# T&L ESSENTIALS:
# STUDENT SUPPORT AND ENGAGEMENT 1. SUPPORT

2018/19

Spring Term: 4 March 2019

# OVERVIEW OF SESSION

STUDENT SUPPORT & ENGAGEMENT 1 (Support)

- Introduction  - Clare Furneaux, Teaching and Learning Dean
- Reading Student Charter & Learner Responsibilities
- The Academic Tutor System
- Support Centres
- Reading University Students Union
- Disability Advisory Service – Kate French
- Student Welfare Team
- Student Wellbeing Services – Selina Patankar-Owens
- Inclusivity for All Project
- Additional Student Support

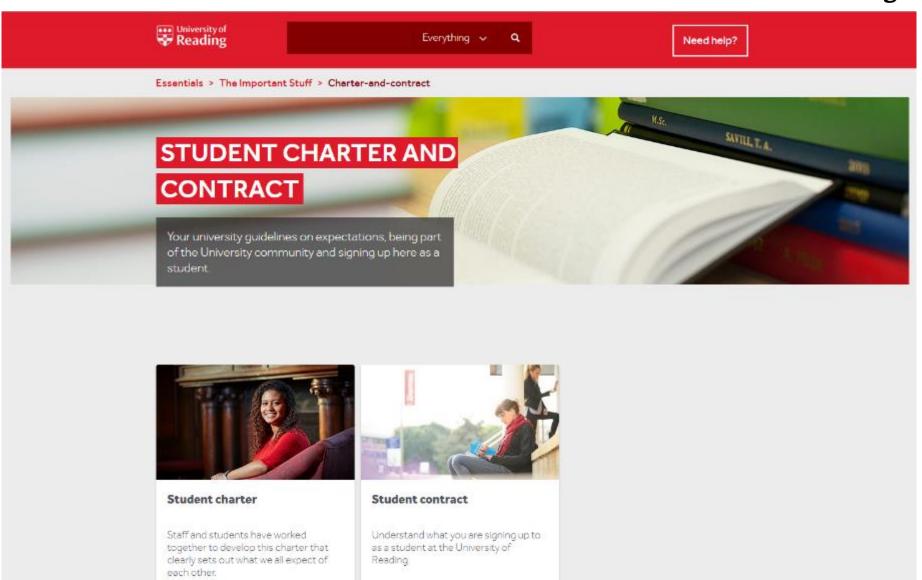**Questions/discussion at end of each Section, please**

# READING STUDENT CHARTER

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- **The University expects students**
- to work hard at their studies and to be active partners in shaping their experience of HE

# READING STUDENT CHARTER

- **Staff expect students**
- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
- to engage fully with all academic commitments;
- to conduct themselves and to engage in their studies with honesty;
- to keep appointments and to communicate with staff in a timely and courteous manner;
- to take ownership of their own health and well being.

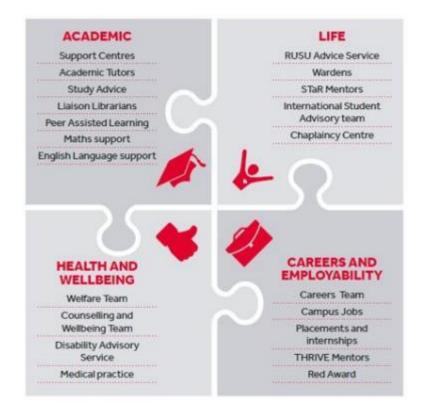# LEARNER RESPONSIBILITIES

Dove tails with Student Charter

# THE ACADEMIC TUTOR SYSTEM
## ROLES & RESPONSIBILITIES

# THE ACADEMIC TUTOR SYSTEM

The ATS helps to ensure that the University is providing a consistent level of academic and pastoral support to students.



