

2024-25 Personal Tutors Handbook



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1. Personal Tutor Role

The Personal Tutor is the key component of the support network available to students. A copy of the 'roles and responsibilities of personal tutors' are available on the Imperial College Website or can be found here:

<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/qa/public/good-practice/roles-and-responsibilities/Personal-Tutor-UG-and-PGT-roles-and-responsibilities.pdf>

The duty of a personal tutor includes (but not limited to) the following:

1. Helping the first-year students to adjust to the academic and social aspects of university life.
2. Directing students towards existing resources to support their transition to academic study.
3. Acting as the tutee's first port of call in the case of problems affecting academic work and progress.
4. Reporting to Senior Tutor on the progress of their tutees when requested.
5. Reviewing and approving tutee's Skills Passport in Years 1 and 2 (see section 7).
6. Offer advice and support for their tutees when choosing Years 3 and 4 optional modules.
7. Offer advice and support for their tutees when choosing Final Year Projects.
8. Providing written or on-line references for tutees applying for internships, grants, awards or first appointments. This should provide students with the best possible reason for keeping their tutors in touch, up to date with their CV, and generally pleased to know them.

College Resources to Support Personal Tutors

There are dedicated College webpages giving guidance for personal tutors:

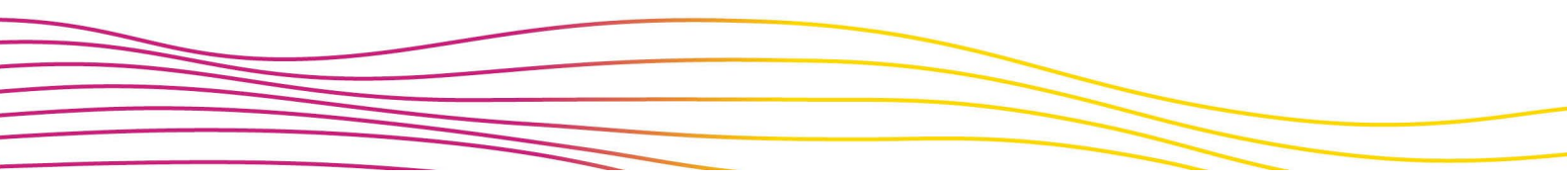
<https://www.imperial.ac.uk/personal-tutors-guide/>

There is a wealth of useful information here, including information about:

- Understanding your role
- Managing the relationship
- Developing students
- Supporting students
- Starfish help guides

2. Senior Tutor Role

There are two UG Senior Tutors in the Department of Aeronautics; one that covers for Years 1 and 2 (Siti Rosminah Shamsuddin) and one that covers for Years 3, 4 and 5 (Yongyun Hwang). The role of Senior Tutors is to oversee the personal tutor process while keeping in check student's disciplinary and academic misconduct, tracking students' academic performance and progression, managing mitigating



circumstances while sitting in the mitigation panel for the Exam Board. Personal tutors are welcome to discuss any specific concerns about their tutees with the Senior Tutor.

3. Disability Officer

Siti Rosminah Shamsuddin is the Disability Officer for the Department. One of the key aspects of this role is supporting special examination arrangements.

