



3rd International Personal Tutoring and Academic Advising Conference: Improving student success

21st and 22nd April 2009
Holiday Inn, Lime Street, Liverpool, UK

Hosted by the Widening Participation Research Centre, Edge Hill University, UK. Co-sponsored by the National Academic Advising Association (US) and the Higher Education Academy (UK)

Paper session 1: Tuesday 21st April, 14.25 – 15.15

1a Using technology to enhance tutoring and advising

i) The Wal-Mart Effect: Building a Virtual Tutoring. Carnelia Gipson, Centura College Online, Virginia, US

It's 1 o'clock in the morning; do you know where your students are? It might surprise you to know that many students are up sweating through course work! For many students, a sort of "Wal-Mart effect" exists—students are now living in a world of point and click convenience and desire academic support that matches their 24/7, one stop shop world. With the increasing demographic of non-traditional students juggling full time jobs and full time lives, the goal of convenient academic support is even more vital to student success. This presentation will provide step by step instructions for constructing an in-house virtual tutoring centre designed for student convenience. Additionally, participants will be offered detailed alternatives to the model presented that will allow an institution to individualize its virtual centre for its demographic needs.

ii) Pilot project to investigate and evaluate the use of video conference technology, to assist in supporting Physiotherapy students and educators whilst on clinical placement. Teri Taylor, University of Northumbria, England

This project aimed to investigate feasibility and logistics of using video conferencing as a medium for undertaking tri-partite, mid-placement meetings between Physiotherapy students, Clinical Educators and University tutor. As an alteration to existing face-to-face visits, this project also aimed to generate a template for future use. On evaluation 80 percent of educators involved expressed a preference for video conference over a face-to-face visit. Student evaluation expressed concerns over video conferencing for the failing student but enthusiasm for its use for progressive placements. Suggestions were made regarding alteration of materials to maximise development of the student via the altered communications medium.

1b Approaches to improving student success

i) Using Ecological Systems Theory to Understand Impediments to



Undergraduate Student Success and Retention Feedback.

Cynthia Demetriou, University of North Carolina at Chapel Hill, North Carolina, USA.

An overview of key developmental aspects and mechanisms of Bronfenbrenner's Ecological Systems Theory and preliminary ideas for utilizing the theory to understand impediments to student success are provided. Research reveals students who do not persist cite multiple interacting factors as the cause (Retention Study Group, 2004). Ecological Systems Theory focuses on multiple interacting factors across settings contributing to individual development. Applying this theory to undergraduate student success can explain how these factors interact to determine student success. Academic advising and successful retention efforts are inseparable (Nut, 2007); (Wes, 1981). The role of the academic advisor in the university's ecological system is examined. The University of North Carolina at Chapel Hill's university-wide Retention Study and academic intervention programs are discussed.

ii) Dispositions to Study: Engaging With An Ingredient of Student Success. Jamie Harding, Northumbria University, England.

Data collected from a cohort of social science students at Northumbria University demonstrated that there were some motivations for, and attitudes to, studying that were linked to academic success and student satisfaction. The findings raise the question of how best to support students with potentially problematic approaches to learning. One mechanism that is likely to illuminate this question is the Effective Lifelong Learning Inventory (ELLI). This tool, developed at the Graduate School of Education at Bristol University and already piloted by a number of higher education institutions, is now being used to encourage students to consider their own dispositions to learn – including their motivation and attitudes – and to generate discussions with staff about how best to improve student success.

1c Early interventions to support student success

i) Getting it right from the start: an evaluation of knowledge transfer and the induction process for joining social work masters students. Isabel Williams and Judy Hicks, Anglia Ruskin University, England.

This presentation outlines preliminary results of an evaluation undertaken by Isabel Williams and Judy Hicks, Pathway Leaders for MA Social Work students at Anglia Ruskin University at Chelmsford and Cambridge campuses. The evaluation used a qualitative semi-structured questionnaire to gain the reflective views of 30 1st year social work students who had just begun a two year full-time Masters degree. Adopting an action research framework, results were thematically analysed and are used to inform future best practice for this Pathway of study and the wider Faculty.

