Adviser of Studies

2018/19
# Handbook for Adviser of Studies

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Introduction

Research has demonstrated that the role of Adviser of Studies has had a positive impact on student retention and progression, with higher grade point averages for students who have been allocated Advisers of Studies throughout their time in higher education (Malik, 2000). In addition to the literature, student feedback and colleagues’ direct experience has shown that effective Advisers of Studies are proactive, well-prepared, available, caring and student-focused. In particular they should aim to:

• take time to get to know advisees and listen to them;
• create a variety of different interactions with advisees whether they are full-time or part-time, postgraduate or undergraduate, face to face or distance learning, easy or difficult to keep in touch with;
• let students know when they can be contacted both physically and virtually either through face to face contact, Skype, University email or other online tools;
• keep track of students, following up with Module Leaders, and writing personalised emails;
• keep records of meetings to demonstrate the consistency of support provided and record any actions taken and follow-up meetings. Such records should be processed in line with data protection requirements and with student consent.

This handbook has been produced to provide you with guidance about your role in the context of the University’s structures, administrative processes and policies. It should be read in conjunction with the University’s Assessment Policy for Taught Provision.

1. Background

The Student Partnership Agreement 2016/17 committed the University and DUSA to a review of Advisers of Studies, recognising that they are an important component of academic and pastoral provision within the University. The outcome of the review can be found (https://www.dundee.ac.uk/media/dundeewebsite/gef/documents/Advisersofstudies/Advisers of Studies and Personal Tutors.pdf).

2. Academic Advisers

2.1 Role and responsibilities as Adviser of Studies

Advisers should meet with all their students at or before first matriculation to discuss the choice of subjects and modules and be there to offer impartial advice and guidance. During the semester students can make an appointment to meet/Skype to discuss any aspect of their studies and the

1 http://www.dundee.ac.uk/governance/policies/policy-taught-provision/
Adviser of Studies will help wherever they can or refer students to the appropriate University Service. In recognition that there are students who study all year round, take gaps between modules (particularly distance learners) or are on a placement, there can be some variation in the timing of further meetings with an Adviser of Studies. As an Adviser of Studies, you must have a good level of understanding of University policies and relevant Programme regulations. You must also, however, be aware of the limits of your responsibility and must have a good and current understanding of University support services to enable you to provide accurate and up-to-date advice.

Support for all students has been developed through LibGuides, including the LIVE-Smart and LEARN-Smart toolkits, which signposts students to a number of key information and online resources to help them prepare for their studies and careers, whilst also providing links to information to support the students’ health and wellbeing. An additional LibGuide resource for Advisers, called SUPPORT Smart, along with a version of LIVE Smart specifically for distance learners are currently under development.

Advisers of Studies have two main roles:

**Academic** – to be available to give advice and guidance at key stages to help students make course choices; to support students with their personal development planning where applicable; and to give advice on professional and academic progress and skills development, offering useful improvement strategies and highlighting opportunities for engagement and professional development.

This can be achieved through:

- maintaining regular contact with students;
- supporting students in academic and career development planning, and signposting specialist staff who can provide guidance;
- liaising with other members of academic staff, as appropriate;
- following up on students who are not making satisfactory progress or who have poor attendance records;
- where applicable, writing references for current and former students.

**Pastoral** – to be available to offer general advice and information and ensure that students who are experiencing difficulties are supported through referral to the appropriate professional service(s).

This can be achieved through:

- providing basic pastoral support to students;
- maintaining awareness of other sources of support within School/University/DUSA and referring students as appropriate.

This handbook is not designed to be a substitute for information provided by the various University services, but rather to offer a general overview of the responsibilities and challenges commonly facing
Advisers of Studies, together with some practical suggestions for enhancing the effectiveness of the role.

2.2 Meeting with Students

For full-time students, Advisers of Studies should meet with their students on a minimum of two occasions in the first semester of study and thereafter a minimum of one occasion per semester, with the recognition that some schools offer greater contact. For part-time students, Advisers of Studies should meet a minimum of two occasions in the first year.

During Week 0 (Welcome Week for on-campus students), an Adviser of Studies should meet with each or contact each of their entrant Advisees through the appropriate channels. This is an important meeting at which the Advisee’s will meet with their Adviser of Studies for the first time and where relevant, optional modules for that year are discussed and are recorded by completion of a matriculation schedule. These must be approved and signed by the Adviser of Studies and the student. Advisers should keep a brief note of any advice given to students in order to provide a record of the meeting.

It is acknowledged that, while potentially rewarding, Advising is a time-intensive activity which should be adequately accounted for within your workload allocation. In recognising that there is variation between Schools in how the time is allocated - e.g. within some Schools, Advisers have time allocation included in their workload of 2 hours per student per year, meeting with them once per semester for a discussion about their academic progress and any pastoral issues that may impact their academic life, whilst in other Schools workload allocation is confirmed by respective Head of Discipline — it is important to acknowledge that adequate time is required to effectively undertake the role.