**ACADEMIC**
Support Centres
Academic Tutors
Study Advice
Liaison Librarians
Peer Assisted Learning
Maths support
English Language support

**LIFE**
RUSU Advice Service
Wardens
STaR Mentors
International Student Advisory team
Chaplaincy Centre

**HEALTH AND WELLBEING**
Welfare Team
Counselling and Wellbeing Team
Disability Advisory Service
Medical practice

**CAREERS AND EMPLOYABILITY**
Careers Team
Campus Jobs
Placements and internships
THRIVE Mentors
Red Award

# SCHOOL DIRECTORS OF ACADEMIC TUTORING

- SDATs provide School-level leadership for student academic, personal and professional development, and maintain strategic oversight of student engagement with their studies, success, and retention across the School.

- DDATs are responsible for departments within schools and report to the SDATs.

- SDATs are responsible for:
  - Strategic oversight of the Academic Tutor System within the School
  - School-level leadership of initiatives to support student engagement with their studies and student development
  - Academic leadership and decision-making in relation to student success and retention
  - Support for Academic Tutors within the School

# SDATS ARE NOT RESPONSIBLE FOR:

| | |
|---|---|
| Administration relating to the delivery of the ATS (i.e. arranging tutor/tutee meetings and recording attendance at meetings) | This is the responsibility of Academic Tutors, with help from Support Centres where required. RISIS can be used to record tutor/tutee meetings |
| Operational oversight of ECF and escalation processes (e.g. fitness to study) | SSCs ensure students are notified of the procedures and deadlines in liaison with relevant staff and Committees. |
| Ensuring support is in place for students suspending, withdrawing or transferring | This is the responsibility of SSCs. |
| Providing ongoing pastoral support to students experiencing welfare or wellbeing issues | This is the responsibility of specialist student support teams including the Welfare Team, Counselling and Wellbeing and the Disability Advisory Service. |

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# SUPPORT AND DEVELOPMENT OF ATS

- SDATs should:
  - Act as first point of contact for Academic Tutors
  - Brief first-time Academic Tutors
  - Foster awareness of and liaison with central support
  - Keep an overview of AT's training and development needs
  - Knowledge of student development opportunities:
    RED award, ERASMUS, Placements, THRIVE
  - Ensure ATs are aware of responsibilities, policies, etc
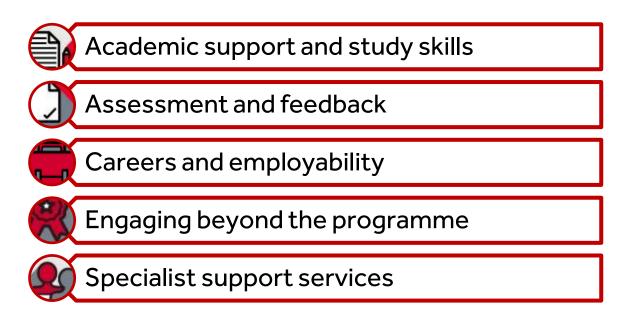
# SDATS AND STUDENTS

SDATs should:

- Contribute to the undergraduate student induction process; a talk within Welcome Week for example.

- Liaise with SSC over the extenuating circumstances procedures.

- Key role in ECFs – decision-making at School level & as member of USCSC.

- Attend and report to Examiners' Meetings as appropriate.

- Gather comments from Staff Student Liaison Committee(SSLC) and respond as appropriate.

# WHAT ACADEMIC TUTORS DO

Academic Tutors work in partnership with their tutees to support their academic, personal and professional development.

At appropriate points in the student journey, Academic Tutors are responsible for providing support across the following themes:

Academic support and study skills

Assessment and feedback

Careers and employability

Engaging beyond the programme

Specialist support services

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# WHAT ACADEMIC TUTORS DO NOT DO!

Academic Tutors act as a key point of contact within their School in relation to their tutees.

