**ATS Policy Appendix 2 ATS Sample Agenda Templates for Academic Tutor/Tutee Meetings**

*(For inclusion in the Guide to Policies and Procedures for Teaching and Learning).*

**foundation programme**

Suggested outline foundation programme Welcome Week meeting with Tutees

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could bring to show/give the students** |
| Welcome Week – Initial meeting with tutees | * Explain **the** role of **the** 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 * **Student Details** * **Check address, data consent** * **Discuss the use of the email system** * **Talk through the timetable** * **Discuss the IFP modules selected** * **Accommodation** * **Disability** * **Organisation** * **Attendance and correlation to performance** * **Preparing for classes** * **Coursework submission** * **Blackboard** * **Where to find help** * **Invite students to be part of the Foundation Student Staff Partnership (SSP)** * 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 / ISLI School Office * 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 Charter](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)  Student signposting document  Postcard about the Academic Tutor System  [Link to the Essentials pages about Academic Tutors](https://www.reading.ac.uk/essentials/Study/Academic-Tutors)  Template for students to record meetings  Information about Study Smart  <https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipv35eveqddsuj7gp> |
| **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/) |

**** Suggested outline for foundation programme Academic Tutor meetings

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could ask students to prepare/bring with them** |
| Term 1 | * **Discuss and promote the Life Tools Talks – to encourage development of softer skills** * **Signpost students to** [sources of support with revision and study](https://www.reading.ac.uk/essentials/Study/Study-support) **(e.g. Study Advice)** * **Summative assessments and End of Term tests: check test timetable; complete self-evaluation form (if used)** * **UCAS application (if needed)** * 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). * The [Student Charter](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)– 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 | * **Review of marks achieved in Term 1 and look at Student Progress Dashboard to monitor progress** * **Develop an Action Plan and/or identify goals** * **Review and reflect upon programme choice and consider whether it is still the correct programme for them** * **Discuss good academic practice in UK HE** * **Summative assessments and End of Term tests – revision strategies** * 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 1 option choices (where relevant) * 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 | * **Review of marks achieved in Terms 1 & 2, and look at Student Progress Dashboard to monitor progress** * **Reflect on things that have gone well and what hasn’t gone so well** * **Discuss remaining summative assessments and the final June exams, including revision strategies, targets and where to turn to for support (if meeting takes place before exams)** * **Discuss an Action Plan for Part 1** * **Discuss getting involved in Open Days (June and Oct), STaR mentoring etc., in Part 1- potential to support other Part 0 students in the following year** * 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 1 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 Welcome Week meeting with PART 1 UNDERGRADUATE Tutees

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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could bring to 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 * 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 Charter](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)  Student signposting document  Postcard about the Academic Tutor System  Template for students to record meetings  Information about Study Smart  <https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipv35eveqddsuj7gp> |
| **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/) |

****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** |
| Term 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). * The [Student Charter](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)– 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. * Discuss progress (for example, using the Student Progress Dashboard) and feedback received 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 1 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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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could ask students to prepare / bring with them** |
| Term 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/lib-study-advice.aspx)). * Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding. * The [Student Charter–](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx) 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 (for example using the Student Progress Dashboard), 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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| **Timing** | **Suggested Agenda / Areas of discussion** | **Things you could ask students to prepare / bring with them** |
| 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](https://www.reading.ac.uk/library/study-advice/lib-study-advice.aspx)). * Discuss expectations of transition to Part 3. * Option choices and dissertation / project. * Coursework/ workload (including assignment deadlines) and study methods. * The [Student Charter](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)- 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 (for example, using the Student Progress Dashboard), including: assignment schedule for this term, feedback received 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. |

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

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| **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](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)  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](https://sites.reading.ac.uk/academictutors) |

**Suggested outline for Postgraduate Academic Tutor meetings**

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| **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](http://student.reading.ac.uk/essentials/_the-important-stuff/student-charter.aspx)– 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. |