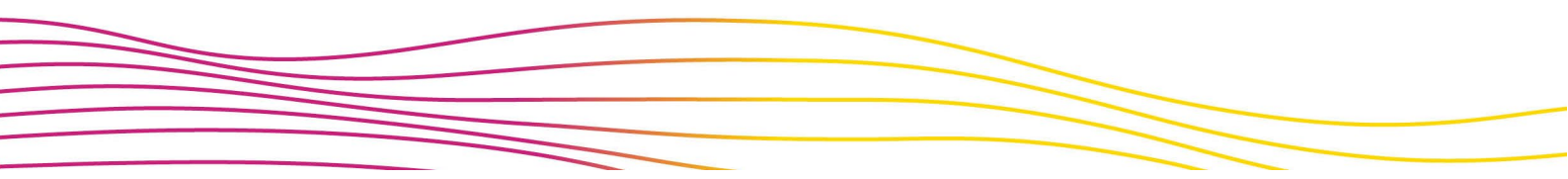
4. Student Wellbeing Advisor

Amy Picton is the Wellbeing Advisor for the Department of Aeronautics. Her role is to support students in the Department with any issues regarding wellbeing. This may range from students experiencing low mood or anxiety to abuse, suicidal thoughts or substance misuse. Students can self-refer, either by email or dropping by her room (CAGB 141), or personal tutors can refer students to Amy. Personal tutors can also speak to Amy if they have any specific or general concerns about student wellbeing.

Reminder: Prevent Duty: Prevent is the College's response to the legal duty placed upon it following the Counter Terrorism and Security Act (CTSA) 2015. The College has a duty of care to its students and staff. An important aspect of this involves the provision of support to vulnerable individuals who may be at risk of radicalisation or being drawn into terrorism by an extreme cause, movement, or ideology. Identifying students, or for that matter staff who may be at risk is not easy, there is no single route to becoming radicalised or drawn into terrorism, nor is there a common profile of those who become involved. Concerns may be raised if an individual displays possible Engagement with a radical group, cause or ideology, Intent to cause harm, and Capability to cause harm. There are resources on the college website that describe what to do if you have a concern that someone may be at risk, for example the Referral of Concerns procedure:

<https://www.imperial.ac.uk/admin-services/legal-department/what-we-do/prevent/referral-of-concerns/>

It is reasonable to say that these procedures are a work in progress and/or they remain un-tested. In the same vein we will all have our own concerns of "getting it wrong". It is suggested, therefore, that if you have any concerns about a student you should consult with the Senior Tutor in the first instance.



5. Scheduled Personal Tutorials

All personal tutorials with the exception of the third year 1-1 tutorials in the Spring term are scheduled on Wednesdays 12-1. These are a mixture of group and individual sessions, and staff can see a week-by-week breakdown in the table below. In an individual session, it is envisioned that each personal tutor will see 2 or 3 personal tutees for 15/20 min each individually.

Some students who do sports on Wednesday afternoons may have to travel for away games and in these instances could you please arrange to see the student at an alternative time in the same week.

If due to illness or other compelling reasons you need to change the timing of your scheduled personal tutorial, then you can contact the students directly to arrange a suitable alternative time, but it **MUST take place in the scheduled week**. There is no need to change the meeting date/time in Starfish, just log attendance as normal and please note that the placeholder event in CELCAT on Wednesdays will also remain. (To assist you with rescheduling Staff can view student's timetabled events via [CELCAT's calendar](#), login top right, select students under 'Type', and start typing your students name in the 'Resource(s)' box (surname, first) and then select your student when you see, you can add multiple students to view all calendars. Note for first years you can select Groups under 'Type' and then start putting in your group number exactly as listed on the [2024-25 Personal Tutee Data file](#) found on the Teaching Staff Portal, this process will not work for any other year's tutor groups just the first years)

Please note that students may be absent from the scheduled personal tutorial session from time to time. However, it is important to understand what constitutes an 'acceptable' absence from personal tutorials to be excused (e.g illness, job/internship interviews, occasional sport commitments, etc.). If students are unable to make their scheduled slot in that week, they need to meet with their tutor on a mutually aggregable time that same week. Some of the excuses over the years for non-attendance have been flimsy and tutors shouldn't have accepted in some instances.

Note also that personal tutorial sessions are compulsory for students repeating modules in attendance. Please make sure to complete the attendance taking on Starfish for all tutees so that no one is left out. The list of all tutees will be updated on Starfish before the start of the academic year.

