

## CAME Tutor Plan Term 2

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## 12 Week Plan

Week	Tutor Session	Activity	Cohort Session Tuesday 4-5
12		Planning work?	
Assessment Week 1	Assessment week catchup		
Assessment Week 2	No tutor		
Week 13	Tutor Session		Yes
Week 14	One-One		
Week 15	One-One		Yes
Week 16	Vertical		
Week 17			
Week 18	Big tutor mash up		Yes
Week 19	One-One		
Week 20	One-One		Yes
Week 21	Welcome back		Yes
Week 22	One – One		
Week 23	One – One		Yes
Week 24	Assessment prep		

## Thursday Week 12

### Part 1 - General Catchup

1. Introductions – Encourage them to ask each other questions about the break. What did they do? Where did they go? Who did they see? Were they on the move or locked down? Did any of them use any of the Bristol Uni online content (Tis the Season)?
2. Take 'register' on e-vision
3. Check that they are OK. Some students will have left Bristol assuming they were coming back straight after the holiday - we are aware that some may no longer have drawing equipment and lab kits - please reassure them that for these students Jeff and Joel are looking into alternative arrangements.

### Part 2 - Planning the next two 'assessment' weeks

Over the next two weeks students have assessment weeks but year 1 don't have any assessments. This is therefore a great opportunity to review last term and consolidate. Below are some suggestions for how they can use their time:

1. Catch up. Are there parts of any course they failed to complete? They can do so now. And take any formative tests that they missed.
2. Review. Were there parts of the course that they struggled with? They could go back over the content and re-do formative tests.
3. Consolidate. Even if they were comfortable going through the content - going back over it now will help them to consolidate. In my own experience this can be more fun and rewarding if it's helping someone else review or catchup (the best way to learn is teach etc) but they can also do it on their own.
4. Extend. Some units will have optional extras they can do to extend their learning. Or they can look into some topics they find interesting and dig out more - being a self motivated learner is a valuable skill to be able to demonstrate to future employers.

If students are looking for further inspiration they may want to try some of the following - however it is far more important they focus on catchup, review and consolidate and the below list is for those who are actively looking for other things to occupy them. One or two from the list will be plenty to be cracking on with.

1. Teach themselves a programming language - we will cover Matlab later this term - but there are free online courses for many languages. They could start with python.
2. Further improve their drawing skills: - <https://www.ucl.ac.uk/drawing-gym/>
3. Further improve their design skills: - <https://camewelcome.blogs.bristol.ac.uk/drawing-design-session-1/>
4. Watch 5 inspiring lectures by Bristol Engineering staff: - <https://camewelcome.blogs.bristol.ac.uk/best-of-bristol-session-1/>
5. Consider applying for a summer internship and starting a CV - <http://www.bristol.ac.uk/careers/>
6. Consider applying for the Bristol Plus award - <http://www.bristol.ac.uk/careers/bristol-plus-award/>

**Part 3 - Book in a tutorial for next week** Book in a tutorial for next week to support them over the assessment fortnight. This won't be timetabled so find a good time for you and them. Make sure you send a calendar invite so they know when to meet.

## Thursday Jan Assessment

Next week is assessment week - so there is nothing timetabled for our year 1 students. However it's important that we offer a point of connection to our first years who have no assessments. Please can you therefore book in a tutorial and record this session in e-vision for our records.

### Part 1 - Staying connected

1. Following my last session with my year 1 tutees I think some gentle encouragement to connect with each other/others would be good. You could try asking the following questions:

- a. What do you do when you get stuck on your studies? - I know there are some Whatsapp/facebook groups where students post questions and others answer them. Are they using these? PASS is also up and running that some students are using. Plus there are the discussion boards on Bb where they can post.
- b. What do you do when you can answer someone else's study question? - following on from the above - we can ask them to think about ways of supporting each others learning. A reply on Whatsapp or facebook is good - but could you offer to discuss it? The aim is to support social interaction for our students - these things would happen naturally (ish) in person - so helping them stimulate similar responses digitally seem sensible.
- c. Do you connect in other ways? - Finally encouraging them to think about connecting in different ways - not just over work - is good. My children haven't seen their friends for weeks - but seem to hang out with them all the time. Using games, discord and other social media platforms.

