



1:1 advising - rising to the challenge of providing support for all



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Overview

- Insessional academic support
- Background
- Analysis of who, what, how
- Advising style
- Focus group comments
- Further developments

Insessional academic support

- Taught modules
 - Embedded modules within departments
 - English Academic Skills classes, e.g. writing, exam preparation
- Workshops at different levels
- 1:1 Academic advising
 - English language support
 - Academic skills support
 - Maths/Statistics/Numeracy

Background

- 2014 – move from academic department into Professional Services
- August 2015 – move into new student centre (brings together student services and learning hub)

Student Centre/The Helpdesk



Admin staff

Dealing with enquiries
Bookings



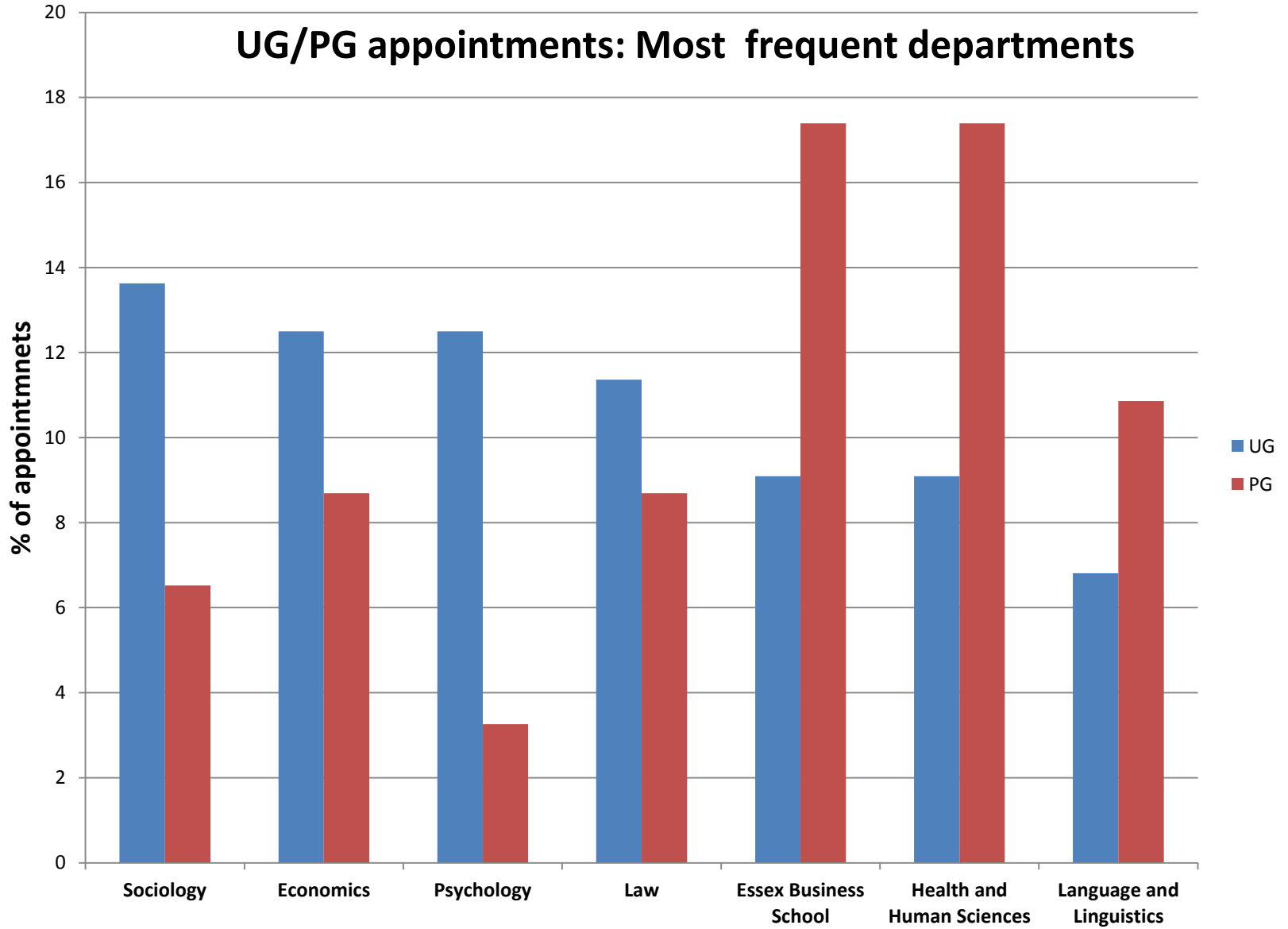
Team of advisers

Academic tutors
'Frontrunners' (work experience scheme)

