

## LTC14D223

**Title:** Report on Review of Student Academic Induction  
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### Issue

A report from the Academic Director for Taught Programmes on the Review of Student Academic Induction, which spanned the period Jan-June 2015

### Recommendations

LTC members are asked to consider the ADTP's report. There are a number of recommendations for LTC to consider.

### Resource Implications

The recommendations will have resource implications. Once LTC takes a view on which of the recommendations should be supported or approved, further discussions will be needed via ET-R to determine how resource can or should be prioritised.

### Risk Implications

There are risks associated with doing nothing to enhance Induction/Transitions support since these are known to influence both retention and progression, as well as student satisfaction and Good Honours.

### Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics. On the contrary, the recommendations will ensure that the needs of our diverse students are addressed even more effectively than is currently the case.

### Timing of decisions

The recommendations are intended to inform immediate development of an enhanced approach to Induction and Transitions support for 2015/16, but in reality some of the initiatives are unlikely to have a significant impact until 2016/17.

### Further Information

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### Background

During autumn semester 2014 the PVC (Academic) requested that the ADTP lead a limited review of the University's arrangements relating to student academic induction and transitions. This review took place between January and June 2015, and the final report is attached below.

# Review of Induction and Transitions Support

## 1. Introduction

During autumn semester 2014 the PVC (Academic) requested that the ADTP lead a limited review of the University's arrangements relating to student academic induction and transitions which would take place between January and June 2015.

It was agreed that a working group would be convened to carry-out some detailed work in this area, and that it would be chaired by the ADTP. It was agreed that the working group would produce a report and make recommendations to TPPG for discussion at its meeting in June 2015, and that the views of TPPG would inform a subsequent paper to LTC on 24 June 2015. The working group was to focus on Induction and transitions for students on Taught Programmes only and it was anticipated that the working group will meet on 3-4 occasions between January and May 2015.

The primary purpose of the Review of Induction/Transitions was to identify enhancements in the planning and delivery of inductions and transitions support from 2016/17 onwards. It was also tasked with developing some key resources that would inform the development and delivery of induction and transitions support in future. Consequently, a rich and varied assemblage of resources has been developed in a dedicated Blackboard site – this includes many examples of best practice and research within the HE sector in relation to induction and transitions support.

The PVC Academic was keen to ensure that some of the early lessons learned from the work of the review fed into enhancing the support provided to students in 2015/16.

Consequently, the ADTP presented some 'key principles' relating to induction which should drive the University's approach in future and these were endorsed by University LTC at its meeting on 28 January 2015. See:

<https://portal.uea.ac.uk/documents/6207125/8104573/ltc14d100dividere.pdf/fdd0afc6-716a-49e9-8878-ae49c0ef3f35>

These key principles subsequently informed the content of a memorandum which was circulated by the ADTP to all staff engaged in planning and delivery of induction on 28 April 2015 (see **Appendix C**).

## 2. Terminology

**Induction** – For the purposes of this report, and within the discussions of the working group, the concept of 'induction' is used to describe a process whereby students are supported to embark on a new programme of study successfully. It can include a wide variety of activities and forms of support and guidance, but its primary aim is to ensure that students begin their studies successfully, regardless of the level of the programme in question. It provides opportunities for students to integrate into their cohort, to feel a part of a 'community of scholars' within their school, and to feel comfortable and confident with life and study at UEA. Effective induction is a vital element in successful study at University and in ensuring high levels of retention: *"Going to university can be a daunting experience for many students, especially if they have come from a small school or college, and the university student cohort may be over 100. The types of activities undertaken as part of induction may make the difference between a student settling in quickly or a student struggling with university life in general"*.<sup>1</sup> It is important to remember that the educational environment of

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<sup>1</sup> Pauline Fitzgerald (Leeds Metropolitan University) *Easing the transition to university: successful student induction*, HEA 2014 STEM Conference.

the average secondary school or 6<sup>th</sup> form college is VERY different to that which young students enter when they arrive at university. As Michael Grove noted in his keynote at the Learning & Teaching Day 2015, “Only a few weeks have passed and our learners are not yet much older, and yet we operate an entirely different system from anything they have previously experienced”.

