**Undergraduate: Level 1**

**Example session plan**

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| --- | --- |
| **Week** | **Semester 1** |
| 0  (induction week) | Welcoming [2 minutes]   * Introduce yourself and then followed by the tutees. * Ask about their current accommodation and check they have settled in.   Icebreaker activity [15 to 20 minutes]   * Example icebreaker activity at page 3   Introduction and Signposting [5 – 10 minutes]   * Explain on the roles of personal tutor – <https://ses.leeds.ac.uk/info/21800/student_support/836/personal_tutoring> * Provide guidance on the module selection and module enrolment   + First year students are automatically enrolled to 100 credits compulsory modules.   + They need to register up to 20 credits of optional modules or 20 credits of Discovery modules or 10 each.   + Information on Discovery modules at <https://leedsforlife.leeds.ac.uk/Broadening> and information on module enrolment at <https://students.leeds.ac.uk/info/10103/module_enrolment/1130/how_to_enrol_on_your_modules> * Refer them to <https://students.leeds.ac.uk/> for information on academic life, finance, support and wellbeing, international students, living in Leeds, and so on.   Managing expectations [5 - 10 minutes]   * In a small group/each person, ask the tutees on their expectations for university/study. * Are these expectations realistic? How to achieve it? * What are the university’s expectations? The Leeds Partnership at <https://students.leeds.ac.uk/info/10900/the_leeds_partnership/874/expectations>   Setting up for next meeting [2 minutes]   * Optional: ‘Open door’ policy for tutees if they wish to discuss anything in private. * What the focus on next meeting will be. * Remind the tutees on completing induction lab work(introduction to Linux/Minerva/academic integrity), registered 120 credits including 20 credits for discovery modules * It would be great if tutor can arrange a second meeting during the week (physical or online) |
| 1 | Housekeeping   * Ask the tutees how are they settling in, module registration * Inform the tutees on mitigating circumstances and coursework extension policies – refer [https://students.leeds.ac.uk/info/10111/assessment/860/mitigating\_circumstances](https://students.leeds.ac.uk/info/10111/assessment/860/mitigating_circumstances%20) * Any pastoral issues, concerns, or questions raised by the tutees   Communication tools   * Introduce the communication tools such as Microsoft Teams, Minerva, Zoom * Introduce the assessment submission via Minerva and Gradescope   Time management   * Discuss the importance of time management * Example time management calculator at page 4   Setting up for next meeting [5 minutes]   * Remind tutees that you are available if they wish to discuss anything in private. * Task for next meeting – short presentation to introduce their home country/city/village * Remind the tutees of the support services available – refer them to [https://students.leeds.ac.uk/#Support-and-wellbeing](https://students.leeds.ac.uk/%23Support-and-wellbeing) as well as the email for student support at the school [CompStudentSupport@leeds.ac.uk](mailto:CompStudentSupport@leeds.ac.uk) |
| 2 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Academic Integrity   * Discuss with tutees on academic integrity and point them to   + library resources on what is academic integrity and plagiarism at <https://library.leeds.ac.uk/info/1401/academic_skills/46/academic_integrity_and_plagiarism>,   + university definitions of cheating and plagiarism at <https://students.leeds.ac.uk/info/10110/cheating_and_plagiarism>   + consequences of academic misconduct <https://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf>   + list of examples of malpractice in University assessments <https://www.leeds.ac.uk/secretariat/documents/malpractice_assessments.pdf> * Make sure they have gone through the academic integrity tutorial and completed the test on Minerva, details on the test can be found at <https://www.leeds.ac.uk/vle/students/assess/academicintegrity/>   Presentation: About Where I am from [15-20 minutes]   * Example content at page 5   [COMP1911 Professional Computing Task]\* if applicable  Setting up for next meeting [5 minutes]   * Task for next meeting |
| 3 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   [COMP1911 Professional Computing Task]\*if applicable  Activity   * Examples of activity/discussion topic in page 6   Setting up for next meeting [5 minutes]   * Task for next meeting |
| 4 – 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Activity   * Examples of activity/discussion topic in page 6   Setting up for next meeting [5 minutes]   * Task for next meeting |
|  | After release of results   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Discuss on Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august> |
| **Week** | **Semester 2** |
| 1 | Welcoming   * Welcoming tutees back * Any pastoral issues, concerns, or questions raised by the tutees   Activity   * Examples of activity/discussion topic in page 6   Setting up for next meeting [5 minutes]   * Task for next meeting |
| [2-10] | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Activity   * Examples of activity/discussion topic in page 6   Setting up for next meeting [5 minutes]   * Task for next meeting |
| 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Preparation for next year   * Discuss module registration and options for next year   + Refers to <https://webprod3.leeds.ac.uk/catalogue/programmesearch.asp?L=UG&Y=202122&F=P&D=COMP&S=&A=any>   + Level 2: 100 credits compulsory modules, 20 credits optional/discovery modules * Remind tutees on passing all Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august> |
|  | After release of results   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Discuss on Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august> |

