

# Programme Handbook

MANCHESTER  
1824  
The University of Manchester



## ISEP

## International Student Experience Programme

November 2021

China Pharmaceutical University  
University of Manchester



# Introduction



Dear students:

Welcome to the International Student Experience Programme. my name is Li-Chia Chen. I am a Senior Lecturer (Associate Professor) in Pharmacoepidemiology at the Division of Pharmacy and Optometry and the Lead of this programme. On behalf of the team, I sincerely welcome you to participate in this programme, and I would like to brief you on the following information.

## About this programme

International Student Experience Programme (ISEP) 2021-22 is a pilot peer-mentoring scheme for students who entered a newly launched BSc Clinical Pharmacy Programme in September 2021. It is the first peer-mentoring scheme for international students in the University of Manchester pharmacy programmes. This pilot scheme is supported by the Institute of Teaching and Learning Fellowship at the University of Manchester and led by Dr Li-Chia Chen, Senior Lecturer and Head of International Student Experience at Pharmacy and a current ITL Fellow at the University of Manchester.

The Division of Pharmacy and Optometry, School of Health Sciences at the University of Manchester, continuously promote the widening participation agenda and quality and diversity initiative. The pharmacy programme (MPharm) recruits students with diverse cultural backgrounds and also international students. From September 2021, the Division launched an articulated dual-degree BSc Clinical Pharmacy (2+2+1) programme in collaboration with the School of Basic Medicine and Clinical Pharmacy, China Pharmaceutical University.

A peer-mentoring scheme is set up to support the first cohort of 58 Chinese students in this pharmacy programme. The scheme adopts the social learning theories and encourages students' peers to work in a group and share, communicate and support each other's learning. Student mentors from MPharm (Year 2 to Year 4) who voluntarily participate and contribute to the ISEP are paired with a group of five or six Year 1 BSc Clinical Pharmacy students. Considering the time gap and remote nature of the first two years of the BSc Clinical Pharmacy programme, students will meet virtually in a small group monthly during the term time to catch up on progress, discuss a core theme, and complete a group task. Staff liaisons between the two universities will arrange the timetable and schedule.

The theme of the discussion covers a wide range of topics, such as cultural awareness, independent living skills, academic stress and time management, health and wellbeing, professional and career plan, etc., to support the student's transition to Manchester and prepare students for doing a clinical programme at the University of Manchester. Student mentors and academic staff at the University of Manchester will co-design the topic guide and activities.

At the end of this programme, a student experience blog space will be set up to share students' reflective learning from this programme. A repository of online materials or questions and answers will also be collected to support future international studies. A guide booklet will also be developed for Chinese students regarding making links and

establishing the network. The success of this programme is measured by studies' engagement and sense of belonging to the group.

### About the student mentors

Student mentors are current MPharm students at the University of Manchester in the 2021-22 academic year. They have practical communication skills and the ability to communicate with student peers and the programme lead. They also have a sincere interest in helping people and respect religious, political, sexual orientation and cultural differences. Besides, student mentors can work under academic pressure and maintain high engagement with the programme.

Student mentors should complete three training sessions, including an Introduction to Peer Mentoring online module, a Mentoring in Practice workshop, and a Meet Your Scheme workshop. Student mentors will commit to approximately two hours per month from November 2021 to May 2022 (maximum of seven meetings). This included:

- To attend all mentor debriefs (approximately 30 minutes per month)
- To lead the online peer-mentoring meeting (approximately one hour per month) and offer feedback to help develop the scheme.
- Keep in regular contact with mentees (once every fortnight), such as face-to-face via video call, email, or social media.
- To contribute to this programme's evaluation and handover process at the end of the scheme.

### About the student mentees

Student mentees are students who registered in the BSc Clinical Pharmacy programme from September 2021. Student mentees are expected to engage in peer-mentoring activities, tackle communication difficulties, respect religious, political, sexual orientation and cultural differences, and share personal views concerning the learning and transition in the BSc Clinical Pharmacy (2+2+1) programme. Student mentees should respond to the requests from the ISEP lead or student mentors passed on by the liaisons (Ms Hong Xu and Selena Tai).

