



MAR  
2021

ALBUKHARY INTERNATIONAL UNIVERSITY



*"inspiring minds"*



**AIU** ACADEMIC  
ADVISORY SYSTEM (AAS)



## **PREAMBLE**

The handbook is the main guideline that regulate the Academic Advisory System (AAS) of the Albukhary International University (AIU). AAS Handbook outlines a comprehensive academic advisory system approach for AIU to achieve the goals and objectives set forth by the University. The purpose of this Academic Advisory System Handbook is to assist all AIU academic staff, students and all other stakeholders in implementing academic advising efficiently.

The AAS Handbook is published and circulated to all AIU staff and students for them to refer, read, adhere to the guidelines, as well as to manage, supervise and administer the academic affairs to ensure the quality and standard of the academic programmes at AIU.

The handbook for AIU Academic Advisory System has been developed and prepared by the following AIU academics :

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ALBUKHARY INTERNATIONAL UNIVERSITY

## ACADEMIC ADVISORY SYSTEM

### 1.0 Introduction

#### 1.1 What is Academic Advisory System?

Academic Advisory System (AAS) is a collaborative relationship among the advisors, advisee, schools, centres and many other departments and units that support student success at AIU.

AAS is an active engagement between advisor-advisee. Through this active engagement, an advisor and advisee, may develop proper academic plans to meet their educational and career goals and become self-directed learners. This partnership between advisee and advisor spans throughout the period an advisee spends completing a programme of study at the university.

AAS takes place in "situations in which an institutional representative gives insight or direction to student about an academic, social or personal matters. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (Kuhn. T, 2008). AAS is a process in which advisors assist advisee, develop both their academic and personal potentials. It encompasses the development and delivery of accurate, up-to-date information regarding educational programmes, courses, resources, policies, procedures, and career options to aid advisee in pursuing their academic and career goals. As such, advisor assists advisee to realise the maximum educational benefits available to them by helping them to better understand themselves and to learn to use resources of the institutions to meet their educational needs (Crockett,1984).

#### 1.2 The Importance of Academic Advisory System

The AAS system renders many advantages to advisee, among which includes: -

- 1.2.1 Making advisee feel connected to the university, feel cared about, understand their purpose, have clear academic and career goals and are more apt to persist in their academic endeavours.
- 1.2.2 Exploring advisee's academic interests, identify resources for additional information and support, and develop plans of study appropriate for their educational goals.
- 1.2.3 Providing advisees with intensive advising support through regular contacts.

### 1.3 Parties in the Academic Advisory System

The parties involve are: -

#### 1.3.1 **Advisor**

Advisor refers to an appointed lecturers from the Schools or Centres. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experiences for advisee's benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate.

#### 1.3.2 **Advisee**

Advisee refers to student whom is assigned to an appointed lecturer.

#### 1.3.3 **School or Centre.**

School or Centre refers to the University Authority, which is responsible for conducting academic programmes, and is vested with the powers from the Senate to confer Bachelor Degrees / Foundation Certificates to students.

### 1.4 Objectives of Academic Advisory System

The objectives are to assist advisees in: -

- 1.4.1 Fostering AIU Core Values of 5A's (*Aqidah, Akhlaq, Adab, Amanah and Amalan*).
- 1.4.2 Understanding institutional policies, procedures and regulations.
- 1.4.3 Furnishing information on academic programmes, institutional support services and resources.

- 1.4.4 Planning, monitoring and evaluating their educational plans towards degree completion and developing decision-making skills.
- 1.4.5 Developing their intellectual, personal, and social development.
- 1.4.6 Determining their career goals.

1.5 Management of Academic Advisory System

The AAS management are as follows: -

- 1.5.1 the ratio of advisor to advisee is 1:25. This is to ensure the effective academic advising can be done. The ratio of advisor to advisee will be reviewed from time to time.
- 1.5.2 Schools or Centres must ensure that the minimum number of meeting between advisor and advisee is at least TWO (2) meetings per semester.

**2.0 Roles of School and Centre.**

For the effectiveness of AAS, the role of the Schools or Centres are vital In this context, Schools or Centre must : -

- 2.1 Ensure the appointment of advisor is made and registered in the Campus Management Systems.
- 2.2 Adhere the ratio of advisor and advisee not exceeding 1:25.
- 2.3 Monitor the overall academic advising process and to ensure the minimum of TWO (2) official meetings between advisor and the advisee take place.
- 2.4 Ensure all meetings between the advisor and advisee are recorded.
- 2.5 Discuss any related issue regarding this Academic Advisory System (AAS) in the School/Centre Board Meeting.

