

SENATE**Title of paper: Introducing a new Academic Advising Framework****Main purpose of the paper: For discussion****Presenter(s):**

Ruth Valentine (PVC Education)

Helen St Clair Thompson (Dean of Students)

Date of paper: 20.04.2026**Purpose of the paper**

The Student Launchpad project was approved as part of the Education for Life Strategy at Council in March 2024. There followed an extended period of discovery and consultation with a wide range of stakeholders including, current Senior Tutors, Personal Tutors, students and all school meetings / shared recordings culminating in the current framework.

The expectation is that the framework, roles and terminology will be adopted from September 2026 for all taught students. However, as there is such wide variation across the university it is accepted that uniform consistency will not be achieved in the first year of roll out and a phased approach will be taken with scheduled review points as part of the project evaluation. Institutional expectations (e.g. use of digital system) will only be mandated for new students in 2026/27.

Relation to strategy and values

Education Strategy

Recommendations:

Senate is recommended to **Endorse** the Academic Advising Framework and receive the Role descriptors for Director of Academic Advising and Academic Adviser for information.

Consultation to date (including any previous committee consideration and its outcome):

UEC 21 January 2026 – Approved Academic Advising Framework

Approved Director of Academic Advising role descriptor (current version based on feedback)

Approved Academic Adviser role descriptor

Ongoing consultation with Faculties and Schools towards implementation

Academic Advising Framework

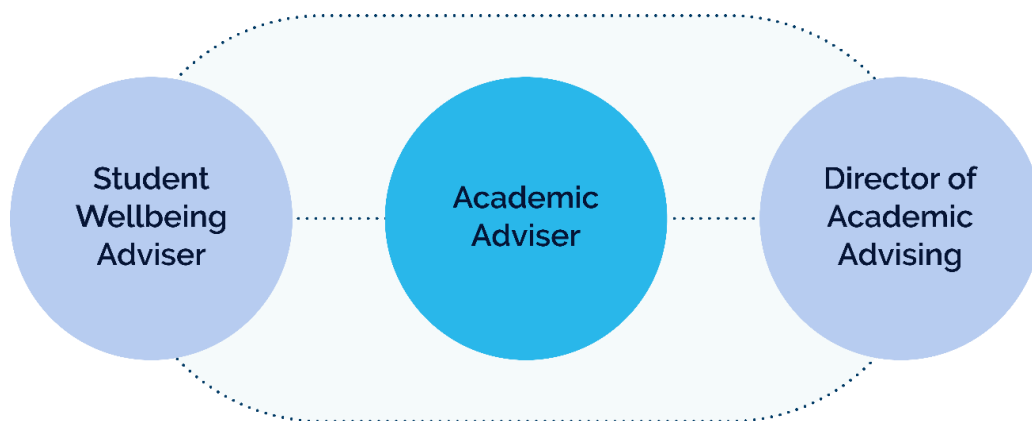
Foreword

Through the Education for Life Strategy, Newcastle University aims to provide all students with an education that engages, challenges, and supports them to discover and fulfil their potential. This requires a model of support comprised of professionalised academic support within schools, connecting with wellbeing, skills, and careers support elsewhere. It also requires support that is consistent, inclusive, and personalised to students' needs. This Academic Advising Framework sets out the model of support for our students. The framework was co-designed with students and colleagues and will be evaluated and enhanced to ensure that it meets students' needs and contributes to student success.

Helen St Clair-Thompson, Dean of Students

Introduction

Academic Advising is a core element of Newcastle's academic support for students. It underpins better outcomes for all UG and PGT students by ensuring a consistent and equitable offer of support, while enabling a personalised student journey that helps students explore and achieve their academic study and career goals. Academic Advising is primarily facilitated by three roles: the Academic Adviser, the Student Wellbeing Adviser, and the Director of Academic Advising.



Our Academic Advising Framework sets out the core policy requirements for Academic Advising at Newcastle, covering:

1. Why an Academic Advising Framework?
2. Purpose of Academic Advising
3. Core values for Academic Advising
4. Principles for Academic Advising
5. Our approach to student success
6. Supporting literature

The numbered paragraphs (4.1, etc.) are policy requirements that apply to all undergraduate and taught postgraduate programmes. The Framework is supported by enabling policies, including:

- Institutional Expectations for Academic Advising [\[link to be added\]](#)

Further enabling policy, guidance and resources will be developed to support the Framework over time.

