

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"> ▪ Explain the role of the 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 ▪ 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 <ul style="list-style-type: none"> ▪ Check address, data consent ▪ Have they registered with a GP? (https://www.reading.ac.uk/essentials/support-and-wellbeing/medical-and-general-health-support/local-gps) ▪ Discuss the use of the email system ▪ Encourage them to download the Student App for access to their timetable ▪ Talk through the timetable (link to Outlook calendar) ▪ Discuss the IFP modules selected ▪ Accommodation • Disability (ATs to be aware of possible stigma around the issue: DAS cover a broader range of phenomena than ‘disabilities’ as such. The use of and conception of the word ‘disability’ often needs unpacking with students of different educational backgrounds such as IFP.) <ul style="list-style-type: none"> ○ Explain use and conception of ‘disability’ ○ check any need to register now or as a condition develops 	<p>Student Charter Student signposting document Postcard about the Academic Tutor System</p> <p>Link to the Essentials pages about Academic Tutors</p> <p>Template for students to record meetings</p> <p>Information about Study Smart https://www.reading.ac.uk/essentials/Welcome/Study-Smart</p> <hr/> <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>

	<ul style="list-style-type: none">○ Ask students to be aware of notifications about DAS registration in Module communication ▪ Organisation<ul style="list-style-type: none">▪ Attendance and correlation to performance▪ Preparing for classes▪ Coursework submission▪ Blackboard▪ Where to find help – IFP handbook▪ Invite students to be part of the Foundation Student Staff Partnership (SSP)▪ 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 ISLI School Office▪ Transition to university (academic, social, accommodation etc.)▪ Remind students about Study Smart (applicable to 4-year programmes only) and their STaR mentors▪ Have they been able to access RISIS/Blackboard?	
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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"> • 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 (applicable to 4-year programmes only), 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. • Anything else that might be impacting their studies (e.g. homesickness, sleep). Can refer to Life Tools, SWT • Disclosure of any disability (if relevant). Again tactfully highlight what the DAS do and stress it is not all ‘disabilities’ • 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 • Discuss: <ul style="list-style-type: none"> • Contact with friends/family at home • Contact with people outside the student’s academic studies • Plans for non-termtime (These things can all help identify areas of concern) • 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 • Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting
Term 2	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Study skills development, including assignment deadlines and exam preparation • Feedback on assignment(s) • Attendance record for term 1 etc. (e.g. data on RISIS, ISLI attendance monitoring sheets) • Reminder of the ECF system • 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 	<ul style="list-style-type: none"> • Identify any particular difficulties (academic, social or personal) • Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting
Term 3	<ul style="list-style-type: none"> • Review of marks achieved in Terms 1 & 2, and look at Student Progress Dashboard to monitor 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 	<ul style="list-style-type: none"> • Consider your Part 2 option choices and Part 1 progress • Identify any particular difficulties (academic, social or personal) • Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting