# **Academic Advising (AA) Post Semester One**

This document is not intended to be a template for conversations in post semester one Academic Advising meetings but should provide some signposting support and act as an aide memoire during meetings. Further guidance for students on additional activities and support can be found on the appendix below. You can also share this [Post Semester One signposting document](https://blogs.shu.ac.uk/academicadvising/files/2021/01/Post-Semester-One-Student-support-document.docx) to your students.

## **AA Meeting**

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| **Area** | **Potential Areas for Discussion** | **Signposting – As Required** |
| What has their **Engagement** with their studies been like during Semester One? | * Do they feel like they have engaged with online and face to face sessions, asynchronous material, tutors and their cohort as well as they would have liked during Semester One? * If not, what factors have affected engagement?   + Lack of motivation   + COVID-19/illness   + Personal circumstances   + Mode of delivery not suiting them   + Lack of equipment   + Accommodation issues * Do they have extenuating circumstances that might need support? | * Provide them with the [Staying Well and Motivated presentation](https://blogs.shu.ac.uk/academicadvising/files/2021/01/Staying-well-and-motivated-V2.pptx) * Refer to the [Student Support Adviser Referral form](https://sheffieldhallam.sharepoint.com/sites/4066/SitePages/Referral-to-Student-Support-or-E.aspx) * [Hardship Fund](https://students.shu.ac.uk/shuspacecontent/finance/access-remote-learning) to access remote learning equipment * [Finance – Get Help and Support](https://students.shu.ac.uk/shuspacecontent/finance/get-help-finance-0) - for general funding enquiries. * Accommodation team – contact them at [accommodation@shu.ac.uk](mailto:accommodation@shu.ac.uk) * Course Leader if appropriate * Module Teaching team if appropriate * [Student Wellbeing Service](https://www.shu.ac.uk/wellbeing) * AA [Overview of Student Wellbeing Support – Nov 2020](https://blogs.shu.ac.uk/teaching/files/2020/12/Student-Wellbeing-Support-Nov20.pdf) * If COVID-19 affects their assessments, they can apply for a Request to Repeat Assessment (RRAA) Take a look at the [Assessment Support 2020/21 guidance](https://www.shu.ac.uk/current-students/assessment-support). |
| What was their **Attainment** like in summative or formative Semester One Assessments? | * How do they perceive their attainment in Semester One modules has been in relation to their expectations/aspirations? * Can they identify actions that would help them improve attainment in re-assessments/future modules? | * Revisit teaching material as required. * Read and understand feedback if not already done so. * International students might benefit from some support from the [University English Scheme](https://www.shu.ac.uk/international/academic-support-for-international-students/university-english-scheme). |
| Have they read and understood **Feedback** on formative and/or summative assessments? | * Do they understand the feed forward nature of comments on their assessments? * Do they have a plan of how to use feedback to improve future work? * Do they understand the concept of marking criteria and ensuring work meets marking criteria requirements? | * Read and understand feedback received from completed modules/formative work if not already done so. * Ask them to email you (their AA) with an overview of key feedback and what they need to do to address issues. |
| Are there **Gaps in Knowledge** that will cause an issue for future studies? | * Have they missed or not fully understood content that will be needed in future modules? | * Revisit/review module content on Blackboard. * Are there any bridging materials that might support understanding? |
| Do they have any **gaps in** **academic skills** eg: referencing, academic writing, that might hinder further development? | * Is their feedback identifying any academic skills that would benefit from further development? | * [The Skills Centre Offer](https://libguides.shu.ac.uk/skills) * [Studiosity](https://blogs.shu.ac.uk/skillscentre/studiosity/) * [Assignment Bootcamps](https://blogs.shu.ac.uk/skillscentre/2021/01/06/attention-pens-at-the-ready-the-assignment-bootcamp-launches-february-2021/) - for students who need a recap on the basics of writing assignments. A 4 week programme that will provide support for students to understand the process. |
| Are they in need of **Pastoral Support**? | * Are there any issues that the student would benefit from support with? * This is unlikely to be a direct question, but as the conversation develops it might become apparent that they would benefit from further support. | * Refer to the [Student Support Adviser Referral form](https://sheffieldhallam.sharepoint.com/sites/4066/SitePages/Referral-to-Student-Support-or-E.aspx) * Refer to the [Student Wellbeing Service](https://www.shu.ac.uk/wellbeing), as required. * [Refer to Multifaith Chaplaincy Service](https://www.shu.ac.uk/current-students/student-support/multifaith-chaplaincy) |
| **Extra and Co-Curricular** | * Have they got involved with extra or co-curricular activities that might support their development or enhance their experience? | * [Students’ Union](https://www.hallamstudentsunion.com/get_involved/) including;   + video on how [Academic Societies make a difference to students whilst at university](https://youtu.be/XCqrUJHbJFU).   + [Skills and Training](https://www.hallamstudentsunion.com/get_involved/skills_opportunities/)   + [Events](https://www.hallamstudentsunion.com/whatson/) * [Culture Connect](https://www.shu.ac.uk/current-students/goglobal/going-global-on-campus/culture-connect) |
| Are there **any course related queries** that they would benefit from support with? | * Are they unsure about any aspects of the course, or do they have course related questions? * Have they considered placement options? | * Refer to Course Leader as required * Refer to Placement lead as required * Refer to [Employability Adviser](https://sheffieldhallam.sharepoint.com/sites/4066/SitePages/Employabilty-Adviser.aspx?source=https%3A%2F%2Fsheffieldhallam.sharepoint.com%2Fsites%2F4066%2FSitePages%2FForms%2FByAuthor.aspx) as required |

