

National ALL 1-1 services profile

41* ALL teams

41 team responses from 40 institutions* – 42 contacted / 2 DNP, 1 institution has two separate teams, both answered the questionnaire
Managers, Team Leaders or Academic Advisors with an understanding of the 1-1 service provision



From 'ALL' over Australia

Steve Campitelli, University of Melbourne
cas@unimelb.edu.au



Context: individual consultation landscape in Australian

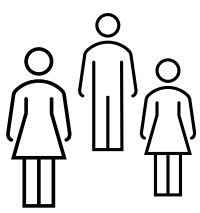
ALL teams

Outcome: Increased awareness of the national landscape, information sharing

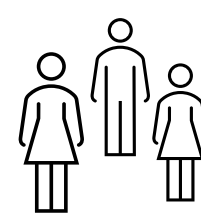
Caveat: 2024 – much of this will have changed

Interesting to see where we go from here





Team: Naming



ALL team names

Primary focus terms, most prominent or in a primary position:

Academic 14 (34%) e.g. **Academic Skills***, Academic Success

*9 teams have some variation on **'Academic Skills'**

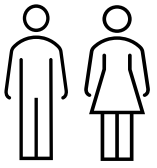
Learning 11 (26%) e.g. Learning Hub / Support / Skills

Student 8 (19%) e.g. Student Success / Academic Success / Learning

What is the most common team name?

Secondary focus mostly **Skills** 14, **Learning** 10, **Success** 6,

Support 4, Services 1, Hub 1, Zone 1



Staff: Role naming, Classification & Location

Role titles

Multiple role titles, so **N = 57**

Primary focus term:

Learning 27 (47%) e.g. Learning Advisor / Adviser* (18)

Academic 14 (24%) e.g. Academic Skills Adviser / Adviser* (6)

Secondary:

* **Adviser/Advisor** total use is **43** (75%): spelling split is **Advisor** 25 (43%), **Adviser** 18 (31%)

What is the most common role title?

So, typically, we are:
Learning Advisors within an **Academic Skills** team of **centrally** located or managed **Professional** staff



Staff classification

Professional 32 (78%)

Academic 6 (14%)

Other / Both 3 (8%)

Interesting fact:
% has flipped from 59% Academic in 2006

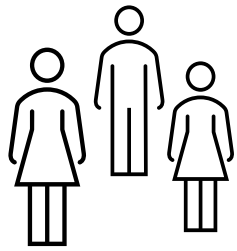
Location of team

Central 30 73%

Library 11* 27%

1 team physically embedded in Faculties

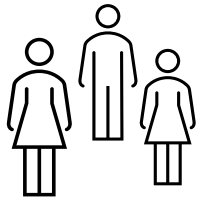
*May be central, but answer indicated team is a part of or the primary location or identity is within the library.