Academic Tutors are **not responsible** for:

| | |
|---|---|
| Administrative problems | Direct to Student Support Coordinator. |
| Providing counselling or specialist advice | Refer to the appropriate specialist support service on campus (e.g. Welfare officers, Finance, VISA, Counselling & Wellbeing, Disability Advisory Service, RUSU etc.). |
| Replacing subject-specific academic staff in providing specialist academic guidance | Advise how to get guidance, including connecting students to other academics in their field of study, Study Support, Library etc. |

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# ACADEMIC TUTORING

- All taught students are allocated an academic tutor, who acts as a key point of contact throughout their degree.

- The system should be pro-active, i.e. not just when students have problems!

- Tutors work in partnership with the student to support their academic, personal & professional development.

- Reflect on academic progress and personal and professional development - discuss work, feedback & marks (submodular mark screens on RISIS), attendance, careers etc.

- All tutees are encouraged to maintain relationship with tutor (tutors are responsible for writing a reference).

# ACADEMIC TUTORING

- Invite students to meet at least once a term (Part 1 x2 in Autumn term).

- Tutor responsible for organising meeting.

- Tutee responsible for responding and attending.

- Group meetings can be effective.

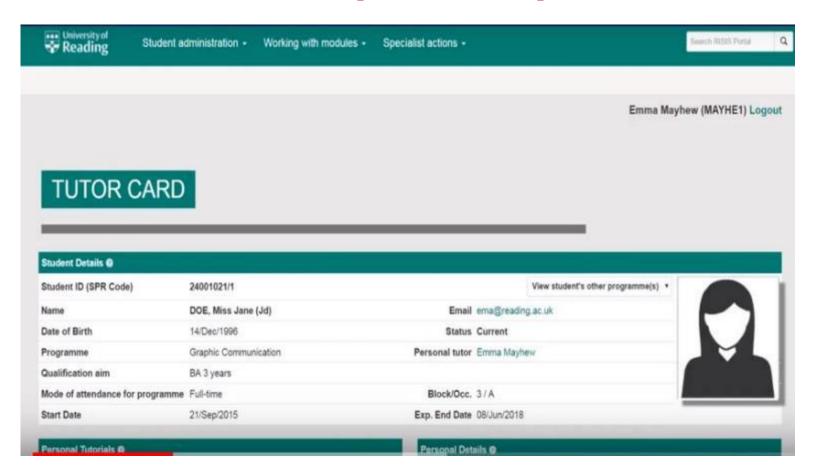- SDAT to provide training updates as appropriate.

# SOME COMMENTS

- Tutors MUST respond to emails within 2 working days
  - An Out of Office message is sufficient
- Tutors to record whether meetings have taken place on RISIS
- Following a tutorial meeting, it is good practice to:
  - Email tutee with a summary of any action points agreed (eg. RISIS automated email).
  - Make brief informal notes of any discussion to ensure continuity and to assist in compiling references.
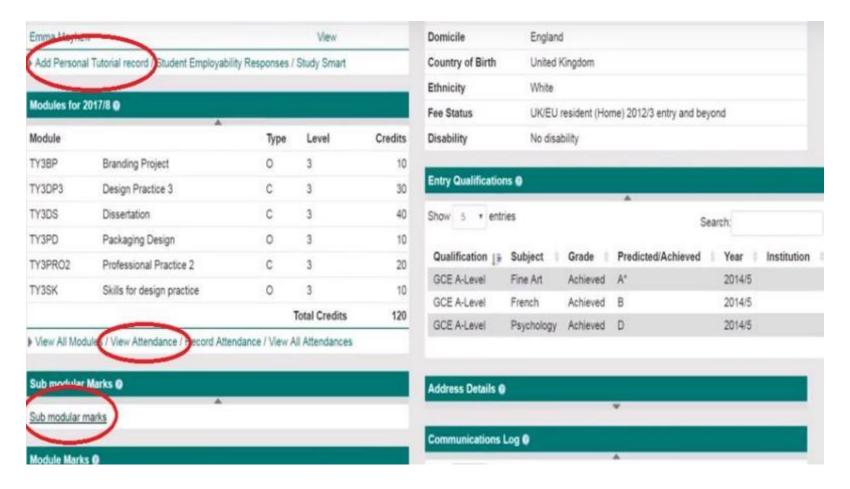- Records should be factual
- Audit trail may be necessary

# THE TUTOR CARD (ON RISIS)

# TUTOR CARD: KEY FEATURES

# Your Support Centres



SUPPORT CENTRE

Why are we here?

