

**SCHOOL OF SPORT AND EXERCISE SCIENCES PERSONAL TUTOR BOOKLET (ABRIDGED\*)**



\*This is an abridged version of the 2018-19 guide for SPS Personal Tutors. The full guide also includes general information for Tutors and attendance monitoring details. This version includes only the templates used for the individual tutorials. Becky Murphy (SPS) is happy to receive queries on this approach to tutorial delivery.

# Personal Tutor Schedule 2018 - 2019

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| **WEEK** | **LEVEL** | **TOPIC** |
| 0 | 4 (G) #1 | SCHOOL WELCOME AND LAB EXPERIENCE |
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| 1-2  5/10/18\* | 4 (I) #2 | SCHOOL EXPECTATIONS: ESTABLISHING YOUR CONTRIBUTION  CAREERS IN SPORT AND EXERCISE SCIENCE |
| 5 (I) #1 | WELCOME BACK; GOAL SETTING & L5 TARGETS |
| 6 (G) #1 | CAREERS IN SPORT AND EXERCISE SCIENCE AND TARGET SETTING |
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| 3-4  19/10/18\* | 4 (G) #3 | ASSESSMENT FEEDFORWARD:  PRACTICE PRESENTATIONS |
| 5-6  2/11/18\* | 4 (G) #4 | ASSESSMENT PRESENTATION |
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| 6  2/11/18\* | 5 (G) #2 | SCIENTIFIC WRITING/FIGURES |
| 4 (I) #5 | TRANSITION |
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| 8 | 6 (I) #2 | MAJOR PROJECT/PLACEMENT AND CAREERS |
| 8-9  23/11/18\* | 4 (G) #6 | ASSESSMENT SUPPORT: SCIENTIFIC WRITING |
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| 10-11  07/11/18 | 4 (I) #7 | E-PORTFOLIO ASSESSMENT SUPPORT AND EXAM PREPARATION |
| 5 & 6 (G) #3 | COURSE REVIEW AND REFLECTION |
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| 18  25/01/18 | 5 (I) #4 | CW FEEDBACK AND S1 REVIEW |
| 4 (I) #8 | WELCOME BACK: SEMESTER 1 REVIEW AND SEMESTER 2 PLANNING |
| 23  01/03/2018 | 5 (G) #5 | L6 MODULE CHOICES AND MAJOR PROJECT |
| 25  15/03/18 | 6 (I) #4 | PROGRESS AND EXIT PATHWAYS |
| 4 (I) #9 | DIRECTED STUDY WEEK REVIEW |
| 29  12/04/18 | 5 (G) #6 | CV DEVELOPMENT/CAREERS |
| 4 (I) #10 | END OF YEAR REVIEW |

# LEVEL FOUR TUTORIAL SCHEDULE

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| **Guidance for tutors: LEVEL 4, TUTORIAL 2, INDIVIDUAL**  **‘School Expectations and Principles”** | | **To be held in week**: 1 or 2  **Take place in:** STAFF OFFICE |
| The tutorial should be completed before the end of week 2. | |  |
| **Summary**  This is the second tutorial of the Level 4 (L4) tutorial system. Research Skills taught contact is comprised of lectures, computer practical’s and personal tutor meetings. Lectures are delivered on a Thursday, in addition each student will attend a computer practical session every other week and a personal tutor meeting every other week.  The content of each tutorial is aligned to credit bearing assessment associated with the module and by the time that you meet your students for this tutorial they will be aware of two assessment tasks that they MUST complete. | | |
| **Tutorial Aims** | 1. To facilitate you getting to know your tutee and to determine how they are settling into the school and university. 2. To provide an opportunity for students to discuss their understanding and preparation for the careersmart online assessment that will take place in weeks 3 or 4.   ***NB****. The careersmart assessment is credit bearing and as such MUST be completed by all students.* | |
| **Tutorial plan**   1. Check that students are settling in ok and have a grasp of their timetable. Show the student how to access the timetable if they are struggling with this. Reinforce the importance of understanding the content of each module guide to determine their weekly tasks. 2. Determine if the first week of university teaching matches their expectations and provide advice/support as required. 3. Ask the students to summarise their understanding of the careersmart online assessment. Provide advice/support as required. The students will receive a lecture to introduce career smart in week one of the research skills module. The content relevant to the assessment is located in the research skills module via the modules called “CareerSmart: Explore”. The assessment is an e-learning online task (accessed from the research skills module). Once the student has completed the assessment (i.e. gone from start to finish and clicked complete the student will automatically be given 100%. The student will receive confirmation of this upon completion. 4. Remind students that they should be checking their university email at least once a day. 5. Ask student to sign the tutorial attendance sheet. | | |
| **Resources**  As well as this handout, you will need the following resources in the tutorial (attached to email)   * Careersmart assessment task summary * Research Skills weekly schedule. | | |
| **For next time…**  The next tutorial will be a group tutorial entitled “Presenting with confidence”. In preparation for the presentation assessment of research skills, this tutorial will provide tutees with opportunity to practice talking/presenting in front of their tutor group. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 3, GROUP**  **‘Assessment Feedforward – Presenting with confidence”** | | **To be held in week**: 3 or 4  **Take place in:** Room as indicated by the research skills timetable. |
