**Example tutorial structure for cross-level tutorial**

This schedule has been used for tutorials between students on higher and lower levels of a programme within the Faculty of Science.

|  |  |
| --- | --- |
|  | Topic |
| 5 minutes | Go through aims of session. Example:• To allow students to learn from the experiences of students at a different stage of their course.• To share learning on best ways to approach critical aspects of the degree course. |
| 5 minutes | Act as facilitator for this meetingExplain you will be managing time and prompting the questions but will not be expecting to add to the discussion yourself.Invite lower- and higher-level students to introduce themselves. |
| 30-40 minutes | Facilitated discussion – try to get students talking to each other by remaining outside the discussions mostly.* Ask higher-level students to explain what they found the most difficult aspect of lower-level study.

This should be left open to each higher-level student as we want to encourage different viewpoints. If not mentioned by the student encourage them to describe how they overcame the difficulty. Encourage lower-level5 students to ask questions.* Ask higher-level students to explain what they found the most valuable aspect of lower-level study.

If not mentioned by the student encourage them to describe how this aspect has helped in their own personal development. Encourage lower-level students to ask questions.* Ask lower-level students to explain how they approach self-directed learning in general.

Try to discourage a mere listing of activities and try to draw out the tips and behavioural approaches that would be applicable to different types of self-directed learning. Encourage feedback from L6 students on how important self-directed learning is for L6.* Ask higher-level students to explain how they prepared for their lower-level exams.

Encourage discussion about approaches that can be applied to different types of exam questions such as MCQ, short answer or essays.* Ask lower-level students to explain what they have done in order to enhance their employability prospects on graduation.

L6 students can gain insight from successful approaches from less experienced students. |

Adapted from MPharm Tutorial 6.2 (2016/17)

Phil Denton, ADE, 2/8/17