1. Why an academic advising framework?

We know from student feedback — including the NSS, PTES, Stage Evaluations, and focus groups — that the Personal Tutoring offered to our students differs widely depending on the Faculty, School, or programme students are based in, and that within the same programme there can be considerable variations in the academic support offered. We also know from the Personal Tutor Survey conducted in June and July 2025 and from focus groups with education focussed staff, that colleagues would like to see improvements in Personal Tutoring.

This framework seeks to clarify the purpose of Academic Advising at the university and provide operational guidelines for its delivery so we can provide a consistent and equitable academic support offer to all our students. It addresses many of the issues identified by students and colleagues and is also a response to increasing expectations from the Office for Students (OfS) and society more broadly.

From the 2026/27 academic year onwards, this Academic Advising Framework will replace the Framework for Personal Tutoring (2010). It is hoped that we can raise the institutional value of Academic Advising as a core element of academic support and foster a refreshed approach that is more appropriate for a 4th generation university (4GU). The new term purposefully emphasises the *academic* aspect to provide a clearer boundary with the remit of Student Wellbeing Advisers. Yet as the framework makes clear, it is imperative that students are offered academic guidance that is inclusive, compassionate, and *personalised* to their needs and goals.

2. Purpose of academic advising

Academic Advising provides students with ongoing, personalised support for their academic progress and personal development to help them become autonomous, confident learners. Through interactions with their Academic Adviser, students are encouraged to review their progress, reflect on their skills and attributes, recognise their potential, and set and achieve academic study and career goals. The Academic Adviser refers and signposts to other academic guidance, wellbeing support, and wider university services according to the student's needs and goals.

3. Core values for academic advising

Seven core values underpin Academic Advising practice at Newcastle. Our core values for Academic Advising are:

- **Inclusivity** — Academic Advising recognises diversity and considers the needs and perspectives of all students to enable equitable access to learning support.
- **Compassion** — Academic Advising fosters connections through active listening, empathy, and respect, and responds to students in ways that create a supportive academic environment.
- **Commitment** — Academic Advising adheres to Newcastle's expectations for Academic Advising [\[add link to institutional expectations for Academic Advising\]](#) for the benefit of students, colleagues, and the university.
- **Integrity** — Academic Advising requires honesty, transparency, and accountability.
- **Collaboration** — Academic Advising builds a mutual relationship between a student and their Academic Adviser, one that is based on engaging conversations, active contributions, participation, and trust.
- **Continuous Learning** — Academic Advising encourages students to adopt a growth mindset, to reflect on their skills and attributes, recognise their potential, and meet challenges through academic and career goal setting.
- **Evidence-informed** — Academic Advising is informed by research, scholarship and reflective practice in the field of Academic Advising and student success.

4. Principles for academic advising

The following key principles set out the operational guidelines for Academic Advising at Newcastle and help us to realise our seven core values.

Programme teams will:

- 4.1. Offer academic guidance that is **personalised** to students' needs and goals:
 - a. Provide all students (UG and PGT) with a **named Academic Adviser** [\[add link to role descriptor\]](#) for the duration of their studies.
 - b. Tailor Academic Advising to students' own academic and career goals, recognising the need to be flexible and responsive.
 - c. Appreciate the unique background and experiences of all students.
- 4.2. Provide all students with a **professional** Academic Advising experience:
 - a. Consider Academic Advising as **a form of learning and teaching** that provides a dedicated space for personalised learning within the university.
 - b. Provide students with **regular opportunities** to engage in **structured interactions** with their Academic Adviser [\[add link to Institutional expectations for Academic Advising\]](#), which include opportunities for forward-looking planning and setting purposeful, realistic goals for success.
- 4.3. Tailor Academic Advising to students' chosen **discipline or programme** with a focus on **academic and career goal setting**:
 - a. Ensure students are, wherever possible, assigned an Academic Adviser aligned with the discipline or programme the student is studying.

- b. Shape the Academic Advising offer so that it meets the needs of students and their chosen discipline/programme.
- c. Encourage student reflection on achievement and development, including the Education for Life Skills and Attributes [\[add link to\]](#), to develop effective goal setting and greater autonomy.

4.4. Refer and signpost students to other academic guidance, wellbeing support, and wider university services according to students' needs and goals:

- a. Inform students about the academic guidance, wellbeing support, and other university services available to them, recognising that not one individual holds the knowledge and skills to support every student.
- b. Identify students who are struggling with their studies and listen with purpose, understand with empathy, and refer effectively so students' needs are met efficiently and consistently through the appropriate person/service.

