



Edge Hill  
University

Student Guide to

# Personal Tutoring

# Personal Tutoring at Edge Hill University

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# The Personal Tutor System Policy at Edge Hill University

Edge Hill University is committed to high quality guidance and support for all students. This consists of central support through Student and Learning Services, support from academic staff through teaching and assessment and through the role and functions of Personal Tutors.

Personal Tutoring is to sit within an architecture of wider support and occurring at appropriate frequency as to ensure that the policy is enacted.

The role of the Personal Tutor is of primary importance and represents a 'stable point of reference' and an 'anchor' for students during their university experience. The role is key to successful transition into Higher Education and throughout their programme of study to graduation, employment, or further study. The role is acknowledged to be influential in enhancing the student experience, supporting the process of induction, positively impacting on a sense of belonging, retention, achievement, and satisfaction.

Personal Tutoring should be inclusive, providing ongoing support and challenge with academic, social, and pastoral issues, acting as a principal point for referral and communication with the wider University community.

Personal Tutors are thus central to aspects of academic and pastoral support and guidance and are a key interface with central services for students. They should be the point of regular contact for students within an organised system in departments/areas within each Faculty.

As such, Edge Hill University will provide a well-planned, high quality, monitored, and evaluated Personal Tutor system which impacts upon:

- Students' sense of personal belonging
- Cohort identity, and personal development
- Academic success
- Health and wellbeing
- Career aspirations, personal/professional development, employability, and positive graduate outcomes

All students will be expected to participate in planned, scheduled, engagements with tutors as part of taking responsibility for their own learning, **to complement their attendance at timetabled teaching sessions**. This will be delivered to a schedule determined by the department to ensure that the principles and components below can be fully attended to, and a high-quality experience ensured.

## Principles

The Personal Tutor system is a fundamental element of a network of support services and is underpinned by the following:

- Respect for **every student as an active learner** and an individual with personal learning needs
- Commitment to a sense of belonging, cohort identity, **individual and group development**
- **Focus on Monitoring** of students' academic, pastoral, and personal/professional development using appropriate **data**
- **Focus on general wellbeing**
- Provision of support from **highly trained tutors with triage to expert specialist services**
- Support for induction of students into the academic community and their transition through academic study, **towards positive graduate outcomes**
- Recognition of the **importance of equality of opportunity, diversity, and inclusion**
- A **shared responsibility** for each student's learning, development, and achievement

## Code of Practice for the Personal Tutoring System at Edge Hill University

The Code of Practice for Personal Tutoring provides clear expectations on behalf of both the student and the Personal Tutor. A successful Personal Tutoring system is based on a shared responsibility between the student and the tutor, supported by the department/area, Faculty, and the University's services.

*It is required that:*

- The system of Personal Tutoring and the role of the Personal Tutor will be clearly defined, for students, in a handbook/VLE
- It is a shared responsibility for both the student and their Personal Tutor to proactively engage with the personal tutor process and to communicate effectively
- Personal Tutors will provide general guidance on academic and support issues and will signpost or refer the student to other sources of advice and guidance
- Students will be given the name and contact details of their personal tutor, whenever possible in **advance of arrival**, at the beginning of a new academic year and be provided with an opportunity to meet their tutor in a group session during the first week, and to meet on an **individual (one-to-one) basis within two weeks of starting University**
- Continuing students will be given the name and contact details of their personal tutor and be provided with an opportunity to meet their tutor in a group session and to meet on an individual basis (one-to-one) within two weeks of enrolment
- If the Personal Tutor is absent, departments/ areas will provide an alternate/alternative point of contact and information as appropriate in a timely manner
- Personal Tutor sessions will be clearly scheduled, and this will be clearly communicated to students
- It is the student's responsibility to attend, to participate and engage with their personal portfolio development where appropriate to their study

During the working week, the personal tutor will respond to informal emails and telephone enquiries normally within two working days. Each department will have a system in place to address urgent issues.