Staffing makeup: employment type

Ave ongoing and fixed term staff

i.e. **not** including casual staff



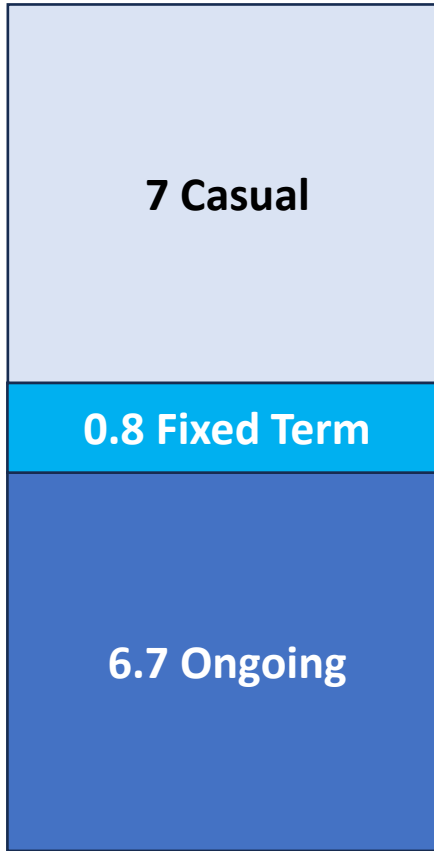
7.5

Average team size

Ongoing 89% / Fixed 11%

High 23.4 FTE / low 2.6 FTE

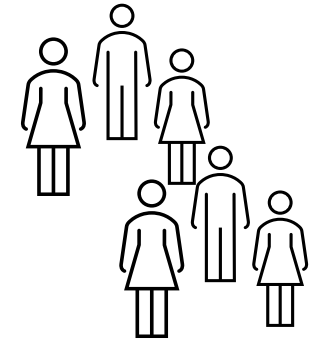
National total 310.15 FTE



**Ave ongoing, fixed term
and casual staff**

14.5

Average team size



Ongoing 46% / Fixed 5.5% / Casual 48.5%

High 36.4 FTE / low 3 FTE /

National total 416.15 FTE

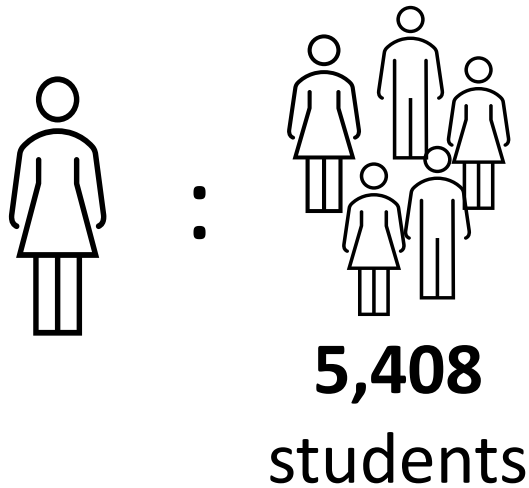
40 out of 41 teams (99%) employ Ongoing staff

20 Teams (48%) employ Fixed term staff; 21 no Fixed term staff (52%)

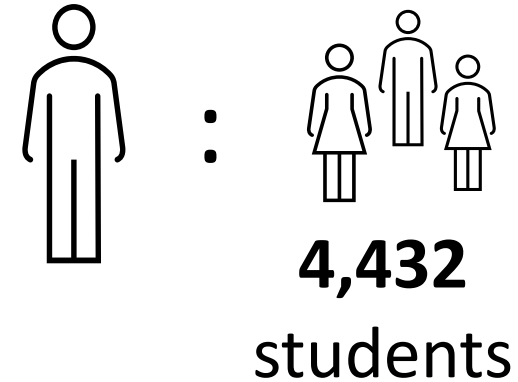
15 Teams (36%) employ some form of casual staff; 26 no casual staff (64%)

Advisor : Student ratios (headcount)

Advisor to student ratio
without casual staff



Advisor to student
ratio with casual staff



18% ratio decrease with casuals

Lowest ratio 1:766

Lowest ratio 1:586

Highest ratio 1:19,615

Highest ratio 1:12,391

1-1 delivery



Form 1-1 academic skills advising services are offered

Online 1-1 appointments (e.g. via Zoom) offered by **100%** of teams¹

In-person 1-1 appointments **38 (93%)**²

Drop-in service **27 (66%)**

Other: Maths service **11 (28%)**; Writing-centre **9 (22%)**; Email feedback or advice service **7 (17%)**; Phone appointments **4 (10%)**; Online chat **2 (5%)**

Covid pivot to online has stuck

UoM upsurge in in-person requests

¹**22** institutions (53%) offer online appointments (e.g. via zoom) as their majority service format;

6 institutions offer 90-100% online 1-1 service

²**6** institutions (14%) offer in-person / on-campus appointments as their majority service format



1-1 delivery

What is the national average no. of 1-1s?

