

Questions for Personal Academic Tutoring

What is in this table of example questions?

It contains a series of 'at a glance' guided conversation starters providing PATs with a timely resource to support students and find out information on what matters to students. The table is developed to support the PAT role for undergraduates (L0-L6) and PG L7 taught courses.

Why do we need this table?

At CCCU the students' view of the role of the PAT has evolved rapidly over the last few years. At some Board of Studies meetings, some student representatives stated that they do not need to meet their PATs since only students that have problems engaging with learning need to see their PATs.

The majority of student reps believe that the role of the PAT has an important function to support and guide students plan and navigate their student years to meet their academic goals, discuss assignment feedback, meet deadlines, and get advice on learning resources to improve their grades and attain.

In addition, students know that when there are academic and personal issues the PAT will guide them and even when they do not contact the PATs, students "value the PAT reaching out to them".

This table will support the focus of the conversation of the PATs at CCCU.

PATs will have conversations with students about what matters to them:

- success in settling in the academic year and with their friends
- assignment feedback and improving to get good /great results
- guidance about independent learning for academic and personal development
- working out a plan to help students succeed in academic, personal matters, further study and employment goals
- working towards a graduate job
- support and services (face to face and online) for student well-being and enjoyment of university years

We anticipate that this shift in focus of the PAT conversations will significantly improve student learning gains, attendance, engagement and retention.

How to use this table

This guidance table is for PATs and members of staff to use at a glance when having conversations with students to support them in their academic and personal matters.

For each level there are suggestions for three meetings per year. During each meeting, you can use some or all of the conversation starters to meet the interest's and needs of the students.

What is the frequency and length of the PAT meetings?

The CCCU PAT policy recommends two meetings students on semesters, however our current WLP allocation per PAT student is 1.5 hrs across the annual year and three meetings for term students per year.

We recommend:

- MEETING 1. Group / Individual meeting | Weeks 1-6 of semester / term
- MEETING 2. Individual Meeting | Jan / Feb post assessment period.
- MEETING 3. Individual Meeting - March/ April | Post Easter and pre semester 2 assessments / pre assessments term 3

The length of meetings and engagement with students varies across course teams. PAT meetings could be in groups (by level) to discuss common issues with all students. Students appreciate 1:1 PAT meetings to discuss academic improvement, assessment feedback and personal matters.

What to do next?:

- E-mail students to set up PAT meetings or build into contact time within the curriculum (particularly at L0 and L4)!
- Let students know what they will be discussing in each meeting.
- Request that students reflect on their attendance and engagement, bring along their assessment feedback and results; and their action plans for improvement (for those that want to generate their plans).

Table 1 – Example academic, pastoral and personal development questions

Academic	Pastoral	Personal Development
<ul style="list-style-type: none"> • Are you enjoying your course and modules? • Do you understand what is required of you? • Are you coping/managing with the workload? • Are you managing/on track to meet deadlines? • Do you need any specific academic help or information (e.g. with essay writing; revision; referencing; plagiarism)? • If you have an LSP, how is this working out and are the reasonable adjustments being met? • Do you need support to obtain an LSP? • Do you have any major commitments beyond your study (e.g. work; sporting; family); If so, what are the implications of these for your studies?; Are you coping with the different demands on your time? • What academic targets or goals would you like to set yourself and achieve this semester/year? • How do you intend to go about achieving your academic targets of goals? (strategies) 	<ul style="list-style-type: none"> • How are you in general? • How are you settling in? • How is your accommodation? • How are you getting on socially? • Are you taking care of yourself (sleep; diet; rest)? • Do you have any concerns or worries? 	<ul style="list-style-type: none"> • What personal targets or goals would you like to set yourself and achieve this semester/year? • How do you intend to go about achieving your personal targets or goals? (strategies) • Do you know what you want to do when you graduate? • Do you know what skills/experiences are required for this? • Have you gained/are you gaining any relevant work experience? • Have you engaged with the Careers Network? • Have you engaged with Personal Best? •

Table 2 – Suggested questions for personal tutorial meetings

Level 0	Level 4	Level 5	Level 6/7
<p><i>Group / Individual meeting First 4-8 weeks of term</i></p> <p>Have you engaged with Welcome Week and induction and our Welcome Hub?</p> <p>How is your access to the timetable, blackboard, course resources, and library working?</p> <p>If you were late to start or register is there anything that you need support to get up to date on?</p> <p>If you are returning from Interruption what support do you need?</p> <p>What will help you progress and improve this year?</p> <p>Engage with students Student Engagement Dashboard and let the students discuss their progress.</p> <p>Feedback on attendance and discuss what could be improved; asking the students to identify how/ actions they will take to improve.</p>	<p><i>Group / Individual meeting First 4-8 weeks of term</i></p> <p>As per Level 0 questions</p> <p>If you transitioned from L0-4 how are you settling in at the next level? Did you attend your L4 Course Welcome?</p>	<p><i>Group / Individual meeting First 4-8 weeks of term</i></p> <p>As per Level 0 questions</p> <p>Did you engage with the Welcome Back Hub?</p> <p>What worked well in Level 4 and what would you do differently in Level 5?</p> <p>Are you clear about any modules you need to choose for this year?</p> <p>What are your aspirations for your course and the final classification?</p> <p>What are your aspirations for graduate employment through this course?</p> <p>What student support / study support independent learning are you engaging with this term? (Identify two modules that you will work on independently.)</p> <p>How are you developing your careers and enterprise</p>	<p><i>Group / Individual meeting First 6 weeks of term</i></p> <p>As per Level 0 & additional L5 questions</p> <p>What worked well in Level 5 and what would you do differently in Level 6?</p> <p>If you have an Independent Study, Research to conduct or Dissertation Module are you clear about the topic and learning outcomes you need to meet?</p>