# Personal Tutoring at Edge Hill University

Edge Hill University is committed to high quality guidance and support for all students. This consists of central support through Student and Learning Services, support from academic staff through teaching and assessment and through the role and functions of the Personal Tutor system.

Personal Tutoring is a distinctive feature of higher education in the United Kingdom. At Edge Hill University, every student is provided with a Personal Tutor, who takes an interest in you as an individual and who offers guidance on your overall academic progress and personal and professional development.

## ***Your Personal Tutor***

You will be allocated your own Personal Tutor who has two distinct and equally important aspects to the role:

### **1. Academic guidance to enable students to make the most of your time at EHU and fully develop your 'personal capital'.**

Your time at university is a very important part of your personal development: it influences and changes the way you think about your subject and the world in general. You gain new skills and knowledge, and develop your abilities, questioning your own, and others' attitudes. Sometimes you can get preoccupied with details of academic work in modules, but it is very important that you see the wider picture of your development, and actively plan to take advantage of everything university offers. This will be valuable to you, not least when it comes to starting or continuing your career.

### **2. Pastoral guidance and referral for students to ensure appropriate and rapid resolution of problems and smooth transitions.**

Your Personal Tutor will help you to understand the support that is available through Student, Careers and Learning Services and also act as an advocate to help you navigate the complexities of the university systems. Your Tutor might also direct you to the Students' Union Advice Centre where assistance is also available, especially in the case where you might want to appeal against a decision made during your programme of study. It is beneficial to have an informal chat with your Personal Tutor so that you will be able to build trust and a good relationship with them. In this way, if any major issues do arise you will feel more comfortable talking to them so that hopefully the problems don't escalate. Where there might be any issues relating to the positive relationship, we would expect you to have with your Personal Tutor, you will be assisted in changing to an alternative Tutor to ensure a more effective level of connection.

To encourage you to reflect on your development and record your achievements, the University has developed PDP (Personal Development Planning) and a range of enhancement activities that are designed to assist you in developing your employability skills in readiness for your future careers. Your Personal Tutor will discuss these with you so that you can take

charge of your career development. You are encouraged to consider your employability in terms of the Edge Hill University 4K-Knowing Model which focuses on:

- **Knowing the employability skills** that you need to have (specification of the employability skills, knowledge, attitudes and values that employers desire)
- **Knowing yourself** in relation to your employability, areas you can develop further and exploring opportunities to do so
- **Knowing and practicing by engaging in activities** and capturing reflections on how the opportunity has enabled you to demonstrate the graduate attributes valued by employers
- **Knowing how to present yourself**, illustrating the above (illustrating how the opportunities you have had have enabled you to demonstrate your employability skills with concrete examples)

Your Personal Tutor will understand that you may not have made your decision as to the type of employment that you might choose, and your tutorials will offer you the opportunity to discuss the choices that are open to you.

Your Personal Tutor will help you to understand the skills you need to develop in order to improve your academic performance, and to gain a good understanding of where your degree can take you in the future. The meetings provide an opportunity to discuss future aspirations and are also an opportunity to get to know staff on a more personal basis.

Your Personal Tutor will be an academic member of staff and will usually be someone who you will come into contact with during your programme of study. It is helpful for you to keep in touch with your Personal Tutor as you progress through your programme of study, so that your Tutor can best support you in reaching your goal.

You will be given the name of your Personal Tutor during 'First Week' activities and your first meeting will be arranged during this week or very soon afterwards. You will meet your Personal Tutor regularly throughout the academic year to discuss your progress. Personal Tutors are most likely to use email or Blackboard as a way of keeping in touch in addition to seeing you during sessions as part of your programme of study.

You can contact your Personal Tutor to arrange a meeting to discuss any concerns you have which are affecting your learning. Concerns may include study skills, accommodation, finance and settling in. If your Personal Tutor cannot help you directly, they will be able to refer you to an expert either within or outside of the University who will be in the best position to offer help to you. These could be bodies such as Student Services, Careers, the Wellbeing and Counselling Team, Students' Union, the Police, MIND (mental health charity) and more.

