<table>
<thead>
<tr>
<th>Information, Advice, Guidance and Support - Guidelines</th>
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<td><strong>Version:</strong></td>
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1.0 University information, advice, guidance and support services (IAGS)

1.1 Range of information, advice, guidance and support available to students

Information, advice, guidance and support is available in the following areas:

a. University IAGS  
b. Faculty and Departmental IAGS  
c. University Study Support  
d. Careers, Employability and Entrepreneurship  
e. Personal and Social Development  
f. Health and Welfare  
g. Campus Services

1.2 Signposting students

It is important that clear and consistent signposting is provided to students on the range of information, advice, guidance and support available.

This can include via:

a. Student induction  
b. Module Leaders in Teaching week 1 of each semester  
c. Module leaders via Office Hours  
d. Teaching Assistants via Office Hours  
e. Faculty Student Support Officers  
f. Faculty/Departmental Administrative staff  
g. Staff in the service areas  
h. eLearning  
i. Email  
j. Posters  
k. Staff Student Liaison Committee (SSLC) meetings  
l. The Student Union

The following table sets out the typical range of IAGS services available to students. Some University level services are currently in the development stage whilst the precise range of services available within each faculty/department may vary. It is important that all staff update themselves on the particular services that are available.
**Services under development.**

**Each Faculty/Department will have specific services.**
1.3 Faculty and departmental IAGS
Programme teams are responsible for the development of a coherent and effective IAGS function to provide timely and effective information, advice, guidance and support to students. Strategies include but are not limited to:

| 1 – Student induction |
The University recognises the important role that Student Induction programmes play in supporting successful transition, integration and progression of students. The University expects programme teams to deliver an induction to students in each academic year of a programme.

A key purpose of student induction is to establish an effective relationship with each student and so all induction programmes must be delivered in a manner that is engaging and which provides interest to students.

Student induction activities are not 'one off' activities. Rather, they should be delivered across the academic year so that students' skills are developed incrementally with activities becoming more subject specific as the year progresses thus enabling students to achieve and progress successfully through each year of the degree programme. This also ensures that students do not suffer information overload during the initial induction.

| 2 – Programme Student Handbook |
Programme Student Handbooks provide a key framework for students and staff. A list of indicative content is provided in Appendix 2. To ensure currency, as well as version control, Student Programme Handbooks should not replicate existing University documents e.g. the GAR but rather provide signposting to relevant documents via links.

| 3 - Office hours - HoD, Programme Director and Module Leaders |
All academic staff must advertise office hours. Office hours provide students the opportunity to seek advice, guidance and support from their module leader at specific times.

| 4 - Office hours - Teaching Assistants |
All Teaching Assistants must advertise office hours. Office hours provide students the opportunity to seek advice, guidance and support at specific times.

| 5 - Workshops and clinics |
Programme teams might identify specific cohorts that would benefit from a short workshop/clinic on a specific time at a particular time of year. This might be at the start of the semester when particular students need specific support, after an assessment/exam, or in preparation for an exam.

| 6 - Revision period at the end of each semester |

| 7 - eLearning |
Each module leader must ensure that specific materials are placed on eLearning that will incrementally develop students’ knowledge and skills and also address any support needs that students may have. Requirements are set out in the eLearning Musts.

| 8 – Student feedback including feed forward strategies |

| 9 – Student Centred Teaching and Learning strategies |

| 10 - Student to student support |
Programme teams may wish to initiate the use of student to student support networks in which stronger students mentor/support students with support needs.

| 11 - The Personal Tutor |
The aim of Personal Tutoring is to provide general academic advice and guidance to enable students to better understand their own learning.

The University expects programme teams to allocate individual Personal Tutors in the Preparatory Year Programme. In subsequent years programme teams must give careful consideration to ensure that students have access to a Personal Tutor. This may involve identifying a key member of staff, with advertised office hours, to be responsible for
this function for a particular year group.
To make efficient use of their time Personal Tutors can facilitate sessions in a number of ways. These might include:
   a. 1:1 sessions
   b. Group sessions around a common theme
   c. Group sessions followed by 1:1 for specific students
2.0 Identification of students at risk and providing challenge to excelling students

2.1 University expectations
Programme teams must ensure mechanisms are in place to proactively identify at risk students to ensure support needs are addressed in a timely and appropriate way.

