

**How can approaches to personal tutoring in
higher education be enhanced by action
research? Developing and disseminating a
framework of professional development**

Benjamin Wilfrid Walker

Thesis submitted in partial fulfilment of the requirements of the award of
Doctor of Philosophy by Published Work awarded by Oxford Brookes University

Submitted January 2025

Word count, excluding Acknowledgements, Abstract, Table of Contents, List of Tables and
Figures, References and Appendices: 17,299

Acknowledgements

The journey to submission of this PhD by Published Work has been long and challenging but also fulfilling and enjoyable. Revisiting past publications has resulted in new insights which have been immensely rewarding.

I am hugely grateful to all those who have encouraged me along the way. For Dr Karin Crawford's, Dr Emily McIntosh's and Dr Michelle Morgan's belief in me to pursue this route in the early days, and to Dr Susannah Wright and the team at Oxford Brookes for practical support and for offering this inclusive programme, I am very thankful.

This body of work would not have been possible without my wonderful co-authors, Andrew Stork, Emily McIntosh and Dave Lochtie. In particular, I am indebted to my friend Andrew for raising the idea of writing a book over lunch in the canteen at work in 2013, thus initiating the journey, and providing continual support.

I would also like to thank my fantastic supervisors, Professor Mary Wild and Professor Jane Spiro, for their wisdom, expertise and encouragement.

Lastly, to my wife Petra and our daughters Sisi and Carly, thank you so much for your inspiration, patience and support. It would not have happened without you.

Abstract

This thesis discusses my body of work that provides an evidence-based professional development framework for effective personal tutoring which positively impacts individuals, institutions and the higher education sector. Seven publications are presented in this Critical Appraisal. Comprising two books, an edited book (and a chapter within), a book chapter and three journal articles, they appeared between 2015 and 2023 as part of ten years of research over 20 years of practice in education as a teacher, personal tutor and leader within further and higher education. They represent a journey of practice and research, with increasing theorisation over time, offering an identification of personal tutoring's importance, an analysis of how it can be enhanced and a professional development resource to benefit students, staff and institutions. The professional development framework provided by the earlier publications is refined using the outcomes of the empirical research of the subsequent publications which further explore the questions raised by the earlier work both theoretically and for practice, institutions and policy. Together, they form a coherent body of work; thematically by addressing concerns which encapsulate the central facets of personal tutoring practice and organisation; methodologically through the use of action research cycles asking questions about personal tutoring, the answering of which contributes to its enhancement. The programme of research responds to key issues the work itself revealed: standardisation, professionalisation, recognition (both 'institutional' and 'professional' through accreditation), status and value. The publications have made a significant contribution to research, practice, leadership and policy and, along with this Critical Appraisal which interprets and evaluates them, play a central role in offering strategies for overcoming the challenges personal tutoring faces and resolving contradictory discourses surrounding the role.

Table of Contents

Chapter 1 - Introduction: the programme of research, context, aims and objectives	1
1.1 Context and the focus of the published work.....	2
1.2 Aims and objectives of the programme of research.....	4
1.3 Action research	4
1.4 List of publications	5
1.5 Structure of the Critical Appraisal.....	9
1.6 Summarising comments.....	9
Chapter 2 - The foundations of my research: the virtuous circle between research and practice	11
2.1 What were my concerns? Why was I concerned? What evidence do I have for these concerns?	11
2.2 What did I do about the situation?.....	14
2.3 How did I check whether any conclusions I came to are reasonably fair and accurate? How did I evaluate the validity of my account of learning?.....	19
2.4 How did I modify my practice in the light of my evaluation?	20
2.5 How do I explain the significance of my work?	21
Chapter 3 - Literature review: the key influences on the concerns addressed by my research	22
3.1 Overview of influential work and the relationship with my body of work.....	22
3.2 Understanding and defining the personal tutoring role (concern 1).....	26
3.3 Professional development, support and systems (concern 2)	29
3.4 Key challenges for personal tutoring at institutional and sectoral level (concern 3)	31
3.5 How each of my publications relates to themes from the literature	34
Chapter 4 – Enhancing practice through an action research methodology	36
4.1 Underlying philosophy	37
4.2 Methodology used in the research projects and publications	38
4.3 My researcher position and core values.....	42
Chapter 5 – Contribution, future directions and concluding reflections: a cycle of enhancement between research, practice and influence	44
5.1 Research and scholarly impact	46
5.2 Professional practice and teaching impact.....	47
5.3 Leadership, policy and sectoral impact.....	49
5.4 Implications for current and future practice	51
5.5 Next steps for research in the field.....	52
5.6 Concluding reflections	53
References	55

Appendices.....	73
Appendix A - List of submitted publications	73
Appendix B - External reviews and endorsements of my work	74
Appendix C - Links to the resources of HE institutions and organisations which use adapted content of the work	79
Appendix D - Citation statistics, book sales figures and bar chart showing the impact of the work on literature on personal tutoring since 2019	80
Appendix E – Inclusion of the work in recent national and international conference presentations (2020 to present)	81

List of Tables and Figures

Table 1 - List of submitted publications with information on type, peer-review status, contribution and length

Table 2 – Action research concerns related to research objectives

Table 3 - Themes arising from the literature review addressed in the submitted publications

Table 4 – Research methodology, aims and questions underpinning the publications linked to the concern/s addressed

Figure 1 – My professional journey and the questions raised at each stage and addressed by the work

Figure 2 – The development of my work as an action research cycle

Figure 3 - Map of connections between key work undertaken in the field and publications submitted

Figure 4 - The layers of action research and the relationship between them in my work

Figure 5 - The different lenses through which I interpret data and my researcher position

Figure 6 - Summary of the published work's research, practice and leadership impacts, and their relationship

Chapter 1 - Introduction: the programme of research, context, aims and objectives

This submission for PhD by Published Work is based on seven publications representing ten years of research and over 20 years of practice in education as a teacher, personal tutor and leader within further and higher education. The body of work reflects my growing belief over this time in the importance of personal tutoring and the need for its enhancement, accompanied by increasing theorisation. The golden thread connecting the work is the professional development framework for effective personal tutoring it represents which responds to issues I identified in practice and through research: inadequate value and status, different interpretations of the personal tutoring role, and insufficient investment in the development of associated skills and competencies. The publications embody a practical and theoretical journey towards understanding the place, significance and impact of personal tutoring. The earlier publications (2015-2020) form the aforementioned framework for effective practice involving identification of key themes and the subsequent publications (2020-2023) refine this framework by exploring the questions raised by the outcomes of the earlier work both theoretically and as implications for, and applicability to practice, institutions and policy. This is an ongoing journey. Whilst many matters relating to personal tutoring have been brought to the surface, analysed and progressed through my research, they have, of course, not been fully resolved. Since we are constantly learning and adapting ourselves to a changing higher education (HE) landscape, one may argue they never should be.

In this Critical Appraisal I will discuss my research foundations, review relevant literature and examine my methodology. This is followed by consideration of the professional and research contribution of my publication history, the corresponding implications for policy and practice, and future directions. I will reference my submitted work in bold using the author surname when directly citing and the publication number when discussing in the context of the appraisal. A list of the submitted publications follows in Table 1 with some accompanying information and a simple list is included as **Appendix A**.

1.1 Context and the focus of the published work

Since the outset of my career, I have been concerned with what makes a fully rounded teacher and increasingly viewed the personal tutorial as a key activity to enact a holistic approach (discussed further in section 2.1), developing the whole learner, one who can overcome challenges (Stork and **Walker**, 2015a, p. 8). However, whilst appearing on my job description and generally a 'given' within a teaching role, guidance in undertaking the role effectively both in training and in the job seemed curiously vague or absent entirely. Addressing this was the stimulus for my body of work.

Amongst diverse definitions of personal tutoring, they share the meaning of support provided to students within individual ('one-to-one') or group tutorials which are outside of lectures and seminars. In addition to its connection to student engagement and retention, its significance derives from almost every United Kingdom (UK) university having some form of personal tutoring system and the expectation that nearly all academic staff undertake the role at some point in their career (Mynott, 2016). It covers a range of purposes, many of which can be summarised as the following: to support students' progress, personal and professional development, transition into university and between levels, to signpost them to other university services, to be a representative of the university and engender a sense of 'belonging' (Thomas, 2012; Thomas *et al.*, 2017; **Lochtie *et al.***, 2018; **Walker**, 2020a) and, related, 'mattering' (Marshall *et al.*, 2010; Gravett and Winstone, 2022; Hallam, 2023; Thijm, 2023; Gabi *et al.*, 2024).

Some UK universities use different terms for the same activity and role, for example 'academic advisor', or variants thereof such as 'personal academic tutor', 'academic mentor' and 'progress tutor'. In this Critical Appraisal, I use the term 'personal tutoring' unless directly quoting or it is relevant to use an alternative. My work primarily relates to UK higher education but, along with this Critical Appraisal, draws on broader international work such as that in the United States – where more established research and development of 'academic advising' exists – and Australia, Mexico and regions of Europe which my work has informed.

UK Advising and Tutoring (UKAT), the leading national association for personal tutors and academic advisors for whom I was Vice-Chair between 2019 – 2021, was established in 2015 and has, to date, 48 member institutions, 38% – 41% of mainstream HE providers (Grey, 2024a). From my work with leaders of personal tutoring and UKAT, I have found the most common arrangement in UK HE is where this activity is undertaken by an academic member of staff alongside their other duties as a complement to teaching. Of the three organisational models derived from the work of Earwaker (1992), this aligns with the 'pastoral' model (historically rooted in Oxbridge practices of 'in loco

parentis'), the others being the 'professional' where, rather than assigned a personal tutor, students are referred immediately to centralised trained specialists for individual advice, and the 'curricular' or 'integrated' where tutoring is embedded into programme structures and modules, and is potentially credit-bearing (Thomas, 2006, p. 27; **Lochtie *et al.***, 2018, p. 23). My research is relevant to staff working across these baseline models and the range of hybrid versions existing in today's institutions, including the 'integrated model' of personal tutoring (McIntosh, 2018, cited in **Lochtie *et al.***, 2018, pp. 23-24), which combine their proactive elements, for example monitoring student progress linked to goal setting in one-to-one tutorials.

The research context in this area, to be explored further in Chapter 3 (literature review), can be broadly summarised within three principal areas.

- 1) **Empirical/primary research specifically on personal tutoring** - characterised by mainly small-scale institutional studies appearing relatively sporadically over the last two decades, there is, arguably, limited research in the UK context and my work contributes empirical research to help address this deficit.
- 2) **Principles and standards for the effective practice of personal tutoring** - appearing within the last 15 years in the UK, they represent a theorisation of the activity for individual practice and effective institutional organisation. Standards also serve to professionalise the activity through accredited awards. My work contributes principles of effective personal tutoring and the development, and use, of standards. Further, in my later publications and in this Critical Appraisal, critical and relational pedagogy is proposed as a way to conceptualise effective personal tutoring.
- 3) **The collective field of student-centred research** - much previous work has been undertaken on associated themes which are related to personal tutoring, for example, student retention and success, widening participation, inclusive practice and student support. In addition, there is a wealth of existing literature on teaching practice. However, with a few exceptions, the connections and implications for personal tutoring practice are not explicit and my work aims to address this need (through demonstrating how personal tutoring can positively affect these areas).

1.2 Aims and objectives of the programme of research

My body of work reflects a practitioner concern to improve personal tutoring and an increasing theorisation of what is happening in this activity, mirroring my progression through and interconnection between the roles of practitioner, coordinator (manager) and researcher.

The aims and associated publications of the research projects which constitute my body of work follow.

- 1) Project 1 - to critically appraise the nature of effective personal tutoring in order to present a framework for practice and organisation. **Publications 1, 2, 3 and 6.**
- 2) Project 2 - to examine personal tutors' perceptions of their effectiveness in supporting students and the impact of key supporting resources. **Publication 4.**
- 3) Project 3 - to investigate professional standards, recognition and reward for personal tutors. **Publication 5.**
- 4) Project 4 - to examine the usefulness of a tool based on effective approaches in personal tutorials. **Publication 7.**

Across the projects as a whole, in working towards these aims, the following objectives are pursued. In line with the action research methodology used, these objectives are expressed as concerns in question form in Chapter 2, section 2.1.

1. To understand what skills, attitudes and attributes a lecturer requires when undertaking personal tutoring, and how to develop them. In doing so, to clarify how effective personal tutoring may be defined.
2. To investigate what professional development, support and systems are needed for HE institutions to provide an effective service in this area which is crucial for student retention and success.
3. To identify the key challenges for effective personal tutoring at sectoral level and examine how to overcome them as an academic community.

1.3 Action research

As discussed further in Chapters 2 and 4, action research is manifested as three layers in my work: an underlying philosophy, the methodology used in the research underpinning the publications and

the frame for this Critical Appraisal. Aligning with the goals of action research, I sought to change ‘practitioners’ *practices*, their *understandings* of their practices, and the *conditions* in which they practise’ (Kemmis, 2009, p. 463). I arrived at a concept of personal tutoring through this ‘multidimensional reflection’ on my journey as a teacher, manager and leader who has ‘interfaced with institutional, national and international policy and educational change’ (Spiro, 2008, p .9). The work also corresponds to McNiff and Whitehead’s (2011) two main reasons for doing action research: ‘First, you can improve learning in order to improve educational practices. Second, you can advance knowledge and theory, that is, new ideas about how things can be done and why’ (p. 1). Whilst there is some pre-existing research and writing on personal tutoring, my work’s originality lies in its systematic analysis of effective personal tutoring practice through action research cycles.

1.4 List of publications

Table 1 lists the submitted publications with information on type, peer-review status, contribution and length.

Table 1 - List of submitted publications with information on type, peer-review status, contribution and length

	Publication	Type	Peer-reviewed?	My contribution*
1	Stork, A. and Walker, B. (2015) <i>Becoming an outstanding personal tutor: supporting learners through personal tutoring and coaching</i> . 64,313 words (total); 29,753 words (sole-authored chapters)	Book	Yes (proposal by anonymous academic reviewers; text by series editor and publisher)	Co-author with 50% contribution Sole author of 5 chapters (out of 10): Ch 1 - What is a personal tutor? Ch 3 - Setting boundaries Ch 5 - The learner experience: Key procedures Ch 7 - Observation Ch 9 - Measuring impact Co-conceived
2	Walker, B. W. (2018) 'A defining moment in personal tutoring: reflections on personal tutoring definitions and their implications', <i>IMPact: The University of Lincoln Journal of Higher Education</i> . 4,325 words	Journal article	Yes (anonymous academic reviewers)	Sole author with 100% contribution Sole conception
3	Lochtie, D., McIntosh, E., Stork, A. and Walker B.W. (2018) <i>Effective personal tutoring in higher education</i> . 73,468 words (total); 18,367 words (sole-authored chapters)	Book	Yes (proposal by anonymous academic reviewers; text by publisher)	Co-author with 25% contribution Sole author of 3 chapters (out of 9): Ch 1 - What is a personal tutor? Ch 5 - Key activities: effectively supporting all stages of the student lifecycle Ch 8 - Measuring impact Co-conceived

4	Walker, B.W. (2020a) 'Tackling the personal tutoring conundrum: a qualitative study on the impact of developmental support for tutors', <i>Active Learning in Higher Education</i> . 6,679 words	Journal article	Yes (anonymous academic reviewers)	Sole author with 100% contribution Sole conception
5	Walker, B.W. (2020b) 'Professional standards and recognition for UK personal tutoring and advising', <i>Frontiers in Education</i> . 9,693 words	Journal article	Yes (anonymous academic reviewers)	Sole author with 100% contribution Sole conception
6	Lochrie, D., Stork, A. and Walker B.W. (2022) (eds) <i>The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success</i> . 60,318 words; 2,248 words (sole-authored chapter)	Book (edited collection)	Yes (proposal by anonymous academic reviewers; text by publisher)	Co-editor and author Sole author of 1 chapter (Introduction and Editorial) Co-conceived
7	Pownall, I., Raby, A., Lochrie, D., Stork, A. and Walker, B.W. (2023) 'Using social identity mapping to explore the experience of transitioning international students' in D. Willison and E. Henderson (eds) <i>Perspectives on enhancing student transition into higher education and beyond</i> . 8,595 words	Book chapter	Yes (anonymous academic reviewers)	Co-author (20% contribution)

Cumulative word count = 227,391 (overall); 79,660 (my sole-authored contribution). For co-authored publications, confirmation of my contribution from co-authors is contained in the document appended to this Critical Appraisal.

* **Publications 1 and 3** - co-conception occurred through professional dialogue between the two co-authors for publication 1. For publication 3, the two co-authors co-conceived it as an application to HE and formed content through professional dialogue with the other co-authors. The chapter themes and overall content were identified and agreed jointly between the authors. For sole-authored chapters, I solely undertook the literature review, critical synthesis, analysis, interpretation, review and revision. For other chapters and as a whole, review and revision was undertaken jointly by the authors.

Publication 6 - co-conception occurred through professional dialogue between the co-authors of publication 1. As co-editor I jointly selected 25 successful case studies (approx. 100 submissions) against key criteria we created and jointly undertook review, revision and thematic analysis of them (aligning to the themes of **publication 3**). For the sole-authored chapter (Introduction) I formed conclusions for the sector and solely undertook the literature review, critical synthesis, analysis, interpretation, review and revision. As a whole book, review and revision was undertaken jointly by the editors.

Publications 2, 4 and 5 - were solely conceived and I solely undertook primary research, study design, analysis, interpretation, review and revision.

Publication 7 - I jointly undertook research analysis, interpretation, review and revision with the co-authors.

1.5 Structure of the Critical Appraisal

Chapter 1 sets out the body of work, its context, aims and objectives, and action research as a form of investigation (already covered in this chapter).

Chapter 2 discusses the foundations of my research by evidencing the value of action research as a rich and appropriate way of explaining my research and professional processes, and answers action research questions in relation to my work.

Chapter 3 reviews relevant literature in the field and is structured using the key concerns raised by these questions.

Chapter 4 examines the addressing of my concerns through application of an action research methodology which is discussed as an underlying philosophy which informs both my publications and this Critical Appraisal.

Chapter 5 considers the contribution of the body of work as representing a cycle of enhancement between research, practice/teaching, and sectoral leadership and policy. Finally, I discuss its place in and informing of future thinking and research on personal tutoring.

1.6 Summarising comments

My body of work has revealed a context of further and higher education which increases personal tutoring's significance while simultaneously presenting significant challenges in delivery. It contributes a conceptual and practice framework for the activity within this context with the aim of meeting these challenges. Changes in practice and systems are arguably most likely if guided by such insider research (section 4.3) and the sustained uptake of my work speaks to the value of situated research.

My contribution to new knowledge comes by 'combining understandings from professional practice, higher education practice and the researcher's individual reflexive project' and is 'generated in the relations between these three domains' (Drake and Heath, 2011, p. 2). The Critical Appraisal will discuss how the work has identified and made a significant contribution to helping the academic

community address, both conceptually and in practice, the key challenges for personal tutoring in contemporary HE.

Chapter 2 - The foundations of my research: the virtuous circle between research and practice

The methodology used in the research which formed the publications for the enhancement of personal tutoring is action research. In addition, as outlined in 1.3 and discussed further in Chapter 4, it represents an underlying philosophy and is used to appraise the work as a whole. The questions below for undertaking action research are particularly suited to the enhancement of practice and I use them within the Critical Appraisal as an evaluative framework for my body of work. In this chapter, I discuss the foundations of my research by considering each of them in turn.

- What is my concern?
- Why am I concerned?
- How do I gather evidence to show reasons for my concern?
- What do I do about the situation?
- How can I check whether any conclusions I come to are reasonably fair and accurate?
- How do I evaluate the validity of my account of learning?
- How do I modify my practice in the light of my evaluation?
- How do I explain the significance of my work?

(McNiff and Whitehead, 2011, p. 3)

The questions may be designed for a single project but, with the core aim of improving practice, they also represent a legitimate list for a cluster of projects and indeed, many other researchers have used them in this collective sense (for example Whitehead, 1999; Spiro, 2008). Here, I apply them to the group of research activities associated with my submitted publications - which cohere as a framework of professional development for effective personal tutoring - and therefore the wording and answering of the questions has been slightly altered to reflect this clustered application and to facilitate a reflective view of my work, as 'reflection-on-action' and 'reflection-for-action' (Schön, 1983).

