Suggested outline for initial first-term group meeting with postgraduate Tutees

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students

Early in first term
– 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 RUSU 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
		Student signposting document
		Postcard about the Academic Tutor System
		Template for students to record meetings
		
		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

Suggested outline for <u>Postgraduate</u> Academic Tutor meetings

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Later in Term 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– 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 - 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.
Early in 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) - 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 Term 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.
Very early in Term 3	- Reflect on action points from term 2 meeting. - Assignment results and degree programme progress so far. - Planning for dissertation / project (noting that during term 3 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.

Some accompanying notes

- The initial first-term group meeting is an important opportunity to meet and develop a relationship with the student, communicate core expectations and provide a foundation from which the student will be comfortable returning to the Academic Tutor with relevant issues through the year. To the extent that the agenda items are otherwise covered elsewhere in induction materials, a more informal meet-and-greet might be appropriate. For example, one tutor in the School asks students in advance to write a brief reflection before the meeting, encompassing their background, their reason for studying at Reading, their plans after their PGT study and their initial view as to what the Academic Tutor might be able to do to make the year more rewarding.
- DATs may wish to encourage their Academic Tutors to consider the use of group tutorial meetings where appropriate to the discipline. Group meetings give students in different programmes opportunities to socialise with other PGT students, as well as hearing the answer to questions they might otherwise be hesitant to ask themselves. Students should of course always be offered the possibility of individual meetings to discuss more private matters (which might be scheduled within an academics office hours).
- If utilising group meetings, some consideration might be given to the group size – if an academic tutor has a very large number of new postgraduate tutees it may be valuable to split the cohort into smaller, more manageable groups.