**foundation programme**

Suggested outline foundation programme Welcome Week meeting with Tutees

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could bring to show/give the students** |
| 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 * Have they registered with a [local 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.)   + Explain use and conception of ‘disability’   + check any need to register now or as a condition develops   + Ask students to be aware of notifications about DAS registration in Module communication * Organisation * 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. * 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](http://libguides.reading.ac.uk/studysmart/teaching) (applicable to 4-year programmes only) and their [STaR mentors](http://www.reading.ac.uk/star-mentors) * Have they been able to access RISIS/Blackboard? | [Student Contract and Charter](https://www.reading.ac.uk/essentials/The-Important-Stuff/Charter-and-contract)  [Template for students to record meetings](https://www.reading.ac.uk/essentials/-/media/essentials/files/study/academic-tutor-meeting_essentials-template.docx)  [Information about Study Smart](https://libguides.reading.ac.uk/studysmart/teaching)  [Essentials webpages](https://www.reading.ac.uk/essentials/)  [Student facing Academic Tutor toolkit](https://www.reading.ac.uk/essentials/Study/Academic-Tutors) |
| **Materials to support you** |
| [Guide for Academic Tutors](https://sites.reading.ac.uk/academictutors/support-for-academic-tutors/guide-for-tutors/)  (see this Guide for an expanded explanation of the role of the Academic Tutor)  [Academic Tutor Toolkit](https://sites.reading.ac.uk/academictutors/)  [Signposting flowchart](https://sites.reading.ac.uk/academictutors/referring-to-support-services/referral-flowchart/) |

**** Suggested outline for foundation programme Academic Tutor meetings

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could ask students to prepare/bring with them** |
| Semester 1 | * Discuss and promote the Life Tools Talks – to encourage development of softer skills * Signpost students to [sources of support with revision and study](https://www.reading.ac.uk/essentials/Study/Study-spaces-and-support) (e.g. Study Advice) * Summative assessments and 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](http://libguides.reading.ac.uk/studysmart/teaching) (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](https://www.reading.ac.uk/essentials/The-Important-Stuff/Charter-and-contract/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: * Contact with friends/family at home * Contact with people outside the student’s academic studies * Plans for non-teaching time   (These things can all help identify areas of concern)   * Agree action points based on the above. | * A schedule of your assignment deadlines for the semester/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 |
| Early in Semester 2 | * Review of marks achieved in Semester 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 tests – revision strategies * Reflect on action points from previous 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 semester 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 | * Consider your progress in semester 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 |
| Later in Semester 2 | * Reflect on things that have gone well and what hasn’t gone so well * Reflection on the course so far (using Study Advice [Reflective App](http://www.reading.ac.uk/library/study-advice), for example) – what are some areas for development next year? * Discuss remaining summative assessments and the semester 2 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 previous 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 | * 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 |