Some Personal Tutors may call occasional group meetings to discuss concerns of general interest at other times, or, on other occasions will meet with you on a one-to-one basis.

### ***Summary overview:***

- You will receive your Personal Tutors contact details during your 'first week'. If this does not happen, please let your Programme Leader or Head of Department know. It could be we have incorrect contact details for you, so please get in touch and let us know!
- Your Personal Tutor will contact you and make you aware of opportunities to meet them during your first week. This may be a group tutorial for example a social activity, that takes place present in person on campus, or will be undertaken synchronously online. Again, if this does not happen, it is likely just an issue with email (for example going into spam or similar), so please feel free to contact your tutor to help establish that initial connection.
- After the first communication your tutor will make clear to you how they will communicate with you. Please make them aware of any accessibility issues you may have and that they need to be aware of so they may adapt modes of communication if necessary.
- Your tutor will meet with you individually, on at least two occasions in semester one, and they will schedule future meetings in good time to ensure continuity of communication.
- An overview of guidance and support is provided in this document, but your tutor will talk to you about their role so you can know what to expect from them.

### ***Enhancing your support:***

- You may be able to access additional support from peer mentors and the peer mentoring system operated by your department.
- Your tutor will send you regular 'temperature checking' emails to check you're okay, and signpost you to focused support accordingly should you require additional support.
- Your tutor may also send regular communications, like a newsletter, to highlight key dates and deadlines, to signpost learning and support services, and opportunities for cohort and institutional social activity.

### ***Group Tutorials:***

While group tutorials will take place to offer guidance relating to communal challenges or shared issues, these are not offered in lieu of individual synchronous online face-to-face or present in person face-to-face meetings.

## Roles and responsibilities:

### ***What you need to do***

In order to benefit fully from the Personal Tutoring support offered you have a set of responsibilities which are detailed below. Your Personal Tutor will be an academic member of staff with a range of responsibilities and, like you, is likely to have a very busy schedule therefore you should make the most of your time with them by being well prepared. The timetable below provides further details about what should be done in advance of your meetings with your personal tutor.

### ***Your responsibilities as a student***

- Ensure that the name and contact details of the Personal Tutor have been noted
- Keep in regular contact with their personal tutor and attend all scheduled meetings
- Notify their personal tutor (or departmental administrator or Programme Leader) in the event of illness or other reason for non-attendance at the University
- Notify their personal tutor where there are academic or personal/medical problems which are affecting attendance or impacting on academic progress
- Contact their personal tutor as soon as possible if performance in forthcoming examinations or assessments is going to be affected by ill health or other personal circumstances

### ***What you need to prepare prior to each meeting/tutorial and ensure that you bring with you: -***

- Assignment feedback and assignments when appropriate.
- Professional Practice (placement) Observations (where relevant).
- Professional Practice (placement) Final Report Form (where relevant).
- Any questions/queries regarding your progress.

### ***Your Personal Tutor will:***

- Personal Tutors will contact their personal tutees, whenever possible in **advance of arrival**, at the beginning of a new academic year and schedule an opportunity to meet their tutor in a group session during the first week, and to meet on an **individual (one-to-one) basis within two weeks of starting University**
- Provide regular, scheduled group sessions and individual sessions (with additional personal sessions on request, as appropriate)
- Provide academic advice, guidance and support and assist students with their academic development and achievement
- Support student transition
- Act as a key contact for pastoral, professional and/ or academic concerns or advice
- Point students towards other sources of more specialist support – academic, professional, and pastoral
- Facilitate personal/professional development and achievement as part of a structured process (including a portfolio in UG provision)
- Be trained and fully conversant with the services that are available within the University and the processes and procedures relevant to student progression and support
- Respect for the student's right to confidentiality, only disclosing information with the student's consent or if the student presents as 'at risk' of harm to self or others or raises professional concern, in line with university policies
- Provide contact details (e-mail address, extension number, availability)

## Personal Tutoring: Arrangements

Below you will find an outline of the minimum baseline contact a student on any taught degree can expect from their Personal Tutor. The way this is delivered will vary between departments, areas and faculties depending upon your programme of study. So this outline should be treated as indicative.

