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| **The Manchester Induction Cycle** |
| Tools for Success  |
| ***Mapped against [insert name of School, Faculty or Service] delivery of [insert level of study] induction*** |



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| Completed by [insert name and job title][Insert date] |

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|  **Academic Expectations**  |
| **Conduct**- Good academic practice- Appropriate behaviour in teaching contexts – e.g. contributing to seminars, group work- Mutual responsibilities – Student CharterEvidenced in; | **Level of performance expected**- What constitutes a ‘good grade’Evidenced in; | **Understanding of results and reassessment**- Finality of results- Limit to opportunities for reassessment- Possible contrast with previous experiencesEvidenced in; | **Role of Academic Adviser/Supervisor**Evidenced in; | **Feedback**- Different mechanisms- How to maximise benefit Evidenced in; |
|  **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** |
|  **Wellbeing & Support**  |
| **Awareness of support available & how to take the first step**- Promotion/reminder of support services- Calendar of key messages | **Understanding of ‘typical’ student problems**- Normalising problems and facilitating help seeking behaviour | **Standards & values of our community**- Behavioural expectations, mutual respect, understanding diversity- Social responsibility- Research ethics | **Staying safe**- Personal safety- ‘Health & Safety’- Protecting online reputation |  |
|  **Personal & Academic Development**  |
| **Role of key staff**- Academic Advisor- Supervisory Team- Programme Directors, Year Tutors, Student Support Officers, UG/PG Managers- Peer Mentors & PASS leaders | **Learning needs analysis**- Development needs- Sources of support e.g. locally, Learning Commons workshops, Wellbeing programme workshops | **Promotion of / facilitation of opportunities for extension/enrichment e.g. University College, Volunteering, Study Abroad** | **Employability agenda** |  |
|  **Programme Organisation**  |
| **Location of key buildings and offices – where to hand things in** | **Location of information – physical and virtual** | **Introduction to key systems – BB, My Manchester** | **Identity of course leaders, relevant office staff – and where to find them** | **Processes for Student Representation**- How to get elected- Role of rep- Who your rep is- Staff/Student Liaison |