2.1 What were my concerns? Why was I concerned? What evidence do I have for these concerns?

During my teaching career, I became increasingly aware of the relationship between the 'background characteristics' (Stork and Walker, 2015a, p. 53; Lochtie *et al.*, 2018, p. 78) of my

students and their academic progress and, in turn, life chances. For example, I encountered students who, it became apparent, were care leavers, had a history of abusive relationships or were responsible for dependents. These often formed barriers to learning which needed acknowledgement and attention alongside the challenges of academic study. Believing in education's role in promoting social justice, my concern also stemmed from the fact that, in seeking to enable academic success, one could not escape such pastoral matters since the former and latter seemed inextricably linked, and many academic problems may have a non-academic cause (Smith, 2008; Hughes *et al.*, 2018). This fostered the view that support tailored to the individual is crucial and using a non-hierarchical approach can build students' 'cultural capital' (Blythman *et al.*, 2006, p. 109) and reduce such 'barriers to learning'. My mind and research interest thus became focused on personal tutoring as a vital teaching space where the academic and pastoral could be connected, an 'equal partner not superior' ethos enacted and barriers to learning overcome (Stork and Walker, 2015, p. 24). I aspired to the scholarship of application, a paradigm which sees social problems as the motivator for scholarly investigation which is designed to be helpful to both individuals and institutions (Boyer *et al.*, 2015).

The legitimacy of the concerns was reinforced by the national picture. Within an HE landscape characterised by increasing numbers of students - referred to as 'massification' (for example, Boliver, 2010; Tight, 2019) - and an associated increase in students presenting with diverse and complex needs, research has shown that proactive individual holistic support of students which engages with 'pastoral' as well as 'academic' matters is important (Thomas 2012; Thomas *et al.*, 2017). Analysis shows persistent differences in outcomes, such as retention and success, for marginalised and 'at-risk' groups of students (Mountford-Zimdars *et al.*, 2015; UUK/NUS, 2019; OfS, no date, i; OfS, 2023) and minoritised students have a lower sense of 'belonging' compared to students from majority backgrounds (Gopalan *et al.*, 2020; Shaheed and Kiang, 2021; Gilani, 2024). Personal tutoring's importance in addressing such challenges is evident from key sector-wide work. This indicated the 'human side' of education and proactive holistic support are essential to achieve the 'belonging' at the heart of student retention and success, that the academic sphere is the most important site for nurturing engagement, and academic tutoring can improve retention and success by being proactive, holistic and providing positive reassurance, guidance, feedback and partnership (Thomas, 2012; Thomas *et al.*, 2017). This was reflected in my direct experience of effective personal tutoring's positive impact on outcomes at a local level shown, for example, by the markedly increased retention and success rates we experienced at The Sheffield College in the first year after implementing a new tutorial system based on these approaches (Russell, 2013; Walker and Newman, 2013; Stork and Walker, 2015b). In addition, at an institutional level it can play a major

role in meeting the policy metrics which HE institutions are judged against: retention, progression, employability, a 'high-quality academic experience' and 'value for money' (**Walker**, 2020b, p. 3; **Lochtie et al.**, 2022, p. xv; OfS, 2022a, p. 13). Moreover, arguably 'there is not a single aspect of the educational student experience that tutoring and advising does not touch - it is pervasively proximate in the experiences of thousands of UK students from a multitude of backgrounds, cultures and educational paradigms' (McIntosh and Thomas in **Lochtie et al.**, 2022, p. xiii). And yet, my own experience, common to leaders of personal tutoring and professionals in the national network represented by UKAT, is that, at most, it constitutes just one line in the job description of a lecturer (**Walker**, 2020b, p. 8) as evidenced and discussed further in section 3.3.

Furthermore, despite its apparent importance, I observed the prevailing view of personal tutoring's subordinate status compared to other teaching activities. My own experience exemplified the situation and offered an explanation. The duty or expectation to support was forcibly reduced in priority such was the activity and concentration needed to meet subject teaching requirements: preparation, marking, creating resources, working with colleagues and classroom delivery itself (Stork and **Walker**, 2015a, p. 2). If it was given attention, either during the teaching qualification or post qualification 'on the job', it was minimal, and guidance and support was vague and undefined. This corresponded with research conveying the tacit, 'taken for granted' (Stephen, O'Connell and Hall, 2008, p. 449) nature of the role, the assumptions 'that personal tutors will know what to do' (McFarlane, 2016, p. 86) and it will 'come naturally' (Owen, 2002, p. 15), and its low priority (Myers, 2008, p. 609).

The related concern of how the role could be undertaken effectively in the real-world context was highlighted by moving into an HE context of increasing numbers of students presenting with increasingly diverse needs. This strengthened the case for improved staff development of personal tutors which, arguably, has not kept pace with these changes. University mission statements commonly promise 'personalised learning' (McIntosh *et al.*, 2021) to prospective and current students and offer associated optimistic portrayals of personal tutoring. Given the aforementioned ubiquity as a system in institutions and activity for lecturers, and it being 'perhaps the most salient of students' relationships with staff' (Gravett and Winstone, 2022, p. 361), there is an urgent need to show how tutoring can be performed effectively if such promises are to be more than mere myths (Myers, 2008; Myers, 2011; **Walker**, 2020a).

A desire for more authenticity and to live my values as fully as I can in the workplace (an outcome from action research, McNiff and Whitehead, 2011), combined with evidence from both my experience and the literature about the positive benefits of effective personal tutoring, gave rise to

the following concerns which my body of work seeks to address. As introduced in section 1.3, and shown in Table 2, these are my research objectives formulated as concerns in question form under the action research paradigm.

Table 2 – Action research concerns related to research objectives

	Research objectives	Action research concerns
1	To understand what skills, attitudes and attributes a lecturer requires when undertaking personal tutoring, and how to develop them. In doing so, to clarify how effective personal tutoring may be defined.	What skills, attitudes and attributes does a lecturer require when undertaking personal tutoring? How may effective personal tutoring be defined?
2	To investigate what professional development, support and systems are needed for HE institutions to provide an effective service in this area which is crucial for student retention and success.	What professional development, support and systems are needed for higher education institutions to provide an effective service in this area which is crucial for student retention and success?
3	To identify the key challenges for effective personal tutoring at sectoral level and examine how to overcome them as an academic community.	What are the key challenges for effective personal tutoring at sectoral level and how can the academic community overcome them?

These concerns are sequential in the sense they developed as the publications progressed. However, inherently inter-linked, I revisited them across the programme of research as a whole and they are equally significant to my body of work.

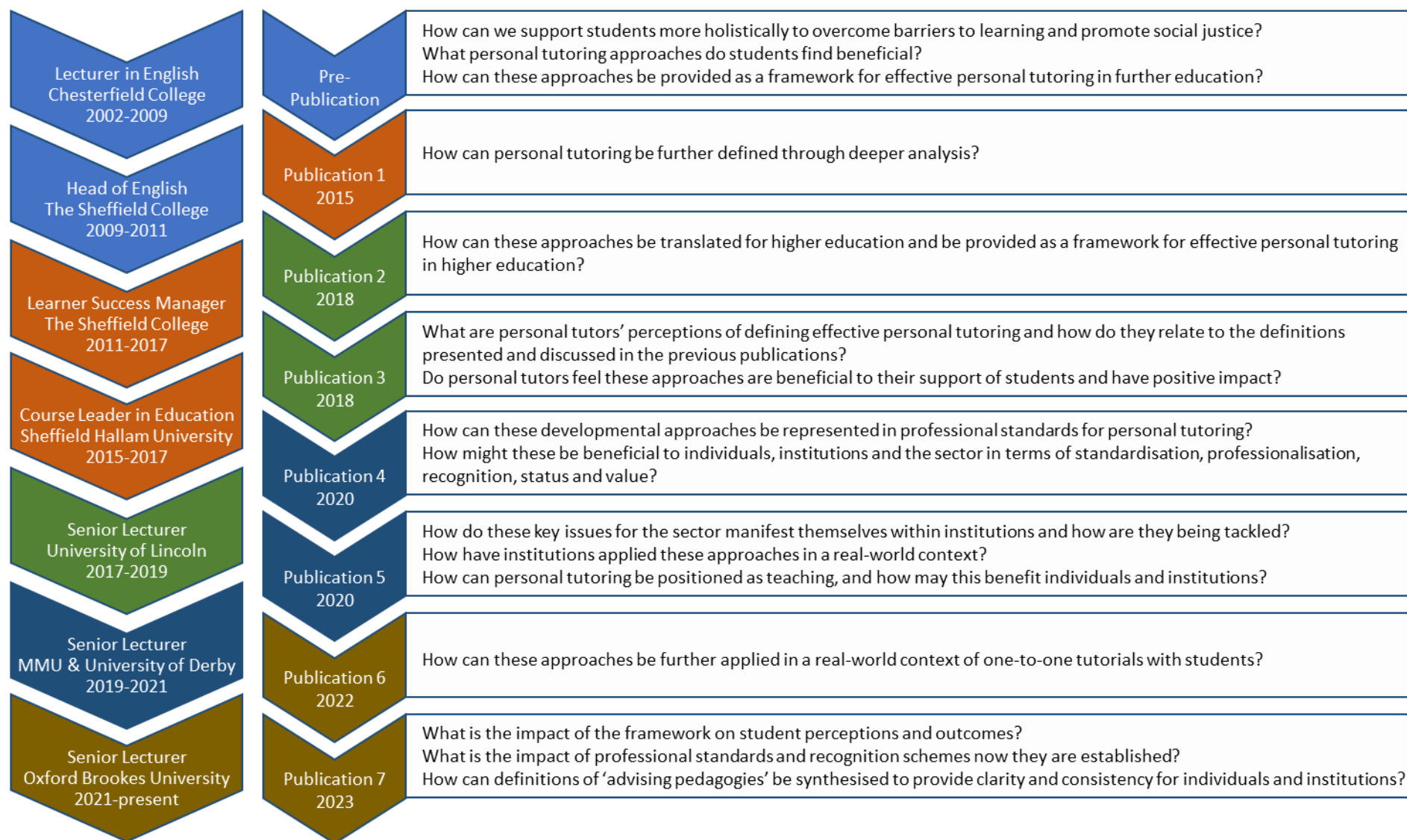
2.2 What did I do about the situation?

My body of work has evolved from a personal and professional journey during which I have developed as a practitioner, leader and researcher. It commenced as a teacher within further education, working with students with a diverse range of needs and background characteristics (discussed in section 2.1), and where the concerns discussed in 2.1 were formed and curiosity about

how to address them grew. After progressing onto curriculum management, I then moved to a student support manager role which presented the opportunity of implementing a new tutorial system. Undertaking this work reinforced my belief in the urgent need for personal tutors to be supported and sparked the idea for a publication: a text for practitioners, leaders and institutions for effective personal tutoring. The research journey which was thus initiated had practice very much at its root.

This first publication raised further questions, primarily around definitions of personal tutoring, explored more deeply in **publication 2**. Making the move to higher education, I was interested how these approaches could be applied in an HE context with a more diverse student body but facing similar challenges. Questioning how the theory, ideas and activities in **publications 1, 2 and 3** were applicable and had impact led to the primary research resulting in **publication 4**, which also formulated the key sectoral issues for personal tutoring which I examined in **publications 5 and 6**. My desire for further real-world application and assessment of benefit and impact resulted in the research for **publication 7**. Thus, the body of work forms a coherent pattern where each publication raised the next questions to be considered which were then investigated in the subsequent publication. This professional journey, and the internal questions raised at each stage, from pre, to within, to post publication for future work are shown in Figure 1. The specific research questions for each publication which arose from these internal questions are stated in Table 4 in Chapter 4 (methodology).

Figure 1 - My professional journey and the questions raised at each stage and addressed by the work



Practical experience of the role initiated and informed evaluation, research and publications, the findings and implications of which subsequently informed practice and coordination of the activity. My work represents an action research cycle of continuous improvement. However, the process aligned with the description of action research as not only about actions but also about learning; that the process is not linear but rather a 'zig-zag process of continual review and readjustment' (McNiff and Whitehead, 2002, p. 237), as reflected in the aforementioned interrelatedness of concerns and the non-linear progression of the work. The elements of practice and coordination, research, analysis and interpretation are interconnected and informed each other. This development of my work is shown in Figure 2.

Figure 2 – The development of my work as an action research cycle



My first concern depicted a broad area so reflection was needed ahead of taking action (reflection 'in', 'on' and 'for' action) and formed further specific questions including: How can personal tutoring be undertaken effectively? How can effective personal tutoring be defined? What skills, attitudes and attributes does a lecturer require when undertaking personal tutoring? How can the impact of personal tutoring be measured?

I sought to address these questions and gather evidence through critical analysis of both my experience (undertaking and observing tutoring in practice) and research (identifying effective practice in existing related studies and theory).

Since the overarching purpose was the betterment of practice, the resulting analysis was best presented as a practitioner text underpinned by research and theory (many of which existed for teaching but were lacking in this particular form for personal tutoring in UK HE, the closest being represented by Wheeler and Birtle, 1993 and Neville, 2007). Therefore, critical synthesis, interpretation and application were used to form the 2015 and 2018 books (**publications 1 and 3**). Having recognised similar gaps, the learning and transferable principles from the former were applied to the HE context in the latter in order to present practitioners and coordinators with a framework of effective practice. Primarily driven by concern 1, undertaking this work contributed to formulating concerns 2 and 3, and moved me towards addressing them.

Having ‘advanced theory and knowledge’ with ‘new ideas about how things can be done and why’ - the second of McNiff and Whitehead’s two main reasons for doing action research (2011) - the questions raised by the research informing **publications 1 and 3** needed greater exploration. Simultaneous with **publication 3**, I worked on **publication 2** which deepened my critical enquiry into one such key question: how to define personal tutoring? I identified existing definitions and the associated layers of meaning to interpret how they could benefit practice. Furthermore, I wanted to investigate whether the theory, knowledge and ideas presented had ‘real-world’ benefit and ‘improved learning in order to improve educational practices’ (the first of McNiff and Whitehead’s reasons for doing action research, 2011). Thus, for **publication 4** I undertook empirical research examining the impact of an intervention – key resources and materials I produced based on the new ideas - which also sought to address my second concern around professional development. A central recommendation was the need for greater guidance and professionalisation which could be represented in discrete professional standards for personal tutoring. Consequently, I designed and undertook an empirical study which surveyed professionals across the sector to investigate this need and what may populate the content of standards along with perceived benefits including conceptions of value and reward (**publication 5**). Its outcomes helped crystallise the key issues for personal tutoring at sector level, thus formulating my third concern, in addition to conveying ways the activity can be evaluated meaningfully. To investigate how such challenges manifested themselves within HE institutions, I collated case studies from universities across the sector in the 2022 book (**publication 6**). Presenting how the new ideas of the 2015 and 2018 books had been applied to real-world practice, it conveyed how these challenges were being tackled. Believing

further application of the new approaches to a real-world context were required, I undertook primary research into the impact of a holistic approach in **publication 7**.

Alongside this research and publication activity, I was nominated for and successful in gaining the position of Vice-Chair for UKAT in addition to being appointed professional development and strategic lead at institutions I worked in such as Manchester Metropolitan University and Oxford Brookes University. Therefore, I triangulated practice, leadership and research to enhance personal tutoring. Taken as a whole, the work thus addressed the gaps evident in practice and literature outlined in the preceding section and challenged the view of personal tutoring's subordinate status (in comparison to other teaching activity) to empower the practitioner and student to a view that 'incidental', 'informal' education is as valid as its formalised version. Overall, my actions aimed to meet McNiff and Whitehead's (2011) two principal reasons for undertaking action research: to improve learning in order to improve educational practice and to advance new ideas (p. 1). Complementing this second aim, as a practitioner-researcher, 'you are aiming to generate theories about learning and practice, your own and other people's' (p. 1). This is achieved both across and, in varying degrees, within each of the seven publications which, as a corpus of work, form a professional development framework for effective personal tutoring.

2.3 How did I check whether any conclusions I came to are reasonably fair and accurate? How did I evaluate the validity of my account of learning?

Within the conclusions of each publication, I argue there are implications at practitioner, institution and sector level. These could be seen as grand claims. How did I determine the conclusions were fair, accurate and valid?

Action research, by definition specific to individual practice, does not claim to be generalisable. However, Bassey (2001) proposes a 'best-estimate-of-trustworthiness' based on the researcher's 'professional judgement (arising from the literature and experience)' and 'fuzzy predictions' as legitimate forms of generalisation useful to both practitioners and policy-makers in education (p. 5). Generalisability depends upon 'the fit between the situation studied and others to which one might be interested in applying the concepts and conclusions of that studied' (Schofield, 2002, p. 178). Through evaluating the validity of my account and conclusions according to this principle of appropriateness, this description parallels my work. Originally arguing there were no empirical generalisations of use to teachers (Bassey, 1980; Bassey, 1981) before reformulating this through

the usefulness of 'fuzzy generalisations', Bassey stresses the value of 'relatability' (1981, p. 85), and the merit of a study lying in the extent to which teachers reading the report of the study can relate it to their own teaching. The professional interpretation, match of situation, relatability and applicability characterising the work supports claims of fairness, accuracy and validity and, as such, it equally 'contributes to the edifice of educational theory' (Bassey, 2001, p. 5).

Action research delineates between internal/personal and external/social validity (McNiff and Whitehead, 2011, p. 133; pp. 161-2) claims to knowledge. The former was tested by establishing 'standards of judgement' (McNiff and Whitehead, 2011, p. 151) through asking myself questions of the kind, 'Have I clearly articulated the values of my practice and is there evidence of my commitment towards living them within my practice?', 'Have I shown how my understanding, learning, and practice has changed overtime?', 'Have I as a researcher demonstrated commitment to a continuous process of practice improvement?' and 'Have I demonstrated originality of mind and critical thinking in the development of my living educational theory?' (Russell, 2021, p. 89). For the evaluation of the latter, Habermas (1979), in *Communication and the Evolution of Society*, established four criteria for spoken communication which Whitehead (2008; 2011) and McNiff and Whitehead (2011) translate for the context of written communication as: comprehensibility, adequacy of evidence, awareness of cultural influence on your learning and the resulting ability to be more authentic and live values as fully as you can in the workplace. I contend that they represent what I have endeavoured to achieve throughout the body of work. Further discussion of validity in terms of truthfulness, usefulness and contribution occurs in Chapters 4 (methodology) and 5 (contribution).

2.4 How did I modify my practice in the light of my evaluation?

The individual research projects and publications occurred while my primary role was a manager, alongside being a personal tutoring practitioner; thus, I modified my practice as a *personal tutor*, as a *manager*, *continuing professional development (CPD) and strategic lead*, and as a *researcher*. As a *personal tutor* I aimed to live out the principles established in **publications 1** and **3** within my pedagogical and personal tutoring practice, for example demonstrating the core values and skills we espoused, setting boundaries and adopting a coaching approach by relinquishing the role of knowledge expert within the tutorial space. As a *manager*, *continuing professional development and strategic lead* I embedded the developmental material and support - which had been shown to have a positive impact in **publication 4** - within the CPD provision of institutions I was employed at. I also

established and promoted the use of professional standards within my institutions, the benefit of which, in terms of skills and competency provision, measuring impact and improving status and value, is demonstrated in **publication 5**. As a *researcher* I refined my practice through developing a rigorous approach to investigating the outcomes of each piece of research further.

Schön (1983) uses the metaphor of the ‘swampy lowlands’ of professional practice where problems are ‘messy and confusing’ contrasting with the ‘high, hard ground overlooking the swamp’, (p. 42) where problems are manageable (McFarlane, 2016, p. 86). The programme of research as a whole can be said to straddle both by making connections between the ‘swamps’ of specific contexts and individual experience and perception, and the ‘high, hard ground’ of coordination, management and policy.

2.5 How do I explain the significance of my work?

Through undertaking this research and critical appraisal of it, I have come to understand that I too can offer valid knowledge and insight, and that theory is not only ‘produced by a group of “intellectuals” or experts who claim the right to generate valid knowledge’ (O’Hanlon, 2006, p. 287). Its significance lies in its status as a framework and wide-ranging purpose: to clarify the personal tutoring role, promote a relational approach, determine its skills and competencies (the latter defined as the essential and common responsibilities, skills and knowledge used by personal tutors, Menke, Stuck and Ackerson, 2018), measure its impact and enhance its professionalisation, status and value. This significance pertains to individual practitioners, institutions and the sector. Its application at, meaning for and dissemination to these levels is discussed in further detail in Chapter 5.

Chapter 3 - Literature review: the key influences on the concerns addressed by my research

This chapter gives an overview of influential work before reviewing existing literature and its relationship with my publications in the context of each of my three concerns discussed in Chapter 2. My primary focus is the UK context; however, I will be drawing on international literature, particularly from the United States, which is relatable and has informed both my own work and UK models and professional standards.