Student mentees will commit to approximately two hours per month from November 2021 to May 2022 (maximum of seven meetings). This included:

- To read the instruction and prepare for the peer-mentoring meeting.
- Attend the peer-mentoring meetings (approximately one hour per month) and offer feedback to help develop the scheme.
- To complete the tasks and group work (e.g. reflective experience blog) from each meeting.
- Keep in regular contact with mentors (once every fortnight), such as face-to-face via video call, email, or social media.
- To contribute to the evaluation of this programme.

### About the programme

The monthly programme is organised in line with the academic terms of both universities from 2021-22. Each month has one central theme for student mentors and mentees to interact and discuss. The topic guide and activities will be co-designed by a core team of student mentors and the programme lead. The topic guide and materials will be provided to students before the event.

Month / Year	Theme
October 2021	<b>Welcome event</b> – introduction from staff and students







# Timeline of ISEP

**01**

October 2021 - Welcome Event

**02**

November 2021 – Meeting your mentors

**03**

December 2021

**04**

February 2022

**05**

March 2022

**06**

April 2022

**07**

May 2022

**08**

June 2021 – End of programme



# November 2021

## Student mentees' guide

**Theme / Topic** Culture awareness – understanding people's origin



*Please take a look before the meeting starts.*

### Agenda

This is the first time that you will meet with your student mentor. The meeting will last from 50 to 60 minutes and focus on the following activities:

- **To know your mentor:** his/her name (or the meaning of the name), year group, where is his/her home, why he/she decided to be a student mentor, and what are student mentors' roles and responsibilities.
- **To be briefed on the agenda** for today's meeting.
- **To introduce yourself:** your name (or the meaning of your name), where is your hometown (elaborating on the foods, language, weather, favourite activities, sports), and what are your hobbies?
- **Discuss** whether you encountered any challenges during the transition from high school to university. Do you have any questions about doing the BSc Clinical Pharmacy Programme at the University of Manchester?

### Ice-breaking activity

There is a set of Great Manchester Quizzes (6 slides) for an ice-breaking exercise. You are invited to take the challenges and record the scores.

Before closing the meeting, please provide the mentor with your contact methods, i.e. emails or other social media contact methods (e.g. WeChat), so that your mentor can contact you to check in between the meetings.

### Post-meeting work

At the end of the meeting, please do remember:

1. To note down today's reflections, use the three-step ERA (experience, reflection, action) reflective practice model.
2. Write a short biography (100-125 words) with one photo and send it to your mentor by **10th December 2021**.
3. Two groups of student mentees will work on writing a blog to describe their experience of today's peer-mentoring meeting.



*Please note your questions.*



# November 2021

## Student mentors' reflections

**Theme / Topic**    Culture awareness – understanding people's origin



*Please write  
down your  
experience.*

How did the meeting go? What do you think went well? What went less well?



*Please write  
down your  
reflections.*

What have you learned from the meeting? What factors influence the success of the meeting or this peer-mentoring programme?



*Please write  
down your  
action.*

What would you like to discuss next time? What would you like to do to improve or enhance your experience at the peer-mentoring meeting?



## Student mentees' guide

**Theme / Topic** Independent living skills – transition, homeliness and homesick



*Please make sure each point is covered within the scheduled time.*

### Introduction

This is the second time that you will meet with your mentors. The meeting lasts from 50 to 60 minutes. We will focus on your transition to university life and explore how you settle in at this meeting. The group discussion aims to explore your views and perceptions on (1) managing new responsibilities, (2) coping with loneliness and homesickness and (3) academic adjustment.

### Agenda

#### 1. Check-in and recap

- As some mentors' groups have been changed, you must introduce yourself again.
- We will check in, catch up, and follow up on tasks (homework) of the last meeting.
- Please exchange emails (personal emails) with your mentors using the chatbox.

