



University of Essex



Student Advisor Policy

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Table of Contents

Aim	2
Summary	2
Scope	3
Core principles & expectations	3
<hr/>	
Core principles:	3
Minimum expectations:	4
Advising Standards & Boundaries:	5
Roles and responsibilities	6
<hr/>	
Student Advisor	6
Senior Student Advisor	7
Director of Education	9
Head of Department	9
Faculty Deans (Undergraduate and Postgraduate)	9
Student responsibilities in advising	9
The Students' Union	10
Student advising procedures	11
<hr/>	
Training and support	11
Safeguarding responsibilities in Student Advising	12
Supporting distressed students	13
Reassignment and non-engagement	14
Monitoring, evaluation, and accountability	16

Aim

At the University of Essex, we want students to be fully supported with their academic and pastoral needs as they engage with their academic journey. A student's Student Advisor (previously Personal Tutor) plays a key role in providing timely support, signposting to specialist University services, and help to foster a sense of belonging.

Student Advising also plays a central role in ensuring all students from all backgrounds succeed and delivering the University's Access and Participation Plan. Advising should actively support the University's commitment to reducing gaps in continuation, attainment, and progression¹ for student groups identified through institutional data as historically having lower outcomes e.g., BTEC entrants, Black students, and young undergraduates.

The aim of this Policy is to outline the University's approach to Student Advising. It is also to explain the role responsibilities of everyone involved in this process including Student Advisors, Senior Student Advisors, Directors of Education, Heads of Department and Faculty Deans (Undergraduate and Postgraduate).

Summary

Student Advising is a core component of the University's support for student success. It is designed to provide students with consistent, developmental relationships that promote academic progress, personal resilience, and the confidence to navigate their university journey. Advising is underpinned by a student-centred philosophy that encourages independence, reflection, and problem-solving, while ensuring appropriate support and referrals. As a shared institutional responsibility, Student Advising also plays a critical role in addressing gaps in continuation, attainment, and progression by fostering inclusive, data-informed support for all learners.

¹ For the purposes of this policy continuation refers to students being able to successfully complete one stage of study and either advance to the next stage or complete their course. Attainment refers to stage and course outcomes equivalent to the level of first class or upper-second class for undergraduate students, or merit or distinction level for postgraduate students. Progression refers to the extent to which graduates attain a positive outcome such as a professional job or further study within 15 months of their course finishing.

Scope

This policy applies to all undergraduate and taught postgraduate students. It also defines the expectations for all academic and relevant staff who directly undertake or oversee Student Advising responsibilities, or who provide indirectly support through their role. Enhanced support should be prioritised for students identified in the [Access and Participation Plan](#) as experiencing risks to equality of opportunity.

Core principles & expectations

Student Advising at Essex is a framework of student support that is centred around student development, personalised engagement, and empowerment. It is grounded in the following core principles and minimum expectations.

Core principles:

1. Student-centred & inclusive

- Advising should focus on the individual student's needs, strengths, and ambitions, acknowledging their unique background, circumstances, and aspirations.
- Support should be inclusive of all student demographics and actively work to close gaps in continuation, attainment, and progression, with particular attention to students identified as priority groups within the [Access and Participation Plan](#).
- Student Advising should build students' confidence and independence by encouraging reflection, ownership, and problem-solving through active listening and thoughtful dialogue that encourages students to explore options and solve problems for themselves.

2. Consistency, trust and flexibility

- Students should receive reliable and consistent support across their time at university, ideally through an ongoing relationship with the same Student Advisor, or through well-managed alternatives when needed.
- Departments should retain the flexibility to deliver advising in ways that reflect the needs of their disciplines, cohorts, and staffing models.
- Both staff and students should have a shared understanding of the aims and boundaries of Student Advising, with clear role definitions and expectations.

3. Connected and collaborative support

- Advisors should recognise when students require specialist support and be confident in making timely and appropriate referrals, acting as effective signposts within the wider support network.
- Advising is a shared institutional responsibility that brings together academic staff, professional services, the Students' Union, and students themselves to promote success and belonging.

4. Institutional Commitment and Continuous Improvement

- Advising must be underpinned by adequate training, time, digital tools, and recognition to ensure its effectiveness and sustainability.
- Advising provision should be shaped by robust feedback, data, and evaluation, including insights from the Access and Participation Plan, and continuously improved through reflective practice.

Minimum expectations:

- every School and Department shall have a named Senior Student Advisor responsible for allocating, coordinating, and supporting Student Advisors, and acting as a point of referral for any concerns raised by Advisors or Advisees. Contact information for Senior Student Advisors should be communicated to all students using departmental channels
- Senior Student Advisors complete and stay up to date with all training relevant to their role including Mental Health First Aid Training, Safeguarding, and Prevent
- at the start of each academic year, all Advisors familiarise themselves with the published guidance for Student Advising, the Student Advisor Policy, and other relevant University policies such as the Study and Wellbeing Intervention Policy & Procedure (.pdf) and the Access and Participation Plan
- all undergraduate and taught postgraduate students shall have a named Student Advisor in their school or department that they can approach for information, advice, and guidance throughout the duration of their course. For intermitting students this should be the Senior Student Advisor
- Student Advisors shall meet with each of their advisees (individually or in small groups) by the end of the third week of each term, with a minimum of three meetings per academic year. For students new to the University, every practicable effort should be made to hold an individual meeting by the end of the third week of their first term; where this is not possible, initial contact should be established through another method (e.g. email or online meeting), followed by a second meeting towards the end of the first term
- when a student is intermitting, the Senior Student Advisor should maintain an appropriate level of contact with them. For example, contact may be more frequent and at key points for students taking reassessment out of residence, however for a student is intermitting for other reasons, perhaps contact is only needed a month before their planned support

- Student Advisors ensure their advisees receive regular updates about curricular and extra-curricular opportunities relevant to their academic progress and broader university experience
- students approaching completion of their course shall have a dedicated advising session focused on preparing for graduate transition, including further study or employment
- Student Advisors use Learner Engagement Activity Portal (LEAP) data to discuss engagement and progress with their advisees. Student Advisor meetings are recorded in LEAP
- early, structured intervention should be used to support any student showing signs of disengagement, underperformance, or difficulty. This may include proactive one-to-one meetings, targeted referrals with follow-up, tailored academic support plans, or invitations to skills workshops. Particular care should be taken to ensure that students from groups identified in the Access and Participation Plan as being most at risk of facing barriers to their progress (BTEC entrants, Black students, and those from IMD Q1) receive timely, focused support
- Student Advisor arrangements are evaluated in the Annual Review of Courses and should be considered in Student Voice Groups annually.

Advising Standards & Boundaries:

Student Advisors provide a valuable point of support for students, but it is important to maintain mutual respect and professional boundaries. Students can expect their Student Advisor to:

- meet individually or in small groups at least once per term
- be respectful, approachable, and responsive
- facilitate reflection and support students in developing their own solutions to issues or challenges
- help students identify and access appropriate sources of support across the University
- respond to email communications within a reasonable timeframe (typically within 3–5 working days during term time)

Students should not expect their Student Advisor to:

- be available outside normal working hours, during weekends, or holidays
- provide personal contact details such as mobile numbers or social media accounts
- offer specialist advice (e.g., in mental health, finance, or legal matters) beyond their remit
- solve problems on behalf of the student; The advisor's role is to guide and empower the student to navigate available options and support systems

Maintaining these boundaries ensures a developmental, student-centred advising relationship and helps all students build the skills and confidence to manage their university experience successfully.

Roles and responsibilities

Student Advisor

Student Advising is a core academic responsibility and key skill academic staff are expected to develop and carry out as part of their professional practice and career progression.

