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I often get asked by people if I have work [available] or how can they get a job, and it becomes apparent what little idea they have of what we actually do.

”

ALL Identity

Minimum professional requirements, training
and pedagogy for Academic Skills Advisors

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ALL CENTRES:

1. Unknown at an institutional level

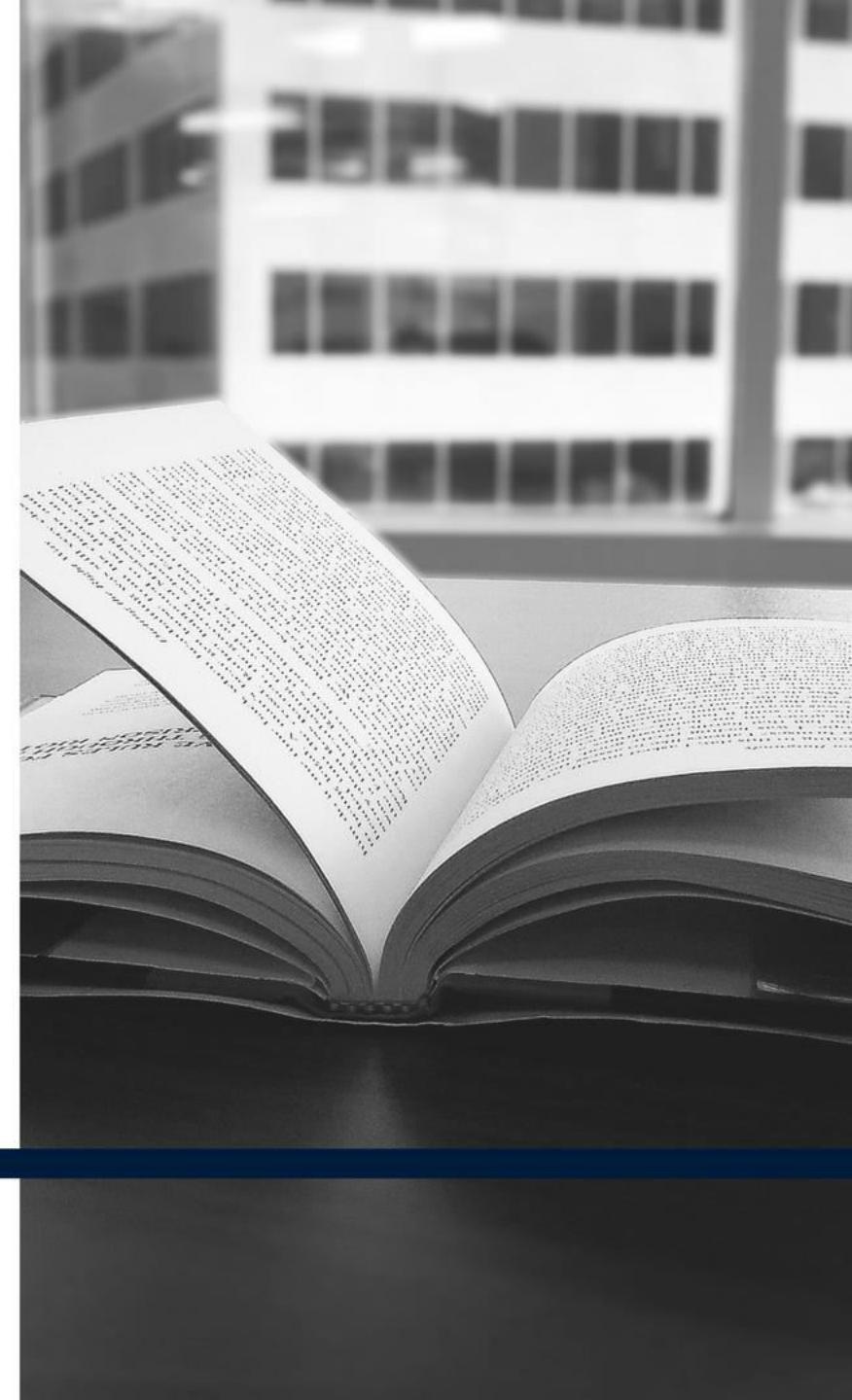
(Gao & Reid 2015, Strauss 2013, Chanock 2007)

2. Remedial rather than developmental

(Strauss 2013, Percy 2011, Chanock 2007)

3. Vulnerable to financial pressures

(Strauss 2013, Wilkinson et al 2011, Acheson 2006)



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**We have not been very good at
communicating our expertise and
professional knowledge and this in
turn impacts on the difficulty in
recruiting new staff.**

”

RESEARCH QUESTIONS



What are the
minimum
professional
requirements
needed to be an
ALL advisor?