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| **Summary**  This is the third tutorial of the Level 4 (L4) tutorial system. In preparation for this session students have been provided with the worksheet below entitled “The Importance of Good Oral Communication”. They have been advised | | |
| **Tutorial Aims** | The tutorial aims to   1. Provide a feedforward opportunity with respect to the presentation assessment. 2. Provide students with opportunity, prior to the presentation assessment, to stand in front of their peers and practice talking. 3. Develop students ability to verbally communicate in a professional context with peers and staff. 4. Receive tutor and peer feedback, and self-reflect on oral presentation skills. 5. Improve evaluation and critical appraisal skills. | |
| *During the session:*   1. Talk through the assessment brief for the individual presentation. 2. Provide students the opportunity to take it in turns to present for 2 minutes to the group. 3. In consideration of the marking criteria facilitate a peer led discussion on your reflections of the overall quality of the presentations, highlighting good points and areas for improvement. 4. Remind students that the next group tutorial is their summative assessment and failure to attend will result in a mark of zero. 5. Close the session by providing any additional advice which has not been discussed during the session and summarising common mistakes to avoid when presenting.   *NB This is a formative task, this means that the aim of this task is not to score performance formally using a mark, but to provide you with helpful feedback to enable you to improve your skills for future formal assessments.* | | |
| **Resources**  As well as this handout, you will need the following resources in the tutorial   * Research Skills Module Guide * Presentation assessment brief and feedback sheet * The importance of good oral communication resource sheet. | | |
| **For next time…**  The next tutorial will be the summative presentation assessment for research skills. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 4, GROUP**  **“Presentation Assessment”** | **To be held in week**: 5 or 6  **Take place in:** Room as indicated by the research skills timetable. |
| During this tutorial students will present for the purposes of module assessment. |  |
| **IMPORTANT INFORMATION:**   1. The presentation should be saved on a USB flash drive which you must bring with you in order for you to present. You should also save a copy to your M: drive. 2. You must submit a copy of your presentation slides to Canvas by 11.59pm on the day of your presentation. 3. The feedback sheet should be scanned and uploaded to the student submission in Canvas no later than 15 working days following completion of the presentation. 4. The mark awarded should be inserted into Canvas no later than 15 working days following completion of the presentation. | |
| **For next time…**  The next tutorial will be an individual progress tutorial. | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 5, INDIVIDUAL**  **“Transition tutorial”** | | **To be held in week**: 6  **Take place in:** STAFF OFFICE |
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| **Summary**  This is the first individual tutorial since the start of term and provides an important contact point to determine how the students are settling into the school. | | |
| **Tutorial Aims** | 1. To check that the student is settling into university life. 2. To review and discuss attendance and engagement. 3. To remind students of the support available to them. | |
| **Tutorial plan**   1. Check student is settling in okay and address/sign post for any potential issues (use resources provided in this booklet as required) 2. Discuss attendance with the student (you can check attendance using the student monitoring portal <https://attendance.ljmu.ac.uk>) 3. Reinforce the importance of attendance and engagement. For students struggling with engagement you can make a staff referral to the faculty engagement officers who will follow up with the student, use the link below for information: <https://www.ljmu.ac.uk/students/supporting-your-study/support-in-your-faculty> 4. Reinforce the support opportunities available from student engagement officers, student advice and well-being and skills @ljmu. 5. Spend a couple of minutes browsing the skills@LMJU website <https://www.ljmu.ac.uk/microsites/library/skills-ljmu> to remind the students of the support they can received. | | |
| **Resources**   * Websites as above. | | |
| **For next time…**  The next tutorial will be a group tutorial which will serve as an assessment feedforward for the scientific writing essay. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 6, GROUP**  **‘Competency for Scientific Writing and Feedback’** | | **To be held in week**: 8 or 9  **Take place in:** Room as indicated by the research skills timetable. |
