

# 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 run for international students at 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 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 students' 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
November 2021	Culture awareness – understanding people's origin <b><i>Pairing students with their peer mentors</i></b>
December 2021	Independent living skills – transitions, loneliness and homesick
February 2022	Academic stress and time management
March 2022	Health and wellbeing – healthcare system
April 2022	Professional and career plan – pharmacy profession
May 2022	Reflective learning - evaluation of this programme

The tasks and group work for each meeting will be collated and shared between the groups. According to the feedback raised from each meeting, the themes and topics may be modified. Besides, there are interim and end of the programme evaluations via appropriate methods to collect students' feedback to improve the programme.

### About this workbook

This workbook adopts a simple, three-step ERA (experience, reflection, action) reflective practice model. Please note down the following point after each peer-mentoring meeting.

- Your experience: What have you discussed or done?
- Your reflection: What does it mean to you?
- Your action: What do you think you will do or explore? Please try to write in a SAMRT (specific, measurable, achievable, relevant and time-bound) way.

Each note has to be short (less than 400 words), and you need to share the notes with your peer mentors or me. We will give some feedback on your writing.

I hope you will enjoy this peer-mentoring programme. Please give us your feedback and participate in the activities and evaluations. Your views and experience will be very beneficial to help us design future activities to support and enhance your learning experience.

Yours faithfully,

*Lt Chio Chen*  
21/11/2021







# 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 mentors' guide

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



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

### Agenda

This is the first time that you will meet with your mentees. The meeting lasts from 50 to 60 minutes. At this event, please focus on the following activities:

- **To introduce yourself:** your name (or the meaning of your name), year group, where your home is, why you decided to be a student mentor, and what are your roles and responsibility.
- **To outline the agenda** for today's meeting.
- **Invite your mentees to introduce themselves:** their names (or the meaning of their name), where their hometown is, and what their hobbies are (you can also explore the foods, language, weather, favourite activities, and sports).
- **Discuss** whether they encountered any challenges during the transition from high school to University. Do they 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 you as the ice-breaking exercise. You can use the quizzes wisely, such as setting up the competition and recording the scores.

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

### Post-meeting work

At the end of the meeting, please remind your mentees:

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 you by **10th December 2021**. Please upload their submissions onto the shared drive. You can review and comment on their writing if you like.
3. Two groups of students will work on writing a blog to describe their experience of today's peer-mentoring meeting.



*Please note  
their 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 went well? What went less well?



*Please write  
down your  
reflections.*

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



*Please write  
down your  
action.*

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





# December 2021

## Student mentors' 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 mentees. The meeting lasts from 50 to 60 minutes. Would you please focus on the transition to university life and explore how your mentees settle in at this event? The group discussion aims to explore mentees' views and perceptions on (1) managing new responsibilities, (2) coping with loneliness and homesickness and (3) academic adjustment.

### Agenda

**5 minutes**

#### 1. To check in and recap

- Introduce our name (or the meaning of your name), year group, where your home...etc. As some mentors' groups have been changed, you must introduce yourself again.
- Check-in, catch-up, and follow-up tasks (homework) of the last meeting.
- Exchange emails (personal emails) using the chatbox.

**10 minutes**

#### 2. To outline the agenda for today's meeting.

#### 3. Explore how they settle into university life and ask about their new responsibilities 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:

- Have you made friends on your course and at university (e.g., in Halls of residence, societies, and sports clubs)?
- Can you balance being a student with other commitments and responsibilities you have?
- Have you joined any society?
- How do you manage your finances? Do you feel money problems affect your studies?
- Are you comfortable with your accommodation?

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.

10 minutes

4. **To ask how often they have experienced loneliness/homesickness since starting university.** (Never, Rarely, Sometimes, Often, Always). How do they make themselves feel better and overcome homesick feelings? Can they share some good ideas to help them 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>

15 minutes

5. **Explore their views on academic adjustment** by watching the following three short clips and discussing how they feel about what the students shared in the video clips. Do they have a similar experience?

