## Suggested outline for initial first-term group meeting with postgraduate 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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<td>Early in first term – Initial meeting with tutees</td>
<td><strong>Explain your role as an Academic Tutor:</strong>&lt;br&gt;- Help students reflect on their academic progress&lt;br&gt;- Work with them to identify strengths/weaknesses in relation to their studies, and related supports&lt;br&gt;- Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)&lt;br&gt;- Help them make decisions in relation to their course&lt;br&gt;- Support them to review, reflect and act on feedback received&lt;br&gt;- Discuss career ambitions and signpost relevant opportunities and services&lt;br&gt;- Write references, when necessary&lt;br&gt;- Help students identify appropriate extra-curricular opportunities&lt;br&gt;- Refer them to specialist support services as and when necessary&lt;br&gt;- Expectations for future meetings, e.g.&lt;br&gt;- Group or one-one&lt;br&gt;- When are you available, and how can students contact you?&lt;br&gt;- Who will arrange the meetings?&lt;br&gt;- What students should prepare/bring&lt;br&gt;- How you/they should keep records&lt;br&gt;- Choice of modules/options.&lt;br&gt;- Role of Support Centres&lt;br&gt;- Role of relevant RUSU student society (e.g. Law Society) and discipline relevant social events throughout year.&lt;br&gt;- Transition to postgraduate studies and differences from their previous institution (academic, social, accommodation etc.)&lt;br&gt;- Have they been able to access RISIS/Blackboard?</td>
<td><strong>Student Charter</strong>&lt;br&gt;Student signposting document&lt;br&gt;Postcard about the Academic Tutor System&lt;br&gt;Template for students to record meetings&lt;br&gt;<strong>Materials to support you</strong>&lt;br&gt;Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)&lt;br&gt;<strong>Academic Tutor Toolkit</strong></td>
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## Suggested outline for Postgraduate Academic Tutor meetings

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<th>Things you could ask students to prepare/bring with them</th>
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| Later in Term 1 | ▪ First impressions of University coursework / workload (including assignment deadlines) and study methods.  
▪ 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.  
▪ Career Development and other non-academic matters.  
  ▪ Including early deadlines for graduate schemes  
  ▪ 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. |
| Early in Term 2 | ▪ 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)  
▪ Non-academic matters: accommodation, societies, social development etc.  
▪ Intentions for employment / further study, including information for references (e.g. CV).  
▪ Agree action points based on the above. | ▪ Consider your progress in Term 1, and initial thoughts of project/dissertation topics.  
▪ Reflect on the effectiveness of your existing study skills.  
▪ Identify any particular difficulties (academic, social or personal).  
▪ Identify assignment(s) to discuss feedback - bring feedback to the meeting.  
▪ Prepare an updated version of your CV. |
| Very early in Term 3 | ▪ Reflect on action points from term 2 meeting. | ▪ Identify any concerns in |
- Assignment results and degree programme progress so far.
- Planning for dissertation / project (noting that during term 3 the student will primarily receive individual academic support from the dissertation / project supervisor, and it is not the role of the academic tutor to act as an additional supervisor).
- Intentions for employment / further study, including information for references.

planning for project/dissertation.
- Identify assignment(s) to discuss feedback - bring feedback to the meeting.
- Prepare a final version of your CV.