| **Summary**  This is the sixth tutorial of the Level 4 (L4) tutorial system. The session provides tutors with the opportunity to check that tutees are aware of the importance and use of detail outlined in an assignment brief, and feedback criteria in assessment preparation (with particular focus on the Essay that is submitted as a requirement of Research Skills). To invite first year students to consider what constitutes customary academic conduct and introduce them to agreed expectations around conduct. | | |
| **Tutorial Aims**  At the end of this tutorial, tutees should be able to: | 1. Identify and understand key information outlined in the Research Skills Essay assignment brief. 2. To explain to students what feedback is, to understand and develop student expectations about feedback. 3. Understand what constitutes customary academic conduct and school/institutional expectations around conduct. 4. Provide L4 tutees with opportunity to provide perspectives/feedback on the research skills module thus far. | |
| **Session plan**   1. **Review the essay assignment brief (15 minutes)**  * Tutees to individually review and note down in their own words what they perceive to be key information in the assignment brief. * Tutees to work in pairs – one person to explain their understanding of the assignment brief to another student. Students to have a brief discussion to determine in what way their understandings were similar/different and to note down together (on post it notes) any additional questions that they have. * Tutors to lead a discussion on reviewing the assignment brief and respond to any further questions that the students have (tutor to collect post it notes in and pass to Rebecca Murphy to collate and provide whole group feedforward in upcoming weeks). * Tutor to reinforce the importance of understanding page limit and formatting requirements, submission format, assessment deadline date, feedback criteria, the importance of completing the self-reflective aspect of the assignment, the importance of evidence of extenuating circumstances with regards to submission and to protocol i.e. to contact Jules as L4 year tutor with respect to coursework extensions).  1. **Feedback discussion (5-10 minutes)**   Leading on from the discussion about feedback, explain to students the importance of understanding feedback criteria and how this will be used during feedforward sessions (to establish understanding) and in the feedback process for an assignment. It is in the student’s interest to understand the criteria as this enables them to understand tutor expectations of their assessment. Feedback criteria should assist in guiding a student approach to an assignment.  Suggested Discussion questions   1. Ask students to name some different types of feedback, and different ways that feedback can be provided.   There might be a range of responses here, including:   * + - Written comments on work     - Peer discussions and peer assessment     - Conversations with staff in corridors/after lectures     - % marks     - Email exchanges   Summarise that feedback types can be informal or formal, and may be visual or spoken.   1. Ask the group to define feedback.   Students should recognise that feedback is information from staff or peers that provides guidance on progress. For summative assessments, e.g. final year report, it might also be used to justify a mark.   1. Ask students what they do with feedback.   Students need to recognise that feedback should be accorded the same (higher?) status as lecture notes. They should reflect on comments received and identify the areas where they did well, areas for improvement and any action required on their part. Clarification should be sought from the provider of the feedback, were required. In this way, they will be prepared for future activities.   1. **Review school/institutional expectations with regards to academic conduct (30 minutes)**  * Tutees to review the information sheet entitled (Academic Misconduct) to understand the terms cheating, plagiarism and collusion. * Students are provided with the activity sheet which details numerous numbered scenarios of acceptable practice and academic misconduct. Working in pairs students to assign the relevant code’s to the examples   • plagiarism (PL);  • collusion (CO);  • cheating (CH);  • potential disciplinary (PD)\*;  • acceptable (AC).  \*Not covered explicitly by LJMU Academic Misconduct regulations but representing poor scholarship or behaviour and may result in an informal/formal intervention.   * Follow with discussion and questions over what is/is not acceptable (Answers in staff copy) demonstrate and explain the specifics of the regulations, definitions and implications of offences, as well as good vs. bad practice. The interesting thing about the definitions is that it is not always apparent exactly where some of the examples should be placed and in some cases they may go into a number of categories depending on the context. | | |
| **Resources**  As well as this handout, you will need to refer to the following resources during the tutorial;   * Research Skills Essay Assignment Brief (students have been instructed to download this and this can be accessed form the module page) * Academic Misconduct Information sheet (one per student) * Staff Copy – Academic Misconduct Answer Sheet * Student Copy –Academic Misconduct Activity Sheet (one per student) * Post it notes | | |
| **For next time…**  For the final L4 tutorial of semester one, students will be invited for an individual tutorial to discuss their progress on essay completion. | | |
| **Questions about tutorials?** Contact [R.c.murphy@ljmu.ac.uk](mailto:R.c.murphy@ljmu.ac.uk) , ext. 6255; TRB105  \*Resources for feedback and academic misconduct tutorial have been adapted from the Faculty TLA homepage <http://wowie.ljmu.ac.uk/FacultyLTA/Learning%20Technologies.html> | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 7, INDIVIDUAL**  **‘Portfolio assessment support and exam preparation”** | | **To be held in week**: 10/11  **Take place in:** TUTOR OFFICE |
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| **Summary**  This is the final personal tutor session before the Christmas break. | | |
| **Tutorial Aims** | 1. *To provide opportunity for final assessment support with respect to the scientific essay.* 2. *To review progress during the first semester.* | |
| **Tutorial plan**   1. *Confirm that students have completed the library skills test, and if not to stress the importance of doing so as this forms part of the assessment portfolio.* 2. *Confirm that students have completed the career smart assessment and if not stress the importance of doing so as this equates to 10% of the overall module mark.* 3. Discuss essay progress to date and provide academic support as required. 4. Remind the students of the assessment deadline Friday 14th December. 5. Review the academic calendar for Semester 2 and inform the students of where they can find the semester 2 start dates. | | |
| **Resources**   * Assignment brief and module guide. | | |
| **For next time…**  The next tutorial will involve discussion of the feedback that has been provided to students and a reflective discussion on how the student approached the essay and what they may do to improve their approach in future. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 8, INDIVIDUAL**  **‘Essay feedback tutorial”** | | **To be held in week**: 18  **Take place in:** TUTOR OFFICE |
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| **Summary**  This is the first of three tutorials that will take place during semester 2. All tutorials are individual and will take place in your office. | | |
| **Tutorial Aims** | 1. To provide opportunity to discuss the feedback provided to the students with respect to research skills. 2. To provide the opportunity to discuss the approach to feedback in the school. | |
| **Tutorial plan**   1. Welcome the students back 2. Discuss feedback from the Research Skills Scientific Essay – navigate the student submission electronically and explain how the feedback has been provided:    1. The mark is located in the top right hand corner of the canvas platform.    2. Feedback comments are provided within the text.    3. The marking rubric is used to indicate performance with respect to each criteria.    4. General comments are provided within the text box. 3. Ensure that the student is aware of semester 2 modules. | | |
| **Resources**   * TBC | | |
| **For next time…** mid semester review | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 9, INDIVIDUAL**  **‘MID SEMESTER REVIEW”** | | **To be held in week**: 25  **Take place in:** STAFF OFFICE |
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| **Tutorial Aims** | 1. Provide a contact point to discuss student engagement during the semester so far. 2. Identify any aspects of academic life that the student may be finding challenging and refer them to the appropriate person for support. | |
| **Tutorial plan**  There is no definitive plan for this tutorial. The content should be bespoke to the student. As a minimum attendance should be checked and discussed. | | |
| **For next time…**  End of year review. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

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| **Guidance for tutors: LEVEL 4, TUTORIAL 10, INDIVIDUAL**  **‘End of year review”** | | **To be held in week**: 29  **Take place in:** STAFF OFFICE |
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| **Summary**  This is the final tutorial for level four. | | |
| **Tutorial Aims** | 1. To review Level four. | |
| **Tutorial plan**   1. Encourage your tutee to reflect upon their progress during the entire year. Discuss aims for level five. 2. Discuss any activities that they plan to complete during the summer to support their development and intended career plans. 3. Discuss referrals as appropriate. Referral information will be provided on canvas for each module. Support can be obtained from the module leader. 4. Review the academic calendar to show students how to access dates for referral periods. | | |
| **Questions about tutorials?** Contact: [N.D.Hopkins@ljmu.ac.uk](mailto:N.D.Hopkins@ljmu.ac.uk) ext. 6271; [R.C.Murphy@ljmu.ac.uk](mailto:R.C.Murphy@ljmu.ac.uk) ext. 6225. | | |

# LEVEL FIVE TUTORIAL SCHEDULE

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| **Guidance for tutors: LEVEL 5, TUTORIAL 1**  **‘Welcome back and target setting’** | | **To be held in week**: 1 or 2  **Take place in:** Staff office |
| **Summary**  This is the first tutorial of the Level 5 tutorial system. The session acts as an introductory session to the 2nd year, outlining what is expected at L5 and at the start of the semester. Activities are focused on target setting to prepare for the academic year and to develop their academic skills. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Understand demands of Level 4 to Level 5 transition. 2. Identify important outcome and process targets at L5. | |
| **Session plan**  **Welcome and introduction (5 mins)**  Tutor to welcome back the students and provide an overview of the tutorial. Tutors to lead a discussion on the coming year, emphasizing the step up from L4 to L5. The discussion could take place in a Q&A environment; what went well/not so well last year, but this is up to the discretion of the individual tutor. Remind tutees of sources of support / the expectation of independent, year-round study.  **Activity (5 mins) – see details below**  **Conclusion and for next time (5mins)**  Tutor to review what has been covered in tutorial, highlight what tutees are required to do and/or complete for the next individual tutorial in week 6, and signpost any relevant materials (see details in ‘For next time…’ below). | | |
| **Activities**  **Target Setting**  Tutor to encourage students to identify what academic skills/attributes they want to improve and how this will be achieved. Tutors will then facilitate a discussion between tutees on good/appropriate/reachable targets and provide feedback on common themes. | | |
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| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:   * Complete tasks on scientific writing and drawing figures | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 5, TUTORIAL 2, GROUP**  **Scientific writing and figures** | | **To be held in week**: 6  **Take place in:** TRB112 (booking sheet outside TRB101 on SPS notice board) |
| **Summary**  This is the second tutorial of the Level 5 tutorial system. The session acts as a mechanism to work on the skill of scientific writing and constructing effective figures. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Produce clear and concise scientific writing 2. Construct effective data figures | |
| **Session plan**  **Introduction (10 mins)**  Tutor to welcome the students and provide an overview of the tutorial. Tutors to lead a discussion on the importance of scientific writing and producing effective data figures. Remind tutees of sources of support for scientific writing and producing effective data figures. e.g., I.T skills.  **Activity 1 (20 mins) – see details below**  **Activity 2 (15 mins) – see details below**  **Conclusion and for next time (5mins)**  Tutor to review what has been covered in tutorial, highlight what tutees are required to do and/or complete for the next individual tutorial in week 10-11, and signpost any relevant materials (see details in ‘For next time…’ below). | | |
| **Activities**  Scientific writing task  Students need to construct a paragraph that summarises the topic and data from 3 similar papers according to the rule of 3.  Effective figures task  Students need to identify the errors in the figures provided.  Students can peer review each other’s work. Tutor can facilitate a discussion between tutees on good/appropriate writing anf figure construction and provide feedback on common themes. | | |
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| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:   * Review their time on the degree so far | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 5 & 6 COMBINED, TUTORIAL 3, GROUP**  **Half-time Course Review** | | **To be held in week**: 10-11  **Take place in:** TRB112 (booking sheet outside TRB101 on SPS notice board) |
| **Summary**  This is the 3rd tutorial of the Level 5 tutorial system and will be held with Level 6 tutees as well. The session acts as a vehicle for the students to review their time on the degree so far and to obtain feedback about the course from them. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Be able to reflect on their time on the degree 2. Provide feedback on their student experience to date | |
| **Session plan**  **SEE SHEET BELOW** | | |
| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:   * Bring coursework with them to their next tutorial for further feedback and review their performance in Semester 1 | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 5, TUTORIAL 4, INDIVIDUAL**  **Coursework feedback and semester 1 review** | | **To be held in week**: 18-19  **Take place in:** STAFF OFFICE |