### 3.0 Roles of Advisors.

Advisors play a significant role in assisting students to recognise and achieve their academic and career goals. Consequently, the advisors are expected to:

- 
- 3.1 Verify and audit each course registered by the student in each Semester.
- 3.2 Engage students through active discussion of their educational and career objectives in order to help students to explore the range of opportunities available at AIU.
- 3.3 Assist students to understand the programme curriculum structure, the Program Learning Outcomes, University requirements, internships, and other related academic matters.
- 3.4 Help students to understand the nature of the University's academic programmes and to understand the expected standards of achievement and likelihood of success in certain areas of study.
- 3.5 Assist students in addressing concerns affecting their academic progress and make referrals to appropriate support services.
- 3.6 Ensure that students are aware of appropriate University procedures and policies, and help students understand their purpose and rationale.
- 3.7 Advise students to plan a programme of study and give advice about courses and the adjustment of course loads (credit hours).
- 3.8 Participate in ongoing professional development to keep informed of latest advising practice and University policies.
- 3.9 Consistently monitoring the advisee's academic performance and progress throughout their study by using the AIU Campus Management Systems.
- 3.10 Meet advisee at least TWO (2) times during each semester. Meetings should be scheduled early and at the end of the semester. All the meetings must be recorded in the provided form.
- 3.11 Maintain confidentiality and keep a file which contains advisee information such as appointment records, curriculum planning sheets, academic matters or any other related documents.



#### 4.0 Roles of Advisee.

- 4.1 Advisees are responsible in achieving their academic and career goals. In general students must:-
  - 4.1.1 Get approval and verification from the Advisor on course registration or drop or withdrawal.
  - 4.1.2 Seek useful and required information on class scheduling, course registration, program planning, and the successful completion of all graduation requirements.
  - 4.1.3 Get more information on their curriculum structures by learning more about their specialization to fit of their interests.
  - 4.1.4 Engage in planning prior to meetings with advisors using any relevant tools and resources, such as proposed Academic Plans, and degree audits.
  - 4.1.5 Meet the advisor at least TWO (2) times during each semester to discuss educational goals, plans, academic progress, challenges, and other concerns on academic matters. Meetings should be scheduled at early and in the end of the semester.
  - 4.1.6 Understand the policies, guidelines, and rules of the University.
- 4.2 Direct entry student should: -
  - 4.2.1 Apply for credit exemption in the first week of the first semester enrolled at the university.
  - 4.2.2 Submit the completed **Credit Transfer Form** with the previous diploma/degree program structure from prior institution or prior programme at AIU to the School for the process of credit transfer application.
- 4.3 International student should: -
  - 4.3.1 Alert on the immigration visa requirements, visa expiration date and visa renewal procedure.
  - 4.3.2 Socialise with the local students in the university.
  - 4.3.3 Learn basic *Bahasa Melayu* to facilitate daily activities.

4.3.4 Learn, understand and respect the local culture in order to engage with the local community.

4.4 Final year student should:-

4.4.1 Complete the Ministry of Higher Education (MOHE) Graduates **Tracer Study** or *Kajian Pengesanan Graduan IPTA/IPTS*; an online survey at <http://graduats.mohe.gov.my> by the end of their studies.

4.4.2 Comply with all the rules set by the university for the graduation and convocation.

## **5.0 Advisor's Appointment**

5.1 Schools or Centres will appoint the advisor, and assign the respective advisees during the Orientation Week, and registered in the Campus Management Systems.