2. Take 'register' on e-vision

### Part 2 - Reviewing the two 'assessment' weeks

It would now be good to discuss how their weeks are going - have they managed to do what they wanted to - what are they planning for next week? As a reminder below is the list of activities. Also if they are interested in the Bristol Plus award there is more information below on how they can do the volunteering part in these unusual times.

1. Catch up. Are there parts of any course they failed to complete? They can do so now. And take any formative tests that they missed.
2. Review. Were there parts of the course that they struggled with? They could go back over the content and re-do formative tests.
3. Consolidate. Even if they were comfortable going through the content - going back over it now will help them to consolidate. In my own experience this can be more fun and rewarding if it's helping someone else review or catchup (the best way to learn is teach etc) but they can also do it on their own.
4. Extend. Some units will have optional extras they can do to extend their learning. Or they can look into some topics they find interesting and dig out more - being a self motivated learner is a valuable skill to be able to demonstrate to future employers.

If students are looking for further inspiration they may want to try some of the following - however it is far more important they focus on catchup, review and consolidate and the below list is for those who are actively looking for other things to occupy them. One or two from the list will be plenty to be cracking on with.

1. Teach themselves a programming language - we will cover Matlab later this term - but there are free online courses for many languages. They could start with python.
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4. Watch 5 inspiring lectures by Bristol Engineering staff: - <https://camewelcome.blogs.bristol.ac.uk/best-of-bristol-session-1/>
5. Consider applying for a summer internship and starting a CV - <http://www.bristol.ac.uk/careers/>
6. Consider applying for the Bristol Plus award - <http://www.bristol.ac.uk/careers/bristol-plus-award/>

More information on Bristol Plus in this current time is here:

<https://universityofbristolcareers.blogs.bristol.ac.uk/2020/12/17/there-are-still-many-ways-to-achieve/>. This blogpost details ways in which students can complete the award under lockdown. The key takeaways are:

In response to Covid-19 and the new blended student experience, the Bristol PLUS Award was restructured. Meaning we now recognise a wide range of online and virtual experiences.

As ever, most of the activities listed on myopportunities and mycareer are perfect to use towards the '70 hours of Experience' and 'Skills development and training' sections of Award – and there are hundreds of activities listed! Searching myopportunities using the 'online' filter helps!

The Career Services new online Career Ready Course is a great way to meet the 'Skills development and training' sections of Award.

All paid employment, online internships or placements can be used as experience towards the Award. Forge and InsideSherpa offer a range of free virtual work experience programmes that you can choose from.

All volunteering, student leadership and representation roles are recognised too. The Bristol SU and Bristol Hub offer a range of opportunities and advice on how to get started!

## Thursday Week 13

### Part 1 - General Catchup

1. Find out what people did during the assessment fortnight. Which subjects did they go back over? Did they try any of the other activities suggested (no problem at all if not)?
2. What are people looking forward to this term?
3. Take Register on e-vision (this is essential - tracking tutor engagement is the best way to monitor how are students are doing - if a student doesn't attend please email them, if they don't attend two weeks in a row please alert the school office and if they don't attend for a third week please alert the DSam and Senior Tutor)
4. Society swap shop. The start of a new semester can be a great chance to consider joining a new society. So would be good to ask students what their experiences have been like, which societies have been good (or just active) and which ones would they recommend to others. As a gentle reminder here is a list of all engineering related societies (those in bold are linked to a course).
  - AeroSoc
  - BUDS - Bristol University Drones Society
  - Black Engineers Society
  - Bristol CivSoc (Civil Engineering)
  - Bristol SEDS: Space Exploration Society
  - Engineering Design Society
  - Engineers Without Borders
  - Innovation and Design (I.D.)
  - MechSoc
  - The Innovation Society
  - Women in Engineering Society

5. Very gently it would be good to discuss housing for next year. I don't believe students should be looking for houses, but it might be good to start thinking about house mates, this may be challenging for some students so rather than put pressure on them - may be ask what would help, and try and have a positive discussion. Any good ideas let me know.