4.5. Employ digital tools to enable effective Academic Advising and data sharing:

- a. Use the university's digital tools to ensure Academic Advising interactions are insightful and informed by meaningful data (e.g. achievement, attendance, and engagement).
- b. Support students to access and understand their learning and engagement data so they can use this information to review their own progress.
- c. Record when an Academic Advising interaction occurred or was offered.

Schools will:

- 4.6.** Appoint a **Director of Academic Advising** [\[add link to role descriptor\]](#) within their School/Unit to oversee the implementation and operation of the Academic Advising Framework.
- 4.7.** Ensure that colleagues in Academic Advising roles are allocated sufficient time to do the role and undertake associated training and continued professional development.

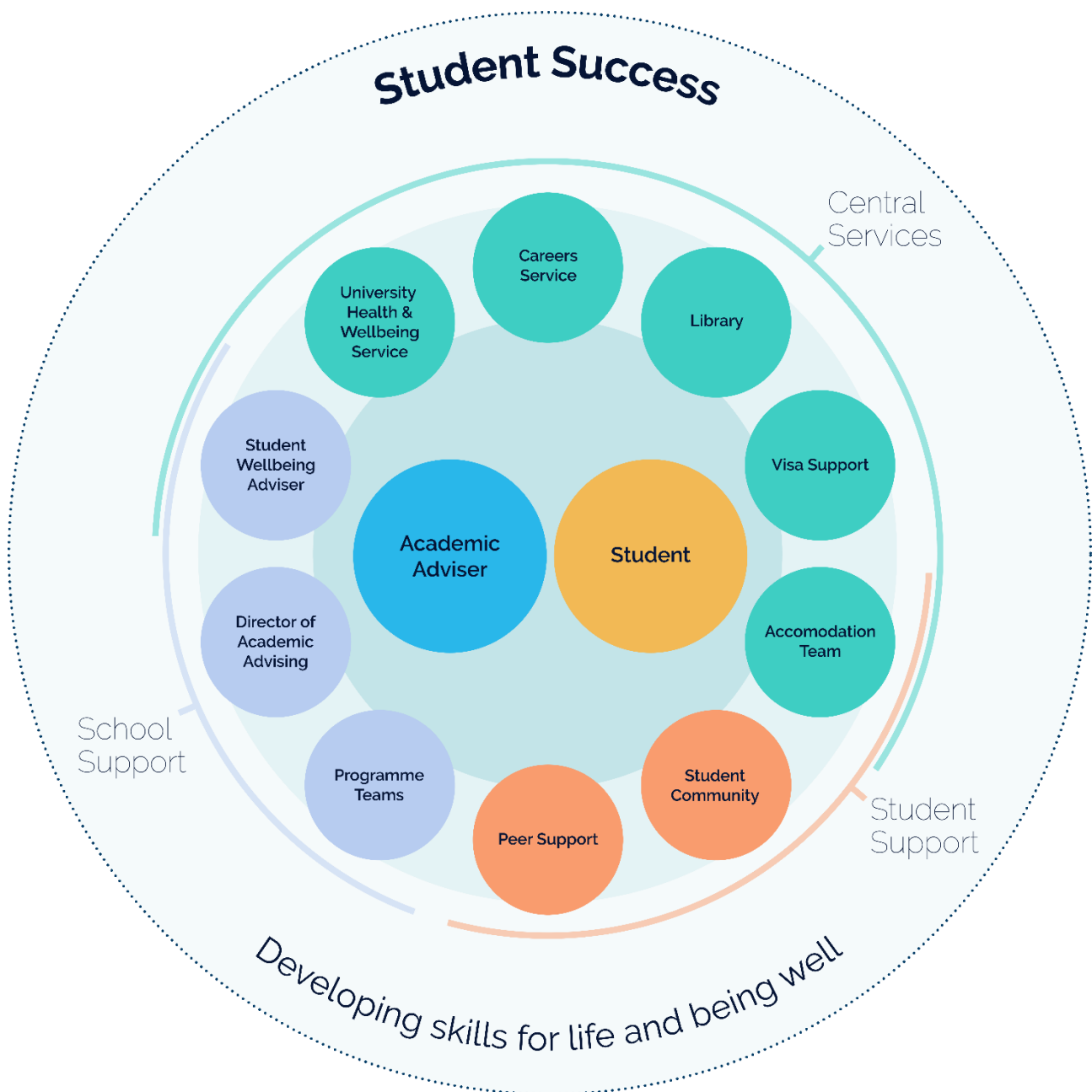
The University will:

- 4.8.** Support Academic Advising by providing colleagues with **appropriate training** and **continued professional development** to help realise Newcastle's Core Values for Academic Advising.
- 4.9.** Enhance the practice and scholarship of Academic Advising by ensuring this work is **rewarded and recognised**, and by nurturing an Academic Advising Community of Practice.
- 4.10. Co-create** and **continuously enhance** a model of Academic Advising that is responsive to the institutional context and evolving student needs.

