**Suggested outline for initial first-semester group meeting with postgraduate Tutees**

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could bring to show/give the students** |
| Early in first semester – Initial meeting with tutees  | * Explain your role as an Academic Tutor:
* 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.
* 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 RSU 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?
 | [Student Charter](https://www.reading.ac.uk/essentials/The-Important-Stuff/Charter-and-contract/Student-charter)[Template for students to record meetings](https://www.reading.ac.uk/essentials/-/media/essentials/files/study/academic-tutor-meeting_essentials-template.docx)[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 (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 Postgraduate Academic Tutor meetings**

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could ask students to prepare/bring with them** |
| Later in Semester 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](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.
* Career Development and other non-academic matters.
* Including early deadlines for graduate schemes
* Reflection on course so far (using Study Advice [Reflective App](http://www.reading.ac.uk/library/study-advice), for example) – what are some areas for development over the rest of the year?
* 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.
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| Early in Semester 2 | * Reflect on action points from semester 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. (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 semester 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.
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| Later in Semester 2 | * Reflect on action points from previous meeting.
* Assignment results and degree programme progress so far.
* Planning for dissertation / project (noting that during this stage 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.
 | * Identify any concerns in planning for project/dissertation.
* Identify assignment(s) to discuss feedback - bring feedback to the meeting.
* Prepare a final version of your CV.
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