## **Appendix**

There are a range of resources and sessions that students can engage with to expand their knowledge or help boost their attainment further. Some examples are below:

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| **Are Providing Opportunity** | **Overview of Opportunity** | **Relevant Links** |
| **Advanced Critical Writing** webinars at the Learning Centre | Building on the fundamentals of critical writing, students will learn to translate critical argument into academic writing and how to develop effective paragraph structure, analyse evidence, and explore key aspects of evaluation. This workshop is particularly useful for Level 5 and above. | [Advanced Critical Writing Sessions](https://libguides.shu.ac.uk/skillscentre/events/advanced_critical_writing#s-lg-box-14989802)  This might be useful to signpost students who are hoping to boost their attainment further to. |
| **Writing Gym** for PG students | Particularly aimed at Level 7 students the **Writing Gym** has been created to help support Level 7 students through the dissertation process by providing a space for you to learn new approaches to writing, share ideas with others, and crucially do some writing! | Visit the [LibGuides section – Writing Gym](https://libguides.shu.ac.uk/writing-gym) for more details. |
| **LinkedIn Learning –** Providing a wide range of opportunities for students to improve existing skills or learn new ones. | LinkedIn Learning is accessed via the **Hallam Digital Skills page**. There is a wealth of material available for students to engage with.  This includes subject specific resources and courses with an extra-curricular focus. | [The Digital Skills LinkedIn page](https://www.shu.ac.uk/digital-skills/linkedin-learning) covers everything the student needs to know about LinkedIn Learning and how to sign up and set up their account.  Other examples.   * [Microsoft Teams](https://www.linkedin.com/checkpoint/enterprise/login/69719634?pathWildcard=69719634&application=learning&redirect=https%3A%2F%2Fwww%2Elinkedin%2Ecom%2Flearning%2Fpaths%2Fsheffield-hallam-university-using-microsoft-teams-at-hallam%3Fu%3D69719634) * [Getting things done](https://www.linkedin.com/learning-login/share?redirect=https%3A%2F%2Fwww.linkedin.com%2Flearning%2Fgetting-things-done&account=69719634&forceAccount=false) * [Photoshop for photography](https://www.linkedin.com/checkpoint/enterprise/login/69719634?pathWildcard=69719634&application=learning&redirect=https%3A%2F%2Fwww%2Elinkedin%2Ecom%2Flearning%2Flearning-photoshop-photography%3Fu%3D69719634) |
| **Employability** | | |
| * The [Careers and Employability pages](https://www.shu.ac.uk/current-students/careers-and-employability) of MyHallam provides a range of support and signposting for students looking to increase their employability. * There is a range of support for students related to [job searching](https://www.shu.ac.uk/current-students/careers-and-employability/looking-for-jobs) * A range of support for students [Starting your own business](https://www.shu.ac.uk/study-here/why-choose-us/employability/start-your-own-business) * You can access a range of self-assessment tools and get support with a range of career/employability areas such as Careers Connect 360 through the [Resources page](https://www.shu.ac.uk/careers/resources) of Careers and Employability. | | |
| **Hallam Students’ Union** | | |
| **Volunteering:** The Students’ Union offers a wide range of interesting, fulfilling and developmental volunteering opportunities for Hallam students:   * **One-off volunteering opportunities -** Theseenable you to ‘give it a go’ and try out volunteering, whilst experiencing something new and having fun! * **Community volunteering -** These opportunities are managed through our strong links within the Sheffield city with Voluntary organisations and schools, whilst working in partnership with the city’s Volunteer Centre at VAS, (Volunteering Action Sheffield). * **Student Led Projects -** These are popular with groups of students who may feel they can gain extra experience and exposure for their future career and CV. Some of these projects are also around social action, which our students may have a passion for tackling such issues. An example of this would-be S.T.A.R (Student Action for Refugees). * **Virtual Volunteering –** Volunteering has changed this year due to COVID, it usually meant going somewhere to do something.  However, todays volunteering includes donating your virtual time and skills to many different causes.   Visit the [Students’ Union volunteering opportunities](https://www.hallamstudentsunion.com/get_involved/volunteering/) to find our more.  You can also [book an appointment to chat online](https://hallamstudentsunion.setmore.com/) with someone in the Volunteering Team | | |
| **Skills and Training:** The union focus on personal development and helping students realise their potential. They deliver training on topics such as effective teamwork, time management, public speaking, building confidence.  You can also book a 1-2-1 coaching session. These sessions offer an opportunity to focus on:   * Discussing areas for development e.g., building confidence, conflict resolution, leadership skills * How to make the first step, or the next step on your development path * Identifying training needs * Identifying your values and motivations * How to get the most out of your SU Officer experience, and beyond!   They also organise a [3-day leadership programme for our student leaders](https://www.hallamstudentsunion.com/get_involved/skills_opportunities/leadershipprogramme/)  Students can sign up to the Student Union Skills and Training mailing list to find out about all the new opportunities by emailing: [skillstraining@shu.ac.uk](mailto:skillstraining@shu.ac.uk) | | |
| **Societies:** Being part of an Academic Society is beneficial for students, as it can help them keep engaged with their course and encourages students to get more out of their degree.  Being part of a society is great opportunity to organise events which are linked to academic interests and support their employability in the future.  They also have an ever-growing social society programme at the Students' Union. Joining a social society is a great way for students to get involved in something they love and meet new people with the same interests - or to try something completely new! The Unions activities & trips programme (GIAG) allows students to attend a wide variety of exciting events and explore Sheffield and beyond.   * [Get Involved in Societies](https://www.hallamstudentsunion.com/get_involved/societies/) * [What’s On](http://www.hallamstudentsunion.com/whatson) | | |