Office of Student Support and Services & Graduate Education Team
Report of the Working Group on Student Induction and Transitional Support

Context

Support for Students in Schools Review/Support for International Students.
1. During 2005/6, reviews of Personal Support for Students in Schools and Support for International Students identified an effective induction as a critical element in ensuring:-

   - student retention
   - students' ability effectively to engage with their programme of study from the earliest moment;
   - subsequent satisfaction with the student experience.

PGR Code of Practice.
2. Concurrently, the Graduate Education Team in engaging with QAA requirements for the University's Code of Practice for Postgraduate Research (PGR) Degrees, had identified induction of PGR students as an area in which there was scope for enhancement. The QAA requires within its Code of Practice for the Assurance of Quality in Higher Education that institutions will ensure that "an induction programme, the timing and content of which reflects the diversity of needs of specific groups of research students (including part-time and newly arriving international students), is delivered at the most appropriate levels (institution/faculty/school/department, or a combination)."

Manchester 2015
3. Manchester 2015 sets out to reposition The University of Manchester over the next decade as one of the leading universities in the world which will "provide students with a superb learning experience, support excellence in teaching and provide researchers with state-of-the-art research facilities and efficient, effective administrative, financial and technical support". One of the priorities of Manchester 2015 is to enhance the Manchester student experience through excellent learning environments and student support services, one element of which is the student's induction to University life and support throughout their degree programme.

Student Satisfaction
4. The University of Manchester is committed to listening to students and enhancing the student experience and the annual student satisfaction surveys provide the opportunity for students to comment on any issues and to help the University to identify areas for improvement. The quality and scope of induction provision has been raised by UG, PGT and PGR students in response to student satisfaction surveys over the last two years and contributes to the reasons behind evaluating induction provision through this working group.

Scope

5. The Working Group on Student Induction has focussed on defining an institutional framework for the induction of undergraduate, taught postgraduate and research postgraduate students.

Endorsement

6. Endorsement of this report and its recommendations is sought from the Vice President (Teaching and Learning) and the Associate Vice President (Graduate Education) and their respective teams of associate deans.

What is Induction and Transitional Support?

7. 'Induction and Transitional Support' includes activities aimed at introducing the student to the University and its communities, and activities which are intended to support students in making key transitions throughout their programme of study and/or life at the University of Manchester. Throughout the remainder of this report, 'induction' will be understood to refer to the full range of induction and transitional support activities.

Why is Induction Important?

8. High quality induction and transitional support provides the foundation for a successful and satisfying experience at University.[1] Making the transition from secondary or further education to studying at University level is challenging for even the most able students, particularly when combined with new living environments and social networks. International students also face the demands of living and learning in a new country, using a different language and, in many cases, adjusting to a different culture of education.

9. Well planned induction processes establish a framework within which students are enabled to take advantage of the opportunities afforded to them by the University of Manchester, and foster an environment within which students are able to access support when they need it.

10. An understanding of induction as a process which continues throughout the student lifecycle enables the University to identify transition points when students may need particular support and intervention, and to provide this in a way which does not detract from their development as independent learners.

11. Successful induction and transitional support creates student satisfaction and contributes to student retention by creating an environment within which it is possible for students to raise concerns, and also raises awareness of times during the student lifecycle when individuals may be vulnerable and require additional support.

Membership

12. Membership of the group was drawn from across the University, incorporating colleagues in Schools, Faculties, and central administrative services and also ensuring that there was expertise in undergraduate, taught postgraduate and research postgraduate student administration. A list of members is available at Appendix 1.

13. In order to keep the group to a manageable size, individuals representing Schools and Faculties were asked to consult and communicate within their Faculty to draw on the range of expertise available.

14. In accordance with the University's commitment to make the best use of academic staff time, and to foster a partnership approach between administrative and academic colleagues, the group comprised administrative members of staff but consulted with academic colleagues individually and through a focus group.

15. Student representation on the group was sought from the Students' Union, but despite numerous attempts to engage support, the group was unable to get a representative to take part in discussions or comment on any outputs from the group. One of the Students as Partners sabbatical interns has joined the group to incorporate the student viewpoint.