### Part 2 - Break Out Group Activity

So it is official - students don't like break out groups. But at the same time our first years are, understandably, finding it hard to make friends. So I would love to come up with a top ten tips for break out groups. Ideally put your students in, you guessed it, breakout groups and ask them how they can make the most of the situation. Here are some tips to get them started - any good ones send them back to me:

1. Golden rule - we use breakout groups to help you meet different people - if you don't discuss the question, it doesn't matter!
2. Introduce yourself - and then pass it on.

3. Break the silence with a question.
4. Try not to leave - stick with it - the more you do them the more 'normal' it will feel.
5. If you are on mute, and your camera is off, and you are wondering why no one is responding it is because they can't hear you, and they can't see that you are trying to talk - turning on mic and camera is really helpful.
6. Try chatting about how awkward breakout groups are!
7. Add an avatar to your profile that might trigger a conversation - if you like baking - make it baking related.
8. Use hand gestures - if you agree wave both hands - if you have a new question raise a finger, if you have a question or point that relates to what the current person is saying raise two fingers, if you don't understand or need clarification raise a hand in the shape of a C (for clarification), if you love something (like concrete) then make a heart shape.
9. If no one else looks like they are going to take the lead - take the lead - everyone else will be really grateful to you for doing it.
10. Consider risks vs opportunity. Risk - boring awkward conversation for 5 minutes. Opportunity - the person your talking to may one day recommend you for a job, or even better be your friend 20 years down the line.

Let me know what people come up with.

Part 3 - Looking ahead to the rest of the tutor term

Finally time to plan ahead. A few things for the diary:

1. The next two weeks will be one-to-ones so book in who you are seeing which week.
  2. Week 16 is vertical tutor again - so start approaching a few (2-4) older students to join you.
  3. Week 18 I would like to encourage people to meet in a bigger group - and then mix tutor groups as another way for people to meet each other. More info to follow but would be great to think of one or two tutors who you could join with.
- And that's it for now. Have a great weekend and don't forget to log your meetings in e-vision.

## Thursday Week 14

### **Before the session**

Check the TEAMS sessions are set up for your individual tutorials for the next two weeks (plus keep a 10 min all together slot at the start of each week).

### **Part 1 – 10 mins**

Quick catch-up with everyone – any questions, concerns or things that have gone well?

Take e-vision register for everyone (not just those you meet individually)

Discuss the ILO mentoring launch event which takes places on Wednesday 10am - either what is and why it's important or how it went and why it's important. More info here:

CAME Student Intro - WK14.pptx

Remind them it is individual tutorial – who is meeting you and when – I then suggest you leave this room open – so that they can continue to chat after you have left (if they want to).

### **Part 2 – 6 x 7 mins**

I suggest you create separate TEAMS meetings for each otherwise you risk a student being upset and another student logging in

How was TB1?

- Take a moment for them to reflect on TB1.
- Are they now caught up (using the assessment period)?
- What have they learnt in terms of study skills?
- Who do they speak to when stuck?
- Have they established some friendship groups?

Looking forward to TB2

- What are they looking forward to?
- What subjects do they have concerns about and how can they approach them?



- Have they started to think about accommodation (latest info is here: <https://www.accommodationinbristol.co.uk/MessageBoard>) we are also flagging our concerns to the uni - remember to reassure them not to panic but also find out what they are thinking - especially if they are studying away from Bristol this year.
- Time for a new society?

## Thursday Week 15

### **Before the session**

Check the TEAMS sessions are set up for your individual tutorials for the next two weeks (plus keep a 10 min all together slot at the start of each week).

### **Part 1 – 10 mins**

Quick catch-up with everyone – any questions, concerns or things that have gone well?

