

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

### FOUNDATION PROGRAMME

#### SUGGESTED OUTLINE FOUNDATION PROGRAMME WELCOME WEEK MEETING WITH TUTEES

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
<p>Welcome Week – Initial meeting with tutees</p>	<ul style="list-style-type: none"> <li>▪ Explain the role of the Academic Tutor:               <ul style="list-style-type: none"> <li>▪ Help students reflect on their academic progress</li> <li>▪ Work with them to identify strengths/weaknesses in relation to their studies</li> <li>▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)</li> <li>▪ Help them make decisions in relation to their course</li> <li>▪ Support them to review, reflect and act on feedback received</li> <li>▪ Discuss career ambitions and signpost relevant opportunities and services</li> <li>▪ Write references, when necessary</li> <li>▪ Help students identify appropriate extra-curricular opportunities</li> <li>▪ Refer them to specialist support services as and when necessary</li> </ul> </li> <li>▪ Student Details               <ul style="list-style-type: none"> <li>▪ Check address, data consent</li> <li>▪ Have they registered with a <a href="#">local GP?</a></li> <li>▪ Discuss the use of the email system</li> <li>▪ Encourage them to download the Student App for access to their timetable</li> <li>▪ Talk through the timetable (link to Outlook calendar)</li> <li>▪ Discuss the IFP modules selected</li> <li>▪ Accommodation</li> </ul> </li> <li>• Disability (ATs to be aware of possible stigma around the issue: DAS cover a broader range of phenomena than ‘disabilities’ as such. The use of and conception of the word ‘disability’ often needs unpacking with students of different educational backgrounds such as IFP.)               <ul style="list-style-type: none"> <li>○ Explain use and conception of ‘disability’</li> <li>○ check any need to register now or as a condition develops</li> <li>○ Ask students to be aware of notifications about DAS registration in Module communication</li> </ul> </li> </ul>	<p><a href="#">Student Contract and Charter</a></p> <p><a href="#">Template for students to record meetings</a></p> <p><a href="#">Information about Study Smart</a></p> <p><a href="#">Essentials webpages</a></p> <p><a href="#">Student facing Academic Tutor toolkit</a></p> <hr/> <p><b>Materials to support you</b></p> <p><a href="#">Guide for Academic Tutors</a> (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p><a href="#">Academic Tutor Toolkit</a></p> <p><a href="#">Signposting flowchart</a></p>

	<ul style="list-style-type: none"> <li>▪ Organisation <ul style="list-style-type: none"> <li>▪ Attendance and correlation to performance</li> <li>▪ Preparing for classes</li> <li>▪ Coursework submission</li> <li>▪ Blackboard</li> <li>▪ Where to find help – IFP handbook</li> </ul> </li> <li>▪ Invite students to be part of the Foundation Student Staff Partnership (SSP)</li> <li>▪ Expectations for future meetings, e.g. <ul style="list-style-type: none"> <li>▪ Group or one-one</li> <li>▪ When are you available, and how can students contact you?</li> <li>▪ Who will arrange the meetings?</li> <li>▪ What students should prepare/bring</li> <li>▪ How you/they should keep records</li> </ul> </li> <li>▪ Choice of modules/options.</li> <li>▪ Role of ISLI School Office</li> <li>▪ Transition to university (academic, social, accommodation etc.)</li> <li>▪ Remind students about <a href="#">Study Smart</a> (applicable to 4-year programmes only) and their <a href="#">STaR mentors</a></li> <li>▪ Have they been able to access RISIS/Blackboard?</li> </ul>	
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SUGGESTED OUTLINE FOR FOUNDATION PROGRAMME ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Semester 1	<ul style="list-style-type: none"> <li>• Discuss and promote the Life Tools Talks – to encourage development of softer skills</li> <li>• Signpost students to <a href="#">sources of support with revision and study</a> (e.g. Study Advice)</li> <li>• Summative assessments and tests: check test timetable; complete self-evaluation form (if used)</li> <li>• UCAS application (if needed)</li> <li>• First impressions of University coursework / workload (including assignment deadlines) and study methods</li> <li>• Ask if they have completed <a href="#">Study Smart</a> (applicable to 4-year programmes only), discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so</li> <li>• Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.</li> <li>• Anything else that might be impacting their studies (e.g. homesickness, sleep). Can refer to Life Tools, SWT</li> <li>• Disclosure of any disability (if relevant). Again tactfully highlight what the DAS do and stress it is not all ‘disabilities’</li> <li>• The <a href="#">Student Charter</a>– discuss the Charter, and what it means for them</li> </ul>	<ul style="list-style-type: none"> <li>• A schedule of your assignment deadlines for the semester/year</li> <li>• Identify any particular strengths and weaknesses that are likely to affect your academic progress</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to engage with University-wide/School/Department specific personal or professional development programmes</li> <li>• Discuss: <ul style="list-style-type: none"> <li>• Contact with friends/family at home</li> <li>• Contact with people outside the student’s academic studies</li> <li>• Plans for non-teaching time (These things can all help identify areas of concern)</li> </ul> </li> <li>• Agree action points based on the above.</li> </ul>	
Early in Semester 2	<ul style="list-style-type: none"> <li>• Review of marks achieved in Semester 1 and look at Student Progress Dashboard to monitor progress</li> <li>• Develop an Action Plan and/or identify goals</li> <li>• Review and reflect upon programme choice and consider whether it is still the correct programme for them</li> <li>• Discuss good academic practice in UK HE</li> <li>• Summative assessments and tests – revision strategies</li> <li>• Reflect on action points from previous 1 meeting</li> <li>• Expectations and experience of the course so far</li> <li>• Study skills development, including assignment deadlines and exam preparation</li> <li>• Feedback on assignment(s)</li> <li>• Attendance record for semester 1 etc. (e.g. data on RISIS, ISLI attendance monitoring sheets)</li> <li>• Reminder of the ECF system</li> <li>• Look ahead to Year Abroad options, placement arrangements and Part 1 option choices (where relevant)</li> <li>• Consider summer plans and possible career development (work experience, etc.)</li> <li>• Non-academic matters: accommodation, societies, social development etc.</li> <li>• Agree action points based on the above</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your progress in semester 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career</li> <li>• Reflect on the effectiveness of your existing study skills</li> <li>• Identify any particular difficulties (academic, social or personal)</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting</li> </ul>
Later in Semester 2	<ul style="list-style-type: none"> <li>• Reflect on things that have gone well and what hasn’t gone so well</li> <li>• Reflection on the course so far (using Study Advice <a href="#">Reflective App</a>, for example) – what are some areas for development next year?</li> <li>• Discuss remaining summative assessments and the semester 2 exams, including revision strategies, targets and where to turn to for support (if meeting takes place before exams)</li> <li>• Discuss an Action Plan for Part 1</li> <li>• 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</li> <li>• Reflect on action points from previous meeting</li> <li>• Summer plans and possible career developments/work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your progress</li> <li>• Identify any particular difficulties (academic, social or personal)</li> <li>• Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting</li> </ul>

## UNDERGRADUATE STUDENTS

### SUGGESTED OUTLINE FOR WELCOME WEEK MEETING WITH PART 1 UNDERGRADUATE TUTEES

Timing	Suggested Agenda / Areas of discussion	Things you could show/give the students
Welcome Week – Initial meeting with tutees	<ul style="list-style-type: none"> <li>▪ Explain your role as an Academic Tutor:               <ul style="list-style-type: none"> <li>▪ Help students reflect on their academic progress</li> <li>▪ Work with them to identify strengths/weaknesses in relation to their studies</li> <li>▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)</li> <li>▪ Help them make decisions in relation to their course</li> <li>▪ Support them to review, reflect and act on feedback received</li> <li>▪ Discuss career ambitions and signpost relevant opportunities and services</li> <li>▪ Write references, when necessary</li> <li>▪ Help students identify appropriate extra-curricular opportunities</li> <li>▪ Refer them to specialist support services as and when necessary</li> </ul> </li> <li>▪ Expectations for future meetings, e.g.               <ul style="list-style-type: none"> <li>▪ Group or one-one</li> <li>▪ When are you available, and how can students contact you?</li> <li>▪ Who will arrange the meetings?</li> <li>▪ What students should prepare/bring</li> <li>▪ How you/they should keep records</li> </ul> </li> <li>▪ Choice of modules/options.</li> <li>▪ Role of Support Centres</li> <li>▪ Role of other student support services (<a href="#">Signposting flowchart</a>)</li> <li>▪ Transition to university (academic, social, accommodation etc.).</li> <li>▪ Remind students about <a href="#">Study Smart</a> and their <a href="#">STaR mentors</a>.</li> <li>▪ Have they been able to access RISIS/Blackboard?</li> </ul>	<p><a href="#">Student Contract and Charter</a></p> <p><a href="#">Template for students to record meetings</a></p> <p><a href="#">Information about Study Smart</a></p> <p><a href="#">Essentials webpages</a></p> <p><a href="#">Student facing Academic Tutor toolkit</a></p> <p><b>Materials to support you</b></p> <p><a href="#">Guide for Academic Tutors</a> (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p><a href="#">Academic Tutor Toolkit</a></p> <p><a href="#">Signposting flowchart</a></p>

SUGGESTED OUTLINE FOR PART 1 ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Semester 1	<ul style="list-style-type: none"> <li>• First impressions of University coursework / workload (including assignment deadlines) and study methods.</li> <li>• Ask if they have completed <a href="#">Study Smart</a>, discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so.</li> <li>• Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.</li> <li>• Disclosure of any disability (if relevant).</li> <li>• Reminder of support networks and services (<a href="#">Signposting flowchart</a>)</li> <li>• The <a href="#">Student Charter</a> – discuss the Charter, and what it means for them.</li> <li>• Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• A schedule of your assignment deadlines for the semester/year.</li> <li>• Identify any particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>
Semester 2, meeting 1 (soon after student has received results from the first assessment period)	<ul style="list-style-type: none"> <li>• Reflect on action points from semester 1 meeting.</li> <li>• Look at and reflect on feedback from semester 1 assessments.</li> <li>• Expectations and experience of the course so far.</li> <li>• Study skills development, including assignment deadlines and exam preparation.</li> <li>• Discuss progress (for example, using the Student Progress Dashboard).</li> <li>• Attendance record for semester 1 (using data on RISIS)</li> <li>• Look ahead to Year Abroad options, placement arrangements and Part 2 option choices (as appropriate).</li> <li>• Consider summer plans and possible career development (work experience, etc.).</li> <li>• Non-academic matters: accommodation, societies, social development etc.</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your progress in Semester 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career.</li> <li>• Reflect on the effectiveness of your existing study skills.</li> <li>• Identify any particular difficulties (academic, social or personal).</li> <li>• Identify assessments to discuss feedback - bring feedback to the meeting.</li> </ul>
Semester 2, meeting 2	<ul style="list-style-type: none"> <li>• Reflect on action points from previous meeting.</li> <li>• Reflection on part 1 so far (using Study Advice <a href="#">Reflective App</a>, for example) – what are some areas for development next year?</li> <li>• Progress and feedback.</li> <li>• Options for Part 2 (if appropriate).</li> <li>• Summer plans and possible career developments/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your Part 2 option choices and Part 1 progress.</li> <li>• Identify any particular difficulties (academic, social or personal).</li> <li>• Identify assessments to discuss feedback - bring feedback to the meeting.</li> </ul>