RESEARCH QUESTIONS



**What are the
minimum
professional
requirements
needed to be an
ALL advisor?**

**What training is
provided for newly
recruited advisors?**

RESEARCH QUESTIONS



What are the minimum professional requirements needed to be an ALL advisor?

What training is provided for newly recruited advisors?

What is the pedagogy utilised in one-to-one advising?

ALL Identity

- 1 ALL units are centrally located and managed within the university
- 2 ALL advisors are knowledgeable across a range of disciplines

ALL Identity

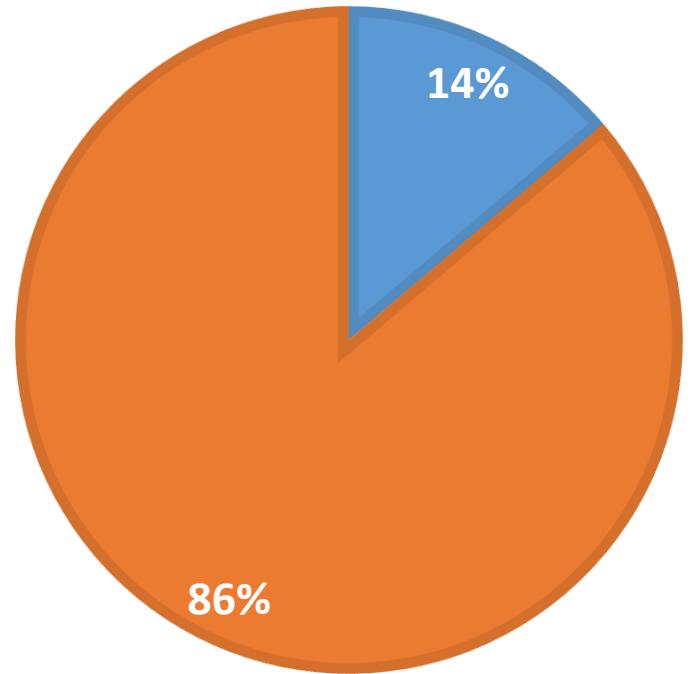
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- 3 Our role requires a large range of skills, experience and competencies
- 4 We adapt to change and up-skill in response to new requirements of our role

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- 5 ALL advisors broadly use constructivist approaches in one-to-one advising
- 6 As individuals, ALL advisors are highly autonomous

WHERE DOES YOUR UNIT SIT WITHIN THE UNIVERSITY?

- Mostly centralised with some services operating independently within faculties.
- Centralised and available across the university.



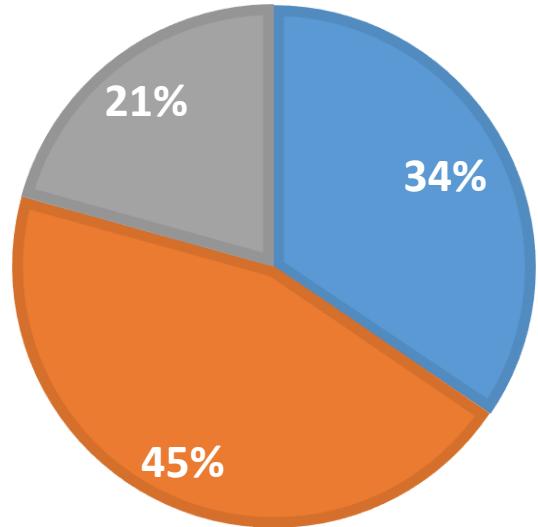
100%

Centralised or mostly centralised

1. ALL units are centrally located and managed within the university

HOW DOES YOUR UNIT MEET THE NEEDS OF EACH FACULTY?

