**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 documentPostcard 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 meetingsInformation 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 documentPostcard about the Academic Tutor SystemTemplate for students to record meetingsInformation 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

|  |  |  |
| --- | --- | --- |
| **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 documentPostcard about the Academic Tutor SystemTemplate 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.
 |