

Standards for the Induction of Phase 1 Students onto the MB ChB course

School of Medicine

September 2025

Contents

1. Purpose	3
2. Policy Statement	3
3. Induction Objectives.....	3
4. Induction	3
Website	3
5. Registration	4
6. Technology and Resources	4
7. Engagement and Social Integration	4
Peer Interaction	4
Faculty Introduction.....	5
Group Activities	5
8. Lecture Delivery	5
9. Communication	5
10. Support.....	5
11. Professionalism	6
12. Contingency Planning.....	6
13. Feedback and Evaluation	6
Document Control.....	7

1. Purpose

The purpose of this document is to define the standards of the Induction process for new students joining the MB ChB Course at the University of Buckingham. This document relates to the first week of attendance for new students, including registration and a mandatory programme of informative sessions.

2. Policy Statement

The Faculty of Medicine and Health Sciences is committed to providing an engaging, well-organised, and student-centred induction experience that

- Equips students with essential academic, IT, and administrative knowledge to start the course.
- Promotes early professional identity formation and social integration.
- Ensures all students are aware of key support services and learning resources.
- Encourages student engagement through interactive learning activities and peer collaboration.
- Prioritises student wellbeing by balancing academic sessions with team-building and social opportunities.

3. Induction Objectives

The objectives for induction week are established by the medicine senior leadership team and cannot be adapted without consultation and approval.

These objectives are intentionally broad, and the subsequent sections establish operational standards in a variety of different areas.

- To welcome new medical students and provide them with essential information, resources, and support to transition successfully into medical school.
- To foster early engagement with peers, faculty, and academic resources.
- To provide skills to support and acknowledgement of the complexities of transitioning into a new programme and environment
- To establish small groups for learning
- To experience a typical learning structure
- To identify and signpost to key staff and systems for their studies
- To establish a working knowledge of the medical school curriculum philosophy

4. Induction

Website

- [Click here to access the 2025 version of Induction website](#)
- Should provide a single point of access to welcome new students and provide them with information about induction week.

- Host a moderated forum where students can post questions, which are answered by staff and other students.
- Provide the induction timetable in advance of induction week.
- Include videos that share important information about starting at the medical school (such as a Virtual tour, Meet the staff, Meet the students, Using software, How to study, Curriculum, 'Think about it' course, Narrative medicine, Using ePortfolio).

5. Registration

Registration is carried out through two separate processes – Central registration with the University and our own Faculty registration.

The Operations team will liaise with the University's Registry team to ensure that they have a suitable plan for Central registration that aligns with our own induction schedule.

Faculty Registration should be streamlined with designated stations, ensuring that IT support and other administrative tasks (e.g. Visa, Moodle access) are efficiently managed to reduce waiting times. Staff availability and clear signage to direct students between registration points, with dedicated time slots to avoid congestion. Students will also be directed to meet the Quality team, Curriculum team and Student Support team.

Tours should run on a regular schedule to optimise group sizes and efficient use of staff time. Sessions should start and end as per the timetable, providing sufficient breaks, and avoiding an overextended day to prevent fatigue and information overload. Large posters of the induction week timetable and weekly lectures should be prominently displayed.

6. Technology and Resources

- All students must be supported in setting up their university email accounts during induction week. The IT team will provide designated time slots or drop-in sessions for account setup and troubleshooting.
- Students must receive clear, accessible guidance on how to navigate essential digital learning platforms, including Moodle, Microsoft Teams, and the institutional virtual learning environment (VLE). This may be delivered through live demonstrations, structured in-person sessions, or pre-recorded video tutorials.
- Guidance on accessing digital library resources, academic databases, and prescribed textbooks should be provided during induction.
- Students must be shown how to log into relevant platforms, locate reading lists, and make use of e-resources to support their early academic engagement.