<p>What are your aspirations and goals for achievement and employment through this course?</p> <p>How are you planning to manage your assessment submissions to meet the deadlines in Semester 1 / Term 1, and avoid plagiarism?</p> <p>If you are doing re-assessment or re-assessment with attendance what support do you need?</p> <p>What student support / study support independent learning are you engaging with this term? (Identify two modules that you will work on independently.)</p> <p>Have you settled in your student accommodation? Are there any issues?</p> <p>Are you familiar with how to find information about study support, student wellbeing, university sports and cost of living?</p>		<p>interests? Download Career Pulse and explore the Careers and Enterprise Hub.</p>	
<p><i>Individual Meeting</i></p>	<p><i>Individual Meeting</i></p>	<p><i>Individual Meeting</i></p>	<p><i>Individual Meeting</i></p>

<p><i>February, post-assessments</i></p> <p>Begin by requesting the student talk you through and discuss the data on the Student Engagement Dashboard/ MyRecord.</p> <p>What achievements and challenges are you facing? Consider actions to improve. (refer to supporting services in CCCU as applicable)</p> <p>How happy are you with your results so far?</p> <p>Have you engaged with your assessment feedback?</p> <p>How is your achievement of your learning goals progressing?</p> <p>What will help you achieve your goals for this year?</p> <p>How is the independent learning engagement with study support /learning hub coming along? What modules are you engaging with this semester/term and why?</p>	<p><i>February, post-assessments</i></p> <p>As per Level 0 questions</p> <p>What is the progress with achieving your degree classification goals for this year?</p>	<p><i>February, post-assessments</i></p> <p>As per Level 0 and additional L4 questions</p>	<p><i>February, post-assessments</i></p> <p>As per Level 0 and additional L4 questions</p> <p>What is your progress with Independent Study, Research or Dissertation?</p> <p>What is the progress with the Careers, graduate employment and further studies plans?</p> <p>When are you engaging with CV360 and Interview360 unless you covered these in your taught module?</p> <p>If you have been engaged with placement activities or work experience how has this gone and what graduate attributes and skills are you developing?</p>
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<p>Where applicable, discuss how Exceptional Circumstances / Temporary Learning Agreement / academic literacies pre-empting plagiarism helped.</p> <p>What volunteering / part time job(s) are you taking up, do you enjoy it/them?</p> <p>How is your uni-work-life balance? Would you consider changing anything to feel better?</p> <p>How is your job providing you with skills for your career aspirations?</p> <p>How happy are you with your accommodation, social circle and friendships?</p> <p>Is uni a safe place where you feel safe, free from abuse and neglect? (Consider a safeguarding record with informed permission of the student if any concerns are raised.)</p>			
<p><i>March/April Post Easter and pre semester 2 assessments</i></p>	<p><i>March/April Post Easter and pre semester 2 assessments</i></p>	<p><i>March/April Post Easter and pre semester 2 assessments</i></p>	<p><i>March/April Post Easter and pre semester 2 assessments</i></p>

<p>How is your work progressing for the last/next set of assessments and exams?</p> <p>What are you doing to be confident that you will submit all assessments and study for your exams for the year?</p> <p>What are the modules of the first semester that you still need to work on, if any?</p> <p>What actions are you taking to ensure that your uni work life balance is helping you achieve your goals for this academic year?</p> <p>How is your wellbeing? What support / actions, if any, would you consider?</p> <p>What are your plans for the summer; and how will you plan for reassessments, if any?</p>	<p>As per Level 0 questions</p> <p>What are your plans for module option choices for Level 5?</p>	<p>As per Level 0 questions</p> <p>What are your plans for module option choices for Level 6?</p>	<p>As per Level 0 questions</p>
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Table 3 - Placement Questions at L5 or L6 (if applicable)

Pre-placement	Mid/Post-placement
<p>Will you be undertaking a placement, or have you considered undertaking a placement this or next year?</p>	<p>Are/Did you enjoy your placement? What new knowledge, skills and experiences are/did you securing/secure?</p>

<p>Are you aware of the benefits, as well as the implications of, a placement year?</p> <p>As applicable, have you secured a placement yet?</p> <p>If not, what sources of support are you using to find a placement?</p> <p>Do you need to get a PLSP?</p>	<p>During your placement year are/did you engage in Personal Development Planning, i.e. reflect on, monitor and record your personal development and progress? What evidence of your personal development are/did you gather and record?</p> <p>Is your PLSP in place and reasonable adjustments being met where stipulated?</p> <p>If you have a Placement Mentor have you engaged with them?</p> <p>Have you completed and/or are you clear about all of the requirements relating to your placement?</p> <p>Are you clear about any requirements there may be if you are repeating a placement or an element of placement?</p>
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