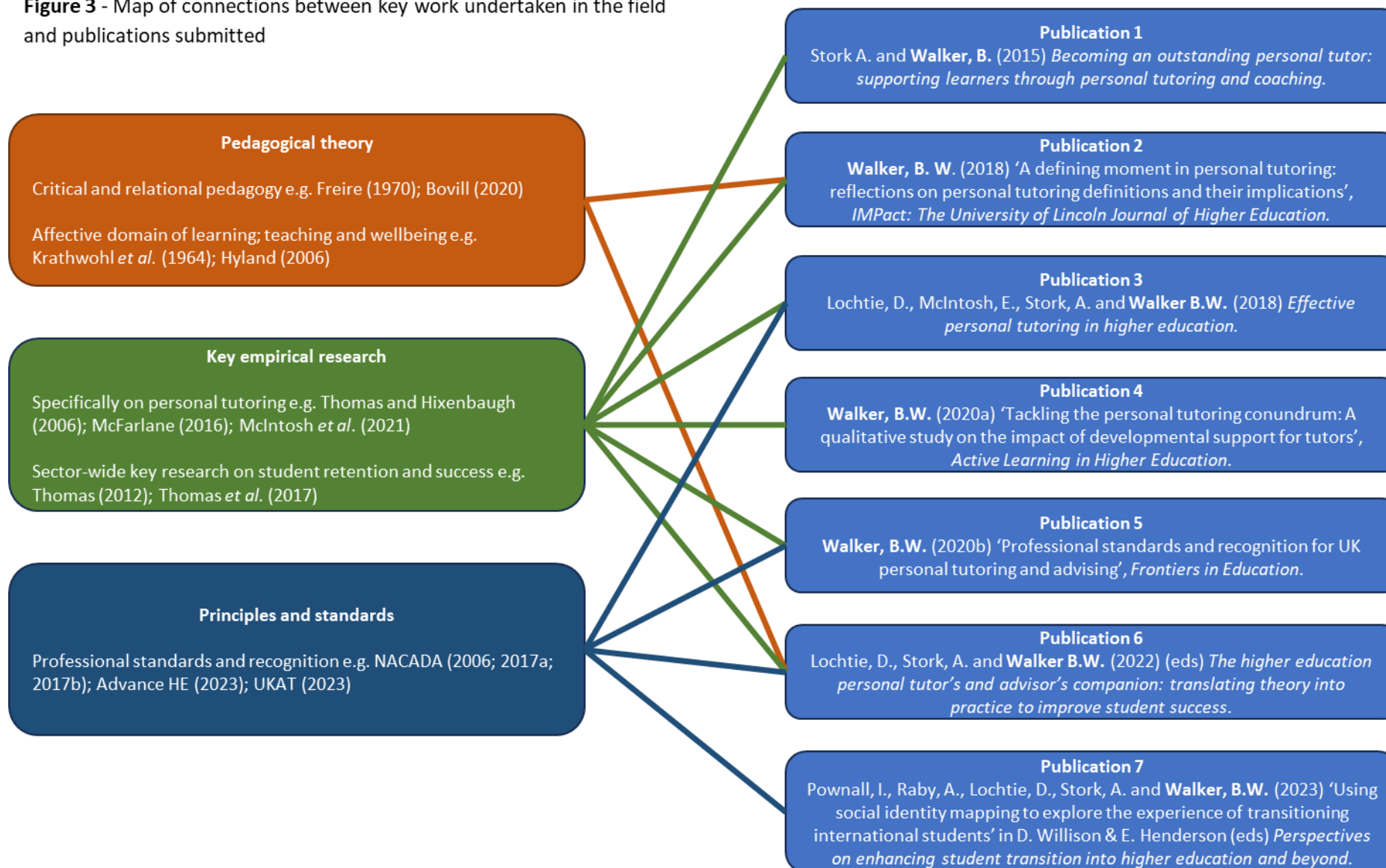
3.1 Overview of influential work and the relationship with my body of work

In section 1.1, I summarised the research context within three principal areas. Here, I discuss the principal *influences* on and *connections* to my work which can be grouped in the following three ways:

- pedagogical theory (critical and relational pedagogy);
- key empirical research (specifically on personal tutoring and sector-wide research on student retention and success);
- principles and standards for the effective practice of personal tutoring.

I have shown the connections between this key work and the publications submitted in Figure 3.

Figure 3 - Map of connections between key work undertaken in the field and publications submitted



The gap in the support for, and development of personal tutoring is mirrored in the research and literature on the topic, the field being described by Professor Liz Thomas in the foreword of **publication 3** as ‘somewhat of an academic research desert’ (Thomas, 2018 in **Lochtie et al.**, p. x). Evident from my research for **publications 1** and **3** and a content analysis of 15 years of scholarship on Academic Advising (Troxel *et al.*, 2019; UKAT, 2019), undertaken in 2019 with no update since, the volume of publications from the 1990s to 2018 is low compared to those on comparable topics on the student experience (UKAT, 2019). Approximately half are discipline-based rather than focused on higher and further education generally (Troxel *et al.*, 2019; UKAT, 2019). After *Personal Tutoring in Higher Education* (Thomas and Hixenbaugh, 2006), an edited collection of papers from a conference, publications appeared intermittently reflecting the sporadic attention personal tutoring received. Institutional and discipline-based studies, mainly on a small-scale, have conveyed the importance and value of personal tutoring but arguably few demonstrate impact in terms of staff and student outcomes (Webb, Wyness and Cotton, 2017). Despite this partial picture, there has been a ‘heartening renaissance in research, development and support for personal tutoring’ in recent years (**Lochtie et al.**, 2022, p. xvi), for example through UKAT’s growth as an organisation and establishment of its professional standards and recognition scheme (discussed in 3.3) and international research collaborations represented by *Academic Advising and Tutoring for Student Success in Higher Education: International Perspectives* (2021).

Moreover, although literature directly related to personal tutoring is limited, work on associated themes has expanded during the time of my research and influenced it. These themes, described in section 1.1 under the umbrella term ‘the collective field of student-centred research’, include retention and success, widening participation, tackling differences in outcomes for marginalised student groups and inclusive teaching practices. Recent reports on higher education’s role in social justice and mobility (Watermeyer *et al.*, 2022) would seem to be a revisiting of Gramsci’s (1971) proposition that education’s role is to promote social change and challenge traditional power relations (Arvanitakis, 2016). ‘Belonging’ (referenced in sections 1.1, 2.1 and discussed further in section 3.2) has become established as central to student retention and success and operationalised in student survey statements (Yorke, 2016). The focus on social inclusion and inclusive practice in higher education (for example, Hockings, 2010; May and Bridger, 2010; Basit and Tomlinson, 2012) and inclusive curriculum design (for example IDEAS: Inclusive Curriculum Design, Oxford Brookes University, no date) has continued to grow. The furthering of ‘co-creation’, focusing on students and staff negotiating and collaborating to co-create new forms of knowledge from their own experience in order to challenge existing views, has increased and how to promote more equal partnership with

students became important to me (as mentioned in Chapter 1), for example through ideas such as the ‘citizen scholar’ (Arvanitakis 2016; McIntosh, 2017) and ‘student as producer’ (Neary and Winn, 2009). Co-creation has become more established as a key pedagogical idea ‘where students and staff share decision-making about the design of whole curricula or elements of curricula’ (Bovill, 2020, p.2) and its beneficial outcomes have been demonstrated (Cook-Sather, Bovill and Felten, 2014; Mercer-Mapstone et al., 2017; Bovill, 2019). Bovill (2020) argues there is a ‘two-way, mutually reinforcing connection between co-creation and positive relationships’ (p. 2) and draws ideas of co-creation together with ‘relational pedagogy’. These ideas, alongside others such as Partington’s (2020) ‘learner-centric pedagogy’, influenced my work where, as discussed further in sections 3.2, 5.1 and 5.3, I seek to connect them to the activity of personal tutoring.

A greater amount of research and professional development exists in the United States (US) (Troxel *et al.*, 2019; Walker, 2020b), where ‘academic advising’ is the broadly synonymous term (Grey and Lochtie, 2016), reflecting the structured research agenda of NACADA, the US-based Global Community of Academic Advising (NACADA, no date, i). In particular, this work is influential on two key aspects of my work discussed in this appraisal. Firstly, academic advising’s positive influence on student retention and success (also discussed in sections 1.1, 2.1, 3.2 and 3.4). Drake (2011) highlights the consistent message from research into student persistence: academic advising is central, not only as one of three key critical elements for retention (the others being student connection to the institution and first-year programming) but as the vital link between them (p. 9). Secondly, ‘advising as teaching’ (also discussed in sections 3.2, 3.3, 3.4 and 5.2). Since Crookston’s (1994) distinction between *prescriptive* and *developmental* practices, and development from the former’s service orientation with the advisor as the repository and disseminator of course and university information, to the latter with advisor as teacher, mentor, facilitator, guide (Drake, 2013a, p. ix-x), NACADA has advanced idea of advising as teaching. Ryan (1992) compares effective teachers and effective advisors, encouraging faculty staff to regard advising as a fundamental element of their teaching and, conversely, to encourage advisors to regard teaching as a fundamental element of their advising’ (Drake, 2013b, p. 17). Drake (2013b) builds on these ideas to argue for the easy translation of effective teaching practices to advising and how the characteristics of effective teachers and teaching from the students’ perspective have close relevance to effective advising practices (pp. 21; 24-25). Drake (2013b) argues that, despite this relevance, these are not generally translated into the advising literature, mirroring my call in this appraisal for explicit links between holistic teaching approaches and personal tutoring to be made (sections 1.1, 2.1, 3.4, 5.1).

Beyond the US and UK, the content analysis found a low number of publications, similar to the UK situation (Troxel *et al.*, 2019). Despite the differences in context – ‘primary role advisors’ (where advising is an individual’s entire role) is the dominant model (Grey and Lochtie, 2016) - my examination of the work in the US showed elements are transferable. NACADA’s work on defining personal tutoring and professional development networks is discussed in **publication 3**. **Publication 5** discusses the implications for UK personal tutoring of NACADA’s work on professional standards, the evaluation of advising activity and research into its status and value. The relevance of non-UK work to our sector is synthesised in **publication 6**.

3.2 Understanding and defining the personal tutoring role (concern 1)

The first key concern meant engaging with definition as a shared understanding, the difficulties in arriving at such and different terminology. Noted in section 1.1, there is interchangeability of different terms for essentially the same activity, for example, ‘academic advisor’, ‘personal academic tutor’ and ‘academic mentor’ (Grey and Osborne, 2018; McGill, Ali and Barton, 2020; **Lochtie *et al.*, 2022**). **Publications 1, 3 and 6** interpret the key approaches of personal tutoring, coaching and mentoring as related but not the same (for example, effective personal tutoring may contain elements of coaching) and commonalities and subtle differences in terms of approach, core focus, context and how they help students (**Lochtie *et al.*, 2018**, p. 16).

Empirical research studies over the last 20 years gathered staff and student perceptions of the personal tutoring role which also identified, by implication, some functions and duties of the role. In addition, at institutional level multiple explanations for local audiences exist. Despite this, the studies convey that personal tutoring is undefined and there is a need for clarification and consistency (for example, Grant, 2006; Ridley, 2006; Wootton, 2006; Race, 2010; McFarlane, 2016). Personal tutors feel there is an assumption it will ‘come naturally’ (Owen, 2002, p. 15) through a ‘tacit understanding’ (Stephen, O’Connell and Hall, 2008, p. 449). More recent findings indicate an improved situation but continuing gap between students’ perceptions and experiences (Calabrese *et al.*, 2022). A lack of definition is often conveyed by personal tutors (for example Wootton, 2007; Mynott, 2016), something which is a cause of stress (Ridley, 2006; McFarlane, 2016) and shows they are not sure what to do in terms of both functions and good practice. From this research I extrapolated ‘what personal tutors want’ in order to inform my work: role clarity, greater confidence and competence in the role, more consistency and guidance on boundary issues.

These findings led me to interrogate what is meant by ‘definition’ and interpret it in two senses: *functions/responsibilities* (what can be referred to as transactional definitions) and *effective practice* (what can be referred to as developmental definitions), a delineation which can also be extended to wider guidance (discussed further in section 3.3). The work told me there was vagueness around both and personal tutors want developmental not just informational support (Walker, 2020a).

Publications 1 and **3** provide and discuss both these aspects by including skills, competencies and a single sentence definition of effective practice. **Publication 2** deepened the critical inquiry into definitions and their implications, and **publication 4** investigated the impact of such developmental definition and support.

I was cognisant of work which argues that attempts to apply a single definition to what is a complex activity - in terms of both context and the tutoring-student relationship/activity itself - ‘would be reductionary and a ‘one fits all’ approach would not serve to meet the needs of tutorial provision’ (Wootton, 2007, p. 157). After all, ‘there is no single correct approach’ to tutoring (Ridley, 2006, p. 132). Although **publications 1** and **3** provide a single sentence definition of effective practice at the outset, their further content represents a framework which encompasses this complexity through inclusion of both duties and effective practice which are interlinked, and within which there is flexibility of application to context. A single sentence definition of teaching would arguably be similarly reductive or even counter-productive. However, frameworks defining practice (in terms of both duties and effectiveness) abound, are long established and used across the UK and beyond, for example the *Professional Standards Framework for teaching and supporting learning in higher education* (Advance HE, 2023). As Ridley (2006) states, ‘Part of the problem appears to be the absence of a secure sense of what it means to be an effective personal tutor. Most new lecturers have a choice of models for other aspects of their work’ (p. 130).

Developments since many of the small-scale institutional studies which identify these needs can be said to provide a response in terms of indicative links to personal tutoring. The comprehensive *What Works* interventions (Thomas *et al.*, 2012; Thomas, 2017) provide actions which institutions and practitioners can take in relation to supporting student retention and success, with personal tutor actions being referenced (pp. 42-6; pp. 12, 22) and the subject of institutional projects (pp. 74-76, 80-81). Also, as I argue in **publication 4**, transactional and developmental definitions, and role clarification can be extrapolated from professional standards for personal tutoring, as discussed further in section 3.3.

My publications have discussed personal tutoring and teaching as ‘intertwined yet different’ and pre-existing studies ‘clearly show HE teachers’ views on tutoring’s particular demands and

requirements' (Walker, 2020, p. 2) without going on to debate the relationship between it and teaching. **Publications 1** and **3** discuss how the two activities have overlapping principles in terms of values, skills and approach. The research underpinning **publication 5** found differing views of the priority it has in an overall academic's teaching role ranging from marginal and subordinate to highly important, the former similar to the perception of a 'support role' ascribed to professional services staff, a term that may potentially be interpreted through a deficit lens (Picton and Kahu, 2021, cited in Picton *et al.*, 2024, p. 44). However, as teaching is only one of the structuring components of learning (Wenger, 1998), equally personal tutoring is one of the structuring components of teaching (Lochtie *et al.*, 2025). Latterly, in **publication 6** and developed here in this Critical Appraisal, I argue it needs to be positioned as a form of teaching *conceptually* as well as *structurally* in order for it to achieve the necessary status and value (the latter is discussed further in section 3.4). This builds on Stenton's (2017; 2018) work which defines tutoring as a dialogic encounter – there is no need to switch out of teaching mode and into student support mode, they are part of the same approach – and contends that 'learning talk' is the foundation of academic practice (Lochtie *et al.*, 2025).

Conceptually, my work on personal tutoring has been inspired by 'relational pedagogy' which puts relationships at the heart of teaching and can be seen as the foundation for co-creating learning and teaching (Bovill, 2020), and discussed in terms of 'relationship-rich education' (Felten and Lambert, 2020). Although a recent term, the idea has predecessors in Lowenstein's (2005) learner-centred approach and critical theorists have centred relationality in their understanding of learning, teaching, and education (for example, Freire, 1970; hooks, 2003; Noddings, 2004). US higher education research has emphasised the importance of relationships for learning, retention and belonging (for example Tinto, 2017; Strayhorn, 2018) even though these scholars didn't frame their research as fundamentally relational. Discussed further in section 5.2, my work aligns with recent proposals for an 'advising pedagogy' which incorporates approaches which are typically dialogic in nature and learner-centred including co-creation and relational pedagogy (Bovill, 2020; Felten and Lambert, 2020; Gravett and Winstone, 2022), advising theory (Lochtie *et al.*, 2025), transition pedagogy (for example Kift and Nelson, 2005; Morgan's 'Student Experience Transitions Model', 2022) and coaching approaches (Whitmore, 2002) (Lochtie *et al.*, 2025). These draw on ideas from the US context of Advising (Lowenstein, 2005; NACADA, 2006; 2017a; 2017b; Felten and Lambert, 2020).

In contrast to a transactional approach, which can be defined as a process of meeting the presumed needs of the learner rather than as mutual discovery and identification of needs (Biesta, 2006, p. 22), this pedagogy is characterised by 'a different, more social, human and nurturing approach' (Bovill,

2020, p. 2) and ‘emphasises that a meaningful connection needs to be established between teacher and students ... if effective learning is to take place’ (Ibid., p. 3). These tenets correspond to the ethos for effective personal tutoring, and echo a key headline outcome from the comprehensive *What Works* reports (stated in section 2.1) that the ‘human side’ of education and proactive holistic support are essential to achieve the ‘belonging’ at the heart of student retention and success (Thomas, 2012; Thomas *et al.*, 2017). For individual practice, it promotes the ‘equal partner not superior’ approach (referenced in Chapters 1 and 2) conveyed in **publications 1** and **3** where it is connected to delivery through coaching, and applied in **publication 7**. Proposed benefits include greater inclusivity, increased relevance of learning for students and enabling students to practise and develop democratic skills and capabilities (Bovill, 2020, p. 3). Discussed in **publications 2** and **6**, this conception of personal tutoring positions personal tutoring as a form of teaching (with the emphasis on relationships) and acts as a clarification for individuals and institutions.

Some see such emphasis on pastoral aspects and wellbeing as ‘therapisation’ of education, to be resisted because it reduces the individual student’s agency and can reinforce inequality towards marginalised groups (Ecclestone, 2004; Furedi, 2004; Ecclestone and Hayes, 2009; **Walker**, 2020a, p. 7). However, as Hyland (2006) argues and I contend in **publication 2**, this perceived shift is nothing more than ‘giving due and proper attention to the affective domain of learning’ (p. 302) and ‘may be exactly what’s required’ (p. 303). While concern about ‘doing everything for the student’ is a valid one (Stork and **Walker**, 2015a, p. 48), developing a proactive holistic approach represents a defence, and promotion of the fully-rounded teacher who knows the importance of the ‘affective domain of learning’ (Krathwohl, Bloom and Masia, 1964; Hyland, 2006) in enabling deeper rather than surface learning and responds to students’ needs as teachers always should (**Walker**, 2018, p. 11).

3.3 Professional development, support and systems (concern 2)

A summary of the shortcomings in support for advising in the United States led me to ask whether it applied equally in the UK context: ‘... to date, a unique and credible *body of knowledge* is non-existent, evidence supporting the *impact of advising* is insufficient, and a coherent and widely delivered *curriculum for advising* is currently unavailable.’ [my italics] (Habley, 2009, p. 82). Here, I discuss work developed since Habley (2009) relating to the elements of necessary support indicated by my italics and how my work has advanced them.

Transactional support and guidance - defined here as ‘what’ needs to be done in the role, in terms of the functions and responsibilities of the personal tutor - may be in plentiful existence through institutional policy and other materials. As discussed in **publication 3** and **4**, support and training for personal tutors differ in breadth and depth across organisations and is often informational / transactional rather than developmental. It can be minimal, as typified by brief and generalised descriptions in Lecturer role profiles and job descriptions, for example, ‘Provide effective tutor support to students at all levels of study’ (University of Bristol, no date), ‘act as first line contact for [students] for advice and support on academic matters, ensuring that students are directed to relevant support services when necessary’ (University of Lincoln, no date) and ‘Provide academic and pastoral support for both postgraduate and undergraduate students’ (University of Sheffield, no date). Having illustrated this insufficiency, the less researched area: *developmental*, relational support and guidance - defined here as ‘how’ the role may be performed in terms of effective practice – is called for and is what my work aims to provide. Provision of developmental support has increased in recent years, particularly embodied in professional standards of personal tutoring which connects to the measuring the impact of personal tutoring and its quality assurance.