What are we trying to achieve?

Please come and visit us!

The staff…….

**SCM – Support Centre Manager Gr 7**
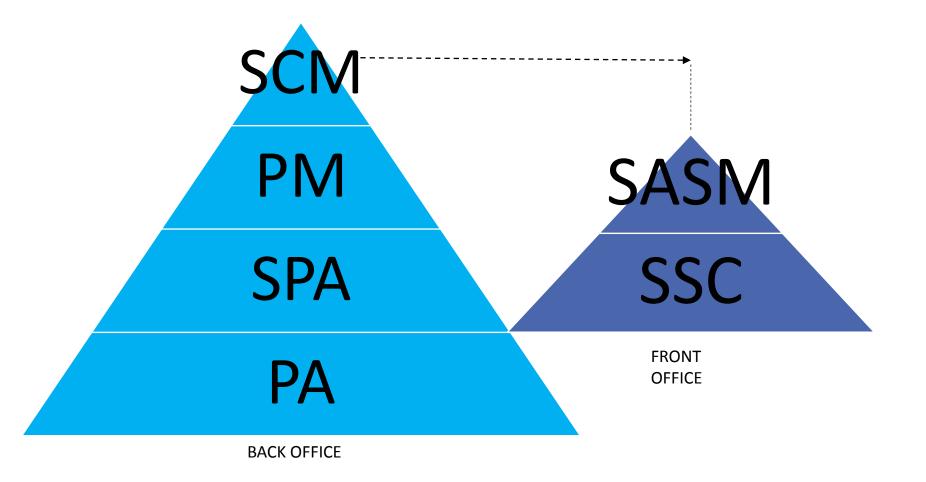
**Back Office**
**PM - Programme Managers Gr 6**

**SPA - Senior Programme Administrator Gr 5**
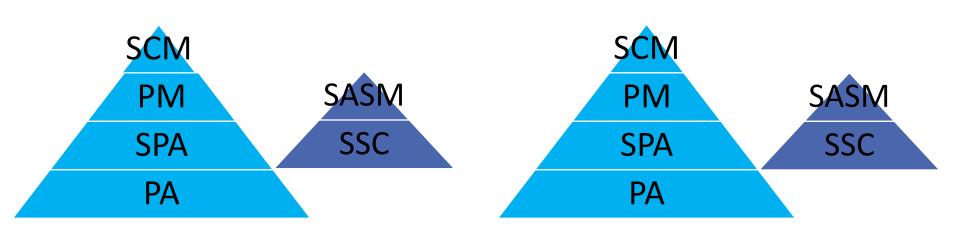
**PA – Programme Administrator Gr 4**

**Front Office**
**SASM - Student Advice and Support Manager Gr 6**
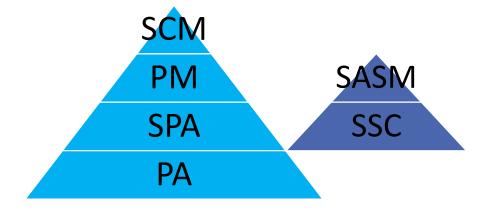
**SSC – Student Support Co-ordinator Gr 5**

SCM

PM

SPA

PA

BACK OFFICE

SASM

SSC

FRONT OFFICE

**SCM - Support Centre Manager**
Operational delivery of services to Schools.
Leadership of support centre teams and direct LM for Programme Managers and Student Advice and Support Managers.
Delivery and continual improvement of processes across UoR.