| **Summary**  This is the 4th tutorial of the Level 5 tutorial system. The session acts as an opportunity for the student to obtain further feedback on coursework they have received from the semester 1 modules Applied Sport and Exercise Sciences (e.g., Group Nutrition Presentation), Psychological Principles and Physiological Responses to Exercise Training (lab report) and to review their performance during semester 1. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Be able to use feedback to improve their future assessments 2. Reflect on their performance in semester 1 | |
| **Session plan**  **Welcome and introduction (5 mins)**  Tutor to welcome back the student and provide an overview of the tutorial. Tutor to lead a discussion on how semester 1 went for the student.  **Activity (5 mins) – see details below**  **Conclusion and for next time (5mins)**  Tutor to review what has been covered in tutorial, highlight what tutees are required to do and/or complete for the next individual tutorial in week 24-25, and signpost any relevant materials (see details in ‘For next time…’ below). | | |
| **Activities**  Coursework feedback  Tutor to review coursework and provide further feedback on common errors.  Student to complete the tutorial task sheet, As a way to provide further feedback/advice for their future assignments as the student is completing the last 2 questions of the Task sheet get them to show you in the coursework where and why they have chosen those answers and help them complete question 4 by assisting them with planning for future pieces of coursework.  Tutor to review student’s performance and approach to semester 1 modules  Tutor to encourage students to identify what academic skills/attributes they want to improve and how this will be achieved. | | |
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| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:  Discuss and consider their Level 6 module choices and major project research area preferences | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 5, TUTORIAL 5, GROUP**  **Level 6 Module Choices and Major Project preferences** | | **To be held in week**: 24-25  **Take place in:** TRB112 (booking sheet outside TRB101 on SPS notice board) |
| **Summary**  This is the 5th tutorial of the Level 5 tutorial system. The session acts as an opportunity for the student to discuss their thoughts on what level 6 modules they will choose and what research areas they want to pursue for their major project. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Identify what Level 6 modules they want to select 2. Identify what research areas they want to pursue for their level 6 major project | |
| **Session plan**  **Welcome and introduction (10 mins)**  Tutor to welcome back the students and provide an overview of the tutorial. Tutors to lead a discussion on the outline of level 6 and the processes required to finalise the student’s modules that will be undertaken  **Activity 1 (15 mins) – see details below**  **Activity 2 (10 mins) – see details below**  **Conclusion and for next time (5mins)**  Tutor to review what has been covered in tutorial, highlight what tutees are required to do and/or complete for the next individual tutorial in week 29, and signpost any relevant materials (see details in ‘For next time…’ below). | | |
| **Activities**  **Level 6 Module Choices**  Using the L6 Module Choices Task Sheet Students to identify what level 6 module choices they want to pursue and why and how these are selected  **Level 6 Major Project Research Area preferences**  Using the L6 Major Project Task Sheet Students to identify what level 6 Major Project research area they want to pursue and why this is selected | | |
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| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:  Complete tasks on careers and CV writing | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 5, TUTORIAL 6,**  Careers and CV writing | | **To be held in week**: 29  **Take place in:** Tutor’s office |
| **Summary**  This is the 6th and last tutorial of the Level 5 tutorial system. The session acts as a mechanism to discuss career options for the students and the process of writing effective CVs | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Identify possible career pathways and how to achieve these 2. Identify how to write effective CVs | |
| **Session plan**  **Welcome and introduction (5 mins)**  Tutor to welcome back the students and provide an overview of the tutorial. Tutors to  **Activity 1 (5 mins) – see details below**  **Activity 2 (5 mins) – see details below**  **Conclusion and for next time (5mins)**  Tutor to review what has been covered in tutorial, highlight what tutees could consider to do over the summer | | |
| **Activities**   1. Careers Activity.   Get the student to complete the task outlined below. The task asks the student to identify possible career pathways they are considering and how they think they can work towards achieving these careers. Use the Careers Planning Guide provided by the LJMU Careers team as a source to help complete the task.   1. CV Activity.   Get the student to review their own CV by comparing it to the example provided (Fred Smith) and the advice provided by the LJMU Careers team. If a student doesn’t have their CV get them to compare the CV of Joe Bloggs to the example. Explain the different styles of CV, e.g., a skills based vs a chronological based CV. | | |