### Personal Tutoring at Edge Hill University

- You should have a named Personal Tutor by the end of the first week and have received an email from your Personal Tutor within one week of fully enrolling with contact details; office whereabouts; email and phone number.
- You will be provided with an opportunity to meet your tutor within one week of starting your course. This may take the form of a group tutorial where expectations can be shared, and the first one-to-one meeting can be arranged.
- The baseline requirement of our Personal Tutor System stipulates a **minimum** of 1 group meeting and 4 one-to-one meetings in year 1, with a further two meetings each, in years 2 and 3.
- There is a shared responsibility between you (the student) and the personal tutor to proactively engage with the process, and it is your (the student's) responsibility to attend and to participate.
- If your Personal Tutor is absent, your department/area will provide an alternative point of contact.
- In exceptional circumstances, if either the student or the personal tutor requests a change, the department/area will have a clear procedure for dealing with this.
- During the working week, your Personal Tutor will respond to informal emails and telephone enquiries normally within two working days.
- Personal Tutoring will vary depending upon the programme and/or department but generally the Personal Tutor will provide general guidance on academic and support issues, and signpost or refer you (the student) to other sources of advice and guidance.

## Suggestions for delivery

The Personal Tutoring policy at Edge Hill University has been designed specifically to be flexible to accommodate the individual needs of all students irrespective of their programme or mode of study.

**Working within the spirit of the Personal Tutoring policy areas and departments will design and be explicit in communicating their distinct (bespoke) arrangements to their students.**

This model is not exhaustive and serves to offer an indication of indicative timings and potential topics based on a traditional undergraduate 3-year mode of study that you may experience.

### Year One

You should have no less than the minimum number of meetings as specified within the Personal Tutoring policy.

This model provides a guide of when those meetings may take place and the type of topics you may discuss with your Personal Tutor.

#### **Agenda: During first week**

During first week you will be provided with an opportunity to meet your tutor. This may take the form of a group tutorial where general expectations can be shared, and the first formal one-to-one meeting can be arranged

Individual meeting - suggested 20 minutes

Group meetings – suggested 60 minutes

### Year One: Semester 1: By the end of First Week

<b>Agenda</b>	<b>Resources and Prompts</b>
Confirmation of contact details (staff and students), office whereabouts, email, phone number, and availability	
Staff Guide: The Role of the Personal Tutor	Student Personal Tutoring Guide
Ground rules: be explicit, share clear expectations, share group tutorial dates and schedule of individual meetings	Sharing of specific area/department arrangements and processes
Attendance and engagement	Share timetable and attendance information and expectations (if appropriate)
<b>University Life:</b> Information about your area/department Library and Learning Services Student Services Careers	Student's charter Key signposting: <a href="#">Catalyst - Edge Hill University</a> Overview of University Support: <a href="https://doi.org/10.25416/NTR.16652050">doi.org/10.25416/NTR.16652050</a> Student Union: <a href="https://doi.org/10.25416/NTR.19947800">doi.org/10.25416/NTR.19947800</a> Careers: <a href="http://www.ehu.ac.uk/graduates">www.ehu.ac.uk/graduates</a>

## Year One: Semester 1: By the end of Week 4

<b>Agenda</b>	<b>Resources and Prompts</b>
Settling in Access to services	<ul style="list-style-type: none"> <li>• Make a list of any questions, queries or concerns you have regarding any aspects of your course or student life.</li> <li>• Your tutor may re-share relevant resources e.g., student services, learning services, IT</li> </ul>
Sharing students' self-expectations (e.g., degree classification; employability)	<ul style="list-style-type: none"> <li>• Prepare a profile of yourself</li> <li>• Write a summary of initial expectations and aspirations</li> <li>• Make a list of any questions you have</li> <li>• PDP, portfolio; self-assessment tools</li> <li>• Maximising the development of graduate attributes through employability; Part-time work and/or volunteering; Signpost and encourage early contact with Careers: <a href="http://www.ehu.ac.uk/graduates">www.ehu.ac.uk/graduates</a></li> </ul>
Assessment processes and support (e.g., Turnitin, late submissions, formative and summative; good academic practice and avoidance of malpractice, EMC policy)	Departmental arrangements. Share (signpost to) Handbooks, marking criteria, Study Support and Learning Services workshops.
Evaluating the student experience	Departmental arrangements for module and programme evaluation, procedures and processes, Course rep role and activity, share/signpost links to evaluations (e.g., NSS).

