

## Academic Advising Policy



### Purpose of the Academic Advising Policy

The Academic Advisor (AA) replaces the former Personal Tutor role. The AA role has been created to enhance the levels of academic advice and support that students receive throughout their time at UEL, leading to improved progression and successful career transition. Students will have opportunity throughout their academic journey to work closely with an AA to reflect on their current progress and make clear plans for development and improvement.

The three main areas of activity:

(i) Employability Development:

- Gap analysis and intervention system, to allow advisees to self-reflect, improve their practices and be offered opportunities to acquire key skills - possibly within work placements, or under the proposed new Professional Development Certificate (PDC) or other initiatives - in alignment with their short, medium and long-term employability goals.
- Opportunity for students to evaluate the relevance and impact of competencies developed outside of the University environment either through employment and/ or personal responsibilities, to their future career intentions.

(ii) Academic progress:

- Evaluation of student academic progress through review of the engagement metrics (Qlikview/ Civitas) and qualitative data provided by the advisee.
- Reflection on academic development and identification of challenges to progress.
- Creation of academic goals action plan for the period up to the next review point.

(iii) Personal management:

- Identification of personal concerns and support mechanisms, be they through personal development or referral to relevant service.
- Assistance with campus resource identification and utilization.

- Identification of opportunities to build social/cultural capital, to boost civic engagement.

## Requirements

1. The Academic Advising policy applies to all taught students of the University of UEL.
2. Beyond the requirements set out in this policy, the University's system of academic advising will be flexible, allowing different models of Academic Advising to meet the diverse needs of students, and to best suit the teaching practices of the various Schools, subject areas and programmes.
3. Academic advisors will provide oversight of their advisees' experience as students of the University, enabling a holistic and integrated approach to student learning, progression, well-being and success. They will play a key role in fulfilling the following functions, as delineated and designated within their School:
  - ensuring that a relevant member of teaching staff has responsibility for holding each student in mind as their key point of contact, maintaining oversight of their general progress, engagement and well-being
  - enabling students to establish a meaningful rapport with teaching staff, as an essential component of the learning experience
  - helping the student to feel known, supporting the individual's sense of identity and belonging as a member of this University, their School, programme and cohort
  - helping students to make sense of a large institution, making the experience more manageable
  - providing pro-active and timely tracking and monitoring of students' engagement and progress
  - being pro-active in taking steps to help retain, develop and support students as and when needed, especially at those times when sticking with the programme or with being a student feels challenging for the individual
  - signposting students to the right sources of support
  - providing a bridge between the student and the institution, advocating on their behalf where needed
  - writing references for students and graduates
  - feeding back to programme and support teams in a timely way on generic issues that, if addressed, would benefit students
4. All students will be allocated a named Academic Advisor.
5. The Academic Advisor will be drawn from staff within the College and will be familiar with the teaching, support and administrative arrangements of the programme. This means that Academic Advisors will normally be allocated from staff who teach, or co-teach, on at least one module of the students' programme of study.

6. Students will receive the contact details of their Academic Advisor prior to induction (new starts) or the start of the new academic year (continuers). Arrangements will be made for late registrations to receive details of their Academic Advisor in a timely manner. If there is a need to change the Academic Advisor for any reason, arrangements will be made to ensure continuity of Academic Advising.
7. Students will normally have the same Academic Advisor or Advisors throughout each level of study; where there are unavoidable reasons for changing a tutor such as the tutor leaving the University, care will be taken to ensure a structured handover to the newly allocated Academic Advisor.
8. Student requests for a change of Academic Advisor will be given due consideration and changes made if feasible. It may not be possible to meet such requests.
9. Academic Advisors will meet with all of their advisees (new starts) either individually or as a group during induction week or the first week of teaching. For distance learning students, this may be provided online. Attendance at this is compulsory and will be monitored. Students who miss this session will be required to attend a follow-up session.
10. Students at all levels, whether full time or part-time, will be offered at least two opportunities per term to meet on an individual or group, face to face basis with their Academic Advisor. At a student's request, Academic Advisors may agree to alternative methods of conducting the meeting, such as by phone, email, Skype, etc.; this will be offered as a matter of course to students studying by distance learning.
11. For new starts, advisees will be offered the opportunity of a face-to-face individual or group meeting on campus within their first six weeks of study. At a student's request, Academic Advisors may agree to alternative methods of conducting the meeting, such as by phone, email, Skype, etc.; this will be offered as a matter of course to students studying by distance learning.
12. Academic Advisors may offer group meetings additional to the group and individual meetings required by the policy, such as to address matters of generic interest or develop peer support.
13. Academic Advisors will provide additional surgery times for which personal advisees can book appointments. For distance learners, opportunities for connecting with the Academic Advisor will be provided on at least a weekly basis.
14. Academic Advisors will respond to requests from students for additional meetings or contact, signposting on to further sources of help as appropriate.
15. Academic Advisors will monitor students' participation and progress, and will be proactive in following up students as needed to help assure their success. Typically, Academic Advisors would follow up on matters such as: students entering the University with known support needs or where there are indicators students are not taking up the offer of meetings, non-attendance at taught sessions, failure to engage with required activities, failure to submit work, under-performance on assignments, academic misconduct, or concerns about general welfare.

16. Academic Advisors can require advisees to attend additional Academic Advisor meetings, on a group or individual basis, if there are good grounds for considering that this is in the interests of the students. Suitable alternatives would be offered to students studying by distance learning.
17. Aspects of Academic Advising, whether academic, pastoral or professional, may be integrated into core modules. Where this occurs, students will be informed how this support is built into their programme.
18. Students will receive details of how this policy, and any supplementary Academic Advising support relevant to their programme of study, will be implemented. Academic Advisors will also explain the policy in their first group meeting with students.
19. Information, guidance, support and training will be provided for Academic Advisors. A full set of instructions will be provided to each AA, explaining the new role and responsibilities, the meeting frequency, the escalation procedure, the paperwork requirements and the incentivisation system – the Dean’s List for Student Achievement (DLSA). Directors of Learning & Teaching (DLTs) to decide on number of advisees per meeting, dependent on cohort sizes, time and resources. The roles and responsibilities of students, Academic Advisors, PVC/Deans, Heads of Dept and other parties in implementing this policy will be detailed in an Annex to this policy (Annex A). Up-to-date guidance notes will be provided for students.
20. Complaints and appeals related to this policy will be dealt with through the usual University Complaints procedures.

## **Annex A: Responsibilities**

### **Vice-Chancellor's Group: Responsibilities for Academic Advising**

Members of the VCG are responsible for:

- Overall oversight of the policy, its implementation, monitoring and updating.

### **Head of Schools: Responsibilities for Academic Advising**

a) Head of Schools, in consultation with School staff and students, have a key role to play in determining the best strategy for implementing University Academic Advising Policy across their Colleges. They hold the responsibility for:

1. ensuring that the requirements of the University Academic Advising Policy are implemented effectively within the College, and that the functions of Academic Advising outlined in the policy are met
2. ensuring that such supplementary Academic Advising requirements as might be needed for achieving high outcomes for student success (completion, progression, achievement, employability, engagement, satisfaction) are identified and implemented
3. ensuring that Academic Advising within the College meets any additional College-based objectives and/or the requirements of professional bodies, consistent with University Policy
4. ensuring that the College's Academic Advising practices are compliant with the requirements of the University Academic Advising Policy
5. ensuring that that Academic Advising within the College is properly resourced and operating fairly
6. ensuring that, overall, the Academic Advising arrangements, combined with other support mechanisms within the College, are effective for delivering high rates of student completion, progression, achievement, employability and satisfaction.

*Head of Schools, in liaison with relevant staff within the College, will decide on such matters as:*

- Whether every member of academic staff will be a Academic Advisor, or whether this role is designated to a year tutor, or groups of specialist staff
- Whether the University requirements for Academic Advising need to be supplemented (in order to ensure excellent student outcomes)
- The role of Academic Advising as part of an integrated package of support within the College, complementing other approaches taken to engage and develop students
- Whether Academic Advising will take place on campus or in the workplace (where relevant)

b) Head of Schools, or their nominees, will:

1. take College Academic Advising implementation strategies through School Learning & Teaching Quality Committees to help share and develop practice; they would do this, normally, through the College DLT.
2. communicate the University Academic Advising Policy to applicants and students, along with details of how requirements will be met or superseded
3. monitor closely the implementation and success of Academic Advising within the school, with reference to student and staff feedback, rates of attendance and overall student outcomes
4. evidence that the requirements of the University Academic Advising Policy are met, and provide such evidence for the purposes of institutional and external monitoring, audits and reviews.

