Programme Specification

Postgraduate Certificate Academic Advising and Tutoring

School: School of Education
Subject area: Education Studies
Entry from academic year: 2020-21
in the month(s) of: September
Awarding institution: York St John University
Teaching institution: York St John University
Delivery location: York St John University

Programme/s accredited by:

Exit awards: Not applicable
UCAS code / GTTR / other: Not applicable
Joint Honours combinations: Not applicable
QAA subject benchmark statement(s): Not applicable
Mode/s of study: Postgraduate periods of study\(^1\) for part time
Language of study: English
Paired with Foundation Year: No
Study abroad opportunities: No
Placement Year opportunity: No

Introduction and special features

This programme, designed to appeal to both new and established Higher Education staff, is a professional development programme which promotes the provision of high-quality advising and personal tutoring practice in Higher Education. There is no single definition of what constitutes personal tutoring or academic advising; perhaps the current closest to a unified definition of a personal tutor/academic advisor is ‘one who improves the intellectual and academic ability and nurtures the emotional well-being of learners through individualised holistic support’ Lochtie, D. et al (2018, Effective Personal Tutoring in Higher Education. St. Albans: Critical Publishing. p13).

The programme offers a personalised learning experience which supports you to become a reflective practitioner with the confidence to adopt effective, student-centred advising and tutoring practices which enhance student success and meet completion and employability agendas.

The programme is both pragmatic and inspiring. Referenced against the UKAT Professional Framework for Advising and Tutoring, the programme is the first of its kind in the UK and is informed by the experience of recognised experts in the field. It gives you an understanding of the challenges faced by students based on an understanding of significant research and accentuates the importance of advising approaches informed by data and scholarly evidence. It considers how contemporary higher education policy shapes and influences the operation and delivery of advising. You will engage with contemporary research, apply innovative approaches in your own advising, and evaluate personal and institutional advising practices. Through this, you will be able to demonstrate your competency against the UKAT Professional Framework for Advising and Tutoring.
The programme offers a blend of theory and practical skill development, equipping you with a range of practical advising approaches and skills which you will apply and evaluate in your own practice in the workplace.

This programme encourages you to develop a reflective approach to your own advising and tutoring practice and seeks to connect you closely to national and global communities of practice. The programme is located within the taught Masters degree framework in the School of Education. Participants successfully completing the programme will have a progression route to the MA in Mentoring programme.

**Admissions criteria**

You must meet the University’s general entry criteria for postgraduate study. In addition, you must have:

- An honours degree or equivalent qualification and/or experience
- Current employment in a job role which involves academic advising or personal tutoring of higher education students

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see [https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/](https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/)).

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

**Programme aim(s)**

This programme seeks to make an important contribution to improving student outcomes and increasing the standard of academic advising in Higher Education by enabling you to develop excellent practice in supporting student success through academic advising and personal tutoring. It aims to cultivate curiosity and advanced scholarship to enable future progression in academic study at a higher level such as PhD or professional doctorate.

The programme aims to do this by developing Higher Education staff to:

- Become confident, scholarly, reflective practitioners of academic advising/tutoring
- Support student development and success through the provision of effective individual and group advising/tutoring interactions
- Use data and technology effectively in advising students
- Evaluate and improve personal practice and institutional provision of academic advising/tutoring

**Programme learning outcomes**

Upon successful completion of the programme students will be able to:

**Level 7**

7.1 Critically analyse, select and compose appropriate approaches and models of advising to advise and tutor students

7.2 Use evidence-informed approaches to contribute to the enhancement of student learning

7.3 Appraise technology systems and evaluate their application to advising and tutoring

7.4 Reflectively evaluate your own practice in relation to recognised standards and contemporary scholarship in the field

7.5 Select and apply appropriate methods for evaluating and enhancing individual and organisational advising and tutoring practice
Programme structure

<table>
<thead>
<tr>
<th>Code</th>
<th>Level</th>
<th>Semester</th>
<th>Title</th>
<th>Credits</th>
<th>Module status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP7004M</td>
<td>7</td>
<td>1</td>
<td>Foundations of Advising and Tutoring</td>
<td>20</td>
<td>C, NC</td>
</tr>
<tr>
<td>ACP7005M</td>
<td>7</td>
<td>2</td>
<td>Student Success Through Advising and Tutoring</td>
<td>20</td>
<td>C, NC</td>
</tr>
<tr>
<td>ACP7006M</td>
<td>7</td>
<td>1&amp;2</td>
<td>Advising Enhancement Project</td>
<td>20</td>
<td>C, NC</td>
</tr>
</tbody>
</table>

Learning, teaching and assessment

The learning, teaching and assessment strategy for this programme reflects the key objectives and priorities of the York St John University *Inspiring Learning* strategy.