In relation to pastoral support, the twice-yearly meetings mean that the student knows how to contact their Adviser if an issue arises. Some Schools operate a system whereby the Adviser of Studies can refer the student to the Cohort Lead, Module Lead, Year Convener or Programme Director etc., depending on the issue. Students are always, of course, advised to seek professional support as appropriate.

2.2.1 Meeting with new/advanced entry students

The initial Advising meeting is important in terms of setting expectations around the Advising relationship. The initial meeting should include:

- an explanation of the Advising system and how it supports students in the course of academic, personal and professional development;
- how the referral role works to help support students through particular difficulties;
- how the Adviser is a student’s first point of contact within the School/Discipline;
- an explanation that effective Advising is a partnership between Adviser and student where the student must also fulfil their responsibilities;
- information on the range of student support and development opportunities available within the University.
Art & Design

The student cohort (between 165-190), all individually meet their adviser three times in semester 1, twice in semester 2. This initiative is conducted by four staff and addresses both academic and pastoral issues. Meetings are scheduled additional to the regular days of studio teaching- they last 10 minutes and can attend to module feedback, transition to HE, wellbeing, level 2 progression and assessment results.

Transition to HE is seen as a lengthy process of adjustment to the environment, expectations and practices of Art College. At initial meetings, staff are receptive to students who might be significantly ill-at-ease or even reconsidering their being at Art College. However, the programme retention rates are good.

Formative feedback is provided quickly after each module is completed. Students and staff complete reflective appraisal forms after each project- these observations are discussed at scheduled meetings (a principal pretext for having them), providing a useful insight, to all, into how a student’s studies are progressing.

At any time, students can raise issues of concern regarding their wellbeing, be they related to the University or external to it. Practical issues regarding learning difficulties, accommodation and finance are raised as well as a wide range of personal issues. The advisers are not trained in counselling but serve as an available point of contact. They’re aware of the University’s undertakings / provisions regarding student wellbeing and are able to direct students to appropriate services. Where a student is in significant distress (and their studies are profoundly affected), the programme leader will become involved and practical accommodations might be sought.

The level 1 programme diagnostically assists students to identify their subsequent study within the Art College’s specialisms. Advisers will chat about students’ observations of their experiences at level 1. Discussions aim to assist the (occasionally complex) procedure / issues of progression- over 90% of students progress to their programme of choice.

- Assessment results are provided, at the end of each semester, with individual and detailed discussion of the results. This maintains the culture of insight / reflection surrounding students’ studies and is accompanied by discussion and support.
2.2.2 Subsequent Meetings with students

Subsequent meetings with students continue to be at least once a semester to include the following process:

- review overall academic performance – including discussion of feedback;
- review and discuss academic planning to include module choices where appropriate;
- discuss and identify any development opportunities or reflect on graduate or transferable skills attained;
- agree actions;
- set deadlines;
- identify sources of support if required.

2.2.3 Group Meetings

It is recognised that in some Schools, the approach to Advising has been adapted to take place in the format of group meetings to provide updates and to share information (for example as part of staff induction to Advising) and provide a valuable networking opportunity to students. However, these types of meetings should not discourage the setting up of individual meetings to allow students to discuss topics they may find difficult to air at group meetings.

Another way to disseminate information involves the holding of full-year group meetings as part of the induction process at the start of the year, then towards the end of the second semester where the process of module choices is introduced.

2.2.4 Maintenance of a record of meetings

In recognising that there are different practices across the Schools, it may be appropriate on occasion that students are asked to maintain their own record of academic progress to be updated and shared with their Adviser of Studies. On these occasions, the Adviser of Studies would be the only Adviser who sees the overview of the students’ academic progress and this kind of academic self-assessment audit can provide a useful starting point for discussion (see Appendix 4).

Maintaining a record of meetings may also help in the future should students ask for a reference. All such records should be processed in line with the University data protection policy and GDPR requirements.
2.3 Common Concerns

2.3.1 Programme Choice
Students, in particular new students, may express concern as to whether they have chosen the right programme of study. This may subside as they settle into their studies. However, there may be other reasons including difficulties with particular modules, general academic skills, time management or relationships with other students that are proving a cause of concern.

2.3.2 Financial Difficulties
Such concerns are increasingly common and can have an effect on students’ work and/or home life, creating stress or anxiety. Students in serious financial difficulty should be encouraged to contact Student Services. For full-time students, if the anxiety is caused by too much part-time work they should be encouraged to consider reducing their hours. For part-time students anxiety may be caused by changes in work patterns or professional exams, and

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**Life Sciences**

Level 1 and 2 students enrolled on a Life Sciences degree route are expected to engage with a compulsory Personal Development Programme (PDP).

