SEDA Professional Development Award in Personal Tutoring and Academic Advising

A: Learning Outcomes

1. SEDA Underpinning Values: Participants must show, within their portfolios, how their work is informed by:
   a. A developing understanding of how people learn, whether about themselves or their engagement with the wider world (incl. programme of study)
   b. Practice that is scholarly, professional and ethical
   c. Working with and developing learning communities
   d. Valuing diversity and promoting inclusivity
   e. Continually reflecting on practice to develop ourselves, others and processes

2. SEDA Core Development Outcomes: (The emphasis is on the reflective process of professional development. The onus is on the individual to take responsibility for their own development and suggest a process for this.) On completion of the award successful participants will have demonstrated their ability to:
   a. Identify their own professional development goals, directions or priorities
   b. Plan for their initial and/or continuing professional development
   c. Undertake appropriate development activities
   d. Review their development and their practice, and the relations between them.

3. Award ‘Specialist’ Outcomes: On successful completion of the award successful participants will have demonstrated their ability to:
   a. Reflect on the nature and limits of the personal/academic tutoring role in their setting
   b. Support individual student personal, academic and/or career development, as appropriate.
   c. Apply appropriate personal and academic tutoring skills to work with students
   d. Advise and guide students appropriately on issues arising whilst they are studying and, where relevant, direct them to the broader range of services available at the institution
   e. Analyse and apply relevant research, literature and theory about personal and academic tutoring to inform, evaluate and enhance practice.

B. Assessment:

A structured assessment task will be associated with each stage of the programme, as follows:

Task 1: Review (c. 800-900 words)

Write an account of your current experience in the areas covered by the Award, with reference to the policies and practices of your institution. Specifically:
   a) List the roles that you currently undertake which explicitly support student development e.g. personal tutor, academic adviser, supervisor, student support officer, skills development tutor, research supervisor......
b) In relation to the role you wish to focus upon for the purposes of this award, describe the purpose and boundaries of this role in your institution. You will probably want to refer to institutional policy documents and/or student handbooks but as far as possible, describe the role as you would explain it to one of your students (c.300 words)

c) Think about your recent experience in this role. Which ideas and models from the literature – if any - inform your current practice? Are there any aspects of this practice which make you dissatisfied? What do you think of your own skills in the role (strengths and weaknesses)? Have you thought about ways of enhancing the effectiveness of the role, either in relation to your own practice and/or to institutional policy? Write a few sentences to capture your ideas about potential enhancements (c.500 words)

Task 2: Plan

On the basis of the review in Task 1, identify your professional development goals, directions and priorities. In consultation with either an institutional mentor or a member of the CRA programme team, draw up an initial plan for enhancement of your practice within the timeframe of the award. The plan should conform to SMART criteria, i.e. there should be specific, measurable and achievable targets relevant to the role and a clear time scale.

This plan should be revisited and reviewed at least twice during the Award with your institutional mentor/member of the CRA programme team. Adjustments to the plan should be noted with justification and date.

Task 3-6 (or more if necessary): Do (c.500 words each)

Undertake the development/enhancement activities specified, whilst allowing for unanticipated learning from contexts which may not have been recognised in the plan.

Provide at least four accounts of these activities, at least two of which should relate to work directly with students (whether individually or in group settings). The latter should provide evidence of your ability to:

- listen carefully to a student/students
- check your understanding of any issue with the student e.g. by reflecting back what you have heard in your own words
- interact with the student with the aim of clarifying and enlarging their understanding, helping them to identify and make choices or otherwise contributing to their personal, academic and/or professional development
- give appropriate advice on issues which are (a) personal (b) professional and (c) academic.
- refer a student sensitively to another more appropriate service e.g. a central support service

Each account of working directly with a student/students will briefly describe what took place¹, but the focus will be on reviewing for yourself what happened, considering what was done well and what could have been done better, using your knowledge of relevant theory to interpret interaction and outcomes.

Accounts may also be included which relate to working with institutional managers and/or staff, developing policy and/or carrying out professional development activities. (c. 500 words for each account). Again the focus should be on reviewing for yourself what happened, considering what was done well and what could have been done better, using your knowledge of relevant theory to interpret interaction and outcomes.

¹ This could be a record of the meeting, with the learner’s permission and suitably anonymised, ideally with reflective commentary from the candidate.
Final Task: Review and Present (c.1000-1500 words).

Before submission of your portfolio, write a reflective account of how you have enhanced your practice. This should:

- draw upon the previous evidence to pull together your key learning (this should be less the repetition of previous evidence and more a drawing together of the most significant elements from your current perspective);
- review the extent to which the intentions within your plan have been met, including any changes you agreed;
- reflect on problems that arose and how they were overcome;
- describe and assess the degree of personal/professional development achieved, identifying achievements and the implications of the experience for further development/progression.

C: Resources and Useful Websites:

The CRA Tutoring website is currently under revision, but you can find it at:  
http://www.recordingachievement.ac.uk/higher-education/tutoring.html

UKAT (the UK Advising and Tutoring Group) is a new group affiliated to NACADA (the US-based National Academic Advising Association https://www.nacada.ksu.edu/) and their website is  
http://www.ukat.uk

PERSONAL-TUTORING@JISCMAIL.AC.UK is an open forum for discussion and sharing of ideas, please use it.

Contact details:

Tutors: Dr Janet Strivens, Educational Developer, NTF, Senior Associate Director, CRA (strivens@liv.ac.uk 01517941167)

Steve Outram, CRA Associate Director (Development) (steve@recordingachievement.ac.uk 07925948142)

Dr John Peters, Head of Academic Practice, NTF, FHEA, CRA Associate Director (Research) (J.Peters@newman.ac.uk 0121 476 1181 ext. 2626)

Rob Ward, Director, the Centre for Recording Achievement (rob@recordingachievement.ac.uk 01942826761)

Admin: Catherine Hewson, the Centre for Recording Achievement (cath@recordingachievement.ac.uk 01942826761)

(For Seda) Roz Grimmitt, SEDA (Roz.Grimmitt@acu.ac.uk 020 7380 6754)