- International Student Experience
- Challenges and Expectations
- Overcome Challenges

You can ask 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)

10 minutes

6. **To close the meeting by talking about seasonal festivals.** Can you share what Christmas feels like in the UK (or Manchester, your hometown)? Alternatively, you can talk about your family's traditional festivals.

You can ask students: what are China's most important annual festivals? How do they celebrate the festivals?

5 minutes

### Post-meeting work

At the end of the meeting, please remind your mentees:

4. To note today's reflections, use the three-step ERA (experience, reflection, action) reflective practice model.
5. Send at least one picture of celebrating the seasonal festivals (e.g., Christmas, New Year or Chinese New year) to you by **21th February 2022**. We will create a picture wall or photo-mosaic.
6. 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 their mentors by **21th February 2022**.



*Please note  
their questions.*



# December 2021

## Student mentors' 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 mentors' 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!

This is the third time you will meet with your mentees after a long winter vacation break. The meeting lasts from 50 to 60 minutes. We will focus on their learning style and explore how they manage their time in your university life. The group discussion aims to explore their views and perceptions on (1) personal learning style, (2) comparing the differences in teaching and learning styles between the UK and China, and (3) time management skills.

They also need to complete two online anonymous self-assessment questionnaires before the meeting. You are advised to complete the questionnaires before the meeting to facilitate the discussion.

### Agenda

**10 minutes**

#### 1. To check in and recap

- Ice-breaking activities
- Introduce your name (or the meaning of your name), year group, where your home is...etc. As some mentors' groups have been changed, you must introduce yourself again.
- 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.

**15 minutes**

#### 3. To explore their learning style

- Each of them should have completed an online VARK Questionnaire for Younger People (**Appendix 1**)

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

**VARK**  
**Questionnaire**  
**Your VARK Results**

Your learning preference:  
Mild Kinesthetic

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

- Input their score into the Excel spreadsheet and display the results in stocked chat.
  - Ask mentees whether they are surprised about how these results change their perspective of learning.
- 15 minutes**
4. **To discuss the differences between the teaching and learning styles between the UK and China**
- Ask mentees what the typical learning or teaching style is 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 (4th September 2015).  
<http://www.bbc.co.uk/programmes/b06565zm>
- Ask mentees whether they agree with the stereotypes of Chinese students' learning styles.
- These stereotypes came from 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))
- Please share the teaching and learning activities commonly applied in the UK from your experiences.
  - Then, ask mentees what they see as the most significant difference in the teaching and learning styles between the UK and China.
  - Please share some common impressions that international students generally have when studying in the UK.
- 15 minutes**
5. **How do you manage your study time?**
- Before the meeting, each mentee should have completed a time management questionnaire and asked them to share their final score and reflections on the results.
- [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 (**Appendix 2**).
- Share your time management strategies, tips or skills with the group.
- 5 minutes**
- <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) and reflective practice model to remind the mentees to note today's reflections.
2. Each mentee must fill in an ISEP interim questionnaire before **11th March 2022**.  
[https://www.qualtrics.manchester.ac.uk/jfe/form/SV\\_2nx05tnX6NsrbpA](https://www.qualtrics.manchester.ac.uk/jfe/form/SV_2nx05tnX6NsrbpA)
3. Each mentee will prepare a one-minute presentation (with one slide) describing your experiences accessing healthcare in China (e.g. story about your own or family or relatives' experiences). This will be presented at the next meeting (21-25 March 2022).
4. Each group will list questions about examinations or assessments and email them to you before **11th March 2022**.
5. Group E and F will produce a reflective piece of writing on their experience of today's meeting and send it to their mentors by **18th March 2022**.





Please note any questions you can not answer (or are not sure about the answers), and forward them back to the programme lead and manager.

*Please note  
their questions.*

**Use the following template to reflect on today's event and post your reflections and feedback on the Padlet wall**

<https://padlet.com/lichiachen/jl8zuh3w4wsf5z0g>



# February 2022

## Student mentors' 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?*

## 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 and its diagrams.
  - 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. The salesperson 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 uses examples of what I have done
- D. That uses graphs showing 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

## **Appendix 2. 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 mentors' 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 mentees and the second one after your mentor's training workshops. We are pleased to see many of you begin to apply the techniques and leadership styles to your group event. Well done, and keep the momentum.

