Personal Tutor Meeting
Week 3 Term 1

Year 1: Making a strong start to the course

Main Activity: Don’t let AI undermine your learning

UNIVERSITY OF WARWICK

Activity (Discuss in groups PT leads a discussion):

How have you found the first couple of weeks?

Themes for discussion:

- How are you finding lectures?
- Have you got to grips with Tabula, your timetable, and Moodle?
- Have you got into a routine? Attending everything?
- Have you found a group to work with on the course?
- Have you had you started your first assignment? How is it going and how are you approaching it?
- Sports/Societies – attended socials?

Support in Year 1

Welcome Week had an information overload and probably feels like a long time ago.

Now term has started a gentle reminder of the main departmental avenues for support……

Support in Year 1 – Academic Support

Transitioning to university styles of education can be challenging. Plenty of opportunity for support with course material:

- **Lectures** – Ask the lecturer questions afterwards
- **Office hours** –Lecturers have set aside dedicated hours for students to drop in. These are published on Moodle and/or their webpage.
- **Tutorials** – Be engaged and active in these. Also, you can email your tutor with questions and even requests of things to cover in the tutorial.
- **Stats Café –** The Stats Society give maths/stats help on Wednesday afternoons with free pizza (1pm – 3pm in the UG common room in the MSB).
- **Course peers** – Working together to understand the material is a great way to help each other succeed.
- **SMASH ……..(next slide)**

Support in Year 1 – Academic Support (SMASH)

- SMASH, our weekly drop-in help room, began on **Monday** from **2-4PM**
- Excellent group of teaching support staff including **ST118 module leader Dr. Emma Horton**
- Students came seeking help with ST118 and MA138
- Free to ask about anything including your upcoming **ST118 assignments**
- Extra refresher material consisting of **worksheet** (with solutions) and **crash course notes –** give it a try to revise or test yourself
- **Differentiation** and **integration** available – more coming
- Corresponding **refresher classes** throughout Term during SMASH – request topics you'd like to see to **conor.f.hughes@warwick.ac.uk**
- Join mailing list (see SMASH website) to keep up to date

Support in Year 1 – Pastoral/wellbeing support

Personal Tutor

- Academic advice (e.g. module advice)
- Course advice
- Come chat if your Wellbeing is suffering
- Referral to the right support

Welfare Support

- In department - we have a Student support officer (Minhaz Ali). You can be referred after speaking with your PT or make a direct booking with her.
- Wellbeing and support- central services

Mentor Scheme

- We had great sign up. Almost 300 students!
- Keep attending and making the most of the tips on all aspects of university life and education.
- The next meetings will have some maths, one-to-one guidance and tips on preparing for exams
- Please be responsive and respect their time when you agree a meeting time.

Support in Year 1 – Careers

AIC: Alumni Inspired Careers events

- Make the most of (pressure free) exploring career paths this year.
- Large themed events led by Alumni who did the same degree courses as you!
- Upcoming big events include:
  - **Actuarial Careers (21st October)**
  - **Careers in Data Science (4th November)**
  - **Teaching Maths (11th November)**
  - **Medical Statistics and Health Data Science (Term 2)**

AIC Event page

Looking forward to year 2 - Living Off-Campus

- It feels crazy early BUT we recommend students should start to make accommodation arrangements before the Winter break.

- Previous years' students have highlighted that the best places get booked surprisingly early.

- The SU has some nice resources to support you in finding off-campus accommodation.

QR code for SU resources on housing

Main Activity

Solving a probability question in pairs or threes.

The purpose of this activity is to demonstrate the following ideas:

1. There is value in spending time with a difficult problem and learning practical ways to become unstuck. Immediately seeing a completed solution does not provide that experience.

2. Lecturers design exams and mark schemes around what they believe demonstrates understanding of the module. AI does not know that context in advance.

3. A full solution must be clear to the reader with steps fully justified. A correct answer is necessary, but it is not sufficient on its own.

Please follow the QR code to get a copy of the worksheet