2.2 Issues to consider in identification of at risk students
Factors in the identification of at risk students might include but are not limited to:

a. Academic profile on entry
b. English language levels
c. Completion of assessments and achievement rates
d. Performance across modules
e. Performance at the end of each semester
f. Disabilities
g. Specific Learning Difficulties
h. Motivation
i. Attendance patterns

2.3 Mechanisms to identify at risk students
Mechanisms include but are not limited to:

<table>
<thead>
<tr>
<th>1 - The Student Record System (SRS)</th>
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| The SRS provides programme teams with data to enable effective early identification of students’ support needs and for effective planning and delivery of support. The SRS can provide the programme team with profiles of students’:
| a. Levels and qualifications on entry to the programme including English language
| b. Levels of on-programme achievement
| c. Progression

<table>
<thead>
<tr>
<th>2 - Programme assessment strategy</th>
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| The assessment strategy developed by the programme team has an important role in the identification of students’ support needs. Elements of the strategy can include timely use of:
| a. Diagnostic assessment task
  To set a short task that at the start of a module to identify students’ learning strengths and areas of development. To use results from this to ensure that learning needs of specific students are addressed and that the module is delivered in an appropriate way.
| b. Formative assessment and feed forward feedback
  To ensure timely formative assessment to identify students’ learning needs and to provide effective feed forward feedback to support students’ understanding and engagement.
| c. Summative assessment and exams
  To review results from summative assessments and exams. To provide feedback as well as identify students requiring particular support.

<table>
<thead>
<tr>
<th>3 - Programme team responsibilities</th>
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<tr>
<td>Clear responsibilities must be identified within each team to ensure that mechanisms are in place for identification of at risk students.</td>
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</table>
2.4 When to identify at risk students

Programme teams must ensure that mechanisms are in place at specific times to identify at risk students so that support can be provided in a timely and appropriate way.

Indicative times include but are not limited to:

<table>
<thead>
<tr>
<th>Indicative points in the semester</th>
<th>To identify</th>
<th>How</th>
</tr>
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<tbody>
<tr>
<td>Before the start of each semester</td>
<td>To identify for each cohort:</td>
<td>From the SRS</td>
</tr>
<tr>
<td></td>
<td>a. Academic profile on entry to the programme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. English language levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Achievement in previous modules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. If students are repeaters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Disabilities or specific learning difficulties</td>
<td></td>
</tr>
<tr>
<td>Teaching Week 1</td>
<td>Diagnostic assessment to identify learning strengths and support needs</td>
<td>Diagnostic assessment</td>
</tr>
<tr>
<td>Teaching Weeks 1 to 3</td>
<td>To identify students with attendance or motivation issues and support needs</td>
<td>From attendance records</td>
</tr>
<tr>
<td>Teaching Week 5</td>
<td>To identify students’ achievement patterns and support needs</td>
<td>Formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student feedback</td>
</tr>
<tr>
<td>After each exam period</td>
<td>To identify repeating students and support needs</td>
<td>From SRS</td>
</tr>
</tbody>
</table>

2.5 Providing challenge to excelling students

Additionally, it is important that programme teams give consideration as to how challenge is provided to excelling students so that all students are fully engaged.
3.0 Student induction

3.1 The role of induction and University expectations
Effective student Induction has an important role to support successful transition, integration and progression of students. The University expects programme teams to deliver an induction to students in each academic year of a programme.

3.2 The aim of student induction programmes
Induction programmes aim to support students’ successful transition from school to university, and their progression through each year of the degree programme.

The overall aim of any student induction programme is to ensure that students receive the information and guidance needed for successful academic and social integration within the BUE environment. This should include an understanding of:

- **Academic Integration**
  a. The ethos of the University, Faculty and Department
  b. The aims and structure of the programme
  c. The teaching, learning, assessment modes
  d. Progression requirements including English language
  e. Academic Honesty
  f. eLearning
  g. BUE Regulations
  h. Personal Tutoring
  i. Academic support services
  j. Personal, Social and Welfare Support Services

- **Social Integration** – to ensure a relationship is established with each student and that students form a bond with the University, Faculty, Department and Programme
  a. Peer group associations
  b. Personal contact with staff
  c. Extracurricular activities
  d. Clubs and societies

Ideally, the framework for the induction programme should be a Programme Student Handbook.

3.3 The requirement for student induction in different degree years
The induction requirements for different years of an academic programme will be different. The induction programme for the Preparatory Year Programme is delivered over a number
of days but for other degree years this will probably be delivered through a half day, or shorter, programme.

The content and structure of induction programme for each programme year will have a slightly different focus (see Table 1). The Guidelines provide an overview of minimum requirements that programme teams should deliver.

**Preparatory Year**

Induction is usually delivered over 2 or 3 days according to an agreed University template which each programme team adapts.