**Transitions** – For the purposes of this report, the ‘transitions’ is mainly used to describe the many transitions that students encounter or have to manage following the initial period of ‘Induction’ – though it is recognised that for most students the period of Induction can also be one where they are in ‘transition’ – e.g. transitioning into a new culture, a new learning environment, a new social group etc. Transitions can take a wide variety of different forms, and the challenges they pose are also very different. Transitions as a term might include transitions into a new Stage of Study (i.e. from Stage 1 to Stage 2), or from one level to another (e.g. from UG to PGT, or from PGT to PGR), or into a different pattern of learning (e.g. into independent study, research, reflection etc). The emphasis on transitions is quite deliberately one which considers University as part of a ‘journey’ our students are on, and looks beyond University to what might follow. It is a means to an end, as well as an end in itself. This reflects the emphasis of Michael Grove’s keynote at the Learning & Teaching Day 2015: “Is university the destination, or actually a helpful garage on the journey, fuelling our students for the road not yet travelled?”

### 3. Some key themes

Discussions within the Working Group resulted in a high level of consensus in relation to particular themes:

- **Induction should be a ‘process’ rather than an ‘event’** – Something which takes place over an extended period rather than over a day, a few days or even a week. To be effective induction should be a ‘phased’ process which extends over a period of weeks or even the entirety of the first semester.
- **Social adjustment is critical** - Social integration into the University, the School, the course cohort and the wider community of scholars, is key to successful academic adjustment and subsequent academic performance. Staff involved in induction and transitions support should, where possible, give careful consideration as to how social integration can be facilitated.
- **The University should embrace the concept of ‘Transitions’** - There are many kinds of transition and particular forms of support/guidance etc. will be required. Transitions support is often required at different and multiple points in the student lifecycle (not just in the first few weeks of a programme of study).

### 4. Terms of Reference of the Working Group

The following terms of reference were agreed with the PVC Academic:

1. To review the current arrangements for student academic induction, wherever it may take place (e.g. whether based in Schools, Faculties, or run/organised by central services) including an audit of those arrangements and identification of the particular needs of different groups of students.
2. To gain insights into arrangements for induction currently in place at competitor institutions.
3. To take account of the student view of current induction arrangements;
4. To identify and disseminate good practice which exists both within the University and at peer institutions.
5. Whilst recognising that Schools should be the primary locus for induction, to develop and establish standards for student induction that:-
  - reflect the significance of this activity within the overall process of ‘transition’ (i.e. across the student lifecycle);
  - take appropriate account of QAA guidance in the area and feedback from students;
  - take account of best practice in the sector;

- promote the need for consistency and coherence;
  - recognise that induction is an ongoing process not just confined to Week 1
  - ensure that Schools are properly supported in this area of activity.
7. To examine the possibility of the inclusion of induction arrangements in the annual quality review process.
8. To produce a UEA 'Academic Induction Framework' that can guide the design of student academic induction in future and embed good practice across the institution.

## 5. Membership of the Working Group

The following membership was agreed with the PVC Academic:

Adam Longcroft (EDU) Chair (ADTP)	Christopher Hamilton (PHA)
Michele Pavey (LTS)	Dominique Hubble (MED)
Ratula Chakraborty (SSF)	Laura Bowater (MED)
Ben Milner (SCI)	Claire Reeves (ENV)
Clive Matthews (HUM)	Emilian Parau (MTH)
Rosie Doy (FMH)	Katy Appleton (ENV)
Jane Amos (DOS)	Edward Anderson (DEV)
Sue Long (ECO)	Connor Rand (UUEAS)
Josephine Kinge (NBS)	Liam Mccafferty (UUEAS)
Stephen Bennett (HUM)	Rebecca Tillet (AMA)
Kamena Henshaw (PSY)	Jane Helgesen (LIB)
Louise Cutting (SSF)	Kristina Garner (LAW)
Beatrice Poubeau (HUM)	Claire Grasby (DUS)-Secretary
Timothy Southon (SCI)	
Rebecca Westrup (EDU)	
Selina Watts (LAW)	
Zoe Jones (DOS)	
Graeme Richards (CMP)	

## 6. Blackboard Resources developed by the Working Group

An important aspect of the working group's approach was to establish a useful repository or evidence and best practice relating to induction and transitions support. A dedicated Blackboard site was set-up and during the review, became the key repository for information and the key vehicle for sharing information between the members of the group. The structure/content of the Blackboard site includes the following content folders:

- Examples from the higher education sector
- Examples of existing practice at UEA
- Agendas and minutes of meeting of the Working Group
- Data and statistics relating to induction/transitions
- Summary results of transitions Report 2010
- Resources
- The outcome of student feedback sessions

The working group have worked hard to develop this Blackboard resource and it has evolved into a genuinely useful and potentially very valuable collective resource. It is the first time, for example, that a single resource has been used to 'capture' practice from across the University, and to identify diverse examples of published academic research into induction/transitions, and a wide range of concrete examples of innovation from other HEIs.