Table 1: PT timetable for AY2024/2025

Module Name	Autumn	Spring	Summer
AE1 Personal Tutorial Group	Wk 2 (12-1), Wks 4,6 (Wed 12)	Wks 17, 21 (Wed 12)	Wk 34 (Wed 12)
AE1 Personal Tutorial 1 to 1	Wks 10,11 (Wed 12-1)	Wks 24,25 (Wed 12-1)	N/A
AE2 Personal Tutorial Group	Wks 1,5 (Wed 12)	Wks 16,19 (Wed 12)	Wk 33 (Wed 12)
AE2 Personal Tutorial 1 to 1	Wks 8,9 (Wed 12-1)	Wks 22,23 (Wed 12-1)	N/A
AE3 Personal Tutorial Group	Wks 4,7 (Wed 12.30)	Wks 17,21 (Wed 12.30)	Wk 33 (Wed 12.30)
AE3 Personal Tutorial 1 to 1	Wks 10,11 ⁺	Wks 24,25 ⁺	N/A
AE4 Personal Tutorial Group	Wk 1 (Wed 12.30), Wk 7 (Wed 12)	Wk 18 (Wed 12)	Wk 34 (Wed 12.30)

Weeks/Dates can be found on the [Staff Sharepoint Timetable Information page](#).

⁺ Events not on Wednesdays, refer to timetable

Suggestions are given below for topics to be covered in personal tutorials on a week-by-week basis. ***Please record attendance and notes of any significant discussions using Starfish (see below).***

Use of Starfish by Personal Tutors to Support Pastoral Care

- **Record Attendance** at personal tutorials for all UG year groups. This is the sole mechanism for recording attendance at personal tutorials to identify students becoming dis-engaged from the course and to satisfy attendance monitoring requirement of Visa regulations.
- Make **regular notes*** about tutees after personal tutorial meetings, giving key information about progress, ongoing applications for e.g., for Internships, participation/achievement in competition/extra-curricular activities.
- Makes notes concerning any potential **mitigating circumstances** for personal tutees.
- **Track/monitor** personal tutee attendance and progress
- **Manage automatic academic concerns:** 3 and 6 absences in year flags. Anything above these will be investigated by Senior Tutor.
- **Raise an appropriate flag** if there is an attendance, academic or welfare concern. Flags have been pre-set for a range of concerns including sensitive student issues, academic concerns (low attendance, low performance, missed deadlines) and welfare concerns (including difficulty adapting to new settings, English language difficulties, financial issues, health concerns, mitigating circumstances, stress).

Personal tutors can also access the transcripts showing results for all personal tutees, this should be useful, e.g., for writing references and for AE1 students UCAS forms. Full information and instructions can be found here:

<https://imperiallondon.sharepoint.com/sites/foe/aero/TeachingStaffPortal/Pages/Access%20to%20Student%20Grades.aspx>

Organisation of weekly sessions: providing group and individual tutorials

All the tutorials should be a mixture of group and individual sessions. In an individual session, it is envisioned that you will see e.g., 3 of your personal tutees for 10/20 mins each individually. You may want to dedicate a single session to meeting individually with all your tutees or spread over two sessions. See Table 1 for the week-by-week events for the AY2024/2025.

6. Hospitality for personal tutees

Each personal tutor is expected to take his/her **AE2 and AE3 personal tutees** out for an occasional meal at the Department's expense. The department's undergraduate entertainment budget is restricted by the College Expenses Policy. For this academic year, **the department has agreed to cover the**

* Whilst notes can be seen by those who have permissions to see the note, an e-mail is not generated. However, when a flag is raised, an automatic e-mail will be sent to a pre-set list, which depends on the flag type. E-mails are set-up to be sent in a single daily digest.

hospitality expenses of up to £20 per person so personal tutors are encouraged to take their AE2 and AE3 tutees out for an outing/meal – perhaps around Christmas or towards the end of the session. Tutors may combine all of their own tutees from AE2 and AE3 in one setting or extend the occasion to include another colleague with their tutorial group. Note that this budget is allocated for the Y2 and Y3 UG students only.

For the expense claim, please use details below:

Purpose of Claim – “Meal with personal tutees”

Account code to be charged – AEACG G00500

Expense type: ENTERTAINMENT: Staff/Student/Vis.-169307

The names of tutees should be provided in the description of the claim or added as attendees.