Each student meets as part of a small group (6-8 students) with their Adviser of Studies twice per semester during Level 1 and 2 of study. Each meeting is centrally timetabled and lasts for 30 min. During these meetings students are given the opportunity to discuss amongst their peers their experience of the core-curriculum, and any general issues that relate to their studies. Students are asked to prepare answers to a small number of reflective questions, in advance of the meeting, which then form the basis of group discussion led by the Adviser of Studies. For example, in advance of the first group meeting in semester 1, students are asked to review the Live Smart and Learn Smart online resources and identify two topics from each that they feel they either need to work on or found helpful.

Attendance at group meetings and completion of associated tasks accounts for 10% of one practical module per semester.

For staff, these meetings are an opportunity to get to know their advisees (and vice versa), and for students to meet and interact with peers outwith class. Often students will stay at end of meetings if they have any particular issue they wish to discuss with their Adviser of Studies on a one-to-one basis.

Meetings also allow Adviser of Studies to receive regular feedback on modules, as well as identifying in advance any support that students may require including signpost them to relevant student support services.
a gap in studies may be more appropriate, either through module choice or through temporary withdrawal.

2.3.3 Personal Problems
Students may use Advisers of Study as their first port of call when they have personal problems. However, whilst continuing to give academic advice, you should not assume the role of counsellor, but encourage the student to seek help that is available through the University from the many services listed below.

2.4 Availability
Advisers of Studies should be available, within reason, to see their students and to respond to e-mails in a timely manner during the academic session. It is recommended that Advisers should make time available on a regular basis during the semester as their “Advising Hour”, or “Open Office” at a time which will be negotiated to suit, between the Adviser of Studies and students. These times should be displayed on office doors, the VLE, or as appropriate, and also notified to the School Reception. Choosing a convenient period that straddles two hours (e.g. 11.30 -12.30 may make it less likely that the time will clash completely with classes for your students). You should encourage students to see you during open office hours, and via Skype or University email for distance learners. Postgraduate Advisers of Studies may wish to consider additional meetings with their Advisees during their dissertation stage if appropriate.

2.5 Correspondence
Students are instructed to use their University e-mail accounts, but many do not, and messages sent from other e-mail addresses can end up in Clutter or junk mail. Advisers of Studies should encourage their students to use and check their University email frequently; the practice of using student personal email accounts is not recommended for data protection reasons. However, there may be occasions when it is appropriate to use a student personal email i.e. if they have disengaged with the University due to mental health difficulties. Advisers should make time available to see students and may contact students directly to rearrange legitimately missed appointments. If a student does not appear, especially with respect to first year students, one reminder might be sent but time should not be spent chasing students who have chosen not to attend meetings, as long as they have been given clear notice and Advisers continue to be reasonably available.

2.6 Attendance Monitoring
In line with the University’s Attendance Monitoring Policy, attendance at all teaching activities, with the exception of Film Screenings, are to be monitored. Advisers of Studies play a role in supporting the University’s procedures after the initial steps for intervention are triggered by non-attendance, where attendance drops below 80% (see Appendix 1).
Stage 1 is an automated generic email sent to students after their first and second absence(s) on a module. The wording for each email is linked to the type of absence recorded. However, the tone of both emails are supportive and encourage students to seek guidance so that any required support mechanisms can be put in place. In addition, contact information is provided about the people and services that they can approach. Full wording of these emails are available to you from your School Office.

Stage 2 is a different process. Your School Office will be alerted to the third absence from the “live” Student Review List which they access and monitor. If the student does not engage the School Office will send a personalised email to the student scheduling an appointment with their Adviser of Studies.

If the student does not attend/respond the School Office will continue to try and contact the student. If this fails Stay on Course, which is a University Central Service, will be notified and they will then take on the role of trying to engage with the student whilst keeping the School Office updated.

Advisers of Studies will be copied into any relevant Stage 2 correspondence.

Please note: “Students should not normally be penalised for non-attendance at lectures and tutorials by preventing them from sitting examinations or submitting coursework for assessment. Exceptions to this are where there are specific PSRB requirements for attendance, or where the assessment is based on participation in a specific activity that requires attendance”. (Assessment Policy for Taught Provision 3.13.1).

2.7 Exam Boards

Advisers of Study can play an important role in ensuring that any special circumstances affecting students are brought to the attention of the Exam Boards. Such matters should already be recorded in the student’s file, but it is useful to check beforehand that this is the case so that they can be picked up in the review of such students that takes place before the Board, and also to establish whether any cases merit particular discussion. With the changes to the Assessment Policy, most difficult student cases will be dealt with through the Mitigating Circumstances procedure and therefore must not be left until the Board itself.
2.8 Mental Health and Disability

Advisers of Study must respect personal or sensitive information shared by students. This includes information related to disclosure of a mental health difficulty or other disability. Such information should remain confidential and should not be discussed with parents and/or other staff of the University without explicit, informed consent from the student, unless there are concerns for the safety of the student or others, or where the University is required to act by law.