## Year One: Semester 2: By the end of Week 9

<b>Agenda</b>	<b>Resources and Prompts</b>
<ul style="list-style-type: none"> <li>• Academic progress and performance</li> <li>• Experience of assessment</li> <li>• Attendance and engagement.</li> <li>• Employability – personal capital</li> <li>• Transition to year 2 – action planning</li> <li>• Employability</li> <li>• Learning and support services helping students to continue with their studies</li> </ul>	<ul style="list-style-type: none"> <li>• Bring all of your feedback</li> <li>• Make a list of any questions you have</li> <li>• Draft an action plan for the rest of the term</li> <li>• Bring a summary of any extracurricular activities you have completed</li> <li>• Projected academic profile; tracking; referrals; signpost wider support</li> <li>• Handbook; marking criteria; previous assessment feedback</li> <li>• Update on progress – action planning; careers; PDP, volunteering; work experience</li> <li>• Dates of Transition events; Module choice – link to Academic registry; Student's action plan</li> <li>• Key signposting page: <a href="http://Catalyst - Edge Hill University">Catalyst - Edge Hill University</a></li> <li>• Encourage early contact with Careers: <a href="http://www.ehu.ac.uk/graduates">www.ehu.ac.uk/graduates</a></li> <li>• For helpful tips and advice on what to do in your First Year watch our short video: <a href="https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-first-years/">https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-first-years/</a></li> </ul>

## Year Two

You should have no less than the minimum number of meetings as specified within the Personal Tutoring policy. This table provides a guide of when those meetings may take place and the type of topics you may discuss

### Year Two: Semester 1: By the end of Week 5

<b>Agenda</b>	<b>Resources and Prompts</b>
<p><b>Welcome back</b></p> <ul style="list-style-type: none"> <li>Action plan – share performance objectives, expectations, attendance and engagement</li> <li>Discuss Degree Classification, Assessment process – levelness</li> <li>Employability – personal capital</li> <li>Evaluation – module/SSCF/ISS</li> <li>Learning and Support Services: Helping students to continue with their studies</li> </ul>	<ul style="list-style-type: none"> <li>Bring your year 1 transition action plan with you</li> <li>Bring your overall results for Year 1</li> <li>Prepare expectations and ambitions for year 2</li> <li>Prepare any questions</li> <li>Review of year 1 performance; tracking data – results; feedback</li> <li>Marking criteria; classification profiles; links</li> <li>CV; departmental employment strategies; extracurricular activities</li> <li>PDP: Graduate attributes workbook on Pebble Pad and ask students to reflect on their levels of confidence. Add in link to Pebble Pad <a href="https://v3.pebblepad.co.uk/login/Login/ChooseInstall">https://v3.pebblepad.co.uk/login/Login/ChooseInstall</a></li> <li>What are your career goals? You can discuss how to achieve this.</li> <li>Make contact with careers via: <a href="http://www.ehu.ac.uk/graduates">www.ehu.ac.uk/graduates</a></li> <li>The SU website may be a useful place of support.</li> <li>Key signposting page: <a href="#">Catalyst - Edge Hill University</a></li> <li>For helpful tips and advice on what to do in your Second Year watch our short video: <a href="https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-second-years/">https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-second-years/</a></li> </ul>