For all staff undertaking advising responsibilities:

- all Student Advisors meet with their advisees at the start of their course and arrange regular individual or small group meetings each term. There should be a minimum of three meetings per year. Students may request additional meetings at any time during the year
- Student Advisor meetings can take place face to face or remotely. Student Advisors are encouraged to explore the following [Moodle resource](#) for further guidance on how to facilitate Student Advisor sessions remotely
- Student Advisors are a first point of contact for their advisees and provide academic and general support. This does not replace individual support from specialist University support services and Student Advisors will always signpost to these services as needed
- Student Advisors should know how and when to refer students to appropriate specialist University services. This includes recognising potential indicators of safeguarding concerns or vulnerability to radicalisation, and understanding the appropriate referral routes within the University, in line with Safeguarding and Prevent Duty protocols
- Student Advisors shall have access to the Learner Engagement Activity Portal (LEAP) and use this to help inform discussions with their advisees. They explore any issues affecting progression and engagement (e.g. academic, personal, financial, accommodation or similar issues). The meetings can also be used to discuss the transition between years and into 'graduate life'
- if a Student Advisor has any concerns about their advisee's wellbeing, they refer them to the relevant specialist University support service in accordance with the University's [Study and Wellbeing Intervention Policy & Procedure](#) (.pdf). If they are unsure of the exact support the student may need to discuss their concerns with the Senior Student Advisor
- a record of all meetings is included on the LEAP system. This includes details of any referrals. Content of the meetings is not necessarily included and not without student permission

- Student Advisors complete any essential training requirements for the role as well as familiarise themselves and keep up to date with the University support services available to students in order to facilitate signposting and referrals
- Student Advisors are expected to be familiar with the University's Access and Participation Plan priorities and to take timely, supportive action when students show signs of disengagement, academic underperformance, or other difficulties

Senior Student Advisor

The Senior Student Advisor is an experienced member of staff nominated by the Head of Department whose role it is to lead and coordinate Student Advising. The core responsibilities of the Senior Student Advisor are to ensure, i) the effectiveness of Student Advising within their school or department, ii) that Advisors are well supported and resourced, and iii) that students receive high-quality, consistent support throughout their studies.

Leadership and coordination

- Allocate students to Student Advisors and oversee the advising structure in the department.
- Ensure continuity and equity of experience across advising groups.
- Lead the development and contextualisation of the departmental advising programme in line with institutional policy and student needs.
- Oversee reassignment of advisees where necessary, ensuring changes are managed fairly, sensitively, and in a way that maintains continuity of support.

Staff support and development

- Act as the first point of support for Student Advisors, offering guidance on complex student issues or referral pathways.
- Promote and facilitate engagement with training, including role-specific induction, Mental Health First Aid (mandatory), and coaching approaches to advising.
- Foster a culture of reflective practice and continuous improvement, for example through activities such as termly Work Discussion Groups.

Student-facing responsibilities

- Act as the named contact for students who wish to request a change of Student Advisor, processing these requests promptly, respectfully, and without requiring detailed justification.

- Personally meet and support under-18 students, ensuring appropriate safeguarding and pastoral care is in place.
- Maintain contact, as deemed appropriate, with intermitting students.
- Investigate and follow up on any concerns about Student Advising raised through Student Voice Groups or other feedback mechanisms such as SU reports, surveys, informal student channels. Report back on actions taken or remedies implemented as part of ongoing quality monitoring.

Referral and case oversight

- Serve as the departmental liaison with central student University support services.
- Support appropriate, confidential, and timely referrals, and coordinate follow-up where necessary.
- Use data (e.g., from LEAP) to monitor patterns in student engagement and proactively address concerns.
- Ensure consistent and timely responses to student non-engagement, including oversight of follow-up actions by Student Advisors and escalation of unresolved cases, with particular vigilance for students identified in the [Access and Participation Plan](#).