5.2 The ratio between advisor and advisee must not exceeded 1:25.

5.3 In case of advisor's resignation/contract termination etc, a new advisor will be appointed by the Schools/Centres.

## **6.0 Process of Academic Advisory System\*.**

6.1 At the beginning of Academic Advisory System - Orientation Week & appointment of the advisor & advisee. (School)

6.2 At the beginning of new semester.

6.2.1 Instruct advisor to set the first meeting with the advisee in the early of semester (between week 1-2). (School)

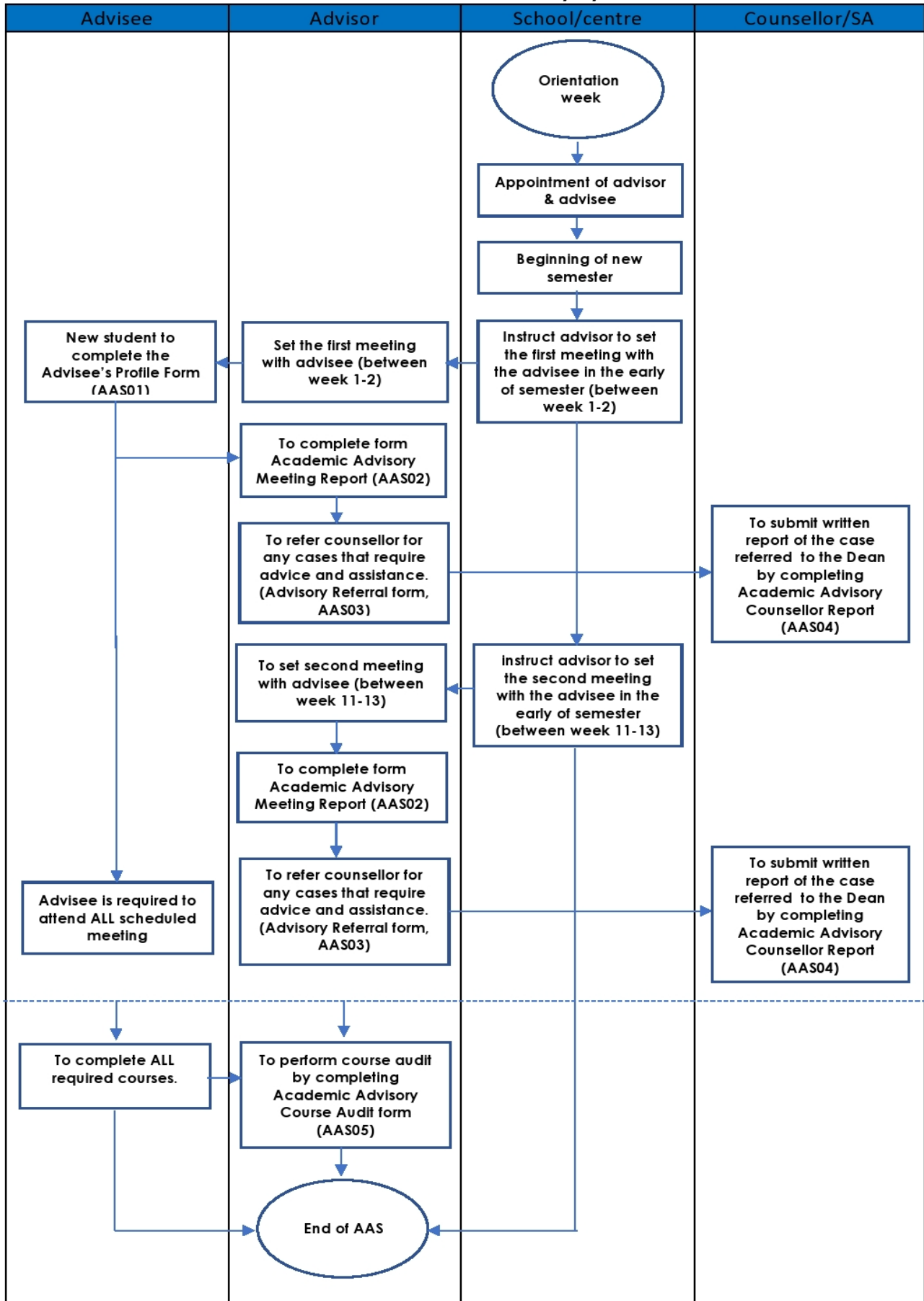
6.2.2 Advisor to set meeting with advisee (between week 1-2). (Advisor)

6.2.3 Advisee is required to complete the Advisee's Profile Form (**Refer Appendix I, AAS 01**) (for new student only). (Advisee)

6.2.4 Advisor has to complete form Academic Advisory Meeting Report (**Refer Appendix II, AAS02**). (Advisor)

- 6.2.5 AIU counsellor will be referred to for any cases that require advice and assistance. Advisor need to complete Academic Advisory Referral form **(Refer Appendix III, AAS03)**.
- 6.2.6 Counsellor has to submit written report of the case referred to the Dean by completing Academic Advisory Counsellor Report **(Refer Appendix IV, AAS04)**.
- 6.3 Schools or Centres have to instruct for second meeting between advisor and advisee before the final assessment / final examination week, between week 11-13 [\(School\)](#)
  - 6.3.1 Advisor to set meeting with advisee (between week 11-13). [\(Advisor\)](#)
  - 6.3.2 Advisor has to complete Academic Advisory Meeting Report form **(Refer Appendix II, AAS02)**. [\(Advisor\)](#)
  - 6.3.4 AIU counsellor will be referred to for any case(s) that require advice and assistance. Advisor need to complete Academic Advisory Referral form **(Refer Appendix III, AAS03)**. [\(Advisor\)](#)
  - 6.3.5 Counsellor has to submit written report of the case referred to the Dean by completing the Academic Advisory Counsellor Report **(Refer Appendix IV, AAS04)**.
- 6.4 Advisee is required to attend **ALL** of the scheduled meetings. [\(Advisee\)](#)
- 6.5 The advisor is responsible to perform course audit by completing Academic Advisory Course Audit form **(Refer Appendix V, AAS05)** to ensure advisee has completed **ALL** required courses in the last two semesters before graduation. [\(Advisor\)](#)
- 6.6 End of Academic Advisory System.

**\*Process of Academic Advisory System**



## 7.0 Additional Activities

The Schools/Centres may conduct additional activities such as: -

- i. Academic Advisory Day.
- ii. Motivational Talks.
- iii. Study Techniques.
- iv. Reading and Memory Techniques.
- v. Festival Celebration.
- vi. Dean List Celebration.
- vii. International Students Day.
- viii. Sport and recreational activities.
- ix. Any other activities provided by the school/centre.

## 8.0 Advising Special Needs

Advisor should provide extra assistance and attention in addressing the specific needs of the advisee. The purpose of these assistance is to assist advisee to realize their maximum educational potential through communication and information exchange with the advisor.

### 8.1 Advising New Intake Students

Advisors of new intake students should: -

- 8.1.1 check and inform advisee of the existing and graduation criteria contained in AIU Academic Regulations.
- 8.1.2 inform advisee that the appointed advisor will remain throughout his/her studies.
- 8.1.3 provide guidance and motivation to help advisees adapt to the new environment.
- 8.1.4 conduct icebreaking session with advisees to establish bonding.
- 8.1.5 inform advisees of the two formal meetings with advisor in every semester.

### 8.2 Advising Direct Entry Students

In addition to the above, advisors of direct entry students should also inform advisees to apply for credit transfer by completing Credit Transfer Application Form in week 1.

### 8.3 Advising Final Year Students

Advisors of final year students should: -

- 8.3.1 Cross-check and verify total credit required for graduation using AIU Campus Management System.
- 8.3.2 Inform advisees who are expected to complete their studies to submit the Application for Conferment of Degree/Certificate Form to the school/centre.
- 8.3.3 Encourage advisees to attend exhibitions/seminars on career development.
- 8.3.4 Assist advisees to attend internship briefing conducted by the internship coordinator.
- 8.3.5 Advise on job search prospects, potential career advancements and salary.
- 8.3.6 Advise and assist advisees who wish to further their studies on selection of a suitable place and field of study.
- 8.3.7 Advise on possible financial sources for further study.
- 8.3.8 Advise and make advisees aware of the need and importance of certification and registration with professional bodies/associations.

### 8.4 Advising International Students

Advisors should advise international students on the need to :-

- 8.4.1 Inform advisee to refer with International Student Unit (ISU) on any issues related to Immigration requirements i.e. visa requirements, visa expiration dates, visa renewal procedure.
- 8.4.2 Socialise with the local student.
- 8.4.3 Learn Bahasa Melayu for daily activities.
- 8.4.4 Learn, understand and respect the local culture.

8.4.5 Learn and understand government regulation related to educational system.

8.5 Advising Students on Probation Status

Advisors should advise advisees to register for only twelve (12) credits. Advisors should assist advisees to: -

8.5.1 Analyse results of advisee of the previous semester.

8.5.2 Strategize and review previous plan of study.

8.5.3 Prioritise registering for course(s) from previous semester by referring to the Programme Study Plan.

8.5.4 Decide on the courses to register for that particular semester.

8.6 Advising Online Learning Mode

Advisors should advise online student to: -

8.6.1 Develop awareness of the technical support services that are available at AIU, and have the contact information readily available.

8.6.2 Facilitate advisee in addressing time management issues.

8.6.3 Ensure the advisee is familiar with AIU learning management system such as google classroom.

8.6.4 Encourage advisee to remain in contact with their advisor/lecturer frequently.

## 9.0 Principle of Ethics in Academic Advising

Academic advisors must develop and adopt ethical practices when addressing the unique problems faced by their advisees. Ethics is defined as an attempt to think critically what is right and what is wrong, what is good and what is bad, in human conduct. Below are the do's and don'ts in academic advising: -

### 9.1 Confidentiality

All advisors must ensure that they maintain confidentiality with respect to all communications and records considered confidential. Unless written permission is given by the advisee, all information disclosed in individual sessions must remain confidential.

### 9.2 Equality

Advisors must ensure that advisees are given access to services on a fair and equitable basis. Any personal conflict of interest must be avoided.

### 9.3 Conflict of Interest

Advisors must ensure that any of conflict of interest must be handled in accordance with established procedures as highlighted in AIU Academic Regulation and Student Handbook.

### 9.4 Sexual Harassment

Advisors must not be involved in any form of sexual harassment, such as sexual advances, requests for sexual favours, as well as other verbal or physical conduct of a sexual nature.

### 9.5 Limitations

Advisors must recognize the limits of their expertise in advising the advisees so that further expert can be referred.

### 9.6 Circumventing Institutional Policies

Advisors must not counsel or aid advisees in circumventing institutional policies or regulations. When confronted with situations in which advisees have violated or circumvented established policies or norms, the advisor is obliged to address the issue and refer students to the appropriate units or agencies.

### 9.7 Emotional Involvement

Advisors should refrain from having any emotional involvement with their advisees. If an advisor finds difficulties in handling such a situation, the advisee should be referred to a professional counsellor.



## 10.0 Academic Advising Skills

Advisors must be equipped with the following skills to ensure effective advising and counselling to take place, such as: -

### 10.1 Interpersonal Skills

These skills involve the ability to communicate and build relationships with advisees. Effective interpersonal skills can help advisor handle situations positively.

### 10.2 Active and Good Listening Skills

Listening is the ability of the advisor to carefully listen to advisees opinions, ideas, suggestions, and problems. An active listening must have a high degree of empathy in order to attend to the feelings or ideas being expressed by the students/ advisees. When listening, advisor must focus on the content, expression and behaviour of the advisee.

### 10.3 Questioning Technique

Advisor is encouraged to use open-ended questions as it help to avoid problems such as distractions and emotional involvement. This type of questions can assist advisees to understand their issues rather than simply supplying information to the advisor. Closed-ended questions have the effect of shutting down or limiting conversation. Focusing questions are questions asked in order to focus or prioritise what the advisee needs to talk about.

### 10.4 Paraphrasing Skill

Advisors can also paraphrase i.e. translate raw perceptions of what their advisees are saying into more precise words or repeat their messages without adding any new ideas.

### 10.5 Organizing Skill

It is the ability of the advisor to arrange the work advising and counselling in a way that ensures the best benefit of them.

### 10.6 Leadership Skill

It is the ability of the advisor to direct the advisee towards achieving their desired goals.

### 10.7 Group Counselling Skill

The advisor is encourage to practice group counselling skills to deal with a group of students/advisees who share common needs, such as unawareness of the system, educational difficulties, or frequent absence. This can be achieved by identifying the problems, the causes and then make the appropriate decisions to overcome the problem.

10.8 Reflecting

Reflecting is one way of expressing to advisees that advisor is in their frame of reference and that advisor affirms their deep concerns. Three areas of reflecting are feeling, experience and content.

## **REFERENCES**

- Kuhn, T. L. (2008). *Historical foundations of academic advising*. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (p. 3–16). Jossey-Bass.
- Crockett, D. (1984). Academic advising. In L. Noel, R. Levitz, & D. Saluri (Eds.), *Increasing student retention* (pp. 244-263). San Francisco, CA: Jossey-Bass.

 <p>ALBUKHARY INTERNATIONAL UNIVERSITY</p>	<h2>ADVISEE'S PROFILE</h2>
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Full name as in I.C. / Passport: .....

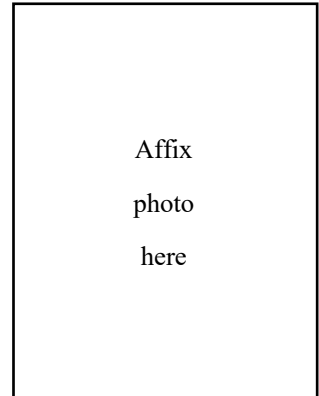
Student ID: .....