Take e-vision register for everyone (not just those you meet individually)

Discuss STs and DSAMs and check that they know who to speak to when stuck:

On a unit - Unit teaching team

With a minor concern - Tutor

If, as tutor you don't feel able to support - escalate to ST (or the students can opt to go straight to ST if they prefer)

If they want to speak to a non-academic member of staff - DSAM.

Remind them it is individual tutorial – who is meeting you and when – I then suggest you leave this room open – so that they can continue to chat after you have left (if they want to).

### **Part 2 – 6 x 7 mins**

I suggest you create separate TEAMS meetings for each otherwise you risk a student being upset and another student logging in

How was TB1?

- Take a moment for them to reflect on TB1.
- Are they now caught up (using the assessment period)?
- What have they learnt in terms of study skills?
- Who do they speak to when stuck?
- Have they established some friendship groups?

Looking forward to TB2

- What are they looking forward to?
- What subjects do they have concerns about and how can they approach them?

- Have they started to think about accommodation (latest info is here: <https://www.accommodationinbristol.co.uk/MessageBoard>) we are also flagging our concerns to the uni - remember to reassure them not to panic but also find out what they are thinking - especially if they are studying away from Bristol this year.
- Time for a new society?

## **ILO Email to Students**

Thank you for attending your School-specific webinar on the ILO Mentoring Scheme earlier this week (recording links below if you were unable to). To review, you need to complete levels 1-2 in Weeks 14-15 (if not already). Before you start...

Please take a moment to read this announcement carefully, especially if you are feeling like there is a lot to do.

There is no need to rush through these levels. They have been specifically designed for you to complete ('mark reviewed') in order and in the approximate times listed.

I have already seen that some students have not completed the levels in order or have done so in quick succession. Please do not rush.

Mentoring, whether preparing for or participating in, is like a marathon not a sprint...

You do not need to complete each level in one go, you may want to divide each one into two or three sections.

This is what you need to do (if not already):

Week 14: Complete Level 1. Consider signing up to the highly recommended Study Skills session on Reflective Writing (SCEEM details, CAME details). Watch three fellow students outline the benefits of this important skill and why you should attend.

Week 15: Complete Level 2. Attend the Study Skills session if you have signed up (SCEEM, CAME).

Week 16: This is the earliest week that you may be able to introduce yourself to your mentor in your group. See level 2 for how and when this may happen. We are aiming to release your group mentoring (Microsoft) Team next week in advance. Your support Team has already been released. Do not complete level 3 until after you have had your 'meet your mentor intro session'.

If you have any questions about the levels, please go to the corresponding channel in the support Team.

If you have not seen your Week 14 webinar, or would like to review it:

SCEEM: webinar recording, PowerPoint file

CAME: webinar recording, PowerPoint file

## Thursday Week 16

This week we are back to having a vertical session, the big difference is that we now have the ability to use breakout groups in TEAMS - which despite not everyone loving breakout groups I think will enhance the session. If you haven't done so I suggest you invite along two or three of your tutees from higher years.

### On the day

I suggest you run this session in two parts:

#### Part 1 – just year one – 15 minutes

1. Introductions – One thing that has gone well this week. One question they might have. Try and think up your own fun question to ask. Or you could ask them all to draw their week and share their drawings (be prepared to go first) pop on a 2 minute timer and have a go. Then discuss what people have drawn and why.
2. Take 'register' on e-vision
3. Next week is consolidation week. Remind your students that there is no tutor session.
4. Industrial mentoring - info from the ILO - "This is the earliest week that you (students) may be able to introduce yourself to your mentor in your group. See level 2 for how and when this may happen. We are aiming to release your group mentoring (Microsoft) Team next week in advance. Your support Team has already been released. Do not complete level 3 until after you have had your 'meet your mentor intro session'."
5. Please tell them about the SU's Climate Emergency Day of Action tomorrow (or Friday the 26th for those of you who don't meet on Thursdays). General details here: <https://www.bristolsu.org.uk/climateemergency>

I have also organised two talks for all engineering students across the faculty that they can sign up to here:

<https://www.bristolsu.org.uk/events/engineering-teach-out-part-1-creative-solutions-to-the-carbon-crisis>

<https://www.bristolsu.org.uk/events/engineering-teach-out-part-2-solving-all-the-sdgs-at-once>

These will be brilliant - I have hand picked the speakers and really do think this will be an incredible event.

