<table>
<thead>
<tr>
<th>Timing</th>
<th>Suggested Agenda / Areas of discussion</th>
<th>Things you could bring to show/give the students</th>
</tr>
</thead>
</table>
| 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  
▪ Transition to university (academic, social, accommodation etc.).  
▪ Remind students about Study Smart and their STaR mentors.  
▪ Have they been able to access RISIS/Blackboard? | **Student Charter**  
Student signposting document  
Postcard about the Academic Tutor System  
Template for students to record meetings  
Information about Study Smart  
Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)  
Guide to support you  
Academic Tutor handbook |
### Suggested outline for **PART 1** Academic Tutor meetings

<table>
<thead>
<tr>
<th>Timing</th>
<th>Suggested Agenda / Areas of discussion</th>
<th>Things you could ask students to prepare/bring with them</th>
</tr>
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</table>
| Term 1 | - First impressions of University coursework / workload (including assignment deadlines) and study methods.  
- Ask if they have completed [Study Smart](#), 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).  
- The [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 term/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. |
| Term 2 | - Reflect on action points from term 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 term 1 etc. (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 Term 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. |
| Term 3 | - Reflect on action points from term 2 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 3 progress.  
- Identify any particular difficulties (academic, social or personal).  
- Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting. |
**Suggested outline for PART 2 Academic Tutor meetings**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Suggested Agenda / Areas of discussion</th>
<th>Things you could ask students to prepare / bring with them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>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).</td>
<td>Identify particular strengths and weaknesses that are likely to affect your academic progress.</td>
</tr>
<tr>
<td></td>
<td>Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding.</td>
<td>Prepare a schedule of your assignment / placement deadlines for the term/year.</td>
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<tr>
<td></td>
<td>The <strong>Student Charter</strong> - revisit the Charter.</td>
<td>List your extra-curricular activities and work experience over the last year.</td>
</tr>
<tr>
<td></td>
<td>Option choices (if appropriate).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coursework / workload (including assignment deadlines) and study methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placement arrangements (if appropriate).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Development and other non-academic matters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree action points based on the above.</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Reflect on action points from term 1 meeting.</td>
<td>Identify any particular difficulties (academic, social or personal).</td>
</tr>
<tr>
<td></td>
<td>Academic progress, including feedback on assignment(s), placements, attendance record for term 1 etc.</td>
<td>Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</td>
</tr>
<tr>
<td></td>
<td>Study skills development, including assignment deadlines and exam preparation.</td>
<td>Consider your summer plans and any links to future career(s).</td>
</tr>
<tr>
<td></td>
<td>Summer plans, possible career development (work experience, etc.) and non-academic matters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree action points based on the above.</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>Reflect on action points from term 2 meeting.</td>
<td>Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate).</td>
</tr>
<tr>
<td></td>
<td>Academic progress, including feedback on assignment(s), placement(s), attendance record for term 2 etc.</td>
<td>Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</td>
</tr>
<tr>
<td></td>
<td>Exam preparation and revision techniques (if appropriate).</td>
<td></td>
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<tr>
<td></td>
<td>Dissertation plans and planning for Part 3 (options).</td>
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<tr>
<td></td>
<td>Summer plans and possible career developments/work experience.</td>
<td></td>
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</tbody>
</table>
Suggested outline for **PART 3 / PART 4 (Final Year)** Academic Tutor meetings

<table>
<thead>
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</table>
| **Term 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).  
- Discuss expectations of transition to Part 3.  
- Option choices and dissertation / project.  
- Coursework/ workload (including assignment deadlines) and study methods.  
- The 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).  
- 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 term/year.  
- List your extra-curricular activities and work experience over the last year. |
| **Term 2** | - Reflect on action points from term 1 meeting.  
- Academic progress, including: assignment schedule for this term, feedback on assignment(s) and attendance in term 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. |
| **Term 3** | - Reflect on action points from term 2 meeting.  
- Attendance and academic progress in Term 2, 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 finals.  
- Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.  
- Prepare a final version of your CV. |