- 4.11. Improve and integrate **supporting digital systems** and refine access to **student engagement data** to enable effective and efficient Academic Advising.
- 4.12. Provide **institutional leadership and oversight** of Academic Advising through the Dean of Students reporting to the University Education Committee.

5. Our approach to student success

Academic Advising sits within a wider model of support for students that contributes to their success. This includes other forms of academic guidance, wellbeing support, careers advice, and support from student's own communities.



Student

Students are ultimately responsible for their own academic progress, personal development, and wellbeing. During their studies, students develop their ability and confidence to review their progress, reflect on their skills and attributes, recognise their potential, and set and achieve academic study and career goals. Students are expected to attend meetings with their Academic Adviser and can refer themselves to their Academic Adviser and the wider support available within Schools, central services, and the student community to help them succeed, develop skills for life, and be well.

Academic Adviser

Academic Advisers provide students with ongoing, personalised support for their academic progress and personal development to help them become autonomous, confident learners. They provide their students with regular opportunities to engage in structured interactions related to planning and setting goals for success, and signpost students to other academic guidance, wellbeing support and wider university services according to their student's needs and goals. Academic Advisers provide references and supporting statements for their students when required to support their students' career development and progress following their degree programme.

Director of Academic Advising

Directors of Academic Advising are responsible for ensuring that academic advising is working effectively in Schools. They ensure that expectations for academic advising are met, circulate relevant information about academic advising to students, and support Academic Advisers within their School to deliver their very best advising. Students can contact their Director of Academic Advising if they are concerned about the academic advising or wider academic support offered to them, and colleagues can contact the Director to answer specific questions relating to academic advising or raise concerns that a student may require more specialist academic support.

Programme Teams

Programme Teams are comprised of academic and professional services colleagues within a School who help students succeed on their chosen programme. Module Leaders/Tutors help students understand and navigate academic content, learning activities and materials, assessments, and feedback in relation to the specific module they lead or teach. Degree Programme Directors oversee the effective operation of a programme and can answer queries about degree requirements, module choice, and the overall programme. School Offices help administer and coordinate programmes and can answer queries about timetabling, module registration, assessment submissions, and they can help signpost students to appropriate academic guidance, wellbeing support, and wider university services.

Student Wellbeing Adviser

Student Wellbeing Advisers are University Health and Wellbeing Service staff who are based in Schools and provide a confidential space for advice, guidance, and signposting to any student experiencing wellbeing difficulties. They support students in navigating the wide range of services available within the university and can also

signpost to appropriate external support. Students can access Student Wellbeing Advisers by contacting their School's dedicated email, attending a drop-in session, or through referral from their Academic Adviser or another member of School staff.

[University Health and Wellbeing Service](#)

The University Health and Wellbeing Service (UHWS) offers information, guidance and support on a wide range of topics related to physical and mental health and financial support. A Student Wellbeing Adviser can link students with support within the service, or students can access resources and contact [Student Health and Wellbeing](#) or [Student Financial Support](#) directly.

[Careers Service](#)

The Careers Service provide information and advice to support students to explore their career options, gain skills and experience, make applications, and secure jobs. It offers a programme of in-person and online workshops throughout the year. Subject specific careers guidance may also be provided via Schools. Students can access information at [Careers service](#) or may be signposted to the service by Academic Advisers.

[Library](#)

The [Library](#) provides access to essential reading materials and specialist information resources to support students' studies. The Academic Skills and Library Liaison teams offer bookable workshops and one-to-one tutorials to help students develop their academic and digital information skills. Students can also find online learning resources, guidance and skills development opportunities on the [Academic Skills Kit](#) or may be signposted to the teams by their Academic Adviser.

[Visa Support](#)

The Visa Support Team offers dedicated UK visa support to registered and prospective students. The team are based at King's Gate and offer advice by email or through one-to-one appointments. They also offer information sessions through workshops for students who wish to work in the UK during and after their studies. Students can access visa information at the [Visa Support page](#).

[Accommodation Team](#)

The [Accommodation Team](#) provides advice to students on applying for accommodation and settling in. Based in King's Gate, the Allocations Team are students go-to resource for advice on accommodation applications, room allocations and contracts, processing of room swaps and transfers, creating payment plans, and leaving early. The Accommodation Finance Team can help students with payment-related queries.