We will demonstrate how this induction programme equipped students with the knowledge, information and learning skills necessary to settle into university life and their specific pathway of study.



ii) The impact of extra support and new teaching methods on students' attitudes and performance in Mathematics. Ciarán Mac an Bhaird, National University of Ireland, Maynooth, Ireland

Mathematics Support Centres provide a relaxed and non-judgmental atmosphere where students are welcomed and they consider it a valuable centre where they can ask questions that they would normally be afraid to ask. We will present evidence that this support increases students' confidence in their mathematical abilities and that it increases their grades. We will also discuss how introducing the students to new innovative methods of teaching increases their participation in class, their understanding of the material and their attitude towards the subject. The efforts of the staff of the Mathematics Support Centre in the National University of Ireland, Maynooth, has led to it being one of the busiest centres in the UK or Ireland

1d The role of personal tutoring in supporting student success

i) Improving Student Success - the role of Personal Tutoring. Natalie Hughes, University of Wales Institute Cardiff, Wales

This paper looks at the role of personal tutoring within the Cardiff School of Management in the University of Wales Institute, Cardiff, and how since its development in September 2007, it has worked towards enhancing the HE experience for students in that academic school. The paper will consider how the personal tutoring role places the student and their individual needs at the centre of the experience, concentrating on addressing barriers to learning and strengthening skills needed to achieve academic success. Finally, the paper suggests that future plans for the Personal Tutoring Unit will concentrate on fostering the successful relationship developed with CSM students, proactively meeting the diverse needs of our students and enhancing our strong connection with academic staff and colleagues across UWIC.

ii) Tutoring, Advising and Coaching : One for all or all for one? Ollie Jones, Leeds Metropolitan University, England.

Tutoring, Advising and Coaching : One for all or all for one? Four years ago the faculty of Business and Law at Leeds Metropolitan University implemented a Personal tutor system, across the whole faculty, to address student welfare, performance and ultimately retention. However these issues were most acute in the BA Business Studies programmes, which now have over 500 students enrolled in each level. This paper reviews the how the faculty adopted different advising strategies, and approaches for each level, how these have adapted and changed over time, and the operational lessons that have been learnt, especially in the light of the current integration with Personal Development Modules and requirements (PDP). In addition the paper takes a critical view of the future of Personal tutoring at especially at levels 2 and 3.

1e Examining and responding to key factors impacting on early withdrawal

i) Examining the effect of late entry on student success. Vic Boyd and Stephanie McKendry, Glasgow Caledonian University, Scotland



Joining a degree programme through a late entry route has the potential to impact significantly on the student experience. Students may miss key pre-entry information and academic guidance. There has been some suggestion that late entry has a detrimental impact on students' ability to meet the challenges of higher education (Baxter & Hatt, 2000; Yates & James, 2006, 2007). An action research project in a Post-92 Scottish University aims to determine the levels of academic preparedness amongst 'late entry' students and examine the effect, if any, that late entry has on social integration. The research will also identify any withdrawal or progression trends in comparison to the general student population. The project team will then develop an effective model of student support for this group.

ii) **The Struggling Student: the emergence of the trailing cohort.** Ruth Forbes, University of Edinburgh, Scotland

This paper will address:

- Student retention in social work education.
- The consequent emergence of a body of students whose difficulties lead to extended study.
- The emotional impact of social work training.
- The tension between academic progression and the rigours of achieving and maintaining professional standards.
- The academic response and management of this 'cohort'.

Characteristics of this cohort will be considered along with the outcomes, timescales and resource implications. There will be analysis of the dilemmas involved in sustaining the progress of struggling students at the interface with professional practice. Drawing upon professional social work skills we will demonstrate the effective use of practice theory in working with this cohort towards successful outcomes.

1f Workshop by Charlie Nutt and Jayne Drake (tbc)

Paper session 2: Tuesday 21st April, 15.40 – 16.30

2a Personal tutoring in the 21st Century

i) **A Brave New World.** Sue Riddell, Canterbury Christ Church University, England

When undertaking the inter-professional pre-Registration programme in the Faculty of Health & Social Care a considerable amount of time is spent on placement away from the University. The personal tutor is potentially the one constant source of support for students during the three years. Developing a new curriculum gave the opportunity to make some significant changes to the interface between personal tutor and student in order to enable the relationship to develop quickly and effectively and to facilitate a stronger academic advisor role than at present. This presentation will describe a theme that has been created within the programme which will be facilitated by the personal tutor to his/her own group of tutees and will comprise three 20 credit modules each spread over the academic year.



ii) Student support: critical reflections on structured personal tutor support in undergraduate healthcare programmes. Tessa Watts, Swansea University, Wales.

