



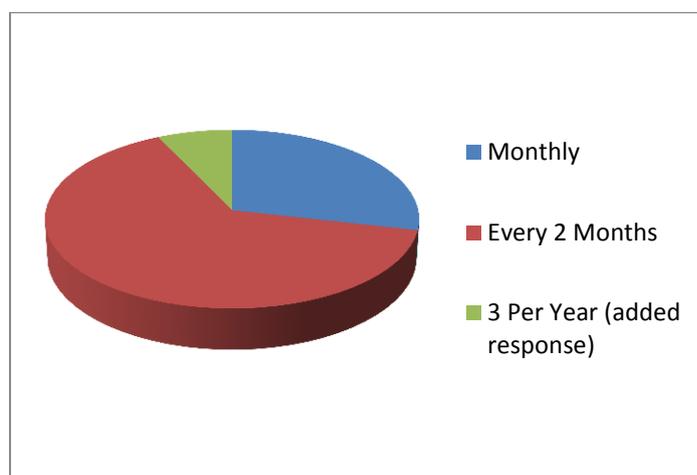
Review of the first Academic Advising Community of Practice 12-2pm 6th February 2019

This session was arranged prior to Christmas and the invite list included academic advising leads from across the four Faculties. There were several late apologies for absence sent due to Step Change related meetings or Department meetings needing to take priority.

Attendees

Name	Faculty	Department	Role
Alex Nicholson	SSH	Dept. Law & Crim	Deputy Head of Law
Amy Musgrove	SSH	Dept. Law & Crim	Deputy Lead of Criminology
Tim Parker	STA	Eng and Maths	LTA Lead
Sue Beckingham	STA	Computing	LTA Lead
Ian Woolsey	SSH	PSP	Joint AA Lead
Elizabeth Freeman	SSH	PSP	Joint AA Lead
Teresa Banks	HWB	Sport	Senior Tutor
Kaley Kramer	SSH	Humanities	AA Lead
Mark Godson	SBS	Dept. of Man	Student Experience Lead
Hilary Cunliffe-Charlesworth	STA	MAC	LTA Lead
Julia Udall	SSH	Architecture	AA Lead
Diane Jamieson	SBS	FABS	Student Experience Lead
Fiona Leonard	SSH	Teacher Education	Head of Area
Susie Jones	SBS	Service Sector Man	Student Experience Lead
Jane Gurman	HWB	Bioscience and Chem	Senior Tutor
Jane Fearon	SSH	PSP	PG Course Leader
Daniella Hawryliuk	SSH	Nat Built Env	Deputy Head of Dept.

- **Feedback on how regularly leads wanted the CoP to run.**

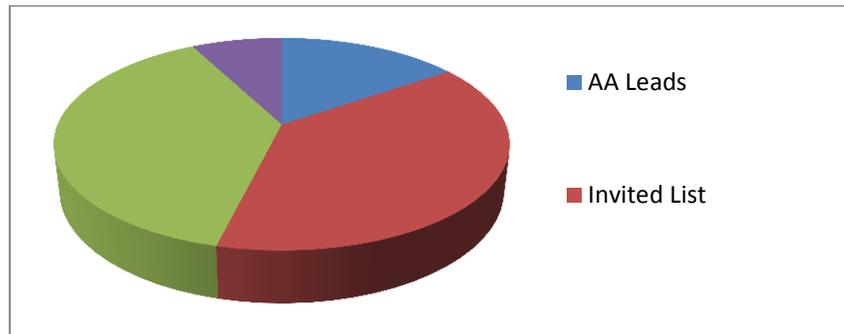


Based on this feedback I will hold a formal CoP every 2 months (until the end of my secondment).

In addition I will arrange an informal '**Advising Matters Lunch**' one on each campus, every other month. I will book a room and anybody free is invited to bring their lunch and meet to chat about issues or ideas related to academic advising. This is based on feedback that attendees at the CoP valued meeting colleagues from across the institution with similar interests in academic advising.



- **Feedback on who should be invited to the CoP**



Based on this I will invite AA leads to the CoP and informal lunches with the option for leads to extend the invite to interested others.