The ResLife Team supports all students living within University owned and managed partnership accommodation with the aim to make students' first year the best it can be as they transition into higher education and independent living, whilst creating new friendships. Each student village has a dedicated ResLife Coordinator, Wellbeing Support Coordinator and Student Assistants, to help students navigate their way

through University life, whether they're feeling homesick, have money worries, are not getting along with their flat mates, or need help finding flatmates for year two. A varied social calendar with inclusive events helps foster a friendly and welcoming community.

Peer Support

Students have access to a range of peer support within their Schools, which includes peer mentors, course reps, and School reps. All new undergraduate students are assigned a trained Peer Mentor—usually a second- or third-year student from the same degree programme—to help them settle in during Semester One. Peer Mentors volunteer to meet regularly with a small group of mentees, offering guidance on academic and social aspects of the student experience and signposting to university services. By providing direct access to the advice and support of a more experienced peer, the scheme helps new undergraduates adjust academically, socially, and culturally to university life. Peer Mentors are supported by School-based Peer Mentoring Staff Coordinators. Further information on Peer Mentoring is [available here](#).

Students can contact their Peer Mentor, course rep, and School rep with questions about the student experience or for reassurance with any student-based issues, and they can also provide opportunities for students to meet other students on their programme.

Student Community

The support available to students does not end at the university. Students' friends and families, [Newcastle University Students' Union](#) and the [NUSU Support and Advice Hub](#), GPs, and many others support students to stay well, meet challenges, and make the most out of their time at university.

6. Supporting Literature

- [UKAT Core Values of Personal Tutoring and Academic Advising](#), UK Advising and Tutoring Association.
- [NACADA Core Values of Academic Advising](#), NACADA: The Global Community for Academic Advising.
- [Student Launchpad Project Team, 'Literature Report – Evolving Perspectives on Personal Tutoring in Higher Education' \(2025\)](#).
- [The Brilliant Club, 'Roadblocks or Roadmaps: Navigating the University Journey' \(2024\)](#).
- [Inclusive Newcastle Knowledge Centre, 'Perspectives and Practices of Personal Tutoring in Higher Education' \(2022\)](#).
- Van Jaarsveld, G. M. (2025) 'Goal setting in higher education: how, why, and when are students prompted to set goals? A systematic review', *Frontiers in Education*, 9, DOI: [10.3389/feduc.2024.1511605](#)
- Pitts, S. and Myers, S.A. (2022) 'Academic advising as teaching: Undergraduate student perceptions of advisor confirmation', *Communication Education*, 72:2, 103-23, DOI: [10.1080/03634523.2022.2131856](#)

Role Description

Director of Academic Advising (DoAA)

Purpose

Newcastle University is committed to ensuring every student receives academic guidance that is inclusive, compassionate, and genuinely personalised to their goals as set out in the Academic Advising Framework [\[add link\]](#).

The Director of Academic Advising plays a pivotal and rewarding role in shaping this experience—championing high-quality academic advising practice, driving innovation in student support, and influencing how we help students thrive. As a strategic leader within their Academic Unit, the Director of Academic Advising works with real authority and trust, collaborating with colleagues to build consistent, equitable, and empowering support for all students across programmes. This role offers the opportunity to make a meaningful, School-wide impact on student success while enabling colleagues to deliver their very best advising.

Overarching Principles

The Director of Academic Advising will:

- Work in collaboration with the Head of Academic Unit on all matters regarding Academic Advising
- Lead the implementation and strategic direction of Academic Advising within their Academic Unit and with direction from the Dean of Students
- Coordinate the operation and oversee the quality of Academic Advising within their Academic Unit
- Represent the Academic Unit as a member of FEC (Faculty Education Committee) and at the Academic Advising Forum
- Report to School Executive Board (or equivalent) to provide oversight and accountability of Academic Advising within the School, attending twice per year in with the proposed reporting cadence for Academic Advising
- In all areas of the role ensure representation of diverse perspectives and support respectful academic debate within the framework of University policy and Freedom of Speech legislation
- Ensure all aspects of the Academic Advising experience are inclusive and accessible to all student groups, supporting respectful engagement with a range of perspectives

Support and Training

To ensure that the Director of Academic Advising can fulfil this role they will be provided with specifically designed training. Additionally, all Directors of Academic Advising will attend the Academic Advising Forum to support them in sharing practice and continual development. The training available will include equity, diversity, inclusion, accessibility, and reasonable adjustments to equip the DoAA with the skills to lead inclusively in line with the Equality Act 2010.