School/Centre: .....

Programme: .....

Date of admission: .....

I.C. / Passport No: .....



Age:.....Gender: ( Male / Female )

Date of birth.: .....

Country of Birth: ..... Nationality: .....

Race: ..... Religion: .....

Current residential address: .....

.....

Permanent address: .....

.....

.....

Email address: .....

Contact no. (Local): ..... Contact no. (International):.....

Hobbies: .....

Sport activities: .....

**Particulars of next of kin (to be contacted in an emergency):**

Name of Kin (1) : .....

..... Relationship:.....

Contact no. (Home): ..... (Mobile):.....

Residential address: .....

.....

Name of Kin (2): .....

..... Relationship:.....

Contact no. (Home): ..... (Mobile):.....

Residential address: .....

.....

**ADVISEE INFORMED CONSENT FORM**

*As an advisee I agree that my responsibilities will include:*

1. get approval and verification of the course registered / drop / withdrawal,
2. seek useful and required information on class scheduling, course registration, program planning, and the successful completion of all graduation requirements,
3. get more information on the programme's curriculum structures,
4. engage in planning prior to meetings with advisors,
5. meet the advisor at least TWO (2) times during each semester,
6. understand the policies, guidelines, and rules of the University.


**\*For details, kindly refer to item 4.0 of Academic Advisory System handbook.**

I hereby consent to undergo the Academic Advisory System and will abide by all the rules and regulations.

Advisee's Signature: .....

Date : .....

**Appendix II**

 <p>ALBUKHARY INTERNATIONAL UNIVERSITY</p>		<h2>ACADEMIC ADVISORY MEETING REPORT</h2>			
Name of Advisor					
Name of Advisor					
Student's Id					
Programme					
Year /Semester	Date & Time	No of meetings	Academic Performance (GPA/CGPA)	Activities carried out	Advisor Action

**PREPARED BY:** Advisor's Signature: ..... Date: .....

**APPROVED BY:** HOP's Signature: ..... Date: .....



ALBUKHARY INTERNATIONAL UNIVERSITY

## ACADEMIC ADVISORY REFERRAL FORM

**Advisee's Detail** *(To be filled up by the Deans / HOP / Advisor)*

Name: \_\_\_\_\_

Programme: \_\_\_\_\_ Student ID: \_\_\_\_\_

Tel: \_\_\_\_\_ Email: \_\_\_\_\_

Nature of Complaint: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Request for Counselling: Yes/No

Name of Advisor: \_\_\_\_\_

Designation: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_


**To be used by Student Affairs Department.**

**Requisition No:**

Receive by: \_\_\_\_\_

Receive on: \_\_\_\_\_

Appointment for Counselling: Date: \_\_\_\_\_ Time: \_\_\_\_\_

 <p>ALBUKHARY INTERNATIONAL UNIVERSITY</p>	<h2>ACADEMIC ADVISORY COUNSELOR REPORT</h2>
<b>Name of Advisee</b>	
<b>Student's Id</b>	
<b>Programme</b>	
<b>Year /Semester</b>	
<b>Date &amp; Time</b>	
<b>Name of Advisor</b>	
<b>Counsellor Report</b>	
<b>Further Action By School/ Centre</b>	

**PREPARED BY:**

Counsellor's Signature:

.....

Name: .....

Date: .....

**CHECKED BY:**

Dean's Signature:


.....

Name.....

Date: .....



**Appendix V**

 ALBUKHARY INTERNATIONAL UNIVERSITY	<h2 style="margin: 0;">COURSE AUDIT FORM</h2>
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<b>Name</b>	
<b>Student's Id</b>	
<b>School/Centre</b>	
<b>Programme</b>	
<b>Year/Semester</b>	
<b>Name of Advisor</b>	

No	Course code	Course Name	Credit hours	Gred	Status

**PREPARED BY:**

Advisee's Signature:

.....

Name:.....

Date: .....

**CHECKED BY:**

Advisor's Signature:

.....

Name:.....

Date: .....





ALBUKHARY INTERNATIONAL UNIVERSITY

PUBLISHED BY:

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*"inspiring minds"*

AQIDAH

AKHLAQ

ADAB

AMANAH

AMALAN