### **Department Heads: Responsibilities for Academic Advising**

Department Heads will:

- support the Head of School and DLT in identifying appropriate Academic Advising models for programmes in their area, whilst ensuring that College Academic Advising Policies are compliant with the requirements of the University Academic Advising Policy
- ensure that, overall, the Academic Advising arrangements, combined with other support mechanisms within the Dept area, are effective for delivering high rates of student completion, progression, achievement, employability and satisfaction.
- ensure adequate resources for effective Academic Advising
- decide on the number of advisees to be allocated to each member of staff, based on their in-depth knowledge of staff workload and communicate this to the College Academic Registry manager to ensure allocations can be made in advance of induction;
- ensure a fair allocation of students, including fair distribution of students with more intense needs
- ensure that Academic Advising provision is communicated clearly and effectively to students
- provide suitable means for students to report if they feel that the Academic Advisor policy is not being implemented
- review at least annually the operation and effectiveness of Academic Advising within the subject area, and take action to improve as needed
- include students in the review of Academic Advising
- have the option to appoint a Director of Academic Advising to support them in the execution of these responsibilities and to provide leadership and management for Academic Advising in the Subject area
- ensure that Academic Advising is a standard item on programme committee agendas and that the committee identifies issues arising from the student representatives as well as from other management information

- report emerging issues through School and University Learning Teaching and Quality Committees.
- provide a summary report at least annually to PVC/Deans on the full and proper implementation of University Academic Advising policy as well as any School-specific supplementary aspects.

### **Professional Support Services: Responsibilities for Academic Advising**

Collectively, professional support services will:

- Provide opportunities for students to engage in the co-curricular activities and gain a rich experience of students
- Provide specialist support services to meet the diverse needs of students referred or signposted by Academic Advisors
- Communicate their services effectively to students and to colleagues in Schools and professional services. Work collaboratively with colleagues in Schools and with students in order to provide effective, integrated, joined-up support for students
- Provide multi-channelled, multi-tiered support services to supplement support provided through Academic Advisors
- Make it easy for Academic Advisors to refer students for help and support as needed
- Provide management information to Schools to support the Academic Advisor function
- Provide templates to assist the processes associated with Academic Advising, including those for reporting.
- Provide training, guidelines and resources for Schools, including prompts for Academic Advisors and outlines for structured Academic Advisor sessions.

### **IT Services: Responsibilities for Academic Advising**

IT Services will be responsible for providing integrated IT functions to support an effective Academic Advisor meeting process:

- Key single-screen information providing Academic Advisors with essential information (for example, on whether there has been a breach of Academic Misconduct Regulations or Attendance Policy; whether assignments have not been submitted)
- E-mail alerts to inform Academic Advisors of key information such as that mentioned above, with prompts to the Academic Advisor to contact their tutee
- The ability to capture information that shows that offers of Academic Advisor meetings have been sent to students
- The ability for Academic Advisors to capture that their meetings with an advisee has taken place
- The ability to track attendance at Academic Advisor meetings, as well actions arising, and cross reference such information to other information about the student

- The ability for the Academic Advisor to capture, electronically, brief notes of what was discussed and any action arising
- Generate management reports on student uptake as well as on key measures for compliance with University Academic Advising Policy.

### **Academic Advisors: Responsibilities for Academic Advising**

In addition to responsibilities outlined in the main body of the policy, Academic Advisors will be responsible for:

- Helping advisees to articulate their abilities, experiences and achievements in ways that will be most meaningful to potential employers, in order that tutees are able to compete for placements, internships and graduate jobs
- At the meeting, an Action list will be provided to the advisee.
- Inform the student about the DLSA and how to progress onto it/maintain progress.
- helping students to make effective use of meetings, such as by sending them some draft agendas of Academic Advisor meetings, so that students gain a sense of the kinds of things that could be raised at meetings.
- logging attendance at Academic Advisor meetings and ensuring that their advisees have been offered meetings in line with requirements of the policy;
- generally motivating and encouraging their advisees to engage with their studies and in preparing for employability;
- encouraging students to join in co-curricular activities and, more generally, in the life of the University
- knowing where to look for updated information on where and how to report students for additional support
- undertaking personal development to support their roles
- being proactive in following up students who appear at risk of disengaging from their studies, under-performing, or in need of support
- fulfilling any additional responsibilities for Academic Advising required within their School or Subject.

### **Academic Advising: Students' Responsibilities**

It is expected that, as a student of UEL, you will;

1. Prepare for each meeting, as specified by your Academic Advisor.
2. Carry out the actions provided to you at the meetings.
3. Make full use of the opportunities provided for Academic Advisor meetings. Your Academic Advisor is your key contact at the University, and is there to guide you so that you have the best possible chance of enjoying your time at UEL, succeeding in your studies and enhancing your career prospects.
4. Read the information provided about Academic Advisor meetings.
5. Make sure you know the name and contact details of your Academic Advisor.
6. Put scheduled Academic Advisor meetings into your diary, planner or organiser.