When set against the policy concerns of student retention and completion and in the wake of the socio-cultural and economic pressures experienced by undergraduates, the need for effective student support has never been greater. Undergraduates on healthcare programmes with a practice based learning component face additional challenges of navigating diverse care environments whilst simultaneously developing and demonstrating professional values. For these students continuing personal tutor support is imperative. Indeed to minimise attrition and maximise retention whilst ensuring students are enabled to develop the requisite professional knowledge, skills and attitudes such support should be actively embraced.

2b Models of supporting student success

i) Academic Advising and Personal Tutoring: Success for All? Rosemary Skordoulis, London Metropolitan University, England.

This paper supports academic advising as an important and useful role academic teachers can fulfil. Academic advising cannot only influence students' academic and career choices, but can also play a critical role in creating and facilitating a productive academic culture among teaching staff within a departmental and university-wide context. This working paper examines the role academic advising plays within a large metropolitan university in the UK and aims to start a dialogue about the connections between academic advising and student success and the mentoring roles faculty and students can play within university departments. As this research is to be viewed as work in progress to be extended across the whole university at a later stage, this paper is limited to presenting the initial findings from surveying faculty in the business school.

ii) The Role of the Personal Advisors at Aston Business School. Catherine Foster, Aston University, England.

Aston Business School has moved away from a traditional Personal Tutoring model to the Personal Advisor model. During 2006, a review was undertaken of the existing system and proposed the new scheme. This session will present the current model of supporting students within Aston Business School's Undergraduate Programme. It will discuss the research undertaken at the beginning of the change process which informed the decisions and structure of the Personal Advisor Scheme. It will also present evaluation research undertaken with students into their perceptions of the new scheme. The session will conclude with the plans for the future.

2c Identifying students at risk

i) Attendance monitoring as a trigger for student support. Debra Bevitt, Newcastle University, England.

In 2006, the School of Biomedical Sciences, Newcastle University, appointed two academic staff members as "Phase 1 advisors". Their role is to identify students who experience difficulties during the early stages of their university career and to offer them additional support. The Phase 1 advisors perform 3 functions: firstly, they



monitor attendance at laboratory practical sessions and seminars and interview absentees with the aim of identifying any underlying problems. They also interview students failing exams at the end of Semester 1 and offer additional support if needed. Finally they act as a back-up to the personal tutor system. This paper will present an evaluation of the impact of the Phase 1 advisor system on attendance, retention and exam performance among 1st year students.

ii) **PASS tutorial system: Addressing the challenges of transition to university and providing a safety net through pro-active personal tutoring.** Susan Robbins, Oxford Brookes University, England.

On entering university students face many transitions and often have unrealistic academic expectations. Personal and Academic Support System (PASS) supports students during their first year through group tutorials with their Personal Tutor. The programme provides study skills-related activities helping students in their academic work and facilitating understanding of academic expectations at university. Tutorials encourage the development of staff-student and student-student relationships that help students to settle and benefit from university life. Students who approach their tutor with personal issues are referred to me for help. I meet them, listen, then we work out an appropriate way forward. Complex problems are referred on to professionals in Student Services. Student retention has improved by 10% since PASS began.

2d Developing students through tutoring

i) **Leeds for Life: Inspiring Our Students to Develop Their Full Potential.** Penny Robinson, University of Leeds, England.

An interactive website, Leeds for Life (an entitlement for all taught students), helps them to develop, reflect on and confidently describe the skills and attributes they gain while at Leeds. Thinking about their academic and co-curricular experience as a whole is key, and distinguishes this from similar resources elsewhere. We aim to ensure that Leeds graduates are characterized by their confident ability to articulate their attributes and skills and how these have been derived from their academic education in a particular discipline and from their participation in other activities. The paper examines student reaction to the website in its first six months of operation, determined via a quantitative survey of Joint Honours personal tutees. Future work is mapped, demonstrating planned links with the Leeds Model for Personal Tutoring.

ii) **Personal study planning in doctoral education.** Katja Lahenius, Helsinki University of Technology, Finland.