The programme uses a blended approach to learning, teaching and assessment encouraging active learning, discussion and sharing of practice in both face-to-face and online environments. The pedagogic approach is consistent with social constructivist principles, encouraging active learning and learning together with others in a community of practice.

Except for the Advising Enhancement Project, the delivery model uses a 2-day residential face-to-face block at the start of each module. These blocks are delivered as a weekend residential retreat scheduled outside of semester time so that staff can engage uninterrupted away from the distractions of daily academic life. The cost of these residencies is included within the course fee, so there are no additional costs to you other than the cost of travel to the venue. The face-to-face delivery of this block model provides a broad overview of the topics covered within each module, provides an opportunity for authentic experiential skill development and sharing of practice, and facilitates the development of a learning community amongst the cohort. The remainder of each module is taught through a combination of synchronous and asynchronous online learning and self-managed authentic group learning activities. This allows you to engage more flexibly with the programme during semester time and to fit your study around the commitments of your job role. The group learning activities, together with regular personal tutor mentoring, support the development of your own advising/tutoring practice. Critical reflection is built into the learning and assessment of the programme to support your development as a reflective practitioner.

The use of experiential skill development activities, reflection on your advising/personal tutoring practice in the workplace, and the advising enhancement project enable you to demonstrate competency in fundamental advising and tutoring skills and the ability to operate as a confident, reflective advising practitioner.

The programme uses assessment to facilitate learning and requires you to demonstrate in practice the skills needed to advise and tutor students. Formative activities are built in throughout the programme to enable you to gain experience with unfamiliar areas of practice and to see how different aspects of advising and student learning integrate and connect. These activities are often framed as group-based activities typically delivered via problem-based learning or action learning sets. Where you have not had the opportunity to evidence certain competencies of the UKAT Professional Framework for Advising and Tutoring from your own practice, these activities provide experience which you can reflect upon in the summative assessments.

The course is assessed solely through coursework. The *Foundations of Advising and Tutoring* module is assessed through the creation of a portfolio of structured reflections which gives you a chance to really explore your own learning and demonstrate your practice. The structured reflections link evidence of your individual practice to relevant theory and the competencies of the UKAT Professional Framework for
Advising and Tutoring. The portfolio is assessed through a professional dialogic conversation between you and the assessors which offers useful formative feedforward into your professional practice.

The Student Success Through Advising and Tutoring module is assessed through a written critical reflection on the role of technology, quality enhancement and inclusive practice in your advising, and how this is influenced by higher education policy. You are also required to demonstrate your competency in the use of data and technology in advising students by completing a practical data analysis and interpretation assignment.

The Advising Enhancement Project allows you the space to engage further with the scholarship of advising and tutoring through active research, testing and critical evaluation of your ideas and concepts in a live setting. It is assessed through a written dissertation on the enhancement project work.

This programme is committed to inclusive practice through promoting equality, diversity and equal opportunity. Diversity of staff and students brings different ideas, knowledge and experiences that contribute to an enriched learning environment. Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and this programme follows the principles of Universal Design for Learning in providing learning resources, activities and assessments. The programme encourages you to take an inclusive approach to your own advising and tutoring practice.

There is an emphasis within the programme on developing you as a learner within a community of practice that will provide sustainable support beyond the life of the programme. The use of self-managed groups such as action learning sets intentionally supports active learning, building relationships, encouraging a culture of questioning, enquiring, problem-solving and enhancement of practice. You are strongly encouraged to engage with the scholarship of advising and tutoring, and to engage with the wider academic advising/personal tutoring community both nationally and globally through online platforms.

Progression and graduation requirements

The University’s general regulations for postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Internal and external reference points

This programme specification was formulated with reference to:

- University Mission Statement [see page two]
- Strategic Plan 2015-20 [see page four]
- Framework for Higher Education Qualifications
- UKAT Professional Framework for Advising and Tutoring

Date written / revised: 01/02/19
Programme originally approved: 21/05/19