SUGGESTED OUTLINE FOR PART 2 ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Semester 1	<ul style="list-style-type: none"> <li>• 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. <a href="#">Study Advice</a>).</li> <li>• Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding.</li> <li>• Reminder of support networks and services (<a href="#">Signposting flowchart</a>)</li> <li>• The <a href="#">Student Charter</a>– revisit the Charter.</li> <li>• Option choices (if appropriate).</li> <li>• Coursework / workload (including assignment deadlines) and study methods.</li> <li>• Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>• Placement arrangements (if appropriate).</li> <li>• Study skills development, including assignment deadlines and exam preparation.</li> <li>• Career Development and other non-academic matters.</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>• Prepare a schedule of your assignment / placement deadlines for the semester/year.</li> <li>• List your extra-curricular activities and work experience over the last year.</li> </ul>
Semester 2, meeting 1 (soon after student has received results from the first assessment period)	<ul style="list-style-type: none"> <li>• Reflect on action points from semester 1 meeting.</li> <li>• Look at and reflect on feedback from semester 1 assessments.</li> <li>• Academic progress (for example using the Student Progress Dashboard), including feedback on coursework/ placements, attendance record for semester 1 etc.</li> <li>• Summer plans, possible career development (work experience, etc.) and non-academic matters.</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any particular difficulties (academic, social or personal).</li> <li>• Identify assessments / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>• Consider your summer plans and any links to future career(s).</li> </ul>
Semester 2, meeting 2	<ul style="list-style-type: none"> <li>• Reflect on action points from previous meeting.</li> <li>• Academic progress, including feedback on assignment(s), placement(s), attendance record for semester 2 etc.</li> <li>• Reflection on part 2 so far (using Study Advice <a href="#">Reflective App</a>, for example) – what are some areas for development next year?</li> <li>• Exam preparation and revision techniques (if appropriate).</li> <li>• Dissertation plans and planning for Part 3 (options).</li> <li>• Summer plans and possible career developments/work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate).</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> </ul>

SUGGESTED OUTLINE FOR PART 3 / PART 4 (FINAL YEAR) ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare / bring with them
Semester 1	<ul style="list-style-type: none"> <li>• 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. <a href="#">Study Advice</a>).</li> <li>• Discuss expectations of transition to Part 3.</li> <li>• Option choices and dissertation / project.</li> <li>• Coursework/ workload (including assignment deadlines) and study methods.</li> <li>• Reminder of support networks and services (<a href="#">Signposting flowchart</a>)</li> <li>• The <a href="#">Student Charter</a>- revisit the Charter.</li> <li>• Career plans, work experience, personal / professional development opportunities.</li> <li>• Placement arrangements (if appropriate).</li> <li>• Intentions for employment / further study, including information for references (e.g. CV).</li> <li>• Reflection on the degree so far (using <a href="#">Study Advice Reflective App</a>, for example) – what are some areas for development over the rest of the year?</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify particular strengths and weaknesses that are likely to affect your academic progress.</li> <li>• Prepare a schedule of your assignment / placement deadlines for the semester/year.</li> <li>• List your extra-curricular activities and work experience over the last year.</li> </ul>
Semester 2, meeting 1 (soon after student has received results from the first assessment period)	<ul style="list-style-type: none"> <li>• Reflect on action points from semester 1 meeting.</li> <li>• Look at and reflect on feedback from semester 1 assessments.</li> <li>• Academic progress (for example, using the Student Progress Dashboard), including: assignment schedule for this semester, feedback received on assignment(s) and attendance in semester 1, final stages of dissertation/project/placement and preparation for final examinations (as appropriate).</li> <li>• Improvements to their CV and intentions for employment/further study.</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify particular difficulties (academic, social or personal).</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>• Prepare an updated version of your CV.</li> </ul>
Semester 3	<ul style="list-style-type: none"> <li>• Reflect on action points from previous meeting.</li> <li>• Attendance and academic progress so far this year, including feedback on assignments.</li> <li>• Preparation for final examinations, including revision plans, techniques and special circumstances.</li> <li>• Intentions for employment / further study, including information for references (e.g. final CV).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any concerns in planning for final assessment period.</li> <li>• Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</li> <li>• Prepare a final version of your CV.</li> </ul>