- **Feedback on the AA Blog** <https://blogs.shu.ac.uk/academicadvising/>

Overall this was seen as useful and as having some very helpful sections (including case studies, training and top tips). It was seen as specifically relevant for departments who are developing their academic advising practice and for staff new to academic advising. All though the video was generally liked feedback was that it would perhaps have benefited from having real students rather than animations.

Areas for development include: Adding the signposting handbook information to the site, making it more visible (easy to find), providing a 'toolkit for meetings', a section identifying key issues students typically experience at each level and to include an interactive triage section. It was felt that the site was quite course specific at the moment, and this is something that will be addressed by integrating more examples from across the Faculties.

As introduced the site is very much 'live' with developments being added regularly. I will work with interested individuals to develop content for inclusion and to address as many of the areas for development as possible.

- **Feedback on the Signposting Document** (attached)

Feedback on the signposting document was really positive with some really valuable constructive points that will help inform how we develop this resource. Overall it was seen to be a really useful document that should be given to all staff (including CL's, Dept. Managers and SSA's).

Key feedback included that in printed format it is not easy to keep up to date so we should consider an online version, that a **one page summary sheet** in hard copy would be really useful. The document needs a bit more structure and to consider the order that sections appear. It was felt that a dictionary of useful numbers at the end would be helpful and that supporting students in crisis should be given priority alongside Student Support Triangle information (including concise contact details for each area). There were some very useful comments in relation to language within the Disability section, and a request that information be provided on how to approach a student if an AA thinks a student might have dyslexia or similar.



Based on this feedback we will work to restructure the document, incorporating as many of the points as we can, and will make it available **online** with a **single summary sheet** in hard copy for all staff.

- **Feedback on the Infographic** (attached)

This was seen as a good, visual way to provide an overview of the Academic Advising process for a course. If areas would like a version developed for their course please contact me and I will arrange for one to be developed. (Melissa.Jacobi@shu.ac.uk)

- **Feedback on the Course View of Blackboard** - Stuart Hepplestone/Helen Parkin

This was seen as a really welcome development and a useful tool for AA's, CL's and students. Staff were really pleased to see this being developed, some were keen to have access to it immediately, and others would like to see the release not be mid teaching. There was a clear message that staff would like to have access to the feedback (and whether students had extensions if possible), as well as being able to download the information into excel.

It was seen as positive to have access to real time information and it was thought to be of benefit when writing references. There was a suggestion that it should be released as a pilot and its use be evaluated as well as to consider the communication, expectations around use and ethics of viewing data such as feedback without a student present.

It was agreed at the CoP that when the tool is ready to be released we would try and arrange for another demo and to discuss release to staff.

- **Promotion of Hallam Guild Group**

Helen and Stuart also promoted their Hallam Guild group (info below) and would be grateful if interested staff could sign up.

Developing Engagement with and Learning from Feedback toolkit (DELFT) – 13th February 12-2pm

Developing Engagement with and Learning from Feedback toolkit (**DELFT**) is an accelerator group to develop student engagement with feedback. The key interest of this Hallam Guild Group will be to develop student engagement with assessment feedback focussing on the student role in sense-making the feedback that they receive to improve subsequent work.

Click [here](#) to attend

- **Mental Health Training Pilot**

A Mental Health Awareness Training for Academic Advisers Workshop has been developed in conjunction with the Wellbeing team and HR. We need up to 20 staff to take part in the pilot session to evaluate before role out to staff generally.



Tuesday 5 March / 9.30am – 12.00pm / City Campus

Aim: This course is designed to provide academic advisers with an awareness of mental health and how to support themselves and others.