With its longer history of professionalisation of the role, perhaps the closest existing provision of standards for personal tutor competencies and attributes comes from the United States in the form of NACADA’s three ‘pillars’. The ‘Concept’ (NACADA, 2017a) aims to define the role, the ‘Core Values’ (NACADA, no date, ii) describe seven key attributes of the Academic Advisor and the ‘Core Competencies’ are organised into three areas: ‘conceptual,’ ‘informational,’ and ‘relational’ (NACADA, 2017b). Are professional standards used to assess, evaluate, measure impact, or support? NACADA’s ‘Core Competencies’ (2017a) informed the development of the *Professional Development Framework for Advising and Tutoring* (UKAT, 2023) and focus on ‘knowledge,’ ‘skills’ and ‘understanding’. Of the latter’s four components: ‘Conceptual,’ ‘Informational,’ and ‘Relational’ and ‘Professional’, the third and fourth most closely represent skills and competencies. My work (in particular through **publication 5**) shows how they can provide guidance, support and role clarification (although not necessarily positioned this way), in addition to measuring impact or quality, therefore illustrating their meaningfulness to the practitioner and institutions. The specific skills, competencies and behaviours that comprise aspects of the UKAT framework can be seen to relate to a ‘curriculum’ for personal tutorials. Prior to this, but within the context of predominantly primary-role advisors in the US, Lowenstein (2005) asked ‘if advising is teaching, what do advisors teach?’ suggesting a curriculum for tutorials, as realised, for example, by Picton’s (2021) curriculum for Australian advising.

Each teaching subject has a clearly defined curriculum whereas personal tutorials do not, potentially a reason for their reduced status. **Publications 1 and 3** provide an indicative curriculum differentiated by level for different subject areas to interpret. For institutions, positioning personal tutoring as teaching can align it with the way teaching is organised (through timetabled sessions), monitored (through student engagement with the activity) and evaluated (for example, through programme evaluation). Doing so can establish personal tutoring as a core activity, enhance engagement with it (McIntosh, Gallacher and Chapman, 2022; Wright, 2022) and encourage a cycle of raised status and value between individuals and institutions.

3.4 Key challenges for personal tutoring at institutional and sectoral level (concern 3)

Encapsulated by two of the case studies in **publication 6**, challenges for personal tutoring occur at both meso (institutional) and micro (individual practice) levels. ‘Dissonant discourses’ exist between institutional committees, staff and students who have different interpretations of the role (Brown and Thomas in **Lochtie et al.**, 2022, p. 31) which can be said to translate into practice characterised as ‘Two people in a room that neither wants to be in for a purpose that is unclear to both’ (Powell and Prowse in **Lochtie et al.**, 2022, p. 115). Brown and Thomas (2022) argue that without exposure and examination of these dissonant discourses, ‘The contribution of personal tutoring ... is unclear, and there will never be a whole-institution approach or consistent student experience’ (p. 31). At the micro-level the activity is under-developed and under-supported with challenges in delivery (Owen, 2002; Ridley, 2006; Stephen, O’Connell and Hall, 2008; McFarlane, 2016; **Walker**, 2020a), summarised as ‘training opportunities for tutors can be superficial, lacking in sufficient depth and lacking in purpose’ (**Lochtie et al.**, 2018, p. 6). Such issues could be caused by ‘top-down’ effects at the meso- (institutional, organisational structures), exo- (external factors including educational trends) and macro- (overarching societal, cultural, and economic forces) levels. Personal tutoring can be chronically under-resourced (reflected in high ‘caseloads’ of tutees allocated to personal tutors), continually ‘under review’ as the convenient option for policy makers to use in combatting the many challenges which institutions face (**Lochtie et al.**, 2022, p. xv), and the purpose, models and structures of advising and tutoring not well communicated (**Lochtie et al.**, 2018, p. 6).

The literature thus diagnoses problems and conveys they pervade across levels. My work seeks to address these through ‘whole of institution’ approaches and affiliative, dialogic approaches to personal tutoring. **Publications 1 and 3** contain reflective questions and individual and institutional self-assessment systems on each personal tutoring theme. In **publication 6**, institutional case studies

provide real-world examples of how these have been applied. A charge often levelled at personal tutoring, particularly one-to-one tutorials, which can be used as justification for under-resourcing, is its cost-intensiveness (**Walker**, 2020a, p. 2). However, by clarifying the role to positively affect retention and success, it could be cost-saving (**Walker**, 2020a, p. 3) and relationship-rich environments can and should exist for all types of institutions, not just those who have the luxury of time with students (Felten and Lambert, 2020). The positioning of personal tutoring as relational pedagogy conceptually as well as structurally, as demonstrated in **publication 6**, provides a consistent discourse. Re-framing it as teaching, rather than looking at it as a separate support system provided by the university, we can apply a pedagogic lens to the activity and view it as an embedded academic practice (Dent, 2017). Likewise, it has recently been proposed that descriptions of personal tutoring are no longer as ‘an all-purpose backstop point of contact for students ... Instead, it is increasingly imagined as a core element of the academic provision of the university; wrapping around the curriculum to support and guide students on a development journey towards academic success and the acquisition of graduate attributes’ (McVitty and Maxwell, 2024). This positioning moves us towards transcending the traditional boundaries – between teaching, research and service/administration/knowledge transfer (Whitchurch, 2012, p. 3) - and dismantling some of the silos within universities related to the dynamic ‘third space’ (Whitchurch, 2008) between professional and academic spheres of activity (Whitchurch, 2012, cited in Picton *et al.*, 2024, p. 36).

The challenge of defining personal tutoring’s purpose has been attributed to the lack of a consistent conceptual framework at international level and that its focus and scope can depend on the values and culture of each institution (Hernández-Amorós and Martínez-Ruiz, 2024). In the United States, the Council for the Advancement of Standards in Higher Education (CAS, 2023) defines sector-wide standards for academic advising (broadly synonymous to the role of personal tutor, Grey and Lochtie, 2016) but UK regulatory bodies (such as the Office for Students, OfS) do not provide an equivalent for personal tutoring (Grey and Osborne, 2018, p. 2). The primary recognised national framework and standards for teaching and learning - the *Teaching Excellence Framework* (TEF) (OfS, no date, ii) and the *Professional Standards Framework for Teaching and Supporting Learning* (PSF) (Advance HE, 2023) - lack explicit reference to personal tutoring unlike other, arguably comparable, teaching and learning activities, for example, assessment (cited in the latter as Area of Activity A3, p. 5). Some may counter that it is covered under Area of Activity A4, ‘support and guide learners’ (Advance HE, 2023, p. 5). Also, by the inclusion of ‘supporting learning’ in the title of the PSF and the TEF’s ‘student experience’ indicator which includes ‘academic support’ and ‘student voice’ (OfS, 2022b, p. 43), personal tutoring is - albeit, arguably implicitly or inferred - incorporated into these key frameworks. My empirical research investigating whether this is perceived as sufficient by key

professionals across the sector (**publication 5**) found the majority believed distinct professional standards are necessary to meet personal tutoring's particular skill set. Furthermore, since evidence from personal tutoring practice could be used to support TEF claims then, arguably, it is sufficiently important for separate professional recognition (**Walker, 2020b**). Standardisation then is needed but not in the form of rigid prescribed practices, rather as a foundation for the approach and design of personal tutoring (Ponce *et al.*, 2022) and as a framework within which it can be tailored to institutional, subject discipline and student cohort situations (**Walker, 2020b**).

My research revealed two connected reasons for the reduced value of tutoring elicited by the literature: little measuring of impact of the activity and the perception of it as subordinate to other teaching activity. **Publications 1** and **3** provide ways to undertake the former, differentiating, while acknowledging the link, between individual and institutional measures and thus raise its status and value at both levels. My work also illustrates how discrete professional standards can measure impact and asked whether they add value. Existing research into the same question for professional standards for teaching act as a helpful comparison. Some research conveys a 'split in sector opinion' (Botham, 2018, p. 166) while other work shows their use in a 'myriad of ways' including 'to underpin initial and continuing *professional development* ... to act as a *national benchmark*, to provide an *aspiration for staff*, to underpin *promotion and probation policies*, and to *change the language* of learning and teaching.' [my italics] (Turner *et al.*, 2013, p. 50). Do personal tutoring standards have the same use and associated benefits? Regarding underpinning *professional development*, advances have been made following the establishment of UKAT's standards in 2019 (discussed in section 3.3) and associated professional recognition award scheme conveying qualification which is central to positively affect status, value, and 'recognition' in its wider sense (**Walker, 2020b**). Similarly, in terms of *national benchmarking* (and linked to *promotion* and *probation*), these and other standards can be used for minimum expectations for personal tutoring practice (**Walker, 2020b**). However, the extent of this progression is arguably limited (in comparison to their teaching equivalents) given, as referenced in 1.1, UKAT members, at the time of writing, account for approximately 40% of mainstream providers and the standards may only be used in this way by those few individuals within these institutions undertaking the qualification. This is related to key differences associated with the PSF, the recognised teaching professional standard, resulting in a much wider scope and influence. It underpins the two awards which are typically a contractual requirement for teaching in HE: Postgraduate Certificates and Fellowship of Advance HE. The Office for Students' conditions of registration (OfS, no date, iii) insist HE teachers are suitably qualified and institutions' reporting of Fellowships to the Higher Education Statistics Agency (HESA) inform several university rankings (Advance HE, 2022). At December 2024, 198,741 (including 18,800 from outside the UK) have gained

Fellowship since the framework was first introduced in 2011 (Advance HE Connect, 2024). Advance HE accredits the majority of mainstream HE providers, 121 at December 2024 (Davies, 2024). In comparison, 622 individuals have gained UKAT awards from 59 institutions, 48 of whom are UKAT institutional members (Grey, 2024b; UKAT, 2024), albeit the scheme only commenced in 2019. Without contractual necessity, the *aspiration of staff* to undertake the personal tutor role effectively and, in turn, the value and status it holds (both for individuals and institutions) will arguably always be limited. Evidence suggests Fellowship enhances individual practice (Turner *et al.*, 2013; Spowart *et al.*, 2020; Turner and Spowart, 2022), career progression and furthers an institution's strategic ambitions (Lawrence, Fitzpatrick and Craik, 2022). Given, at present, there is only anecdotal knowledge that some institutions have formally or informally required UKAT professional recognition as a criterion for academic promotion and no study yet about it directly impacting the student experience (due to capacity) (Grey, 2024b), further work is needed to provide equivalent evidence for personal tutoring standards and recognition.

3.5 How each of my publications relates to themes from the literature

Having reviewed the literature and identified the themes arising above, Table 3 shows which themes raised are addressed in particular publications.

Table 3 - Themes arising from the literature review addressed in the submitted publications

	Publication						
Themes from the literature	1	2	3	4	5	6	7
Definition and role clarification	✓	✓	✓	✓	✓	✓	
Functions / responsibilities	✓		✓		✓	✓	✓
Skills and competencies	✓		✓		✓	✓	✓
Guidance and support	✓		✓	✓		✓	✓

Effective personal tutoring (quality)	✓	✓	✓	✓	✓	✓	✓
Measuring impact	✓		✓	✓	✓	✓	
Professionalisation / standards / status and value	✓		✓		✓	✓	
Student retention and success; widening participation; Inclusivity; Student Support	✓		✓			✓	✓

The relative coverage of the themes reflects the nature of the publications and associated research from which they arose. Having identified key themes from the literature, **publications 1, 3 and 6** represent critical synthesis, interpretation and application of these, and the focus on particular key aspects reflect the empirical investigations underpinning **publications 2, 4, 5 and 7**.

Chapter 4 – Enhancing practice through an action research methodology

Given my research followed several years of practice and management, my journey reflects a movement from ‘reflection-in-action’ to ‘reflection-on-action’ (Schön, 1983) and the work as a whole aligns with the aims of action research to change ‘practitioners’ *practices*, their *understandings* of their practices, and the *conditions* in which they practise’ (Kemmis, 2009, p. 463). First conceived of by Lewin (1946), ‘action research’ was developed by Kemmis by providing examples of what it means in different settings (Carr and Kemmis, 2003; Kemmis, 2009; Kemmis and McTaggart, 2014), and applied to teaching by McNiff (2013). As one who uses practice as research and vice-versa, the two are intertwined in my work, and my approach and researcher position is one of a ‘practitioner researcher’.

Since my theory of knowledge (epistemology) comes from the core value of learning from practice (section 2.1), action research is the underlying philosophy informing my research methodology and associated publications, and frames this Critical Appraisal where it is used to interpret and evaluate them. I have asked McNiff and Whitehead’s (2011) questions for undertaking action research (set out in Chapter 2) of my practice, which formed my research and associated publications, and of the work as a whole within this Critical Appraisal. These layers through which action research manifests itself and the relationship between them are shown in Figure 4.

Figure 4 - The layers of action research and the relationship between them in my work



This chapter further answers ‘What did I do?’ (section 2.2) in research methodology terms by firstly discussing action research as a theory of knowledge and underlying philosophy before examining the action research methodologies used in the research underpinning the publications and the rationale for such to address my concerns. It ends by considering my theory of self (ontology) and how my researcher role manifests this.

4.1 Underlying philosophy

As discussed in section 2.1, I identified a concerning difference between my educational values and practice - supporting the whole student through personal tutoring and the neglected attention to the latter - and my thinking turned to questions, solutions and actions, a process which corresponds to Whitehead’s (1985) action reflection cycle for teacher action-researchers:

I experience a problem when some of my educational values are negated in my practice.

I imagine a solution to my problem.

I act in the direction of my solution.

I evaluate the outcomes of my actions.

I modify my problems, ideas and actions in the light of my evaluations. (p. 98)

To answer my initial questions and those generated as my research evolved, and address my accompanying concerns, action research was the most appropriate methodology. The answers provided new content to reveal, reconsider, revise and thus enhance personal tutoring practice.

Rather than reified (unchanging), my theory of knowledge (epistemology) is centred on learning from, and applicability to practice combined with a desire to bring about change through a transformative cycle of action and reflection (Kemmis, 2009). Action research positioned me as an ‘interpreter-of-practice’ (Bath, 2009, p. 215), one immersed in practice and therefore best placed to focus on the most pertinent issues about which I care most, arguably more so than a researcher who is more peripheral to practice. By creating relatable connections between my observation (and subsequent research) and the wider world of practitioners beyond my own immediate context, the work represents a virtuous join between research and practice acknowledging the dynamic links between them. I faced the challenge shared by many educational researchers, ‘that there are many variables and usually little data’ and, as a result, ‘scientific generalisations cannot be made, nor usually probabilistic generalisations’ (Bassey, 2001, p. 6). In section 2.3, I argue that the validity of

my work is realised through Bassey's (2001) conceptions of 'generalisability' and 'relatability', both aided by the fit between my research context and that of those who apply it (Schofield, 2002).

4.2 Methodology used in the research projects and publications

Table 4 summarises the methodology used in the research underpinning each publication linked to the concern addressed.

Table 4 – Research methodology, aims and questions underpinning the publications linked to the concern/s addressed

Publication/s	Concern/s	Research methodology, activity, participants, design and analysis	Aims (books) Research questions (research papers / book chapter)
1, 3	1, 2, 3	Longitudinal Critical synthesis, analysis, interpretation of literature into themes, case studies and activities	<ul style="list-style-type: none"> To provide a framework of effective personal tutoring for individuals and institutions in the contexts of further and higher education
2	1	Critical synthesis, analysis, interpretation of literature	<ul style="list-style-type: none"> How can personal tutoring be further defined through deeper analysis?
4	2	Primary / empirical research Semi-structured one-to-one interviews with personal tutors at the University of Lincoln ($n=8$) Qualitative data Within-method triangulation (Denzin, 2017) to seek a holistic view of a complex phenomenon (Cohen, Manion and Morrison, 2017). Interpretative Phenomenological Analysis (Lyons and Cole, 2021) and comparative content analysis (Braun and Clarke, 2006; Bryman, 2015).	<ul style="list-style-type: none"> What are personal tutors' perceptions of their effectiveness in supporting students? Prior to the provision of tailored personal tutor professional development resources, what resources and support do personal tutors draw on and how useful do they feel they are? After engagement with tailored personal tutor professional development resources, what is the impact of them on personal tutors' perceptions of effectiveness in supporting students?
5	3	Primary / empirical research Survey of sector-wide personal tutors / leaders; ($n=57$) Quantitative and qualitative data Survey with multiple choice, scaling / ranking, closed and free text question types Numerical analysis; Inductive coding and	<ul style="list-style-type: none"> What is the relevance, adequacy and usefulness of pre-existing standards for personal tutoring? What is the necessity for, and potential benefits of, distinct tutoring standards and what skills and competencies should populate them? To what extent do professionals perceive tutoring to be valued, rewarded, and recognised and how may

		thematic content analysis	professional recognition address this?
6	1, 2, 3	<p>Collation and selection of case studies against criteria</p> <p>Critical synthesis, analysis interpretation of literature</p> <p>Thematic analysis of case studies to determine thematic grouping aligned to themes of publication 3</p>	<ul style="list-style-type: none"> • To examine how the key challenges for the sector related to personal tutoring manifest themselves within institutions and how they are being tackled • To evaluate how institutions have applied the approaches from my professional development framework in a real-world context • To discuss how personal tutoring can be positioned conceptually and structurally as a form of teaching and how this may be of benefit to individuals and institutions
7	1	<p>Semi-structured one-to-one interviews with international postgraduate students (n=6)</p> <p>Purposive sampling</p> <p>Interviews - reflexive and iterative approach undertaken (Alvesson and Skoldberg, 2017)</p> <p>Coding for themes (Braun and Clarke, 2006)</p>	<ul style="list-style-type: none"> • How can social identity mapping support the transition of students into and throughout HE in a personal tutoring context?

Concern 1 - Understanding and defining the personal tutoring role

The longitudinal research underpinning **publications 1** and **3** allowed for broad and deep learning across multiple aspects of the topic. Through critical synthesis and interpretation which translated the literature and experience into themes, case studies and critical thinking activities, its outcome was a definition of and framework for effective practice. In **publication 2**, a methodology of critical synthesis enabled a deeper enquiry into and greater theorisation of the topic of definition. Informed by critical pedagogy - which focuses on students and staff co-creation to challenge existing views (Bovill, 2020; Darder, Baltodano and Torres, 2023; Giroux, 2024) - it ends by considering the potential implications for organisations, those undertaking the role and students.

Seeking perceptions of definition, effective practice and challenges from those undertaking the role, **publication 4**'s research methodology employed gathering qualitative data from semi-structured interviews and a thematic analysis of depth given the relatively a small sample size (determined by the resource available). Finding much commonality between the perceptions and the definition of effective practice in **publications 1** and **3**, it provides an empirical basis for them.

The survey questions for **publication 5** asked a representative sample of sector-wide professionals most involved in the delivery and leadership of personal tutoring to identify and comment on the most pertinent skills and competencies. It further addressed concern 1, built on the prior research and engaged a larger sample size. The question design (see Table 4 above) enabled gathering of both quantitative and qualitative data to gain as much meaningful data as possible in a study seeking views on a subjective topic.

The research underpinning **publication 7** examined the usefulness of using a visual tool - (a 'social identity map' developed by the co-authors) based on social identity mapping (SIM) and identity change (SIMIC) (Cruwys *et al.*, 2016; Ng *et al.*, 2018) - in one-to-one tutorials. Although another relatively small sample size (see Table 4 above), the rich interviews with student participants - focused on going beyond opinion and trying to understand actions, behaviour and choices (Schultze and Avital, 2011) - and subsequent thematic analysis of the qualitative data allowed the forming of a holistic view of a complex phenomenon: students' perception of a key purpose of the personal tutor role (supporting transition into and throughout HE).

Concern 2 - Professional development, support and systems

In **publication 4**, I gathered detailed data from personal tutors on the challenges of the role and what professional development would help in overcoming them. As such, and as mentioned in

Chapter 2, I sought involvement with Schön's (1983) 'swampy lowlands' of specific contexts, and individual experience and perception, where problems are 'messy and confusing' whilst also, in the conversations and analysis of the data, making connections with the 'high, hard ground overlooking the swamp' (McFarlane, 2016, p. 86) of coordination, management and policy. The two sets of interviews at two points of the academic year (pre and post the intervention of key developmental resources) enabled the gathering of comparative data, the analysis of which found positive impact and formed the recommendation of wider developmental support for personal tutors. **Publication 5's** research, where a wider pool of participants were asked about professional development needs, gathered numerical and qualitative data - the blend of which enabled assessment of the extent of opinion and richer information - and found that standards provided guidance but also, more widely, a minimum benchmark for practice.

Concern 3 - Key challenges for personal tutoring at institutional and sectoral level

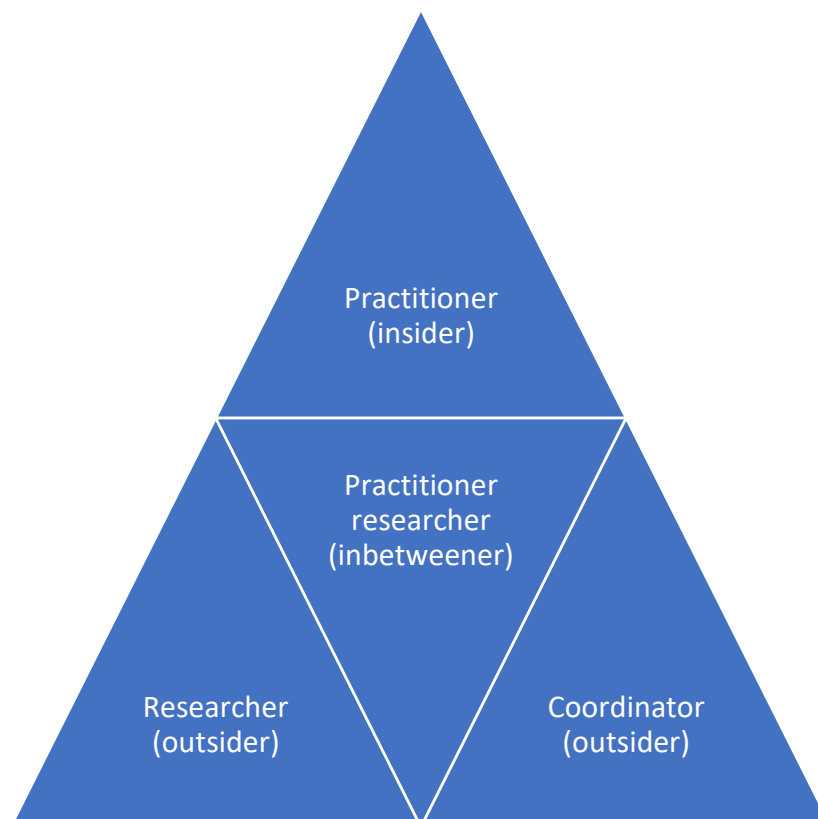
The rationale for the survey question design (detailed in Table 4 above) and using a sector-wide research population for **publication 5** was to gain as much meaningful data as possible on key shared challenges. As foregrounded in Chapters 1 and 2, both this research project and the research programme taken as a whole identified the key challenges for personal tutoring in contemporary HE. These include standardisation, professionalisation, recognition (both 'institutional' and 'professional' through accreditation), status and value, all of which are covered in depth in my publications.

4.3 My researcher position and core values

The programme of research and the methodologies used in meeting its aims stem from the core value of learning from practice. It reflects the roles of practitioner, coordinator and researcher which provide different lenses through which I am able to perceive the data, and which have formed my ontological and researcher position. I am an 'insider' by virtue of analysing my own practice while, simultaneously, an 'outsider' 'looking from above' from the positions of leader and researcher, and therefore an invested 'inbetweener' researcher (Milligan, 2016) - one who makes active attempts to place themselves 'in between' (p. 248) the positions of viewer and participant. The interconnected relationship between these, resulting in my position of 'practitioner researcher', is shown in Figure 5. This complements the relationships represented in Figure 2 (section 2.2), which conveys the

interconnected activity resulting in my publications to address concerns. Here, the interface of positions which inform and reflect that activity is demonstrated.

Figure 5 – The different lenses through which I interpret data and my researcher position

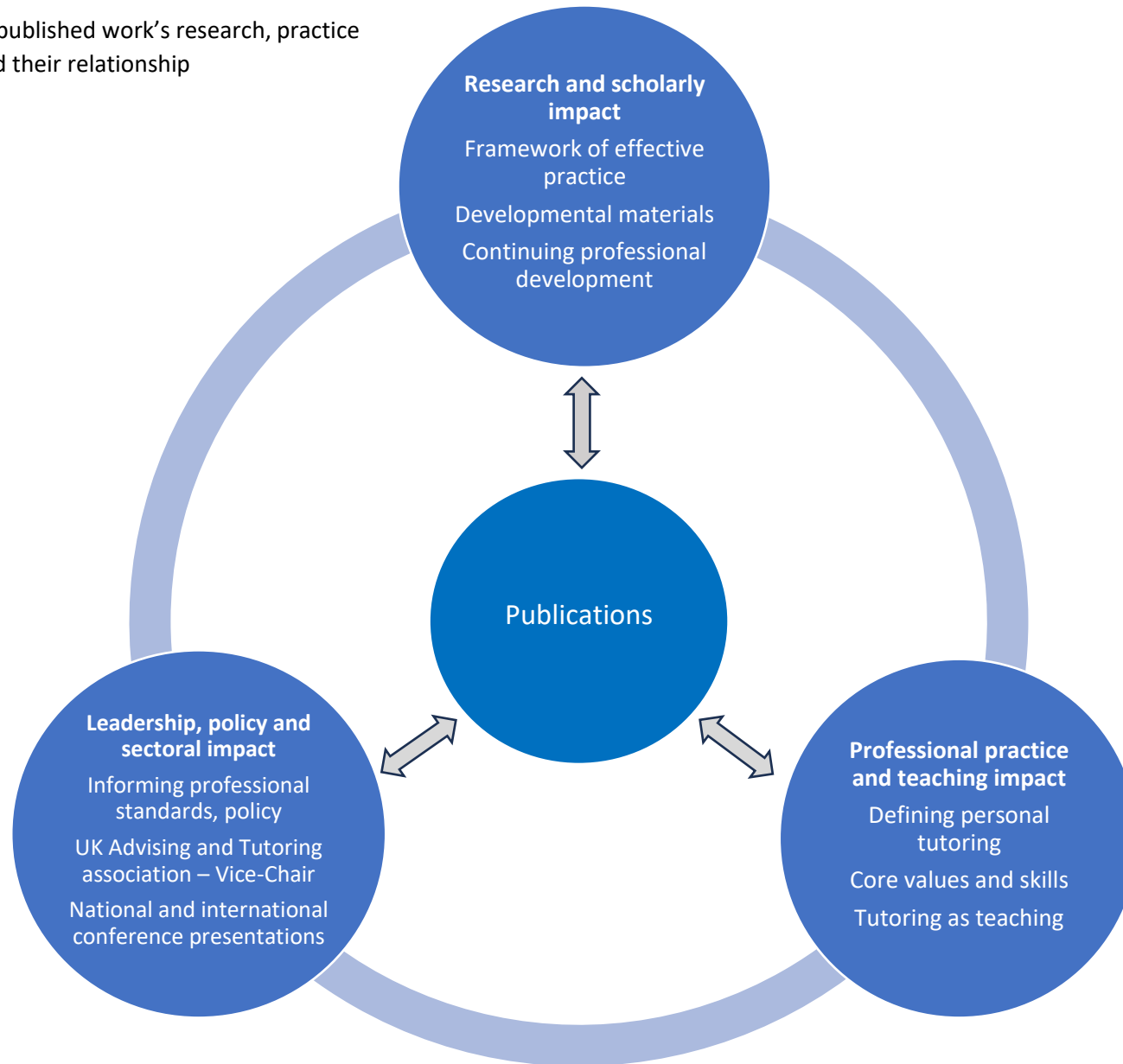


Questioning what makes one an insider or outsider in any given situation (Mercer, 2007), the dichotomy has been usefully challenged recognising that one can be both at the same time (Dhillon and Thomas, 2019). The earlier publications can be said to represent more the insider position, with later publications representing both insider research in terms of coordination and leadership of personal tutoring and outsider research in terms of taking an ‘elevated’ view for the purpose of analysis. Additionally, my position as co-creator, one who gives to and receives from other researchers and professionals to mutually produce support and development for personal tutoring, is illustrated by the collaborative nature of several of the publications.

Chapter 5 – Contribution, future directions and concluding reflections: a cycle of enhancement between research, practice and influence

This chapter focuses on McNiff and Whitehead's (2011) final question in undertaking action research, 'how do I explain the significance of my research?'. Through undertaking this work, alongside acquiring institutional and sectoral leadership roles, I formed an evidenced-based framework for professional development which has made a significant contribution at practitioner, institutional, national/sectoral and international levels (as shown by the endorsements and testimonials received, **Appendix B**), and in a variety of ways such as the professional development programmes of HE institutions (**Appendix C**). The question of what 'significance' means is discussed in **publications 1, 3 and 4** through problematising 'proving/measuring impact' in relation to personal tutoring and emphasising the importance of positive *change, change over time* and how impact can be both analysed and felt at different levels. From the outset, applicability has been central to my methodology and research outcomes, and is understood not only as direct adoption of practice but influencing how practitioners think and what they believe. These principles inform how I discuss impact in relation to the body of work as a whole in this chapter through examining its influence on key 'stakeholder' areas: research, practice/teaching, and leadership and policy for the sector. I then discuss its place in, and informing of current and future practice, thinking and research on personal tutoring before considering the next steps for me and others to build on this body of scholarship. Reflecting the triangulation of practice, leadership and research to enhance personal tutoring (section 2.1), impact in each area guides further action I undertake in the others. Thus, the work represents the interrelated dynamic relationship between these impacts and the publications (and the alignment between them) as shown in Figure 6.

Figure 6 – Summary of the published work’s research, practice and leadership impacts, and their relationship



5.1 Research and scholarly impact

The body of work has advanced research in the field in two principal ways. Firstly, the professional development framework it provides – through its conceptualising of effective personal tutoring practice in particular regarding definition (including role clarification), approach and positioning – has been used in several subsequent studies which use them as the basis for their empirical research. Secondly, it is part of a new pattern of thinking about and theorising personal tutoring in UK HE within recent work, some of which directly builds on its foundations.

The developmental approaches in my work discussed extensively in this Critical Appraisal are built on by Rogerson *et al.*'s (2024) recommendation of developmental models of advising (personal tutoring) and Reimers (2022) who uses the definition of effective practice (**publications 1 and 3**) and the developmental resources examined in **publication 4** to argue for training programmes based on conceptual and relational aspects which include scenario-based activities (examples of which are provided in these publications).

Wakelin (2023) and Hallam (2024) reinforce a key theme in my work, the need for role clarification (and the associated purpose of tutorials and confidence of tutors), and empirical evidence is conveyed by other recent research showing the importance of this to support minoritised students (Rogerson *et al.*, 2024), achieve institutional effectiveness (Barton, 2023) and challenge institution-specific definitions arising from their culture (Hernández-Amorós and Martínez-Ruiz, 2024). Hayman *et al.* (2022), citing my work significantly and building on its examination of tutor perceptions, use the theoretical lens of Role Theory (Biddle 1986) and Role Strain Theory (Goode, 1960) to analyse data from tutors and elicit the negative impact of role multiplicity and intra-role accumulation.

'Inspired by the discussion of core values and skills of the personal tutor (**Lochtie et al.**, 2018)', McGill, Ali and Barton (2020, p. 6) examine data from leaders in Academic Advising in the US, thus providing an international application of and evidence for this aspect of the work. Included in the same international collection as **publication 5** to which it corresponds, it conveys a comprehensive analysis of professional standards to elicit key skills and competencies, further developed by Barton (2023) who directly builds on the key issues identified in my work – professional development, skills and values, reward and recognition – as central to enhancing institutional support for personal tutors.

Theoretically developing my work, Partington (2020) argues personal tutoring is a key aspect of ‘learner-centric pedagogy’ (p. 1) and that we need to move beyond its primary functions of preventing, identifying and addressing non-engagement - where engagement is understood only as a particular set of behaviours – to nurture students’ reflexivity to accommodate pluralised ways of learning (p. 9).

My body of work has both informed and is part of new theoretical perspectives. These ideas have developed into a call for a well-articulated ‘pedagogy of personal tutoring’ through ‘advising pedagogy’ (Lochtie *et al.*, 2025) and ‘advising [personal tutoring] as teaching lens’ (Lowenstein, 2005, p. 65; Picton *et al.*, 2024). McIntosh’s (2025) ‘Fundamental Principles of Advising’ were developed from evidence across the sector, including my work on definitions in **publications 1, 2 and 3**, and Picton’s (2024) study exploring shared principles for cross university approaches applies them to the Australian context finding the developmental and student-centred aspect to be central to effectiveness. ‘The Features of Prescriptive, Developmental and Learner-Centred advising models’ (McIntosh, 2024, adapted from Lowenstein, 2005 in Lochtie *et al.*, 2025) extends ideas to clarify personal tutoring approaches. As in my work, it draws on US theories of Advising, both representing an original application to the UK context.

5.2 Professional practice and teaching impact

My work’s impact on professional practice is demonstrably evident through its adoption by multiple universities, both within the UK and beyond, as a form of professional development. This has significantly supported those undertaking the role and enhanced their practice, as evident in the testimonials and resources provided (**Appendix B, Appendix C**).

Does the framework of effective practice proposed represent an unattainable ‘ideal’ in the contemporary HE environment? The case studies and critical thinking activities in **publications 1 and 3** ask readers to discuss applicability to the real HE context within which they work. As shown by its title, **publication 4** specifically engages with ‘tackling the personal tutoring conundrum’: whether what creates the need for a ‘personalised learning experience’ (greater number of students presenting with complex support needs) simultaneously makes it impossible to deliver with any effectiveness (the resulting, perhaps unmanageable, workloads). Potential solutions are offered through eliciting how developmental support and the use of standards progress status, value and professionalisation, and cost-effectiveness (**Walker, 2020a**). Regarding the ‘equal partner’ approach, is absolute equality between student and tutor achievable and what the former would actually want? Rather, the approach is individualised, recognising independence as a scale on which each

student is at a different starting point, and seeks to provide a mutual space where, with guidance, each can move towards equality through 'scaffolded independence' (Spiro, Henderson and Clifford, 2012) across their study period.

Publication 7 represents an inquiry into the innovative application and benefit of a holistic approach using a visual tool in the personal tutoring context which complements other interventions (specific tutorial activity) promoting belonging and linked to social identity theory (Taylor, 2022). It develops **publication 3's** discussion of personal tutors' role supporting students' transition into (and throughout) HE and its focus on issues pertaining to international students - whilst also discussing and proposing the usefulness of the approach to the wider student body - is a new avenue in my research.

Publication 1 and **3's** content, representing a framework for the practice, coordination and theory of effective personal tutoring, has been adopted and applied by several UK HE institutions (including and beyond those in which I have been directly employed) and some international universities. A variety of continuing professional development (CPD) activity is based on the work's content, principal examples of which are as follows (links are provided in **Appendix C**). Content was adapted for a nationally and internationally used online interactive e-learning programme with associated resources produced as part of the Intervention for Success project (OfS, no date, iv) and **publication 4** provides empirical evidence of their positive impact. Created at the University of Lincoln, they are creative commons licensed, being therefore universally available as open access materials and were adopted for use at the University of Lincoln, University of Huddersfield, Coventry University and Nottingham Trent University. Their content formed the basis of the University of Lincoln's, 'Tutoring the Tutors' programme and resources, workshops, webinars and an e-learning programme at Manchester Metropolitan University. The work significantly informed the content of UKAT's *Tutoring Matters* (UKAT, no date, i), a sector-wide webinar series with a national and international audience of personal tutoring practitioners, leaders and researchers and of which I was the founder. It is embedded in Oxford Brookes University's comprehensive online guidance and professional development offer for Academic Advising (including university-wide mandatory training). Content is used as a central resource in institution-wide training of personal tutors and academic advisors at Sheffield Hallam University, St Mary's University (London), Middlesex University (London), Swansea University, the University of Southampton and the University of Derby. It was central to the development of Academic Advising modules produced by the Regional University Network in Australia.

Addressing the concern, discussed in sections 1.1 and 2.1, that personal tutoring should have a meaningful place in teacher education programmes, the 2015 and 2018 books are embedded into the syllabus content and reading lists of teacher education programmes (for example, the Postgraduate Certificate in Education, Post-Compulsory Education and Training, Sheffield Hallam University), and several Postgraduate Certificate in HE teacher training courses (for example, those at Manchester Metropolitan University and Oxford Brookes University).

5.3 Leadership, policy and sectoral impact

The far-reaching impact of my work is demonstrated by its contribution to the institutional policy and strategy of UK and international universities, and that of the leading sectoral body for personal tutoring. Primary examples include my leading role in producing Oxford Brookes University's Academic Advising strategy and policy (Oxford Brookes University, 2022; 2023) and accompanying professional development programme. Ensuing from this work, the university's international teaching and learning conference in 2025 has academic advising as its theme. Along with equivalent programmes I created at Manchester Metropolitan University and the University of Lincoln, all these initiatives are underpinned by the framework represented by the work. Notable international applications include the work's central role in establishing and developing Advising in the Australian regional context at the University of The Sunshine Coast (**Appendix B**) and informing of strategy at the University of Lisbon, Portugal and the Autonomous University of Baja California, Mexico where I have been invited to collaborate on a consultancy basis (**Appendix E**).

During the time of this research I have been involved with the work of UKAT, the leading national association for personal tutors and academic advisors, and was successfully appointed as Vice-Chair in 2019 for a two-year term. My work enabled me to advance its vision 'for every higher education student to experience effective personal tutoring and academic advising which personalises their learning and enables them to flourish' and its mission 'to advance effective personal tutoring and academic advising, transforming advising practice' (UKAT, no date, ii). It facilitated evidence-based informing of a number of this organisation's key initiatives – including the international webinar series *Tutoring Matters* (which I created) and its professional development framework, standards and recognition – with the resultant influence of growth in membership and raising of the status and value of personal tutoring in the sector.

As a case study collection aligned to the themes of the work (**Lochtie et al.**, 2022, pp. xxi-xxiii), **publication 6** embodies its use by several universities including evidence of positive impact on staff

and student outcomes (13 case studies cite the work directly) and my introduction interprets the meaning of these studies taken as a whole for the sector-wide audience. The ‘self-assessment system’ within **publications 1** and **3** enables individuals and institutions to evaluate their progress against their key themes and the work has been embedded in strategy and policy, for example, Oxford Brookes University’s (2022; 2023) Academic Advising Strategy and Policy.

The question of how the impact of personal tutoring can be measured (a historically neglected one, as discussed in section 3.4) is interrogated in **publications 1** and **3**. They ask what is meant by ‘measuring impact’, acknowledge the challenge of doing so in relation to aspects such as students’ ‘emotional wellbeing’ and ‘confidence’, and analyse prior work on measuring impact within education - for example studies on student confidence (Dutton *et al.*, 2004), information literacy (Streatfield and Markless, 2008) and student support services (AMOSSHE, 2011). **Publications 1, 3, 4** and **5** impart ways in which measurement can take place including identifying what is to be measured, quantitative and qualitative measures at institutional and individual/team/departmental level (for example retention, attainment and success rates, peer observation, quality audits, surveying, intervention analysis) and the use of professional standards (Lochtie *et al.*, 2018, pp. 185-91). The paucity of primary research into personal tutoring and empirical evidence of its impact (section 3.1) was a motivation for **publications 4** and **5** which provide evidence of the influence of developmental tutoring and standards’ role in minimum expectations and effective practice respectively. Ways to address the challenge of linking data to personal tutoring activities (and thus measuring its impact) have recently been elicited by conceiving of academic support as complex systems involving people, data and theory so institutions can evaluate them (McVitty and Maxwell, 2024) and, developing content within **publication 3**, through application of a theory of change to tutoring (Lochtie *et al.*, 2025).

Even in the US context of primary role Advising, McGill (2019) argues that the role has not yet met the sociological and societal conceptions of a ‘profession’. Taken as a whole, my research represents a significant step in advancing the professionalisation and recognition of personal tutoring in UK HE by providing evidence of the need for such and discussing ways this can be achieved. **Publications 1, 2** and **3** show how the professional standards available at the time – the *National Occupational Standards for Personal Tutoring* (FETN, no date), mainly used in the further education sector – can be used for clarifying the role (definition), informing tutorial content and measuring impact. My research has both contributed to and been influenced by the work of the UKAT. Sections 2.2, 3.3, and 3.4 discuss **publication 4**’s outcoming recommendation for discrete personal tutoring standards for HE and **publication 5**’s provision of evidence to support this, perceived benefit and use, and

relevant skills and competencies to populate standards. At the time of the research, UKAT developed such in its *Professional Development Framework for Advising and Tutoring* (UKAT, 2023). The leadership challenges in personal tutoring – organisational models, staff having adequate skills, staff workloads, monitoring and evaluation – which a community of practice recently established by UKAT seeks to address (Grey *et al.*, 2024) parallel those uncovered and confronted in my work. The case studies within **publication 6** provide real-world examples of professionalisation of the role (for example through application of standards) from universities across the sector. My work extends the influence of personal tutoring standards by providing evidence for their need in discrete form and benefit (**publication 5**), application of their concepts/competencies (case studies, scenarios in **publications 1, 3 and 6**) and interpretation of them for practice and the sector (**publications 4 and 5**).