Evaluation and Quality Assurance

- Contribute to the annual review of advising practices as part of the Annual Review of Courses.
- Lead departmental input into Student Voice Groups on matters related to advising.
- Use student and staff feedback to enhance advising quality and consistency.

Strategic and Collaborative Contribution

- Work closely with the Head of Department and Director of Education to ensure alignment with broader education strategy and student support initiatives.
- Collaborate with the relevant Faculty Dean (Undergraduate or Postgraduate) and institutional leads on the enhancement of Student Advising.
- Liaise with the departmental Peer Mentor Coordinator (where one is allocated) to ensure that opportunities to be mentored and to act as a mentor are made visible to students through the advising programme.

Director of Education

Directors of Education work in consultation with their Head of Department and Senior Student Advisor to ensure that Student Advising is aligned with and supports the department's wider education provision and contributes effectively to student engagement, progression, and success.

The Director of Education also supports the sharing of good practice in Student Advising across schools, departments, and faculties, in partnership with the relevant Faculty Dean (Undergraduate or Postgraduate). They also provide updates on advising activity and its effectiveness to the Faculty Deans (Undergraduate and Postgraduate) as part of routine education monitoring and enhancement processes.

Head of Department

Heads of Department have ultimate responsibility for ensuring the effectiveness of Student Advising within their School or Department in accordance with the Student Advisor Policy. They shall nominate a suitably qualified member of staff to act as the Senior Student Advisor, who will lead on the coordination and support of Student Advising. Heads of Department should ensure, in consultation with the Senior Student Advisor, that all staff involved in Student Advising are fully informed of the minimum expectations for the role and are supported to carry out their responsibilities effectively.

Faculty Deans (Undergraduate and Postgraduate)

Faculty Deans (Undergraduate and Postgraduate) work closely with Heads of Department, Directors of Education, and Senior Student Advisors to ensure that advising provision contributes meaningfully to student engagement, progression, and success within their faculty. They are responsible for assuring Education Committee that Student Advising is being delivered effectively across departments and schools, which should be supported wherever possible with objective data and evidence.

Faculty Deans (Undergraduate and Postgraduate) monitor and review the effectiveness of departmental advising activity, working closely with departments to identify and share good practice across the institution. They are also responsible for overseeing how advising supports progress for student groups identified in the University's [Access and Participation Plan](#).

Student responsibilities in advising

Student Advising works best when students actively engage with the support available. However, the University recognises that students may face a range of personal, academic, or structural challenges such as health conditions, caring responsibilities, or crises that can affect their ability to engage consistently.

Students are encouraged to:

- attend scheduled meetings with their Student Advisor each term or notify their Advisor in advance if they are unable to attend
- respond to invitations and communications from their Students Advisor in a timely manner, and reach out if they need support or a check-in
- come to advising meetings prepared to discuss their progress, challenges, and goals, where circumstances allow
- reflect on any advice, follow up on relevant referrals, and take an active role in identifying solutions or support options
- communicate openly, especially if they are finding it difficult to stay engaged so that Students Advisors can respond with understanding and help explore appropriate support

It is important to emphasise:

- lack of engagement by a student may be a sign that additional support is needed rather than a lack of commitment
- advisors will make reasonable efforts to maintain contact and re-engage students who appear to be struggling or disengaged, with sensitivity and without judgement

Maintaining Respect and Boundaries

- While Student Advisors are a key source of support, they are not expected to provide emergency or specialist help and will refer students to the appropriate University services where needed.
- Advisors are not expected to be available outside of normal working hours, during leave, or via personal contact channels.

This approach ensures that advising remains inclusive, compassionate, and supportive, especially for students facing barriers to consistent engagement.

The Students' Union

The Students' Union is a key partner in supporting the effectiveness, visibility, and accessibility of Student Advising. It may make valuable contributions to Student Advising by:

- **Promoting Awareness and Engagement** - Collaborate with the University to raise student awareness of the purpose and benefits of Student Advising, for example through its campaigns, training, and induction materials.