The meeting lasts from 50 to 60 minutes. This month we will discuss accessing healthcare in China and UK and compare the differences. The mentees will present their examples of accessing healthcare in China, followed by group discussions.

We aim to explore their 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, each mentee must work out some interview questions in a group. You are advised to go through the sound principles of an interview with them before heading to homework.

**10 minutes**

### Agenda

#### 1. To check in and recap

- Ice-breaking activities – use your creativities from <https://padlet.com/peersupportcomms/x33r6llqbpcfv148>
- Introduce your name (or the meaning of your name), year group, where your home...etc., if this is a new group for you. As some mentors' groups have been changed, you must introduce yourself again.
- 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 mentee** presents their ideas with one slide (1 minute) and receives group feedback from the mentor and other mentees (2 minutes).

You can use the following checklist to explore the questions to interact with mentees after their presentations.

- 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? Whom would you contact?
- Do you have experiences in the hospital you would be comfortable sharing with the group? E.g., illness, injury.

**10 minutes**

(2) Discussions:

- How do they feel about the presentation experience today?
- Please guide mentees to reflect on their presentation skills and the skills they want to practise.

**10 minutes**

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

(1) Please outline how to access healthcare in the UK and share your experience.

(2) Discussions:

- What are the differences between healthcare systems in China and UK?

Please remember not to be judgemental but guides the discussions on the main differences and compare the individual experiences.

- What are good ways to keep wellbeing?

Offer top tips about 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**

- Watch a short video clip: 4 minutes and 27 seconds

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

- Discussions:

What are good interview questions and sound interview principles?

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

- As we have collected many questions from students, Dr Li-Chia Chen and Mrs Selena Tai will address these questions separately.

## 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 remind the mentees 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 must 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 22nd 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.
3. Student mentors will facilitate the interview.



Please note any questions you cannot answer (or are not sure about the answers), and forward them back to the programme lead and manager.

*Please note  
their questions.*

**Use the following template to reflect on today's event and post your reflections and feedback on the Padlet wall**

<https://padlet.com/lichiachen/69ddatxu1r5gyqau>



# March 2022

## Student mentors' 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 mentors' 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!

We are pleased to see excellent engagements and conversations in many of your group events. Some of you come back to us saying you want to know how to improve your leadership and skills but well done. You are already excellent leaders! Keep the momentum!

As usual, the meeting lasts from 50 to 60 minutes. This month we will be talking about pharmacy careers in the UK. During the first part of the event, each group will spend 15 minutes with one of our invited clinical pharmacists. As a mentor, you are advised to review the pharmacist's profile before the event to familiarise yourself with their roles and positions. You will help your mentees to prompt the interview questions in the first 15 minutes before the interview starts, observe the interview, and then give feedback to your mentees about their performance at the interview.

### Agenda

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

#### 1. To check in and recap

- Ice-breaking activities – use your creativities from <https://padlet.com/peersupportcomms/x33r6llqbpcfv148>
- Introduce your name (or the meaning of your name), year group, where your home...etc., if this is a new group for you. As some mentors' groups have been changed, you must introduce yourself again.
- 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 mentees. You can assign them to prompt the questions.
- Please make your mentees aware of your role as a **facilitator** to help clarify questions or facilitate the conversations with the pharmacist if needed. You will also monitor the time to keep the interview within 15 minutes.

**15 minutes**

#### 3. Interviewing the pharmacist

- **Each mentee** will ask interview questions from the question list drafted by your group. You will briefly greet the pharmacist and let the group know you will do the timekeeping.
- At the interview, please note down things you find helpful to understand clinical pharmacists' roles, experiences, and careers and your mentees' interview skills.
- If mentees forget to act, you can prompt them to speak and facilitate conversations with the pharmacist.

For example, xxx, would you like to ask the following question on the sheet?

May I clarify: so you mentioned (this), and how about (that)?

- 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 give feedback to your mentees on how you think their overall interview skills are and give them some advice on how to improve. You are advised to go through the sound principles again before providing them with your feedback.

