**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
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| 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
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| 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
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