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[1] See the STAR programme for further information and resources: http://www.ulster.ac.uk/star/index.htm

Terms of Reference

16. The group's Terms of Reference are attached in Appendix 1. The group's primary aim was to provide an institutional framework and standards within which Schools can develop appropriate induction and transition activities.

Methodology

17. A survey of practice at other institutions, both in the UK and internationally, was undertaken *via* the internet.

18. One of the first tasks of the group was to gather information about induction and transitional support activities across the University in order to gain a clearer picture of current practice, and to identify examples of interesting approaches which could be more widely disseminated. This was done by members of the group within their own areas, and by drawing on existing information from the review of Personal Support for Students in Schools, the review of International Orientation (September 2006), data from the annual peer mentoring training (for the student voice), and by members of the group meeting on an individual basis with colleagues from the library, disability support office, accommodation office and international development office.

19. The survey of current practice confirmed the impression that the majority of induction activity took place within the first month of the student's arrival at the University of Manchester, although there were some examples of activities taking place both pre-arrival and later in the programme. It was also found that there was a lack of consistency or coherence in these activities across the University. The group concluded that a shift in emphasis was needed to ensure that induction and transition issues were taken into consideration throughout the student lifecycle, and that there was a need for a mechanism which would act to promote consistency of practice and a coherent student experience

20. Through discussions in meetings, and by circulation of drafts, the group determined its proposals for a University of Manchester definition of induction (see paragraph 7) and principles of induction, and identified key transitions in the student lifecycle which may require specific support/intervention. A focus groups was held with academic staff in order to incorporate their perspective on the proposals.

Outcomes

21. There are two main outcomes proposed:

- A framework for induction and transitional support at the University of Manchester
- A web-based resource on student induction

University of Manchester Framework for Induction and Transitional Support
22. The proposed framework comprises two documents:

'Principles of Induction and Transitional Support for Students'
'Key Transitions during the Student Lifecycle'

These are attached in Appendix 2.

23. The purpose of the framework is to provide a generic structure to guide those responsible for implementing student induction and supporting students as they encounter the various transition points inherent in their programme of study and/or life at the University of Manchester. Schools and others involved in induction are encouraged to develop the documents for their own purposes in accordance with the requirements of their discipline(s).

24. It is anticipated that use of the framework will contribute to increasing the consistency and high quality of the student experience across the University, and will raise awareness of the need to consider induction and transitional support throughout the student lifecycle.

25. The 'Principles' section of the framework articulates the purpose of induction and provides guidance on its shape and function. It sets out two fundamental 'key' elements and a number of 'further' elements to be taken into consideration when planning induction and transitional support.

26. The first element is that induction is a process not an event. It includes the range of introductory events in the first weeks of the academic year, but consideration should be given to support pre-arrival and throughout the student lifecycle. When developing induction and transitional programmes, it will be important to consider whether activities currently often undertaken in the first two weeks or so might better be delayed. For example, research among students suggests that this introductory period is the wrong time to undertake a library tour[2]. Interactions with the library may be more effective when the student has a specific project, such as a first essay in mind. Some Schools work closely with the Library to the extent that the development of library and information retrieval skills are embedded within the curriculum.

27. Focusing on induction as an event has lead to 'information overload' for many students. Seeing it as a process will help to mitigate this, as well as ensuring that information is delivered to students when it is of relevance to them.

   Pre-arrival

   a. A number of schools have developed online services for interacting with students before they arrive at Manchester, both as a conversion mechanism (particularly with regard to taught postgraduates) and to enable students to engage with the course and take in some information before they arrive, recognising the risk of information overload in the first few weeks. Students can be given access to WebCT/School & Faculty intranets/Bulletin Boards/E-portfolios in advance of arriving at Manchester, encouraged to ask questions, or to undertake a skills audit and begin the process of reflecting on, for example, their strengths and weaknesses or their expectations of study at University. Involving current students in these initiatives, particularly in answering questions posed online, can be particularly valuable.