There are some discussion points that you may like to include:

- How do they feel about the experience today?
- Please guide mentees to reflect on their interview skills and the skills they want to practise. Use good interview skills to guide your feedback to them.

**15 minutes**

#### 5. **Talking about the pharmacy profession**

Encourage your mentees to think of the differences they heard from the pharmacists in the UK. Is it different from their impressions or what they have known as clinical pharmacists' roles in China?

There are some discussion points that you may like to include:

- What are the differences your group observed regarding the roles of clinical pharmacists in the UK and China? (they should already have basic knowledge on this from Unit' Intro to Pharmacist').
- \*Please remember not to be judgemental but guides the discussions on the main differences and compare the individual experiences.
- 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.

### **Post-meeting work**

**5 minutes**

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 you before **13<sup>th</sup> May 2022**.
2. Group I and Group J are to produce a reflective piece of writing on your experience of today's meeting and send it to your mentors **by 13<sup>th</sup> 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.
2. The presentation is individual work.
3. The student mentees will also fill out **the end-of-programme survey** at the meeting.
4. You will also need to fill in a student mentor's evaluation form.



Please note any questions you cannot answer (or are not sure about the answers), and forward them back to the programme lead and manager.

*Please note  
their questions.*

**Use the following template to reflect on today's event and post your reflections and feedback on the Padlet wall**

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# April 2022

## Student mentors' reflections

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



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down your  
experience.

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



Would you  
please write  
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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 mentors' 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 proud to see you grow in confidence in leadership and build friendships with your mentees over this academic year. We hope you feel rewarded for being an essential part of this programme!

Each of your mentees will present their experience with ISEP for 5 minutes as an evaluation of this programme. As a mentor, you are advised to note down students' experiences presented, i.e. most pressing things they talked about, anything they liked/disliked about this programme, and any new insights. You can comment on their presentation styles, timing control, and presentation content at the discussion time and provide them with your feedback. We will also discuss their changes over this past year regarding their student life and transitions.

### Agenda

**5 minutes**

#### 6. To check in and recap

- Ice-breaking activities – use your creativities from <https://padlet.com/peersupportcomms/x33r6llqbpfcv148>
- Introduce your name (or the meaning of your name), year group, where your home...etc., if this is a new group for you. As some mentors' groups have been changed, you must introduce yourself again.
- Check-in, catch-up, and follow-up tasks (homework) of the last meeting.
- Exchange emails (personal emails) using the chatbox if you want to keep in touch.
- To outline the agenda for today's meeting.

**35 minutes**

#### 7. Mentee's presentations

**Each mentee** will take turns to present for 5 minutes of their experience participating in ISEP.

- Please provide feedback on your thoughts on them individually after their presentations.
- Please ask: how do they feel about the experience today?

**10 minutes**

#### 8. Talking about changes in transitions

**Asking and discussing the following questions with your mentees:**

- 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.  
Please also share your journey over this past year as a student at Manchester.
- 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 is there 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 (mentor-led or mentee-led), topics (anything they are interested in), homework or activities?

5 minutes

9. **Feedback on *Dear Mentor letter***

- You may wish to give your mentees feedback from the letter they wrote and send your best wishes!

5 minutes

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

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

## Next meeting

### Let's celebrate your achievement.

You are invited to a celebration event in June (after your exam period, 14th June 2022) to acknowledge your achievements and thank you for your contributions.

### See you next academic year!

Please let us know if you're still interested in helping with the peer mentoring programme again! We are planning peer-mentoring programmes for new Year 1 students and your mentees who are progressing to Year 2. The call for recruiting the following members will be released soon:

甲、 Student coordinators: helping design the programme, train and brief new mentors, and organise the social events (welcome and end-of-programme events).

乙、 Student mentors: mentoring either Year 1 or Year 2 students.



Please note any questions you cannot answer (or are not sure about the answers), and forward them back to the programme lead and manager.

*Please note  
their questions.*

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# May 2022

## Student mentors' reflections

**Theme / Topic** Programme evaluation and reflection



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down your  
experience.*

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