It is therefore recommended that access to it is arranged for all staff who are actively involved in the planning and/or delivery of induction and transitions support in future. It due course a list of 'Induction and transitions coordinators' across all schools will be included so that if staff want more information on existing practice at UEA there is a specific contact to enable the facilitation of best practice.

## 7. Student feedback sessions

As part of the work of the Review the ADTP liaised with a number of academic colleagues to arrange a limited series of 'student feedback' sessions. The intention was to engage with a diverse range of groups from different Faculties. The ADTP visited four groups of students – one from each Faculty - and carried out a post-it note feedback session focusing on Induction/Transitions. Students were asked to provide feedback on two topics:

- 1) Things they 'Liked' about the induction support they received
- 2) Things they would like to see added as 'enhancements'.

These sessions were kept very informal and provided a complementary form of evidence to inform the discussion and thinking of the working group. The summary results of the student feedback sessions are set-out in **Appendix A**.

### The students liked:

- Welcome talks and meet-greet sessions with staff
- Social events specifically designed to promote rapid integration into school/cohort/community
- Early meetings with advisers/senior adviser
- Campus and library tours and orientation activities (e.g. treasure hunts/quizzes)
- Initial overview of course/programme/expectations – academic orientation
- Skills-focused training – e.g. academic writing
- Activity-based learning sessions/groupwork etc.

### The students identified following enhancements:

- Provide more 'space' for effective integration during first week of semester.
- More ice-breakers and social events – including for those not living on campus, and including 'no alcohol' events.
- Early subject-specific sessions or tasters – to kick-start process of academic engagement.
- More guidance and training on academic expectations and 'orientation' – e.g. how to use Blackboard/e-Vision, how to use Library, how will coursework be set and marked?
- More training/guidance on academic skills - e.g. academic writing, referencing, plagiarism awareness, collaborative learning/groupwork, language support etc.
- Improve orientation/introduction to campus, Norwich and wider local community/county environment.
- Improve diversity and quality of food + cooking facilities

## 8. Existing Examples of Good Practice at UEA

As part of the review process examples of Induction and Transitions-related activities and programmes were collected from across all Schools of Study, relating to both undergraduate and post-graduate (taught) programmes. Those for 2014/15 have been added to the dedicated Blackboard site already, and those for subsequent years (2015/16 onwards) will also be added in due course so that the site becomes an evolving record of practice and a repository of evolving good practice.

Examples of existing good practice identified across different schools include the following:

Social integration activities & orientation events	Academic induction & skills training
Student Union Welcome Sessions – student sabbatical officers and student reps	Student Performance Accelerator (e.g. NBS) – A 'Handbook' that focuses on rapid development of self-insight (e.g. into