**Icebreaker Activity [**1-2 minutes per tutee]

* Ask the tutees to pick and answer any of the questions in the Getting-to-Know-You grid. You can change and update the grid as you like.
* Alternately, go to any online random dice roller such as https://www.random.org/dice/?num=2 to randomly pick a question from the grid for each tutee.

Getting-to-Know-You grid

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **1** | What are 3 random facts about you? | If you could speak another language, what would it be? | If you could pick up a new skill in an instant, what would it be? | If you could take 3 things to a desert island what would they be? | What was your favourite subject in high school? | What three things would you like to accomplish this year? |
| **2** | What do you admire most in someone you looked up to? | What’s something that cheers you up during the day? | How would others describe you in three words? | What’s the last thing you did for the first time? | Your dream holiday if money was no limit? | If you could rid the world of one thing, what would it be? |
| **3** | When you were a child, what was your biggest dream? | What is your hobby? | If you could be anywhere in the world right now, where would you be? | What technology/devices you wish to exist? | Do you have bucket list? Name one thing still on your bucket list | Have you ever experienced a culture shock? Where was it and what happened? |
| **4** | Name a healthy food you enjoy and an unhealthy food that you find hard to resist. | If you could have an endless supply of one food, what would it be? | Are you a visual, auditory, or kinesthetic learner? | Would you rather speak all languages or be able to speak to animals? | How many languages can you speak? | If you did not have to sleep, how would you spend the extra 8 hours? |
| **5** | What is something people don’t know about you? | What’s one thing you wish could be automated? | What’s one thing you wish you’d been taught in school? | If you could have any superpower, what would it be? | If you had to give a lecture on one thing, what would it be? | If you could live with any fictional character, who would you choose? |
| **6** | What’s one country you would love to visit and why? | What’s something new or interesting you’ve learned recently? | What question do you wish people would ask you? | What’s something you would change if you ran the world? | When you’re feeling stressed, how do you deal with it? | What’s something you’re worried about? |

[Inspired from https://www.tes.com/teaching-resource/getting-to-know-you-grid-suitable-for-year-7-inductions-11309733]

**Time Management Calculator [**10 – 20 minutes]

* Using the time management calculator, ask each tutee to determine the duration they currently spent on non-studying activities.
* Alternately, use the online time management calculator such as https://www.ferris.edu/HTMLS/academics/advising/Section5ExploratoryandGateway/time.htm or https://gpacalculator.net/time-management-calculator/
* Discuss their results and how far they are from expectations.