   On course

   b. It is also important to recognise that there are a range of transitions expected of students throughout the lifecycle. The first of these is making the leap from A Level to study at University (for undergraduates), or being adequately prepared to 'hit the ground running' (taught postgraduates), or adapting to the demands of research (research postgraduates). International students also face particular challenges in adapting to living in the UK, studying in a different language and adapting to a new educational culture. For international taught postgraduates this transition can be particularly demanding due to the speed with which they need to make the transition in order to be successful in their programme of study.

   c. Consideration of transitional support should not end at the point of arrival and integration, but should continue throughout the lifecycle, and the second part of the framework, 'Key Transitions during the Student Lifecycle' is intended to act as a tool for Schools' analysis of key transitions within their discipline/programmes of study. This section of the framework is deliberately generic and it is anticipated that Schools will identify additional

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[2] e.g. The University of Portsmouth Induction Review Group survey: Undergraduate Induction: The Student Perspective, June 2006, quoted in 'Induction of Students 2006' at
www.port.ac.uk/accesstoinformation/policies/teachingandlearning/filetodownload,10974,en.pdf

transitions; for example, in some undergraduate programmes final year students are offered the opportunity of a *viva* as part of the final assessment process. In such circumstances, the School would wish to consider the additional support needs for this. Many Schools, but not all, offer students the opportunity to spend time away on industrial placement, or studying abroad and adaptations to incorporate these areas would be appropriate where relevant. Parts of 'Key Transitions' may also be of relevance, in a more limited way, to Halls of Residence as Wardens and pastoral teams consider the transitions to be made by students in adapting to hall living (and in moving out of hall).

d. In addition to transitions which occur at predictable points throughout the student life-cycle there are also some transitions to be made which are not sequential. One example is the return to study from interruption, when care must be taken to facilitate the re-integration of the returning student. Other non-standard transitions might include, e.g. adapting to a specific learning need (e.g. diagnosis of dyslexia). It is important to ensure that effective signposting is in place so that students have access to information around disability support, counselling, interruption, dissatisfaction (how to complain) etc..).

28. The second 'key element' of the principles of induction is to foster a sense of community and belonging, and emphasis should be placed on structured events which enable students to get to know one another and to develop contact with academic staff. Initiatives that bring students together across disciplines and which encourage interaction between different levels of study are also important. Taught postgraduates may benefit from taking part in activities jointly with PhD students. In many disciplines undertaking PhD research is isolating and efforts should be made to integrate PhD students into the academic community in particular, through seminars and colloquia. The 'Speed PhD' offered by Faculties also has the function of bringing students together, even though this is not its primary purpose. Some taught programmes are able to provide field trips away from campus, which are effective in creating a sense of community and an ethos of peer support. Events and activities planned with these aims in mind need not be confined to the introductory weeks, nor to new students.

29. Involving other students in induction and transitional support has been shown to be an effective way of delivering information and integrating new students into the community. The University's Peer Mentoring and Peer Assisted Learning programmes provide nationally recognised standards in this area, and many Schools draw on these schemes to provide a supplementary source of support for students.

30. In thinking about developing peer relationships, Schools may wish to consider ways in which research and taught postgraduate students can be involved in peer support, either through pgrs supporting pgts, or more senior pgrs supporting new pgrs. This may have a number of related benefits such as developing the sense of an academic community, reducing pgr isolation (in those disciplines where this is an issue) and also encouraging pgt students to consider further study.

31. Part-time and distance learning students and students who commute are not regularly on campus and, as a result, may not receive the same opportunities for induction/transitional support as full-time students. Even some full-time students do not need to be on campus very often and can also be affected by issues such as isolation. The elements of induction which contribute to integration and sense of community are particularly important for these groups of students, and may require a more innovative approach. The Faculty of Life Science's Homestart programme for undergraduates who commute to University is an example of a direct attempt to intervene and create a network for such students. Other initiatives include using electronic media to provide opportunities for 'virtual' interactions, and there are a number of examples around the University and elsewhere. The School of Nursing, Midwifery and Social Work's Distributed Learning PhD is another useful example.

Further elements

32. 'Principles of Induction' itemises a number of 'further elements' which are important parts of the induction process. Two, related, issues were identified as being of particular importance; these were expectations of study at University and the transition to studying at university level:

Expectations

33. One focus for induction in a student's early weeks at the University should be to engage with expectations – the University's expectations of the commitment and standards expected of students, and for students to articulate and understand both what they can expect from the University and what the University will expect from them. A summary of the rights and responsibilities of students, extracted from the Crucial Guide, is attached at Appendix 3 and Schools may find it helpful to use this as a basis for activities with taught students, or indeed as a starting point from which to develop their own discipline specific discussion of expectations, and the benefits to be derived by studentsfrom meeting these expectations. A statement of expectations might usefully be included in programme handbooks or similar documents. For research students, the PGR Code of Practice recommends that students and supervisors draw up an informal agreement of their mutual expectations early in the relationship
    (an example can be found at
    www.campus.manchester.ac.uk/researchoffice/graduate/code/supervision/).

Making the transition to university level study

34. Perhaps the most significant transition, in terms of realising their potential, made by new undergraduate students is the shift from studying at secondary level to becoming an 'independent learner' at University, and it is unrealistic to expect that this can be achieved without guidance and the opportunity to develop new skills. Taught postgraduates have to make a step change from studying at final year undergraduate level and research postgraduates have another set of skills to develop to make the transition to independent researcher. Added to this is the need to provide appropriate academic skills support to international students and to be aware of cultural differences e.g. in educational systems, and how these might affect the student's ability to adapt to studying in the UK. Whilst there are a variety of initiatives taking place around the University which address these issues, it is felt that a more concerted and coordinated effort is needed, and it is with this in mind that this issue has been incorporated into the proposed framework as a principle of induction.

Web-based resource for staff

35. A recurring issue for a university the size of the University of Manchester is to achieve a 'joined up' approach to activities such as induction. The second outcome of the group will be to develop a simple web-based resource which provides information for Schools/Halls of Residence which will enable them to see what other areas are doing, have access to useful contact numbers, and to have links to examples of approaches to induction and transitional support both internally and externally.

32. The Student Experience Office will assume responsibility for maintaining the website, and links will be made with the 'Good Practice' website shortly to be launched.

Recommendations

[The following recommendations have been agreed by GEG/TLG]

36. GEG/TLG to adopt and disseminate the 'Principles of Induction and Transitional Support for Students' and 'Key Transitions During the Student Lifecycle' as the University of Manchester Framework for Student Induction.

37. Student Experience Office to create and maintain a web based staff resource for induction, to include links with the University's Good Practice website.

38. Office of Student Support and Services, in conjunction with the relevant bodies/individuals, to develop presentations on i) Safety and Security (with the Police Liaison Officer and the University Local Area Partnership), ii) Moving into the Private Residential Sector (with Manchester Student Homes) and iii) Finance and Budgeting (with the SSC Money Doctor Service) which can be used by Schools and Faculties to ensure that consistent key messages are delivered to students throughout the University at appropriate times.

39. Schools and Faculties to evaluate their existing methods of induction and transitional support and to consider in particular which elements have no disciplinary relevance and can be delivered at a Faculty or School level and which elements are discipline specific. Particular attention should be given to ways of bringing students from different disciplines and/or levels of study together – this could be facilitated by activities at School level in some multi-disciplinary schools, or by clustering between Schools (e.g. Schools whose disciplines have a lot in common) or by delivery at Faculty level for truly generic activities such as those itemised in paragraph 38.

40. Schools and Faculties to give consideration to means by which induction and transitional support can be delivered to part-time and distance learning students, and also to those who 'commute' to University.

41. Schools and Faculties to work with the John Rylands Library to evaluate their existing provision for introducing students to the library to ensure that the relevant skills are developed in a timely way and continue to be developed throughout the student lifecycle.

42. Schools and Faculties to review current provision for the development of academic skills relevant to undergraduates, taught postgraduates and postgraduate researchers to ensure they take into account the different developmental stages of individual students. Particular attention should be paid to the provision of targeted skills training and support at key transitional points within the degree, e.g. from how to work in a group, how to construct an essay, how to give an effective presentation or how to write a thesis.

.43. Teaching, Learning and Assessment Office to identify and disseminate good practice and innovation relevant to teaching and learning transitions, with the aim of providing greater preparation for effective study.

44. Teaching, Learning and Assessment Office to provide a framework for the use of peer support in induction and transitional support, ensuring maintenance of the national benchmark for Peer Assisted Study.

45. The Office of Student Support and Services and the International Development Office to discuss with the Head of Diversity the need for further exploration of the impact of student diversity and the need for diversity awareness in a specifically student context .

46. The Accommodation Office and Faculties and Schools to take steps to ensure a mutual understanding and flow of information about induction and arrival activities in their respective areas with the aim of providing coherence for students and developing understanding and communication between staff in different areas.

Monitor and Evaluate

47. The group agreed that it would be beneficial to keep a watching brief and to support the Student Experience office in terms of updating information and highlighting emerging good practice and recommended that the group should meet twice a year to monitor progress.

48. Evaluation of induction and transitional support should be built into Annual Monitoring of programmes; this might include a review of Schools' versions of 'Key Transitions During the Student Lifecycle' for example.

July 2007

Date Agreed:
Graduate Education Group – July 2007
Teaching and Learning Group, September 2007

Date for Review: Academic Year 2011/12

Owning Office: Office of Student Support and Services – Student Experience Office

Appendices:
1. Working Group Terms of Reference and Membership
2. Induction Principles and Transitions
3. The Student Experience

Terms of Reference and Membership

During 2005/6, reviews of Personal Support for Students in Schools and Support for International Students identified an effective induction as a critical element in ensuring:-

- student retention;
- students' ability effectively to engage with their programme of study from the earliest moment;
- subsequent satisfaction with the student experience.

The Working Group on Student Induction, chaired by Sara Ashworth (Head of Graduate Education) will produce a report and make recommendations to the Vice-President and Associate Deans (Teaching and Learning) about an institutional framework for the induction of undergraduate, taught postgraduate and research postgraduate students, together with accompanying guidelines. The Group will gain the approval of the Associate Vice President and Associate Deans (Graduate Education), via the Graduate Education Group, for the outcomes and recommendations that relate specifically to PGR students.

It is anticipated that the group will meet monthly from January to May 2007 inclusive.

Terms of Reference:

1. To review the current arrangements for student induction, wherever it may take place (e.g. Schools, Faculties, Centrally, Halls of Residence), including an audit of those arrangements and identification of the particular needs of different groups of students;

2. To review and understand arrangements for induction currently in place at peer institutions both nationally and internationally;

3. To take account of the student view of current induction arrangements;

4. To identify and disseminate good practice which exists both within the University and at peer institutions;

5. To draw on the experience of the orientation of international students to see if any of these activities could be applied more widely;

6. Whilst recognising that Schools should be the primary locus for induction, to develop and establish an institutional framework and standards for student induction that:-

   - reflect the significance of this activity within the overall process of transition;

   - take appropriate account of QAA guidance in the area and feedback from students;

   - promote the need for consistency and coherence;

   - recognise that induction is an ongoing process not just confined to Freshers' Week;

   - ensure that Schools are properly supported in this area of activity.

7. To examine the possibility of the inclusion of induction arrangements in the annual quality review process.

Membership

Organisation	
Graduate Education Team	Sara Ashworth, Helen Baker
International Development Office	Tanya Luff, Nazreen Hanif
Office of Student Support and Services	Sarah Beer, Jenny Wragge
Recruitment and Admissions	Kathy England
Faculty & PGR, PGT and UG	Lisa McAleese, Sue Knight, Elaine Fenn, John Hale
School	Sue Jones
Student Accommodation/Halls of Residence	Paul Burns/Brendan Jones
Student Voice	Rob Owen, Alice White
Teaching, Learning & Assessment Office	Emma Hilton, Marcia Ody

December 2006

Appendix 2

The University of Manchester

Principles of Induction and Transitional Support for Students

Scope

The University's Framework on Student Induction and Transitional Support (comprising 'Principles of Induction and Transitional Support' and 'Key Transitions in the Student Life Cycle') covers students studying at all levels, UG, PGT and PGR. As far as is practical and relevant, the principles should also be applied to induction for students studying part-time or at a distance.

