1. **Module code and name:** Personal Tutoring Programme - Optional Workshop

2. **Date: 4 x 1 hour individual sessions offered over weeks 9 and 10**

3. **Session type: Optional workshop**

Provide a brief outline: is this a lecture, workshop, project supervision, lab session, personal tutorial, etc.
Following individual meetings with personal tutee's, as well as meeting with course directors, we have found that students struggle with exams. To attempt to support students, we will be running the workshop, which will review different revision techniques, as well as methods to stay calm and focussed in an exam.

4. **Student profile**

*Provide a brief outline – e.g. n*umber of students, prior knowledge, *cultural differences, previous learning experiences, disabilities, etc. and how this may have an influence on how you teach.*
The workshop is optional and open to all students, both UG and PG.

The university is at its quietest time of year, with mainly PG students studying. It is likely that the interest in the workshop will not match what we expect in October terms. To ensure each workshop is not over-subscribed, the Moodle scheduler to book is limited to 15 places.

The university campus students are from over 100 countries, therefore I cannot predict the type of students.

5. **Learning outcomes of the session**

Outline the learning outcomes of the session here (not the module, though the session learning outcomes should fit with overall module and course learning outcomes).

By the end of this session, the students will be able to:
1. **Reflect on current struggles with revision and use this to inform next steps**
2. **Review multiple revision methods**
3. **Create a revision plan leading up to your exams**
4. **Test different exam stress busting techniques**
5. **Know the best contact for content support and stress support**

6. Activities and timings of the session

(This could include what you do and what the students will be doing at each stage of delivery, as well as resources that you will need/use. Add more rows/columns if you need. An example is included.)

Time	Duration	Learning content / Activity	What are students doing?	What are tutor(s) doing?	Equipment / Resources
-	*5 mins*	*Introduction to the workshop*	*Students often late, allow enough time for stragglers, whilst giving introduction*	*By the door welcoming students in, moving towards students seating area for introduction*	
-	3 mins	Aims/Learning outcomes	Discussed aims, do these meet their needs, do we need to change anything?	Explaining aims	PPT slide
-	5 mins	Current revision strategies	Weighing up the benefits of current strategies, questioning the reason for needing support	Model activity Provide advice and structure	Whiteboards
-		Revision strategies (separated by VAK)	Explore each table, with different revision strategies. To collect at least one strategy per table to note down	Explain how multiple methods need to be taken, as repetition can become boring and memory forgotten Explain space/location important for memory	Tables set up with strategies
-		Find a matching pair	Find someone that has the same chosen technique	Explain and model	

Time	Duration	Learning content / Activity	What are students doing?	What are tutor(s) doing?	Equipment / Resources
			as you. Discuss why you have both chosen this and why you think it will work	Listen to conversations (formative assessment)	
-		Stress management activities	Imitating breathing/standing techniques	Demonstrating breathing/standing techniques	
-		Importance of breaks	Watching video and thinking about questions: Why did the shoe wear down do quickly	Reconnect to needing to take care of yourself	https://youtu.be/zVtzNARa9Ac?t=4s
-		Formative assessment - best advice learnt today to pass on to a friend	Students enter advice onto Padlet		Padlet
-		Learning outcomes review		review	
		Questions and extra support time slot			

7. Rationale(s) for your choice of method of delivery (i.e. theoretical underpinning)

Include here a rationale for the teaching methods applied with reference to appropriate literature in teaching and learning. E.g. if it is flipped learning, why did you want to use this, and what are some of the literature that informed your thinking?

Developed using interactions with students, as a response to their needs.

The session is informative and interactive, creating opportunities for them to shape the session

https://www.scientificamerican.com/article/the-problem-with-learning-styles/

8. Methods used to collect student feedback

Provide a brief explanation of how you plan to collect student feedback about your teaching. E.g. post–it notes, technologies such as Padlet etc.
BOS

9. Analysis of student feedback received

Provide a brief summary of the feedback received from students and identify how you will respond to the feedback.

10. Personal reflection following your delivery

Provide here your reflections on the session based on the feedback you received and possible improvements you will make next time.

You could consider the following questions:

How did the session go? Does anything need to be changed?   What worked well? What would you do differently? How do you feel the students enjoyed the experience? Did they learn? Did you achieve the objectives (LO)?