**Time Management Calculator**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of hours per day | Multiply by 7  (7 days a week) | Number of hours per week |
| Average number of hours spent per day sleeping (including naps) |  | (a) |
| Average number of hours spent per day in grooming/hygiene activities |  | (b) |
| Average number of hours per day spent on meals (preparing, eating, cleaning up) |  | (c) |
| Average number of hours per day spent running errands |  | (d) |
| Total commute time per day (to university or work) |  | (e) |
| (f) Average number of hours per week spent on extra-curricular activities (student organizations, sports, hobbies, etc.) | | |  |
| (g) Average number of hours per week working at a job | | |  |
| (h) Average number of hours per week spent in lectures and seminars | | |  |
| (i) Average number of hours per week spent socialising/relaxing (going out with friends, going to parties, watching TV, etc.) | | |  |
| (l) Total number of hours spent on daily living activities and school activities (a)+(b)+(c)+(d)+(e)+(f)+(g)+(h)+(i) | | |  |
| There are 168 hours in a week. Subtract your total above from 168 to find out how many hours remain for studying (l-i). | | |  |

[Modified from Personal Tutoring Toolkit, Time Management Calculator, Brunel University London]

Suggestion to improve time management [adapted from Quick Tips, Baruch College, The City University of New York at https://enrollmentmanagement.baruch.cuny.edu/undergraduate-advisement-orientation/time-management/ (2021)]:

* Recruit a friend to motivate you/act as study partner.
* Promise yourself a reward if you get it done in time.
* PLAN to do it.
* Just start… Work for 15 minutes. Then give yourself a break.
* Find a study area that works for you. The library, your favourite chair or the local coffee shop.
* Keep your study area neat, so you don’t get distracted with cleaning/looking for a pen/finding your desk.
* Get all your materials together: pens, paper, laptop and snacks.
* Try to get rid of distractions.
* Most of all do not give up! Get organized! Time management and developing good study skills takes time.

**Presentation: About Where I am from** [2-3 minutes per tutee]

* In previous meeting, ask each tutee to prepare a short presentation (2-3 minutes) on their home country/city/village.
* What they can talk about? History, location, population, food, culture, places of interest, best known for, sports, misconceptions about their country/city/village, etc...
* Presentation should contain Introduction, Body, and Conclusion.
* After each presentation, reserve 1 minute for Q&A

**Game time!** [20 – 30 minutes]

* In previous meeting, ask the tutees for suggestions on an appropriate game involving multiple players in the coming week.
* Examples of online multiplayer game such as https://skribbl.io/?GSV5qepXZh4R, https://codenames.game/
* At the end of the game, emphasis on the need allocate some time to unwind and the importance of time management.

**Discussion: How’s Your Progress [**15 – 20 minutes**]**

* Ask the on their progress. Example questions:
  + What aspect have you found most intellectually stimulating?
  + What have been the highlights?
  + What have been the hardest parts? How have you managed those?
  + Has your view of your subject changed from when you started? If so, how?
  + What do you feel you have learned so far?

**Discussion: Research** [15 – 20 minutes]

* Tutor starts by introducing their research interests.
* Briefly introduce the research groups in the school.
* Ask the tutees what research area/topic they are interested in and relates that to research in the school/university (<https://eps.leeds.ac.uk/computing-research-innovation>), and also potential career opportunities

**Discussion: Current trends/innovations in Computing** [15 – 20 minutes]

* Tutor starts by introducing the topic
* Split into two groups, one group to list the pros and the other group on the cons related to the topic
* Discuss both pros and cons, and conclude

**Discussion: Getting Feedback on Your Work [10 – 15 minutes]**

* Briefly explain the timeline to receive feedback upon submission of a piece of work
* Ask the tutees whether they had any feedback on their work and what did they learn?
* Discuss on what to do after receiving the feedback.
* Emphasise on plagiarism and how to avoid it.

**Discussion: Personal Development Planning** [15 – 20 minutes]

* Ask tutees to list their academic and personal goals for current academic years
* For each tutee/small group, gives one goal and the tutor and the group can brainstorm on how to achieve it
* Discuss what happens if goals are not reached?
  + What will the tutee do?
  + What can be done before this happens? (What resources are available?)