Purpose

The purpose of this document and the accompanying 'Transitions' document is to provide a generic framework to guide those responsible for implementing student induction and supporting students as they encounter the various transition points inherent in their programme of study and/or life at the University of Manchester.

The phrase 'induction' is taken to include all activities aimed at introducing the student to the University and its communities and to include activities which are intended to support students in making key transitions throughout their programme of study and/or life at the University of Manchester.

High quality induction and transitional support provides the foundation for a successful and satisfying experience at University. It is known to be key in supporting student retention by fostering an environment within which the student feels supported and able to access help to overcome difficulties they may encounter.

Articulating 'principles' of induction to be adopted by The University of Manchester is intended to clarify the purpose and shape of induction and to help Schools design and implement more effective programmes for induction. Schools are encouraged to develop these principles for their own purposes in accordance with the requirements of their own disciplines/subject areas.

Induction should:-

Key elements:

- Be a process not an event, focusing on points of transition in the student life-cycle from application to graduation

- Foster a sense of community and belonging to the academic, social and residential groupings of which the student is a member

Further elements:

- Incorporate welcome, orientation, social integration and academic integration, recognising the different periods of time over which these might take place

- Support students in making the transition to study in HE in the UK from their previous learning experiences, whether in the UK or internationally

- Clarify students' expectations of studying at The University of Manchester, and the University's expectations of them

- Enable students to engage with and develop understanding of the factors which contribute to academic success, including developing an awareness of their own strengths and weakness in terms of skills and knowledge

- Be a process in which students actively participate

- Enable students to be active members of the University, gaining the most benefit possible from their student experience here as well as contributing to the University community

- Take account of and provide for students following interdisciplinary programmes of study

- Take account of and provide for students studying part time, at a distance or on split sites

- Provide the opportunity for evaluation and review

The University of Manchester

Key Transitions During the Student Life Cycle

Purpose

The purpose of this document and the accompanying 'Principles' document is to provide a generic framework to guide those responsible for implementing student induction and supporting students as they encounter the various transition points inherent in their programme of study and/or life at the University of Manchester.

The phrase 'induction' is taken to include all activities aimed at introducing the student to the University and its communities and to include activities which are intended to support students in making key transitions throughout their programme of study and/or life at the University of Manchester.

High quality induction and transitional support provides the foundation for a successful and satisfying experience at University. It is known to be key in supporting student retention by fostering an environment within which the student feels supported and able to access help to overcome difficulties they may encounter. Articulating generic transition points is intended to encourage awareness of the points at which students may be vulnerable, enabling performance and attendance at key times to be monitored. Schools are encouraged to use the 'Transitions' document as a foundation for their own analysis of key transitions within their discipline/programmes of study. For example, where students take part in a placement as part of their programme, consideration should be given to issues surrounding their choice of placement, departure, contact whilst away, and return. Some disciplines routinely *viva* final year undergraduates as part of the assessment process and would wish to consider this as a transition point.

	All		
Before Arriving	Researching Universities – Attending Open Days/Visits/Interviews		
	Applying to The University of Manchester		
	Receiving and Accepting an Offer		
	Fulfilling the Offer and Preparing to Depart		
First Few Weeks	Arriving at University:		
	- Finding/Settling into Accommodation - Orientation within Campus and City - Socialising - Budgeting - Introduction to Programme /Level of Study - Meeting peers - Meeting staff (academic and administrative) - Meeting more senior students - Introduction to IT facilities - On-line Registration		
	Skills Audit		
	Understanding how to handle problems affecting studies		
	Understanding of rights and responsibilities/expectations and demands of studying at University		
	UG	**PGT**	**PGR**
	Course choices	**PGT**	Submit research proposal
	Making the transition to Independent Learning	Course choices	First meeting with Supervisor
	First Lecture, Seminar, Tutorial, Lab Class	First Lecture, Seminar, Tutorial	Skills Training
First Few Months	Working in a Group	Work in a Group	Introduction to Library
	Introduction to Library	Introduction to Library	Completing Taught Elements

	First Piece of Non-Assessed Work	First Piece of Non-Assessed Work	
	First Piece of Assessed Work	First Piece of Assessed Work	
	Finding Accommodation for Year 2		
January	Exams	Exams	Submit research proposal
Early Semester 2	Receiving Results/Learning from Results	Receiving Results/Learning from Results	Beginning active research
	Dealing with Emotional Impact of Failing/Doing Poorly	Dealing with Emotional Impact of Failing/Doing Poorly	Conducting Labwork
		Deciding on & Agreeing Dissertation Topic	Conducting fieldwork
Semester 2	Course Choices for Level 2	Re-engagement with Avoiding Academic Malpractice	
		Beginning Dissertation	
		Applying for Jobs/Courses	
	Receiving Results/Learning from Results	Careers/Future Study	
	Dealing with Emotional Impact of Failing/Doing Poorly	Preparing for Placement	
		Conducting Labwork	
		Conducting fieldwork	Annual Review
	Preparing for Resits	Presentation at a conference	End of Year Progress Reports
		Submitting Dissertation	Dealing with Emotional Impact of Failing/Doing Poorly
Beginning Year 2	Living in 'independent' accommodation		
	Expectations of Study at Level 2		
	Re-engagement with Avoiding Academic Malpractice		
During Year 2	Preparing for Placement		Internal Presentations to research group
	Careers/Future Study		Presentation at conferences
			Writing a research paper
	Course Choices for Level 3		Industrial research
Beginning Year 3	Expectations of Study at Level 3		
During Year 3	Applying for Jobs/Courses		
	Re-engagement with Avoiding Academic Malpractice		Writing Up
	Preparing for long-essay/dissertation/identifying project		Thesis Submission
	Meet dissertation/project supervisor		Submission Pending
	Undertaking research		Preparation for Viva (mock viva etc)
	Conducting Labwork		Viva
	Conducting fieldwork		Resubmission
	Submitting essay/project		Careers/Future
At Any Time	Taking an Interruption of Study*	Taking an Interruption of Study*	Taking an Interruption of Study*

All
Graduation
Becoming an Alumnus
Ongoing Relationship with The University of Manchester

(Row label: **Completion**)

* Return After Interruption

Students returning to the University after an interruption may join at any point during the student life-cycle. Consideration should be given to their induction needs in relation to the transition points identified and the timing of their return. Depending on the nature and length of the interruption, special care may be needed to ensure re-integration with the peer group (which may well have changed with the progression of the original peer group), and other issues more normally associated with new students.

The Student Experience

The University believes that education must be a partnership between the learner and the teacher, conducted within a context that provides properly for pastoral and tutorial needs. Students at The University of Manchester may expect to receive an education of high quality with high standards of teaching, resources and support services. The University will be seek their opinion, through the annual student satisfaction survey in March and course unit questionnaires at the end of each Semester, on how well it has succeeded in these objectives. Students are encouraged to participate in this process, and to use every opportunity made available to them to let the University know how it can improve the quality of education it provides.

Students also have responsibilities, and some of these are listed below.

Students may expect

- a good education which entails high standards of teaching and tutoring/supervision. There are comprehensive monitoring procedures which try to ensure they are receiving this.

- educational facilities that support learning development, such as library and computer facilities and study skills programmes.

Students will be expected to

- pursue their academic work with a positive commitment

- take full advantage of resources and facilities offered by the academic environment, including contact with staff and other students

- take the initiative in raising problems or difficulties (academic or personal) with an appropriate member of staff, however elementary or trivial these problems may seem; bearing in mind that prompt discussion and resolution of problems can prevent difficulties at a later stage

- submit work when required to do so; meet deadlines; and endeavour to take an active, and not passive, role in seminar/tutorial discussions

- report promptly to tutors, their supervisor, or other appropriate members of staff, and provide explanations for any interruptions in attendance on their course (eg for medical or personal reasons).

Source: Crucial Guide

Date Agreed:
Graduate Education Group – July 2007
Teaching and Learning Group, September 2007

Date for Review: Academic Year 2011/12

Owning Office: Office of Student Support and Services – Student Experience Office