<p>get a chance to welcome students and explain UUEAS services/societies etc.</p> <p><b>Meet the academic staff</b> – Most schools have a ‘meet and greet’ session of some kind early-on during the Induction week. Ideally, this should bring students from different cohorts together (overt activity to tackle ‘silos’).</p> <p><b>Dedicated sessions for Joint Degree students</b> – some schools build-in sessions focused on ensuring that students on Joint Degrees understand the context in which they will be studying. These are likely to be useful for all students on Joint Degrees.</p> <p><b>Use of student buddies</b> – a really effective means of ensuring peer-to-peer support and effective student integration.</p> <p><b>Treasure Hunts and Quizzes</b> – focused on giving students the opportunity to work in groups and to ‘gel’ socially as well as academically.</p> <p><b>Campus Tours</b> – several schools offer these. Arguably essential for all courses/subjects.</p> <p><b>Evening Parties and other social events</b> – relatively common feature in induction programmes. These promote rapid socialisation/integration. Often the focus is on a particular Year group (e.g.1<sup>st</sup> years) but these could easily bring together different cohorts.</p> <p><b>Peer-assisted learning (PAL)</b> – this is already in place in half of the Schools of Study at UEA and there is growing evidence of its positive impact on rapid integration.</p>	<p>preferred learning styles) and the development of HE study skills (including referencing</p> <p><b>Basic academic skills sessions</b> – these introduce students to basic study skills, e.g. referencing/citation/essay design/writing skills.</p> <p><b>Explanations of pedagogical approach</b> – some schools provide dedicated sessions where the pedagogical approaches used to teach subjects are explained to students.</p> <p><b>Introductions to Blackboard</b> – dedicated sessions on how BB is used to support learning and communicate with students.</p> <p><b>Introductions to Laboratories</b> – these provide a ‘gentle’ introduction to what can often seem like a ‘scary’ learning environment.</p> <p><b>Course Director talks</b> – provide a user-friendly and very bespoke introduction to the particular degree on which students have embarked, and detailed unpacking of 1<sup>st</sup> year modules.</p> <p><b>Subject ‘taster’ sessions</b> – these are used in a number of schools. Normally short, and limited in number – provide a means of easing students into the study of some key themes/concepts associated with their subject, but NOT formal delivery of module content.</p> <p><b>Early formative assignments</b> - where students get to engage in collaborative or individual formative exercises that provide an early insight into their ‘level’ of performance (e.g. knowledge of subject, standard of English etc).</p> <p><b>Introduction to Groupwork</b> – an early overview of the rationale and value of groupwork and the issues/challenges it presents for students.</p>
<p><b>Personal and professional development activities</b></p>	<p><b>Introduction to key resources and sources of support</b></p>
<p><b>Careers sessions</b> – led by careers staff. Early introduction to Careers services and concept of ‘employability’ and transferable skills, linked to Graduate Attributes and Skills Award.</p>	<p><b>Meet your adviser session</b> - most Schools have a session (of varying length/duration) where students meet their advisers either individually or in small groups. This should arguably be compulsory for all induction/transitions programmes.</p>

<p><b>Professionalism Lecture</b> – this is key for ‘professional programmes’ but arguably something similar would be beneficial for all degree programmes since this cuts to the heart of academic integrity – our students are all likely to progress to a career in a ‘professional setting’.</p> <p><b>Introduction to time management</b> – How to study successfully by using practical time management tools and strategies.</p> <p><b>Crossing cultures/crossing languages workshops</b> – cultural awareness sessions emphasising the value of diversity etc.</p>	<p><b>L&amp;T Hub Induction</b> – led by LTS staff, brief introduction to processes supporting learning and teaching.</p> <p><b>Security advice</b> – led by security staff.</p> <p><b>Library Induction</b> – arguably one of the most important things we can do with our students during the first couple of weeks. These tend to work best when they are ‘active learning’ sessions – e.g. treasure hunts, quizzes in small groups etc.</p> <p><b>Sportspark &amp; Student Societies</b>– Sport and clubs are a key element of the student experience at UEA. A number of Schools build-in a ‘SOC MART’ sessions.</p> <p><b>Specific/dedicated sessions led by DOS</b> – some Schools build these in, some don’t. Helpful in ensuring that students are aware of and able to access the support services provided, when they need them. Examples include workshops on dyslexia and disabilities.</p>
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As is evident from the table above, there is a lot of very good, progressive practice already well-established at UEA, though often this practice varies between schools. At the very least, the table above provides a useful check-list of things that have already been tried and tested, which any School of Study can consider introducing or employing in the future. That such a rich array of good practice is already in place is very positive, but there is scope to ensure they are used more consistently within and between Faculties, and there is a great deal of scope to include activities which are **student-led**, as opposed to staff-led.

### 9. Key themes emerging from the research into Induction/Transitions

As part of the review process, members of the Working Group engaged with a diverse range of published research in the sector relating to inductions and transitions support. In this section an attempt is made to draw-out and summarise some of the salient themes in this research.

