## Suggested Outline Foundation Programme Welcome Week Meeting with Tutees

<table>
<thead>
<tr>
<th>Timing</th>
<th>Suggested Agenda / Areas of Discussion</th>
<th>Things you could bring to show/give the students</th>
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| Welcome Week – Initial meeting with tutees | ▪ Explain the role of the Academic Tutor:  
  ▪ Help students reflect on their academic progress  
  ▪ Work with them to identify strengths/weaknesses in relation to their studies  
  ▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)  
  ▪ Help them make decisions in relation to their course  
  ▪ Support them to review, reflect and act on feedback received  
  ▪ Discuss career ambitions and signpost relevant opportunities and services  
  ▪ Write references, when necessary  
  ▪ Help students identify appropriate extra-curricular opportunities  
  ▪ Refer them to specialist support services as and when necessary  
  ▪ Student Details  
    ▪ Check address, data consent  
    ▪ Discuss the use of the email system  
    ▪ Talk through the timetable  
    ▪ Discuss the IFP modules selected  
    ▪ Accommodation  
    ▪ Disability  
  ▪ Organisation  
    ▪ Attendance and correlation to performance  
    ▪ Preparing for classes  
    ▪ Coursework submission  
    ▪ Blackboard  
    ▪ Where to find help  
  ▪ Invite students to be part of the Foundation Student Staff Partnership (SSP)  
    ▪ Expectations for future meetings, e.g.  
      ▪ Group or one-one  
      ▪ When are you available, and how can students contact you?  
      ▪ Who will arrange the meetings?  
      ▪ What students should prepare/bring  
      ▪ How you/they should keep records  
      ▪ Choice of modules/options.  
      ▪ Role of Support Centres / ISLI School Office  | ▪ Student Charter  
                                                               ▪ Student signposting document  
                                                               ▪ Postcard about the Academic Tutor System  
                                                               ▪ Link to the Essentials pages about Academic Tutors  
                                                               ▪ Template for students to record meetings  
                                                               ▪ Information about Study Smart [https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipv35evedsuj7gp](https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipv35evedsuj7gp)  
                                                               ▪ Guide for Academic Tutors  
                                                               (see this Guide for an expanded explanation of the role of the Academic Tutor)  
                                                               ▪ Academic Tutor Toolkit  |
- Transition to university (academic, social, accommodation etc.).
- Remind students about [Study Smart](#) and their [STaR mentors](#).
- Have they been able to access RISIS/Blackboard?
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| **Term 1** | - Discuss and promote the Life Tools Talks – to encourage development of softer skills  
- Signpost students to [sources of support with revision and study](#) (e.g. Study Advice)  
- Summative assessments and End of Term tests: check test timetable; complete self-evaluation form (if used)  
- UCAS application (if needed)  
- First impressions of University coursework / workload (including assignment deadlines) and study methods.  
- Ask if they have completed [Study Smart](#), discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so.  
- Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.  
- Disclosure of any disability (if relevant).  
- The [Student Charter](#) – discuss the Charter, and what it means for them.  
- Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.  
- Agree action points based on the above. | - A schedule of your assignment deadlines for the term/year.  
- Identify any particular strengths and weaknesses that are likely to affect your academic progress.  
- Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. |
| **Term 2** | - Review of marks achieved in Term 1 and look at Student Progress Dashboard to monitor progress  
- Develop an Action Plan and/or identify goals  
- Review and reflect upon programme choice and consider whether it is still the correct programme for them  
- Discuss good academic practice in UK HE  
- Summative assessments and End of Term tests – revision strategies  
- Reflect on action points from term 1 meeting.  
- Expectations and experience of the course so far.  
- Study skills development, including assignment deadlines and exam preparation.  
- Feedback on assignment(s).  
- Attendance record for term 1 etc. (using data on RISIS)  
- Look ahead to Year Abroad options, placement arrangements and Part 1 option choices (where relevant)  
- Consider summer plans and possible career development (work experience, etc.).  
- Non-academic matters: accommodation, societies, social development etc.  
- Agree action points based on the above. | - Consider your progress in Term 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career.  
- Reflect on the effectiveness of your existing study skills.  
- Identify any particular difficulties (academic, social or personal).  
- Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. |
| **Term 3** | - Review of marks achieved in Terms 1 & 2, and look at Student Progress Dashboard to monitor progress | - Consider your Part 2 option choices and Part 1 progress. |
- Reflect on things that have gone well and what hasn’t gone so well
- 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)
- Discuss an Action Plan for Part 1
- 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
- Reflect on action points from term 2 meeting.
- Exam and placement results (if appropriate), degree programme progress so far.
- Options for Part 2 (if appropriate).
- Summer plans and possible career developments/work experience.

- Identify any particular difficulties (academic, social or personal).
- Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting.