

## Call for Case Study Contributions to *The Higher Education Personal Tutor's and Advisor's Companion*

### Book Title

*The Higher Education Personal Tutor's and Advisor's Companion: Translating Theory into Practice to Improve Student Success*

### Book Synopsis

The text will provide the most complete **collection of case studies in UK Higher Education Personal Tutoring and Academic Advising** to date.

Practitioners from across the sector will translate the key themes, theories and concepts of the highly regarded [Effective Personal Tutoring in Higher Education](#) (2018), as well as additional areas of personal tutoring and academic advising, into real-world practice through case study narratives about how they have improved student learning and outcomes. How these have been implemented will be explored through the insights they have gained from the experience.

This text will build upon the editors' 2018 book through real-world case studies which seek to support personal tutors and academic advisors. The aim is for practitioners to learn from each other, gain insights and help develop innovative ideas. The case studies are stories of practice written in an easily accessible style which help the reader to *feel* part of a community of learning. The editors will pose critical thinking activities to help the reader reflect on how the learning can be translated into their own context.

The evidence from research across the sector identifies there is a gap in professional development provision for UK Higher Education personal tutors (Owen, 2002; Ridley, 2006; Stephen et al., 2008; McFarlane, 2016; Walker, 2020). The 2018 book continues to address the gap and this proposed companion text will further enhance provision.

### UKAT Endorsement

UKAT welcomes the opportunity to support the development of this book as publication partner. Although this is an independent publication and not a UKAT-led work, it aligns with UKAT's charitable mission to enhance personal tutoring and advisory practices. UKAT has agreed to assist the editors in promoting the book and in soliciting contributed case studies from UKAT members. UKAT will officially endorse the work after receiving the final manuscript.

### Case Study Indicative Content

We welcome case study contributions from single or multiple authors centred on any of the following themes. Practitioners are invited to write a case study on a different topic if they wish, but must provide a rationale for how it closely relates to personal tutoring and academic advising practice and/or coordination/management within UK Higher Education. Where this is the case, authors are requested to provide a broad theme and sub-themes which they feel succinctly describe the case study.

CASE STUDY INDICATIVE CONTENT SUGGESTIONS	
Potential broad themes	Potential sub-themes
The role of personal tutoring within the modern academic profession	<ul style="list-style-type: none"><li>the natural overlap between effective teaching and personal tutoring practice</li><li>definitions of the personal tutor</li></ul>

	<ul style="list-style-type: none"> <li>the useful relationship between personal tutoring and coaching</li> </ul>
Effective organisational and structural models of student support	<ul style="list-style-type: none"> <li>different coaching and support models and how to apply these to different situations</li> <li>how personal tutoring can form an important part of a holistic model of student support</li> <li>different organisational and structural models of student support</li> <li>how organisational and structural models of student support are applied at an institutional level and reflect upon personal tutoring at your own institution</li> </ul>
Core values of the effective personal tutor	<ul style="list-style-type: none"> <li>the core values of the effective personal tutor and approaches to embedding the core values within teaching and personal tutoring practice, and how they apply to different situations</li> </ul>
Core skills of the effective personal tutor	<ul style="list-style-type: none"> <li>the core skills of the effective personal tutor, techniques to improve them and how they apply to different situations</li> </ul>
Setting boundaries	<ul style="list-style-type: none"> <li>types of boundaries (for example: expertise and referral, temporal (time), independence and engagement), their rationale, how they are successfully established between students and their peers, personal tutors and academic colleagues or central departments</li> </ul>
Diverse student populations, including 'at risk' and 'vulnerable' students	<ul style="list-style-type: none"> <li>the terms that may be used to describe 'at risk' students</li> <li>different student populations, understanding different risk factors and putting plans in place to support 'vulnerable' students</li> </ul>
Supporting student resilience through personal tutoring activities	<ul style="list-style-type: none"> <li>reasons and strategies for successfully supporting student resilience through personal tutoring</li> </ul>
Supporting student mental health and well-being through personal tutoring and advising activities	<ul style="list-style-type: none"> <li>reasons and strategies for successfully supporting student mental health and well-being</li> </ul>
Students with additional learning support needs, including safeguarding considerations	<ul style="list-style-type: none"> <li>effective ways of working with students with additional needs including potential safeguarding considerations</li> </ul>
Effective student tracking and monitoring methods	<ul style="list-style-type: none"> <li>the tracking, monitoring and supporting of student progress in terms of rationale, methods (including dashboard-based learning/ engagement analytics) and benefits</li> </ul>
Student transitions and lifecycle	<ul style="list-style-type: none"> <li>the importance of transitions in Higher Education and how they relate to the personal tutor role</li> <li>The typical stages in the student lifecycle, the personal tutor's role within them, and their impact upon students. Some suggested stages include: <ul style="list-style-type: none"> <li>pre-arrival</li> <li>induction and first year</li> <li>internal progression (getting students back on track, course changes or suspension of studies)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ external progression (preparation for graduation and beyond)</li> </ul>
Supporting student employability through personal tutoring and advising activities	<ul style="list-style-type: none"> <li>● reasons and strategies for successfully supporting student employability</li> </ul>
One-to-one tutorials	<ul style="list-style-type: none"> <li>● the purpose of one-to-one tutorials with students and strategies for conducting them effectively</li> </ul>
Group tutorials	<ul style="list-style-type: none"> <li>● the reasons for, benefits of, and best practice in group tutorial planning and teaching</li> <li>● what an effective curriculum of personal tutoring might look like at your institution</li> </ul>
Role of technology in facilitating personal tutoring	<ul style="list-style-type: none"> <li>● online personal tutoring approaches and how these are applied effectively</li> <li>● the role that technology can play in facilitating personal tutoring and the impact on diverse student populations</li> </ul>
Using coaching or solution-focused coaching with students	<ul style="list-style-type: none"> <li>● different models and approaches to using coaching with students and strategies for using these effectively</li> <li>● key characteristics of using a solution-focused approach in your personal tutoring role</li> <li>● how solution talk and problem talk questions can impact student success</li> </ul>
The use of reflective practice in personal tutoring	<ul style="list-style-type: none"> <li>● the difference between personal tutoring reflection and reflective practice</li> <li>● why reflective practice is important for the personal tutor role</li> <li>● the benefits of, and potential barriers to, effective reflective practice for personal tutors as well as for the institution</li> <li>● reflective practice models and how these can be applied effectively by personal tutors</li> </ul>
Personal tutoring professional development	<ul style="list-style-type: none"> <li>● how personal tutoring professional development frameworks and schemes can enhance practice and lead to improved student learning outcomes. Possible frameworks and schemes may include: <ul style="list-style-type: none"> <li>○ Individual and institutional personal tutor self-assessment system (<i>Effective Personal Tutoring in Higher Education, 2018</i>)</li> <li>○ The UK Advising and Tutoring (UKAT) professional framework</li> <li>○ UKAT professional recognition scheme</li> <li>○ UKAT core values of personal tutoring/academic advising</li> </ul> </li> </ul>
Measuring the impact of personal tutoring practice to improve student outcomes	<ul style="list-style-type: none"> <li>● what is meant by 'impact' and 'measuring impact' in relation to personal tutoring</li> <li>● ways in which the impact of personal tutoring core skills, key activities and professional development can be measured at both an individual and institutional level</li> <li>● what is meant by quantitative and qualitative measures of impact in relation to personal tutoring</li> </ul>