Total 1-1s your team delivered in 2024

N = 37 (3 no answers, 1 'too busy to chase up these kind of stats' 😬)

Collectively worked with over **83,000** students 1-1 nationally

High: 7,940 1-1s / Low: 235

Ratio of 1 appointment to students / headcount

Low 1.1:1! / High 1:208

Reach of appointments as a % of headcount

High 110% / Low 0.5%

Trend last 5 years

N = 38

Increased **22**
(56%)

Remained
approximately the
same **11** (30%)

Decreased **5**
(14%)



Average
2,365 1-1s per
institution

Average
1 appt : 23 sts

Average
reach **11%**

1-1 delivery parameters

Length of 1-1s

Institutions may offer multiple time variations dependent on level, need, service type

30 minutes 26 (63%)

10–15 minutes (drop-ins) **10 (25%)**

40-45 minutes **9 (22%)**

20-25 minutes **9 (22%)**

50 minutes **6 (14%)**

60 min **5 (3 of these for RDH) 12%**



Access & Equity
Provision of service
Dependency reduction
Editing / proofreading
vs developmental
advising

Other:

Drop-in - no set time / usually open for 1 hour / 3 hours (no mention of individual length)

For follow-up, continuous appointments (e.g., students with disabilities) as long/longer if/as needed

The time ranges from 20 minutes through to 2 hours for 1:1 consultations.

The average consultation is about 45 minutes to 1 hour

1-1 delivery parameters

When are services offered?

All year **36** (88%)

Restricted / In-semester **13** (32%)

Who has access to 1-1 services at your institution?

Any enrolled student **29** (71%)

Restricted access **13** (31% e.g. not HDR students, not overseas campus sts)

Referral **7** (17%)

Parameters / limits on service

1 appointment per week **17** (41%)

HDR / GR sts have longer or more appts or a dedicated team **9** (22%)

Equity appts **9** (22%)

No access parameters **7** (17%)

Other variants or parameters: Fair Go or Fair use policy / 1 appointment per sem / 4 appts per sem / 3 appointments maximum by teaching period of 6 weeks / 3 appointments per term / Limited number of appointments, drop-in unlimited / case by case / not for proofreading / **not for assignment feedback**

Important
dependency and
relationship
management
aspect of 1-1s

Impact of Gen AI on 1-1 service provision

Not sure / No impact **16** (39%)

Increased queries / students asking **11** (27%)

Uni went with Studiosity 9

Increased academic Integrity consulting, Referred sts 7

AI as positive affect (Uni increasing human service, no effect on bookings) 5

Lack of university direction 3

Reduced 1-1s 2

Changed assessment 2

Resource development 2

Policy 1

AI as threat to Adviser position 1



Main advantages of institution providing person-facilitated ALL 1-1 advising services



Institutional or context-specific knowledge / Contextualised support **22 (53%)**

Tailored to need / advisors understand the students & needs / individualised **21 (51%)**

Inform other AS work / creates connections **15 (36%)**

Affective / relational ('humanist') aspect / engage with a person / human connection **11 (27%)**

Referrals to AS and on to other services **10 (25%)**

Other

Safe space / support / Work with sts with needs **4 (10%)**

Trustworthy / normalises help seeking **4 (10%)**

Limitations of Studiosity / External providers **4 (10%)**

Says institution values support **3 (7%)**

Effect on retention / completion **2 (5%)**

What is the main *stated* advantage of the institution providing person-facilitated ALL 1-1 advising services??