#### 2. Outline the agenda for today's meeting.

#### 3. How do you settle into university life? What are the new responsibilities you take on as a university student?

For example, paying your bills, buying groceries, making your meals, cleaning your room or flat, and even getting to class on time? You can use some prompt questions, such as:

Refer to *Transition to University guide*, page 65 (*Transition to University – Student Mind*)

<https://www.studentminds.org.uk/transitionintouniversity.html>

- New responsibilities can feel like a burden, especially if you haven't had to do some of these things before.
- You'll probably make mistakes as you navigate this independence's complexities, and that's okay.
- Each error is an opportunity to learn and grow – it means that next time you're in a similar situation, you'll know what not to do.
- Talk to your family members, friends, or other trusted people about how they navigated some of these tasks and look to other areas of this resource for additional advice.

#### 4. How often have you experienced loneliness/homesickness since starting university?

(Never, Rarely, Sometimes, Often, Always). How do you make yourselves feel better and overcome homesick feelings? Can you share some good ideas to help your peers settle in and enjoy the university experience?



According to NUS, around half of students experience homesickness, meaning they're not alone.

Refer to *Student Mind Blog, Settling into University Part Two: How to Overcome Homesickness*. [https://www.studentmindsblog.co.uk/2013/10/settling-into-university-part-two-how\\_2.html](https://www.studentmindsblog.co.uk/2013/10/settling-into-university-part-two-how_2.html)

5. **What are your views on academic adjustment?** We will watch the following three short clips and discuss how we feel about what the students shared in the video clips. Do you have a similar experience?

- International Student Experience
- Challenges and Expectations
- Overcome Challenges

We have assigned two student mentees to respond to each clip.

[https://www.escholar.manchester.ac.uk/learning-objects/other-resources/transition-interactive/story\\_html5.html](https://www.escholar.manchester.ac.uk/learning-objects/other-resources/transition-interactive/story_html5.html)

6. **How do you celebrate seasonal festivals?**

What are the most important annual festivals in China? How do you celebrate the festivals?

## Post-meeting work

At the end of the meeting, please remember:

1. To note today's reflections, use the three-step ERA (experience, reflection, action) reflective practice model.
2. Send at least one picture of celebrating the seasonal festivals (e.g., Christmas, New Year or Chinese New year) to your mentors by **21 February 2022**. We will create a picture wall or photo-mosaic.
3. Two groups (Groups C and D) of students will write a blog to describe their experience of today's peer-mentoring meeting and send it to your mentors by **21 February 2022**.



Please note  
your questions.



# December 2021

## Student mentees' reflections

**Theme / Topic** Independent living skills – transition, homeliness and homesick



Please write  
down your  
experience.

*How did the meeting go? What went well? What went less well?*



Would you  
please write  
down your  
reflections?

*What may be the factors influencing the way that the meeting is run?*



Would you  
please write  
down your  
action?

*What would you like to change next time? How can the peer-mentoring programme be improved?*



# February 2022

## Student mentees' guide

**Theme / Topic** Learning style and time management



*Please make sure each point is covered within the scheduled time.*

### Introduction

Welcome back to ISEP - the international pharmacy students' peer-mentoring programme!

You will meet with your mentors after a long winter vacation break. The meeting lasts from 50 to 60 minutes. We will focus on your learning style and explore how you manage your time for your university life. The group discussion aims to explore your views and perceptions on (1) your learning style, (2) comparing the differences in teaching and learning styles between the UK and China, and (3) your time management skills. You also need to complete two online anonymous self-assessment questionnaires before the meeting.

### Agenda

#### 1. Check-in and recap

- As some mentors' groups have been changed, you must introduce yourself again.
- We will check in, catch up, and follow up on tasks (homework) of the last meeting.
- Please exchange emails (personal emails) with your mentors using the chatbox.

