



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)

Information for presenters

Papers

Papers will be presented with one other paper on a broadly related topic. Each presentation should be 15 minutes long, with 10 minutes for questions and discussion at the end.

You may use Powerpoint for your presentation, but please make sure it is accessible. The minimum font size you should use is 24, and preferably larger. For further details please see:

<http://www.techdis.ac.uk/resources/sites/accessibilityessentials3/index.html>

If you would like your presentation loaded onto the computer and ready to use, please email your presentation no later than one 13th April to liz.thomas@edgehill.ac.uk

Symposia

Each symposium will consist of three papers on a related theme. Each paper should be presented in 15 minutes, with up to 5 minutes for questions of clarification. The chair will then facilitate a discussion on the broad topic of the symposium. You may use Powerpoint for your presentation, but please make sure it is accessible. The minimum font size you should use is 24, and preferably larger. For further details please see:

<http://www.techdis.ac.uk/resources/sites/accessibilityessentials3/index.html>

If you would like your presentation loaded onto the computer and ready to use, please email your presentation no later than one 13th April to liz.thomas@edgehill.ac.uk

Workshops





Workshop should include a short input (up to 15 minutes) and activities for delegates to participate in. The total workshop time is 60 minutes. Workshops should be developed to be of interest and relevance to a wide audience from different HE systems and institutional contexts.

Posters

Posters should be A1 in size and present summary information about your work in a visual or text format in way that is of interest to the conference participants. Posters will be displayed throughout the conference, but you will be asked to talk about your poster during a networking session (11.50 – 12.30 on Tuesday 21st April).

Publication

- 1) We would like to make all presentations available electronically to delegates and others in the sector. Please email your presentation to wp@edgehill.ac.uk.
- 2) If you would like your presentation to be considered for peer-reviewed publication and included in EvidenceNet (the Higher Education Academy's evidence network), please prepare a word document using the guidance below and email it to liz.thomas@edgehill.ac.uk.
- 3) Peer-reviewed publication may include in the journal Widening Participation and Lifelong Learning (www.staffs.ac.uk/journal) and/or in an edited book.

Guidelines for publication

Information to include

Title (descriptive but not overly long)

Author's name

Contact email, telephone number and postal address. Only the email address will be published.

Full references of all material referred to in your chapter; avoid references not directly referred to in your chapter (referencing information is given below).

Please supply biographic information. This should be written in the third person and not exceed 100 words.



Formatting details

All text should be written in Word, using Arial 12 point font. 1.5 line spacing should be used. A return space between paragraphs, and no indenting.

All text should be aligned to the left.

Bullet points and numbering should be left aligned and use a tab space of 0.63cm and a text indent of 0.63cm.

Headings. Level 1: arial 16, bold; level 2: arial 14, bold, level 3: arial 12, bold; level 4: arial 12, italic.

There is a word limit of 6,000 words, including references.

Footnotes and endnotes should not be kept to a minimum.

Please do not use track changes as it can cause problems when converted by the publishers etc.

Style and contents

Abstract: this should be no more than 200 words. This should be descriptive of the paper's contents, and be clear and interesting to encourage readers to read the paper.

If you wish to prepare a case study of a particular intervention, please use the case study template.

Papers should include background and/or contextual information and sufficient descriptive information; reference to relevant literature; data, evaluation or research evidence (you should include brief methodological details if you have collected your own data); critical reflections (including challenges or limitations); and a conclusion about the implications of your paper for you/your institution and/or to others in the sector and what the future challenges might be. Do not simply repeat what you have said in the paper, but try to draw out the implications and, if applicable, recommendations for others.

Referencing



References should be supplied at the end of your chapter in the following format:

Books and reports

Ainley, P. and Bailey, B. (1997) *The business of learning: Staff and student experiences of further education in the 1990s*. London: Cassell

Chapters in books

Tinto, V. (2003) Establishing conditions for student success, in Thomas, L., Cooper, M. and Quinn, J. (eds) *Improving completion rates among disadvantaged students*. Stoke-on-Trent UK and Sterling USA: Trentham Books

Journal articles

Abramson, M. and Jones, P. (2001) Getting students off to a Flying Start: Improving the retention of Advanced GNVQ students entering higher education. *Widening Participation and Lifelong Learning Journal*, 3 (2), pp.34-37

Policy documents

Higher Education Funding Council for England (2001) *Strategies for widening participation in higher education. A guide to good practice*. HEFCE 01/36. Bristol: HEFCE

Websites

Universities and Colleges Admissions Service (UCAS) (2001) Application, acceptances and ratios by subject group, <http://www.ucas.ac.uk/figures/archive/applications/2001.html>, accessed 24th October 2005

Newspaper articles

Shepherd, J. (2005) Cash cuts cast doubt on access commitment. *Times Higher Education Supplement*, 21st October 2005, p. 8

Or

Shepherd, J. (2005) Cash cuts cast doubt on access commitment. *Times Higher Education Supplement*, 21st October 2005, http://www.thes.co.uk/current_edition/story.aspx, accessed 24th October 2005

Guidelines for case studies

Contents

Case studies are intended to support other practitioners and institutions to develop their policy and practice in relation to personal tutoring and student support. It is therefore essential that colleagues have a clear and accurate



description of the example, its context, its effectiveness and any limitations. You may also want to include guidance on implementation or recommendations about how your experience could be developed elsewhere.

To facilitate comparison between case studies we would like you to adopt the following format.

1. Summary
Brief description of the case study (maximum 200 words)
2. Institutional context.
E.g. size, mission, type of location, student body, recruitment and retention strengths and challenges at your institution. Include details about the personal tutoring situation prior to your intervention.
3. A time for change
Reasons for needing change and/or developing this intervention. Use research or other evidence if available.
4. Detailed description of intervention.
5. Reflections
Reflect on the implementation of your intervention or policy, e.g. how you went about it, the challenges faced and solutions found etc
6. Effectiveness of intervention or change
Why do you think others might want to do this too? What evidence do you have that this is effective?
7. Limitations
What are the limitations of this intervention, or what would you do differently if you had to do this again?
8. Future developments
How do you see this area of work developing at your institution/faculty/department? Any recommendations for others about how this intervention could be developed elsewhere?
9. Useful links (optional)
Please include here a link to your case study website if you have one, or to other useful websites that are relevant to your case study.

Additional information to include

Title of case study (descriptive but not overly long)



Author's name

Contact email to be published

Telephone number and postal address to be used by the editors in the preparation of the case studies, but not to be published.

Up to 5 key words

Full references of any material referred to in your case study; avoid references not directly used.

Formatting details

All text should be written in Word, using Arial 12 point font. 1.5 line spacing should be used. A return space between paragraphs, and no indenting.

All text should be aligned to the left.

Bullet points and numbering should be left aligned and use a tab space of 0.63cm and a text indent of 0.63cm.

Headings. Level 1: arial 16, bold; level 2: arial 14, bold, level 3: arial 12, bold; level 4: arial 12, italic.

There is a strict word limit of 2,000 words inclusive.

Please do not use track changes in the preparation of your case study.

Referencing

If you include any references in your case study these should be supplied at the end of the case study (not in foot notes or end notes) and in the following format detailed above.