**Undergraduate: Level 2**

**Example session plan**

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| --- | --- |
| **Week** | **Semester 1** |
| 1 | Welcoming   * Welcoming tutees back * Any pastoral issues, concerns, or questions raised by the tutees   Reminder   * Module registration and options   + Refer to <https://webprod3.leeds.ac.uk/catalogue/programmesearch.asp?L=UG&Y=202122&F=P&D=COMP&S=&A=any>   + Level 2: 100 credits compulsory modules, 20 credits optional/discovery modules * Academic integrity   + library resources on what is academic integrity and plagiarism at <https://library.leeds.ac.uk/info/1401/academic_skills/46/academic_integrity_and_plagiarism>   + Revisit the academic integrity tutorial and retake the test on Minerva   Progress monitoring   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Discuss specific challenges over the year * Discuss on what is expected in the up-coming year and potentially setting new targets   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| [2-10] | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   [Activity]  Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   [Activity]  Progress monitoring   * Reflection on tutees’ progress |
|  | After release of results   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Discuss on Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august> |
| **Week** | **Semester 2** |
| 1 | Welcoming   * Welcoming tutees back * Any pastoral issues, concerns, or questions raised by the tutees   Progress monitoring   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/>   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| [2-10] | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Progress monitoring   * Reflection on tutees’ progress   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Progress monitoring   * Reflection on tutees’ progress   Preparation for next year   * Discuss module registration and options for next year   + Refer to <https://webprod3.leeds.ac.uk/catalogue/programmesearch.asp?L=UG&Y=202122&F=P&D=COMP&S=&A=any>   + Level 3: 50 credits compulsory modules, 70 credits optional modules * If applicable, discuss final year project   + Ask the tutees whether they have start preparing for final year project? Specific skills or subject preparation?   + Whether they are interested in empirical investigation, exploratory software, software product, theoretical study? Details can be found on module Minerva page (COMP3931 Individual Project). |
|  | After release of results   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Discuss on Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august> |

**Undergraduate: Level 3**

**Example session plan**

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| --- | --- |
| **Week** | **Semester 1** |
| 1 | Welcoming   * Welcoming tutees back * Any pastoral issues, concerns, or questions raised by the tutees   Reminder   * Module registration and options   + Refer to <https://webprod3.leeds.ac.uk/catalogue/programmesearch.asp?L=UG&Y=202122&F=P&D=COMP&S=&A=any>   + Level 3: 50 credits compulsory modules, 70 credits optional modules * Academic integrity   + library resources on what is academic integrity and plagiarism at <https://library.leeds.ac.uk/info/1401/academic_skills/46/academic_integrity_and_plagiarism>   + Revisit the academic integrity tutorial and retake the test on Minerva   Reviewing the year   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * What have been their highlights? * Discuss specific challenges over the year.   Setting targets   * Discuss on what is expected in the up-coming year and potentially setting new targets * Selected final year project?   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| [2-10] | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Progress monitoring   * How is the project going? * Have you identified any skills that need further developing? * Do you know where to get support if you feel stressed?   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Progress monitoring   * Enquire about progress on final year project |
|  | After release of results   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> |
| **Week** | **Semester 2** |
| 1 | Welcoming   * Welcoming tutees back * Any pastoral issues, concerns, or questions raised by the tutees   [Activity]  Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| [2-10] | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   [Activity]  Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| 11 | Housekeeping   * Any pastoral issues, concerns, or questions raised by the tutees   Aspirations for after graduation   * Discuss future plans for work * Refer tutees to services provided by MyCareer at <https://mycareer.leeds.ac.uk/unauth> such as job opportunities, common interview questions, CV preparation and reference * Further study   + Postgraduate opportunities at the school – refers to the research groups <https://eps.leeds.ac.uk/computing-research-innovation>as well as staff profile page <https://eps.leeds.ac.uk/computing/stafflist> |

**Taught Postgraduate**

**Example session plan**

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| --- | --- |
|  | **Semester 1** |
| 0 (induction week) | Welcoming [2 minutes]   * Introduce yourself and then followed by the tutees. * Ask about their current accommodation and check they have settled in.   Icebreaker activity [15 to 20 minutes]   * Ask tutees their research interest? * Whether they have started, or begun preparation, for their research project? What have they done so far?   Introduction and Signposting [5 – 10 minutes]   * Explain on the roles of personal tutor – <https://ses.leeds.ac.uk/info/21800/student_support/836/personal_tutoring> * Provide guidance on the module selection and module enrolment   + <https://webprod3.leeds.ac.uk/catalogue/programmesearch.asp?L=TP&Y=202122&F=P&D=COMP&S=&A=any>   + Total 180 credits with set compulsory modules and optional modules * Refer them to <https://students.leeds.ac.uk/> for information on academic life, finance, support and wellbeing, international students, living in Leeds, and so on. * Discuss on Pass for Progression (PFP) modules and taking resit assessments if needed. More information at <https://students.leeds.ac.uk/info/10121/marking_results_and_resits/822/resits_in_august>   [Activity]   * Refer to the potential topics for discussion   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| 1 | Housekeeping   * Take note and deal with any pastoral issues, concerns, or questions raised by tutees.   Academic Integrity   * Discuss with tutees on academic integrity and point them to   + library resources on what is academic integrity and plagiarism at <https://library.leeds.ac.uk/info/1401/academic_skills/46/academic_integrity_and_plagiarism>,   + university definitions of cheating and plagiarism at <https://students.leeds.ac.uk/info/10110/cheating_and_plagiarism>   + consequences of academic misconduct <https://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf>   + list of examples of malpractice in University assessments <https://www.leeds.ac.uk/secretariat/documents/malpractice_assessments.pdf> * Make sure they have gone through the academic integrity tutorial and completed the test on Minerva, details on the test can be found at <https://www.leeds.ac.uk/vle/students/assess/academicintegrity/>   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| **[2-10]** | **Mid-course** |
|  | Progress monitoring   * Discuss progress with tutees, grades on Leeds for Life <https://classicleedsforlife.leeds.ac.uk/> * Ask tutees how they found the year so far? What have been the hardest parts? How have they managed those? * Take note and deal with any pastoral issues, concerns, or questions raised by tutees * Did they attended or contributed to events, talks or research seminars? Maybe ask them to share their experience and what they have learned.   [Activity]   * Refer to the potential topics for discussion   Setting up for next meeting [5 minutes]   * Task for next meeting * Set date and time for next meeting |
| **11** | **End-course** |
|  | Progress monitoring   * Take note and deal with any pastoral issues, concerns, or questions raised by tutees. * Ask tutees on the progress of their research project.   [Activity]   * Refer to the potential topics for discussion   Aspirations for after graduation   * Have you started looking at applications for further study or employment? * Do you have a CV prepared? * Refer tutees to services provided by MyCareer at <https://mycareer.leeds.ac.uk/unauth> |

**Potential topics for discussion**

* Coursework submission arrangements, tools including Minerva and Gradescope
* Plagiarism procedures and implications, <https://www.leeds.ac.uk/secretariat/documents/cpffm_procedure.pdf>
* Procedure for mitigating circumstances, [https://students.leeds.ac.uk/info/10111/assessment/860/mitigating\_circumstances](https://students.leeds.ac.uk/info/10111/assessment/860/mitigating_circumstances%20)
* Support services available [https://students.leeds.ac.uk/#Support-and-wellbeing](https://students.leeds.ac.uk/%23Support-and-wellbeing)
* Resources on job hunting, preparation for interview and CV at [https://mycareer.leeds.ac.uk/user/svc/cms.html#/](https://mycareer.leeds.ac.uk/user/svc/cms.html%23/)
* Research groups at the school <https://eps.leeds.ac.uk/computing-research-innovation>