Remember to keep the receipt to add to the expense claim.

There are also several social events throughout the year, which you will be invited to attend. Calendar invites will be sent out nearer the time.

7. Skills Passports

Each personal tutor must review, assess and provide feedback on their tutees’ Skills Passports. This activity should take place during the final 1-on-1 sessions scheduled during the Spring term with your years 1 and 2 students.

The Skills Passports offer students an opportunity to reflect on how they have developed and/or demonstrated five key soft skills, namely:

- Leadership,
- Networking,
- Motivation, Resilience and Adaptability,
- Prioritising and organising their time, and
- Team work.

For each of these categories, the students will have to write a short paragraph reflecting on their experience. It is strongly recommended that instead of simply reviewing what they have written, you ask students to orally present their answer, as would often happen in a job interview, in response to a question in the form “Tell me of a time when...”. If you find the answer to be acceptable, sign off the relevant section in their Passport. If not provide them with feedback on how they can improve it. Note that there are no right answers here, simply put yourselves in the shoes of someone interviewing them for an internship or graduate job.

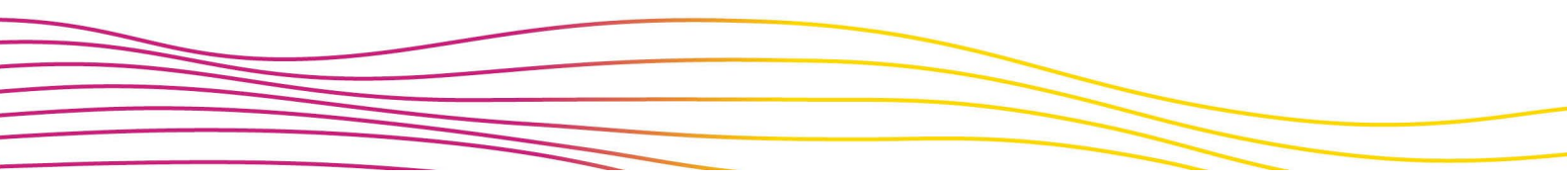
The Skills Passports are a Pass/Fail assessment as part of the Engineering Practice 1/2 modules. Students therefore do not get a grade for completing them but cannot progress to the next year without a pass. A pass should be given at year 1 for adequate progress having been made (such as

having completed 2 of the 5 sections). To be awarded a pass for year 2, students need to have completed all five sections, as well as have attended all the relevant workshops.

8. Mental health and wellbeing strategy

The college recently published mental health and wellbeing strategy which outlines the goals for creating an inclusive, respectful and compassionate environment that support both staff and students in their work and study. The 3 main goal of this strategy are “prevention”, “early intervention” and “support”. More detail of the strategy can be found here:

<https://www.imperial.ac.uk/media/imperial-college/about/public/Mental-Health-Strategy-final.pdf>



9. Useful Links and Contacts

Personal Tutoring Guide	https://www.imperial.ac.uk/personal-tutors-guide/
Roles and responsibilities of a Personal Tutor	https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/qa/public/good-practice/roles-and-responsibilities/Personal-Tutor-UG-and-PGT-roles-and-responsibilities.pdf
Student Support Zone	https://www.imperial.ac.uk/student-support-zone/
Student Counselling and Mental Health Advice Service	https://www.imperial.ac.uk/counselling/
Disability Advisory Service	https://www.imperial.ac.uk/disability-advisory-service/
Aero Wellbeing webpage	https://www.imperial.ac.uk/aeronautics/wellbeing/
Report and Support	https://report-and-support.imperial.ac.uk/
Mental Health Intervention Officers	https://www.imperial.ac.uk/counselling/student-mental-health-intervention-officers/
Mental health and wellbeing strategy	https://www.imperial.ac.uk/about/mental-health-and-wellbeing-strategy/
Useful Contacts:	
Faculty Senior Tutor: Lorraine Craig	l.craig@imperial.ac.uk
Senior Tutors: Siti Rosminah Shamsuddin & Yongyun Hwang	aero.seniortutor@imperial.ac.uk
Wellbeing Advisor: Amy Picton	a.picton@imperial.ac.uk
Sexual Violence Support	svlo@imperial.ac.uk

Personal Tutorial Suggested Topics for Discussions

Tables below are suggested topics for discussion at Personal Tutorials at various points throughout the year. These are not intended to form a rigorous framework but are, as the title suggest, this could also be useful particularly to those new to personal tutoring. If you have any other suggestions to this list for the future, please pass them on to the Senior Tutors.

Suggestions for Topics to be Covered Week-by-Week for AE1 and AE2

Autumn Term	AE1	AE2
Week 1/2 (Group)	<ul style="list-style-type: none"> • Get the students to spend two minutes introducing themselves to each other, YOU do the same. • Some will have been interviewed by yourself, let them interview you. • Find out where they will be living, what the local area is like, how they will get to college. • Ask them about their flatmates, hall neighbours. • Find out (from them) what is in their Week 2 timetable, do they know where they are going? • Review Imperial Success Guide, New Students Website and Student Support Zone • Ensure students understand lectures, tutorials, and laboratory timetables, Introduce them to Department’s Website. • Discuss English Language aspects of the course; and refer to the Centre for Academic English if appropriate (4-week evening courses can be very helpful). 	<ul style="list-style-type: none"> • Ask about their Summer holidays – any internships, holiday, share funny/interesting stories. • Find out where they are living, what the local area is like, how they will get to college. • Ask them about their flatmates. • Find out (from them) what is in their Week 2 timetable, do they know where they are going? • Review results from previous year and discuss and changes they plan to make for this year. What worked for them and what didn’t? • Check all timetable information downloaded. • Discuss clubs/societies and maintaining balance with studies. • Discuss Skills Passport and remind them that they must complete them by the end of the spring term of Year 2.

	<ul style="list-style-type: none"> • Discuss clubs/societies and maintaining balance with studies. • Outline academic and wellbeing support services available at the college (Student Support Zone) and Departmental Level (Aero Wellbeing page). Discuss systems of concessions for students with disability, mental health issues, etc. <p>Key dates: Throughout October – Black History Month ADHD Awareness Month October 10th – World Mental Health Day</p>	<p>Key dates: Throughout October – Black History Month ADHD Awareness Month October 10th – World Mental Health Day</p>
<p>Week 3/4 (Group)</p>	<ul style="list-style-type: none"> • How are they settling in? Are students meeting their Mums and Dads (AeroSoc mentoring scheme)? Do they feel supported in Halls, department and within student cohort? • Encourage involvement with AeroSoc and discuss extra curricula activities/commitments? • Discuss the Student Rep System, Senior Tutor and Wellbeing Advisor Roles in the Department. • Discuss how best to prepare/use academic tutorials (small and large class tutorials). • Students will be having a talk from Student Wellbeing Advisor, Amy, on settling into university and wellbeing. This could be reflected upon and discussed amongst tutees. 	
<p>Week 5/6 (Group)</p>	<ul style="list-style-type: none"> • Discuss differences between school and College teaching and learning environments. • Discuss problem solving strategies: where possible illustrate using examples from current problem sheets. 	<ul style="list-style-type: none"> • Check on SharePoint that students are attending academic tutorials and have a plan for keeping up with tutorial sheets. • Continue to review any internship applications. • Discuss Panopto recordings and how to best use them.