Reasons for withdrawal
<p>Research by Robert Jones commissioned by the Higher Education Academy suggests that there is rarely a single reason why students withdraw from university. See: <a href="http://evidencenet.pbworks.com/w/page/19383519/Student%20Retention%20and%20Success#Socialintegration">http://evidencenet.pbworks.com/w/page/19383519/Student%20Retention%20and%20Success#Socialintegration</a>. Normally the picture is more complex and students leave as a result of a combination of inter-related factors. There are some which are within our control, and some which are not.</p> <p>Within our control (or at least that can be influenced by the university):</p> <ul style="list-style-type: none"> <li>• lack of preparation for the higher education experience – i.e. student lacks the study skills and ability to undertake self-directed or autonomous learning.</li> <li>• poor academic progress - not coping with academic demands.</li> <li>• poor quality learning experience.</li> <li>• dissatisfied with institutional resourcing.</li> <li>• problems with social integration.</li> </ul> <p>Three common factors outside of our control include:</p> <ul style="list-style-type: none"> <li>• wrong choice of field of study.</li> </ul>

- problems with finance and employment.
- incompatibility between the student and institution – e.g. unhappy with location and environment.
- lack of commitment to the course.

It is the view of the review Working Group that most of those factors which lie within our control can be at least partially addressed via induction and/or transitions support. Students are most likely to leave UEA in their year of entry (Year 1) which highlights the importance of the first year experience – if we can provide an induction experience that ensures a more effective and more rapid integration, then students will flourish rather than struggle.

#### **The importance of social integration**

A student who has integrated socially into their cohort, their school and the wider university community is much more likely to be academically successful. This is particularly true of international students and for "students from deprived areas [who] may feel culturally isolated" (NAO 2007). Crucial to this academic integration is a successful social integration into the community of scholars, and an understanding of academic literacies (i.e. an understanding of what is expected of them, and how to engage with study successfully). Essentially, successful social integration helps students with their academic transition, a point which is emphasised in Menzies et al<sup>2</sup>.

#### **The role of social media**

The potential value of social media in supporting the development of a community of practice, and social integration prior to arrival is considerable – e.g. the use of Twitter, facebook, blogs and online forums<sup>3</sup>. Richester et al demonstrates that social media has a key role to play in future. Dominant finding is that use of social networking prior to arrival was felt both by students and staff to be a major factor in helping students to develop friendship networks and relationships with staff before formal study begins. The literature on 1<sup>st</sup> year induction focuses very much on peer friendship and support networks and a sense of 'belonging'. Use of social networks pre-arrival is likely, therefore, to have a beneficial impact on students' retention in Year 1.

#### **Importance of peer learning**

Active learning and collaborative learning (peer learning) as a mechanism for promoting rapid integration, the forging of friendships, building confidence etc is now well-established. Research has identified that PGT International student success is closely related to the extent of their involvement in non-academic, extra-curricular activities, and peer-peer interactions. For example, Menzies et al<sup>4</sup> demonstrates the importance of peer learning strategies, social networks (e.g. via sports) and friendships in facilitating effective transitions amongst Master's students. Social support provided by other PGT students serves as a 'protective' factor against vulnerability, stress. This social support can be divided into 4 categories:

- 1) *Emotional support* – sharing life experiences, empathy etc.
- 2) *Instrumental support* – tangible aid that helps the student in need, e.g. accompanying them to the library.
- 3) *Informational support* – advice, suggestions, and information that helps the student.
- 4) *Appraisal support* – provision of support that helps the student to become more reflective and to self-evaluate needs, affirmation etc.

<sup>2</sup>. Menzies, J.L., and Baron, R., 'International post-graduate student transition experiences: the importance of student societies and friends', *Innovations in Education and Teaching International*, Vol 51, No.1 (Feb 2014), pp.84-94.

<sup>3</sup>. Richester, C., Ross, K., and Rees, E., 'Examining the impact of pre-induction social networking on the student transition into higher education', *Innovations in Education and Teaching International*, Vol 51, No.4 (August 2014), pp.355-365.

<sup>4</sup>. Menzies, J.L., and Baron, R., 'International post-graduate student transition experiences: the importance of student societies and friends', *Innovations in Education and Teaching International*, Vol 51, No.1 (Feb 2014), pp.84-94.

Friendships early-on may be the most important support system that PGT students experience. The paper concludes by recommending that HEIs put in place programmes that “allow for fun, interactive group activities, so students have the opportunity to develop friendships”.

