# Being an Academic Adviser at Hallam

All students on all taught courses at Hallam will be allocated an  
Academic Adviser (AA) who ideally should remain with students  
for the duration of their studies. The remit of an Academic Adviser  
is to support your students in 3 key areas:

1. Academic Progression
2. Personal Development
3. Professional Development

By definition the conversations you will have with your students will differ because **all students are different.** Their different backgrounds and aspirations will shape your conversations, guidance and signposting. Your role as an AA is to help students identify and work towards their goals, understand the transformative process they are undertaking and the positive effect this can have on their lives and future direction. As their AA with knowledge of their academic journey and aspirations you are asked to provide a reference for you students as requested.

**Academic Advising should be an inspirational and engaging process for students which can help support them to identify and achieve their aspirations.**

Two key approaches to advising that Academic Advisers should be aware of are:

1. [**Strength Based Advising**](https://www.youtube.com/watch?v=vyDKxNgzXAc&feature=youtu.be)- screencast developed by Rachel McManus
2. [**Appreciative Advising**](https://blogs.shu.ac.uk/academicadvising/files/2020/09/Appreciative-Advising-August-2020.docx)

Both of these approaches use positive open ended, reflective questioning to help students evaluate their position and identify future goals. These resources provide guidance to advisers on how to implement these methods of advising with your students.

Before undertaking advising you should have completed the **mandatory online training**, accessed via the [Being an Academic Adviser Blackboard site](https://shuspace.shu.ac.uk/auth-saml/saml/login?apId=_155_1&redirectUrl=https://shuspace.shu.ac.uk/webapps/portal/execute/defaultTab). You can see the full range of training and development on our [AA training and development webpage](https://blogs.shu.ac.uk/academicadvising/training-and-development-for-staff-acting-as-academic-advisers/).

## 1. Academic Progression

**Hallam Definition** - Developing understanding and skills to enable the successful progression through and completion of academic study.

As Academic Advisers we need to give our students the opportunity to ask questions to aid their understanding of the requirements of academic study. We help them identify their strengths in relation to academic work, and provide guidance to enable understanding of key areas for development that can be action planned to develop their academic attainment. Students often seek guidance on how to improve their academic performance; this might mean helping them identify patterns in feedback, suggesting the use of Studiosity or a relevant resource at the Skills Centre. There may also be times that you discuss elective choices with your students or signpost to Module Leaders for module specific queries.

### Resources to support Academic Advisers obtain an overview of their student's Academic Progression;

* Course View of Grade Centre
* Learning Analytics (to be rolled out during Academic Year 2020/21).

### Resources Academic Advisers can refer students to for support with their Academic Progression;

* [The Skills Centre online tools and workshops](https://blogs.shu.ac.uk/skillscentre/?doing_wp_cron=1598454391.5686719417572021484375)
* [Studiosity](https://blogs.shu.ac.uk/skillscentre/studiosity/)
* [Disabled Student Support Team](https://www.shu.ac.uk/current-students/student-support/disability-support)
* [International Experience Team](https://www.shu.ac.uk/international/international-experience-team)

## 2. Personal Development

**Hallam Definition** - Improving self-awareness - building confidence, creativity and resilience to contribute to the identification and attainment of personal goals.

Helping students understand the importance of self-awareness, and gaining an understanding of their skills, competencies, qualities and attributes through engaging with self-reflection and discussing the outcomes with you as their Academic Adviser is key to helping students shape and drive their Personal Development.

### Resources Academic Advisers can refer students to for support with their Personal Development;

* Careers Central 360 - take a look at our video [introducing how to access CC 360.](https://blogs.shu.ac.uk/academicadvising/files/2020/06/Online-resources-for-AA-video.mp4)
* Self-evaluations for students to complete with reports discussed with AA.
* [Hallam Award](https://blogs.shu.ac.uk/hallamaward/?doing_wp_cron=1598454601.1042630672454833984375)
* [Action Planning](https://blogs.shu.ac.uk/academicadvising/guidance-support-and-information/feedback-and-assessment-planning/) - examples

## 3. Professional Development

**Hallam Definition** - Developing professional aspirations, identifying and undertaking CV enhancing activities to enable a successful transition into the world of work.

Professional Development links closely to Personal Development. The understanding students get from focusing on their personal development can help form their professional aspirations helping them articulate themselves well in a professional interview or environment.

Academic Advisers in conjunction with Employability Advisers are able to guide students in the direction of making themselves **as employable** as possible in their chosen area. If your students are unsure about their career aspirations you could suggest your student undertakes activities, skill development or volunteering that will help to develop more general transferrable skills to enhance their CV, or options related to further study that would be open to them. Employability Advisers will also be able to support your students with job searches, mock interviews and applications.

### Resources Academic Advisers can refer students to for support with their Professional Development;

* Careers Central 360 - take a look at our video [introducing how to access CC 360.](https://blogs.shu.ac.uk/academicadvising/files/2020/06/Online-resources-for-AA-video.mp4)
* CV development tool on Careers Central 360
* Employability Adviser led webinars and workshops
* Appointment with [Employability Advisers](https://careersconnect.shu.ac.uk/students-and-graduates/see-adviser)

Student Support Triangle

It is important that Academic Advisers utilise the expertise of colleagues in the Student Support Triangle (Student Support Advisers for pastoral care, and Employability Advisers for careers related activities), as well as wider support services such as Wellbeing and Disabled Student Support to help ensure we can retain focus on our key areas of responsibility.

Details of referral processes and additional signposting information can be found in the **Academic Adviser Signposting Handbook** on the [Student Support Triangle Intranet page](https://sheffieldhallam.sharepoint.com/sites/4066).

**Notes** of meetings with students should be kept in line with the [GDPR guidance on note taking](https://blogs.shu.ac.uk/academicadvising/files/2020/06/GDPR-Guidelines-for-Academic-Advisors.docx)  and students are encouraged to maintain their own record of suggested actions or to complete [Action Planning](https://blogs.shu.ac.uk/academicadvising/resources-2/feedback-and-assessment-planning/) documentation utilised by your course or Department.