- Other (combination or in transition)
- Requests are managed centrally and distributed to an available adviser.
- Advisers are allocated to a specific faculty



79%

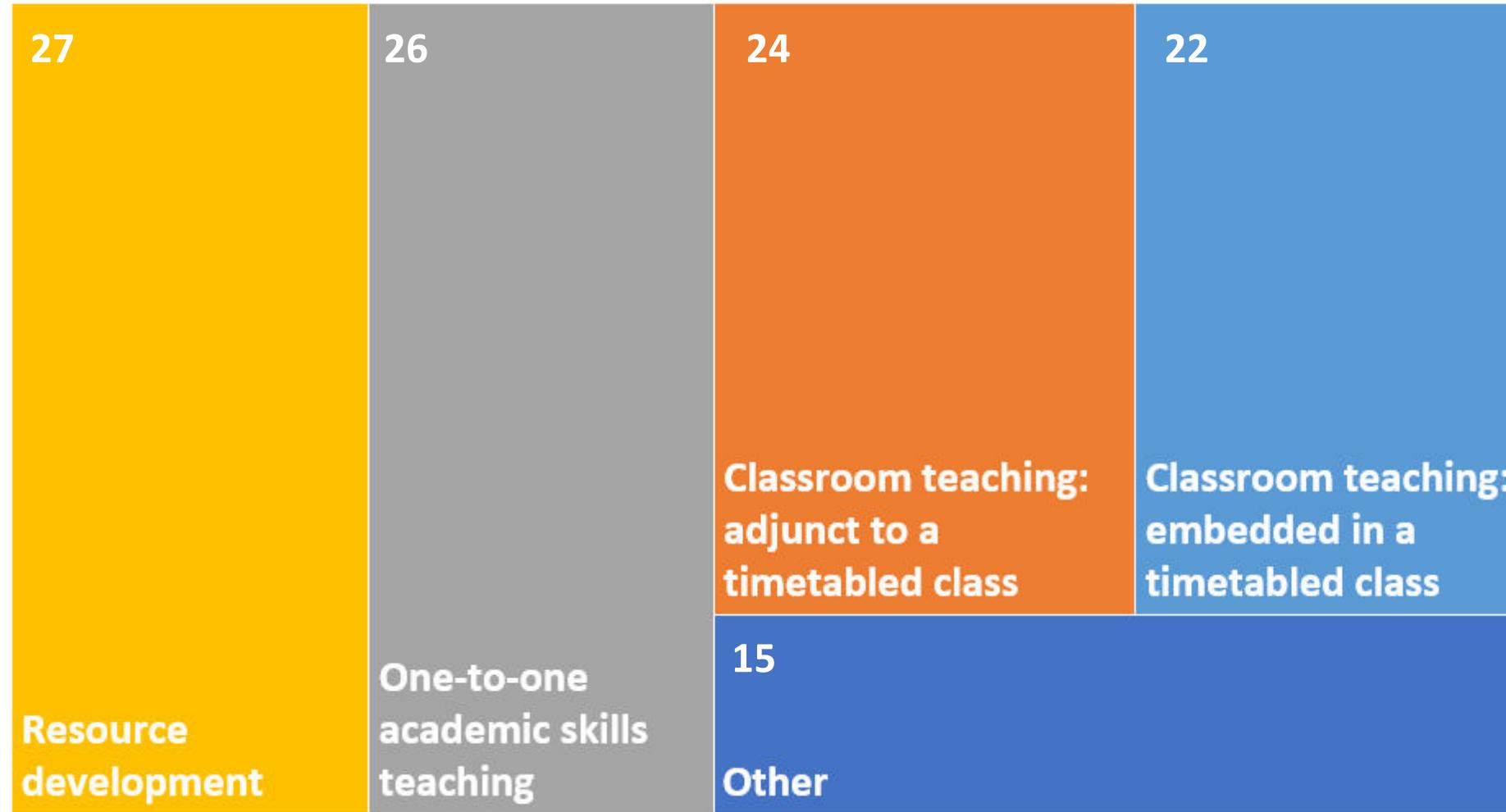
Meet the needs of each faculty by
managing requests centrally
(all or some of the time)

2. ALL advisors are knowledgeable across a range of disciplines

“
We need people who
are multi skilled and
can work across all
faculties

”

WHAT RESPONSIBILITIES DO ADVISORS HAVE?