**Back Office**

**PM - Programme Managers**
Operational delivery of programme support to Schools.
Ensuring quality of student data at School level.
Implementation of process change and continual improvement.
Management of programme teams and direct LM for Senior Programme Administrators.

**SPA - Senior Programme Administrator**
Operational delivery of programme support for area or suite of programmes.
Direct LM for Programme Administrators.

**PA – Programme Administrator**
Operational delivery of allocated programme support.

**Front Office**

**SASM - Student Advice and Support Manager**
**Operational delivery of student support and advice to Schools within the Support Centre.**
**Induction and enhancement activities in conjunction with academics and central services.**
**Casework for special cases.**
**Driving continual improvement of assigned student advice and support processes across UoR.**
**Direct LM for Student Support Coordinators.**

**SSC – STUDENT SUPPORT CO-ORDINATOR**
**Operational delivery of student support and advice.**
**Front line customer service.**
**Casework.**

**AND A WHOLE LOT MORE!!**

# ANY QUESTIONS

# What are we?

- Independent organization, separate from the University, run by students for students.

- Led by 5 Full Time Officers

- Mandated through Change it! our democratic platform and student officers manifestos.

- Advice, Representation, Campaigns, Activities, Events, Childcare and Commercial Services

# Advice

- Free, impartial, and confidential service available to all students at the University
  - Academic
  - Housing
  - Money
  - Welfare
- Last year we opened 1026 cases

www.rusu.co.uk/advice

# Activities

- 50 Sports Clubs
- 120 Societies
- 3 Student Media Streams
- 20 Volunteering opportunities
- Best Small RAG of the year 2016
- 13 JCRs and teams Freshers Angels
- Really easy to set up new societies!

# Representation

- Part-time Officers (10)
  - Run campaigns for liberation and representation groups
- School Reps (32)
  - 1 PGT and 1 UG for each School (except HBS that gets 3 of each)
- Course Reps (450)
  - We aim to elect 1 course rep, per year, per programme

# DISABILITY ADVISORY SERVICE

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"I was really nervous about coming to University as I struggled so much at school, but the help and advice I received from the Disability Advisory Service has been great, and has meant I got through."

**Jess, Biological Sciences**

We provide specialist advice to students and staff regarding the adjustments and support available to remove disability-related barriers to academic study.

University of Reading

# WHO WE WORK WITH

**Students**
- Applicants and current students
- Family members, schools, support staff

**Staff**
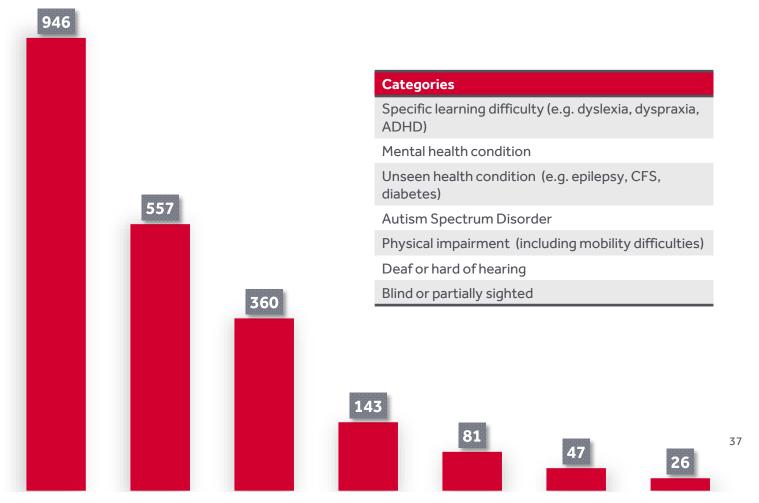- Academic
- Student services
- Exams
- SSCs
- ACMO / UPP

**External**
- Funding bodies
- Support providers
- Health services

# 2018/19 DATA 10 OCT 2018

**University of Reading**

Bar chart values: 946, 557, 360, 143, 81, 47, 26

| Categories |
| --- |
| Specific learning difficulty (e.g. dyslexia, dyspraxia, ADHD) |
| Mental health condition |
| Unseen health condition (e.g. epilepsy, CFS, diabetes) |
| Autism Spectrum Disorder |
| Physical impairment (including mobility difficulties) |
| Deaf or hard of hearing |
| Blind or partially sighted |