5.4 Implications for current and future practice

Current influence and dissemination of the work is evident from its wide inclusion in recent national and international research. **Appendix D** shows the extent of citations (23% of which are international), book sales figures and a bar chart showing the citations of the work in literature on personal tutoring since 2019. Its inclusion in recent national and international conference presentations is shown in **Appendix E**. The currency of the framework and themes of my 2018 book (**publication 3**) is indicated by the publisher's request for a second edition which is in progress and to be published later in 2025. Its new content – including further development of tutoring curricula and 'advising [tutoring] as teaching' informed by US models - is illustrative of future directions and responds to the call for an advising pedagogy as discussed in section 5.1. Picton (2024) calls for a repositioning of the concept of advising [tutoring], 'away from 'advising as support', where advisors react to student challenges, to advising as teaching and development, where advising is a strategic concept ingrained within all university activities' (p. 3). This concept will continue to evolve 'from one-to-one advising functions that respond to student challenges, to dynamic and proactive contributions to learning and teaching, curriculum design, policy, and staff development as a more proactive mechanism of developing students' capabilities, skills and competence' (p.2).

5.5 Next steps for research in the field

Having appraised this body of work, a number of possible next steps to build on its contribution present themselves. The student voice in relation to this work needs to be heard through an assessment of the impact of the provided framework on students in terms of both perceptions of effective personal tutoring and outcomes. The research for **publication 5** examined the anticipated benefit and impact of distinct personal tutoring standards at the time they were being published. Now established and six years hence, it is important to investigate their actual impact, for example with those gaining the associated professional recognition. This work could build on and learn from the prior studies examining the impact of teaching professional standards and recognition schemes discussed in 3.4 (Turner *et al.*, 2013; Spowart *et al.*, 2020; Turner and Spowart, 2022). Moreover, there is a need to revisit the debate raised in my work about the relationship between tutoring and teaching standards in terms of synergies and potential connection, exemplified to an extent by new frameworks for the sector such as the *Framework for Student Access, Retention, Attainment and Progression* (Advance HE, no date, i), the *Student Needs Framework* (Advance HE, no date, ii), *Compassionate Communications in Higher Education* (Academic Registrars' Council, no date) and *A Competency Framework for Responding to Students in Distress* (Advance HE, no date, iii), the last of which represents Advance HE and UKAT collaboration. Section 5.1 considers 'personal tutoring pedagogy' and 'advising pedagogy' proposed by latest work. The establishment of this term and its key characteristics in recent work is, without doubt, welcome in progressing effective institutional and individual personal tutoring. However, now is a pertinent time for a synthesis of these differing descriptions of this pedagogy to provide consistency for individuals and institutions, work which is underway in the second edition of **publication 3** (Lochrie *et al.*, 2025) and which could be usefully furthered through a scoping review incorporating their relation to other analogous classifications such as 'compassionate pedagogy' (Killingback, Tomlinson and Stern, 2024).

Alongside this second edition, other work I am currently progressing will generate further engagement with my findings and resources. I am planning a co-authored article on effective personal tutoring of 'colleague learners' on HE teacher training courses (such as Postgraduate Certificates in Higher Education) which will focus on the potentially powerful effects of role modelling of practice for colleagues' own tutoring and the relational balance between learner and colleague. Further current work, characterised by a collaborative and international focus, seeks to integrate advising pedagogies and conceptualisations to aid cross-institutional understanding of personal tutoring. I have recently been asked to be the UK representative on NACADA's Global

Steering Committee and increasingly, my work with international universities highlights how issues and challenges for personal tutoring are shared globally. On invitation by the Autonomous University of Baja California, I will be writing the foreword for a book which documents 20 years of personal tutoring in Mexico (to be published in 2025), collaborating on an international research project on supporting 'at-risk' students and undertaking research on strategies for supporting 'at risk' students internationally for the international journal *Social Inclusion*.

There is still much work to do. How to meaningfully acquire and understand the student voice, acknowledging its power to change practice, is increasingly discussed in recent work (Ashton-Hay and Williams, 2023; Cook-Sather and Matthews, 2023) and yet, with a few exceptions (for example, Calabrese *et al.*, 2022; Gravett and Winstone, 2022; Raby, 2020; 2023; Wakelin, 2023), student data about personal tutoring remains relatively scarce as are studies on tutoring directly addressing awarding gaps (Gabi *et al.*, 2024).

5.6 Concluding reflections

In 2016, McGill and Nutt made some interesting predictions about where personal tutoring and advising would be in 2025:

the stature and legitimacy of academic advising will rise ... all academic advisors ... will be increasingly judged on their expertise and knowledge as well as their abilities and the results of their work. As a result, they will be seated at the decision-making tables at colleges and universities across the globe ... We predict that by 2025, academic advisors will garner respect from all institutional leaders and faculty members ... the knowledge and skills of academic advisors will be trackable and verifiable ... advising competencies will be recognized and rewarded in tenure and promotion decisions.

(McGill and Nutt, 2016, p. 353; 358).

Although in the US context, they contain aims common to personal tutoring globally and my work can be said to have contributed to furthering this vision through identifying and helping to address the related key challenges - standardisation, professionalisation, recognition (both 'institutional' and 'professional' through accreditation), status and value. In their different ways, the research projects have all challenged the hegemony of personal tutoring as a marginal teaching activity. Thematic and

methodological originality stems from asking questions which reveal, reconsider and revise personal tutoring practice through systematic analysis using action research cycles. The work's validity follows from an experienced researcher position as interpreter-of-practice (sections 4.1, 4.3) enabling professional judgement, generalisability and relatability (section 2.3), and its influence verified by primary research and take up by others (Chapter 5). I will continue to critically reflect on practice, research and influence, and how they interrelate.

The body of work spans eight years of publishing representative of 20 years in teaching and education. During this time, conceptions of personal tutoring have shifted with a renewed and vigorous focus on responding to students' needs in contemporary HE. However, many challenges still remain, including student satisfaction, or, arguably the more meaningful measure of persistent differences in student outcomes (Webb, Wyness and Cotton, 2017; Gabi *et al.*, 2024). Much work is still needed if we are to meet these challenges and make McGill and Nutt's (2016) above predictions a reality. These include more interdisciplinary research, further transactional and developmental definition complemented by a clarification through relational pedagogy, and a scholarly approach to personal tutoring equal to that taken in other areas of practice which views it as a professional role integrated with teaching. My ongoing and planned future work (detailed in section 5.5) reveals how the challenges for, and tensions related to personal tutoring in the current HE climate are shared globally and I will be driven by how the contemporary policy agenda can be aligned with current research to help resolve them.

References

Academic Registrars' Council (no date) *Compassionate communications in higher education*. Available at: <https://arc.ac.uk/student-commitment> (Accessed: 12 May 2025).

Advance HE (2022) *Annual review of Advance HE's accredited CPD schemes 2020-21*. Advance HE: York. Available at: <https://www.advance-he.ac.uk/knowledge-hub/annual-review-advance-hes-accredited-cpd-schemes-2020-21> (Accessed: 20 January 2025).

Advance HE (2023) *Professional Standards Framework for teaching and supporting learning in higher education*. Advance HE: York. Available at: <https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0> (Accessed: 20 January 2025).

Advance HE (no date, i) *Framework for student access, retention, attainment and progression*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/framework-student-access-retention-attainment-and-progression> (Accessed: 12 May 2025).

Advance HE (no date, ii) *Student needs framework*. Available at: <https://advance-he.ac.uk/teaching-and-learning/student-needs-framework> (Accessed: 12 May 2025).

Advance HE (no date, iii) *A competency framework for responding to students in distress: higher education mental health implementation taskforce*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/competency-framework-responding-students-distress> (Accessed: 12 May 2025).

Advance HE Connect (2024) Email to Ben Walker from Advance HE Connect / Joanne Davies, Fellowship and Awards Advisor, Advance HE, 2 December.

Alvesson, M. and Skoldberg, K. (2017) *Reflexive methodology: new vistas for qualitative research*. 3rd edn. Sage.

AMOSSHE: The Student Services Organisation (2011) *Value and impact toolkit. Assessing the value and impact of services that support students*. London: AMOSSHE. Available at: <https://www.amoshe.org.uk/static/d0921d85-2ec9-4151-bdbe9e1e09792e94/Value-and-Impact-Final-report-July-2011.pdf> (Accessed: 20 January 2025).

Arvanitakis J. and Hornsby D.J. (2016) 'Are universities redundant?' in J. Arvanitakis and D.J. Hornsby (eds) *Universities, the citizen scholar & the future of higher education*. London: Palgrave Macmillan, pp. 7-20.

Ashton-Hay, S. and Williams, D. (2023) 'What student voice is and is not: connecting dialogue to evidence-based practice and inclusive mindsets', *Journal of University Teaching & Learning Practice*, 20(6), p. 01.

Barton, D. (2023) *An investigation into personal tutoring: staff perceptions*. PhD thesis. The Open University. Available at: <https://oro.open.ac.uk/90954/> (Accessed: 20 January 2025).

Basit, T.N. and Tomlinson, S. (2012) *Social inclusion and higher education*. Policy Press.

Bassey, M. (1980) 'Crocodiles eat children', *Bulletin of Classroom Action Research Network*.

Bassey, M. (1981) 'Pedagogic research: On the relative merits of search for generalisation and study of single events', *Oxford Review of Education*, 7(1), pp. 73-94.

Bassey, M. (2001) 'A solution to the problem of generalisation in educational research: fuzzy prediction', *Oxford Review of Education*, 27(1), pp. 5-22.

Bath, C. (2009) 'When does the action start and finish? Making the case for an ethnographic action research in educational research', *Educational Action Research*, 17(2), pp. 213-224.

Biddle, B.J. (1986) 'Recent developments in role theory', *Annual review of sociology*, 12(1), pp. 67-92.

Biesta, G.J. (2006) *Beyond learning: Democratic education for a human future*. London: Routledge

Blythman, M., Orr, S., Hampton, D., McLaughlin, M. and Waterworth, H. (2006) 'Strategic approaches to the development and management of personal tutorial systems in higher education' in L. Thomas and P. Hixenbaugh (eds) *Personal tutoring in higher education*. Stoke-on-Trent: Trentham Books, pp. 103-112.

Boliver, V. (2010) 'Expansion, differentiation, and the persistence of social class inequalities in British higher education', *Higher Education*, 61(3), pp. 229-242.

Botham, K.A. (2018) 'The perceived impact on academics' teaching practice of engaging with a higher education institution's CPD scheme', *Innovations in Education and Teaching International*, 55(2), pp. 164-175.

Bovill, C. (2020) *Co-creating learning and teaching: towards relational pedagogy in higher education*. St Albans: Critical Publishing.

Boyer, E.L., Moser, D., Ream, T.C. and Braxton, J.M. (2015) *Scholarship reconsidered: priorities of the professoriate*. Expanded edn. John Wiley & Sons.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in Psychology', *Qualitative research in Psychology*, 3(2), pp. 77-101.

Brown, E. and Thomas, L. (2022) 'Dissonant discourses: constructing a consistent personal tutoring experience across the whole university', in D. Lochtie, A. Stork and B.W. Walker (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*. St Albans: Critical Publishing, pp. 29-34.

Bryman, A. (2015) *Social research methods*. 5th edn. Oxford: Oxford University Press.

Calabrese, G., Leadbitter, D.L.M., Trindade, N.D.S.M.D., Jeyabalan, A., Dolton, D. and ElShaer, A. (2022) 'Personal tutoring scheme: expectations, perceptions and factors affecting students' engagement', *Frontiers in Education*.

Carr, W. and Kemmis, S. (2003) *Becoming critical: education knowledge and action research*. London: Routledge.

CAS: Council for the Advancement of Standards in Higher Education (2023) *Academic advising programs standards*. Available at: <https://store.cas.edu/academic-advising-programs-standards/> (Accessed: 20 January 2025).

Cohen, L., Manion, L. and Morrison, K. (2017) *Research methods in education*. 8th edn. London: Routledge.

Cook-Sather, A., Bovill, C. and Felten, P. (2014) *Engaging students as partners in learning and teaching: a guide for faculty*. John Wiley & Sons.

Cook-Sather, A. and Matthews, K.E. (2023) 'Practising student voice in university teaching and learning: three anchoring principles', *Journal of University Teaching and Learning Practice*, 20(6), pp. 1-11.

Crookston, B. B. (1994) *A developmental view of academic advising as teaching*, *NACADA Journal*, 14(2), pp. 5-9.

Cruwys, T., Steffens, N.K., Haslam, S.A., Haslam, C., Jetten, J. and Dingle, G.A. (2016) 'Social identity mapping: a procedure for visual representation and assessment of subjective multiple group memberships', *British Journal of Social Psychology*, 55(4), pp. 613-642.

- Darder, A., Baltodano, M. and Torres, R.D. (2023) 'Introduction' in Darder, A., Hernandez, K., Lam, K.D. and Baltodano, M. (eds) *The critical pedagogy reader*. Taylor & Francis.
- Davies, J. (2024) Email to Ben Walker from Joanne Davies (Fellowship and Awards Advisor, Advance HE), 9 December.
- Dent, S. (2017) 'Introduction: using meso-level interventions to reconcile the macro and micro to resolve 'wicked issues'' in S. Dent, L. Lane, and T. Strike (eds) *Collaboration, communities and competition: international perspectives from the academy*. Rotterdam: Sense Publishers.
- Denzin, N.K. (2017) *The research act: a theoretical introduction to sociological methods*. London: Routledge.
- Dhillon, J.K. and Thomas, N. (2019) 'Ethics of engagement and insider-outsider perspectives: issues and dilemmas in cross-cultural interpretation', *International Journal of Research & Method in Education*, 42(4), pp. 442-453.
- Drake, J.K. (2011) 'The role of academic advising in student retention and persistence', *About Campus*, 16(3), pp. 8-12.
- Drake, J.K. (2013a) 'Preface' in J.K. Drake, P. Jordan, and M.A. Miller, M.A. (eds) *Academic advising approaches: strategies that teach students to make the most of college*. John Wiley & Sons, pp. ix-xv.
- Drake, J.K. (2013b) 'Advising as teaching and the advisor as teacher in theory and in practice' in J.K. Drake, P. Jordan, and M.A. Miller, M.A. (eds) *Academic advising approaches: strategies that teach students to make the most of college*. John Wiley & Sons, pp. 17-32.
- Drake, P. and Heath, L. (2011) *Practitioner research at doctoral level: developing coherent research methodologies*. London: Routledge.
- Dutton, Y., Eldred, J., Snowdon, K. and Ward, J. (2004) *Catching confidence*. Leicester: NIACE.
- Earwaker, J. (1992) *Helping and supporting students*. Buckingham: Society for Research into Higher Education and Open University Press.
- Ecclestone, K. (2004) 'Learning or therapy? The demoralisation of education', *British Journal of Educational Studies*, 52(2), pp. 112-137.
- Ecclestone, K. and Hayes, D. (2009) 'Changing the subject: the educational implications of developing emotional well-being', *Oxford Review of Education*, 35(3), pp. 371-389.

Felten, P. and Lambert, L.M. (2020) *Relationship-rich education: How human connections drive success in college*. Baltimore, MD: John Hopkins University Press.

FETN: Further Education Tutorial Network (no date) *Personal Tutoring National Occupational Standards*. Available at: <https://fetn.org.uk/professional-development/national-occupational-standards-for-personal-tutoring-2/> (Accessed: 20 January 2025).

Freire, P. (1970) *Pedagogy of the oppressed*. London: Penguin.

Furedi, F. (2004) *Therapy culture: cultivating vulnerability in an uncertain age*. London: Routledge.

Gabi, J., Braddock, A., Brown, C., Miller, D., Mynott, G., Jacobi, M., Banerjee, P., Kenny, K. and Rawson, A. (2024) 'Can the role of a personal tutor contribute to reducing the undergraduate degree awarding gap for racially minoritised students?', *British Educational Research Journal*.

Gilani, D. (2024) 'Challenging simplistic and deficit perceptions of belonging amongst historically underrepresented students: four self-reflective questions for policy makers and practitioners', *Student Engagement in Higher Education Journal*, 5(3), pp. 17-24.

Giroux, H.A. (2024) *Theory and resistance in education: towards a pedagogy for the opposition*. Revised edn. London: Bloomsbury.

Goode, W.J. (1960) 'A theory of role strain', *American Sociological Review*, pp. 483-496.

Gopalan, M. and Brady, S.T. (2020) 'College students' sense of belonging: a national perspective', *Educational Researcher*, 49(2), pp. 134-137.

Gramsci, A., Hoare, Q. and Nowell-Smith G. (1971) *Selections from the prison notebooks of Antonio Gramsci*. London: Lawrence and Wishart.

Grant, A. (2006) 'Personal tutoring: a system in crisis?' in L. Thomas and P. Hixenbaugh (eds) *Personal Tutoring in Higher Education*. Stoke on Trent: Trentham Books, pp. 11-20.

Gravett K. and Winstone, N.E. (2022) 'Making connections: authenticity and alienation within students' relationships in higher education', *Higher Education Research & Development*, 41(2), pp. 360-374.

Grey, D. (2024a) Email to Ben Walker from D. Grey (CEO, UKAT), 16 September 2024.

Grey, D. (2024b) Email to Ben Walker from D. Grey (CEO, UKAT), 3 December 2024.

Grey, D., and Lochtie, D. (2016) *Comparing personal tutoring in the UK and academic advising in the US*. Available at: www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-

Articles/Comparing-Personal-Tutoring-in-the-UK-and-Academic-Advisingin-the-US.aspx (Accessed: 20 January 2025).

Grey, D. and Osborne, C. (2018) 'Perceptions and principles of personal tutoring', *Journal of Further and Higher Education*, 44(3), pp. 285-299.

Grey, D., Jones, G., Pedlingham, G. and Briggs, S. (2024) *Developing a community of practice around leadership challenges in personal tutoring*. Available at: <https://wonkhe.com/blogs/developing-a-community-of-practice-around-leadership-challenges-in-personal-tutoring/> (Accessed: 20 January 2025).

Habermas, J. (1979) *Communication and the evolution of society*. London: Heinemann.

Habley, W.R. (2009) 'Academic advising as a field of inquiry', *NACADA journal*, 29(2), pp. 76-83.

Hallam, I. (2023) 'College higher education commuter students' experiences of belonging, mattering and persisting with their studies', *Research in Post-Compulsory Education*, 28(3), pp. 373-389.

Hallam, I. (2024) 'Weekly group tutorials enhancing college higher education students' experience and persistence', *Research in Post-Compulsory Education*, 29(2), pp. 345-362.

Hayman, R., Coyles, A., Wharton, K., Borkoles, E. and Polman, R. (2022) 'Undertaking the personal tutoring role with sports students at a United Kingdom university', *Journal of Further and Higher Education*, 47(3), pp. 297-310.

Hernández-Amorós, M.J. and Martínez-Ruiz, M.A. (2024) 'Exploring how tutors in higher education perceive their work and what direction they think it should take in the future: a case study', *Journal of University Teaching and Learning Practice*, 24(7), pp. 163-195.

Hockings, C. (2010) *Inclusive learning and teaching in higher education: a synthesis of research*. York: Higher Education Academy.

hooks, b. (2003) *Teaching community: a pedagogy of hope*. Abingdon: Routledge.

Hughes, G., Panjwani, M., Tulcidas, P. and Byrom, N. (2018) *Student Mental Health: The Role and Experiences of an Academic*. Available at:

https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/summary_of_the_report_the_role_and_experiences_of_academics_student_minds__1_.pdf (Accessed: 20 January 2025).

Hyland, T. (2006) 'Vocational education and training and the therapeutic turn', *Educational Studies*, 2(3), pp. 299-306.