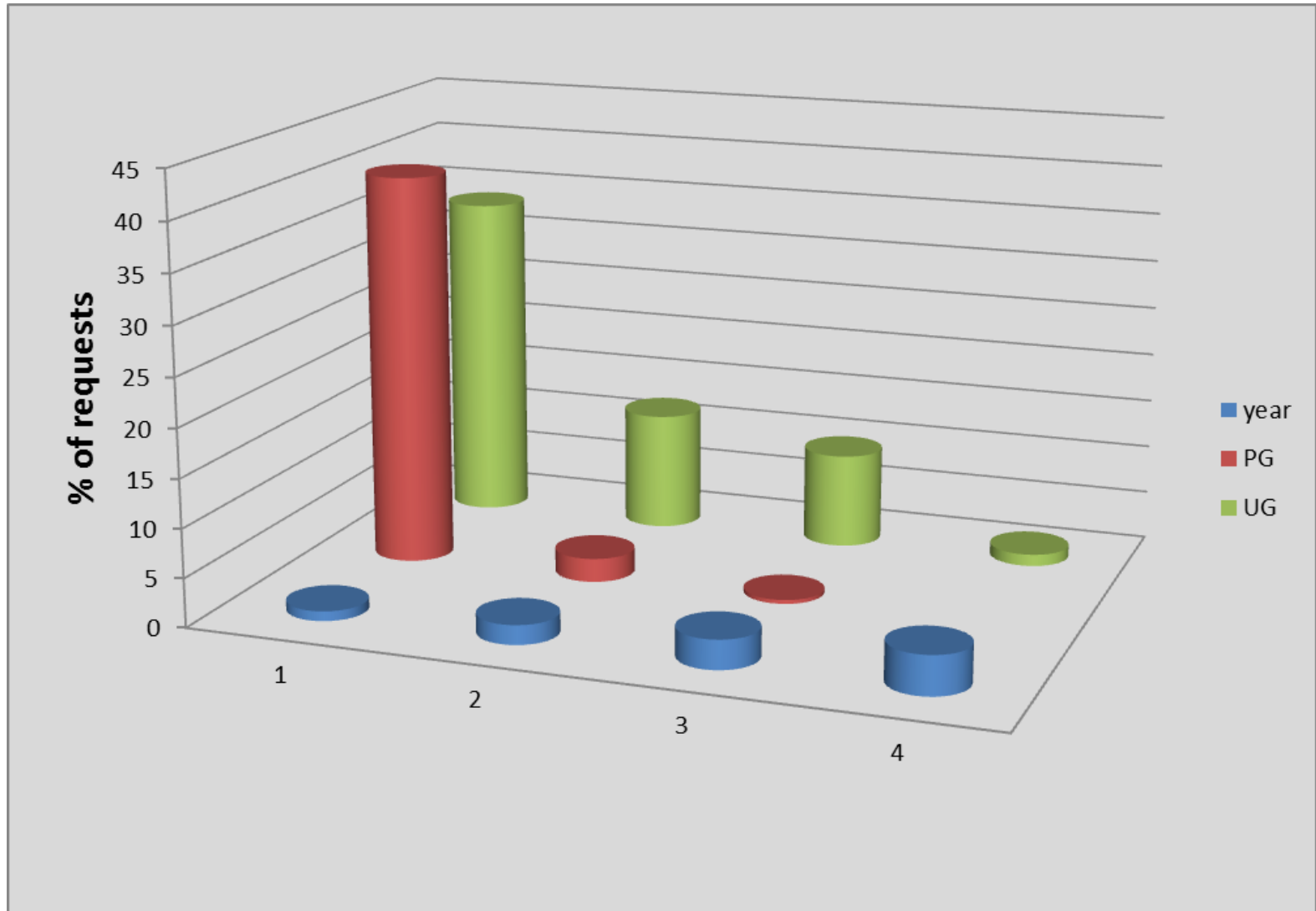
Analysis of 1:1 support

- Who:
 - Both Undergraduate and Postgraduate
 - Full range of departments
 - Home/international
- What:
 - Academic skills, EAP
 - Opportunity for bespoke workshops
- How:
 - 30 minutes
 - Booked or drop-in