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

# 2017/18 DATA 12 OCT 2017



Bar chart values: 843, 451, 331, 126, 84, 43, 30, 38

| Categories |
| --- |
| Specific learning difficulty (e.g. dyslexia, dyspraxia, ADHD) |
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# DISABLED STUDENTS ALLOWANCES

Specialist equipment

Non-medical helpers

General allowances

Travel allowance

# STUDENT WELFARE TEAM

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- 6 Student Welfare Officers and a Student Welfare Manager.

- Working alongside our existing student support services.

- Centrally located in Student Services.

- Dedicated to working with students in particular Schools.

- Providing specialist advice, guidance and signposting for students who are experiencing difficulties outside study.

- Professional services staff, SDATs and Academic Tutors will be able to refer students to Student Welfare Officers for pastoral / welfare support.

- Students can access support directly via a daily drop in, phone or email.

# STUDENT WELFARE TEAM

Issues the Student Welfare Team can deal with include:

- Severe homesickness
- Flat Conflict
- Family crisis/conflict
- Bullying/Harassment
- Hate crime
- Concern about a friend
- Struggle with caring responsibilities
- Substance abuse

- Domestic violence
- Victim of crime
- Accused perpetrator of crime
- Safeguarding/exploitation/ concerns
- Radicalisation concerns (Prevent)

They will focus on  practical steps to help students manage situations/concerns in the moment.

# STUDENT WELFARE TEAM

Welfare Officers are **not responsible** for providing:

| | |
|---|---|
| An 'emergency service' | The Welfare Team will operate a 'drop in' system during the working day to provide a key contact for enquiries. |
| 'Care' for students | Such as that which should be provided by Social Services, a carer, a mentor, a relative or a non-medical helper. |
| Advice relating to study. | This is the responsibility of either SSCs or Academic Tutors |
| Counselling and specialist mental health support | • This is the responsibility of the Counselling and Wellbeing Service. |
| Advice on disability to either staff or students | This is the responsibility of the Disability Advisory Service. |

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# STUDENT WELLBEING SERVICES

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Counselling & Wellbeing provide specialist support for specific areas of emotional or mental health difficulties

**A Counsellor** aids students in better understanding themselves and their negative behaviours. They connect the past to the present and holistically explore what the student feels is impacting their wellbeing

**A mental health advisor** will provide emotional support, but will look at developing practical skills and also connecting with relevant practitioners when there is a diagnosed condition.

Disability Advisory provide guidance to students and staff about the implications of a student's disability for their study and life at University.

**A disability advisor:**
- Recommends reasonable adjustments to teaching, assessment and/or living conditions in Halls
- Advises students on measures they can take to support themselves
- Screens for SpLD and ASD and refers for needs assessment
- Organises reasonable adjustment from note takers & social/specialist/academic mentors
- Liaises with schools, Support Centres & Exams, Halls etc.

# STUDENT WELLBEING SERVICES(2)

Student Wellbeing Staff are **not responsible** for providing:

| | |
|---|---|
| An 'Emergency' Service | • Emergency care is provided by Police, Ambulance or the Crisis Team. |
| 'Care' for a student | • Such as that which should be provided by Social Services, a carer, a mentor or a relative. |
| Academic advice | • Academic Tutors advise students about their academic learning and development |
| Advice on programme regulations or module selection | • This is the responsibility of the SSC Team |

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# INCLUSIVITY IN T&L

# INCLUSIVITY IN T&L

- Support for disabled students that benefits **all** students

- New Policy on Inclusive Practice in T&L

- **Tips for Inclusive Teaching and Learning** sent to all SDTLs in June for sharing with teaching staff

- new guidance re use of resources and accessibility

- Info from the draft policy:

# CURRICULUM & PROGRAMME DESIGN

- All learning outcomes must follow inclusivity guidelines.
  - Every learning outcome should create an output that is measurable, so that students can be tested on the extent to which they are meeting the outcome.
  - Wherever possible, draft outcomes which allow students to demonstrate their ability to meet them in a variety of different ways.
  - The creation of inclusive learning outcomes automatically gives you more scope to be more creative with your assessments, and to test students' learning in lots of different ways.