Records of such discussions, including where consent to share is refused, should be recorded and processed in line with the University’s data protection policy. A sample form for recording disability disclosure is attached (Appendix 5) and further guidance is available from: http://www.dundee.ac.uk/disabilityservices/resources/usefullinks/disabilitydisclosure/

Advisers of Studies should remain aware of their personal limitations when advising students with mental health issues or conditions and refer them to the University Health Service for further specialised advice and support: https://www.dundee.ac.uk/student-services/health/

Students with mental health issues or any other disability should also be advised to contact Disability Services for confidential advice and support with their studies, if needed.

Advisers of Studies should contact the Enquiry Centre when it is open, but in an emergency they should contact the Emergency Services through the Security Office by dialing 84141, in order that the Emergency Services can be guided to the correct location and to ensure that buildings are accessible. https://www.dundee.ac.uk/safety/policy/general/spa4-2002/

If the emergency relates to a student in mental distress, Advisers of Studies should follow the University’s emergency procedure for student or staff in mental distress (Appendix 2).

The University Health Service provides a range of health-related advice and services for staff and students https://www.dundee.ac.uk/student-services/health/

Around 1 in 4 people will suffer from a mental health problem at some point, so it’s not surprising that many students experience this whilst at university https://www.dundee.ac.uk/student-services/health/mental-health/

Education & Social Work

“Throughout the four years, I have known if necessary my Adviser of Studies would be there with advice and support for any module whenever necessary. Although I did not feel it necessary to take up this support system, the ‘semesterly’ meetings made sure I stayed in contact with her to build a working relationship in case the support was necessary at any point in my studies. I always felt I could go to my Adviser of Studies if I needed any advice.

Personally, “family illness” left me unsure whether I was going to continue on the course. The support I received from the Year Convener, on behalf of the staff on the undergraduate course, before coming back after summer left me feeling as though I could manage the year and I would be supported if necessary.”
2.9 Equality, Diversity and Inclusion

The Equality Act 2010 makes it unlawful to discriminate on the basis of 9 identified protected characteristics: Age; Disability; Gender Re-assignment; Maternity and Pregnancy; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation.

Advisers of Studies should be aware that attitudes and cultures within a work study area may have a detrimental impact on an individual because of their own protected characteristic, or indeed the protected characteristic of another person, affecting their health and wellbeing, confidence and ability to learn effectively.

For example, different nationalities have different views of the role of men and women, there are a range of different attitudes towards lesbian, gay bi-sexual and transgender people within our society, whilst in relation to disability, the lack of understanding of the impact of mental health issues can result in an individual being “left behind” in the learning environment.

Where an Adviser of Studies feels that a student is being affected in relation to a protected characteristic, they should take guidance from the University Equality, Diversity and Inclusion Office. Any indication of bullying or harassment in relation to these protected groups should also be addressed through the Dignity at Work and Study Policy.

In addition, disclosure of a particular protected characteristic should be confidential, in particular in relation to gender re-assignment, disability, sexual orientation and religion and belief. Disclosure of any of these would be a breach of the Equality Act 2010.

3. School Responsibilities

3.1 School Guidelines

The differing demands of academic disciplines mean that the role of Adviser of Studies may differ in practice across Schools but the following minimum provision is required. Schools/Discipline areas, as appropriate must ensure:

- allocation of Advisers of Studies and administration of the system;
- that adequate time to undertake the role is allocated within the workload model;
- that Adviser of Studies are properly trained;
- that students are provided with accurate information about the purpose and operation of the Advisers of Studies scheme via handbooks and other sources;
- allocation of an alternative Adviser of Study in the absence of the main Adviser;
- for students taking Joint and Combined Honours degrees, there should be an Adviser of Studies in each area with responsibility for liaison between the two areas concerning any difficulties experienced by the student;
• for continuing students, an opportunity for discussion should be provided at least once a semester, but the responsibility for meeting with their Adviser rests with the student;
• in the first semester Advisers should take a pro-active approach to contacting their students;
• that staff should publish office hours when they are available to see students;
• that processes for monitoring student attendance, submission of work and progress more generally, and the issuing of formal warnings where necessary, should include input from Advisers of Study.

3.2 Adviser of Studies Forum

Every School is expected to develop an Adviser of Studies Forum which should be chaired by the School Senior Adviser (see below) and should meet each semester.

3.3 Senior Adviser of Studies

Every School is expected to appoint at least one Senior Adviser of Studies (depending on the size of the School). The key elements of the role of the senior Adviser are to:

• act as a point of contact for Advisers within the School;
• provide support and guidance for School Advisers in their role;
• monitor the impact of the role of Adviser of Studies on colleagues’ health and wellbeing;
• act as a co-ordinating point for general communication between the School and the relevant Professional Services and DUSA support services;
• act as a second point of contact for a student in the event of the allocated Adviser’s absence from the University, and in the event of complicated issues;
• report to the School Learning & Teaching Committee through an annual evaluation of the operation of the Advising system within the School;
• coordinate (and where this does not yet exist, establish) and chair the School Adviser of Studies forum (which should meet each semester or at least annually);
• consider requests by students to change their Adviser, as appropriate;
• attend and be an active participant in the University of Dundee Senior Adviser of Studies network and Adviser of Studies forum;
• work with the School Office Lead (or equivalent) to ensure key Adviser of Studies policies (such as attendance monitoring actions) are in place and operating effectively;
• engage in recommended development opportunities provided through the OPD programme aimed at Advisers of Studies (and those specifically aimed at Senior Advisers), and to encourage advising colleagues to engage also;
• be proactive in sharing good practice across the School and University.