#### 2. Outline the agenda for today's meeting.

#### 3. What is your learning style?

- Each of you needs to complete an online VARK Questionnaire for Younger People (Appendix 1)

<https://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/>

- Record your results and share them with the group.
- Comment on whether you are surprised by the results.
- How do these results change your perspective of learning?

## VAR K Questionnaire Your VARK Results

Your learning preference:  
Mild Kinesthetic

Share

People with your preference like:  
practical exercises, experiences, examples, case studies, trial and error, things that are *real*, ...



Full information about your preference  
is available in your VARK Academic

Your scores were:

- Visual 4
- Aural 3
- Read/Write 2
- Kinesthetic 7

4. **What are the differences between the teaching and learning styles between the UK and China?**

- What is the typical learning or teaching style in China?

In a unique experiment, five teachers from China took over the education of fifty teenagers in a Hampshire school to see whether the high-ranking Chinese education system could teach us a lesson (4 September 2015).

<http://www.bbc.co.uk/programmes/b06565zm>

- Do you agree with the stereotypes of Chinese students' learning styles?

Sit HH. Characteristics of Chinese students' learning styles. International proceedings of economic development and research. 2013;62:36.(DOI:

[10.7763/IPEDR.2013.V62.8](https://doi.org/10.7763/IPEDR.2013.V62.8))

- Your mentor will share the teaching and learning activities commonly applied in the UK.
- What do you see as the most significant difference in the teaching and learning styles between the UK and China?
- Your mentor will also highlight some common impressions that international students generally have when studying in the UK.

5. **How do you manage your study time?**

- Each of you needs to complete a time management questionnaire before the meeting. Please share your final score and your reflections on this with your group. (Appendix 2)

[https://www.qualtrics.manchester.ac.uk/jfe/form/SV\\_bdCXCjOsWAFvgc6](https://www.qualtrics.manchester.ac.uk/jfe/form/SV_bdCXCjOsWAFvgc6)

A low score indicates a need for help with time management, and a high score indicates effective time management techniques.

- Share your time management strategies, tips, or skills with the group.

<https://www.studentsupport.manchester.ac.uk/study-support/goodstudyskills/>

## Post-meeting work

At the end of the meeting, please remember:

1. Use the three-step ERA (experience, reflection, action) reflective practice model, to note today's reflections.
2. Each of you is required to fill in an ISEP interim questionnaire before **11 March 2022**.  
[https://www.qualtrics.manchester.ac.uk/jfe/form/SV\\_2nx05tnX6NsrbpA](https://www.qualtrics.manchester.ac.uk/jfe/form/SV_2nx05tnX6NsrbpA)
3. Each of you will prepare a one-minute presentation (with one slide) describing your experiences of accessing healthcare in China (e.g. story about your own or family or relatives' experiences). This is to be presented at the next meeting.
4. Each group will list questions about examinations or assessments and email your mentors before **11 March 2022**.
5. Group E and F are to produce a reflective piece of writing on your experience of today's meeting and send it to your mentors by **18 March 2022**.



Please note  
your questions.



# February 2022

## Student mentees' reflections

**Theme / Topic** Learning style and time management



*Please write  
down your  
experience.*

*How did the meeting go? What went well? What went less well?*



*Would you  
please write  
down your  
reflections?*

*What may be the factors influencing the way that the meeting is run?*



*Would you  
please write  
down your  
action?*

*What would you like to change next time? How can the peer-mentoring programme be improved?*



# APPENDIX

## Appendix 1

### The VARK Questionnaire for Younger People

VARK Questionnaire version 8.01

Choose the answer that best explains your preference, and click the box next. Please click more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. You are going to make something special for your family. You would:
  - A. Talk it over with my friends.
  - B. Make something I have made before.
  - C. Find written instructions to make it.
  - D. Decide from pictures in magazines.
  
2. A website has a video showing how to make a particular graph. A person is speaking, some lists and words describing what to do and some diagrams. You would learn most from:
  - A. Seeing the diagrams.
  - B. Watching the actions.
  - C. Reading the words.
  - D. Listening.
  
