Suggested outline for Welcome Week meeting with PART 1 UNDERGRADUATE Tutees

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could show/give the students** |
| Welcome Week – 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 * 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 other student support services ([Signposting flowchart](https://sites.reading.ac.uk/academictutors/referring-to-support-services/referral-flowchart/)) * Transition to university (academic, social, accommodation etc.). * Remind students about [Study Smart](http://libguides.reading.ac.uk/studysmart/teaching) 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/) |

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Description automatically generated**Suggested outline for PART 1 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 | * 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), 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. * Disclosure of any disability (if relevant). * Reminder of support networks and services ([Signposting flowchart)](https://sites.reading.ac.uk/academictutors/referring-to-support-services/referral-flowchart/) * 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. * 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. |
| Semester 2, meeting 1 (soon after student has received results from the first assessment period) | * Reflect on action points from semester 1 meeting. * Look at and reflect on feedback from semester 1 assessments. * Expectations and experience of the course so far. * Study skills development, including assignment deadlines and exam preparation. * Discuss progress (for example, using the Student Progress Dashboard). * Attendance record for semester 1 (using data on RISIS) * Look ahead to Year Abroad options, placement arrangements and Part 2 option choices (as appropriate). * 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 assessments to discuss feedback - bring feedback to the meeting. |
| Semester 2, meeting 2 | * Reflect on action points from previous meeting. * Reflection on part 1 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? * Progress and feedback. * 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 assessments to discuss feedback - bring feedback to the meeting. |

**Suggested outline for PART 2 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 | * Reflection on achievements in Part 1 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. [Study Advice](https://www.reading.ac.uk/library/study-advice)). * Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding. * Reminder of support networks and services ([Signposting flowchart)](https://sites.reading.ac.uk/academictutors/referring-to-support-services/referral-flowchart/) * The [Student Charter–](https://www.reading.ac.uk/essentials/The-Important-Stuff/Charter-and-contract/Student-charter) revisit the Charter. * Option choices (if appropriate). * Coursework / workload (including assignment deadlines) and study methods. * Opportunities to engage with University-wide/School/Department specific personal or professional development programmes. * Placement arrangements (if appropriate). * Study skills development, including assignment deadlines and exam preparation. * Career Development and other non-academic matters. * Agree action points based on the above. | * Identify particular strengths and weaknesses that are likely to affect your academic progress. * Prepare a schedule of your assignment / placement deadlines for the semester/year. * List your extra-curricular activities and work experience over the last year. |
| Semester 2, meeting 1 (soon after student has received results from the first assessment period) | * Reflect on action points from semester 1 meeting. * Look at and reflect on feedback from semester 1 assessments. * Academic progress (for example using the Student Progress Dashboard), including feedback on coursework/ placements, attendance record for semester 1 etc. * Summer plans, possible career development (work experience, etc.) and non-academic matters. * Agree action points based on the above. | * Identify any particular difficulties (academic, social or personal). * Identify assessments / placement(s) to discuss feedback - bring feedback to the meeting. * Consider your summer plans and any links to future career(s). |
| Semester 2, meeting 2 | * Reflect on action points from previous meeting. * Academic progress, including feedback on assignment(s), placement(s), attendance record for semester 2 etc. * Reflection on part 2 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? * Exam preparation and revision techniques (if appropriate). * Dissertation plans and planning for Part 3 (options). * Summer plans and possible career developments/work experience. | * Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate). * Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. |

**Suggested outline for PART 3 / PART 4 (Final Year) 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 | * Reflection on achievements in Part 2 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. [Study Advice](https://www.reading.ac.uk/library/study-advice)). * Discuss expectations of transition to Part 3. * Option choices and dissertation / project. * Coursework/ workload (including assignment deadlines) and study methods. * Reminder of support networks and services ([Signposting flowchart)](https://sites.reading.ac.uk/academictutors/referring-to-support-services/referral-flowchart/) * The [Student Charter](https://www.reading.ac.uk/essentials/The-Important-Stuff/Charter-and-contract/Student-charter)- revisit the Charter. * Career plans, work experience, personal / professional development opportunities. * Placement arrangements (if appropriate). * Intentions for employment / further study, including information for references (e.g. CV). * Reflection on the degree 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. | * Identify particular strengths and weaknesses that are likely to affect your academic progress. * Prepare a schedule of your assignment / placement deadlines for the semester/year. * List your extra-curricular activities and work experience over the last year. |
| Semester 2, meeting 1 (soon after student has received results from the first assessment period) | * Reflect on action points from semester 1 meeting. * Look at and reflect on feedback from semester 1 assessments. * Academic progress (for example, using the Student Progress Dashboard), including: assignment schedule for this semester, feedback received on assignment(s) and attendance in semester 1, final stages of dissertation/project/placement and preparation for final examinations (as appropriate). * Improvements to their CV and intentions for employment/further study. * Agree action points based on the above. | * Identify particular difficulties (academic, social or personal). * Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. * Prepare an updated version of your CV. |
| Semester 3 | * Reflect on action points from previous meeting. * Attendance and academic progress so far this year, including feedback on assignments. * Preparation for final examinations, including revision plans, techniques and special circumstances. * Intentions for employment / further study, including information for references (e.g. final CV). | * Identify any concerns in planning for final assessment period. * Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. * Prepare a final version of your CV. |