#### Part 2 – all years – 15-30 minutes

I suggest this time you pop your students into breakout groups with your higher years tutees. I would aim for 10 minutes tops.

Suggested topics of conversation (but they can ask what they want)

- Introductions
- Accommodation
- ILO Mentoring Scheme
- What should the year 1 students be looking forward to
- What do they wish they'd known in year 1 but didn't
- If they could do the degree again what would they do differently
- However the conversation can be on anything they like.

Then bring everyone back together and ask each group what one thing have they learnt?

Consider on doing a second time with different groups - but give them the option.

**Next Week (week 17) - Consolidation Week - No tutorial**

## Thursday Week 18

'Big Tutor Mashup' rather than just meet with our group I wanted to encourage staff to double up with another member of staff and run a session with both groups - this will be a way for groups to meet some other people.

Also next week and the week after (weeks 19 and 20) we are back to one to one tutorials and we would like you to use these sessions to discuss the students lab reports with them. There is no need to mark them - but if you ask them to send a report to you in advance it may solve spending the first five minutes of your 7 minute session trying to share screens.

### **Before the session**

1. Find a buddy (you can use the email list above to find other year 1 tutors)
2. Set up the meeting in TEAMS agreeing to invite along both set of tutees to the same group
3. Note both tutors should be there for the session

### **Tutor session part 1 (15-20 mins)**

1. Do quick intros of both groups - with 20 people this might take a while! You could ask people to answer the following three questions:
  - a. Name
  - b. Where are you right now
  - c. An inspiring engineer/or favourite engineering thing (say bridge/building/aircraft)
2. Take register at the same time on evision (just for your group)
3. Show students the following pass video:  
New PASS videos (note there is one for each cohort except EDes where uptake has already been strong)  
Aero\_PASS\_video.mov  
Civil\_PASS\_video.mp4  
Mech\_PASS\_video.mp4

### **Tutor session part 2 (20-30 mins)**

1. Give the students a short (3 min) summary of your teaching and research x 2.
2. Give them a challenge in your field and ask them to think about the impact this might have - I suggest they do this in breakout groups for 10 mins.
3. Ask them to share their thoughts.

For example - I could present on designing buildings out of timber

I could ask them to think about the challenge of moving more buildings to timber but also think about the impacts (positive and negative) - possibly giving them a few short refs to look at

Then they come back together to share their thoughts.

Remember - the main purpose is to help them meet more people - not learn more about timber buildings (or any other subject for that matter) - but if we just say spend 10 minutes in rooms with no purpose the chances are they won't talk at all.

This is a total experiment - so lets see how it goes.

### **Tutor session part 3 (5 mins)**

Wrap up the session by reminding them the next two weeks are one-to-one sessions and say who you will see each week (but remind them to all come for the first ten minutes) and also send their latest lab report so you have it to review with them in your one-to-one session.

### **After the session**

Send out one-to-one TEAMS invites.

Have a great week everyone. The end of this term is in site, we really appreciate all you do.

## Thursday Week 19

This week is the first of two individual sessions. As ever, please book in individual TEAMS meets for your students - half this week half next week. Also meet with all your tutees for the first ten minutes.