In doctoral education in the Nordic countries, besides their dissertation thesis students are required to conduct 30-60 credits of studies, which they can compile in a personal, unique manner. This study focuses on the implementation of personal study planning (PSP) for doctoral education. Material consists of a questionnaire study and returned PSP forms. This study will contribute by reporting topical evidence on the difficulties and benefits of adopting personal study planning for doctoral education, and highlighting the usefulness of personal study plans as a tool increasing communication between faculty and doctoral students. We discuss how personal study plan can promote the students' individualized studies while at the same time offering the faculty important information on study problems.



2e Centralised or local support?

i) Supporting learners through the development of a Student Experience Enhancement Unit. Ian Dunn and Irene Glendinning, Coventry University, England.

The aim of this paper is to present the development of a unit within the Faculty of Engineering and Computing at Coventry University that is designed to enhance the experience. The service is staffed by a team of Student Advocates who are trained to work with their peers and assist in the resolution of issues as diverse as academic matters, timetables, finance, accommodation, disabled student support and many others. The team also conduct surveys and focus groups for academic staff to enhance course design and development and the student experience. Current experience is positive and the team are resolving issues that previously would have resulted in difficult outcomes for students.

ii) Fit for purpose: an institutional approach to student personal support. Karen Fitzgibbon, University of Glamorgan, Wales.

Following a review of the arrangements for personal tutoring at the case study university, a new framework for delivering student personal support has been established. Rather than a 'one size fits all' approach, the framework devolves responsibility for delivery of minimum expectations to faculties (departments). The framework strengthens the whole-institutional approach to student support which includes Student Advice Centres (located in each faculty) that have made a significant contribution to student support acting as 'one stop shop' providers of academic and pastoral care, as well as making referral to the central Student Services teams. This paper will present the factors considered in the development of the advising model from literature and experience and offer some reflections on the process, including student and staff feedback.

2f Workshop by Charlie Nutt and Jayne Drake

Workshop session 1: Tuesday 21st April, 16.30 – 17.30

3a Tutoring International Students – The Importance of Cultural Awareness Training. Jacqueline Daly, Royal College of Surgeons in Ireland, Ireland.

The Royal College of Surgeons in Ireland with Schools of Medicine, Physiotherapy, Pharmacy, and Nursing has more than 60 countries represented in its student body. We are introducing cultural awareness training for our personal tutors. Student focus groups were held to discuss the impact of cultural background on student education. Some students spoke of isolation, social exclusion, and impact of exam failure in relation to their different religious and cultural backgrounds. We have identified a number of ways by which tutors can better support these students. We are holding a cultural intelligence workshop for our tutors in February. This paper will present results from student focus groups, detail and feedback on the tutor workshop along with practical recommendations to help support international students.



3b Supporting student success through an embedded academic development model. Stephanie McKendry, Victoria Boyd, Jane McKay and Gayle McKay, Glasgow Caledonian University, Scotland.

The increasingly diverse student population in the UK necessitates a forward-thinking approach to the provision of academic support. A Post-92 Scottish University has recently implemented an institution-wide support system by appointing embedded Academic Development Tutors (ADTs) in each of its seven academic schools, to complement the centralised Effective Learning Service. The posts are funded by the Scottish Funding Council's Widening Access and Retention Premium, and as such have an inbuilt duty to support students who enter the university from a variety of routes and with a diversity of experiences of prior learning. The embedded model affords a distributed academic support service which is tailored to the needs of school-specific programmes. This workshop will introduce the diverse work of the ADTs within three of the academic schools.

3c Investigating the use of new technologies to enhance the student experience. Teri Taylor, Northumbria University, England.

A pilot project was undertaken investigating the use of video conference technology, to assist in supporting Physiotherapy students and educators whilst on clinical placement. The project evaluation demonstrated considerable support from both students and educators for this communications medium, though reservations were expressed regarding its use within failing placements. The project highlighted the potential benefits to all of new technologies in facilitating both support and learning, in environments where students are required to challenge their skills without easily accessible University support. The workshop will provide delegates with the opportunity to share innovations in technological use for the enhancement or replacement of existing support systems. This will underpin the development of conceptual frameworks for application to a variety of new technologies in individual working environments.

3d Developing Communities of Support. Jamie Thompson, Nicola Reimann, Alan White, Donal Shanahan and Joy Shao, Northumbria University, England

This workshop will engage participants with insights from planning, teaching and participating in a postgraduate module on 'Supporting and Guiding Student Development' for university staff.