### **Best practice in induction for international students**

Best practice in the effective induction of international students<sup>5</sup> has been summarised by the HEA as set out below:

#### Orientation

It is recommended that orientation should cover at least the following, some of which will build upon information provided at previous stages:

- advice on settling in and information on living in the UK
- details of social, sporting, spiritual and leisure facilities on campus
- advice on recognising and dealing with cultural shock
- arrangements for healthcare and personal welfare
- details on safety and personal security
- details of any 'buddying' schemes or other integration opportunities
- academic support, including for language proficiency
- support for employability and careers education and guidance, including any opportunities for short-term employment or work experience
- support that is made available for students with disabilities

#### Academic induction

It is recommended that academic induction should cover at least the following, some of which will build upon information provided at previous stages:

- learning and teaching methods
- assessment methods and criteria for assessment
- grading and classification systems where appropriate
- feedback on assessment - types and usage
- academic practice and malpractice (for example, plagiarism)
- learning facilities, including library resources and laboratories
- expectations towards students as active and independent learners
- academic support including, the use of tutors and tutorials.
- rules and regulations governing the academic experience
- opportunities for student representation and feedback.

### **Key dimensions of effective induction**

Importance of early support, systematic strategies and student-centred approaches - Tinto's seminal work on first-year student success and progression<sup>6</sup> identifies the following characteristics of successful induction strategies (i.e. those that support effective retention):

Students enter with, or have opportunity to acquire, skills needed for academic success.

Personal contact with students extends beyond academic life.

Retention actions are systematic.

Retention programmes address students' needs early.

Retention programmes are student-centred.

Education is the goal of retention programmes.

Others can be added to this list:

1. Course material;
2. Learning support services;
3. General information about the university and the environs;
4. Adaptation to university life;

<sup>5</sup>. HEA, *International students studying in the UK - Guidance for UK higher education providers* (January 2012).

<sup>6</sup>. Tinto, V., 1987, *Leaving College: Rethinking the causes and cures of student attrition* (Chicago, IL, The University of Chicago Press).

<p>5. Becoming an autonomous learner;  6. Course and assessment requirements;  7. Ways to develop the skills needed for academic work or for work-based learning.</p>
<b>Importance of contact with academics</b>
<p>The importance of treating each student as an individual and ensuring one-to-one contact with academics is evidenced in a major study by Briggs et al<sup>7</sup>: <i>“Despite the complexity of the organisational processes involved, a clear message to emerge .... is that they want to be treated as individuals, not as an item in a vast system.... Many of the students involved are still growing to adulthood; those who are already adults are moving from one mode of living to something very different. These processes in themselves present challenges and individual contact is crucial in enabling students to identify their own strategies for growth and to find their own way to a new identity”.</i></p>
<b>Importance of ‘identity transition’</b>
<p>Students are in the process of developing a new sense of self-identity during their transition to university and university induction/transitions needs to foster this process. Important factors that enable the growth of student identity have been identified in a number of studies and are summarised as follows in Briggs et al<sup>8</sup>. Of these, all but (a) and (b) are within or partly within the control of Universities:</p> <ol style="list-style-type: none"> <li>a. <i>Aspiration to be a university student, preferably starting early in life.</i></li> <li>b. <i>Imagining oneself realistically as a student.</i></li> <li>c. Clear, reliable systems of support leading up to higher education application.</li> <li>d. Support from school, college and university targeted to the individual.</li> <li>e. One-to-one encouragement.</li> <li>f. Access to university students and staff pre-entry.</li> <li>g. Access to a range of pre-university experiences for applicants and their families.</li> <li>h. Induction activities that combine social and academic purposes.</li> <li>i. Class activities that encourage interaction with staff and other students.</li> <li>j. Sustained programme of induction to encourage ‘belonging’.</li> <li>k. Interaction with university staff during the first year.</li> <li>l. Help in developing independent learning skills, pre- and post-entry.</li> </ol>
<b>Importance of recognising ‘Multiple Shocks’ experienced by international students</b>
<p>International students’ support needs may last much longer than the initial first few weeks – this is because international students experience several kinds of ‘shock’ on entry to higher education in the UK. They may experience <i>“not just ‘culture shock’ (different physical environment, customs and practices), and ‘language shock’ (realising that their mastery of formal English doesn’t prepare them for fast-paced, colloquial or disciplinary language and vocabulary) but also ‘academic shock’ (different teaching and learning approaches such as relationships between teacher and students, forms of assessment and even what counts as ‘knowledge’).</i> The effects of ‘academic shock’ can persist much longer than the effects of culture and language shock”<sup>9</sup>.</p> <p>Three strategies are promoted in HEA’s main guide on induction:</p> <ul style="list-style-type: none"> <li>• <i>Group engagement</i> –Students should receive a thorough induction to group learning and groupwork. This requires an explanation of the belief that knowledge is (or at least can sometimes be) socially constructed, and also that a key transferable skill is the ability to work in groups. The induction programme should therefore involve some form of group activity, and then the ‘debriefing’ of that activity.</li> <li>• <i>Reflective learning</i> - Use of reflective logs etc. emphasises that some types of learning are subjective, being about personal changes. Reflection can facilitate such changes, but reflection is something that not all students will have had experience of</li> </ul>