	<ul style="list-style-type: none"> • Check that students have made the UG Office aware of any disabilities including dyslexia and any previous extra time for examinations. (Could be further emphasised) • Discuss Panopto Recordings and to best use. • Discuss EP1 and team working skills, and how to handle problems which have arisen. How do they manage their time? • Check on SharePoint that students are attending academic tutorials and have a plan for keeping up with tutorial sheets. • Check if they are on top of Computing Tutorials in preparation for the Computing Test. • Are students meeting their Mums and Dads? • They would have started on Materials Lab Report, so review how to write a report. Remind them that information is available under the Engineering Practice 1 BB page. • Students will be attending an introduction to mindfulness. Discuss the importance of maintaining a healthy work/life balance. <p>Key dates: Men’s Mental Health Awareness Month November 1st – 7th – International Stress Awareness Week November 19th – International Men’s Day</p>	<ul style="list-style-type: none"> • Review progress on students tutorials – especially the small class tutorials for Maths 2, Aero 2 and Structures 2. <p>Key dates: Men’s Mental Health Awareness Month November 1st – 7th – International Stress Awareness Week November 19th – International Men’s Day</p>
<p>Week 8/9 (1-to-1)</p>		<ul style="list-style-type: none"> • Check how they are progressing in Year 2. • If there are any specific concerns about courses, please pass on to Senior Tutor. • Discuss preparation for exams and give some tips on how to cope with exam stress. Refer to Imperial College Health Centre Website for guide to exams and stress:

		https://www.imperialcollegehealthcentre.co.uk/health-wellbeing/exams-and-stress/
Week 10/11 (1-to-1)	<ul style="list-style-type: none"> • Discuss preparation for Computing and Numerical Methods 1 Test. • Explain how MEQ works, and how it is used to improve our courses. • Students will be attending unconscious bias training around this time. Encourage reflection of said training in the group. • If there are any specific concerns about courses, please pass on to Senior Tutor. • Discuss preparation for exams and give some tips on how to cope with exam stress. Refer to Imperial College Health Centre Website for guide to exams and stress: https://www.imperialcollegehealthcentre.co.uk/health-wellbeing/exams-and-stress/ 	

Spring Term	AE1	AE2
Week 15/16 (Group)	<ul style="list-style-type: none"> • Discuss how January exam went and reflect on any weaknesses or issues during the revision/exam period. • Students will have just returned from the holiday too. Discuss how this can sometimes be a difficult time for students as they may be feeling tired, missing their friends and family. It may also have been difficult for some students who might not have been able to go home, or they might not have had an enjoyable time at home. 	<ul style="list-style-type: none"> • Discuss how January exam went and reflect on any weaknesses or issues during the revision/exam period. • Students will have just returned from the holiday too. Discuss how this can sometimes be a difficult time for students as they may be feeling tired, missing their friends and family. It may also have been difficult for some students who might not have been able to go home, or they might not have had an enjoyable time at home.

	<ul style="list-style-type: none"> • Remind students about mitigating circumstances and the application window is 10 working days after the last assessment date. • Students will have had a talk from central student support services on well-being, discuss natural anxieties etc. associated with transition and studying at university, this could be used to review well-being generally. • Remind students that they can speak to the Department Wellbeing Advisor about anything they may wish to discuss outside personal tutorials. 	<ul style="list-style-type: none"> • Remind students about mitigating circumstances and the application window is 10 working days after the last assessment date. • Discuss strategies for addressing any weaknesses for exams and just general academic work. • Students have a heavier coursework load this term, so will need to manage the time they spend on tutorials/Computing & Numerical Methods coursework and lab reports. • Remind students that they can speak to the Department Wellbeing Advisor about anything they may wish to discuss outside personal tutorials.
Week 17/18 (Group)	<ul style="list-style-type: none"> • Students have a heavier coursework load this term, so will need to carefully manage the time they spend on tutorials/Computing/EP1 design and lab reports. • Review any feedback from Materials Lab Report and this might be useful for report writing this term. <p>Key Dates: January 27th – Holocaust Memorial Day</p>	<p>Key Dates: January 27th – Holocaust Memorial Day</p>
Week 19/20 (Group)	<p>Key dates: February – LGBTQ History Month 2025</p>	<ul style="list-style-type: none"> • Discuss summer plans UROPS/Internships or alternatives and to review and encourage participation in career provision. • Start to discuss possible option choices for next academic year, identify subject/skills strength and weaknesses. <p>Key dates: February – LGBTQ History Month 2025</p>