The module involves participants across roles and disciplines in attempts to create a community of learning, practice and support. Various processes are being used but central to the approach is sharing personal narratives and reflections. These begin from macro and micro considerations of student support, address issues of practice and policy and engage with evaluation and change.

During this workshop, members of this living community (module participants and tutors) give a flavour of their experiences and then invite, support and facilitate participants to consider their own student support narratives and how this relates to the characteristics of a useful community of support.

3e Video resources for personal tutor training. Janet Strivens, University of Liverpool, England.

National policy in UK higher education aims to provide all students with opportunities for what is termed 'Personal Development Planning' (PDP). Many



universities choose to integrate PDP provision and personal tutoring provision (although this is not the only model for implementing PDP policy). A survey of practitioners identified a need for training materials to support this enhanced role. Funding from the Higher Education Academy allowed the Centre for Recording Achievement (an educational charity which leads the Academy's work on PDP and e-portfolio developments) to develop materials and in particular to create a series of videos of tutor-student meetings using staff and students from the University of Northampton. The workshop will show samples from these videos and discuss how best they can be used within training sessions for tutors.

3f Understanding how theories of learning impact tutorial support and training, and can transform the “At Risk” college. Tony Mirabelli, University of California, Berkeley, California, USA

Understanding how theories of learning impact tutorial support and training, and transform the “At Risk” college student.

This workshop will describe a peer tutor training program whose tutors serve the most “at-risk” population of students at the University of California, Berkeley, and there is statistical and anecdotal evidence indicating that consistent tutorial support ensures a degree of academic achievement. We will explore how different theoretical models of learning can lead tutors to interact with their tutees in different ways. I will outline how our peer tutors are trained, and share some activities, tools, and techniques used to help tutors understand how theory can drive their practice. I also will answer questions, such as, what is tutoring, what is the role of the tutor, and how much time should a tutor meet with their tutee.

Workshop session 2: Wednesday 22nd April, 10.15 – 11.15

4a Tutoring International Students – The Importance of Cultural Awareness Training. Jacqueline Daly, Royal College of Surgeons in Ireland, Ireland.

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have an inbuilt duty to support students who enter the university from a variety of routes and with a diversity of experiences of prior learning. The embedded model affords a distributed academic support service which is tailored to the needs of school-specific programmes. This workshop will introduce the diverse work of the ADTs within three of the academic schools.

4c Tutor feedback: advising students how to act on advice. Deirdre Burke, Sally Bartholomew and Susan Oldham, University of Wolverhampton, England.

This workshop provides an innovative use of the Microsoft Word 'send to' facility for skills tutors to consolidate discussion with students about tutor feedback on their written work. Participants will try out the tutorial template and the chart of hyperlinks to address issues raised in feedback. Thus students who are confused by the advice to 'write academically,' are provided with guidance on the features of academic writing, and/ or an online tutorial to develop formal writing, and / or a link to a student essay demonstrating the features of good academic writing. Participants will explore the process and the pedagogical principles underpinning this provision of tailored hyperlinks to meet learning needs set out in tutor feedback.

4d Developing Communities of Support. Jamie Thompson, Nicola Reimann, Alan White, Donal Shanahan and Joy Shao, Northumbria University, England.

This workshop will engage participants with insights from planning, teaching and participating in a postgraduate module on 'Supporting and Guiding Student Development' for university staff. The module involves participants across roles and disciplines in attempts to create a community of learning, practice and support. Various processes are being used but central to the approach is sharing personal narratives and reflections. These begin from macro and micro considerations of student support, address issues of practice and policy and engage with evaluation and change. During this workshop, members of this living community (module participants and tutors) give a flavour of their experiences and then invite, support and facilitate participants to consider their own student support narratives and how this relates to the characteristics of a useful community of support.

4e The personal tutor and personal development planning. Patrick Doherty, Janet Strivens and Paul Duvall, University of Liverpool, England.

At the University of Liverpool, Personal Development Planning (PDP) has been implemented as a component part of the Personal Tutorial (PT) system. We believe that PDP is a means by which good practice within the PT system can be enhanced to promote academic planning and reflection to students. We believe that an effective tutor-tutee relationship is pivotal in defining the student experience. However, there is anecdotal evidence that implementing PDP through an existing PT system has had a negative effect on the pastoral role of the personal tutor. This workshop will address this issue by describing the Liverpool experience and inviting participants to discuss and comment on the issues arising.