# INCLUSIVE ASSESSMENT PRACTICES

All programmes must use inclusive assessment practices that meet legal requirements and follow University guidelines.

- An inclusive assessment regime allows an entire cohort of diverse students to demonstrate their ability to meet the learning outcomes of their programme. A student's background, race, religion, gender, sexuality, age, marital status or disability should not impact on their opportunity to learn and to evidence that learning.

- When developing a programme or a module, you should anticipate potential problems when planning assessments. Inclusive assessments prevent these problems arising or at least keep them to a minimum.

# PREPARATION OF LEARNING MATERIALS

- Course content must be presented in an accessible manner on the VLE (Blackboard).
  - On BB 48 hours in advance
- All learning materials, including documents, presentations and multimedia, must be produced following appropriate guidance to maximise their accessibility.
  - Eg font size
- Reading lists must be provided on the University's online reading list system, Talis Aspire, which is designed to be accessibility compliant, and made available in advance of teaching commencing

# TEACHING DELIVERY

- Teaching and learning methods used on all programmes, including each module, must enhance student engagement and inclusivity, and will be monitored through standard QA processes, e.g. Periodic Review.

- Students must be permitted to make audio recordings except under exceptional circumstances and may request permission for visual recording, in line with existing University Policy
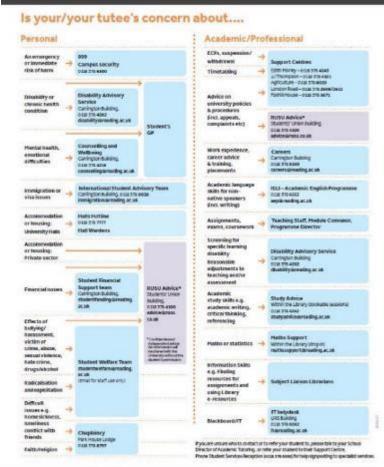
# STUDENT EMPOWERMENT

- All relevant information materials concerning the programme of study (e.g. programme and module handbooks) should be accessible to students in advance to help them better engage with the learning and highlight any specific challenges linked to their disability

- A variety of approaches must be used to engage student feedback and to incorporate the student voice into programme design and development.

# STUDENT SUPPORT

- Support Centres
- Study Advice and Maths Support
- Library
- Study Smart MOOC
- English Academic Programme (ISLI)
- Counselling & Wellbeing
- Student Welfare Team
- Disability Advisory Service
- The STaR Mentor Partnership (UG Part 1 Only)
- Wardens and Wardens Assistants
- The Advisory Team – RUSU
- Faith provision
- International Student Advisory Team
- Student Help Desk – Carrington
- Careers
- Medical Health Practice
- IT helpdesk
- Financial support team



http://www.reading.ac.uk/web/files/personaltutor/signposting-for-academic-tutors-2018.pdf

# STAFF SUPPORT

- Support Centres and the Student Support Co-ordinators
- SDATs
- Communities of Practice
- HARC advisors
- Mentors
- Springboard, AURORA
- Employee Assistance Programme

https://www.reading.ac.uk/closed/humanresources/workingatreading/humres-EmployeeAssistanceProgramme.aspx

- Unions – Unison, UCU
- Staff Forum
- Your colleagues

# Q&A

# ADDITIONAL INFORMATION

- Not included in talk, but see following slides:

- Study Advice, Maths Support, Peer Assisted Learning
- Academic English Programme
- The STaR Mentor Partnership
- Study Smart MOOC