**Degree Year 1**

A short induction programme should be delivered for students entering Degree Year 1. This is particularly important in faculties where students have to choose their degree programmes. It should be carefully coordinated and planned between Preparatory Year team members and Degree Year 1 team members.

**Degree Years 2, 3 and 4**

An induction to the programme of study and its specific requirements should be delivered at the start of semester 1 and should be coordinated by the Programme Director so that students gain an overview of the degree year and not just of each module of study.

**3.4 The need to follow-up, consolidate, extend student induction**

Student induction activities are not ‘one off’ activities (see Figure 1). Rather, they should be delivered across the academic year so that students’ skills are developed incrementally with activities becoming more subject specific as the year progresses thus enabling students to achieve and progress successfully through each year of the degree programme.

**3.5 Departmental planning for student induction programmes**

The purpose of induction is to engage students, to provide an overview of their programme and the requirements of a particular academic year. Teams need to ensure:

a. A welcoming and supportive environment is provided.
b. Staff training is delivered for all staff delivering induction sessions so that each session:
   - Is fun and focused – With 1 or 2 clear objectives
   - Is interactive
   - Links to the other sessions
c. Students are not overloaded with information.
d. There is a condensed student induction for students who enroll late.
e. The team will follow-up, consolidate and extend information that was introduced in the induction programme.
Figure 1 - Planning incremental induction programmes through the academic year

Adapted from Supporting the First Year Student Experience Through the Use of Learning Technologies, HE Academy

Aims

**Academic integration**

(i) how to make a successful transition from a school to a university environment

(ii) being a student at university and of studying within a British style university system

(iii) personal development

(iv) enjoyment of study

(v) identification and familiarity with the academic norms of the subject

(vi) the support networks available to students

**Social integration**

(i) peer group associations

(ii) formation of friendships

(iii) personal contact with staff

(iv) extra curricular activities

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**Pre enrolment**

**Bridging materials**
Offered to new students before they enroll. They provide generic and programme specific information.

**Open days**
Offered to new students before they enroll to enable them to gain an overview of the Programme, University and facilities.

**Induction week**

**Spiralling induction activities**
An induction programme with activities which commence in the first week and extend throughout the Preparatory Year Programme.

**Personal tutoring**
For assigned Personal Tutors to meet with tutees as a group during the induction week. This process will help students to gain a holistic view of their experience (i.e. not compartmentalised in modules), will aid reflection and assist in identifying issues that need to be addressed to ensure successful achievement and progression.

**Academic Year**

**Progression planning**
To enable students to choose future areas of specialisation.

**Learner skills**
To include sessions on using the Library, Academic Honesty, Health and Safety, eLearning etc.

**Employment fair**
To provide awareness, experience and skills within the employment market.

**Extracurricular activities**
A programme of extra curricular activities that will focus on social activities, sports and subject related societies to foster social and academic integration.

Activities become more subject specific as the year progresses
4.0 Personal Tutoring

4.1 Purpose of Personal Tutoring
The aim of Personal Tutoring is to provide students with general academic advice and guidance to enable them to better understand their own learning.

The University expects programme teams to:

a. Allocate individual Personal Tutors in the Preparatory Year Programme.

b. In subsequent years programme teams must give careful consideration to ensure that students have access to a Personal Tutor. This may involve identifying a key member of staff, with advertised office hours, to be responsible for this function for a particular year group.

4.2 Departmental planning for Personal Tutoring
Departments need to ensure that appropriate systems are in place to deliver Personal Tutoring. This will include:

a. Allocation of Personal Tutors for Preparatory Year students

b. Allocation of Personal Tutors or a named person for subsequent degree years

c. Setting up the SRS with details of Personal Tutors and tutees

d. Staff training for Personal Tutors

e. Communications systems

4.3 Communicating with tutees and recording outcomes of meetings using the SRS
The Student Record System (SRS) can be used by Personal Tutors to:

a. Communicate with their tutees individually and by group.

b. Record outcomes of meetings.

c. Send outcomes to tutees.

d. Communicate issues to other tutors including the English Department.

4.4 Planning for the Personal Tutoring meeting
For the Preparatory Year Programme, The Preparatory Year Programme Student Handbook provides Personal Tutors with a framework to discuss key issues.
Appendices

Appendix 1 - Managing Personal Tutoring meetings

Before the meeting
1. Have all your Tutees been informed, in a timely manner, of the time and location of the meeting? Do your Tutees know the purpose of the meeting?

2. What is the main focus of the meeting?
   a. To check that students have settled into their Programmes/the University/the Faculty/Department?
   b. To identify any concerns the student may have?
   c. To review student’s progress?
   d. To review and offer advice on student’s performance in assessments/exams?
   e. To address concerns about performance or attendance?
   f. To review progression or career plans?

3. Have you got the required information?
   a. Do you know how the student has performed generally?
   b. Is the student ‘at risk’? If so what is the appropriate advice?
   c. Is there any feedback on the student’s performance in the English Programme?
   d. Are you familiar with the support services available to students?

4. Have you reviewed the notes of the previous meeting? Were there any actions that you or the student were required to complete?

During the meeting
1. Use appropriate prompts to guide the meeting with the student and to ensure clear outcomes are agreed and recorded.

After the meeting
1. Are there issues for you to follow up, for example with: Module Leaders, Coordinators, TAs, the English Department Preparatory Year Coordinator, Support Service. Will this maintain student confidentiality?
2. Did all students attend the meeting? What will you do about those who failed to attend?
3. Do you need to communicate outcomes to the tutees?
Appendix 2 – Indicative content for Programme Student Handbooks

The purpose of a Programme Student Handbook is to provide students with a user-friendly resource, where they can access the main information about their Programme. As a minimum, it should include the following:

a. Welcome - From the Programme Director.
b. Contact details - Programme Team contact details with an indication of preferred mode of contact, likely timescale for response etc.
c. Programme aims and objectives
d. Programme structure – It can be helpful to present this in diagrammatic format, especially where there are different exit points and routes through the Programme
e. The learning experience - Including a timetable where possible.
f. Approaches to learning, teaching and assessment – An overview of the general approach.
g. Summative assessment – It can be helpful to present this in a table, so that the reader can see at a glance when assessments are due and also what the assessment pattern is.
h. Assessment regulations – It is sufficient to include a link to the GAR general Programme specific regulations must be set out in full.
i. Appeals, Discipline, Complaints procedures - Links to BUE’s procedures.
j. Student support – Information on the range of Information, advice, guidance and support services.
k. Employability and internships
l. Fieldwork
m. Information on mechanisms for students to feed back to the University on their experience - Module evaluation, SSLCs etc
n. Services offered by the Students’ Union

In many cases, Programme Student Handbooks will replicate word for word the content of University documents e.g. the GAR. In such cases, it the information should not be replicated but a link provided to it. This ensures that information remains current and there is no issue with version control.
### Appendix 3 - Areas to cover in the student induction programme

<table>
<thead>
<tr>
<th>Year</th>
<th>Key areas to include in the student induction programme</th>
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</table>
| **Preparatory Year**| (i) How to make a successful transition from a school to a university environment  
(ii) Being a student at university and of studying within a British style university system  
(iii) Key staff  
(iv) Structure of the Preparatory Year Programme and its aims:  
(v) Personal Tutoring  
(vi) The teaching, learning, assessment modes  
(vii) Academic Honesty  
(viii) eLearning  
(ix) Support services  
(x) Progression requirements  
(xi) BUE regulations  
(xii) Choosing specialisms |
| **Degree Year 1**   | (i) How to make a successful transition from Preparatory Year to Degree Year 1  
(ii) Structure of Degree Year 1  
(iii) Key staff  
(iv) Choosing specialisms  
(v) The teaching, learning, assessment modes  
(vi) Academic Honesty  
(vii) Internships/placements  
(viii) eLearning  
(ix) Personal Tutoring requirement  
(x) Support services  
(xi) Progression requirements  
(xii) BUE regulations |
| **Degree Year 2**   | (i) How to make a successful transition from Degree Year 1 to Degree Year 2  
(ii) Structure of Degree Year 2  
(iii) Key staff  
(iv) Choosing specialisms  
(v) The teaching, learning, assessment modes  
(vi) Academic Honesty  
(vii) Internships/placements  
(viii) eLearning  
(ix) Personal Tutoring requirement  
(x) Support services  
(xi) Progression requirements  
(xii) BUE regulations |
| **Degree Year 3 & 4**| (i) How to make a successful transition from Degree Year 2/3 to 3/4  
(ii) Structure of Degree Years 3/4  
(iii) Key staff  
(iv) Choosing specialisms  
(v) Personal Tutoring requirement  
(vi) Support services  
(vii) BUE regulations  
(viii) Choosing research projects  
(ix) Successfully completing projects, thesis and dissertations  
(x) The teaching, learning, assessment modes  
(xi) Academic Honesty  
(xii) eLearning  
(xiii) Career planning |