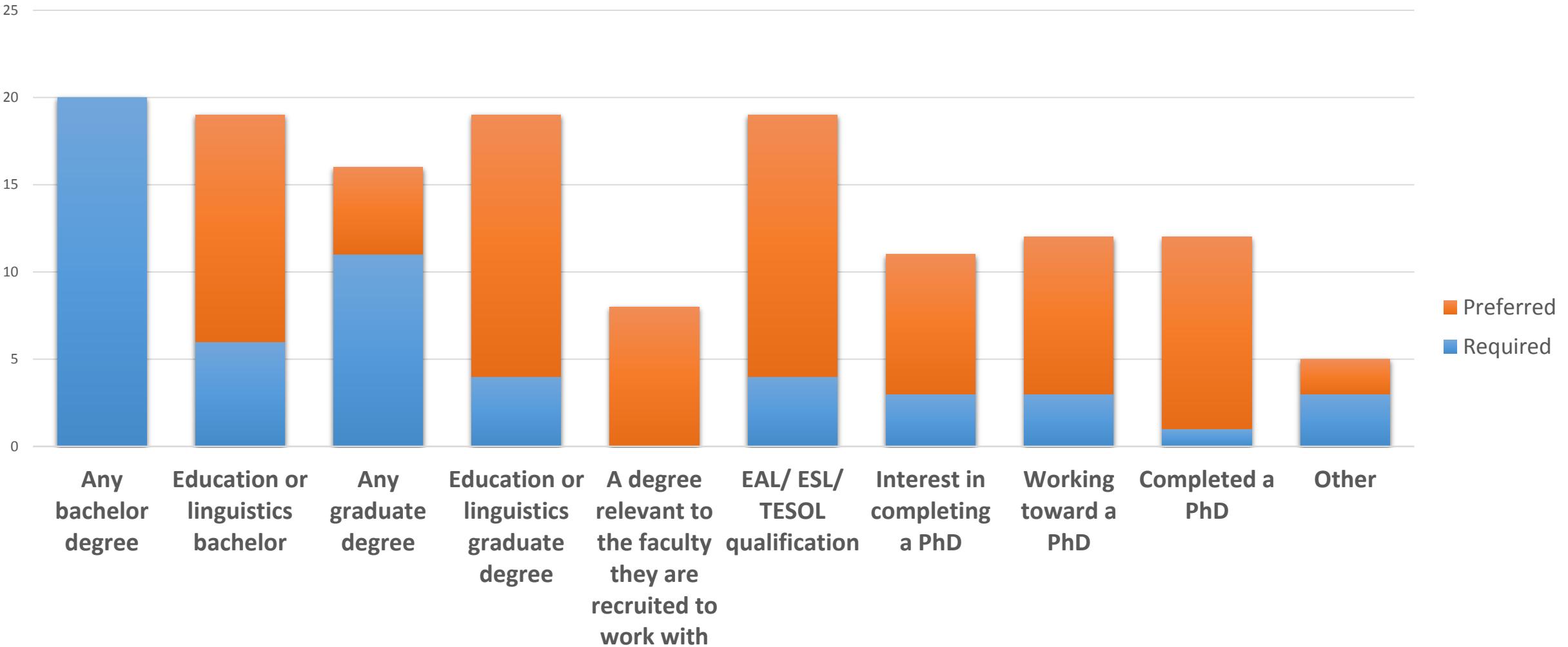
3. Our role requires a large range of skills, experience and competencies

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Our advisors do not tend to leave as the diversity of the work involved is generally satisfying for all.

”

WHAT MINIMUM QUALIFICATIONS DO YOU EXPECT ADVISORS TO HAVE?



