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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 Charter  Evidenced 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 experiences  Evidenced 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 |