**Enhancing Student Support: Personal Tutor group sessions**
**Developing your Graduate Attributes**

**Pre-session Activity**  (if not set, can be replaced by an in-session activity – see 'Introduction' below)

Students asked to access the MyEdGE workbook ([www.employability.ed.ac.uk/MyEdGE](www.employability.ed.ac.uk/MyEdGE)) before the session and complete the Graduate Attribute self-assessment.  This will enable students to broadly familiarise themselves with the University Graduate Attributes, allowing students and tutors to focus on more substantive activities during the session. Students to identify one of their strongest skills and sketch a 1-minute statement indicating how they have developed and used it in academic and/or non-academic experiences. In the session, students will share their statement in small groups (see 'Just a minute' below).

| SESSION AIMS AND OBJECTIVES |
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| <ul><li>Students will have the opportunity to get to know and work with their tutor and other tutees in order to develop a sense of community</li><li>Students will be able to identify their strengths and areas for development</li><li>Students will gain an awareness of what the University offers to help them build on their strengths and address areas for development</li></ul> |

| STAGE / ACTIVITY | TIMINGS (TOTAL=45MIN) |
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| **Introduction**<br><br>*Facilitator input*<ul><li>Tutors may wish to share a brief narrative of their own career experience with students in order to help build rapport. The narrative should model how the tutor acquired what they consider to be their most important attributes (skills, abilities and ways of thinking) in their career to date and how they gained them.</li><li>The Introduction could include other icebreaker activities as appropriate to help build a sense of community within the tutor group.</li></ul>*Student activity (if pre-session activity not set)*<ul><li>If the pre-session activity has not been set, a 3-4minute in-session activity could be used instead: individually students would review a printed copy of the Graduate Attributes listed in the MyEdGE self-assessment, select one to speak on</li></ul> | 7 mins |

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| and gather notes of ways in which the student has developed and used this attribute.  This activity would be intentionally tight for time so as to build the pace of the overall session ahead of the next activity ('Just a minute').<br><br>*Resources required (if using the above in-session student activity instead of the pre-session activity)*<br>• Printed copies of the Graduate Attributes listed in the MyEdGE workbook self-assessment. | |
| **Just a minute**<br><br>*Facilitator input/role*<br>• Explain activity and rationale (being able to articulate skills, learning from each other/getting ideas)<br><br>*Student activity*<br>• 'Just a minute' – to create a bit of energy and dynamic atmosphere, students will be allocated to small groups and asked to share their evidence from the pre-session activity without hesitation, deviation or repetition in 60 seconds.<br><br>*Resources required*<br>• If pre-session activity set, students may wish to bring a printout of their GA self-assessment for reference | 6 mins |
| **Small-group sharing**<br><br>*Facilitator input/role*<br>• Two minute introduction to activity – 'Just a minute' focussed on areas of strength, but part of being successful in your academic and non-academic lives is about also working on areas where we're perhaps weaker.<br><br>*Student activity*<br>• Again in small groups, individual students share one area they want to strengthen and the group suggests ideas for how they might do that – ideas both from students' academic and non-academic lives (activities to get involved in; areas where it is already used; ways of thinking about it) | 12 mins |
| **Whole group feedback**<br><br>*Facilitator input/role*<br>• Facilitate whole group feedback<br>• At the end or throughout, tutor can highlight relevant sources of development opportunities, such as: | 10 mins |

- **EdGE Database** ([www.employability.ed.ac.uk/EdGE](www.employability.ed.ac.uk/EdGE)) – online database of lots of the development opportunities that exist in or through the University, including most of the below…
- **EUSA** ([www.eusa.ed.ac.uk](www.eusa.ed.ac.uk)) – representation, volunteering, clubs and societies
- **IAD support and courses** (www.iad.ed.ac.uk)
- **Early Bird leaflet** ([www.ed.ac.uk/schools-departments/careers/using-careers-service/year-by-year/early](www.ed.ac.uk/schools-departments/careers/using-careers-service/year-by-year/early)) – particularly relevant for early years students, highlighting ways to make the most of your time at University
- **SAGE** ([www.ed.ac.uk/careers/sage](www.ed.ac.uk/careers/sage)) – vacancy and employer database for graduate and part-time jobs, vacation work and internships
- **Universitas 21** ([www.universitas21.com/article/students](www.universitas21.com/article/students)) – opportunities for students at all stages, including semesters abroad, summer schools, research conferences and online study experiences
- **Erasmus** ([www.ed.ac.uk/schools-departments/international-office/exchanges/erasmus](www.ed.ac.uk/schools-departments/international-office/exchanges/erasmus))
- any **subject-specific opportunities** that exist.

*Student activity*
- Whole group activity – sharing ideas (area for development and ideas for how to strengthen); student volunteer to capture on flip chart and facilitator to disseminate to group after session

*Resources required*
- Flipchart, markers.

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| **Action planning**<br><br>*Facilitator input/role*<br>• Tutor introduction to importance of planning your own development (action planning) – link to real world examples: e.g. CPD in teaching, nursing, engineering, veterinary medicine; employer expectations of managing own development. Action planning helps achieve purposeful progress; without this progress may be more limited<br><br>*Student activity*<br>• Personal action plans – students to capture at two ideas for development they would like to follow-up after the session<br>   o Students may wish to use action plan template in the MyEdge workbook to develop their ideas from the session further/in more detail.<br>   o Tutors may wish to pick up these ideas in one-to-one meetings – what progress if any has been made, what stumbling blocks, what other areas is the student developing in. | 7 mins |
| **Facilitator summary and close** | 2 mins |