

**Bayes Induction 2022 for Business Management –
enhancing engagement and inclusivity through
activities co-designed by student researchers**



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City Connects Community Fund

To develop students' sense of community and belonging at City:

- Aim to develop a sense of community and belonging..
- Are equitable, accessible and inclusive...
- Give opportunities to students to develop and are created in partnership with them...
- Are based on evidence of student need and draw on sector best practice as relevant....



City Connects Community Fund

Funding available for existing or new initiatives designed to develop students' sense of community and belonging at City

First published 10 Nov 2021

The City Connects Community Fund for 2021/22 has been set up to enhance or expand existing initiatives, or pilot new ones, that are designed to develop our students' sense of community and belonging at City.

Funding has been made available for the 2021/22 academic year, to respond to the impact of the pandemic on students' sense of community and belonging, as well as in response to recent student feedback that they would like more community-building activities on campus, beyond the welcome period.

The fund will be open to staff from Schools, Professional Services and the Students' Union to apply for projects for the remainder of the 2021/22 academic year.

Funding available

There is between £500 and £5,000 funding available for projects led from a single department or service.

There is up to £10,000 available for collaborative projects between one or more service area, School, or with the Students' Union.



Table 1: Evolution of induction for Business Management undergraduate degrees

Academic Year	Context	Change Type	School context	Explicit Induction Human resources
2019/20	Conventional	Incremental	Stability	Ad hoc
2020/21	Pandemic 1	Radical	Name change disruption at the same time as COVID	Significant (volunteer)
2021/22	Pandemic 2	Incremental	New school name & values announced	Incremental (volunteer)
2022/23	"Post-Pandemic"	Focussed radical	Embedding new values	Funds for student co-design

Aims, Values etc of 2022 induction

- Preparation for academic experience, including hidden curriculum
- Relentless welcome as one antidote to very large cohort
- Emphasis on overcoming high school approach to learning - "unlearning" needed
- Specific values of Bayes Business School from 2021; builds on but distinctive from 2019 Cass Business School values.
- Suggestions for extensions e.g. "Community of Always Learners"
- Inclusivity is central - could the workshops start in early September and run over 5-6 weeks so attendance could be maximised?

“Bayesness”

Always curious. Always bold. Always learning.

Our Principles: Care. Learn. Act.

Our unique culture is shaped by three "Bayes principles:"

We CARE: We care for each other and for the world around us. We are inclusive, collegial, and value diversity.

We LEARN: We (re)think. We are curious, rational thinkers who make decisions based on the best available information. We are open-minded and inquisitive. That means that we are never too wedded to our assumptions. If we uncover new insights indicating that we should change our mind, we do.

We ACT: We shape the world through our actions. We always act with integrity. When we can change something for the better, offer help, or make a difference, we choose to do so. Change is possible if we have the courage to make it happen.



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CITY UNIVERSITY OF LONDON

<https://www.bayes.city.ac.uk/about/more>

Why co-design matters

Bovill et al (2016) propose four roles for students in co-creation; in this project the dominant role is “pedagogical co-designer”, with some elements of “consultant” and “co-researcher”. The “representative” role is absent.

- Wider considerations linked to democratic purpose of university which has often been subverted by the supposedly hierarchical construction of knowledge, frequently devaluing non-traditional approaches to knowledge creation and sharing
- Encourages a constructively critical perspective including "important things that are not possible this year" which students regard as essential.
- A pilot and hopefully role model for future curriculum co-design initiatives in Bayes and City
- Encourage every opportunity for students to take visible "leadership" roles e.g. chairing meetings, interviewing experts for whole-cohort events



Co-Design

- 1 What does partnership mean?
- 2 Why use co-design?
- 3 Who does the co-design involve?
- 4 Why should students be paid?
- 5 Will emphasis on engagement with students reduce capacity for engagement with wider School faculty and professional staff?
- 6 Are students expected to contact or survey peers, or instead rely on their own opinions and views?
- 7 How can mismatch of aspirations be avoided?



Instrumental targets

- 2021 experience showed there was not enough human resources to innovate Business Management induction again, even in relatively small ways. This project funding was sought in part to ensure that at least some innovation could take place in 2022.
- If detailed implementation is not completed within the project period, it is most unlikely to be done after the project and its resources come to an end.
- Majority of students need explicit preparation for Week 1
- Use self-help (FAQ's, videos...) to minimise standard admin queries; some form of AI?