3. Remember when you learned how to play a new computer or board game? You learned best by:
  - A. Reading the instructions.
  - B. Listening to somebody explaining it and asking questions.
  - C. Watch others do it first.
  - D. Clues from the diagrams in the instructions.
  
4. You learn to take photos with your new digital camera or mobile phone. You would like to have:
  - A. Examples of good and poor photos and how to improve them.
  - B. A chance to ask questions and talk about the camera's features.
  - C. Clear written instructions with lists and bullet points.
  - D. Diagrams showing the camera and how to use it.
  
5. You need to give directions to go to a house nearby. You would:
  - A. Walk with them.
  - B. Draw a map on a piece of paper or get a map online.
  - C. Write down the directions as a list.
  - D. Tell them the directions.
  
6. Do you prefer a teacher who likes to use:
  - A. A textbook and plenty of handouts.
  - B. An overview diagram, charts, labelled diagrams and maps.
  - C. Field trips, case studies, videos, labs and hands-on practical sessions.
  - D. Class discussions, online discussion, online chat and guest speakers.
  
7. After reading a play, you need to do a project. Would you prefer to:
  - A. Draw or sketch something that happened in the play.
  - B. Read a speech from the play.

- C. Act out a scene from the play.
  - D. Write about the play.
8. You have been selected as a tutor or a leader for a holiday program. This is interesting for your friends. You would:
- A. Show them the map of where it will be held or draw diagrams about it.
  - B. Show them the list of activities in the program.
  - C. Describe the activities I will be doing in the program.
  - D. Start practising the activities I will be doing in the program.
9. You are about to buy a new digital camera or mobile phone. Other than price, what would most influence your decision?
- A. Trying it.
  - B. What the salesperson is telling me about it.
  - C. It is the latest design and looks good.
  - D. Reading the details about its features.
10. I like websites that have:
- A. Things I can click on and do.
  - B. Interesting design and visual effects.
  - C. Audio channels for music, chat and discussion.
  - D. Interesting information and articles in print.
11. A new movie has arrived in town. What would most influence your decision to go (or not go)?
- A. It is similar to others you have liked.
  - B. Hear friends talking about it.
  - C. You read what others say about it online or in a magazine.
  - D. You see a preview of it.
12. You have a problem with your knee. Would you prefer that the doctor:
- A. Describe to you what was wrong.
  - B. Give you an article or brochure that explains knee injuries.
  - C. Demonstrate what was wrong using a model of a knee.
  - D. Show you a diagram of what was wrong.
13. You want some feedback about an event, competition or test. You would like to have feedback:
- A. That used a written description or table of my results.
  - B. From somebody who discussed it with me.
  - C. That used examples of what I have done
  - D. That used graphs to show what I achieved.
14. You are about to hook up your parent's new computer. You would:
- A. Read the instructions that came with it.
  - B. Unpack the box and start putting the pieces together.
  - C. Follow the diagrams that show how it is done.
  - D. Phone, text, or email a friend and ask how to do it.
15. You want to plan a surprise party for a friend. You would:
- A. Talk about it on the phone or text others.
  - B. Invite friends and just let it happen.
  - C. Make lists of what to do and what to buy for the party.
  - D. Draw a map and make a special design for the invitation.

16. You have to present your ideas to your class. You would:
- A. Write a few keywords and say them again and again.
  - B. Gather examples and stories to make it real and practical.
  - C. Write out my speech and learn it by reading it again and again.
  - D. Make diagrams or get graphs to help explain my ideas.

## **Time Management Questionnaire**

Answer "YES" or "NO" to the following questions.

1. \_\_\_\_\_ Have you estimated how many hours you need to study this semester?
2. \_\_\_\_\_ Do you tend to complete your assignments on time?
3. \_\_\_\_\_ Have you estimated how long it takes to read one chapter in each textbook?
4. \_\_\_\_\_ Do you begin working on long-term assignments at the beginning of the semester?
5. \_\_\_\_\_ Do you list things to do in your head rather than on paper?
6. \_\_\_\_\_ Do you participate in social activities even when you know you should be studying?
7. \_\_\_\_\_ Do you schedule time to study for exams?
8. \_\_\_\_\_ Do you have a job requiring more than 20 hours weekly?
9. \_\_\_\_\_ Do you know exactly what tasks you will do when you sit down to study?
10. \_\_\_\_\_ Do you do the assignments from your favourite class first?

Give yourself one point for each YES answer to all questions except 5, 6, 8 and 10, and one point for each NO answer to questions 5, 6, 8 and 10. Total your points. A low score indicates a need for help with time management, and a high score indicates effective time management techniques.

From Orientation to College Learning, by Dianna L. Van Blerkhom.



# March 2022

## Student mentees' guide

**Theme / Topic** Health and wellbeing



*Please make  
sure each point  
is covered  
within the  
scheduled time.*

### Introduction

Welcome back to ISEP - the international pharmacy students' peer-mentoring programme!

This is the fourth time you will meet with your mentors. The meeting lasts from 50 to 60 minutes. This month we will discuss accessing healthcare in China and UK and compare the differences. You will present your personal experiences accessing healthcare in China and follow group discussions.

We aim to explore your views and perceptions on (1) accessing the healthcare system in China, (2) comparing the differences in accessing the healthcare system between China and the UK, and (3) discussing interview principles and skills.

In preparing for the April event, you will need to work out some interview questions for a clinical pharmacist in a group. Your mentors will give you some advice on the interview questions.

### Agenda

**10 minutes**

#### 1. To check in and recap

- Ice-breaking activities
- You may need to introduce yourself again, as some mentors' groups have been changed.
- Check-in, catch-up, and follow-up tasks (homework) of the last meeting.
- Exchange emails (personal emails) using the chatbox if their emails are missing.
- To outline the agenda for today's meeting.

**20 minutes**

#### 2. Accessing healthcare in China

- (1) **Each of you will** present with one slide (1 minute), and your mentor will ask you some questions and give you feedback (2 minutes).

Your mentor may ask you some questions:

- Is there an emergency number? If so, what is it? (e.g., to call an ambulance)
- Do you have to pay for medication?
- How easily accessible is medication? Do you have to go to the pharmacy? Hospital? Order over the phone?
- If I were to move to China, what process would I have to go through to access healthcare?
- Would I have to set it up before I enter the country?



- Is healthcare free? If not, is there insurance?
- How common are hospitals? Are there any hospitals near you?
- How many different sectors are there within a hospital?
- If you had a minor injury/illness, where would you go? Who would you contact?
- Do you have experiences in the hospital you would be comfortable sharing with the group? E.g., illness, injury

(2) Discussions:

- How do you feel about the presentation experience today?

**10 minutes**

### 3. **Accessing healthcare in the UK**

(1) Mentors will outline how to access healthcare in the UK and share their experiences.

(2) Discussions:

- What are the differences between healthcare systems in China and UK?
- What are good ways to keep wellbeing?

Mentors will outline some tips for accessing healthcare in the UK.

Here are some useful references to talk about student wellbeing on campus:

Student Wellbeing Champions Handbook:

<https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=41880>

Student experience: <https://www.manchester.ac.uk/study/experience/meet-our-students/ug/nancy-mcdonald/>

**10 minutes**

### 4. **Interviewing healthcare professionals**

(1) Your mentor will play a short video on how to visit GP (general practitioner) in the UK.

You will watch the video (4 minutes and 27 seconds) and discuss the interview skills.

<https://www.youtube.com/watch?v=1vv3nGHpMiY>

(2) Discussions:

What are good interview questions and sound interview principles?

