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## Enabling Student Success

### *The Manchester Induction Cycle*

- Scope** • Which students are covered?
- Definition** • What does 'induction' mean?
- Purpose & Objectives** • What are we trying to achieve?
- Outcome** • What does an inducted student look like?
- Content** • What are the 'tools for success'?
- Principles** • What principles underpin our approach?
- Activities** • What can we do to enable induction to happen?

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## Scope

- All students
- All levels of study
- All modes of study

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Definition

## WHAT DOES INDUCTION MEAN?

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Definition

## Induction is an annual cycle of stages

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graph TD
    A((Pre-Arrival)) --> B((Welcome & Settling In))
    B --> C((Preparing for Study))
    C --> D((Completing the Academic Year))
    D --> E((Progression & Reflection))
    E --> A
  
```

Activities may be planned to meet students' needs according to each of these headings.

The cycle can apply whatever level or stage of study – for example, returning students can be said to have a 'pre-arrival' stage as they prepare for returning to study

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Purpose & Objectives

# WHAT ARE WE TRYING TO ACHIEVE?

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Purpose & Objectives

## Purpose

The induction cycle aims to contribute to students' success at the University of Manchester by supporting them in the development of skills, knowledge, behaviours & networks that will enable them to make the most of the opportunities for learning, enrichment and personal development available.

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Purpose & Objectives

## A platform for success

Student success is underpinned by a foundation of a strong sense of community and belonging.

Culture, Values & Expectations + Academic Skills + Support, Wellbeing & Personal Development + Course Organisation

*Developing the relationship with the University*

Peer Support	Academic Adviser	School community: Friends on course	Lecturers / Researchers	PSS Staff
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Wider University community: Union, Hall, Volunteering, University College, Sport ...

Induction has the objectives of providing **'tools for success'** and supporting students to identify with their programme/area of study (School community) and the wider University:

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Purpose & Objectives

## Objectives

Providing Tools for Success

Developing Relationship with the University

Facilitating Social Interaction

Building the Community

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Outcome

# A SUCCESSFULLY INDUCTED STUDENT IS ...

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Outcome

## Part of Our Community

- Developed academic and social networks
- Engaged: keen to contribute to the activities of the University and the opportunities to shape provision and enhance the student experience
- Confident that help is available and aware of how to take the first step in help seeking
- Identify themselves with and is a good ambassador for the University and their School/discipline area
- Able to take advantage of the social, cultural and enrichment opportunities available through the University

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## Ready to arrive in or return to Manchester

Outcome

- Students receive timely information and resources to enable them to make the arrangements necessary prior to arrival or return
- Students have the opportunity to engage with study materials, skills and expectations in advance
- Students have the opportunity to begin to explore or reconnect with their community virtually

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## Welcomed (Back)

Outcome

- New students' choice of the University and City of Manchester are celebrated
- New students are introduced to our community and facilities via *The Manchester Welcome & School Welcomes*
- Returning students are welcomed back; their choices are reaffirmed
- Activities are aimed at initiating and building on relationships, socially and academically, between students, academics and PSS

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Outcome

## Acclimatized and 'found their feet'

- New students are able to find their way around the University, local area and city
- Typical student 'problems' are normalised so that students develop an awareness of what they are and how to deal with them
- Students know of the range of information, advice & guidance available and what to do to access it
- Students are comfortable about asking for help, and confident in taking that first step

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Outcome

## Settled In & Prepared for the Journey Ahead

- Introduced to and understand the academic expectations of the programme of study for the forthcoming year
- Understand responsibilities towards and commitment from the University (Student Charter)
- In a position to capitalise on their experiences at University to obtain their desired graduate destination

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Content

# WHAT ARE THE 'TOOLS FOR SUCCESS'?

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# Academic Expectations