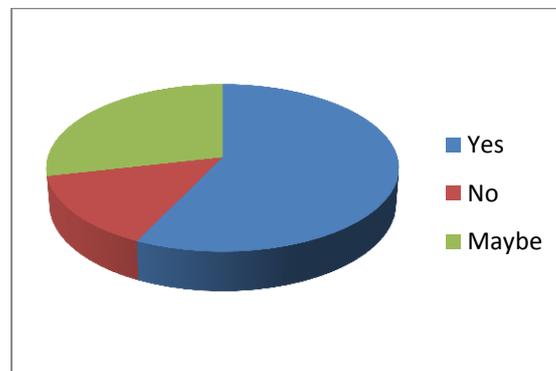
Objectives:

By the end of the session, you will be able to;

- define what Mental Health;
- define what stress is and how to manage it;
- spot symptoms of mental ill health including crisis situations (eg: Suicide)
- have the confidence to start a conversation
- signpost to support (understanding AA boundaries);

To book a place: Log onto the employee core portal, click on the training tab, copy and paste the following into the search engine: ***Mental Health Awareness (Academic Advisers only)***

Feedback from those in attendance at the CoP in terms of wanting to attend the pilot session shows that 8 staff would be looking to book a place and 4 might book.



• **Sharing Practice**

Two questions were posed, and attendees at the CoP were asked for their feedback on how these areas were handled in their Department.

Does your Department make your AA's aware of Learning Contracts?

It is clear from responses that there is no consistent process for disseminating this information to AA's. In some areas the information is not provided at all to AA's. Some ask



students directly, in other areas AA's are asked to find the information that relates to their students. Some departments provide the Learning Contract to the AA via other roles (CL, ML, course administration).

Following on from this feedback I will look to co-ordinate a process for future years whereby **once we have academic adviser allocations in SITS** (please refer to my previous requests for lists of AA's and their students) AA's should be added to the circulation list for Learning Contracts alongside ML's.

What do you do with an allocation of students if staff are off sick?

In some areas there is no process in place for this or they haven't experienced it as an issue. If staff are off for a short time (up to two weeks) there was typically no re-allocation but for extended periods of time generally the SGL would re-allocate at the same time as teaching was re-allocated.

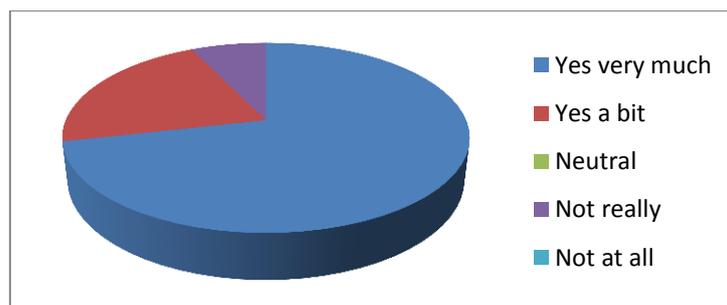
• What would you like covered at a future CoP?

There were a range of areas identified as being of use to cover in future meetings. A standing item will be the **Student Support Triangle**, and I will aim to have SSA and EA representation at the next meeting. Other areas included:

- Support for student parents
- Strategies for group sessions
- Ethics and students right to privacy
- Student Engagement
- Attendance monitoring and reporting to inform AA meetings
- Update on the Engineering pilot for Timetabling sessions
- Training
- General AA related updates
- Preview ('play') with Course view of Blackboard
- Models of Academic Advising being used across Faculties
- Staff engagement strategy

I will look to include as many of these areas as I can in future CoP's. I am working with Emma Heron to draw together models of AA so this will be in the next CoP.

• Have you found the CoP useful?





Overall staff found the CoP useful. The attendee who identified that they found the session 'not really' very useful indicated that they would like their CL or Year Tutor to attend this sort of event.

- **What have you found useful today?**

The general consensus was that having the time to think about academic advising, with colleagues from different Departments, and the opportunity to get up to speed with the sort of initiatives that are being undertaken was really valuable.

Sharing practice and being able to feedback on the development of resources was appreciated, as was gaining information on opportunities such as the Mental Health training.

One attendee commented:

There are still many issues/outstanding problems with AA scheme and it's good to discuss.

That is where I see the value of this CoP, if we can bring Departments together to learn from each other, develop practice and raise issues that I can take away with a view to resolving; then we have a valuable tool in the enhancement of academic advising at Hallam.

**Thank you very much for your time, contributions and feedback this week.
Look out for more invites soon!**

Melissa Jacobi
Academic Director for Academic Advising.