	<ul style="list-style-type: none"> <li>• reasons for measuring the impact of personal tutoring practice, in particular, in the context of emerging policy, for example, concerning ‘teaching excellence in HE’ and the Teaching Excellence Framework (TEF)</li> <li>• an analysis of how measuring the impact of personal tutoring activities can enhance student learning and outcomes. For example, factors that influence the enhancement of student performance (e.g. performance in terms of retention, success, attendance, punctuality and student progression) and the relative importance of personal tutoring core skills and key activities in comparison with these factors.</li> </ul>
--	---

### Case Study Proposal Guidance

Practitioners from a broad range of Higher Education institutions are invited to submit proposals **using the template provided** for case studies. Proposals should be written in the first person and should contain the following elements.

- Author details (*not included in the word count*), including:
  - Name, job title, key responsibilities, department and/or faculty, institution
- 350 - 450 words
- Context
- Broad theme
- Sub-theme(s)
- Brief case study synopsis
- Intended case study structure
- Key learning for the reader

### Case Study Proposal Submission Procedure and Important Dates

Case study proposal submissions are invited on or before 17:00 **1 October 2020**. Only electronic submissions on the **template provided** will be considered and should be submitted via email to **tutors-companion@ukat.uk**. For further details on the final case study submission (including word count), please see the [author template](#).

All submissions must be made on, or before, the submission deadline and cannot be under review for any other conference, journal, or book during the entire time it is considered.

DATE	STAGE
1 October 2020	Case Study Proposal submission deadline (earlier submissions welcomed)
1 November 2020	Accept/reject notification to authors (and guidance on next steps)
1 February 2021	Full Case Study Submission Deadline (earlier submissions welcomed)
1 February 2021 - 15 April 2021	Peer review period
15 April 2021	Notification to authors of accept/reject/revisions required
1 May 2021	Final deadline for revised Case Study
15 May 2021	Final notification to authors of satisfactory revisions (and guidance on next steps)
Autumn-Winter 2021	Final print version available

*Please note all dates are provisional*

**Publisher**

[Critical Publishing](#)

**Book Editors**

- [Andrew Stork](#) - University of Sheffield
- [Ben W Walker](#) - Manchester Metropolitan University and The University of Derby
- [Dave Lochtie](#) - University of Derby Union of Students

For further information or informal enquiries, please contact [tutors-companion@ukat.uk](mailto:tutors-companion@ukat.uk)