7. Attend all meetings and arrive on time.
8. Inform Academic Advisors if you know you can't make a scheduled Academic Advisor meeting; ideally don't cancel appointments with less than a day's notice. If you miss a meeting, contact the Academic Advisor as soon as possible to apologise and make a new appointment.
9. Take responsibility for finding out what you need to know and at having a go at resolving your difficulties before asking your Academic Advisor for help. Use your handbook, online information, the student hub.
10. Do ask your Academic Advisor for help if you need it. Talk to them if you feel that you are struggling with your studies or some aspect of being a student. Don't wait until it is too late as it is usually easier to resolve matters if raised early. If your Academic Advisor can't address all your concerns, they will guide you to the right student service for further help. Most students find it useful to talk to their Academic Advisor at some point during their studies.
11. Take charge. Follow up on actions agreed in the meeting. Make use of additional support services if these are signposted to you. As part of the assessment for designated level 4 modules, provide a brief written report of your meeting(s) with your Academic Advisor, considering how these have supported the development of your studies.

## **Annex B: Academic Advising Meetings: structure, timetable and outline of meetings**

### **Meeting structure**

Academic Advisor meetings should be offered according to the University Academic Advising Policy, as set out in the following table. As an overview: A recommended minimum number of 2 contact meetings will take place each academic year. One meeting at the beginning of each term, with the Dean's List for Student Achievement (DLSA) explained at the beginning of each academic year. Notifications of DLSA success at the end of each academic year, with gap analysis and intervention system at interim meetings.

	<b>INDUCTION/ WEEK 1</b>	<b>TERM A</b>	<b>TERM B</b>
New starts	Meeting (introductory)  Individual or group meeting	Meeting 1:  (within first six weeks of term)	Meeting 2:  (within first two weeks of the calendar year)
Subsequent years		Meeting 1:  (within first six weeks of term)	Meeting 2:  (within first two weeks of the calendar year)

### **Encouraging student engagement with the policy**

The Dean's List of Student Achievement (DLSA) incentivisation system is intended to deal with this challenge. However, Schools should make every effort to maximise attendance at meetings. Subject heads and programme managers should monitor uptake. Where there is not a high level of take up, steps should be taken to improve this. For example, Schools might consider whether linking Academic Advising with assessment would help to encourage attendance.

The Dean's Club, currently being developed concurrently with the DLSA, by the UELSU, will encourage engagement by providing a system of staff-nominated student awards for special achievement.

### **Outlines of meetings (Indicative only, for guidance)**

Potential outlines for Academic Advisor meeting sessions are suggested below.

#### **Year 1, introductory meeting - Welcome and setting the scene**

- Welcome students. Overall, help them to feel positive about the Academic Advisor system and confident about using it.
- Make sure they have your contact details and know how to contact you to arrange a meeting.
- Set a non-threatening activity to encourage students to start talking to each other, fostering a sense of belonging as a member of the School
- Explain the purpose of Academic Advising and its functions (as outlined in the policy) so that students grasp the reasons for having this. Allay any fears that they might have about using the Academic Advisor system.
- Explain that the Academic Advisor is the first point of contact for matters that pertain to their general success as a student. However encourage them to take responsibility for using the system appropriately, checking other sources of information and help available in the first instance.
- Explain how Academic Advising will work for their programme of study, outlining whether this will be through individual or group meetings and/or integrated into part of some class-based sessions, etc.
- Clarify when and how they will be contacted in order to invite them to meetings, and what they should do if they need to arrange a meeting at other times. Encourage them to ask for help when needed rather than waiting until too late.
- Discuss with them how to get the best from meetings, and their own responsibilities as outlined in the policy.
- Encourage students to discuss possible scenarios where they might make use of the Academic Advisor system and when, by contrast, they can make use of a student hub.
- Encourage students to consider how they could make Academic Advising work effectively; relate this to students' responsibilities within the policy and why these are important to their success.
- Explain the purpose of Induction and its benefits (unless covered elsewhere in the induction programme).
- Encourage students to explore what they want to achieve from their time at UEL and their future ambitions; provide a broad steer as to how these might be advanced through the course or through their time as a student more generally.
- Consider how students can might make best use of the first few weeks at University (unless covered elsewhere in induction).
- Motivate students to settle down to study quickly and make most use of their time, pacing their studies across the year.
- Clarify where students can find further information; draw their attention to information provided in the handbook; encourage their use of the handbook in general.

