In order to develop students’ academic skills, we:

- manage expectations by making service parameters clear
- use questions to encourage student reflection
- focus on developing skills through the issues presented
- create opportunities to try specific strategies and build student confidence to carry them out independently
- focus on positive achievements the student has made independently
- challenge the student to consider what they can do next

To maximise appointment effectiveness, we:

- review previous appointment notes
- only provide advice for work ‘part of the academic program’
- make use of assessment task sheets
- identify the most important issues
- direct students to relevant resources (e.g. AS flyers)
- end the appointment on a positive note
- write case notes as per Student Advising Notes Guidelines

In certain situations, we may need to:

- provide feedback to the institution where appropriate
- recognise the need for external support or advocacy and make referral if needed
- identify when a student is becoming dependent
- promote the message that students can see any adviser
- contact the student if they are running late
- prioritise verbal interaction (in person/ Skype/ telephone) over written (email/annotated attachments)
- share trends with other advisers

Students must take responsibility for their learning. We expect students to:

- be punctual and prepared for appointments (e.g. bring hard copy and task info, plan some specific questions to ask)
- discuss discipline and content specific issues with academic staff
- summarise the key points/actions covered during the appointment
- apply the strategies independently

We conduct our work in accordance with the Student Charter, and remain committed to the Values, Principles and Objectives outlined in the AALL Position Statement.