## POSTGRADUATE STUDENTS

### SUGGESTED OUTLINE FOR INITIAL FIRST-SEMESTER GROUP MEETING WITH POSTGRADUATE TUTEES

Timing	Suggested Agenda / Areas of discussion	Things you could bring to show/give the students
<p>Early in first semester – Initial meeting with tutees</p>	<ul style="list-style-type: none"> <li>▪ Explain your role as an Academic Tutor:               <ul style="list-style-type: none"> <li>▪ Help students reflect on their academic progress</li> <li>▪ Work with them to identify strengths/weaknesses in relation to their studies, and related supports</li> <li>▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)</li> <li>▪ Help them make decisions in relation to their course</li> <li>▪ Support them to review, reflect and act on feedback received</li> <li>▪ Discuss career ambitions and signpost relevant opportunities and services</li> <li>▪ Write references, when necessary</li> <li>▪ Help students identify appropriate extra-curricular opportunities</li> <li>▪ Refer them to specialist support services as and when necessary</li> </ul> </li> <li>▪ Expectations for future meetings, e.g.               <ul style="list-style-type: none"> <li>▪ Group or one-one</li> <li>▪ When are you available, and how can students contact you?</li> <li>▪ Who will arrange the meetings?</li> <li>▪ What students should prepare/bring</li> <li>▪ How you/they should keep records</li> </ul> </li> <li>▪ Choice of modules/options.</li> <li>▪ Role of Support Centres</li> <li>▪ Role of relevant RSU student society (e.g. Law Society) and discipline relevant social events throughout year.</li> <li>• Transition to postgraduate studies and differences from their previous institution (academic, social, accommodation etc.)</li> <li>▪ Have they been able to access RISIS/Blackboard?</li> </ul>	<p><a href="#">Student Charter</a></p> <p><a href="#">Template for students to record meetings</a></p> <p><a href="#">Essentials webpages</a></p> <p><a href="#">Student facing Academic Tutor toolkit</a></p> <p><b>Materials to support you</b></p> <p>Guide for Academic Tutors (see this Guide for an expanded explanation of the role of the Academic Tutor)</p> <p><a href="#">Academic Tutor Toolkit</a></p> <p><a href="#">Signposting flowchart</a></p>



SUGGESTED OUTLINE FOR POSTGRADUATE ACADEMIC TUTOR MEETINGS

Timing	Suggested Agenda / Areas of discussion	Things you could ask students to prepare/bring with them
Later in Semester 1	<ul style="list-style-type: none"> <li>• First impressions of University coursework / workload (including assignment deadlines) and study methods.</li> <li>• Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.</li> <li>• Disclosure of any disability (if relevant).</li> <li>• The <a href="#">Student Charter</a>– discuss the Charter, and what it means for them.</li> <li>• Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.</li> <li>• Career Development and other non-academic matters.               <ul style="list-style-type: none"> <li>• Including early deadlines for graduate schemes</li> </ul> </li> <li>• Reflection on course so far (using Study Advice <a href="#">Reflective App</a>, for example) – what are some areas for development over the rest of the year?</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• A schedule of your assignment deadlines for the semester/year.</li> <li>• Identify any particular strengths and weaknesses that are likely to affect your academic progress.</li> </ul>
Early in Semester 2	<ul style="list-style-type: none"> <li>• Reflect on action points from semester 1 meeting.</li> <li>• Expectations and experience of the course so far.</li> <li>• Study skills development, including assignment deadlines and exam preparation.</li> <li>• Feedback on assignment(s).</li> <li>• Attendance record for semester 1 etc. (using data on RISIS)</li> <li>• Non-academic matters: accommodation, societies, social development etc.</li> <li>• Intentions for employment / further study, including information for references (e.g. CV).</li> <li>• Agree action points based on the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider your progress in semester 1, and initial thoughts of project/dissertation topics.</li> <li>• Reflect on the effectiveness of your existing study skills.</li> <li>• Identify any particular difficulties (academic, social or personal).</li> <li>• Identify assignment(s) to discuss feedback - bring feedback to the meeting.</li> </ul>

		<ul style="list-style-type: none"> <li>• Prepare an updated version of your CV.</li> </ul>
Later in Semester 2	<ul style="list-style-type: none"> <li>• Reflect on action points from previous meeting.</li> <li>• Assignment results and degree programme progress so far.</li> <li>• Planning for dissertation / project (noting that during this stage 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).</li> <li>• Intentions for employment / further study, including information for references.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify any concerns in planning for project/dissertation.</li> <li>• Identify assignment(s) to discuss feedback - bring feedback to the meeting.</li> <li>• Prepare a final version of your CV.</li> </ul>