### **Year 1, meeting 2 – mid-year review**

- Check students are on target to complete their works and/or pass their exams

- Review their marks for assignments so far. Are they aware of how they could improve their marks? What kind of feedback have they received? How are they using this?
- Check they have visited the Careers and Employability Service. Are they using the developmental opportunities available to them?
- Explore how they feel about being a student on this programme? What would improve their experience?
- Explore their thoughts about the programme next year; Do they need to select any particular options?
- Which skills and qualities have they developed so far this year? What do students need to do now in order to ensure successful progression?
- Explain progress onto the DLSA, and perform gap analysis where necessary.

## **Appendix 1**

### **Dean's List for Student Achievement (DLSA)**

The DLSA is designed to celebrate our student's achievements in each year of study. From the moment of your first year induction, to the date of your final degree award, you are actively attending classes, researching for, and then completing, assessments and visiting with your Academic Advisors to ensure that your academic and personal development is optimised.

To this end, we are launching our DLSA to recognise our students who reach the required standard of student achievement in the following areas of university life:

#### **Academic Performance:**

- Average Mid-Year Assessment
- Average Module Mark
- Module Pass Rate
- Academic Performance
- Complete submission of all assignments (link to P&R)
- Most improved (mapping learning gain)

#### **Scholarly Engagement:**

- Athens Activity
- Kortext Activity
- Library Book Loans
- Library Visits
- Module Attendance
- Moodle Activity

#### **Personal Development:**

- Civic Engagement (getting involved with projects or initiatives)
- Academic Advisor Engagement
- Student Events and Participation (Attending or organising events, being a student ambassador etc.)
- Professional Development (PDA, engagement with CASE, extra modules, training)
- Most effective student REP

Inclusion on this exclusive list is an achievement that you will want to share with your fellow students, families, friends and future employers. At the end of each academic year of study, the DLSA will be published. We would hope that you will make it onto this list in each year you are studying with us.

## Appendix 2

### **Roles and Boundaries in Academic Advising**

In order to establish and achieve an effective and productive *Advisor – Advisee* relationship, the parameters of Academic Advising need to be transparent and understood by advisors and advisees alike. Students need to be clear about what they can expect from their named Academic Advisor (AA) and, likewise, advisors need to understand the expectations and boundaries of their role as an AA.

All students are entitled to have a Academic Advisor. This will be a named member of staff within the student's school.

***In line with UEL policy and local school arrangements, Academic Advisors need to establish from the start of the year:***

- Specific dates, times and locations for availability to advisees
- How meetings will be recorded
- How student progress will be monitored
- How students can make contact when necessary outside pre-arranged AA time

***Academic Advisors can expect to support students with a range of issues. These frequently include (but are not limited to):***

- Developing study skills
- Managing workload and planning time for study
- Revision
- Learning in Higher Education
- Specific difficulties with studies
- Career advice
- References

However, Academic Advisors should ***not*** be advising or advising students in relation to ***specific*** module or programme issues such as:

- Module assignment guidance
- Understanding specific module Learning Outcomes
- Dissertation supervision
- Module-specific Advising

In such cases, the student should be guided to contact their module tutor or dissertation supervisor.

***Academic Advisors need to be aware that:***

- External issues and Academic problems can adversely affect student performance
- Students may need to meet with their Academic Advisor in order to discuss Academic matters that are impacting on study or attendance
- Students may seek support, reassurance and advice on matters that are not directly connected to their study or their student status
- You will occasionally encounter situations which will test your judgement, knowledge and expertise.

Whilst in many cases the student is right to contact their AA for advice, it is important to be fully aware of the boundaries of the AA role in order that you can offer the correct level of support or referral where necessary:

### **Understanding the Boundaries**

*A few basic boundaries include:*

- Meet in appropriate places on campus, preferably in a room with a windowed door
- Keep the agenda and focus on supporting the student in their studies
- Don't offer help or support outside the AA role outlined in Part One (e.g.; do not lend money or offer accommodation)

### ***Dealing with non-study related Academic issues:***

It is not unusual for students to want to speak to their AA about Academic matters. Whilst AAs should be sensitive to the needs of their students, it is the impact on studies that must remain the focus of concern. It is important to remember that:

- An Academic Advisor is not a counsellor
- An Academic Advisor is not an advisor on finance, visas, relationships, etc.
- An Academic Advisor is not a social worker
- Academic Advising is not a therapeutic relationship

### ***Dealing with specific issues:***

If a student has a specific issue or problem – or one that you do not feel comfortable/able to deal with - then it is important to know where and how to make a referral. Once you feel that an issue has reached the boundaries of Academic Advising, then you need to be aware of:

- The role and function of the Disability, Dyslexia and Access Centre at UEL (*eg; in a case where the student requires specific disability related help, support or diagnostic advice*)

- The role, function and support services offered by the UEL Health Team (eg; where you have concerns for the health or welfare of the student)

**It is important, however, to make a follow-up meeting with the student following a referral**

### ***Confidentiality:***

Meetings between AAs and students should be recorded in order that progress can be monitored and checked. However, confidential details of the meetings between the AA and student should not be discussed with others, unless this is your line manager or you are given explicit permission by the student.

*In particular, matters relating to students should never be discussed with the student's parents.*

If a student should make a confidential disclosure, it is important to be aware that:

- There are conditions to confidentiality
- Where the student, other students, staff or members of the public are at risk, it is essential to report the matter to your line manager (or, in the case of an emergency, to security / emergency services or make an appropriate referral)
- Take threats of self-harm seriously.

### ***Responding in difficult situations:***

Although rare, sometimes situations do arise which cross the boundary of the professional role of the AA. It is not appropriate for an AA to have to deal with:

- Threats, anger or violence
- Rudeness
- Over-familiarity
- Extremely distressed students
- Litigiousness
- Complaints about colleagues

There are basic rules in all such situations:

- Stay calm
- Engage appropriately and professionally with the student
- Be vigilant of your own safety and the safety of those around you, including the student
- Be clear and direct in your instructions
- Know where to obtain the correct support and assistance (*see useful contacts below*)
- Call for help if necessary

- Discuss with your line manager at the next opportunity

***Responding to student distress:***

- Keep the student calm
- Show you are listening
- Don't trivialise the issue - acknowledge it
- Suggest that the issue is manageable
- Offer to help within the boundaries of your role
- Make appropriate referral

***Responding to rudeness:***

- If a student sends a rude email, do not respond
- If a student is rude in a face-to-face meeting or on the phone, inform them that you will end the meeting/call, and then do so
- Record the incident and report to line manager

***Dealing with complaints:***

- Listen to what the student has to say
- Take notes
- Whilst acknowledging the student's concern, do not demonstrate agreement (you cannot accept everything at face value)
- Advise the student of the UEL procedures for complaints

***Serious incidents:***

- Be calm but assertive
- Never put yourself in danger
- Remove yourself from the situation (if necessary, make a distraction)
- Make sure the situation is safe for others; call for appropriate help
- Report the incident immediately

***Useful Contacts and Links:***

- **Student Life** : 020 8223 7611 (between 10am–2pm Monday to Friday)
- **The Disability, Dyslexia and Access Centre Stratford**  
R Building  
University of East London  
Stratford Campus  
Water Lane  
London E15 4LZ
- **Disability, Dyslexia and Access Centre Docklands**  
North Building  
Docklands Campus  
University Way  
London  
E16 2RD

- Email [ddac@uel.ac.uk](mailto:ddac@uel.ac.uk)
- **The Student Mental Health and Wellbeing Policy:**  
<http://www.uel.ac.uk/wwwmedia/uelwebsite/contentassets/documents/studentlife/MentalHealthPolicy.pdf>
- **UEL Security Services**  
**Emergencies: 020 8223 7771 (24/7) All Campuses**

Docklands	020 8223 <b>5599</b>	<a href="mailto:secudl@uel.ac.uk">secudl@uel.ac.uk</a>
Stratford	020 8223 <b>4073</b>	<a href="mailto:secust@uel.ac.uk">secust@uel.ac.uk</a>
University Square	020 8223 <b>7888</b>	<a href="mailto:reception.uss@uel.ac.uk">reception.uss@uel.ac.uk</a>
- **The Student Money Advice and Rights Team (SMART)**  
Docklands Campus - NB2.06  
  
Stratford Campus - RBG.04  
  
Email: [smart@uel.ac.uk](mailto:smart@uel.ac.uk)  
  
Phone: 020 8223 6200  
  
[facebook.com/uelmoneymatters](https://facebook.com/uelmoneymatters)  
  
[twitter.com/uelmoneymatters](https://twitter.com/uelmoneymatters)