TABLE 6: Framework for academic team exposing priorities and constraints, as basis of dialogue

	Degree Of co-design	Type of proposal	Academic/pedagogic process	Information Content	Communication & Presentation “Style”
1	Minimal	Existing plans, mostly from 2020/21, which can now be implemented in 2022	From academic sponsors	Mostly available, but needing re-working	Academic sponsors articulate
2	Authentic	New items implementable in 2022	From academic sponsors (cases from other schools and externally) Items from student team	To develop from new	Academic sponsors suggest Student team proposes
3	Radical	New approaches for 2023 and beyond	Items from student team	To develop from new	Student team proposes

Recruitment via Unitemps

Student Engagement Advisor

Details

Reference

1043992

Branch

City University of London

Start date

16/05/2022

Duration

Other - See Job

Hours and days

7 hours (1 day a week)

Skills and experience

Essential:

Applicants must be registered for a business school related undergraduate course

Ability to work collaboratively with faculty and students, including constructive criticism of proposals

Applicants should be self-motivated and able to use their initiative

Must have commitment to City, University of London policies of equal opportunity

Desirable:

Experience of acting as a student representative or other forms of actively providing input to academic design or delivery.

Ability to work to deadlines whilst maintaining accuracy and an eye for detail

Ability to communicate research verbally, to individuals and groups

8 x Weeks
1 x Co-ordinator
4 x Advisors



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Tasks/ Time line	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Apply for ethical permission								
Desk Research								
Interview Bayes Students								
Interview Bayes Faculty								
Interview other Univ Students								
Information analysis								
Designing induction program								
Testing program								
Refinement								

Sharing Platform

OneDrive as the shared space for all information and documentary outputs relating to the project

OneDrive

Search

+ New

Upload

Share

Copy link

Sync

Download

Add shortcut to My files

My files

 > Induction Project

	Name	Modified	Modified By	File size
	Background document	May 20		2 items
	Dissemination	June 1		1 item
	Interview Transcripts Ioana	June 20		3 items
	Desk Research Final Report.docx	A few seconds ago		11.6 MB
	Desk Research.pptx	June 6		12.2 MB
	Informed Consent - Induction week project...	May 30		40.4 KB
	Interview Questions for other UK Unis.docx	6 days ago		17.2 KB
	Interviews.xlsx	12 hours ago		20.1 KB
	Questionnaire-V1.docx	May 30		14.2 KB
	Work plan.xlsx	Yesterday at 7:28 PM		9.68 KB

Desk Research findings



Objectives of our study

Bayes Induction 2022 for business management students

Petya, Aisha, Ioana, Yuxin

- Enhance induction week for prospective Business Management Students
- Adapting existing viable solutions
- Proposing new solutions geared to equity, accessibility and exclusivity
- Draw directly on the interest and experiences of students



Desk Research Institutions



Contents	2
Introduction	3
Universities With A High Percentage Of International Students	4
London School Of Economics	5
University College London	8
Imperial College London	10
Queen Mary	11
King's College London	13
Manchester	14
Warwick	19
Additional Universities	20
University of Bristol	21
University of Bath	32
Exeter University	33
UoN Case Study	
City University	34
Bayes Business School	37
Law School	38
School of Policy and Global Affairs	40
School of Communication and Creativity	40
School of Health and Psychological Sciences	40
School of Science and Technology	40
Table of Induction Week Activities	51

Desk Research Summary (partial)


Table of Induction Week Activities

Events	City, Univer sity of Londo n	LSE	UCL	Impe rial Colle ge	Quee n Mary	King's Colleg e	Manch ester	War wick	Bristol	Bath	Exeter
Department Welcome Lecture	X	X	X	X	X	X	X	X	X	X	X
Induction for Specific Course	X	X	X	X	X	X	X	X	X	X	X
Program Induction Reception	X	X	X	X	X	X	X		X	X	X
Treasure Hunt		X						X			
UG Party	X	X									
Welcome to Careers		X	X			X	X				X
International Students Party		X						X		X	X
Study Taster Session (UG Student Experience)		X								X	
Boat Party	X		X								
Sustainability Fair			X					X		X	
Q & A Drop In Session			X								
Cinema Night	X		X					X			
Personal Tutor Meeting	X		X	X				X			X

Conclusion

- Possible to recruit very talented student co-designers & co-ordinator
- Need to be explicit about roles and language in co-design
- Not possible to say if funds would be made available for this type of co-design on a widespread basis; other approaches are of course possible
- The benefits of co-design are not just in the redesign of academic content, important though that is. This also points the way to a flatter form of university, practicing what it preaches in terms of preparation for active citizenship in society.





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