Term of Office

The minimum term of office is recommended as three years, with the possibility of reappointment subject to transparent annual review. Flexible term lengths may be considered to ensure equitable access to leadership roles across career stages and identities.

Workload Allocation

Workload allocation for this role will be agreed transparently, considering individual circumstances such as existing work responsibilities, caring responsibilities, disability, and part-time status. Appropriate support and reasonable adjustments will be provided when required.

Co-director or role sharing arrangements are encouraged to promote inclusive participation, effective workload management, and continuity. Responsibilities and workload allocation in such arrangements will be clearly defined and equitably recognised.

The division of duties undertaken by a DoAA and Co-Director.

It is anticipated that:

- i. A Co-Director would be appointed where it would be helpful to divide the duties of the role and therefore the workload allocation should be split appropriately to ensure equitable workload distribution and inclusive participation

Duties and Responsibilities

Note: Suggested key working relationships and useful contacts are provided alongside details of responsibilities and duties but liaison and collaboration with others may be required.

Lead	Key working relationships and useful contacts	
<p>1. Lead the implementation and strategic direction of Academic Advising within the Unit.</p>	<ul style="list-style-type: none"> • Brief colleagues on the Academic Advising Framework [add link] and support them to understand its requirements and expectations. • Work with programme teams to ensure alignment with the Academic Advising Framework and liaise directly with the Head of Academic Unit and Dean of Students to find appropriate solutions should programme teams struggle to adhere to the framework. • Attend School Executive Board (when appropriate) and the Academic Advising Forum (chaired by the Dean of Students). • Report formally to the Head of Academic Unit and informally to the Dean of Students and Faculty Dean of Education. 	<ul style="list-style-type: none"> • Dean of Students • Head of Academic Unit • School Executive Board • Director of Education • Degree Programme Directors • Heads of Subject (if applicable) • Academic Advising Forum
<p>2. Develop innovative leadership in student success and support Academic Advisers within the Unit to develop their practice.</p>	<ul style="list-style-type: none"> • Provide School or Subject-level briefings to Academic Advisers to reaffirm expectations, signpost resources, clarify processes, and highlight development opportunities. • Identify and address the collective training needs of Academic Advisers in the Unit and, when necessary, liaise with Student and Academic Services to help meet these development needs. • Develop awareness of what supports student success and stay updated on innovations in the field of Academic Advising. • Engage in CPD opportunities in relation to Academic Advising and student success, such as: <ul style="list-style-type: none"> ○ Work towards UKAT recognition, and/or mentor colleagues. ○ Contribute to Newcastle's Academic Advising Community of Practice. ○ Engage with relevant professional bodies in the field of Academic Advising (e.g. UKAT, NACADA, RAISE). 	<ul style="list-style-type: none"> • Head of Academic Unit* • Heads of Subject (if applicable) • Degree Programme Directors • Academic Advisers • Academic Advising Community of Practice • Learning and Teaching Development Service (LTDS) • Library (Academic Skills Team, Library Liaisons) • Student Health & Wellbeing Service (SHWS) • Colleague Wellbeing • UK Advising & Tutoring Association (UKAT) <p><small>*Should share anonymously colleagues' training needs in relation to Academic Advising as identified in PDRs.</small></p>

	<ul style="list-style-type: none"> • Empower Academic Advisers to share good practice in relation to Academic Advising and participate in the Academic Advising Community of Practice. 	
3. Evaluate Academic Advising practice with the Academic Unit.	<ul style="list-style-type: none"> • Set School-level priorities for Academic Advising in conjunction with School Executive Board and the Dean of Students. • Evaluate, on a yearly basis, the effectiveness of Academic Advising within the Academic Unit, including the extent to which the Unit has fulfilled the minimum expected offer as set out in the Academic Advising Framework. • Complete and submit an annual report on Academic Advising within the Academic Unit to the Dean of Students and Faculty Education Committee to inform continuous evaluation and improvement and the setting of institutional priorities. 	<ul style="list-style-type: none"> • Dean of Students • Faculty Education Committee • Head of Academic Unit • School Executive Board • School Education Team
Coordinate		Key working relationships and useful contacts
4. Facilitate the effective operation of Academic Advising within the Unit.	<ul style="list-style-type: none"> • Ensure students are allocated to an Academic Adviser at the start of their programme, and review and assess the feasibility of student requests to change their Academic Adviser. • Collaborate with programme teams to ensure that Academic Advising is effectively communicated to students (e.g. contribute to induction activities, review Academic Advising information on Canvas). • Ensure Academic Advisers understand the process for following up with students showing low engagement with their studies, and act as a referral point for cases escalated by Academic Advisers, providing appropriate follow-up and guidance to students and colleagues. • Act as an adviser for students and colleagues who have questions or concerns regarding the implementation of Student Support Plans (SSPs), coordinating with Academic Advisers, module leaders, DPDs, Student Wellbeing Advisers, and administrative teams as required. • Participate as required in Support to Study* procedures, contributing to case discussions and decisions, and providing guidance on appropriate academic support pathways in collaboration with the SHWS. 	<ul style="list-style-type: none"> • Heads of Subject (if applicable) • Degree Programme Directors • Academic Advisers • Student Wellbeing Adviser • SHWS • School Education Team • Student Casework Team • Students