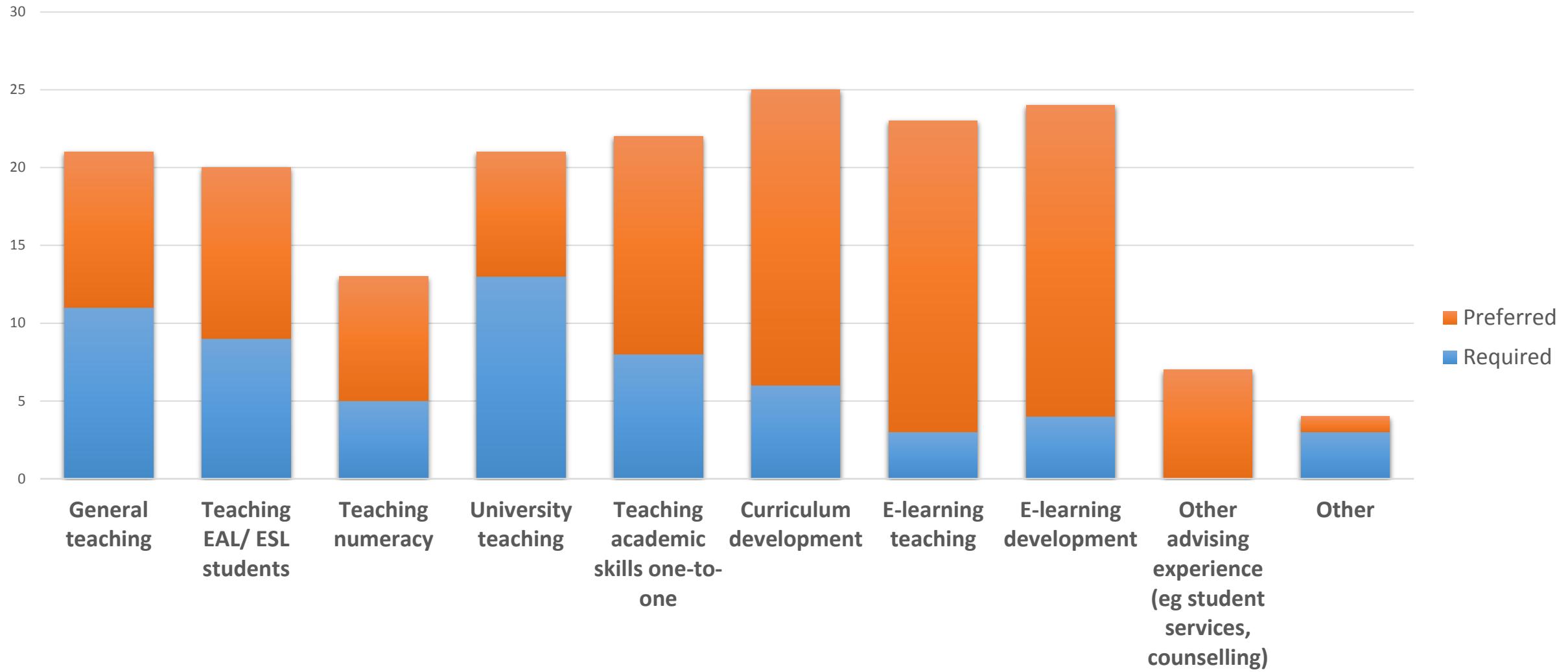
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“

**Many PhD qualified advisors don't stay in
the job for long (partly because we are not
classified as academic staff, partly
because they gained academic positions in
their field, e.g. linguistics)**

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WHAT EXPERIENCE DO YOU EXPECT ADVISORS TO HAVE?



3. Our role requires a large range of skills, experience and competencies

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Finding a person with the skill set required is not easy.

