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

|  |  |  |
| --- | --- | --- |
| **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/) |

A black background with white text

Description automatically generated**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 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. |
| 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. |
| 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. |