3.4 School Senior Adviser of Studies 2018/19
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<th>School</th>
<th>Senior Adviser/s</th>
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<tr>
<td>Art and Design</td>
<td>Frances Stevenson</td>
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<tr>
<td>Dentistry</td>
<td>Andrew Mason</td>
<td></td>
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<td></td>
<td>(Lorraine Robertson)</td>
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<tr>
<td>Education and Social Work</td>
<td>Derek Robertson</td>
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<tr>
<td>Humanities</td>
<td>Daniel Cook</td>
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<td>Life Sciences</td>
<td>Jenny Woof</td>
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<tr>
<td>Medicine</td>
<td>Rami Abboud</td>
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<td></td>
<td>Stella Howden</td>
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<tr>
<td>Nursing and Health Sciences</td>
<td>Heather Whitford</td>
<td>Post Qualifying</td>
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<td>Lynn Griffin</td>
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<td>Science and Engineering</td>
<td>Karen Petrie</td>
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<td>Social Sciences</td>
<td>Fiona Smith</td>
<td>MA and BSc Programmes</td>
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<td></td>
<td>Gwen Hannah</td>
<td>Business (A&amp;F and Business Management)</td>
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3.5 Adviser of Studies support

It is recognised that the academic advising, and increasingly the pastoral element of the Adviser of Studies role, are becoming an essential aspect of student life to enable success. The intensive and evolving nature of the role of Adviser of Studies means that training and development opportunities should be provided to support the effectiveness and enhancement of the role. An Adviser of Studies Pastoral Support Pathway has been identified within the Organisational & Professional Development (OPD) programme, with both strongly recommended and supplementary workshops identified as particularly useful for Advisers. For further information and to register for the development opportunities see the [OPD website](#). Feedback on the workshops and suggestions for other topics are particularly welcomed and should be raised with the Senior Adviser in your School.
Social Sciences – Law

• Second year student coming to discuss module choices for third year and career prospects
  - general chat and pointer to material on MyDundee and Careers Service

• First year student who is doing well but wants to do better
  - talk about study methods and exam technique and suggest speaks to lecturers to go over first semester exam papers and consult with Academic Skills Centre

• Final year students who reveal they have been seeing doctor for anxiety and depression
  - encouragement and reassurance that School is accustomed to dealing with such cases, confirm that medical support is being provided, reminder to complete Mitigating Circumstances procedure in due course and to keep us informed of progress and make use of University support (Counselling, Mental Health, Chaplaincy)
  - in one case follow-up meeting as things settle; in another further discussion and arrange temporary suspension of studies as not fit to continue

• Friend comes to tell me of first year student who has been admitted to hospital under mental health order
  - keep in contact with friend for updates and to support him at stressful time, advising using Support Services (Counselling); contact student to confirm that they are receiving medical support, to hear of progress, and in due course arrange for temporary (at least) suspension of studies as she returns home, explaining options for resumption when fit enough, if she thinks this is the right way forward in future

• Students want to change programme at late stage
  - discuss ways forward that meet student’s current desires but still ensure that satisfy requirements to complete a degree and obtain professional recognition (if that is desired)

• Student suffering bereavement
  - offer sympathy and explain that no problem about being away for short time, so long as self-certify absence (or more formal letter from family and Mitigating Circumstances form if any assessments disrupted); let relevant teachers know

• Second year student realising he is not doing as well as he hoped and to remind student of Support Services (Counselling, Chaplaincy)
  - discuss study and exam techniques and refer to Academic Skills Centre
4. Professional Support Services

As part of the Student Support System, the University provides professional services to meet a variety of student needs. The University will ensure that the range and availability of these services are well publicised to students and School staff.

4.1 Student Services
(http://www.dundee.ac.uk/studentservices/)

Including a number of services:
Academic Skills
https://www.dundee.ac.uk/asc
Careers and Employability
https://www.dundee.ac.uk/careers/
Counselling
https://www.dundee.ac.uk/student-services/counselling/
Dignity at Work and Study Policy
Disability Services
https://www.dundee.ac.uk/disabilityservices/
Equality, Diversity and Inclusion
https://www.dundee.ac.uk/equality-diversity/
English for International Students
https://www.dundee.ac.uk/study/english-international-students/
Peer Connections
https://www.dundee.ac.uk/student-services/peer-connections/
A buddying and mentoring scheme which students can both benefit from or become a buddy following training to support other students
Student Funding
https://www.dundee.ac.uk/student-services/student-funding/
University Health Service
https://www.dundee.ac.uk/student-services/health/

4.2 Library & Learning Centre
(http://www.dundee.ac.uk/library/)

4.3 UoD IT
(http://www.dundee.ac.uk/it/)
5. DUSA Support Services

As well as the other areas of advice, [https://www.dusa.co.uk/advice/](https://www.dusa.co.uk/advice/) DUSA provides support in specifically in these areas:

Academic Support - [https://www.dusa.co.uk/advice/academic/](https://www.dusa.co.uk/advice/academic/) including:
- Academic Misconduct;
- Mitigating Circumstances;
- Academic Appeals;
- Termination of Studies;
- Fitness to Practice;
- Extended Due Performance and University Complaints.

Health
[https://www.dusa.co.uk/advice/general-health/](https://www.dusa.co.uk/advice/general-health/)

Mental Health
[https://www.dusa.co.uk/advice/mental-health/](https://www.dusa.co.uk/advice/mental-health/)

6. Additional Useful contacts for Staff

Academic Appeals
[https://www.dundee.ac.uk/governance/dca/appeals/](https://www.dundee.ac.uk/governance/dca/appeals/)

Academic Quality Assurance
[https://www.dundee.ac.uk/qf/](https://www.dundee.ac.uk/qf/)

Academic Regulations:
- (Undergraduate General Degree)
  [https://www.dundee.ac.uk/media/dundeewebsite/pgla/documents/calendar/bagendeg.pdf](https://www.dundee.ac.uk/media/dundeewebsite/pgla/documents/calendar/bagendeg.pdf)
- (Taught Postgraduate)
  [https://www.dundee.ac.uk/governance/university-calendar/higher-degree-general-regulations/taught-general/](https://www.dundee.ac.uk/governance/university-calendar/higher-degree-general-regulations/taught-general/)

Accommodation
[https://www.dundee.ac.uk/accommodation/](https://www.dundee.ac.uk/accommodation/)

Data Protection and GDPR requirements
[https://www.dundee.ac.uk/information-governance/dataprotection/](https://www.dundee.ac.uk/information-governance/dataprotection/)

Chaplaincy and Faith
[https://www.dundee.ac.uk/chaplaincy/](https://www.dundee.ac.uk/chaplaincy/)

Childcare
[https://www.dundee.ac.uk/childcare/](https://www.dundee.ac.uk/childcare/)

Complaints
[https://www.dundee.ac.uk/governance/dca/complaints/](https://www.dundee.ac.uk/governance/dca/complaints/)

Emergency Contacts
[https://www.dundee.ac.uk/safety/policy/general/spa4-2002/](https://www.dundee.ac.uk/safety/policy/general/spa4-2002/)

Emergency Services
[https://www.dundee.ac.uk/safety/policy/general/spa4-2002/](https://www.dundee.ac.uk/safety/policy/general/spa4-2002/)

Enquiry Centre
[https://www.dundee.ac.uk/student-services/](https://www.dundee.ac.uk/student-services/)

Exam support and advice
[https://www.dundee.ac.uk/academic-skills/for-students/exam-bites/](https://www.dundee.ac.uk/academic-skills/for-students/exam-bites/)

Finance: Emergency Financial Assistance
https://www.dundee.ac.uk/student-services/student-funding/emergency-financial-assistance/
Health Services
https://www.dundee.ac.uk/student-services/health/
Housing
https://www.dusa.co.uk/advice/housing/
International Student Support
https://www.dundee.ac.uk/international/support/
LibGuides
https://libguides.dundee.ac.uk/?b=g&d=a
LIVE Smart LEARN Smart
https://libguides.dundee.ac.uk/learnsmart
Mental Health
https://www.dundee.ac.uk/student-services/health/mental-health/
  o Anxiety
      http://www.moodjuice.scot.nhs.uk/anxiety.asp
  o Breathing Space
      http://breathingspace.scot/
  o Choose Life
      http://www.suicide-prevention.org.uk/
  o Depression
      http://www.moodjuice.scot.nhs.uk/depression.asp
  o Living Life Guided Self Help
  o Mental Distress
      https://www.dundee.ac.uk/media/dundeewebsite/studentservices/health/ssimd-flowchart.pdf
  o Panic
      http://www.moodjuice.scot.nhs.uk/panic.asp
Samaritans
https://www.samaritans.org/branches/samaritans-dundee
  o Touched by Suicide Scotland
      http://touchedbysuicidescotland.org/
Mitigating Circumstances
Nightline
https://dundeeuni.nightline.ac.uk/
OPD Workshops
https://www.dundee.ac.uk/opd/
Safety - DUSA
https://www.dusa.co.uk/advice/safety/
Safety Services
https://www.dundee.ac.uk/safety/
Stay on Course
https://www.dundee.ac.uk/student-services/stay-on-course/informationforstaff/
7. FAQs

Where do I find the Assessment Policy?

What are the minimum number of credits to:
  o Progress
  o Graduate
See Programme regulations
https://www.dundee.ac.uk/governance/university-calendar/ or at School level on MyDundee / Moodle

Mitigating Circumstances:
  o When to apply
  o Application Form
Further information and form can be found https://www.dundee.ac.uk/qf/quality-and-academic-standards/assessment/mitigating-circumstances/ or at School level on MyDundee / Moodle

My advisee is one week into their degree studies and wants to change their intended degree – what advice should I give them?
The student is advised to speak to the Adviser or Programme Lead responsible for the degree programme they wish to transfer into. The Adviser or Programme Lead should determine whether the change can be permitted then email the Programmes team (copying in the student) to request the change

My advisee wants to change one of their compulsory modules which will change their intended degree – what should I do?
You should go through the degree programme table requirements with the student to discuss/consider the options available

My advisee has failed their option module and it’s not being offered again next academic session – what should we do?
The student will need to take a different option next year to make up their credit

My advisee has a credit deficit – what are their options?
Students who have a credit deficit will need to meet with the Programme Lead to review and consider their options
My advisee wants to appeal their module mark - what are their options?

The appeal regulations are outlined here
https://www.dundee.ac.uk/governance/dca/appeals/

What decisions can I *not* make as an Adviser of Studies?

- Waive the requirement for a compulsory module to be completed.
- Approve an extension to a student’s completion date.
- Change a student’s year of study.
- Approve a variant degree programme without discussion with Programme Lead.
- Authorise compensation.
- Provide Immigration information.

8. **References**


Support for Studies Procedure (draft)

STAGE 1

School identifies student not attending classes

School sends automated email after 1st & 2nd absence (referring to potential sources of support if needed)

3 or more absences

STAGE 2

School contacts student individually emphasizing support services and suggesting to contact Adviser of Studies

Did student contact Adviser of Studies to arrange meeting?

School to liaise with Adviser to confirm

Did student attend?

School to arrange meeting for student with Adviser of Studies

School may follow up by calling student directly

STAGE 1

Did student attend?

School may make several attempts to contact student –

Internal: Support Hub, Academic Skills, Stay on Course etc

External: GP, Family, etc.

STAGE 2

Review support evidence

Does Student agree to referral to relevant Support Services?

Yes

Is support required?

Student already resolving internal or external support?

Yes

No

Student resumes class attendance and continues to be monitored

No

School refers Student to relevant Support Services

School continues to monitor student’s progression and review if necessary

STAGE 1

Additional evidence

Student still struggling/ lacking

Yes

Has all reasonable support been tried?

Yes

STAGE 2

No

Student’s progression through course will continue to be monitored

No further action required unless student decides to temporarily withdraw

Student will go to progression and termination committees

School refers Student to relevant Support Services

Adviser/School outlines consequences of not engaging with Support Services and Attendance Monitoring requirements
University Procedure:
Student or Staff in Mental Distress

Purpose Statement
- to ensure that distressed student/staff receive timely, appropriate support
- to enable effective data gathering to inform ongoing support services’ development

Distressed person identified

Is it an emergency? (i.e. felt to be a risk to self or others?)

Is person content to accept help?

Contact GP

Do they have a local GP?

Is it out of hours?

Contact NHS 24 (Tel: 111)
If all else fails call an ambulance

Contact security:
Main Campus Tel: 4141
Ninewells Tel: 2222
to call police. They can arrange ambulance if necessary.
If person leaves in the meantime, call 999 and report this, giving personal description

If you wish any assistance with this procedure please contact
University Health Service
Tel: 01382 324188
Email: healthservice@dundee.ac.uk
Office hours during semester
8am-5pm

Talk to the person and ascertain the nature of the problem
Are they willing to accept help?

Is it something you are able to deal with?

Direct person to own GP, Uni Health Service, or ‘support services’

Record details using ‘Incident Report 1’ (consent required)
Mark “confidential” and send to University Health Service

Record details using ‘Incident Report 2’ (data collection only)
Mark “confidential” and send to University Health Service
Adviser of Studies Pastoral Support Pathway

The role of Adviser of Studies is recognised as a key component of academic and pastoral support within the University. The pastoral aspect involves providing advice and support on a potentially wide variety of issues to a broad range of students. This pathway provides a range of development opportunities to support colleagues in the role.

Strongly Recommended Workshops

- Unconscious Bias
- Equality and Diversity at the University of Dundee
- Supporting Students and Staff with Mental Health Difficulties

In addition to those workshops listed above:
- SafeTALK – Suicide Alert Helper Training
- Coaching Approaches

Supplementary Workshops to Support your Pastoral Role

- Enhancing Your Resilience: Understanding and Coping with Stress
- All About Me
- Inclusive Cultures
- Developing Confidence
- How to Communicate Positively and Assertively
- Stress Less

Where else?
corporateparenting.org.uk
Academic Skills Centre
Academic and Corporate Governance
Adviser of Studies – Student Action Sheet

Student Name: __________________________________________

Advisor of Studies: ______________________________________

Date of Meeting: ____________________________

1. Following discussion with your adviser what priority have you agreed?


2. What actions are required to address your agreed priority? What is the timeline?


3. What have you achieved since the last meeting?


4. What if any were the barriers? What would you have done differently?


5. How has this helped you?


October 2018
Disability Disclosure Form – Students

The University is legally obliged to make reasonable adjustments to meet the needs of disabled students under the Equality Act (2010). The University encourages disabled students to disclose their disability to enable the provision of reasonable adjustments to meet their individual study-related needs. Data provided by students about their disability is recorded and processed in strict accordance with the General Data Protection Regulation (GDPR). This means that information will only be shared with the written consent of the student unless there is imminent, grave danger to the student or to someone else, or where the University is required to do so by law.