“Further comments”: Disadvantages / challenges of the 1-1 context

“not sustainable or practical to continue to ramp up to meet the insatiable demand” / “highly resource-intensive, requiring significant time, staffing, and funding” / “current financial landscape of tertiary education there will be cuts in all areas”

“constant struggle to be heard, valued, supported and promoted in our context” / “easy target in restructures and get tossed around the university” / “I think our team is on its way out”

“a challenge due to the significant stigma associated with seeking academic help”

“low student awareness”

“it's quite siloed”

“students not showing up impacts availability of our services for other students”

“challenging to provide help to the students who most need it in a timely manner”

“SSAF funded support at risk”

“not keeping up the pace ... with Gen AI” / “impact of Gen AI”

“Further comments”: Importance of practice – value of human advising

“Our signature practice”

“Humans are irreplaceable”

“Incredibly popular with students”

“It is a selling point for the University.”

“Essential aspect of the whole range of support”

“Identified as the most essential support service in the university”

“Education is a human centred activity and fundamentally needs people as its core”

“Every consultation confirms that humans are irreplaceable. Students do not know what they don't know.”

“Feedback we get from students constantly reiterates the 'value add' of these services to student engagement (and satisfaction with their university experience).”

“Increase access to students who are usually marginalised and make a difference by supporting them to develop the skills they need for university and life”



Human-centred 1-1 advising

In the gen AI age



“VS”





Context: individual consultations about student writing

Outcome: Increased awareness of where 'Academic Language and Learning (ALL) professionals sit in this context, viewed through a Personal, Pedagogical and Institutional framework



Caveat: I am not anti-gen AI, active user of it, more 'pro-human' & hybrid approach



Broader context

Emergence of 2 *major* disruptive agents: Covid & Gen AI – students increasingly seeking wellbeing support post-Covid (Nosrati et al., 2025)

Issues re gen AI:

Academic integrity concerns re production of academic writing; gen AI mainly as a threat rather than potential asset (Akiba & Fraboni, 2023)

Lack of consensus on appropriate gen AI use in HE; how to approach it

Proposition that gen AI can perform many of the functions of an ASA in the 1-1

Proposition that person-facilitated 1-1 are non-feasible and non-scalable

Strengths of gen AI?

Availability & ease of use

24/7, easy to use, repeated use in a way teachers / ASAs won't or can't provide
(Corbin et al., 2025), 'willing' to help

Non-judgmental study aid

No power distance, less daunting, 'active agent' (Kim et al., 2025)

Tailored to individual needs

Any level, language and task type, can facilitate sts with needs

Skill development

Inquiry-based learning, question formation, clarification of prompts (Kim et al., 2025; Wang et al., 2024)



Strengths of gen AI?

Ease teacher / ASA load

Lessen burden on often over-stretched teachers (Steiss et al., 2024),
decentring / load-spreading agent

Students open to it – they use it

86% of 3839 sts 16 countries
say they use it (2024 DEC
Global AI Student Survey)

Tech-adjacent sts used to turning to technology for answers

Transactional ‘extra-recognitive’* functionality (some of which ASAs won’t do)