- Useful website links

# USEFUL WEBSITE LINKS

- Essentials web site and me@Reading: http://student.reading.ac.uk/essentials
- Study Support: includes Maths support and Peer Assisted Learning (PAL) https://student.reading.ac.uk/essentials/_study/study-support.aspx
- English Academic Programme (ISLI): https://www.reading.ac.uk/ISLI/enhancing-studies/isli-aep.aspx
- Counselling & Wellbeing: https://student.reading.ac.uk/essentials/_support-and-wellbeing/counselling-and-wellbeing/about-us.aspx
- Disability Advisory Service: https://student.reading.ac.uk/essentials/_support-and-wellbeing/disability.aspx
- The Advisory Team – RUSU: https://www.rusu.co.uk/advice/academic_advice/
- Faith provision: https://student.reading.ac.uk/essentials/_support-and-wellbeing/religious-and-spiritual-care.aspx
- International Student Advisory team
- http://student.reading.ac.uk/essentials/international/international-advice.aspx
- Student Help Desk – Carrington:
- Careers: https://student.reading.ac.uk/essentials/careers_and_professional_development.aspx
- Exams Office: https://student.reading.ac.uk/essentials/_exams.aspx

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

# STUDY ADVICE

## WWW.READING.AC.UK/LIBRARY/STUDY-ADVICE

- A professional and friendly team based in the URS Building (during Library refurb)

- Helps students develop their study practices for academic success

- Works with students in all disciplines and at all levels from Foundation to PhD

- Offers one-to-one sessions; quick query drop-ins; seminar series

- Has a comprehensive website with study guides and video tutorials

- Collaborates with academic departments on embedded skills teaching

# STUDY SMART ONLINE COURSE

- Pre-entry online course on the transition to university level study

- Launched for Part 1 UGs in 2017 – over 60% of eligible students enrolled

- Course content written by the Study Advice team

- On the FutureLearn platform used for UoR MOOCs

- Sections focus on three core principles:

  - Academic integrity

  - Communication at university

  - Independent learning

- For more see Tutors' Guide http://libguides.reading.ac.uk/studysmart

# MATHS SUPPORT

## WWW.READING.AC.UK/LIBRARY/MATHS-SUPPORT

- Offers a drop-in service in the URS Building (during Library refurb)
- Help students with the maths they need for their courses
- Runs workshops on common mathematical topics
- Provides a website with guides and worksheets
- Offers basic statistics advice

# ACADEMIC ENGLISH PROGRAMME (AEP)

- Based in ISLI (International Study and Language Institute), the programme is for International and EU Students

- Academic English programmes are aimed to help students improve their academic English skills such as reading, writing, grammar, and communication (academic and general social engagement).

- Provision includes sign-up classes, available to all students at any stage of study.

- Subject-specific courses designed for students on specific degree programmes in cooperation with academic departments.
- Based in HumSS , second floor

# COUNSELLING AND WELLBEING

- The Service provides brief interventions to support students (who register with the Service) and help them engage with their studies.
- The Service promotes adopting a proactive approach towards maintaining health and wellbeing.
- Students should be made aware of the Life Tools programme: a series of presentations on topics on personal development and wellbeing such as managing academic pressure, increasing concentration, and introduction to Mindfulness.
- The Service will provide advice if there are concerns with the mental health of a particular student
- The Mental Health First Aid England programme
- Based in Carrington, second floor

# STAR MENTORS

- **STaR mentors (for all part 1 UG students- opt out):** UG mentors help students with their start at university

- **STaR International (for PGT/PGR International/ EU students- opt in):** PGR mentors help students with their move to the UK and postgraduate study

- **About the partnership:** Mentors are available to students before they start at UoR and in the first term

- **Contact:** Chantelle Turner, STaR mentor Coordinator, c.j.turner@Reading.ac.uk , ext 6514, reading.ac.uk/star-mentors

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**