	<ul style="list-style-type: none"> Advise and support Student Wellbeing Advisers and the SHWS in understanding academic processes and programme regulations in collaboration with Degree Programme Directors. <p>*Further guidance on how the Director of Academic Advising participates in Support to Study procedures is provided in the Institutional Expectations for Academic Advising [add link].</p>	
5. Circulate updates and information regarding Academic Advising and academic support within the Unit.	<ul style="list-style-type: none"> Provide students and colleagues (academic and PS) with timely updates and information regarding Academic Advising expectations, policies, procedures, and resources. Periodically inform Academic Advisers of any training requirements and development opportunities. Serve as the Unit's key contact for Academic Advising, including disseminating relevant updates and information from Student and Academic Services. 	<ul style="list-style-type: none"> Academic Advising Forum Heads of Subject (if applicable) Degree Programme Directors Chair of the Board of Examiners PEC Committee Academic Advisers Student Wellbeing Adviser School Education Team Students
6. Gather feedback on the experience and practice of Academic Advising within the Unit.	<ul style="list-style-type: none"> Collect feedback from students on their experiences of Academic Advising, coordinating with programme and administrative teams as needed (e.g. through surveys, student reps, snap polls at the start of compulsory teaching sessions). Collect feedback from colleagues on their experience and practice of Academic Advising (e.g. through surveys, School/Subject meetings, informal conversations). 	<ul style="list-style-type: none"> Heads of Subject (if applicable) Degree Programme Directors Academic Advisers School PS Teams Staff Student Committee Student Reps Students
Oversee		Key working relationships and useful contacts
7. Monitor the quality and delivery of Academic Advising within the Unit	<ul style="list-style-type: none"> Ensure Academic Advising is carried out as planned and identify any issues early: <ul style="list-style-type: none"> Check that Academic Advisers have reached out to their students and offered interactions as set out in the Academic Advising Framework, using supporting digital tools and liaising with School Education Teams as necessary. Reaffirm expectations with Academic Advisers as required to support consistency in the Academic Advising offer. 	<ul style="list-style-type: none"> Head of Academic Unit School Education Team

	<ul style="list-style-type: none"> ○ Review and monitor the completion of Academic Advising training within the Academic Unit, escalating any concerns to the Head of Academic Unit. ○ Seek to resolve any concerns regarding an Academic Adviser's fulfilment of the core values and expectations for Academic Advising with the respective colleague in the first instance, escalating to the Head of Academic Unit should issues persist. 	
<p>8. Provide oversight for monitoring student engagement within the Academic Unit</p>	<ul style="list-style-type: none"> ● Ensure consistent application of the agreed student absence and engagement monitoring process across the Academic Unit. ● Facilitate regular meetings with Degree Programme Directors and School Education Teams to review ongoing cases and refine intervention strategies. ● Work with School Education Teams to regularly review absence and engagement data to identify patterns, trends, and potential areas of concern. 	<ul style="list-style-type: none"> ● Degree Programme Directors ● School Education Team ● Academic Advisers

Succession Planning

It is recommended that a successor is in place before the term of the incumbent DoAA ends to allow for a timely and effective handover before the incoming DoAA takes up their responsibilities. Handover and development opportunities will be openly communicated and offered to support succession planning and leadership development.

Recruitment Process

The Head of Academic Unit should follow the recommended recruitment process set out below.

1. The opportunity to apply for the role must be advertised to all academic colleagues within the Academic Unit, including those on leave (e.g. maternity or adoption leave), with a clear person specification. This is in accordance with the university's commitment to equality, diversity, and inclusion.
2. Colleagues who are interested in the role are invited to submit:
 - a. An account of how they meet the person specification
 - b. A brief statement of what they hope to achieve during their time in the role
3. Short, structured interviews should be used to identify the colleague(s) most appropriate for the role. The composition of the interview panel is at the discretion of the Head of Academic Unit but the process should be conducted with attention given to panel diversity, panel awareness of bias, and fair consideration of the candidate's experience and perspectives. The panel should have clear selection criteria mapped to the role person specification.

