

Empowering Student Success



School of Nursing, Midwifery & Health Systems

Academic Advising Case Study 2024-2025

Dr Michael Connolly, Senior Academic Advisor

At a Glance

Overview of the academic advising pilot

264

**Stage 1
Students**

58

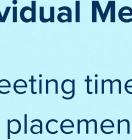
Academic Advisors

5:1

**Student-to-Academic
Advisor Ratio**

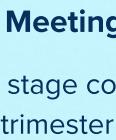
The Academic Advising Model

Structured group sessions paired with required individual meetings on designated days



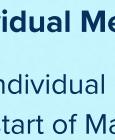
**Trimester 1:
Individual Meeting**

Initial meeting timed before hospital placements begin



**Stage Level
Meetings**

Held by stage coordinators in each trimester



**Trimester 2:
Individual Meeting**

Final individual meeting at the start of May

Key Meeting Focuses

The aim is to transition to an overall academic progress focus

Individual Meetings Conversational Framework

- First Meeting:** Get to know students before placements, assess adjustment to third-level education
- Follow-up Meetings:** Review clinical placement, verify clinical assessment (NCAD/MIDCAT), and discuss academic progress
- Future Focus:** Shifting the emphasis to overall academic progress rather than just clinical assessment verification
- Academic Plans:** Currently not used, but will be considered for future use

Group Meetings Prescriptive Information

- Planning:** Overview of the next trimester, future projects, internships and other opportunities
- Academic Matters:** Exam preparation and how to calculate GPA
- Supports:** Reiterating available supports in UCD and the clinical environment
- Context:** Discussion of difficulties in the health system and NMBI requirements

Connecting with Students

Academic advisors maintained contact through emails tied to key points in the academic year

Trimester 1

Academic advisors sent initial welcome emails introducing themselves and advising on upcoming meetings (w/c Nov 11, 2024).

Trimester 2

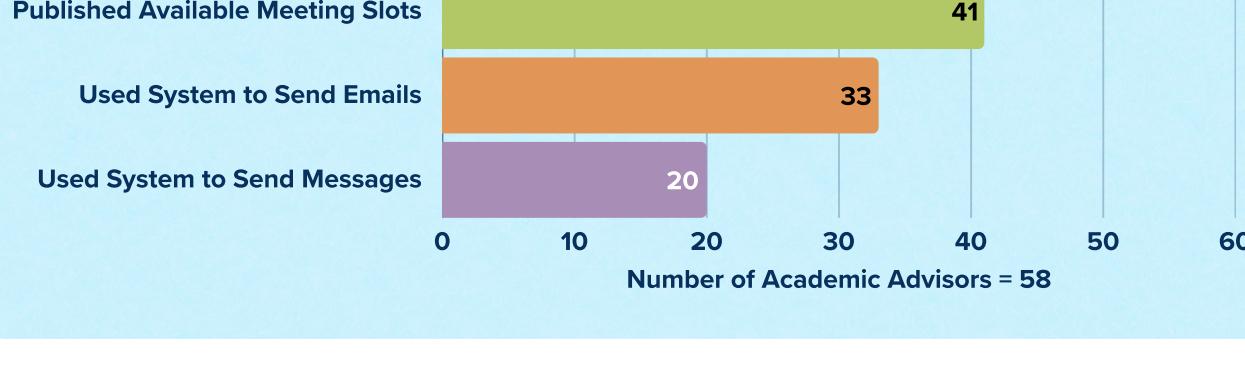
Academic advisors wrote to students to welcome them back to campus and remind them to reach out for help or a catch-up (w/c Mar 10, 2025).

Trimester 2

Academic Advisors reached out to nursing and midwifery students to invite them to meet to discuss their progress on the programme and their completed clinical placement. Students bring their National Competency Assessment Document (NCAD/MIDCAT), medication and skills workbooks to the meeting so that their progress on the programme can be discussed including the verification of the outcomes of the National Competency Assessment Document (NCAD/MIDCAT) for the completed clinical placement (w/c Apr 14, 2025).

Academic Advisor Engagement

Staff proactively engaged with the system, though workload distribution varied



Number of Academic Advisors = 58

Lessons Learned

Key insights and takeaways from the implementation of the academic advising approach

Strengths of the Approach

- Timely Advice:** Formal group and individual meetings were scheduled at key points when most relevant to students.
- Designated Meeting Dates:** Academic advisors in the school met students on particular designated days. This helped with planning and organisation and reinforces the academic advising culture.
- Meeting Format Matched to Content:** Large-group meetings focused on prescriptive type information, whilst one-to-one meetings focused on individual student needs.

Areas for Consideration

- Change in Focus:** A shift in emphasis is taking place so that academic advising has more of an overall academic progress focus rather than verification of clinical assessment. This will take some time.