### Part 1 - all together

1. Do brief intros - rapid fire - if you could describe your week using just one word - what word would you use?
2. Take register on e-vision - please do this during the session to avoid having to remember doing it later. Whilst doing it you might like to encourage students to watch the first two minutes of this wonderful video (on you tube - sorry)

[https://www.youtube.com/watch?v=LewVEF2B\\_pM](https://www.youtube.com/watch?v=LewVEF2B_pM)

3. Paul Hendrie - who provides English Language support to engineering students - has put the attached document together (IMproving your speaking and...) to help those of our students who are looking for ways to improve their skills. Please download it and share on TEAMS during your session. The students can also try the Language café - Language Café – Global Lounge (bristol.ac.uk)
4. Widening Participation - whilst we can't ask out tutees if they are from a WP background could we gently make them aware of the following opportunities - personally I would cut and paste the below into TEAMS chat and just say it's open to anyone from a less well represented background in Higher Education:

Please refer any eligible students to this tailored support which is available in Teaching Block 2 2020/21:

- Mentorship: Bristol Mentors is a programme that matches successful eligible applicants with an alumni mentor, from an industry/professional sector of their choice, who will guide and support each student throughout the academic year. Applications for 2021/22 open on March 1. Students can find out more at

<https://bristol.careercentre.me/welcome/bristol?returnUrl=/Resources/VideoFiles/CareerModules/itutorials/Tutorial.aspx?id=3647>

- 'Help with...' group sessions: Designed to boost the confidence of students in topics we know they typically struggle with. Live events are supported by follow up appointments. Students can view and register for events on mycareer at <https://engage.bristol.ac.uk/s/careers/events>
- Support applying for SME internships: Students who want to get work experience via an SME Internship scheme can book 1:1 appointment for support (called Internship Scheme in the appointments tab on mycareer)
- Flying Start newsletter: A weekly email, focusing on equality and diversity targeted schemes and resources, including careers opportunities, events and internships. Students can opt-in at <https://engage.bristol.ac.uk/Form.aspx?id=404928>.



## **Part 2 - individual (7 mins a student)**

1. Can you have a quick check with your tutees - have they engaged with the ILO mentoring scheme? Most have but a few are still to meet there mentors.
2. The activity that we would like you to run through with your students this week is to provide some in tutorial feedback on their first year lab reports. The most recent one that they have completed is a simple investigation into the collection and processing of time dependent signals. This is framed in the context of estimating the material properties by a simple 'at home' experiment.

The focus of the feedback and tutorial discussion should be their communication of the experiment and data rather than their understanding of the underpinning engineering science. As a first year pass/fail unit the goal is to develop their competency in the communication of technical content. This may start with the fundamental's such as units and defining variables to the finer 'art' of data representation and interpretation (like adding labels to graphs/axis).

I have attached the peer feedback question sheet which helps them to scaffold their thinking around the basics along with the lab handout. Students will also have had peer feedback on their previous reports, so if you have additional time it could be worth asking them to share what they have learnt to work on from that material.

## **Next Week**

Last teaching week before the holidays and we will be meeting with the other half your group - don't forget to remind them all to come for the first 10 minutes.

## Thursday Week 20

This week is the second of two individual sessions. As ever, please book in individual TEAMS meets for your students if you haven't already done so. Also meet with all your tutees for the first ten minutes.

### **Part 1 - all together**

1. Do brief intros - what are everyone's plans for the spring vacation?
2. Take register on e-vision - please do this during the session to avoid having to remember doing it later.
3. Encourage your students to take some time off over the Spring Vacation.

### **Part 2 - individual (7 mins a student)**

1. Can you have a quick check with your tutees - have they engaged with the ILO mentoring scheme? Most have but a few are still to meet there mentors.
2. The activity that we would like you to run through with your students this week is to provide some in tutorial feedback on their first year lab reports. The most recent one that they have completed is a simple investigation into the collection and processing of time dependent signals. This is framed in the context of estimating the material properties by a simple 'at home' experiment.

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## Week 21

The plan for the last four weeks is as follows:

Week 21 - Group discussion/activity

Week 22 - One to one part 1

Week 23 - One to one part 2

Week 24 - Discussion on assessment

For this week we will have a welcome back chat but there is also a short activity courtesy of Ben Hicks (thank you Ben).

