

Suggested outline for initial first-term group meeting with postgraduate Tutees

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
<p>Early in first term – Initial meeting with tutees</p>	<ul style="list-style-type: none"> ▪ Explain your role as an Academic Tutor: <ul style="list-style-type: none"> ▪ Help students reflect on their academic progress ▪ Work with them to identify strengths/weaknesses in relation to their studies, and related supports ▪ 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 ▪ Expectations for future meetings, e.g. <ul style="list-style-type: none"> ▪ 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 ▪ Role of relevant RUSU student society (e.g. Law Society) and discipline relevant social events throughout year. ▪ Transition to postgraduate studies and differences from their previous institution (academic, social, accommodation etc.) ▪ Have they been able to access RISIS/Blackboard? 	<p>Student Charter Student signposting document Postcard about the Academic Tutor System Template for students to record meetings</p> <p>Materials to support you</p> <p>Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p>Academic Tutor Toolkit</p>

Suggested outline for Postgraduate Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Later in Term 1	<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ Including early deadlines for graduate schemes ▪ Agree action points based on the above. 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Reflect on action points from term 2 meeting. 	<ul style="list-style-type: none"> ▪ Identify any concerns in

	<ul style="list-style-type: none"> ▪ 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. 	<p>planning for project/dissertation.</p> <ul style="list-style-type: none"> ▪ Identify assignment(s) to discuss feedback - bring feedback to the meeting. ▪ Prepare a final version of your CV.
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