**10 minutes**

### 5. **Reviewing questions about the assessment**

- You may recall that you are asked to submit assessment questions. We have collected many questions from you. Some of them are not relating to assessments. Therefore, Dr Li-Chia Chen and Mrs Selena Tai will address these questions separately.
- Your mentors may also share their views regarding their experiences in preparing assessment and their study tips.

## **Post-meeting work**

At the end of the meeting, please remember:

1. Use the three-step ERA (experience, reflection, action) and reflective practice model to note today's reflections.

2. Each group must prepare a list of interview questions and send them to the student mentor **by Monday, 4th April 2022**. Student mentors will review the questions and give mentees feedback on the interview schedule.
3. **Group G and Group H** are to produce a reflective piece of writing on your experience of today's meeting and send it to your mentors **by 22th April 2022**.

### Next meeting

1. Each group will interview a clinical pharmacist (interviewee) in the April event (15 minutes) and receive feedback from the interviewee.
2. The interview is group work. Each student needs to take part in asking questions and have interactions with the interviewee.
4. Student mentors will facilitate the interview.



*Please note  
your questions.*



# March 2022

## Student mentees' reflections

**Theme / Topic** Health and wellbeing



Please write  
down your  
experience.

*How did the meeting go? What went well? What went less well?*



Would you  
please write  
down your  
reflections?

*What may be the factors influencing the way that the meeting is run?*



Would you  
please write  
down your  
action?

*What would you like to change next time? How can the peer-mentoring programme be improved?*



# April 2022

## Student mentees' guide

**Theme / Topic** Pharmacists' profession and career



*Please make  
sure each point  
is covered  
within the  
scheduled time.*

### Introduction

Welcome back to ISEP - the international pharmacy students' peer-mentoring programme!

This month we will be talking about pharmacy careers in the UK. Many of you have submitted your interview questions to your mentors. We have reviewed and modified the questions into a draft interview schedule.

During the first part of the event, each group will spend 15 minutes discussing with your student mentor your interview schedule by prioritising the questions and nominating the lead for each question. After that, you will interview one of our invited clinical pharmacists. After the interview, your mentor will discuss the interview experience with you and then give feedback on your performance at the interview.

At the end of the meeting, you will discuss and share your insights about the differences in pharmacy practice between the UK and China. Also, discuss your career aspiration and strategies to develop your profession and enhance your employability.

### Agenda

**5 minutes  
(keep it as  
short as  
possible)**

#### 1. To check in and recap

- Check-in, catch-up, and follow-up tasks (homework) of the last meeting.
- Exchange emails (personal emails) using the chatbox if their emails are missing.
- To outline the agenda for today's meeting.

**10 minutes**

#### 2. Review the interview schedule

- Review the interview questions with your mentor by prioritising, polishing and assigning questions.
- Please note that your mentor will act as a **facilitator** to help clarify questions or facilitate conversations with the pharmacist if needed. The student mentor will also monitor the time to keep the interview within 15 minutes.

**15 minutes**

#### 3. Interviewing the pharmacist

- **Each of you** will ask interview questions from the question list drafted by your group.
- The interview with the pharmacist is scheduled for **15 minutes**.

10 minutes

#### 4. Feedback to mentees about their interview

After the pharmacist leaves, you will share your views with your group on:

- How do you feel about the experience today?
- Do you think anything went well or went less well?
- What do you gain from this experience?

Your mentor will also give you some feedback and advice on how to improve your interview skills in the future.

15 minutes

#### 5. Talking about the pharmacy profession

Please share your views on the differences between the pharmacy profession, practice, roles and responsibilities between the UK and China.

- What are the differences your group observed regarding the roles of clinical pharmacists in the UK and China? (please refer to the Unit 'Intro to Pharmacist' by Prof. Jason Hall).
- What are you planning to do after graduating from pharmacy study? Share your ideas as well.
- What are other things about pharmacy career development services your group might be interested in?
- What are your expectations on going to some of the career development activities? For example, include career fairs, talks from pharmacy graduates, internships and placements.

5 minutes

### Post-meeting work

At the end of the meeting, please remember:

#### 1. Homework:

- **Each student mentee** needs to prepare a five-minute oral presentation (with five slides) reflecting and evaluating their experiences in this peer-mentoring programme.
- **Each group** must prepare a "Dear mentor" letter (300-350 words) and email it to your mentor before **13<sup>th</sup> May 2022**. The letter should address your experiences and feelings about your student mentor in this peer-mentoring programme using reflective writing (what, so what, and then what) and feedback skills.

#### 2. **Group I and J** are to produce a reflective piece of writing on your experience of today's meeting and send it to your mentors **by 13th May 2022**.

### Next meeting

1. Each individual will do a more extended presentation on evaluating their experiences of this peer-mentoring programme in the May event (5 minutes) and receive feedback from the mentors. The presentation is individual work.
2. The student mentees will also fill out **the end-of-programme survey** at the meeting.





*Please note  
your questions.*



# April 2022

## Student mentees' reflections

**Theme / Topic** Pharmacists' profession and career



Please write  
down your  
experience.

*How did the meeting go? What went well? What went less well?*



Would you  
please write  
down your  
reflections?

*What may be the factors influencing the way that the meeting is run?*



Would you  
please write  
down your  
action?

*What would you like to change next time? How can the peer-mentoring programme be improved?*



# May 2022

## Student mentees' guide

**Theme / Topic** Programme evaluation and reflection



*Please make sure each point is covered within the scheduled time.*

### Introduction

Welcome back to ISEP this month, the final event of this year's international pharmacy students peer-mentoring programme! We are delighted to see you grow in confidence and build friendships with your mentors this academic year. We hope you feel rewarded for participating in this programme!

Each of you will present your experiences with ISEP for 5 minutes as an evaluation of this programme. As usual, your mentors will comment on your presentation styles, timing control, and content during the discussion and provide feedback. You will also discuss your changes regarding your student life and transitions over this past year.

### Agenda

#### 1. To check in and recap

- Check-in, catch-up, and follow-up tasks (homework) of the last meeting.
- Outline the agenda for today's meeting.

**5 minutes**

#### 2. Mentee's presentations

Each of you will present for 5 minutes about your experiences participating in ISEP.

#### 3. Talking about changes in transitions

**Discussing the following questions with your mentors:**

- Looking back to last year, when starting university in September, what were the most significant changes you made? i.e. skills we discussed before on living independently, relationships with colleagues, friends and family, academic performance and English learning, student life, student societies, extra-curriculum activities, part-time jobs, etc.
- Looking back to last year when starting university, what was most challenging for you, but now you feel more confident?
- How do you feel about moving onto Year 2, and what is anything you would like to change?
- If there is another ISEP programme for Year 2, what are the themes/activities you would like to keep/change? i.e. frequency (how often should we meet), styles

**35 minutes**

**10 minutes**

(mentor-led or mentee-led), topics (anything you are interested in), homework or activities?

**5 minutes**

4. **Feedback on *Dear Mentor letter***

- Your mentors will give feedback on the letter that you wrote to them.

**5 minutes**

5. **End of programme questionnaire survey for student mentees**

- Before the end of the meeting, please ensure you complete the end-of-programme survey (the survey link will be available from **16<sup>th</sup> May 2022**).

## **Next meeting**

### **See you next academic year!**

We evaluate this programme and propose a peer-mentoring programme for you in Year 2. We hope you will keep participating in the programme and be inspired to be a student mentor in the future.



*Please note  
your questions.*



# May 2022

## Student mentees' reflections

**Theme / Topic** Programme evaluation and reflection



Please write  
down your  
experience.

*How did the meeting go? What went well? What went less well?*



Would you  
please write  
down your  
reflections?

*What may be the factors influencing the way that the meeting is run?*



Would you  
please write  
down your  
action?

*What would you like to change next time? How can the peer-mentoring programme be improved?*