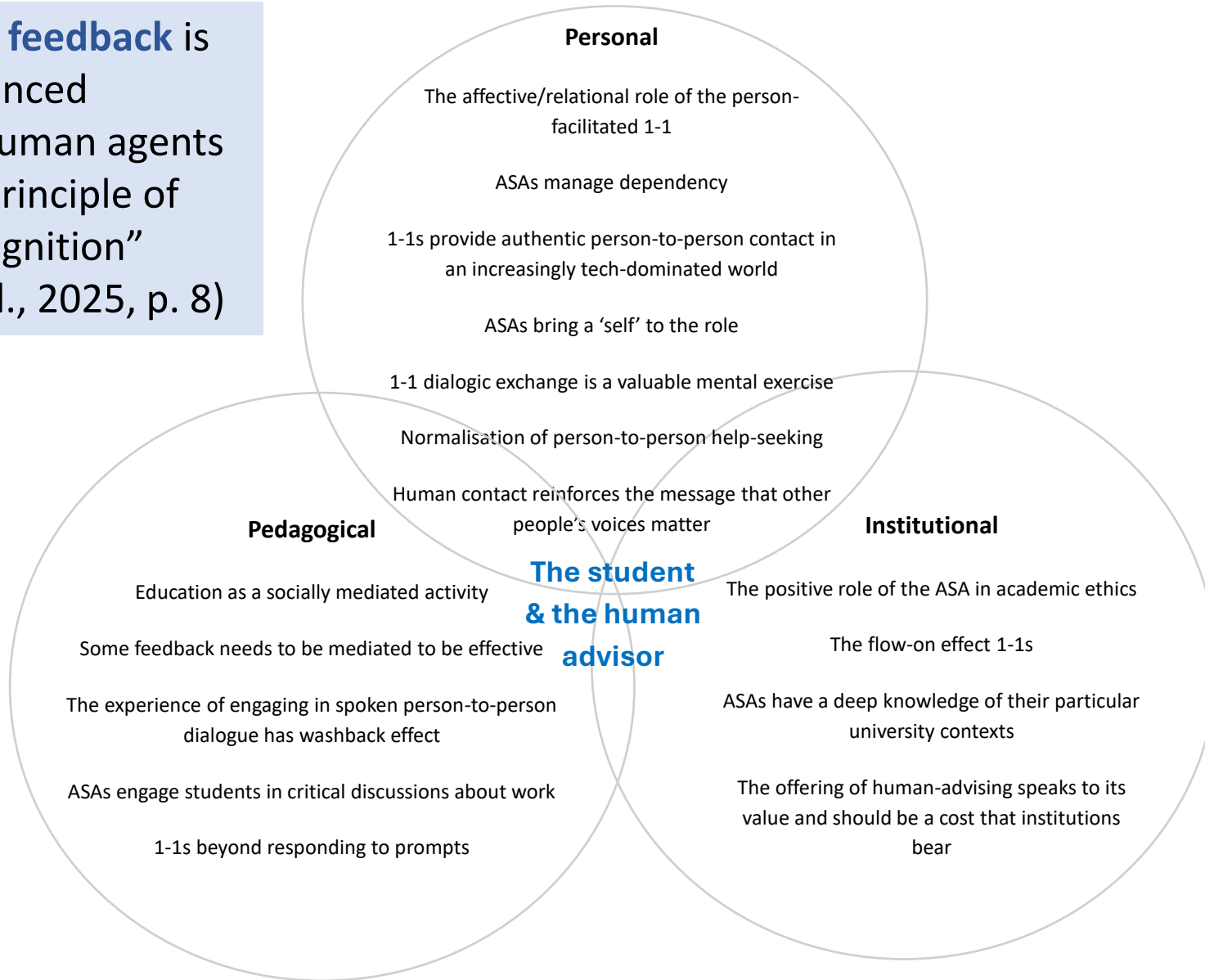
No other cognitive agent required, summarising, paraphrasing, term
clarification, outlining, planning, providing feedback, correction, proofing

***Extra-recognitive feedback** is that provided by a source “not capable of genuinely recognising others or being recognised as a genuine agent” (Corbin et al., 2025, p. 8)



Strengths of the human adviser?

Recognitive feedback is that experienced between “human agents capable in principle of mutual recognition” (Corbin et al., 2025, p. 8)



Strengths of the human adviser: Personal



Affective/relational role of person-facilitated 1-1s

Confidence, anxiety, validation, affirmation – negative **and** positive emotive aspects of study – as important as ‘instrumental’ task-oriented advice (Hamilton & Bak, 2025, p. 22)

ASAs affectively ‘notice’, **mutual recognition** of agency and vulnerability and a present ‘other’ **only** possible via human agency – existential – gen AI not capable of this, not sentient, does not recognise nor ‘care’ for users

Connection, identity recognition, referral, role prioritisation & understanding of student context & range of needs beyond transactional

Dependency management

ASAs foster student agency, self-efficacy, confidence, self-regulation capabilities & **in**dependence in which a relationship is managed