### Year Two: Semester 2: By the end of Week 9

<b>Agenda</b>	<b>Resources and Prompts</b>
<ul style="list-style-type: none"> <li>Academic progress, attendance and engagement.</li> <li>Employability – personal capital</li> <li>Transition to year 3 – action planning</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 assessment feedback; student profile tracking</li> <li>Update on progress – action planning; careers; PDP (Please see year Two: Semester 1 for prompts and links)</li> <li>Make a list of any questions you have</li> <li>Dates of Transition events; Module choice – link to Academic registry; Student's action plan – summer plan; reading lists/work</li> <li>For helpful tips and advice on what to do in your Second Year watch our short video: <a href="https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-second-years/">https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-second-years/</a></li> </ul>

## Year Three

You will have no less than the minimum number of meetings as specified within the Personal Tutoring policy. This table provides a guide of when those meetings may take place and the type of topics you may discuss

### Year Three: Semester 1: By the end of Week 5

<b>Agenda</b>	<b>Resources and Prompts</b>
<ul style="list-style-type: none"> <li>• Welcome back; Action plan - performance objectives; expectations; attendance and engagement</li> <li>• Degree Classification; Assessment process – levelness</li> <li>• Employability – personal capital</li> <li>• Evaluation – module/SSCF/NSS</li> <li>• Learning and Support Services: Helping students to continue with their studies</li> </ul>	<ul style="list-style-type: none"> <li>• Review of year 1 performance; tracking data – results; feedback. Bring your overall results for previously completed modules</li> <li>• Bring a copy of your CV</li> <li>• Bring your year 2 transition action plan with you</li> <li>• Make a list of any questions you have</li> <li>• Get ready to compete for your next steps after university finishes: Bring a summary of your employability plan and career aspirations</li> <li>• Update your PERSONAL email, phone, address and contact details on SID Admin for graduation information and to access on-going Careers support.</li> <li>• PDP: You will be encouraged to update your CV; access departmental employment strategies; extracurricular activities; job applications – references etc...</li> <li>• PDP: Graduate attributes workbook on Pebble Pad, you will be encouraged to reflect on their levels of confidence. Link to Pebble Pad <a href="https://v3.pebblepad.co.uk/login/Login/ChooseInstall">https://v3.pebblepad.co.uk/login/Login/ChooseInstall</a></li> <li>• Signposting page: <a href="#">Catalyst - Edge Hill University</a></li> </ul>

### Year Three: Semester 2: By the end of Week 9

<b>Agenda</b>	<b>Resources and Prompts</b>
<ul style="list-style-type: none"> <li>• Academic progress; attendance and engagement.</li> <li>• Employability – personal capital</li> <li>• Transition – postgraduate</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 assessment feedback; student profile tracking</li> <li>• Update on progress – action planning, CV and PDP</li> <li>• Make a list of any questions you have</li> <li>• Career: Please register with the alumni network to keep in touch and get support from the alumni community by joining Edge Hill Connect <a href="http://www.edgehillconnect.co.uk">www.edgehillconnect.co.uk</a></li> <li>• You can continue to access EHU resources such as the library which is free of charge, get support through Careers for three years after graduation, and might be eligible for fee remissions on some further study. More information can be found at <a href="http://www.edgehill.ac.uk/alumni">www.edgehill.ac.uk/alumni</a></li> </ul> <p><i>Resources and Prompts continued:</i></p>

## Year Three: Semester 2: By the end of Week 9

	<p>Final exit interview: capture graduate destination or contact careers /direct the student to access bespoke careers support</p> <ul style="list-style-type: none"><li>• For helpful tips and advice on what to do in your Third Year watch our short video: <a href="https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-final-years/">https://www.edgehill.ac.uk/careers/how-can-we-help/careers-support-for-final-years/</a></li></ul>
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# Useful Documents

You may find the following documents useful

## ***The Student Charter***

The Student Charter sets out the terms of the partnership between Edge Hill University and its students. It summarises what all students can expect from the University and what is expected of them in return.

## ***The Student Regulations***

These regulations apply to all students and relate to non-academic related conduct. They describe what is considered to be inappropriate behaviour and the procedures which will be followed in such cases.

