## Suggested outline for Welcome Week meeting with Tutees

<table>
<thead>
<tr>
<th>Timing</th>
<th>Suggested Agenda / Areas of discussion</th>
<th>Things you could bring to show/give the students</th>
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</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)  
  ▪ Academic Tutor Toolkit |
Suggested outline for **PART 1** Academic Tutor meetings

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| 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

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<td><strong>Term 1</strong></td>
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- 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).  
- Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding.  
- The 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).  
- 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 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 feedback on assignment(s), placements, attendance record for term 1 etc.  
- Study skills development, including assignment deadlines and exam preparation.  
- 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 assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.  
- Consider your summer plans and any links to future career(s). |
| **Term 3** |  
- Reflect on action points from term 2 meeting.  
- Academic progress, including feedback on assignment(s), placement(s), attendance record for term 2 etc.  
- 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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| **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. |