Recommended Person Specification

The Director of Academic Advising must be employed on an academic contract.

1. Knowledge
 - a. A well-developed understanding of what makes for effective Academic Advising (or Personal Tutoring or Academic Mentoring) practice in higher education and a detailed understanding of student support and success.
 - b. An active interest in current developments in the delivery of academic support for students within higher education.
 - c. An understanding of the diverse lived experiences of students from different and under-represented backgrounds.
2. Skills
 - a. Well-developed leadership and organisational skills.
 - b. Ability to work effectively with others and lead teams of colleagues with a range of backgrounds and experience.
 - c. Proven ability to use initiative, to think strategically, and to adopt an active approach to problem solving.
 - d. Excellent communication and interpersonal skills including the ability to motivate, influence, negotiate, and network.
 - e. Ability to implement and respond to new policies and procedures.
 - f. Ability to facilitate and develop an inclusive, compassionate, and personalised approach to Academic Advising.
 - g. Ability to present their views regarding academic support and student success, and those of academic unit colleagues, to diverse audiences.
3. Experience

- a. Significant Academic Advising (or Personal Tutoring or Academic Mentoring) experience in higher education with proven innovation and leadership for student support and success.

Document created by the Student Launchpad Project Team (Objective 3 of EfL 2030+) in co-creation with Senior Tutors.	
This document is primarily intended for:	Directors of Academic Advising, Heads of Academic Unit
Contact	Helen St Clair-Thompson (Dean of Students)

Role Description

Academic Adviser

Purpose

Newcastle University is committed to ensuring every student receives academic guidance that is inclusive, compassionate, and genuinely personalised to their goals as set out in the Academic Advising Framework [\[add link\]](#).

Academic Advisers play a pivotal role in shaping each student's journey—offering ongoing guidance that enhances their academic progress, personal growth, and confidence as independent learners. Advisers help students recognise their strengths, reflect on their skills and attributes, understand their potential, and set purposeful academic and career goals. Through thoughtful conversations, active listening, and effective questioning, they empower students to take ownership of their learning and development. Academic Advisers also guide students towards the most appropriate academic guidance, wellbeing support, and wider university services, ensuring they have the support they need to thrive.

Duties and Responsibilities

The Academic Adviser will:

- Support their students' transition to university, between stages, and as they move on afterward.
- Encourage their students to review their progress, reflect on their skills and attributes, recognise their potential, and set and achieve academic study and career goals.
- Refer and signpost their students to other academic guidance, wellbeing support, information on university processes (e.g. PEC, appeals, etc.), and wider university services according to their students' needs and goals.
- Manage student expectations of Academic Advising through setting appropriate boundaries, clarifying response timeframes, and clearly communicating what they can and cannot do as an Academic Adviser.
- Advise their students on who is best placed to support them when they are unsure on who to approach for guidance.
- Offer Academic Advising interactions to their students that meet the institutional expectations for Academic Advising. [\[add link\]](#)
- Provide references and supporting statements for their students when required, helping to support their students' career development and progress following their degree programme.
- Use the university's digital tools to support the advising process (e.g. to reflect on student engagement and progress, record meetings).
- Participate in Support to Study meetings (Level 1) with their allocated students to help create a supportive academic environment.
- Collaborate with other colleagues as required by their Academic Unit to support student progress and success (e.g. attendance and engagement monitoring, PEC)
- Complete mandatory training* for Academic Advisers as set out in the institutional expectations for Academic Advising. [\[add link\]](#)
- Attend School or subject-level briefings ran by the Director of Academic Advising so they can stay updated on expectations, processes, resources, and development opportunities for Academic Advising.
- Understand the expectations on them as an Academic Adviser and the student expectations for Academic Advising in line with the Academic Advising Framework. [\[add link\]](#)

*Academic Units may set additional training requirements for their Academic Advisers.

Support and Training

To ensure that the Academic Adviser can fulfil this role they will be provided with specifically designed training and resources. Additionally, all Academic Advisers will be supported by the relevant Director of Academic Advising and Student Wellbeing Adviser for their Academic Unit.

Document created by the Student Launchpad Project Team (Objective 3 of EfL 2030+) in co-creation with Senior Tutors.	
This document is primarily intended for:	Academic Advisers, Directors of Academic Advising, Heads of Academic Unit
Contact	Helen.St Clair-Thompson (Dean of Students)