## ***The Academic Regulations***

The Academic Regulations provide a framework for the University to operate within to deliver programmes and make appropriate awards. Areas covered within the Academic Regulations that relate to the Student Experience in general include:

- Enrolment and Attendance
- Assessment, Reassessment and Condonement
- Academic Malpractice
- Progression
- Award Classification
- Results and Appeals
- Certification
- Deferring, Suspending or Repeating Study
- Academic and Professional Exclusion

# Overview of Support

For use by both staff and students we have created two guides with interactive links to all the University support services.

Overview of Support	
Let us <b>know</b>	If you are worried about yourself or someone else, <a href="#">please complete our online form</a> . If you would like more guidance and advice, then please refer to the link below. If you don't manage to find the help you need on the webpage, please <a href="#">email Student Wellbeing</a> . <a href="http://edgehill.ac.uk/departments/support/student-services/let-us-know/">edgehill.ac.uk/departments/support/student-services/let-us-know/</a>
Service and contact details	Summary and web links
<b>Academic Registry</b> <a href="mailto:AR-Academic-Records@edgehill.ac.uk">AR-Academic-Records@edgehill.ac.uk</a>	For advice on processing course changes and information on the financial implications of transferring course/university; repeating a year; withdrawing; changing between full-time and part-time; interrupting (taking time out); assessments, exams, and EMC. <a href="http://edgehill.ac.uk/registry">edgehill.ac.uk/registry</a>
<b>Academic Appeals</b> <a href="mailto:student-cases-team@edgehill.ac.uk">student-cases-team@edgehill.ac.uk</a>	For advice on Academic Appeals, please contact the Student Casework team. <a href="http://edgehill.ac.uk/registry/student-cases/">edgehill.ac.uk/registry/student-cases/</a>
<b>Accommodation and Hall Fees</b> <a href="mailto:CatalystEnquiries@edgehill.ac.uk">CatalystEnquiries@edgehill.ac.uk</a> or <a href="mailto:hallfees@edgehill.ac.uk">hallfees@edgehill.ac.uk</a>	To secure a place in halls, leave or transfer a room, the Accommodation team provide advice/guidance about living both on and off campus. The Hall Fees team provide support and information on all aspects of deposit/hall fee payments for students living on campus. <a href="http://eh.ac.uk/accommodationteam">eh.ac.uk/accommodationteam</a>
<b>Student Life and Residential Life</b>	The Student Life team can help students to settle into life on campus and make the most of the Edge Hill experience. Student Campus Connectors run events throughout the year and can attend with students who may not feel confident to go alone. For further information please visit the Student Life Portal: <a href="http://edgehill.ac.uk/service/student-life-portal/">edgehill.ac.uk/service/student-life-portal/</a> Residential Life also enforce the Student Disciplinary Regulations and investigate all incidents on campus. <a href="http://eh.ac.uk/campuslife">eh.ac.uk/campuslife</a>
<b>Campus Support</b> Phone 01695 584227 (4227)	An out-of-hours support system for students on campus to ensure they feel safe during their stay in campus accommodation. <a href="http://edgehill.ac.uk/tn/campus-support">edgehill.ac.uk/tn/campus-support</a>
<b>Careers</b> <a href="mailto:Careers@edgehill.ac.uk">Careers@edgehill.ac.uk</a> Students submit queries through webpages <a href="http://edgehill.ac.uk/careers">edgehill.ac.uk/careers</a>	Careers can offer advice, support and reassurance with course choice, career planning, part-time job-hunting, CV writing, volunteering, and maximising work experience. <a href="http://edgehill.ac.uk/careers">edgehill.ac.uk/careers</a>

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## To view these guides in full:

Overview of University Support: [doi.org/10.25416/NTR.16652050](https://doi.org/10.25416/NTR.16652050)

Student Union: [doi.org/10.25416/NTR.19947800](https://doi.org/10.25416/NTR.19947800)

Direct links to all of these services can also be accessed via your Student Homepage. A tab to these links is also available via BB/VLE.

If appropriate you may also present directly, in person at the Catalyst Building (Ormskirk campus).