4f Understanding how theories of learning impact tutorial support and training, and can transform the "At Risk" college. Tony Mirabelli, University of California, Berkeley, California, USA.



Understanding how theories of learning impact tutorial support and training, and transform the “At Risk” college student. This workshop will describe a peer tutor training program whose tutors serve the most “at-risk” population of students at the University of California, Berkeley, and there is statistical and anecdotal evidence indicating that consistent tutorial support ensures a degree of academic achievement. We will explore how different theoretical models of learning can lead tutors to interact with their tutees in different ways. I will outline how our peer tutors are trained, and share some activities, tools, and techniques used to help tutors understand how theory can drive their practice. I also will answer questions, such as, what is tutoring, what is the role of the tutor, and how much time should a tutor meet with their tutee.

4g Cultivating Emotional Intelligence Through Advising and Tutoring. Steve Fishman, Seneca College, Toronto ,Canada.

Emotional Intelligence is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. EI skills can assist students in adapting to the demands and pressures of the college environment, promoting effective student learning, and contributing to college success. The positive emotional growth of students is a core value of student development and key to academic achievement and student retention. Participants who attend this session will learn and discuss how academic advisors and tutors encourage students to develop and enhance those EI skills (adaptability, interpersonal skills, time management, stress management, and others) that are paramount for being academically successful. And, in doing so, advisors and tutors expand their own personal repertoire of EI skills which leads to personal and professional growth.

Symposia: Wednesday 22nd April, 11.40 to 13.00

5a Supporting international students

i) Stressing the “Personal” in Culturally Relevant Personal Tutoring. John Cowan, Edinburgh Napier University, Scotland.

In providing personal tutoring, the writers have found that most of their students have important affective needs which are not explicitly addressed in customary support systems, and vary within different cultural contexts. Hence they concentrate on developing affective needs: building confidence, risk taking, and prompting readiness for tasks which create apprehension. They also provide cognitive support in helping students to understand and confront the thinking of others, constructively. The paper reports and contrasts such tutoring and consequent experiences and student reactions, in three settings - in Hong Kong, Scotland, and Taiwan. The study dealt (mainly virtually) with affective and cognitive needs, given particularly cultural contexts. Student feedback has been positive, and the tutors have undertaken their individualised support according to cultural contexts.

ii) How will personal tutoring work under new British immigration rules? Paul Hubert, University of Kent, England.

A new immigration system is being introduced by the UK government. Considerably more responsibility for policing the immigration compliance of students who need visas will be placed on institutions with reporting timescales of a couple of weeks. On the assumption that we will monitor all students in the same way, all will be affected.



Issues about illness and absence and about poor performance will have to be raised more quickly and will be closely connected to entitlement to be in the country. Having outlined the changes, we will consider the major questions posed in advising and supporting students. Will personal tutoring become fundamentally different? Can the changes be reconciled with the principles underlying our work? How will we prepare?

iii) Evaluation of the effectiveness of a Personal Tutoring programme - evidence of mitigation of weaknesses. Dr Marion Zammit-Mangion and Dr. David Zammit-Mangion, University of Malta, Malta.

Assessing the success of Personal Tutoring (PT) schemes is often subjective. This paper describes how a PT programme was set up for a group of 14 international students attending a 1 year Premedical Programme. Feedback was sought from students and teaching staff and used to identify 2 main goals. These were to 1) improve the students' ability to use scientific English and 2) resolve learning difficulties preferably improving students' ability to see and use concepts holistically. This information was used to design a four month programme offering specific learning sessions, guided by target objectives and tasks. At the end of the programme the scheme was evaluated. The results which are indicative of the effectiveness in mitigating some of the difficulties associated with assessing PT programmes are presented.

5b What is the role of a personal tutor?

i) Personal Tutoring as Teaching and learning. Jayne Drake, Temple University, Philadelphia, USA.

The concept of tutoring as teaching offers us a frame through which to view tutoring as critical to students' academic and personal development and success. It places the role of a tutor squarely within the role of a teacher. We will come to understand that when done right and well, tutoring, like teaching, is a shared and reciprocal responsibility between students and tutors/teachers. Some of the issues to be addressed include: how tutors guide students in identifying realistic academic and career goals; how tutors helps students to integrate their learning and to see its relevance to their lives; the characteristics employed for both effective classroom teaching and academic tutoring in the area of skills, communication, and attitude. These characteristics will be examined along with techniques for incorporating them into the tutoring process.

ii) Toeing a line? Tutors working at the boundary between pedagogy and therapy. Jan Huyton, University of Wales Institute, Cardiff, Wales.