- Kemmis, S. (2009) 'Action research as a practice-based practice', *Educational action research*, 17(3), pp. 463-474.
- Kemmis, S. and McTaggart, R. (2014) *The action research planner: doing critical participatory action research*. Springer.
- Killingback, C., Tomlinson, A. and Stern, J. (2024) 'Compassionate pedagogy in higher education: A scoping review', *Journal of University Teaching and Learning Practice*, 22(1), pp. 1-32.
- Kift, S. and Nelson, N. (2005) 'Beyond curriculum reform: embedding the transition experience', *Higher Education Research & Development Society of Australasia (HERDSA) Conference*, University of Sydney (Australia). Available at: <https://eprints.qut.edu.au/3944/> (Accessed: 20 January 2025).
- Krathwohl, D. R., Bloom, B. S. and Masia, B. B. (1964) *Taxonomy of educational objectives: the classification of educational goals, Handbook II: Affective domain*. New York: David McKay Company.
- Lawrence, J., Fitzpatrick, M. and Craik, A. (2022) *Utilising the professional standards framework for teaching and supporting learning for strategic transformation*. Advance HE: York. Available at: <https://www.advance-he.ac.uk/membership/all-member-benefit-projects/utilising-the-professional-standards-framework-for-strategic-change> (Accessed: 20 January 2025).
- Lewin, K. (1946) 'Action research and minority problems', *Journal of Social Issues*, 2(4), pp. 34-46.
- Lochtie, D., McIntosh, E., Stork, A. and Walker B.W. (2018) *Effective personal tutoring in higher education*. St Albans: Critical Publishing.
- Lochtie, D., McIntosh, E., Stork, A., Walker, B.W., Alberts, N. and Raby, A. (2025) *Effective personal tutoring and academic advising in higher education*. 2nd edn. [Manuscript submitted for publication]. London: Routledge.
- Lowenstein, M. (2005) 'If advising is teaching, what do advisors teach?', *NACADA Journal*, 25(2), pp. 65-73.
- Lyons, E. and Coyle, A. (eds) (2021) *Analysing qualitative data in psychology*. 3rd edn. Sage.
- Marshall, S.K., Liu, Y., Wu, A., Berzonsky, M. and Adams, G.R. (2010) 'Perceived mattering to parents and friends for university students: A longitudinal study', *Journal of Adolescence*, 33(3), pp. 367-375.
- May, H. and Bridger, K. (2010) *Developing and embedding inclusive policy and practice in higher education*. York: Higher Education Academy.

Mercer-Mapstone, L., Dvorakova, L.S., Matthews, K.E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammass, R. and Swaim, K. (2017) 'A Systematic Literature Review of Students as Partners in Higher Education', *International Journal for Students as Partners*.

McFarlane, K.J. (2016) 'Tutoring the tutors: supporting effective personal tutoring', *Active Learning in Higher Education*, 17(1), pp. 77-89.

McGill, C.M. (2019) 'The professionalization of academic advising: a structured literature review', *NACADA Journal*, 39(1), pp. 89-100.

McGill, C.M. and Nutt, C.L. (2016) 'Challenges for the future: developing as a profession, field and discipline' in T.J. Grites, M.A. Miller and J.G. Voler (eds) *Beyond foundations: developing as a master academic advisor*. San Francisco, CA: Jossey-Bass, pp. 351-361.

McGill, C.M., Ali, M. and Barton, D. (2020) 'Skills and competencies for effective academic advising and personal tutoring', *Frontiers in Education*.

McIntosh, E. (2017) 'Working in partnership: the role of peer-assisted study sessions in engaging the citizen scholar', *Active Learning in Higher Education*, 20(3), pp. 1-16.

McIntosh, E. (2018) 'The 4 Step tutorial pathway – A model of early intervention & transitional support to facilitate resilience and partnership working in personal tutoring', *UKAT Annual Conference*.

McIntosh, E. A., Thomas, L., Troxel, W. G., van den Wijngaard, O., and Grey, D. (2021) 'Editorial: Academic advising and tutoring for student success in higher education: international perspectives', *Frontiers in Education*.

McIntosh, E. and Thomas, L. (2022) 'Foreword' in D. Lochtie, A. Stork and B.W. Walker (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*. St Albans: Critical Publishing, pp. xiii-xiv.

McIntosh, E., Gallacher, D. and Chapman, A. (2022) 'A 'whole of institution' approach: what does a culture of advising and tutoring really involve?' in D. Lochtie, A. Stork and B.W. Walker (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*. St Albans: Critical Publishing, pp. 90-97.

McIntosh, E. (2025) *Early intervention and transitional support – An integrated model of academic advising and framework of advising principles to support student success*. [Manuscript submitted for preparation]. University of the West of Scotland.

- McNiff, J. (2013) *Action research: principles and practice*. London: Routledge.
- McNiff, J. and Whitehead, J. (2002) 'Action research in organisations', in *Action research in organisations*. London: Routledge, pp. 237-240.
- McNiff, J. and Whitehead, J. (2011) *All you need to know about action research*. Sage publications.
- McVitty, D. and Maxwell, R. (2024) *Once you can describe an academic support system, you can begin to evaluate it*. Available at: <https://wonkhe.com/blogs/once-you-can-describe-an-academic-support-system-you-can-begin-to-evaluate-it/> (Accessed: 20 January 2025).
- Menke, D., Stuck, S. and Ackerson, S. (2018) 'Assessing advisor competencies: a Delphi method study', *The Journal of the National Academic Advising Association*, 38(1), pp. 12-21.
- Mercer, J. (2007) 'The challenges of insider research in educational institutions: wielding a double-edged sword and resolving delicate dilemmas', *Oxford Review of Education*, 33(1), pp. 1-17.
- Milligan, L. (2016) 'Insider-outsider-inbetweener? Researcher positioning, participative methods and cross-cultural educational research', *Compare: A Journal of Comparative and International Education*, 46(2), pp. 235-250.
- Morgan, M. (2022) 'The student experience transitions model: integrated practice to inspire staff to support students' in E.A. McIntosh and D. Nutt (eds) *The impact of the integrated practitioner in higher education*. London: Routledge, pp. 154-168.
- Mountford-Zimdars, A. K., Sanders, J., Jones, S., Sabri, D., Moore, J., and Higham, L. (2015) *Causes of Differences in Student Outcomes* (Report). Higher Education Funding Council for England. Available at: https://dera.ioe.ac.uk/23653/1/HEFCE2015_diffout.pdf (Accessed: 20 January 2025).
- Myers, J. (2008) 'Is personal tutoring sustainable? Comparing the trajectory of the personal tutor with that of the residential warden', *Teaching in Higher Education*, 13(5), pp. 607-611.
- Myers, J. (2011) 'Do you believe in Father Christmas? The role of myth and symbol in understanding student support', *Teaching in Higher Education*, 16(6), pp. 745-748.
- Mynott, G. (2016) 'Personal tutoring: positioning practice in relation to policy', *Innovations in Practice*, 10(2), pp. 103-112.
- NACADA: The Global Community for Academic Advising (2006) *NACADA Concept of academic advising*. Available at: <https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx> (Accessed: 20 January 2025).

NACADA: The Global Community for Academic Advising (2017a) *NACADA Academic advising core competencies model*. Available at: <https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx> (Accessed: 20 January 2025).

NACADA: The Global Community for Academic Advising (2017b) *NACADA Pillars of Academic Advising*. Available at: <https://nacada.ksu.edu/Resources/Pillars.aspx> (Accessed: 20 January 2025).

NACADA: The Global Community for Academic Advising (no date, i) *NACADA research agenda*. Available at: <https://nacada.ksu.edu/Resources/Research-Related.aspx> (Accessed: 20 January 2025).

NACADA (no date, ii) *NACADA Core Values of Academic Advising*. Available at: <https://nacada.ksu.edu/resources/pillars/corevalues.aspx> (Accessed: 12 May 2025).

Neary, M. and Winn, J. (2009) 'The student as producer: reinventing the student experience in higher education' in L. Bell, M. Neary and H. Stevenson (eds) *The future of higher education: policy, pedagogy and the student experience*. London: Continuum, pp. 126-138.

Neville, L. (2007) *The personal tutor's handbook*. Basingstoke: Palgrave Macmillan.

Ng, N.W., Haslam, S.A., Haslam, C. and Cruwys, T. (2018) "'How can you make friends if you don't know who you are?'" A qualitative examination of international students' experience informed by the Social Identity Model of Identity Change', *Journal of Community & Applied Social Psychology*, 28(3), pp. 169-187.

Noddings, N. (2004) 'Foreword' in C. W. Bingham and A.M Sidorkin (eds) *No education without relation*. Peter Lang, pp. vii-viii.

OfS: Office for Students (2022a) *Securing student success: regulatory framework for higher education in England*. Office for Students. Available at: <https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/> (Accessed: 20 January 2025).

OfS: Office for Students (2022b) *Regulatory advice 22: guidance on the Teaching Excellence Framework (TEF) 2023*. Available at: <https://www.officeforstudents.org.uk/publications/regulatory-advice-22-guidance-on-the-teaching-excellence-framework-2023/> (Accessed: 20 January 2025).

OfS: Office for Students (2023) *Student characteristics data: student outcomes - key findings. Students at English higher education providers between 2010-11 and 2021-22*. Office for Students. Available at: https://www.officeforstudents.org.uk/media/8447/sc_student_outcomes.pdf (Accessed: 20 January 2025).

OfS: Office for Students (no date, i) *Access and participation data dashboard*. Available at: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/> (Accessed: 20 January 2025).

OfS: Office for Students (no date, ii) *About the Teaching Excellence Framework (TEF)*. Available at: <https://www.officeforstudents.org.uk/for-providers/quality-and-standards/about-the-tef/> (Accessed: 20 January 2025).

OfS: Office for Students (no date, iii) *Registration with the OfS: conditions of registration*. Available at: <https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/> (Accessed: 20 January 2025).

OfS: Office for Students (no date, iv) *University of Huddersfield. Intervention for success*. Available at: <https://officeforstudents.org.uk/for-providers/equality-of-opportunity/addressing-barriers-to-student-success-programme/abss-project-university-of-huddersfield/> (Accessed: 20 January 2025).

O'Hanlon, C. (2007) 'Reflection and action in research: is there a moral responsibility to act?', *Educational Action Research*, 2(2), pp. 281-289.

Owen, M. (2002) 'Sometimes you feel you're in niche time': the personal tutor system, a case study', *Active Learning in Higher Education*, 3(1), pp. 7-23.

Oxford Brookes University (2022) *Academic advising strategy 2022 - 2026*. Available at: <https://www.brookes.ac.uk/getmedia/50a9ceea-e904-4657-aa6f-2ce6b8991cc8/AcademicAdvisingStrategy.pdf> (Accessed: 20 January 2025).

Oxford Brookes University (2023) *Academic advising policy*. Available at: <https://www.brookes.ac.uk/getmedia/2055caf4-932f-4448-842f-ae3f2c43f92/Academic-Advising-Policy.pdf> (Accessed: 20 January 2025).

Oxford Brookes University (no date) *IDEAS: The Brookes Inclusive Curriculum Model*. Available at: <https://www.brookes.ac.uk/staff/student-support/ideas-model> (Accessed: 12 May 2025).

Partington, A. (2020) 'Personalised learning for the student-consumer', *Frontiers in Education*.

Picton, C. (2021) 'An advising curriculum: a co-curricular development pathway to engagement, re-engagement, and success'. *Australian and New Zealand Student Services Association Newsletter*. Available at: <https://www.anzssa.com/resources/anzssa-e-newsletter-archive/anzssa-e-newsletter-september-2021/> (Accessed: 20 January 2025).

- Picton, C. and Kahu, E.R. (2021) 'I knew I had the support from them': understanding student support through a student engagement lens', *Higher Education Research & Development*, 41(6), pp. 2034-2047.
- Picton, C., Jaquet, A., Simons, L., Byrne, K., Oostergo, N., Henderson, A. and Wood, D. (2024) 'A third space approach to integrated Academic Student Success Advising (ASSA)', *Student Success*, 15(1), pp. 35-47.
- Ponce, S., García, B., Romo, A. and Aviña, I. (2022) Characterization of the evaluation instruments of university tutors in Mexico, *Perfiles Educativos*, 44(176). Available at: <https://doi.org/10.22201/iisue.24486167e.2022.176.60253> (Accessed: 20 January 2025).
- Powell, S. and Prowse, A. (2022) 'A framework for personal tutoring: system and activity' in D. Lochtie, A. Stork and B.W. Walker (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*. St Albans: Critical Publishing, pp. 114-121.
- Raby, A. (2020) 'Student voice in personal tutoring', *Frontiers in Education*.
- Raby, A. (2023) *An exploration of the relationships between Chinese students and their personal tutors: An IPA study*. PhD thesis. Available at: https://repository.lincoln.ac.uk/articles/thesis/An_Exploration_of_the_Relationships_between_Chinese_Students_and_their_Personal_Tutors_An_IPA_Study/24874563?file=43767909 (Accessed: 20 January 2025).
- Race, P. (2010) *Making personal tutoring work*. Leeds: Leeds Met Press.
- Reimers, B.M. (2022) 'Academic advising delivered differently: building an advising capability for regional Australian universities', *Journal of Higher Education Policy and Management*, 44(5), pp. 498-512.
- Ridley, P. (2006) 'Who's looking after me?' – Supporting new personal tutors' in L. Thomas and P. Hixenbaugh (eds) *Personal Tutoring in Higher Education*. Stoke on Trent: Trentham Books, pp. 127-136.
- Rogerson, D., Bosch, S., Jacobi, M. and Tripathi, S. (2024) 'Perceptions and experiences of academic advisers and minoritised students at a UK university', *Journal of University Teaching and Learning Practice*, 21(7).

Russell, M. (2013) 'Improving city college one of best in country: tutor mentors praised for improving the number of students completing courses', *The Sheffield Star*, 8 February 2013. (Accessed from The Sheffield Star librarian, 20 January 2025)

Russell, M.P. (2021) *Privileging tacit knowledge within a software engineering curriculum: a living educational theory of practice*. PhD thesis. National University of Ireland, Maynooth (Ireland). Available at: <https://mural.maynoothuniversity.ie/id/eprint/14868/> (Accessed: 20 January 2025)

Ryan, C. C. (1992) 'Advising as teaching', *NACADA Journal*, 12(1), pp. 4–8.

Schofield, J.W. (2002) 'Increasing the generalizability of qualitative research' in A.M. Huberman and M.B. Miles (eds) *The qualitative researcher's companion*, Sage, pp. 171-205.

Schön, D.A. (1983) *The reflective practitioner: how professionals think in action*. New York: Basic Books.

Schultze, U. and Avital, M. (2011) 'Designing interviews to generate rich data for information systems research', *Information and organization*, 21(1), pp. 1-16.

Shaheed, J. and Kiang, L. (2021) 'A need to belong: the impact of institutional diversity ideologies on university students' belonging and interracial interactions', *Social Psychology of Education*, 24(4), pp. 1025-1042.

Smith, E. (2008) *Personal tutoring: an Engineering subject centre guide*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/personal-tutoring-engineering-subject-centre-teaching-guide> (Accessed: 20 January 2025).

Spiro, J.R. (2008) *How I have arrived at a notion of knowledge transformation, through understanding the story of myself as creative writer, creative educator, creative manager, and educational researcher*. PhD thesis. University of Bath. Available at: <https://researchportal.bath.ac.uk/en/studentTheses/how-i-have-arrived-at-a-notion-of-knowledge-transformation-throug> (Accessed: 20 January 2025).

Spiro, J., Henderson, J. and Clifford, V. (2012) 'Independent learning crossing cultures: learning cultures and shifting meanings', *Compare*, 42(4), pp. 607-620.

Spowart, L., Turner, R., Dismore, H., Beckmann, E., Carkett, R. and Khamis, T. (2020) *Assessing the impact of accreditation on institutions*. Advance HE: York. Available at: <https://www.advance-he.ac.uk/knowledge-hub/assessing-impact-accreditation-institutions> (Accessed: 20 January 2025).

- Stenton, A. (2017) *Why personal tutoring is essential for student success*. Available at: <https://www.scribd.com/document/494932759/Why-personal-tutoring-is-essential-for-student-success> (Accessed: 20 January 2025).
- Stenton, A. (2018) 'Reconceptualising personal tutoring, bringing pedagogy to principles and practice *RaRa tutor conference*'. Available at: <https://slidetodoc.com/reconceptualising-personal-tutoring-bringing-pedagogy-to-principles-and-2/> (Accessed: 20 January 2025).
- Stephen, D.E., O'Connell, P. and Hall, M. (2008) 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education', *Teaching in Higher Education*, 13(4), pp. 449-460.
- Stork, A. and Walker, B. (2015) *Becoming an outstanding personal tutor: supporting learners through personal tutoring and coaching*. St Albans: Critical Publishing.
- Stork, A. and Walker, B. (2015b) 'Measure learner performance on a scale of 1 to 10', *Intuition - The Journal for Professional Teachers and Trainers in the Further Education and Skills Sector*. Issue 22, p. 20.
- Strayhorn, T. L. (2018) *College students' sense of belonging: a key to educational success for all students*. Routledge.
- Streatfield, D. and Markless, S. (2008) 'Evaluating the impact of information literacy in higher education: progress and prospects', *Libri*, 58, pp. 102-109.
- Taylor, L. (2022) *Learner or consumer? Enable your students to develop a successful academic identity*. Advance HE. Available at: <https://www.advance-he.ac.uk/news-and-views/learner-or-consumer-enable-your-students-develop-successful-academic-identity> (Accessed: 20 January 2025).
- Thijm, J. (2023) 'Mattering vs belonging and the impact of academic advisors: online professional part-time students—a case study', *Journal of Learning Development in Higher Education*, (29).
- Thomas, L. (2006) 'Widening participation and the increased need for personal tutoring', in L. Thomas and P. Hixenbaugh (eds) *Personal tutoring in higher education*. Stoke-on-Trent: Trentham Books, pp. 21-31.
- Thomas, L. (2012) *Building student engagement and belonging in higher education at a time of change. Final report from the what works? student retention and success programme*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/building-student-engagement-and-belonging-higher-education-time-change-final-report> (Accessed: 20 January 2025).

Thomas, L. (2018) 'Foreword' in Lochtie D., McIntosh E., Stork, A. and Walker B.W. *Effective Personal Tutoring in Higher Education*. St Albans: Critical Publishing, pp. x-xi.

Thomas, L. and Hixenbaugh, P. (2006) (eds) *Personal tutoring in higher education*. Stoke-on-Trent: Trentham Books.

Thomas, L., Hill, M., O'Mahony, J. and Yorke, M. (2017) *Supporting student success: strategies for institutional change. What works? Student retention and success programme. Final report*. Available at: www.advance-he.ac.uk/knowledge-hub/supporting-student-success-strategies-institutional-change (Accessed: 20 January 2025).

Tight, M. (2019) 'Mass higher education and massification', *Higher Education Policy*, 32(1), pp. 93-108.

Tinto, V. (2017) 'Through the eyes of students', *Journal of college student retention: Research, theory & practice*, 19(3), pp. 254-269.

Troxel, W., Grey, D., McIntosh, E.A., Rubin, L., Campbell, S. and Hoagland, I. (2019) 'A content analysis of 15 years of scholarship on academic advising in the United Kingdom', *UKAT Annual Conference*, University of Plymouth.

Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F. and Shrives, L. (2013) *Measuring the impact of the UK professional standards framework for teaching and supporting learning (UKPSF)*. Advance HE: York. Available at: <https://www.advance-he.ac.uk/knowledge-hub/measuring-impact-uk-professional-standards-framework-teaching-and-supporting-learning> (Accessed: 20 January 2025).

Turner, R. and Spowart, L. (2022) 'Reflective practice as a threshold concept in the development of pedagogical content knowledge' in H. King (ed) *Developing expertise for teaching in higher education: Practical ideas for professional learning and development*. London: Routledge, pp. 129–141.

UKAT: UK Advising and Tutoring (2019) *The UKAT research committee webinar*, 17 January 2019. Available at: <https://www.ukat.ac.uk/events/webinars/archive/the-ukat-research-committee-webinar> (Accessed: 20 January 2025).

UKAT: UK Advising and Tutoring Association (2023) *The UKAT Professional Framework for Advising and Tutoring*. 2nd ed. Available at: <https://www.ukat.ac.uk/standards/professional-framework-for-advising-and-tutoring> (Accessed: 20 January 2025).

UKAT: UK Advising and Tutoring Association (2024) *UKAT Annual report 2023-24*. Available at: <https://www.ukat.ac.uk/community/about-us/annual-reports/annual-report-2023-24> (Accessed: 20 January 2025).

