

## FOUNDATION PROGRAMME

### SUGGESTED OUTLINE FOUNDATION PROGRAMME WELCOME WEEK MEETING WITH TUTEES

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
<p>Welcome Week – Initial meeting with tutees</p>	<ul style="list-style-type: none"> <li>▪ Explain <b>the</b> role of <b>the</b> Academic Tutor:               <ul style="list-style-type: none"> <li>▪ Help students reflect on their academic progress</li> <li>▪ Work with them to identify strengths/weaknesses in relation to their studies</li> <li>▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)</li> <li>▪ Help them make decisions in relation to their course</li> <li>▪ Support them to review, reflect and act on feedback received</li> <li>▪ Discuss career ambitions and signpost relevant opportunities and services</li> <li>▪ Write references, when necessary</li> <li>▪ Help students identify appropriate extra-curricular opportunities</li> <li>▪ Refer them to specialist support services as and when necessary</li> </ul> </li> <li>▪ <b>Student Details</b> <ul style="list-style-type: none"> <li>▪ <b>Check address, data consent</b></li> <li>▪ <b>Discuss the use of the email system</b></li> <li>▪ <b>Talk through the timetable</b></li> <li>▪ <b>Discuss the IFP modules selected</b></li> <li>▪ <b>Accommodation</b></li> <li>▪ <b>Disability</b></li> </ul> </li> <li>▪ <b>Organisation</b> <ul style="list-style-type: none"> <li>▪ <b>Attendance and correlation to performance</b></li> <li>▪ <b>Preparing for classes</b></li> <li>▪ <b>Coursework submission</b></li> <li>▪ <b>Blackboard</b></li> <li>▪ <b>Where to find help</b></li> </ul> </li> <li>▪ <b>Invite students to be part of the Foundation Student Staff Partnership (SSP)</b></li> <li>▪ Expectations for future meetings, e.g.               <ul style="list-style-type: none"> <li>▪ Group or one-one</li> <li>▪ When are you available, and how can students contact you?</li> <li>▪ Who will arrange the meetings?</li> <li>▪ What students should prepare/bring</li> <li>▪ How you/they should keep records</li> </ul> </li> <li>▪ Choice of modules/options.</li> <li>▪ Role of Support Centres / ISLI School Office</li> </ul>	<p><a href="#">Student Charter</a>            Student signposting document            Postcard about the Academic Tutor System</p> <p><a href="#">Link to the Essentials pages about Academic Tutors</a></p> <p>Template for students to record meetings</p> <p>Information about Study Smart  <a href="https://www.futurelearn.com/institutions/university-of-reading/study-smart/9yv6vr9jpa2tuipv35eveqdsuj7gp">https://www.futurelearn.com/institutions/university-of-reading/study-smart/9yv6vr9jpa2tuipv35eveqdsuj7gp</a></p> <p><b>Materials to support you</b></p> <p><a href="#">Guide for Academic Tutors</a>            (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p><a href="#">Academic Tutor Toolkit</a></p>

	<ul style="list-style-type: none"><li>▪ Transition to university (academic, social, accommodation etc.).</li><li>▪ Remind students about <a href="#">Study Smart</a> and their <a href="#">STaR mentors</a>.</li><li>▪ Have they been able to access RISIS/Blackboard?</li></ul>	
--	--	--

SUGGESTED OUTLINE FOR FOUNDATION PROGRAMME ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Term 1	<ul style="list-style-type: none"> <li>▪ <b>Discuss and promote the Life Tools Talks – to encourage development of softer skills</b></li> <li>▪ <b>Signpost students to <a href="#">sources of support with revision and study</a> (e.g. Study Advice)</b></li> <li>▪ <b>Summative assessments and End of Term tests: check test timetable; complete self-evaluation form (if used)</b></li> <li>▪ <b>UCAS application (if needed)</b></li> <li>▪ First impressions of University coursework / workload (including assignment deadlines) and study methods.</li> <li>▪ Ask if they have completed <a href="#">Study Smart</a>, discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so.</li> <li>▪ Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.</li> <li>▪ Disclosure of any disability (if relevant).</li> <li>▪ The <a href="#">Student Charter</a>– discuss the Charter, and what it means for them.</li> <li>▪ Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A schedule of your assignment deadlines for the term/year.</li> <li>▪ Identify any particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>▪ <b>Review of marks achieved in Term 1 and look at Student Progress Dashboard to monitor progress</b></li> <li>▪ <b>Develop an Action Plan and/or identify goals</b></li> <li>▪ <b>Review and reflect upon programme choice and consider whether it is still the correct programme for them</b></li> <li>▪ <b>Discuss good academic practice in UK HE</b></li> <li>▪ <b>Summative assessments and End of Term tests – revision strategies</b></li> <li>▪ Reflect on action points from term 1 meeting.</li> <li>▪ Expectations and experience of the course so far.</li> <li>▪ Study skills development, including assignment deadlines and exam preparation.</li> <li>▪ Feedback on assignment(s).</li> <li>▪ Attendance record for term 1 etc. (using data on RISIS)</li> <li>▪ Look ahead to Year Abroad options, placement arrangements and Part 1 option choices (where relevant)</li> <li>▪ Consider summer plans and possible career development (work experience, etc.).</li> <li>▪ Non-academic matters: accommodation, societies, social development etc.</li> <li>▪ Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider your progress in Term 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career.</li> <li>▪ Reflect on the effectiveness of your existing study skills.</li> <li>▪ Identify any particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>▪ <b>Review of marks achieved in Terms 1 &amp; 2, and look at Student Progress Dashboard to monitor progress</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider your Part 2 option choices and Part 1 progress.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Reflect on things that have gone well and what hasn't gone so well</b></li> <li>▪ <b>Discuss remaining summative assessments and the final June exams, including revision strategies, targets and where to turn to for support (if meeting takes place before exams)</b></li> <li>▪ <b>Discuss an Action Plan for Part 1</b></li> <li>▪ <b>Discuss getting involved in Open Days (June and Oct), STaR mentoring etc., in Part 1- potential to support otheR Part 0 students in the following year</b></li> <li>▪ Reflect on action points from term 2 meeting.</li> <li>▪ Exam and placement results (if appropriate), degree programme progress so far.</li> <li>▪ Options for Part 2 (if appropriate).</li> <li>▪ Summer plans and possible career developments/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify any particular difficulties (academic, social or personal).</li> <li>▪ Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting.</li> </ul>
--	---	---