The paper is based on research undertaken in 2008/9 which consists of an electronic survey of 101 higher education tutors from a range of UK universities and academic disciplines, and a reflective study with ten UK higher education tutors. The data document tutors' experiences of supportive interactions with individual students, and the analysis considers a range of challenges which include: training and support needs; institutional expectations; workloads; and personal and professional boundaries. Recent literature on the alleged 'therapeutic turn' in higher education (Ecclestone, 2004; Ecclestone *et al*, 2004; Ecclestone and Hayes, 2009) is used to develop an analytical framework to explore whether personal tutoring in higher education risks evolving from an empowering humanist pedagogy into therapeutic intervention



iii) Personal Tutoring – Having Our Say. Curie Scott, Sue Riddell and ,
Canterbury Christ Church University, England.

Personal Tutoring – Having Our Say, The profile of the 'Higher Education' (HE) student is evolving dramatically in line with Government initiatives aimed at increasing participation from 'non-traditional' students, up-skilling the nation for global competitiveness, enhancing support for those with disabilities and engaging more international students. The diversification of the student body has escalated the variety and complexity of support needed, necessitating advanced skills for support. Advising students now breaches familiar boundaries with academics labouring a shifting educational minefield. A project, part funded by the HE Academy Health Sciences and Practice Centre, was developed to review and develop the role of the 'Personal Tutor' as a vital linchpin for furthering student success. Findings from a survey to assess the role, from the personal tutors' perspective, will be presented as a platform for critical debate.

5c Developing student skills

i) The impact of an Information Literacy Curriculum (ILC) on Undergraduate student development and success: a critical analysis. Susanne Gibson,
University of Plymouth, England.

Information Literacy is now considered an essential component of the undergraduate degree offer. Bringing with it tensions as well as innovative developments, (Johnston and Webber, 2003; Maybee, 2006) this paper critically assesses the development and impact of an ILC within one undergraduate degree programme. We address recent changes in our teaching practice supporting student learning, in particular how the working practices of senior subject librarian with academic tutors have evolved to support the development of students' Information Literacy skills. Our research highlights effective ways academic and library tutors can work to embed a rich ILC that enhances both student academic experience and success whilst at the same time noting tensions and complexities involved.

ii) Study Skills For All: Teaching multidisciplinary and cross-year groups.
Verity Aiken, Keele University, England.

Embedding study skills has become increasingly popular and much of the supporting literature champions the use of subject-specific learning (Wingate 2006). Contrary to this, the Faculty of Humanities and Social Sciences at Keele University is delivering successful study skills workshops not only across all of its subjects but also across all of its years. This paper profiles the development of faculty level study skills workshops. It describes how this approach can be a workable option as well as revealing the hidden benefits of cross-subject, cross-year support. In summary, it looks at both the art and the advantages of teaching soft skills to a mixed audience. Wingate, U (2006) 'Doing Away with 'Study Skills'', *Teaching in Higher Education* 11:

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iii) " I never thought how I learn, just that I learn" – an evaluation of the



impact of embedding personal tutor support within a credited academic learning skills module on first year students engagement with personal development planning (PDP). Julie Savory, University of Salford, England.

Adjusting to the more independent, less structured forms of learning characteristic of HE programmes is challenging for many students, especially with non-traditional academic qualifications. This paper explores how support has been provided within a 'case study' School at the University of Salford by linking personal tutor support for first year students to an extended induction process which includes an introduction to the Personal Development Planning process. The paper compares experience of inclusion of such support within a credited module with more adhoc provision and concludes, that personal tutor support , provided in a co-ordinated and structured way is an effective model for helping students adjust to studying at university and in planting the seed for further engagement with a personal development process.