7. Engagement and Social Integration

Peer Interaction

Opportunity for students to meet new peers in a variety of settings:

- Structured ice-breakers
- Small group work activity
- Faculty and student mixer
- Students' Union events (organised separately)

Faculty Introduction

Informal faculty and student mixer in a large enough room with an ice-breaker activity. Non-alcoholic drinks may be provided but food should generally be avoided due to the risk of allergen exposure.

Group Activities

Group work should have clear instructions and defined objectives to avoid student confusion. Provide each group facilitator with detailed instructions to ensure consistency in guidance. Part of this should incorporate Team-building exercises to give students the opportunity to learn how to work well in a team and understand each other's strengths and weaknesses.

8. Lecture Delivery

- Focus induction sessions on essential content and avoid redundancy, preferring small group interactive sessions over large group sessions.
- Create pre-recorded videos to deliver content that does not require in-person interaction
- Introduce the course with a positive tone to build enthusiasm without underplaying the challenges.
- Emphasise important academic, administrative and wellbeing resources.
- Provide videos on induction website in advance (as above). However, for any videos that relate to material that is also presented during induction week (such as a video on 'Assessment'), this should be shown after the session (to prevent students from skipping the session in favour of watching the video).

9. Communication

- Assign a lead for each major component of the induction week (e.g., IT, Group Work, Campus Tours) with clear roles and escalation paths for unforeseen issues.
- Have a designated contact for induction-related queries during the week and address immediate concerns, such as room changes or technical issues, in real-time.
- Ensure communication channels are open between students, faculty, and support staff.
- Important updates should be shared via email **and** Teams notifications to ensure everyone is informed in a timely manner.

10. Support

Students should be introduced to the full range of academic, personal, and mental health support services available to them throughout their medical school journey. This should include the following:

- How to access wellbeing services, including counselling and mental health support
- The role of the Occupational health service and importance of attending their
- The role of Personal Tutors and how students can engage with them
- Academic support pathways, including study skills, remediation and extension processes
- Key contacts for disability support and reasonable adjustments
- Information on peer support schemes or student welfare reps, if available

Additional sessions that support the transition to work should also be considered, such as 'Understanding Imposter Syndrome' and 'Looking after Yourself to Look after Patients'.

11. Professionalism

The concept of professionalism should be positioned not as a formality, but as the foundation of students' professional journey, with reference to how these expectations will be revisited throughout the course.

Induction Week must include a structured session titled "An Overview of Professionalism and the General Medical Council". This session will introduce students to the core principles of professionalism expected of medical students from day one, including:

- Duties and responsibilities as outlined in the GMC's Achieving Good Medical Practice
- The importance of honesty, integrity and respectful behaviour in all academic and clinical settings
- Fitness to practise and the professional implications of behaviour both within and outside the university
- This session must emphasise the transition from student to future doctor and the professional identity that begins to form from the first day of medical school.

Students must also be given the opportunity to engage with key external organisations relevant to their professional development, such as the British Medical Association (BMA), Medical Defence Union (MDU) and Medical Protection Society (MPS). Representatives from these organisations should either be invited to give short presentations or a stall in the foyer where they can explain their roles, benefits of membership and support available to students.

12. Contingency Planning

Contingency plans should be developed by the Operations team and Induction lead.

- In cases where speakers or facilitators cannot attend, a backup contact should be available to ensure continuity.
- Speakers should also send their presentation material to the Operations team at least two weeks in advance.
- A brief orientation on emergency protocols should be part of the campus tour to familiarise students with safety measures.

13. Feedback and Evaluation

- Feedback should be collected (e.g. through Microsoft Form) from both students and staff to identify areas for improvement.
- Debrief meeting should be arranged in February with the Induction Lead and Operations team in order to review feedback.
- Follow-up discussions should be arranged with other teams who supported the induction week activities, such as Registry and Curriculum teams.

Document Control

Date policy approved: 19th September 2025

Date of policy review approval: n/a

Date of next policy review: September 2026