

Preparatory Year Student Induction Guidance			
Version:	June 2017	Date last reviewed:	June 2017
File name:	The Preparatory Year_Guidance_June_2017_Version_1.0		

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1. Induction at BUE

The University recognises the important function that student induction has to:

- a. Support transition from school to university study.
- b. Develop peer support networks.
- c. Enable an understanding of the programme and of the University.
- d. Promote future academic success.
- e. Support retention.

It is recognised that the initial student induction can only provide a general overview, and that subsequent induction activities should be delivered by the programme team throughout the academic year to consolidate and extend students' understanding of different areas of their university study.

2. Aims of the Preparatory Year Student induction

The aim of the Preparatory Year Student Induction Programme is to enable students to:

- a. Make a connection with the University, faculty and programme.
- b. Meet key University and Faculty staff.
- c. Begin to develop peer support networks.
- d. Understand the requirements of their programme of study.
- e. Understand how they will study and be assessed.
- f. Understand the importance of Academic Honesty, Study Skills and English Language.
- g. Understand key support services including the Library, eLearning and the Student Record System (SRS).
- h. Be prepared for Teaching Week 1 and know where to find key information and support.

3. Structure and content of the induction

- a. The first session is held in the Auditorium to formally welcome students to the University.
- b. It is followed by a session held in the Faculty/Programme to welcome them to the Faculty/Programme and to key staff.
- c. The following sessions then focus on:
 - Understanding the British system and the Preparatory Year Programme.
 - Understanding assessment and the importance of Academic Honesty.
 - Introduction to the English Language Modules.
 - How to use eLearning and the SRS.
 - Where to find information, help and support.
 - Library Induction.
 - Meeting the Personal Tutor.
 - Introduction to BUE Clubs and Societies.

4. Logistics

- a. By the end of Session 3 on the first day students need to understand:
 - How the two day induction is organised.
 - Know which induction group they are in.
 - The expectation that they will attend all sessions.
 - Have a copy of Induction Programme Timetable which indicates the sessions and room numbers.
 - Have a copy of the Preparatory Year Student Handbook.
 - Know the day and time of their Library Induction and how they will get there.
 - Know the name of their Personal Tutor.

5. Role and responsibilities of Preparatory Year Coordinators

Preparatory Year Coordinators should ensure that:

- a. Staff are identified to facilitate each of the sessions.
- b. All staff involved in delivering the induction attend a planning meeting to ensure that each session has a focus, that all sessions link coherently and have a key message.
- c. Facilitators plan sessions that are interactive.
- d. Ensure that logistics are managed including:
 - Room bookings are made.
 - IT equipment is available.
 - Student helpers are organised.
 - TAs are identified to staff the lunch time SRS sessions and a faculty helpdesk.
 - Library sessions are booked and students are taken to the Library at the right time.
 - Welfare and Q&V staff are invited to attend the relevant sessions.
 - Copies of the Preparatory Year Student Handbook are distributed.
 - Student BUE ID cards are distributed.
 - Student names are uploaded onto the SRS.
 - Any ongoing issues are followed up.
- e. A condensed induction is delivered for any students who did not attend the scheduled induction.

6. Ensuring sessions have the correct focus and are interactive

1. Staff facilitating sessions should identify the key outcomes for each session. The table in Section 7 indicates what these might include but it should be remembered that sessions should seek to deliver an overview only and to provide a focus on 1 or 2 key messages rather than seek to give students all the information at this time. Programme teams need to consider how these key messages will be extended and consolidated through each semester of the academic year.

2. It is important that induction sessions:

- Provide 1 or 2 key message only.
- Are relevant.
- Do not seek to overburden students with too much information.
- Are fun and enjoyable.
- Are interactive.

3. Some ways in which sessions might be interactive include incorporating:

- The use of short video clips
- The use of quizzes
- The use of pair work
- The use of small group work
- The inclusion of a range of different short activities

7. Key outcomes of each session

Staff facilitating sessions should identify the key outcomes for each session. The table below indicates what these might include but it should be remembered that sessions should seek to deliver an overview only and to provide a focus on 1 or 2 key messages rather than seek to give students all the information at this time. Programme teams need to consider how these key messages will be extended and consolidated through each semester of the academic year.