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| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to careers and the benefit of obtaining relevant work experience over the summer. | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

# LEVEL SIX TUTORIAL SCHEDULE

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| **Guidance for tutors: LEVEL 6, TUTORIAL 1, GROUP**  **‘Careers in Sport and Exercise Science and target setting’** | | **To be held in week**: 1 or 2  **Take place in:** TRB112 (booking sheet outside TRB101 on SPS notice board) |
| **Summary**  This is the first tutorial of the Level 6 (L6) tutorial system. The session acts as an introductory session to the third year, outlining what is expected at L6 and at the start of the semester. Activities are focused on helping students explore careers in sport science and target setting to prepare for the academic year. You will also help your tutees to understand how their degree mark is calculated. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Understand the demands of Level 6 in comparison to L5. 2. Have a deeper appreciation of LJMU career support/advice. 3. Identify important targets at L6. 4. Understand how their degree mark is calculated. | |
| **Session plan**   1. **Welcome and introduction (5 mins)**   Tutor to welcome back the students and provide an overview of the session today. Tutors to lead a discussion on the coming year, emphasizing the step up from L5 to L6. The discussion could take place in a Q&A environment; what went well/not so well last year, but this is up to the discretion of the individual tutor. Remind tutees of sources of support / the expectation of independent, year-round study.   1. **Activity 1 (10 mins) – see details below** 2. **Activity 2 (15 mins) – see details below** 3. **Activity 3 (10 mins) – see details below** 4. **Conclusion and for next time (5mins)**   Tutor to review what has been covered in tutorial, highlight what tutees are required to do and/or complete for the next individual tutorial in week 8, and signpost any relevant materials (see details in ‘For next time…’ below). | | |
| **Activities**   1. Careers in Sport and Exercise Science.   Guide tutees through the online careers webpages (<https://www.ljmu.ac.uk/careers>) and the career planning guide for the School of Sport and Exercise Science (<https://teams.ljmu.ac.uk/5/CTWD/Guides/SPS_CPG.pdf>).  Highlight one graduate case study, as an example of opportunities available to students beyond their degree.   1. **Target Setting**   Tutor to encourage students to identify what degree classification they are aiming for, recognise what academic skills/attributes and planning is required to achieve the desired degree classification, and the motivational challenges they will be faced with. Students should summarise by stating how they are going to achieve their desired degree. Encourage students to think about their aspirations after graduating, and how this might shape their targets also. Tutors will then facilitate a discussion between tutees on good/appropriate/reachable targets and provide feedback on common themes.   1. **Calculating their degree mark.**   Tutor to guide students through the university regulations and degree awards, rules on passing modules at L6, and how the degree mark is calculated. Students then use the Grade Matrix (see resources) to determine what mark they require at L6 (contributes 75% of overall grade) in combination with their current L5 mark they are carrying forwards in to L6 (contributes 25% of overall grade), to reach their identified degree classification they outlined in Activity 1. | | |
| **Resources**  As well as this handout, you will need the following resources in the tutorial   * Target Setting & degree regulations worksheet * Grade Matrix worksheet | | |
| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:   * Create a GANTT chart that maps out the module assessment deadlines for the academic year, using the Assessment Deadline calendar sent by L6 Tutor for guidance. Tutees should include the preparation time they think required for each assessment. Bring GANTT chart to the Individual Tutorial in Week 8 to discuss. | | |
| **Questions about tutorials?** Contact [R.J.Foster@ljmu.ac.uk](mailto:R.J.Foster@ljmu.ac.uk), ext. 6258; TRB105 | | |

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| **Guidance for tutors: LEVEL 6, TUTORIAL 2, INDIVIDUAL**  **‘Time Management and NSS Mirror Survey’** | | **To be held in week**: 8  **Take place in:** Tutor’s office |
| **Summary**  This is the second tutorial of the Level 6 (L6) tutorial system. The session provides tutors with the opportunity to check that tutees are coping with the current workload demands at L6, discuss time management, and outline the upcoming Mirror Survey that students are asked to complete in preparation for NSS. | | |