<p>Week 21 (Group)</p>	<ul style="list-style-type: none"> • Re-check that students have let us know if they have previously had extra time or haven't disclosed any disabilities. • Discuss summer plans UROPS/Internships or alternatives and to review and encourage participation in career provision. • Are students starting to sort out accommodation for the following year? This can be time of upset for some students as they may not feel they have anyone to live with or may not be happy with who they are potentially due to live with. • Outline potential accommodation options: private housing, college housing, can get detailed advice from the Student Hub and the Union. • Discuss the exams, progression and SQT process. Explain the degree classification system and mean grades for exams. • Discuss how to use notes/tutorial sheets and past exam papers for revision. • Reminder about completing MEQ. • Ensure students have information about exam timetables, etc. • Ensure students are aware of the importance of pacing themselves in regard to their work and taking breaks as part of their revision process. <p>Key dates: February – LGBTQ History Month 2025</p>	<p>Key dates: February – LGBTQ History Month 2025</p>
<p>Week 22/23 (1-to-1)</p>		<ul style="list-style-type: none"> • Review the exams, progression and SQT process • Review how the balance of coursework and lectures/tutorials is going. • Ensure students have information about exam timetables, etc.

	<p>Key dates: March 8th – International Women’s Day</p>	<ul style="list-style-type: none"> • Ensure students are aware of the importance of pacing themselves in regard to their work and taking breaks as part of their revision process. • Dedicated the time to review their skills passports <p>Key dates: March 8th – International Women’s Day</p>
<p>Week 24/25 (1-to-1)</p>	<ul style="list-style-type: none"> • Dedicated the time to review their skills passports <p>Key dates: April 2nd – World Autism Awareness Day</p>	<p>Key dates: April 2nd – World Autism Awareness Day</p>

Summer Term	AE1	AE2
(Group)	<ul style="list-style-type: none"> • Check for any mitigating circumstances. Discuss any anxieties that students have and refer to Senior Tutor if there are concerns. • Discuss the importance of Teamwork for EP1. • Discuss summer plans and any accommodation issues for next year. • Make sure they have completed their Skills Passport as much as possible. May sure to sign off their Skills Passport for Y1. <p>Key dates: May 5th – 11th – Deaf Awareness Week 2025</p>	<ul style="list-style-type: none"> • Check for any mitigating circumstances. Discuss any anxieties that students have and refer to Senior Tutor if there are concerns. • Discuss the importance of Teamwork for EP2. • Discuss summer plans and any accommodation issues for next year. • Make sure they have completed their Skills Passport. May sure to sign off their Skills Passport. • Discuss option selection choices and deadlines. <p>Key dates: May 5th – 11th – Deaf Awareness Week 2025</p>

	May 12th – 18th – Mental Health Awareness Week 2025 June – Pride Month	May 12th – 18th – Mental Health Awareness Week 2025 June – Pride Month
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Suggestions for Topics to be Covered each term for AE3 and AE4

Autumn Term	AE3	AE4
Week 1/4 (Group)	<ul style="list-style-type: none"> • Ask about their Summer holidays – any internships, holiday, share funny/interesting stories. • Review option choices and remind them about the deadline for changing options. • Ask them about their AVD preparation, group formations, etc. • Encourage students to take advantage of careers provision. • Ask if students are considering a year in industry/year abroad and benefits of completing MEng as opposed to BEng. <p>Key dates: Throughout October – Black History Month ADHD Awareness Month October 10th – World Mental Health Day</p>	<ul style="list-style-type: none"> • Review optional module choices and final year project selection processes. • Discuss career plans; advise to see careers services if needed. Encourage them to discuss their CVs with you personally. • Where appropriate encourage students to take advantage of careers provision. • Discuss previous NSS results for the Department and encourage students to participate (details will be sent out to staff in October/November). • Ensure students are aware of word/page limits for project reports and that they need to get logbooks for FYP signed regularly. <p>Key dates: Throughout October – Black History Month ADHD Awareness Month October 10th – World Mental Health Day</p>
Week 7 (Group)		<ul style="list-style-type: none"> • Discuss how they are getting along with the FYPs. Are they meeting their supervisors regularly, etc. • Discuss preparation for exams and give some tips on how to cope with exam stress. Refer to Imperial College Health Centre Website for guide to exams and stress:

	<p>Key dates: Men's Mental Health Awareness Month November 1st – 7th – International Stress Awareness Week November 19th – International Men's Day</p>	<p>https://www.imperialcollegehealthcentre.co.uk/health-wellbeing/exams-and-stress/</p> <ul style="list-style-type: none"> • Discuss balance of work between coursework and modules. • Ensure students have information about exam timetables, etc. <p>Key dates: Men's Mental Health Awareness Month November 1st – 7th – International Stress Awareness Week November 19th – International Men's Day</p>
<p>Week 10/11 (1-to-1)</p>	<ul style="list-style-type: none"> • Check on their progress with AVD and discuss any issues raised. • Discuss preparation for exams and give some tips on how to cope with exam stress. Refer to Imperial College Health Centre Website for guide to exams and stress: https://www.imperialcollegehealthcentre.co.uk/health-wellbeing/exams-and-stress/ • Discuss balance of work between coursework and modules. • Ensure students have information about exam timetables, etc. 	

Spring Term	AE3	AE4
<p>Week 17/18/21 (Group)</p>	<ul style="list-style-type: none"> • Discuss how January exam went and reflect on any weaknesses or issues during the revision/exam period. • Discuss their AVD project and how are they progressing. • Discuss balance of work between coursework and modules. • Discuss AVD from last term. How did it go? How can they improve this term? 	<ul style="list-style-type: none"> • Discuss how January exam went and reflect on any weaknesses or issues during the revision/exam period. • Discuss balance of work between coursework and modules. • Check that there are no mitigating circumstance issues that you are unaware of. • Discuss any FYP issues.

	<ul style="list-style-type: none"> • Check that there are no mitigating circumstance issues that you are unaware of. <p>Key dates: January 27th – Holocaust Memorial Day February – LGBTQ History Month 2025 February 10th – 16th – Student Volunteering Week 2025 March 8th – International Women’s Day</p>	<ul style="list-style-type: none"> • Discuss previous NSS results for the Department and encourage students to participate (details will be sent out to staff in October/November). • Check how they are getting along with job interviews and assessment centres. <p>Key dates: January 27th – Holocaust Memorial Day February – LGBTQ History Month 2025 February 10th – 16th – Student Volunteering Week 2025 March 8th – International Women’s Day</p>
<p>Week 24/25 (1-to-1)</p>	<ul style="list-style-type: none"> • Ensure students have information about exam timetables, etc. • Discuss preparation for exams and give some tips on how to cope with exam stress. Refer to Imperial College Health Centre Website for guide to exams and stress: https://www.imperialcollegehealthcentre.co.uk/health-wellbeing/exams-and-stress/ • Discuss option choices for next year. <p>Key dates: April 2nd – World Autism Awareness Day 2025</p>	<p>Key dates: April 2nd – World Autism Awareness Day 2025</p>

Summer Term	AE3	AE4
Week 33/34 (Group)	<ul style="list-style-type: none"> • Check students know that results will be published through MyImperial around mid-July. • Discuss their GDP project and how are they progressing. • Discuss summer work plan. • Discuss optional module choices for next year. <p>Key dates: May 5th – 11th – Deaf Awareness Week 2025 May 12th – 18th – Mental Health Awareness Week 2025 June – Pride Month</p>	<ul style="list-style-type: none"> • Discuss how their FYP is getting along – not long to go before they submit their thesis and have the oral defence. Make sure they discuss with their Supervisor if they need an extension to their submission. • Check students know that full results will be published through MyImperial around mid-July. <p>Key dates: May 5th – 11th – Deaf Awareness Week 2025 May 12th – 18th – Mental Health Awareness Week 2025 June – Pride Month</p>