- **Gathering and Representing Student Feedback** - Collect and present feedback on student experiences of Student Advising through elected representatives, Student Voice Groups, and surveys, to inform ongoing improvements.
- **Supporting Student Empowerment** - Help students understand their rights and responsibilities within the advising system, and encourage them to make proactive use of advising opportunities.
- **Contributing to Policy Development** - Represent the collective student voice as a consulted stakeholder in the development and review of Student Advising policy and practice.

Student advising procedures

Training and support

Effective Student Advising relies on staff being well-supported, well-informed, and confident in their role. It is essential that all those involved in advising have access to timely, up-to-date guidance and training opportunities to enable them to support students effectively. Student Advising draws on a range of interpersonal, pedagogical, and referral skills, which is recognised as a professional practice that develops over time.

Organisational Development: Plays a key role in designing and sustaining the University's core training provision for Student Advising including relevant content in Essential training and role specific training. Senior Student Advisors will have access to train-the-trainer support to equip them with the knowledge and skills needed to provide effective leadership and guidance to the Student Advisors within their school or department. Organisational Development also develops institution-wide training materials and guidance to support high-quality advising practice across key areas such as inclusive support, referral processes, safeguarding, and Prevent duties. In addition, it supports the induction of new advisors and works in partnership with faculties to ensure that training remains relevant, responsive, and accessible.

Senior Student Advisors: Responsible for ensuring that all Student Advisors in their department are aware of the training opportunities available and are supported to engage with them. Senior Student Advisors provide ongoing guidance and supervision to advisors, act as local points of contact for queries about the role and help embed good practice. They also contribute to the development of local induction processes and may deliver or coordinate departmental briefings and workshops in collaboration with Organisational Development.

Engagement with training is expected of all Senior Student Advisors and Student Advisors. It is a key part of ensuring high-quality, consistent advising experiences for students across the University.

Safeguarding responsibilities in Student Advising

Student Advisors play a critical role in the University's safeguarding framework, particularly for students who are under 18 or those who may be considered vulnerable or at risk. This includes responsibilities under the University [Policy on Safeguarding Children and Adults at Risk](#) (.pdf), Prevent Duty, and the guidance on [Helping Distressed Students](#) (.pdf). Advisors should be particularly vigilant to signs of disengagement or wellbeing challenges among students identified in the [Access and Participation Plan](#) as at greater risk (e.g. BTEC entrants, Black students, those from IMD Q1), and make timely referrals to appropriate University support services.

Under-18 students

The Senior Student Advisor acts as the departmental lead for under-18s and must meet with these students personally at least once per term. Advisors assigned to students under 18 should:

- Be informed of the student's age prior to contact.
- Ensure meetings are conducted in appropriate, observable settings (e.g. rooms with visibility panels or institutional online platforms).
- Report any concerns about wellbeing or behaviour promptly to the Senior Student Advisor and the Designated Safeguarding Officer.

Students considered vulnerable or at risk

A student may be considered vulnerable due to:

- mental health challenges
- care leaver or estranged status.
- learning differences, support required for specific needs or long-term health conditions
- social isolation or academic disengagement
- experience of abuse, harassment, or exploitation

Student Advisors should:

- be alert to signs of risk, distress, or significant changes in engagement
- create a supportive environment while maintaining professional boundaries
- refer concerns to the Senior Student Advisor or to Student Wellbeing and Inclusivity Service
- record key actions factually on LEAP without including sensitive details unless authorised

Prevent Duty

In line with the University's legal obligations under the Prevent Duty, Student Advisors should:

- be aware of indicators that a student may be vulnerable to radicalisation or extremist influence. This may include significant behavioural changes, withdrawal, or engagement with extremist content or groups
- avoid making assumptions or judgements; instead, raise any concerns through established safeguarding pathways (e.g. with the Senior Student Advisor or the Prevent Lead Officer)
- remember that Prevent concerns are safeguarding concerns, not criminal matters. The goal is to ensure appropriate support is provided at an early stage

Confidentiality and information sharing

- Advisors must not promise confidentiality where there is a safeguarding or Prevent concern.
- Information should be shared with relevant University services in accordance with the Safeguarding Policy and GDPR regulations.
- The safety and wellbeing of the student must always take precedence.

Supporting distressed students

Student Advisors are often the first point of contact for students in distress. While Advisors are not expected to act as counsellors, they play an essential role in recognising signs of distress, engaging students in supportive conversation, and facilitating timely referral to specialist University support services.

Core responsibilities

Student Advisors should:

- **Recognise signs of distress** using guidance from the University's [Helping Distressed Students](#) (.pdf) staff guide. Indicators may include emotional withdrawal, expressions of anxiety, sudden changes in attendance or academic performance, or disclosures of difficult personal circumstances.
- **Engage empathetically** by actively listening, using open-ended questions, and validating the student's experiences, within the limits of the Advisor role.
- **Refer appropriately** to the Student Wellbeing and Inclusivity Service or other specialist services. Advisors must not attempt to resolve complex mental health, safeguarding, or trauma-related issues themselves.

- **Record concerns and referrals** in the Learner Engagement Activity Portal, including the date, nature of concern, and referral made. Detailed personal content should not be recorded unless with the student's explicit consent.

Referral protocol

Advisors should take the following actions in line with the University's [Helping Distressed Students](#) (.pdf) guidance:

- **Non-urgent situations:** Where the student is not in immediate danger, encourage the student to access support. Offer to help them contact [SWIS](#) or other University services to agree on follow-up.
- **Urgent situations:** If a student appears to be at immediate risk (e.g., expressing suicidal intent, severe disorientation, or threat of harm), follow the urgent procedures outlined in the staff guide. This may involve contacting Campus Patrol, [SWIS](#), or emergency services.
- **If unsure**, consult your Senior Student Advisor or [SWIS](#) (wellbeing@essex.ac.uk) to determine the appropriate response.

Advisors must not promise absolute confidentiality. If a risk of harm to the student or others is suspected, it is the Advisor's duty to escalate.

All Student Advisors must complete training in Mental Health First Aid and safeguarding awareness, and familiarise themselves with the [Helping Distressed Students](#) (.pdf) guide annually. Regular briefings and discussion opportunities should be facilitated by Senior Student Advisors to promote shared learning and confidence in responding to distressed students.

Reassignment and non-engagement

Reassignment

A reassignment of Student Advisor may be initiated either by the student or by a member of staff and should be handled promptly, professionally, and with sensitivity to the needs of all involved. The purpose of reassignment is to ensure that every student has a productive and supportive advising relationship, not to assign blame.

Importantly, a reassignment does not imply poor performance by the staff member or student involved. In most cases, it reflects a mismatch in communication styles, expectations, or needs rather than a failure on either side. Reassignment is a routine and constructive option that supports the principle of compatibility as a foundation for effective advising.

Student-Initiated Reassignment

A student may request a change of Student Advisor at any time, particularly if the advising relationship is not productive, has broken down, or if the student feels uncomfortable or unsupported. Requests should:

- be submitted to the department's Senior Student Advisor
- not require the student to justify or explain the reason in detail
- be processed promptly, confidentially, and respectfully
- where capacity allows, student preferences regarding a new advisor should be taken into account

Departments should take particular care when processing requests involving students from Access and Participation Plan priority groups (e.g. BTEC entrants, Black students, and those from IMD Q1 backgrounds) to ensure that the reassignment does not disrupt access to consistent, proactive support.