5d Mainstreaming and sustaining change in institutions

i) Advising @ Melbourne: Supporting Staff, Supporting Students. Catherine Mann, The University of Melbourne, Victoria, Australia

Advising @ Melbourne: Supporting Staff, Supporting Students As part of its commitment to improving student success, the University of Melbourne places increased emphasis on the quality of academic advice. Advisers must deliver accurate and timely advice to students on course plans and academic progress and, under the new Melbourne Model, must also engage students in enrichment opportunities that will add to the latter's graduate education, career and personal pathways. As a result, the University has instituted a Student Advice Program, which seeks to build a student-centric, whole-of-university approach to the provision of advice. It promotes a collaborative attitude to advising and facilitates critical networking amongst staff in support-facing areas such as Student Centres, Counselling, and Academic Skills. This paper critically examines the concepts, commitment and challenges of implementing a university-wide training program for professional advising staff who deliver student support.

ii) Supporting students: Tutors perceptions. Carol Luck, University of Westminster, England.

The Biosciences Academic Tutorial Scheme (BATS) has been running in the school of Biosciences, University of Westminster, for 5 years now and student feedback shows that they consider this a valuable scheme. At an Institution level , the tutorial review group recommended that key aspects of this scheme be included in tutorial support schemes for all undergraduate students. Over the past 2 years this has occurred with varied success. Some of the factors involved in this will be discussed. Within Bioscience the enthusiastic support of academic tutors has been a major factor in the continued success of the scheme. This paper explores staff perceptions of the benefits of the scheme and identifies ways in which tutors can be encouraged and supported in their role.

iii) Tutorial development - a ten year review. Margo Blythman, University of the Arts London, England.

This workshop looks at longer term strategy in building personal tutorial as an institutional process. We have completed a critical analysis of the last 10+ years



where we have been building our tutorial system at University of the Arts London and we have identified our strengths and weaknesses. In the workshop we will briefly outline our findings and then enable participants in groups to begin to evaluate their own progress. Our method is based on the principles of Appreciative Inquiry (Preskill and Coghlan 2003) where the focus is on building on what is best rather than the problems.

5e Embedding personal tutoring

i) A focussed approach to supporting a diverse student population. Gay Johnson and Barbara Howard Hunt, Birmingham City University, England.

The Personal Development Centre (PDC) complements a robust personal tutor system within the Faculty of Health, offering academic support to all students within the faculty (5860 in 2007/2008) ranging from pre-access preparation to professional development at PhD. This involves collaborative working and a complex range of provision to meet the needs of a diverse student population. Provision includes advice on course options, application, AP(E)L, making up deficits in entry requirements and preparation for higher education. Academic skills development includes Numeracy, English support and a programme for refugee healthcare professionals. There are negotiated workshops, drop-in surgeries, individual tutorials and virtual learning resources. Provision is continually monitored and adapted to respond to constantly changing needs. The presentation will focus on how the above is managed, monitored and evaluated.

ii) Embedding personal tutoring in the curriculum. Nancy Stevenson, University of Westminster, England.

This presentation evaluates an initiative to improve the effectiveness of the personal tutoring system by embedding it into the curriculum for first year students. The system is designed around structured group tutorials to help students make the transition to learning in Higher Education (HE). These tutorials are delivered within a core module and focus on enabling students to develop study skills, reflect on their learning and plan for their future. The tutor has a role in familiarising students with practices, 'norms' and skills required for learning at University. The system provides a structure and rationale for tutors and students to interact, with a clear place and value within the curriculum.

iii) Supporting Students ...Supporting their Success? Nicola Langton, University of Reading, England.

This paper will provide an overview of current practices at the University of Reading (UoR) to support student success, consider their effectiveness and invite discussion and feedback.

The paper will therefore be developed around the following themes:

1. Joined up approaches adopted at UoR in relation to the Personal Tutor system (PTS) and other support networks (*Overview + small group discussions + feedback*)
2. Models of support and their effectiveness in enhancing student success and retention:

- Identifying and supporting 'at risk' students
- iLearn + iLearn portfolios (to support student led PDP)



- PTS referral system to other services

(overview + small group discussions+ feedback)

3. Open discussion and feedback on how to best disseminate effective practices within the wider sector

4f Structured support for personal tutoring: three models

Janet Strivens, University of Liverpool, Megan Lawton, University of Wolverhampton and Heather Richardson University of York, England

The three papers in this symposium will present three institutional models of personal tutoring. In each, academics (faculty) act as personal tutors/supervisors and also have an enhanced role to support students' personal development planning (PDP). Each of the institutions offers central support for this role: in each case a vital component of the support involves technology. The symposium intends to go beyond description to analyse and compare the strengths and weakness of the three models. It will look at the evidence for the success or otherwise of each model and identify what can be generalised from the experience of these institutions and where further research is needed.