Session	Purpose of the session	Key outcomes could include (<i>please limit key outcomes so that students are not overwhelmed</i>)	The session could be delivered by	Preparatory Year Student Handbook & Supporting Materials
1. Welcome to the BUE	<p><i>The purpose of this session is to:</i></p> <ol style="list-style-type: none"> welcome new students to the BUE mark the transition from school to University introduce senior staff underline the importance of the Preparatory Year Programme as a developmental process outline the structure of the Induction Week underline the importance of the Induction Week 	<p><i>By the end of the session students should:</i></p> <ol style="list-style-type: none"> feel welcomed to the BUE know senior BUE staff understand the structure of the Induction Week Programme understand the importance of the induction week in helping them understand the Preparatory Year Programme 	<ul style="list-style-type: none"> The President Senior Vice President (T&L) The Registrar 	
2. Welcome to the Faculty of.....	<p><i>The purpose of this session is to:</i></p> <ol style="list-style-type: none"> welcome new students to the Faculty introduce key members of staff underline the importance of the Preparatory Year Programme as a developmental process outline the structure of the Induction 	<p><i>By the end of the session students should:</i></p> <ol style="list-style-type: none"> feel welcomed to the Faculty know the key Faculty staff including the Dean, Preparatory Year Coordinators and Module Leaders have a copy of the Induction Timetable understand the structure of the Induction Timetable know when to collect their ID card 	<ul style="list-style-type: none"> The Dean The Vice Dean (T&L) Preparatory Year Coordinator 	<ul style="list-style-type: none"> Induction week timetable List of student groups ID Cards

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<p>3. <i>Understanding the British system and the Preparatory Year Programme</i></p>	<p><i>The purpose of this session is to introduce students to:</i></p> <ol style="list-style-type: none"> a. the key features of the British HE system in developing independent learners – How not what b. UK universities relationship with BUE c. the key attributes of a successful independent learner d. the structure of the Preparatory Year Programme e. the Preparatory Year Student Handbook f. the main components of the Preparatory Year Programme g. the main features of a module specification h. the importance of student effort and independent study i. the role of eLearning to support learning j. the role of the Library to support learning k. the role of the Module Leader l. the role of the TA 	<p><i>By the end of the session students should:</i></p> <ol style="list-style-type: none"> a. understand what <i>How not what</i> means in their learning b. be aware of the importance of independent study and of strategies to redevelop independent learning skills c. understand the relationship with UK validating universities d. understand the structure and content of the Preparatory Year Programme e. have an understanding of the structure of module specifications including level, credit value, ILOs, and assessment strategies f. understand the role of the Module Leader g. understand the role of the TAs h. know that they need to bring including A4 paper, pens, ID cards etc i. know about key textbooks and where to get them j. know what to do if they do not understand, need help or have a complaint 	<ul style="list-style-type: none"> • Teaching and Learning Coordinator • Preparatory Year Coordinator • Module Leaders 	<p>Preparatory Year Student Handbook Sections 2 & 4</p>

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<p>4. <i>Understanding assessment and the importance of Academic Honesty</i></p>	<p><i>The purpose of this session is to introduce students to:</i></p> <ol style="list-style-type: none"> the concept of an assessment strategy the main types of assessment used including exams submission procedures and deadlines assessment criteria mark bands the importance of Academic Honesty the importance of using feedback effectively the role of External Examiners and Exam Boards 	<p><i>By the end of the session students should:</i></p> <ol style="list-style-type: none"> understand that each module has an assessment strategy understand how the assessment strategy relates to a modules ILOs understand the main types of assessment including exams understand the importance of assessment deadlines and how to submit work understand how to submit assessments understand the assessment criteria used in the Preparatory Year have understood the UK marking bands be aware of the importance of Academic Honesty be aware of the need to use feedback to improve performance 	<ul style="list-style-type: none"> • Teaching and Learning Coordinator • Preparatory Year Coordinator • Exam Officer • Module Leaders 	<p>Preparatory Year Student Handbook Sections 2 & 4</p>
<p>5. <i>Where to find information, help and support</i></p>	<p><i>The purpose of this session is to introduce students to:</i></p> <ol style="list-style-type: none"> key sources of information the support available in the Programme and Faculty the support available in the University 	<p><i>By the end of the session students should:</i></p> <p><u>Key sources of information</u></p> <ol style="list-style-type: none"> understand the role of the Q&V office and be aware of the University Student Handbook, Regulations understand the importance of using their University email account understand the importance of the SRS <p><u>Support available in the Programme and Faculty</u></p>	<ul style="list-style-type: none"> • Preparatory Year Coordinator • Module Leaders • Personal Tutors • eLearning Coordinator • Q&V 	<p>Preparatory Year Student Handbook Sections 6 & 7</p>