Staff-Initiated Reassignment

A reassignment may also be proposed by a Student Advisor or Senior Student Advisor where:

- there is a clear and persistent breakdown in communication or trust
- the advisor lacks the appropriate experience or capacity to support the student's specific needs
- there is a potential or perceived conflict of interest
- there are workload or caseload management considerations that require redistribution to ensure equity and effectiveness across advising provision

In such cases, the Senior Student Advisor should lead the process, ensuring that:

- the student is consulted where appropriate and treated with respect
- continuity of support is prioritised, particularly for students in APP-priority groups or with known risks to engagement or progression
- any change is logged appropriately and communicated clearly to both parties

Reassignment is a normal and responsible part of managing effective student support, and should be approached in a way that preserves trust, dignity, and the University's commitment to inclusive, student-centred advising.

Non-engagement

Where a student does not attend or respond to invitations to Student Advising meetings:

- Student Advisors should make at least two follow-up attempts using different communication methods (e.g., email, Moodle, in-person reminders or announcements during teaching activities), allowing reasonable time for a response
- if there is no response, the Advisor should consider the student's broader engagement profile:

- **If the student also shows signs of academic or wellbeing concerns** (missed assessments, low LEAP activity, poor attendance, or reported difficulties), the case should be escalated to the Senior Student Advisor. Escalation may lead to targeted outreach, further monitoring, or referral to Student Progress, SWIS, or other relevant University services.
 - **If the student is otherwise engaging with their studies and progressing satisfactorily**, the Advisor should record the non-response in LEAP but may take a lighter-touch approach such as sending a short message to keep the door open, signposting support, or revisiting contact in the next term.
- departments should routinely use LEAP and other available engagement data to identify patterns of disengagement, with a particular focus on students from groups identified in the Access and Participation Plan (e.g. BTEC entrants, Black students, and those from IMD Q1 backgrounds), who may be at greater risk of early withdrawal or underachievement
 - engagement concerns affecting Access and Participation Plan priority groups should be flagged and followed up proactively, ensuring timely intervention and appropriate referral to University support services where needed

Departments are encouraged to explore opportunities for timetabling advising sessions as part of core teaching or induction activities to improve visibility, attendance, and integration into the academic experience.

Monitoring, evaluation, and accountability

Student Advising arrangements will be reviewed as part of the Annual Review of Courses, including analysis of engagement and outcomes for Access and Participation Plan priority groups, using LEAP data and student feedback to ensure support is effective and equitable. Student feedback should be gathered through Student Voice Groups and other mechanisms. Faculty-level and institutional progress will be monitored through the Education Data Insights Advisory Group and reported to Education Committee to ensure strategic oversight and continuous improvement.

To support Faculty Deans in their oversight responsibilities, assurance regarding departmental delivery of Student Advising may be provided either through access to relevant engagement and advising data, or via appropriately timed updates from departments. These updates may be provided by the Senior Student Advisor, Director of Education, or Head of Department, depending on local arrangements. This ensures that Faculty Deans are equipped to monitor provision effectively and raise concerns where necessary.

To ensure the effectiveness and credibility of Student Advising across the University, this Policy must be consistently implemented. Where minimum expectations are not met, the following steps apply:

Departmental accountability

- Each school or department is responsible for meeting the minimum expectations of this policy.
- Faculty Deans (Undergraduate and Postgraduate) are responsible for monitoring departmental delivery and will raise concerns with Heads of Department where gaps are identified.
- Where advising provision is significantly below expectations for a school or department, Education Committee may require a formal improvement plan.

Student recourse and feedback

Students who feel their advising experience falls short of expectations are encouraged to:

- raise concerns informally with their Student Advisor or Senior Student Advisor
- use formal feedback routes such as Student Voice Groups (SVGs), Staff-Student Liaison Committees, or departmental Education Committees
- seek independent support and advice via the Students' Union Advice Service

All concerns will be taken seriously and handled respectfully. Concerns raised through these routes may inform departmental review processes and the evaluation of Student Advising practice across the University. Collectively, the monitoring, evaluation, and accountability steps shall ensure that Student Advising is a meaningful, supported, and responsive system for every student.

Document Control Panel

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