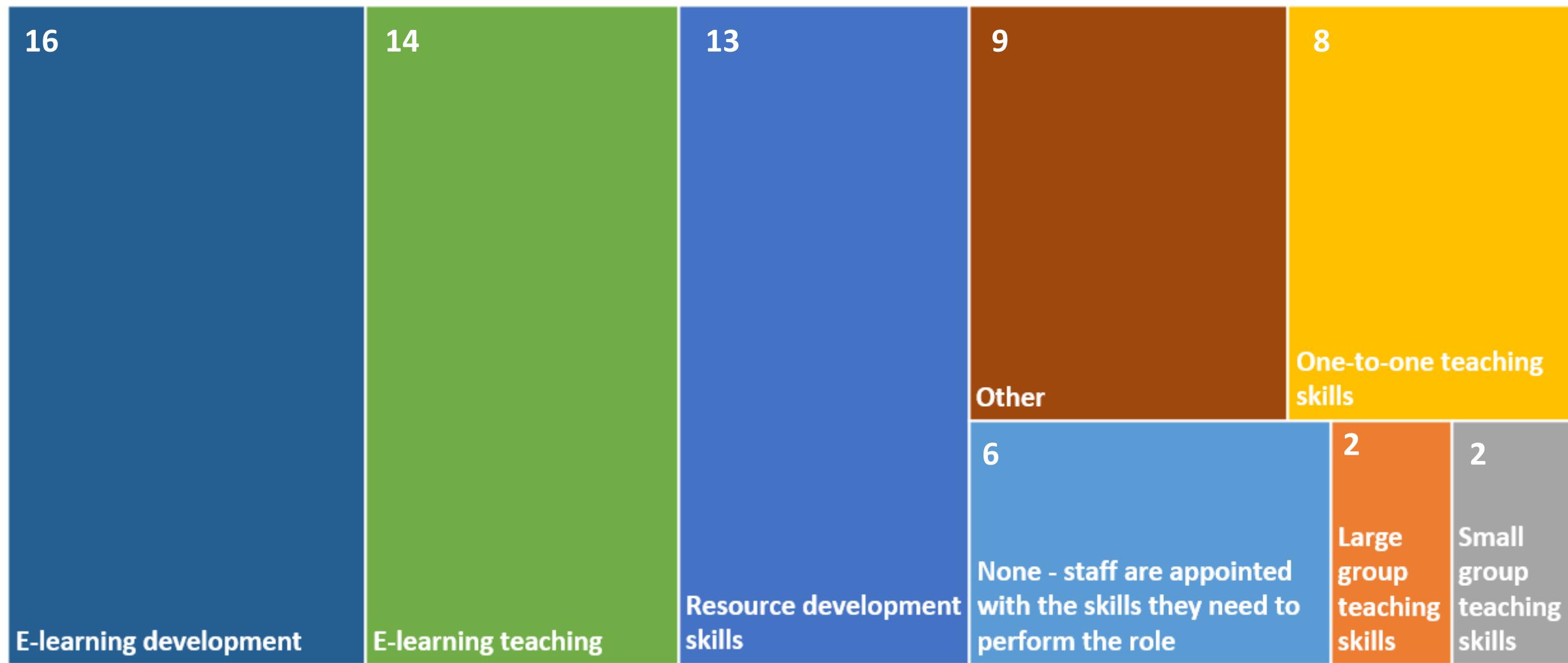
The advisor needs to be aware of all the discipline requirements, understand assessments and have the skills to re-direct question[s]. Although we have many applicants for each advertised position, we often find only a single person who has the desired attributes.

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“
Few people have all the skills we need,
but providing they have a strong
educational background, are usually
able to acquire additional skills
through shadowing and close
supervision in their first year

”

ONCE APPOINTED, WHAT TRAINING DO ADVISORS NEED IN ORDER TO CARRY OUT THEIR ROLE?



4. We adapt to change and up-skill in response to new requirements of our role

“
Academic Skills Advisors are engaging more and more with eLearning pedagogies and eLearning resource development to meet the ongoing focus on engaging with students in the digital context
”



5. ALL advisors broadly use constructivist approaches in one-to-one advising

developmental skills-development active-learning autonomy constructivist

5. ALL advisors broadly use constructivist approaches in one-to-one advising



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Advisors are instructed to move away from "telling" instead building shared communication and questioning which supports students to become independent learners.

”

HOW ARE ADVISORS TRAINED IN ONE-TO-ONE PEDAGOGY?

10

institutions
offer peer
shadowing,
observations and
feedback

6

institutions offer
informal
guidance e.g.
team discussions

5

institutions state
that newly
appointed advisors
are already
sufficiently
experienced

6. As individuals, ALL advisors are highly autonomous

“

We all have specific responsibilities and autonomy with delivering on those responsibilities (no micro-management)

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What next?

HOW CAN WE USE THIS DATA TO COMMUNICATE:

- our expertise and approach?
- the complexity and changing nature of our roles?



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