easy to see how to best resolve any concerns. Starfish helps students get on the path to success and stay on it. Whether you measure student success by deeper engagement with faculty and campus services, by completion of a student’s chosen programme of study, or by improved efficiency and utilisation of resources, Starfish will help you and your students achieve their greatest potential.