### **Part 1 – welcome back (10-15 minutes)**

I am finding that the tutor time is still very focussed around me – rather than being a more general discussion. So this week I think it could be fun to get tutees to ask each other questions. The aim will be to keep it light – but also to encourage them to talk to each other, not just you.

Whilst this is going on don't forget to **record who is present on e-vision**

If you would like some simple questions to start with try some of these – you can always cut and paste them into the chat if students are also struggling to think of a question, they could pick one:

1. Where were you over the Easter Vacation?
2. What activities did you get up to?
3. What is the most interesting thing you have learned over the vacation?
4. Did you eat any interesting food over the last few weeks?
5. What are you most looking forward to for this final term?

I would encourage them to ask one question and then follow it up with their own question.

### **Part 2 - activity (25 minutes)**

This is an activity provided by Ben designed to challenge students to draw and describe highly designed items.

- Attached are 5 ppt slides with an artefact on each.
- Send one artefact via email to a student volunteer who has 5 mins to describe the artefact using words and sketches but cannot use certain words - listed on the slide.
- Other students can ask questions.
- After 5 mins we have the great reveal!

### **Part 3 – Looking forward**

Next week will be the first of two one to one sessions - please confirm which students you will see next week, and which ones you will see in the following week. Please also send invites to students.

## Week 22

This week and next week we are back to one to one tutorials.

### Before the session

This week is the first of two individual sessions. As ever, please book in individual TEAMS meets for your students - half this week half next week. Also meet with all your tutees for the first ten minutes.

### Part 1 - all together (10 mins)

1. Take register on e-vision - please do this during the session to avoid having to remember doing it later.

2. Alert students to the following mental health initiatives/support/resources:

- PROJECT:TALK is running this May an event called Mental Fitness Month.

'Around Your Mind' will take centre stage, leading participants on a journey around the world to learn about how our environment has a profound impact on our mental fitness. Alongside this, they will be running free workshops, talks, and more, as well as sharing inspiring stories of mental fitness from around the world. They hope that this will allow participants to connect with their own minds, and with the diverse communities to which we belong.

All the details about the event can be found [here](#).

- <https://www.bristol.ac.uk/students/support/wellbeing/self-help/stress-and-anxiety/>

3. If you feel it is appropriate you might want to tell them about the teaching award - more info here:

<https://www.bristol.ac.uk/bilt/celebrating-staff/bta/>

### Part 2 - individual (7 mins a student)

This session is to check in with them and also reassure them - some students are starting to feel overwhelmed by the year and upcoming assessments.

Things to discuss include:

1. Revision - there is still a week of new material (plus this week) so students don't need to panic about revision - they have had some study skills on this and some thought they should have started.

2. Assessment timetable - this has now been released. Do they know what they have and when?

3. Crash Bang Wallop report - how did they think it went?

4. Design course - due in a week or two - how is it going?

5. Can you have a quick check with your tutees - have they engaged with the ILO mentoring scheme? Most have but a few are still to meet there mentors. If they have, have they also thought about summer internships - no pressure on this as it is unusual for year 1 students to get an internship even under normal circumstances - so only raise/mention if they want to discuss.

## Week 23

### **Before the session**

This week is the second of two individual sessions. If you haven't already, please book in individual TEAMS meets for your students - half this week half next week. Also meet with all your tutees for the first ten minutes.

### **Part 1 - all together (10 mins)**

1. Take register on e-vision - please do this during the session to avoid having to remember doing it later.
2. The design project is due tomorrow at 1pm. Find out how they are getting on and if there are any last-minute panics. Encourage them to answer each others questions.
3. Check they have seen the assessment timetable - they have three tests in the first week of assessments, then they are done for the year.

### **Part 2 - individual (7 mins a student)**

This session is to check in with them and also reassure them - some students are starting to feel overwhelmed by the year and upcoming assessments. Things to discuss include:

1. Revision - there is still a week of new material (plus this week) so students don't need to panic about revision - they have had some study skills on this and some thought they should have started.
2. Assessment timetable - this has now been released. Do they know what they have and when?
3. Crash Bang Wallop report - how did they think it went?
4. Design course - due in a by Friday - how is it going?
5. Can you have a quick check with your tutees - have they engaged with the ILO mentoring scheme? Most have but a few are still to meet there mentors. If they have, have they also thought about summer internships - no pressure on this as it is unusual for year 1 students to get an internship even under normal circumstances - so only raise/mention if they want to discuss.