UKAT: UK Advising and Tutoring Association (no date, i) *Tutoring matters - professional webinar series*. Available at: <https://www.ukat.ac.uk/events/webinars> (Accessed: 20 January 2025).

UKAT: UK Advising and Tutoring Association (no date, ii) *UKAT's Vision, Mission and Values*. Available at: <https://www.ukat.ac.uk/community/about-us/mission-vision-and-values> (Accessed: 12 May 2025).

University of Bristol (no date) *Academic staff role profiles*. Available at: <https://www.bristol.ac.uk/hr/grading/academic/role-profiles/> (Accessed: 20 January 2025).

University of Lincoln (no date) *Job description - senior lecturer*. Provided by email to Ben Walker from Alison Raby, Senior Lecturer, University of Lincoln, 5 December 2024.

University of Sheffield (no date) *Job description - university teacher*. Provided by email to Ben Walker from Andrew Stork, University Teacher, 5 December 2024.

UUK/NUS (2019) *Black, Asian and Minority Ethnic Student Attainment at UK Universities: #ClosingTheGap* (Report). London: UUK. Available at: <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf> (Accessed: 20 January 2025).

Wakelin, E. (2023) 'Personal tutoring in higher education: An action research project on how to improve personal tutoring for both staff and students', *Educational Action Research*, 31(5), pp. 998-1013.

Walker, B.W. (2020a) 'Tackling the personal tutoring conundrum: A qualitative study on the impact of developmental support for tutors', *Active Learning in Higher Education*.

Walker, B.W. (2020b) 'Professional standards and recognition for UK personal tutoring and advising', *Frontiers in Education*.

Walker, B. and Newman, A. (2013) 'Changing to a centralised tutorial system: a success story', *FETN (Further Education Tutorial Network) Annual Conference*.

Watermeyer, R., Bolden, R., Knight, C. and Holm, J. (2022) *Leadership in global higher education: findings from a scoping study*. Advance HE: York.

Webb, O., Wyness, L., and Cotton, D. (2017) *Enhancing access, retention, attainment and progression in higher education*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/enhancing-access-retention-attainment-and-progression-higher-education> (Accessed: 20 January 2025).

Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.

Wheeler, S. and Birtle, J. (1993) *A handbook for personal tutors*. Taylor and Francis.

Whitchurch, C. (2008) 'Shifting identities and blurring boundaries: the emergence of third space professionals in UK higher education', *Higher education quarterly*, 62(4), pp. 377-396.

Whitchurch, C. (2012) *Reconstructing identities in higher education: The rise of 'third space' professionals*. Taylor & Francis.

Whitehead, J. (1985) 'An analysis of an individual's educational development: the basis for personally orientated action research', *Educational Research: Principles, Policies and Practice*, pp. 97-108.

Whitehead, J. (1999) *How do I improve my practice? Creating a discipline of education through educational enquiry*. PhD thesis. University of Bath. Available at: <https://insight.cumbria.ac.uk/id/eprint/4898/> (Accessed: 20 January 2025).

Whitehead, J. (2008) 'Using a living theory methodology in improving practice and generating educational knowledge in living theories', *Educational Journal of Living Theories*, 1(1), pp. 103-126.

Whitehead, J. (2011) *Jack Whitehead on the Living Theory section of his website action research.net*. Available at: <https://www.youtube.com/watch?v=uEAK07YdMAI> (Accessed: 20 January 2025).

Whitmore, J. (2002) *Coaching for performance: growing people, performance and purpose*. London: Nicholas Brealey.

Wootton, S. (2006) 'Changing practice in tutorial provision within post-compulsory education' in L. Thomas and P. Hixenbaugh (eds) *Personal Tutoring in Higher Education*. Stoke on Trent: Trentham Books, pp.115-125.

Wootton, S. (2007) *An inductive inquiry into managing tutorial provision in post-compulsory education*. PhD thesis. Sheffield Hallam University (UK). Available at: <https://core.ac.uk/reader/154424660>. (Accessed: 20 January 2025).

Wright, J. (2022) 'Introducing group personal tutoring to improve student engagement', in D. Lochtie, A. Stork and B.W. Walker (eds) *The higher education personal tutor's and advisor's*

companion: translating theory into practice to improve student success. St Albans: Critical Publishing, pp. 164-169.

Yorke, M. (2016) 'The development and initial use of a survey of student 'belongingness', engagement and self-confidence in UK higher education', *Assessment & Evaluation in Higher Education*, 41(1), pp. 154-166.

Appendices

Appendix A - List of submitted publications

1. Stork, A. and **Walker, B.** (2015) *Becoming an outstanding personal tutor: supporting learners through personal tutoring and coaching*. St Albans: Critical Publishing.
<https://www.criticalpublishing.com/becoming-an-outstanding-personal-tutor>
2. **Walker, B. W.** (2018) 'A defining moment in personal tutoring: reflections on personal tutoring definitions and their implications', *IMPact: The University of Lincoln Journal of Higher Education*, 1(1), pp. 104-118. <https://bpb-eu-w2.wpmucdn.com/blogs.lincoln.ac.uk/dist/e/8583/files/2023/02/A-defining-moment-for-personal-tutoring-Walker-2018.pdf>
3. Lochtie, D., McIntosh, E., Stork, A. and **Walker B.W.** (2018) *Effective personal tutoring in higher education*. St Albans: Critical Publishing.
<https://www.criticalpublishing.com/effective-personal-tutoring-in-higher-education>
4. **Walker, B.W.** (2020a) 'Tackling the personal tutoring conundrum: A qualitative study on the impact of developmental support for tutors', *Active Learning in Higher Education*.
<https://journals.sagepub.com/doi/10.1177/1469787420926007>
5. **Walker, B.W.** (2020b) 'Professional standards and recognition for UK personal tutoring and advising', *Frontiers in Education*.
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2020.531451>
6. Lochtie, D., Stork, A. and **Walker B.W.** (2022) (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*. St Albans: Critical Publishing. <https://www.criticalpublishing.com/he-personal-tutors>
7. Pownall, I., Raby, A., Lochtie, D., Stork, A. and **Walker, B.W.** (2023) 'Using social identity mapping to explore the experience of transitioning international students' in D. Willison and E. Henderson (eds) *Perspectives on enhancing student transition into higher education and beyond*, pp. 239-262. IGI Global. <https://www.igi-global.com/chapter/using-social-identity-mapping-to-explore-the-experience-of-transitioning-international-students/326325>

Appendix B - External reviews and endorsements of my work

My two books have received multiple reviews, endorsements and testimonials. Below are a selection and more are available upon request.

Publication	Selection of external reviews, endorsements and testimonials
<p>Stork, A. and Walker, B. (2015) <i>Becoming an Outstanding Personal Tutor: Supporting Learners Through Personal Tutoring and Coaching.</i></p>	<p>Editor - Professor Susan Wallace, Emeritus Professor of Education at Nottingham Trent</p> <p>Reviews</p> <p>“This is an excellent book and I really like the way it is written, the content and the critical thinking activities. It has been invaluable to myself and the staff.” - Heather Booth-Martin, Craven College</p> <p>“The very comprehensive breadth and depth of the content and its applicability to a diverse range of circumstances lends itself to meeting developmental needs for students and staff alike.” - Margaret Postance, Edgehill University</p> <p>“This book fits a real gap in the market, as we have been running the ‘Preparing for the tutoring role’ module for the past year with no course book to support it. I particularly like the emphasis on coaching skills, as this is something we are trying to introduce within college.” - Nicky Hawkins, South Devon College</p> <p>“A great book that gives the reader a firm framework from which to build their practice. From identifying the key values of a tutor to the delivery of the OSKAR coaching framework, the book allows you to gain a greater understanding of the tutor’s role and the impact an outstanding tutor can have on the progress of learners.” - Laurence Ross, Weston College</p> <p>“A really useful book; it gives you tools for the job. The great idea running through the book – that commitment to the learner is essential – is easy to forget as a teacher. I particularly liked the positive approach to disciplinary section in chapter 5. This is a serious issue in Maths & English; the chapter had useful content about positive reinforcement techniques and the encouragement of positive relationships. Also, chapter 7 is excellent. I felt calm after reading it. I would like to read this every time I know I am going to get observed.” - Emma Noonan, The Sheffield College</p>

Lochtie, D.,
McIntosh, E.,
Stork, A. and
Walker B.W.
(2018) *Effective
Personal
Tutoring in
Higher
Education.*

Foreword by Professor Liz Thomas, independent researcher and consultant for higher education and Professor of Higher Education at Edge Hill University

Reviews

Review in *Innovations in Education and Teaching International* journal by Sally Brown - Emerita Professor, Leeds Beckett University

“Overall this is an excellent text, particularly relevant in these metrics-orientated times (particularly in relation to the TEF in the UK), where any systematic guidance on how we can undertake core roles is enormously helpful. With this handbook as a guide, personal tutors and those who guide them have an invaluable resource on which to draw, equipping them far better than those of yesteryear.”

Full review - Brown, S. (2019) ‘Effective personal tutoring in Higher Education’, *Innovations in Education and Teaching International*, 56(4), pp. 542-543.
<https://doi.org/10.1080/14703297.2019.1622966>

Review in *Times Higher Education* by Harriet Dunbar-Morris - Reader in Higher Education and Dean of Learning and Teaching, University of Portsmouth

“Personal tutors are at the front line of what we are trying to achieve in universities. This book is for them. In fact, this book is for anyone who advises students. In the UK, that is often, although not always, an academic There is a very good chapter on reflective practice that I will be recommending as a stand-alone read to one of my doctor of education students. Indeed, one of the design features of the book is that one can dip in and out of it as required, or read the chapters in a different order. In summary, the authors provide a very useful resource, incorporating a range of references, case studies and critical thinking exercises as well as checklists at the end of each chapter.”

Full review - Dunbar-Morris, H. (2019) *Effective Personal Tutoring in Higher Education*, by David Lochtie, Emily McIntosh, Andrew Stork and Ben W. Walker. Available at: <https://www.timeshighereducation.com/books/effective-personal-tutoring-higher-education-david-lochtie-emily-mcintosh-andrew-stork-ben-walker>

Review in *Innovative Practice in Higher Education* journal by Katherine McFarlane, Independent HE Consultant

“The book is very well structured and is underpinned with wide reading and research. The inclusion of interactive elements such as the Critical Reflections and the Personal Tutor Self-Assessment System are engaging and encourage

the reader to focus on the key messages and apply the learning. The book has a logical flow, moving from the key principles of the role in chapters 1-5, to the higher level skills in chapter 6 onwards. All of these elements made the book very readable and a valuable resource for tutors, in particular those who are new to the role. Moreover, the shortage of texts for personal tutors makes this book even more important and I feel it will contribute significantly to the enhancement of personal tutoring.”

Full review - McFarlane, K. (2019) ‘Book Review: Lochtie, D., McIntosh, E., Stork, A. and Walker, B.W. (2018) *Effective Personal Tutoring in Higher Education*’, *Innovative Practice in Higher Education*, 3(3) pp. 1-2.
<https://journals.staffs.ac.uk/index.php/ipihe/article/view/68>

Endorsements and testimonials

“This book is an important addition to the field of personal tutoring and academic advising. The structure of the chapters in this text makes it the perfect training tool for new advisors and a great reference for experienced advisors. The case studies, critical thinking activities, and discussions make the content come alive. Every personal tutor, advisor and support services or advising administrator needs this book in their toolkit.”

Amy Sannes – President of NACADA, The Global Community for Academic Advising

“The book is innovative; although firmly based on relevant research and with wide reference to literature on the subject, the approach is essentially practical. This is not a book to be read once and put to one side, but one to be used as an ongoing resource and toolkit, by the experienced tutor or advisor as well as the beginner. The former will find ideas for refreshing his or her approach, while the latter will be helped to gain confidence at an early career stage. The authors are to be congratulated on this excellent contribution to an area of vital and growing importance in higher education.”

Penny Robinson – Chair of the UK Advising and Tutoring (UKAT) Executive Committee

“The book offers an impressive blend of scholarly thinking about personal tutoring and related issues, drawing on leading research and models in the field, and practical guidance.”

Professor Liz Thomas – independent researcher and consultant for higher education and Professor of Higher Education at Edge Hill University

“Your book has been my bible of “how to” establish Academic Advising in the Australian Regional context. It provided the insight I needed to conceptualise what advising could look like in a more practical and operational sense. I found the inclusion of practical ideas, critical thinking activities and the self-

assessment system to be a helpful mechanism to better understand how and why advisers impact the student experience. The book provides a cohesive roadmap for effective advising, yet provides space to shape advising within our unique regional context. I have combined sections of the book with other carefully curated and contextually specific resources to train and develop both professional and academic staff in advising roles to provide a quality, solution-focused approach to student success. I know I will continue to use this book for many years to come as we refine and mature our advising approach.”

Dr. Catherine Picton – Project Manager, Regional University Network –
University of The Sunshine Coast, Australia

“This publication should be on the bookshelves of all those that work with students in Higher Education. For individuals new to personal tutoring, as well as seasoned professionals this will become a well-used handbook. The layout and content provide excellent resources in supporting your students’ success.”

Yvonne Halden – Student Advisor and Regional Chair for NACADA, The Global
Community of Academic Advising

I am responsible for developing and implementing personal tutoring frameworks in a large Undergraduate and Postgraduate Engineering Department. The publication “Effective Personal Tutoring” has proved to be an invaluable resource for developing material and improving staff engagement and understanding of how to deliver personal tutoring sessions. The publication effectively disseminates the salient points to a large body of knowledge on personal tutoring in higher education in an easily accessible manner. This is a resource that I would recommend to policy makers, and personal tutors to support both framework and staff development.

Dr Lisa Simmons - Senior Lecturer in Engineering Projects, Manchester
Metropolitan University

Lochtie, D.,
Stork, A. and
Walker B.W.

(2022) (eds) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success.*

Review in *Innovative Practice in Higher Education* journal by Katherine McFarlane, Independent HE Consultant

"The rich range of case studies makes this an essential text which would be of great value to all involved in supporting students directly or organising and managing such support. Practitioners are likely to find something relevant to their own circumstances, as well as approaches and questions which might challenge them to further enrich their own practice."

Full review - McFarlane, K. (2019) 'Book Review: Lochtie, D., Stork, A. and Walker, B.W. (2022) *The higher education personal tutor's and advisor's companion: translating theory into practice to improve student success*', *Innovative Practice in Higher Education*, 5(1) pp. 1-4.
<https://journals.staffs.ac.uk/index.php/ipihe/article/view/214>

Endorsement

"This book is the perfect companion to its predecessor 'Effective Personal Tutoring in Higher Education'. Moving from tutoring theory to case study based examples provides a rich set of examples for new and experienced personal tutors. The companion is accessible for practitioners and for those developing personal tutoring frameworks. As an acting personal tutor and academic lead for developing personal tutoring systems, I have found this book has supported the development of my practice and in opening discussions with colleagues around coaching and tutoring. I would recommend this book to anyone involved in tutoring in higher education."

Dr Lisa Simmons - Senior Lecturer in Engineering Projects, Manchester
Metropolitan University

Appendix C - Links to the resources of HE institutions and organisations which use adapted content of the work

The below list includes those currently and publicly available. Resources are also used on the intranet sites of other universities, for example the University of Lincoln and the University of Huddersfield.

UKAT: UK Advising and Tutoring Association

Tutoring matters – Professional Webinar Series - <https://www.ukat.ac.uk/events/webinars>

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

<https://www.ukat.ac.uk/community/professional-development/he-tutors-companion>

Regional University Network, Australia

Academic Advising modules

Module 1 - <https://sway.cloud.microsoft/y5SWsn589nB2ECfU>

Module 2 - <https://sway.cloud.microsoft/eWnli2XcF0TqSyUF>

Module 3 - <https://sway.cloud.microsoft/FOYSaVkbNNTJ7Anz>

Oxford Brookes University

Academic Advising at Oxford Brookes: Guidance, development and resources from the Oxford Centre for Academic Enhancement and Development (OCAED) -

<https://www.brookes.ac.uk/staff/student-support/academic-advising/>

Manchester Metropolitan University

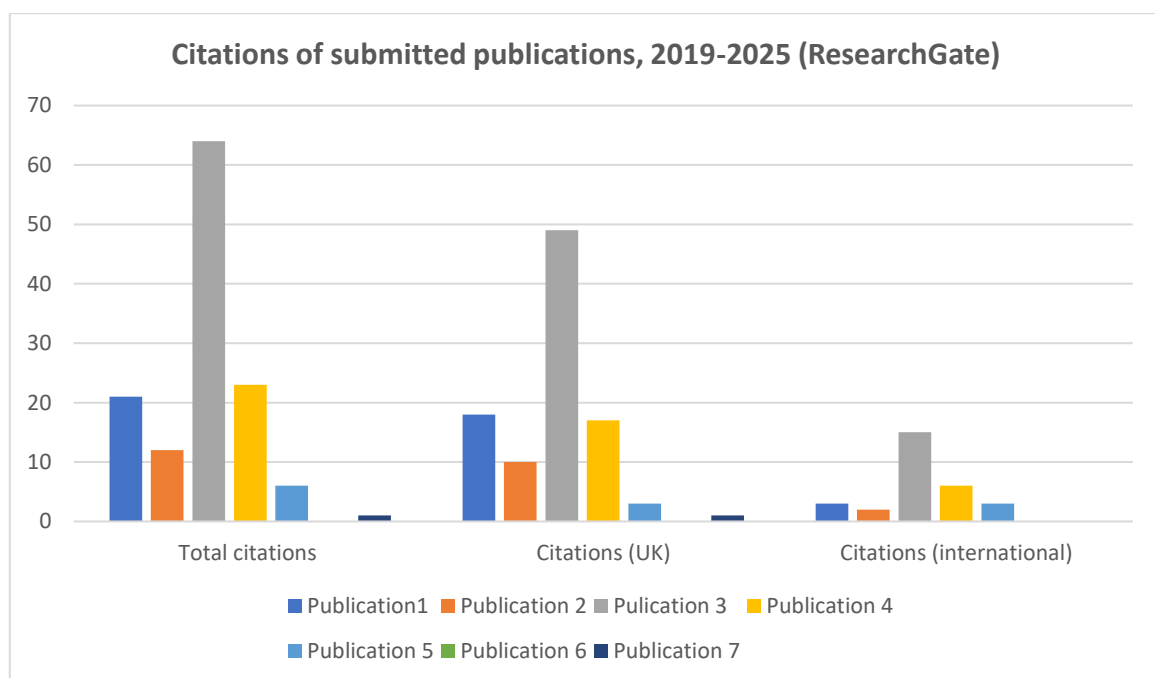
Personal Tutoring Strategies and Tips Toolbox -

<https://www.mmu.ac.uk/about-us/professional-services/uta/personal-tutoring/pt-activity>

Appendix D - Citation statistics, book sales figures and bar chart showing the impact of the work on literature on personal tutoring since 2019

As of January 2025, my work has 127 citations (23% of which are international) and 3,682 reads (information from ResearchGate, since 2019) and book sales totalled 2,349 (information from Critical Publishing).

**NB – publication 6 is under-represented because it is an edited collection.*



Appendix E – Inclusion of the work in recent national and international conference presentations (2020 to present)

The work has been the topic of several presentations for UK and international universities.

Invited keynote conference presentations

‘Personal tutoring in higher education: Translating theory into practice to improve success’, Institute of Geography and Spatial Planning, University of Lisbon, Portugal, January 2025

‘Effective personal tutoring practice: transferable principles from UK higher education’, Autonomous University of Baja California, Mexico and The National Autonomous University of Mexico, January 2025

‘Academic Mentoring: Addressing our key challenges through whole of institution approaches’, Academic Mentoring Learning Exchange Day, London School of Economics (LSE), April 2024

‘More important than ever and yet impossible to deliver? Tackling the Advising and Tutoring conundrum’, Regional Universities Network, Australia, December 2020

‘Providing effective student support in the pre and post Covid environment’, SKVC (Centre for Quality Assurance) International Conference, Lithuania, December 2020

Invited speaker presentations

‘Transformational Personal Tutoring’, St Mary’s University, London, October 2022

‘Enhancing Academic Advising: Contemporary stories of impact and influence’, Annual Learning and Teaching Conference, Middlesex University, September 2022

‘Personal Tutoring in the 21st Century: What it was, what it is and what it could be’, Personal Tutoring Colloquium, University of Portsmouth, June 2022

Conference presentations

‘Advocating for Advising: A cross-institutional approach to Academic Advising’, UK Advising and Tutoring Conference, University of Greenwich, April 2024