<b>Conduct</b> <ul style="list-style-type: none"><li>• Good academic practice</li><li>• Appropriate behaviour in teaching contexts – e.g contributing to seminars, group work</li><li>• Mutual responsibilities – Student Charter</li></ul>	<b>Level of performance expected</b> <ul style="list-style-type: none"><li>• what constitutes a 'good' grade</li></ul>	<b>Understanding of results and reassessment</b> <ul style="list-style-type: none"><li>• Finality of results</li><li>• Limit to opportunities for reassessment</li><li>• Possible contrast with previous experiences</li></ul>	<b>Role of Academic Adviser/Supervisor</b>	<b>Feedback</b> <ul style="list-style-type: none"><li>• Different mechanisms</li><li>• How to maximise benefit</li></ul>
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Providing Tools for Success

# Academic Skills

Introduction to expectations of different delivery modes – lecture, seminar, tutorial, lab, supervisor relationship – at UoM	Awareness of academic skills and knowledge they can expect to develop during the year	Skills to be developed and means of doing so – essay writing, note taking, critical thinking, referencing & citation – and routes for support	Research, library and information handling skills	Adjusting from different educational or cultural backgrounds
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Providing Tools for Success

# Wellbeing & Support

Awareness of support available & how to take the first step <ul style="list-style-type: none"> <li>• Promotion/reminder of support services</li> <li>• Calendar of key messages</li> </ul>	Understanding of 'typical' student problems <ul style="list-style-type: none"> <li>• Normalising problems and facilitating help-seeking behaviour</li> </ul>	Standards & values of our community <ul style="list-style-type: none"> <li>• Behavioural expectations, mutual respect, understanding diversity</li> <li>• Social responsibility</li> <li>• Research ethics</li> </ul>	Staying safe <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• 'Health &amp; Safety'</li> <li>• Protecting online reputation</li> </ul>
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Providing Tools for Success

## Personal & Academic Development

<p><b>Role of key staff</b></p> <ul style="list-style-type: none"> <li>• Academic Advisor</li> <li>• Supervisory Team</li> <li>• Programme Directors, Year Tutors, Student Support Officers, UG/PG Managers ...</li> <li>• Peer Mentors &amp; PASS leaders</li> </ul>	<p><b>Learning needs analysis</b></p> <ul style="list-style-type: none"> <li>• Development needs</li> <li>• Sources of support e.g. locally, Learning Commons workshops, Wellbeing programme workshops</li> </ul>	<p><b>Promotion of /facilitation of opportunities for extension/enrichment – e.g. University College, Volunteering, Study Abroad</b></p>	<p><b>Employability agenda</b></p>
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## Programme Organisation

<p><b>Location of key buildings and offices – where to hand things in</b></p>	<p><b>Location of information – physical and virtual</b></p>	<p><b>Introduction to key systems – BB, My Manchester</b></p>	<p><b>Identity of course leaders, relevant office staff – and where to find them</b></p>	<p><b>Processes for Student Representation</b></p> <ul style="list-style-type: none"> <li>• How to get elected</li> <li>• Role of rep</li> <li>• Who your rep is</li> <li>• Staff-Student Liaison</li> </ul>
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Principles

# WHAT PRINCIPLES UNDERPIN OUR APPROACH?

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Principles

## Underpinning Principles

Student Centred	Integrated	Articulated	Developed and Delivered in Partnership	Relevant and in Context	Information Overload is Actively Avoided	Continually Improved
Designed around student needs, in partnership with students	Supports transition points and changes throughout the student journey	Students are informed about what will happen ... • ... and when they can expect it to take place	With Academics, PSS & Students	The right information at the right time	Students are provided with enough information to progress, but not so much that they are overwhelmed	Actively reflected on
Responsive to the ever-changing student environment			With Schools, Faculties and Central PSS	Seamless and simple experience		Student voice at the heart of the dialogue
				Improvements reported back to students		

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Activities

## WHAT CAN WE DO TO ENABLE INDUCTION?

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Activities

## Illustrative Activities (more to add)

Ready to Leave	Welcomed	Settled In	Prepared for the Journey Ahead	Part of Our Community
<ul style="list-style-type: none"> <li>• Advance online publication of Welcome Week Schedules</li> <li>• Social media activity</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in The Manchester Welcome</li> <li>• Formal Welcome from HoS</li> <li>• Events that facilitate interaction and network building</li> </ul>	<ul style="list-style-type: none"> <li>• City of Manchester Bus Tour</li> <li>• Student led Campus Tour</li> <li>• Normalisation of potential problems</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion of academic malpractice and meaning of plagiarism</li> <li>• Quick clicker quiz – myth busting on 'good' grades and resits</li> </ul>	<ul style="list-style-type: none"> <li>• Events that facilitate interaction and network building</li> </ul>

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