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/) |

****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.
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**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.
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**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.
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| 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.
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