| **Tutorial Aims**  At the end of this tutorial, tutees should be able to: | 1. Identify pending deadlines and outline effective time management strategies  2. Outline any issues relating to placement or project administrative documents.  3. Understand the importance of NSS and the forthcoming NSS Mirror Survey | |
| **Session plan**   1. **Review the student’s GANTT chart and provide constructive feedback on managing time effectively**.   Students received an example GANTT chart following on from Tutorial 1, which they should have completed prior to the tutorial. Check that they have incorporated relevant module assessment deadlines and the above ethics deadline(s) in the GANTT chart. Students should be advised to include preparation time for assessments where appropriate.   1. **NSS and Mirror Survey**   Discuss the importance of NSS and that programme leaders will be inviting all L6 students to complete an online NSS mirror survey from Week 9 onwards. The mirror survey is aimed at gaining honest feedback from students about their degree programme and university experience, and helping the student to understand the type of questions that will appear on the NSS in 2018. | | |
| **For next time…**  Students will be contacted by their Programme Leader and/or Level 6 Tutor to complete the NSS Mirror Survey online during Week 9. The next group tutorial is during Week 11 or Week 12 and is aimed at understanding the responses to the mirror survey and discussing the NSS in more detail. | | |
| **Questions about tutorials?** Contact [R.J.Foster@ljmu.ac.uk](mailto:R.J.Foster@ljmu.ac.uk), ext. 6258; TRB105 | | |

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| **Guidance for tutors: LEVEL 5 & 6 COMBINED, TUTORIAL 3, GROUP**  **Half-time Course Review** | | **To be held in week**: 10-11  **Take place in:** TRB112 (booking sheet outside TRB101 on SPS notice board) |
| **Summary**  This is the 3rd tutorial of the Level 5 tutorial system and will be held with Level 6 tutees as well. The session acts as a vehicle for the students to review their time on the degree so far and to obtain feedback about the course from them. | | |
| **Learning outcomes**  At the end of this tutorial, tutees should be able to: | 1. Be able to reflect on their time on the degree 2. Provide feedback on their student experience to date | |
| **Session plan**  **SEE SHEET BELOW** | | |
| **For next time…**  Tutors will highlight to tutees the availability of resources on the LJMU student website related to skills needed to succeed at university - <https://www.ljmu.ac.uk/microsites/library/skills-ljmu>  For the next tutorial, tutees are asked to:   * Bring coursework with them to their next tutorial for further feedback and review their performance in Semester 1 | | |
| **Questions about tutorials?** Contact [d.owens@ljmu.ac.uk](mailto:d.owens@ljmu.ac.uk), ext. | | |

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| **Guidance for tutors: LEVEL 6, TUTORIAL 3, INDIVIDUAL**  **‘Level 6 progress and exit pathways’** | | **To be held in week**: 25  **Take place in:** Tutor’s office |
| **Summary**  This is the third tutorial of the Level 6 tutorial system. The session provides tutors with the opportunity to check that tutees are coping with the current workload demands at L6 and discuss the available options to tutees as they exit the programme. | | |
| **Tutorial Aims**  At the end of this tutorial, tutees should be able to: | 1. Identify pending deadlines and outline effective time management strategies  2. Outline any issues relating to placement or project administrative documents.  3. Determine potential exit pathways or seek further career guidance | |
| **Session plan**   1. **Check that the student is aware of upcoming deadlines and administrative documents**   Tutor to encourage tutee to provide an overview of the relevant deadlines approaching for ALL modules.   1. **Review your tutee’s exit strategy**   Have your tutees considered further postgraduate study here at LJMU?  <https://www.ljmu.ac.uk/about-us/faculties/faculty-of-science/school-of-sport-and-exercise-sciences/courses>  20% reduction in tuition fees, student loan available, how to apply; [www.uaf.ljmu.ac.uk](http://www.uaf.ljmu.ac.uk/)  Have your tutees considered the careers workshops/webinars delivered here at LJMU?  <https://careers.ljmu.ac.uk/>  Inform your tutees that you are likely to provide them with a reference for their next career move. A strong CV and personal statement are important. Remind students that they are able to use the services of LJMU careers team, including CV writing and discussions around career options. Further details and information can be accessed here: <https://www.ljmu.ac.uk/students/careers> | | |
| **Resources**  As well as this handout, you will need to refer to the following resources during the tutorial;   * L6 Module Assessment Deadlines | | |
| **Questions about tutorials?** Contact [R.J.Foster@ljmu.ac.uk](mailto:R.J.Foster@ljmu.ac.uk), ext. 6258; TRB105 | | |