AI designed to be used, engineered to provide smooth flow & human-like experience where user can return repeatedly – in some ways engineered for dependency – no recognition of problematic consultation

Perceived anthropomorphism, interactivity, intelligence & personalisation have effect on emotional factors including flow experience & attachment, can lead to user addiction (Zhou & Zhang, 2024) – human perception leads to attachment and trust

Strengths of the human adviser: Personal



ASAs bring a 'self' to the role

'Present self' – lived, experiential sense as people with past, present and future within a social-emotional context; recognise a

'present other' who recognises them

Rationalise, contextualise, explain, reflect on or frame advice

Situate knowledge and navigate a wider context beyond writing

1-1 dialogic exchange is a valuable mental exercise

Resolution of 'cognitive disfluency' valuable for 'ill-defined problems' (Urban et al., 2024)

Detrimental 'cognitive offloading' (Risko & Gilbert, 2016) can bypass learning – may result in 'metacognitive laziness' (Fan et al., 2024)

Lodge & Loble (2026)*

Sts engaging in '**desirable difficulty**'

'**Performance paradox**' – dependency, overuse;
short term gain vs long term development

'**Illusion of competence**' – sts think they are
better than they are

Normalisation of person-to-person help-seeking cf reinforcement of help-seeking as a 'behind closed doors' activity

Provide authentic person-to-person contact in an increasingly tech-dominated world

Human contact reinforces the message that other people's voices matter

Value implicit in provision; someone is available to listen

*Lodge, J. M. & Loble, L. (2026). *Artificial intelligence, cognitive offloading and implications for education*, University of Technology Sydney, doi:10.71741/4pyxmbnjq.31302475

Strengths of the human adviser: Pedagogical



Education as a socially mediated activity by a ‘dialogic other’

Knowledge co-constructed & individual makes interpretations founded within sense-making dialogue
(Carless & Boud, 2018)

Fundamental role dialogic human interaction in development of the person, construction of knowledge & enculturation into academic community – ‘dialogic other’ positioned actively in a ‘corollary cognitive obligation’ (Corbin et al., 2025, p. 11)

A 1-1 reflects the broader dialogic nature and demands of education (cf. transactional)

Some feedback needs to be mediated to be effective

Mutual **recognivity** of human dialogic space cf. ‘non-mutuality’ of transactional space

Feed up / feedback / feed forward – ASA as ‘prompt to action’ agent that gen AI can’t be – **trust in other** determines effectiveness of feedback (Carless, 2013)

Strengths of the human adviser: Pedagogical



Washback effect of engaging in spoken person-to-person dialogue

Writing not an independent act – takes place re other academic contexts – 1-1s opportunity to engage in dynamic & dialogic academic discourse about their writing that benefits the program

1-1s seek to engage sts in resolution of cognitive disfluency required by programs (cf. AI seeks to mitigate it)

1-1s beyond responding to prompts

ASAs proactively triage, diagnose issues & scaffold awareness of issues sts may not be aware of (cf. prompting gen AI with ‘wrong’ thing)

Ironically sts best placed in language & academic skills to most leverage gen AI may be better off in challenging dialogue with a human advisor

Strengths of the human adviser: Pedagogical



ASAs engage students in critical discussions about work

Trust in gen AI output / not so good at higher order executive functioning & nuance / lack of student critical interrogation of outputs – implicit trust linked to intelligence / human perception (Zhang & Zhou, 2024)

Gen AI *no concern for truth* – responses based on inputs & patterns / issues with inputs & bias and resulting gaps in outputs – hallucinations

92% employers see critical and analytical thinking as essential (DEC, 2025)

1-1s provide critical dialogic opportunities – facilitate engagement with deep learning

Equity gap: Sts who tend to use gen AI to offload or outsource are those who tend not to have the critical reasoning resources to critically interrogate its outputs – i.e. the ones who tend to use it in this way are the ones who can least afford to (Lodge & Loble, 2026)