If you have a disability, we ask your consent to share your agreed learning support and other disability-related needs with those members of University staff who are best placed to assist you in your studies and to make the appropriate adjustments required under the Equality Act (2010). These members of staff may include the Disability Support Officers in your academic schools, module leaders and tutors, and other relevant academic, administrative and support staff.

If you choose not to give your consent, this may mean that a less satisfactory or no reasonable adjustment can be made to meet your support needs. You may withdraw your consent at any time by contacting Disability Services or another member of University staff.

**Disclosure Consent Given**

I ___________________________ (print full name) agree that my learning support and other disability-related needs can be disclosed to appropriate members of Dundee University staff to enable the provision of reasonable adjustments to meet my individual disability-related needs.

Signature of Student: ___________________________ Date: ___________________________

Signature of Staff Member to whom disclosure given: ___________________________

Staff Member’s Name (please print): ___________________________ Date: ___________________________

**Disclosure Consent Withheld**

I ___________________________ (print full name) do not agree that my learning support and other disability-related needs can be disclosed to appropriate members of Dundee University staff. I accept that, by withholding my consent, it may not be possible for reasonable adjustments to be made to meet my individual disability-related needs.

Signature of Student: ___________________________ Date: ___________________________

Signature of Staff Member to whom disclosure given: ___________________________

Staff Member’s Name (please print): ___________________________ Date: ___________________________

Data Protection: All personal and sensitive information you provide or otherwise disclose to the University will be processed in strict accordance with the requirements of the General Data Protection Regulation (EU 2016/679). For more information about your data rights at the University under the GDPR, please visit: https://www.dundee.ac.uk/information-governance/

Note for Staff member: Please give a copy of this form to the student and, if the student has consented to disclosure, forward the original to Disability Services, Old Technical Institute, University of Dundee, together with the student contact details. We will then contact the student to discuss their support requirements. If you have any queries, please contact disability@dundee.ac.uk
Senior Adviser of Study Job Description

In spring 2018 an internal audit of academic advising was carried out. One of the recommendations of the audit was to extend the good practice of having a Senior Adviser (or more than one as appropriate to context) to all Schools. In introducing such a role in each School it was agreed that, following consultation, it would be appropriate to have a single job description.

- To act as a point of contact for Advisers within the School.
- To provide support and guidance for School Advisers in their role (see below).
- Be cognisant of the impact of the role of Adviser of Studies on colleagues’ health and wellbeing.
- To act as a co-ordinating point for general communication between the School and the relevant Professional Services and DUSA support services.
- To act as a second point of contact for a student in the event of the allocated Adviser's absence from the University, and in the event of complicated issues.
- To report to the School Learning & Teaching Committee through an annual evaluation of the operation of the Advising system within the School.
- To coordinate (and where this does not yet exist, establish) and chair the School Adviser of Studies forum (which should meet each semester or at least annually).
- To consider requests by students to change their Adviser, as appropriate.
- To attend and be an active participant in the University of Dundee Senior Adviser of Study network and Adviser of Studies forum.
- To work with the School Office Lead (or equivalent) to ensure key Adviser of Studies policies (such as attendance monitoring actions) are in place and operating effectively.
- To engage in recommended development opportunities provided through the OPD programme aimed at Advisers of Studies (and those specifically aimed at Senior Advisers), and to encourage advising colleagues to engage also.
- Be proactive in sharing good practice across the School and University.

The role of Adviser of Studies is twofold:

**Academic** – to be available to give advice and guidance at key stages to help students make course choices; to support students with their personal development planning and review; and to give advice on academic progress and skills development, offering useful improvement strategies and highlighting opportunities for engagement and professional development.

This can be achieved through:-

- maintaining regular contact with students
- supporting students in academic and career development planning, and signposting specialist staff who can provide guidance
- liaising with other members of academic staff, as appropriate

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2 Based on ‘Guidelines for Advising’ (n.d.) University of Manchester
• following up on students who are not making satisfactory progress or who have poor attendance records
• writing references for current and former students.

**Pastoral** – to be available to offer general advice and information and ensure that students who are experiencing difficulties are supported through referral to the appropriate central service(s). This can be achieved through:-

• providing basic pastoral support to students
• maintaining awareness of other sources of support within the School/University/DUSA and referring students as appropriate.
• engaging in the recommended development activities provided through the OPD programme.