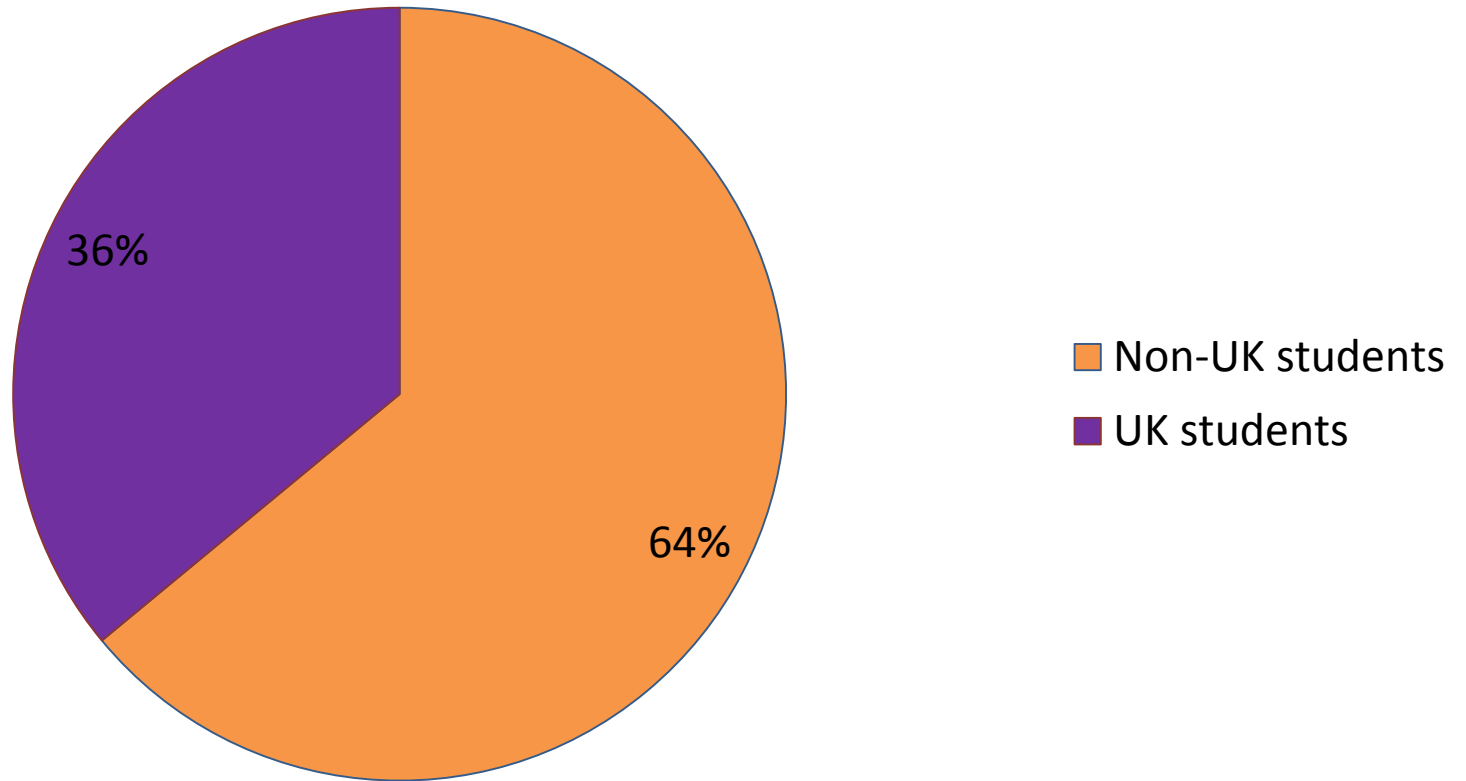
UG/PG appointments: Most frequent departments