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		<p>a. understand the importance of eLearning and how to use it</p> <p>b. know who the Module Leaders are for each module</p> <p>c. understand the role of TAs</p> <p>d. know their Personal Tutor, how and where to contact them</p> <p>e. know about the SSLC</p> <p><u>Support available in the University</u></p> <p>a. understand where and how to get help with English language issues</p> <p>b. understand the role of the Library – website and Study Guides</p> <p>c. know where to get support on personal issues from the Student Counsellor</p> <p>d. know about Student Impaired Performance Procedures</p>		
6. <i>Introduction to the English Language Modules</i>	<p><i>The purpose of this session is to introduce students to:</i></p> <p>a. the importance of English language at the BUE and for future career development</p> <p>b. the structure of the English modules</p> <p>c. the range of support available to students to develop their language skills</p> <p>d. key staff of the English Department including the HoD and Module Leaders</p>	<p><i>By the end of the session students should:</i></p> <p>a. understand the structure of the English modules</p> <p>b. understand the modules, ILOs and main assessment strategies of the English Programme</p> <p>c. understand the requirement for independent learning and student effort</p> <p>d. understand the progression requirements of the English Programme and of the University</p> <p>e. know what to do if they do not understand, need help or have a complaint</p>	<ul style="list-style-type: none"> • HoD English • Prep Year Coordinator • English Dept Staff 	Preparatory Year Student Handbook Section 3

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		f. understand the range of support available including the Writing Centre and the Advising and Language Support Office g. know the HoD and Module Leaders		
7. Meet Your Personal Tutor	The purpose of this session is to introduce students to: a. their Personal Tutor b. the purpose of the Personal Tutoring system c. the requirements of the Personal Tutoring system d. how the Preparatory Year Student Handbook will be used	By the end of the session students should: a. have met their Personal Tutor b. understand the role of the Personal Tutor c. know where and how to contact their Personal Tutor d. know when they should meet their Personal Tutor	<ul style="list-style-type: none"> Personal Tutors 	Preparatory Year Student Handbook Sections 1 & 7
8. How to use eLearning and the SRS	The purpose of this session is to: a. introduce students to the eLearning system b. introduce students to the SRS system c. ensure students know how to make effective use of these 2 systems to support their learning	By the end of the session students should: a. know how to get their BUE email b. know how to log onto eLearning c. know how to get a copy of their timetable d. be aware of the range of material available on eLearning e. be aware of the key role of eLearning to support effective independent study f. be aware of how to logon to the SRS system g. be aware of the uses of the SRS including how to get a copy of the course timetable	<ul style="list-style-type: none"> eLearning Coordinator Preparatory Year Coordinator Module Leaders 	Preparatory Year Student Handbook Section 6
	The purpose of this session is to: a. ensure all students have logged on to the SRS	By the end of the session students should: a. have logged onto the SRS b. have a copy of their programme timetable	<ul style="list-style-type: none"> TAs 	

Session	Purpose of the session	Key outcomes could include (<i>please limit key outcomes so that students are not overwhelmed</i>)	The session could be delivered by	Preparatory Year Student Handbook & Supporting Materials
9. <i>Log on to the SRS (in lunch breaks)</i>	b. ensure all students understand the SRS c. all students understand their programme timetable			
10. <i>Library induction</i>	<i>The purpose of this session is to introduce students to:</i> a. the role of the Library in supporting learning b. the Library's website c. key learning resources d. the opening times and regulations of the Library	<i>By the end of the session students should:</i> a. be aware of the central role of the Library in supporting learning b. be aware of the Library website c. be aware of key resources d. be aware of the opening times, rules and regulations of the Library e. have joined the Library	<ul style="list-style-type: none"> Library staff 	The Library Website
11. <i>Introduction to the Student Activities Department, Student Societies, Clubs and the Student Union</i>	<i>The purpose of this session is to:</i> a. introduce students to the Student Activities Department b. introduce students to the range of clubs & societies available c. introduce them to the Student Union d. allow students to gather in a social setting	<i>By the end of the session students should:</i> a. be aware of the range of activities and opportunities open to them through the Student Activities Department b. be aware of how to join clubs and societies c. be aware of the role of the Student Union and how to join it d. have had the opportunity to meet fellow students and to form friendships and peer support networks	<ul style="list-style-type: none"> Student Activities Department The Student Union 	