Positives of the human adviser: Institutional



Positive role of the ASA in academic ethics

ASAs exemplify ethical engagement / need for clearer boundaries and guidelines around gen AI – the ‘offer to do the work’ & the temptation to have the work done

Flow-on effect of 1-1s

1-1s inform all other ALL work (Chanock, 2007) – referred scalability

Individual nature of gen AI – no referred / flow on

ASAs have a deep knowledge of their particular university contexts

Third space, networks, enculturation role, ‘insider’ knowledge – academic , cultural, social

Offering of human-advising speaks to its value and should be a cost that institutions bear

View of 1-1s beyond the 1-1

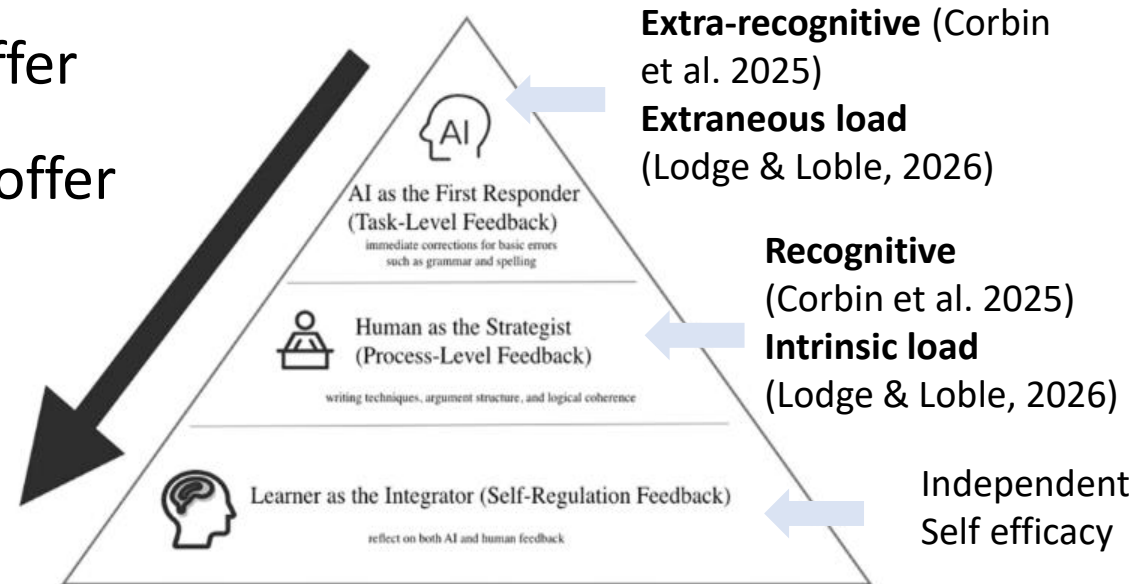
Reflection: what do we know & where are we at?

What do we know?

Gen AI has strengths and advantages to offer
People have strengths and advantages to offer
Hybrid construct – human *and* AI

Where are we at?

Acceptance that Gen AI is here to stay
Let's understand the tool
It has strengths – let's leverage them
We have strengths – let's invest in us



Staged Model for Hybrid Feedback
Zhang et al. (2025, p. 6)

Takeaways?

All ALL teams deliver 1-1s

We deliver a lot of individual service

Casual staff clearly help

1-1s have value, but there are challenges

1-1s have a referred scalability = cost value

Still yet to see full impacts of Gen AI

3+ yrs post-Gen AI writing still here, 1-1s still here

Human advisers matter, people matter

We need to keep evidencing the value of the 1-1 service,

if we value it ourselves

Article links

[Provision of individual academic skills advising services in Australian institutional Academic Language and Learning teams: A snapshot of the current landscape](#)

[The place and value of the human advisor in relation to generative AI in the provision of advice and feedback to students' academic writing](#)

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