### **Next Week**

Is the last session of the year. It will be a general catchup in the group with a focus on preparation for their tests (three in one week).

## Week 24

This week we will finish by running the session just with the tutor group. the focus of this session is to answer any questions and help them prepare for their assessments.

### Before the session

Please read the following:

#### **Information for Personal Tutors, Programme Directors and Teams on Academic integrity**

With assessment period approaching we are asking personal tutors to discuss academic integrity with students. [Two infographics](#) have been produced to help structure such discussions; one on our shared values of academic integrity, as set out in our [Policy on Academic Integrity](#) and the other on disruptors of academic integrity. Please can tutors ensure these discussions occur prior to the summer assessment period. We are planning a variety of student communications on this topic in the coming weeks. We are also aware that some students have raised concerns with their School about cases of collusion or cheating but are anxious about reporting the details in case their identity is not protected. Whilst anonymous allegations generally are not supported due to concerns over malicious reports, in cases of collusion or cheating where the student is prepared to provide evidence, the Secretary's Office have confirmed that we could accept allegations from students without their identity being disclosed to the reported student. Students would have to report the matter to a member of staff in their School, Faculty or the Students Complaint Officer, together with the evidence, before the matter could be taken forward. The Disciplinary Regulations are being updated to reflect this change in policy.

[New webpages for students on Academic Integrity](#). We have developed some additional material for students to help them understand the importance of academic integrity and specifically the dangers of collusion and contract cheating and how to avoid these.

### During the session

1. Warm up - Ask them about their summer plans - where will they be, what are they looking forward to?
2. Take EVision register
3. Discuss preparation and assessment technique (see below)
4. Academic Integrity - please share the attached document and discuss. Please read the information in the "before the session" before discussing. Please don't share the above text directly with students but there are some links they ask you to share which you could put in the chat.
5. Don't forget to wish them all the best for the summer and say how much we are looking forward to seeing them next year. Sadly, no specific details on what next year will look like yet! Results are currently planned to be released on the 20th July. Please also let them know if they have any concerns over the next few weeks to contact you in the first instance.

### Additional ideas for item 3

Would be great to get them to share their preparation and assessment top tips. Some will have attended study skills sessions on this. Things to consider are (please add your own/adapt):

## **In the build-up**

Create formula sheets or flow diagrams for units

Have key information to hand

Don't assume you can watch videos on Bb during the test - Bb will be on go slow - consider downloading and saving key notes

Do lot's of practice questions

if you get stuck on a practice question don't just look at the answer:

Try looking through the notes

Try asking a friend

Try posting a question on a discussion board

If you do look at the answer - try and just look at the next step and then try and go again from there. In a test one of the big challenges is knowing what to do without the solution.

Plan for what you will do after the test (see below)

## **On the day**

Make sure you have a space ready for the test

Make sure your device is charged or plugged in

Have pen, paper and a calculator ready to hand

Have your notes ready to hand

Make sure distractions are put away - no time for tik tok!

Let friends/family know you have a test beforehand to avoid interruptions - consider making a do not disturb sign!

Have a clock or timer visible so you can keep track of time.

## **During the test**

Make sure you are logged on and ready to go early

Start on time

Remember to eat/drink if the test is long

If you are stuck make a note of the question and where you got to and move on to the next question - you can come back to the question later

Check your answers and working out

If there is an upload keep the file size down

## **After the test**

Once the test is submitted try and do your best to relax and don't try and compare your answers!



Go for a walk, cycle or run. Do something active.

See friends

Watch TV

Give yourself some time off before you start preparing for the next test - plan this and stick to the plan

Be kind to yourself.