1:1 requests, by year of study / PG / UG



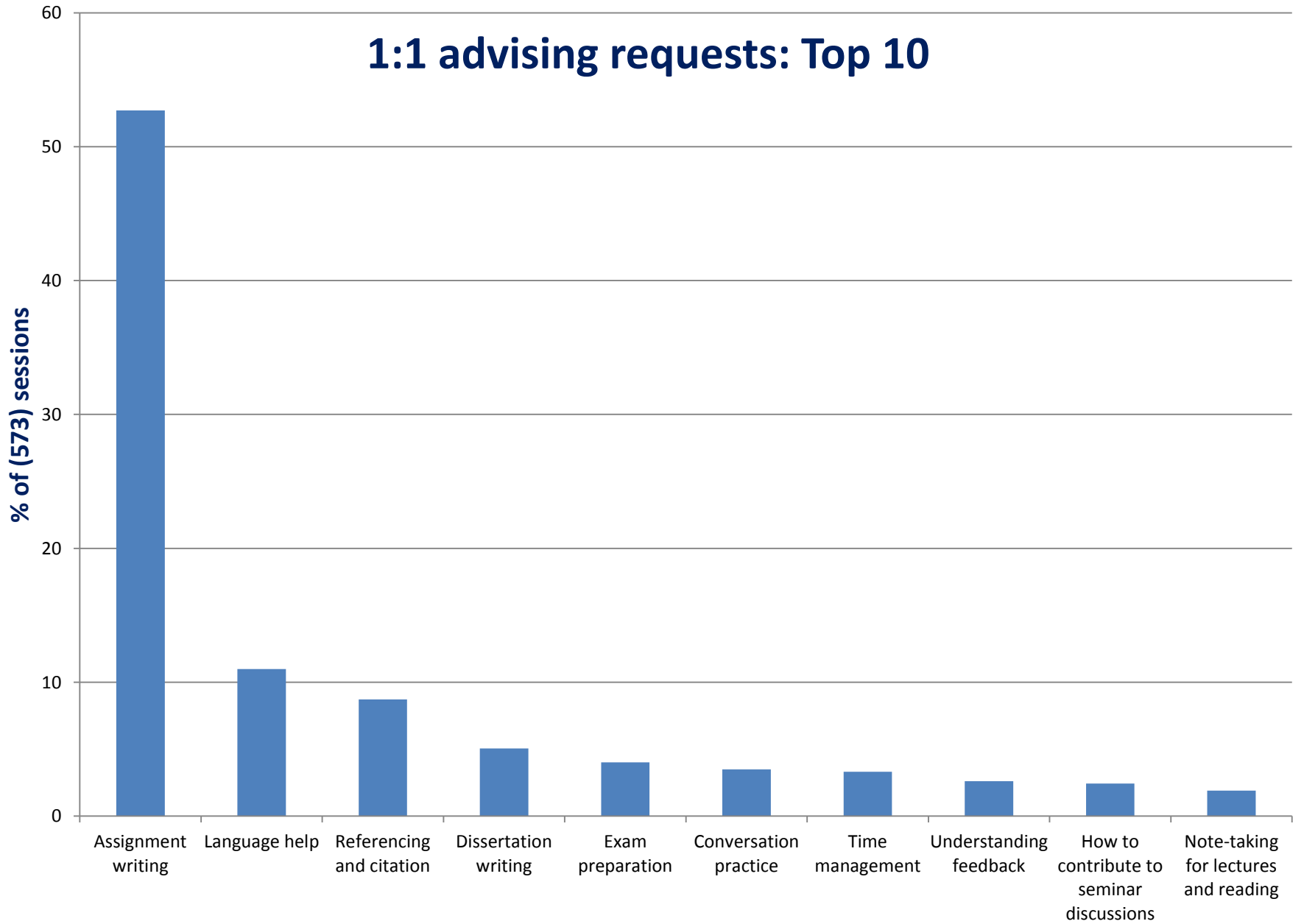
Home / International distinction



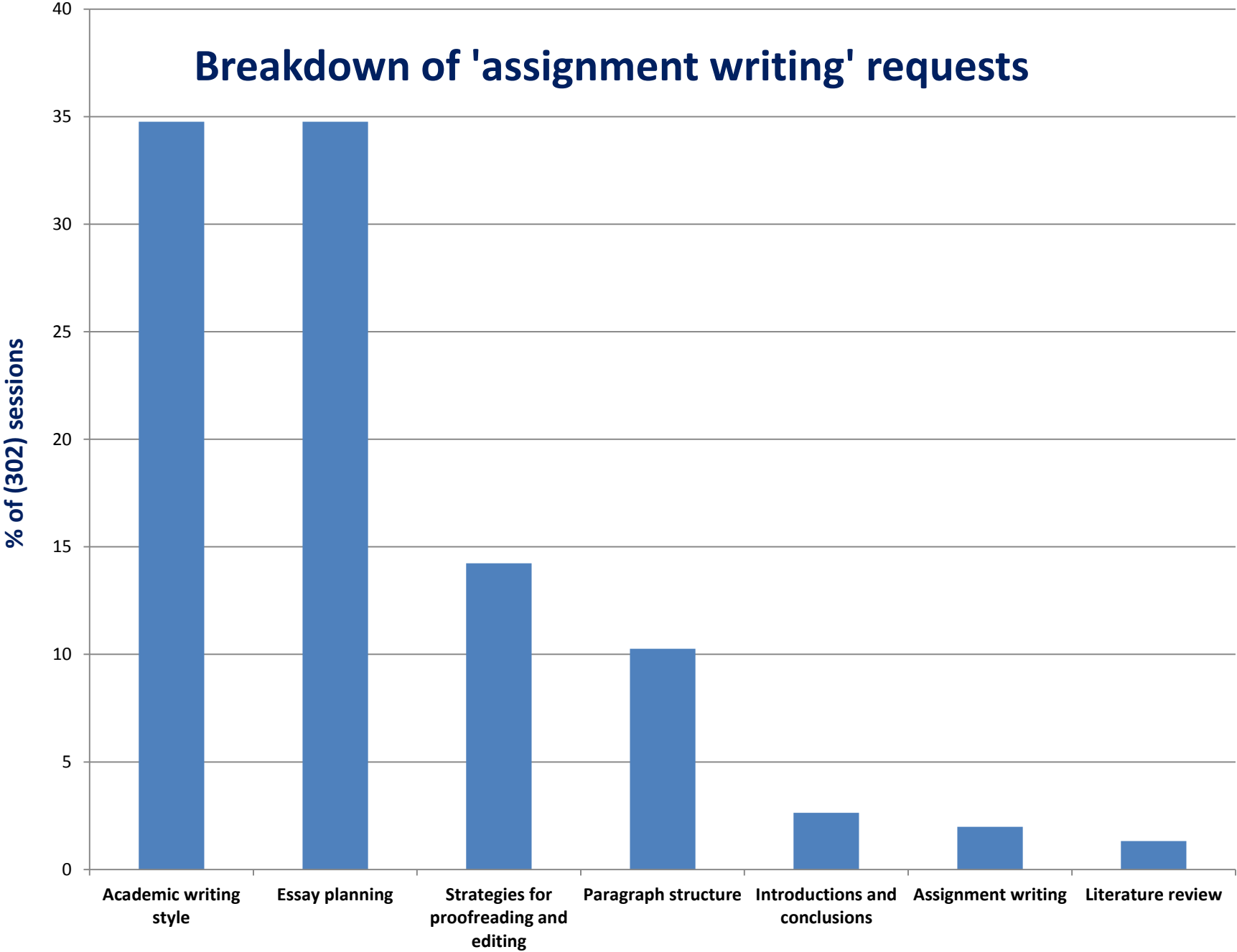
How students hear about us

	%
Lecturer/teacher/department	39%
Word of mouth (another student)	24%
Website/Facebook	13%
Student Support	10%
Pre-sessional induction	5%
Welcome Week	5%
Poster/Flyer	5%

1:1 advising requests: Top 10



Breakdown of 'assignment writing' requests



Advising sessions

- 30 minutes
- ‘Come prepared’ model for students
- ‘No preparation’ model for advisers

Advising style developed



- Telling
- Correcting
- Proofreading
- Taking the monkey onto your shoulder (Waters:1998)



- Listening, questioning
- Managing expectations
- Strategies for proofreading/editing
- Encouraging, reassuring

Key concepts in 1:1 advising

- Person- rather than text-oriented
- Active listening
- The power of questions
- Resisting the urge to take over
- Checking understanding of department requirements
- Identifying scope and boundaries

Focus group comments

Perceptions of role:

- dependency - continuity - empowerment
- achieving full potential / struggling to survive
- 'like being a GP'

Challenges:

- abstract feedback (lecturers)
- advice to fit department expectations
- clarifying vs confusing
- what is manageable
- student engagement / effort
- minutiae

Focus group comments

Differences of opinion:

- want more information beforehand to be able to prepare
- discourage repeat bookings
- what difference can we make in 30 minutes?
- prefer minimal information on booking / arrival
- not a problem; continuity helps
- pleasantly surprised at how much we can do

Areas for improvement and further development

- Providing ongoing support for staff
- Offering more tailored help on different genres of writing
- Improving access for staff to useful resources
- Developing in-house materials
- Gathering meaningful feedback from stakeholders
- Expanding our reach

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