<sup>7</sup> A.R.J. Briggs, J. Clark & I. Hall (2012): Building bridges: understanding student transition to university, *Quality in Higher Education*, pp.1-19.

<sup>8</sup> A.R.J. Briggs, J. Clark & I. Hall (2012): Building bridges: understanding student transition to university, *Quality in Higher Education*, p.12.

<sup>9</sup> **HEA, Induction (2014)** <https://www.heacademy.ac.uk/sites/default/files/resources/Induction.pdf>

in their previous educational experiences. This is another aspect of the programme which needs ‘unpacking’.

- *Critical learning & thinking* - Not all students may have previously experienced critical learning and thinking. Some students may need encouragement to recognise that the highest marks are reserved for critical thinking and again this is an issue which induction must address. The concept of critical thinking can be ‘unpacked’ and examined closely via small critical thinking exercises.

**International students require additional guidance and support in relation to research methods and language development**

A major study by Rienties et al demonstrates that these students experience different transitional barriers that require different support from HEIs<sup>10</sup>. Social integration scores of western European and home (Dutch) students were comparable. Students from Eastern Europe and Asia had much lower social integration scores. Half of Master’s students experience a significant change in their learning strategies, language and research methods, compared to those they had developed in their previous UG degrees. 38% experienced serious language issues, and 50% struggled with learning relating to research methods – a factor which dramatically impacts on them during development and writing of dissertations. *“Based upon our findings, rather than focussing purely on social integration, we also suggest higher education institutes to specifically address measures that can enhance academic adjustment of mainly international Master students in areas of research methods and language”.*

## 10. Key recommendations on INDUCTION

No	Recommendation	Responsibility
1	<b>Access to the Review’s Blackboard site to be arranged for all staff who are actively involved in the planning and/or delivery of induction and transitions support in future.</b> A list of those staff serving as ‘Academic Induction/Transitions Coordinators’ should be updated and added to the site on an annual basis to promote ease of communication, coordinated planning and sharing of good practice between schools. All copies of slides/handouts etc used in, for example, centrally run international student welcomes and inductions, should be added to the BB site in future in order to ensure that academic and other staff involved in school level inductions can avoid unnecessary duplication/overlap.	<b>Maintenance of BB site to sit with LTS.</b>
2	<b>There should be a single named member of academic staff (or a role holder) in each School who has overall responsibility for coordination of and oversight over the planning and delivery of student academic induction and transitions support at school level.</b> This person could be called the ‘Academic Induction/Transitions Coordinator’. Where it is appropriate to do so, Schools may prefer to appoint separate coordinators for UG and PGT programmes. Schools should confirm name/contacts of the named person for LTS a s a p. so details can be added to Induction Transitions BB site.	<b>Schools of Study</b>

<sup>10</sup>. Rienties, B., Luchoomun, and D., Tempelaar, D., ‘Academic and social integration of Masters students: a cross-cultural comparison between Dutch and international students’, *Innovations in Education and Teaching International*, Vol 51, No.2 (April 2014), pp.130-141.

3	<p><b>The Academic Induction/Transitions Coordinator should liaise with individual Course Directors (and/or Programme Managers) to ensure that a joined-up approach at school level.</b> Where there are separate UG and PGT Coordinators the same principle should apply at each level. The AIC should ensure proper planning/liaison with their counterparts in other schools where Joint Degree students are concerned. ‘Clashes’ of events for Joint Degree students should be avoided since they have a negative impact on student satisfaction.</p>	<p><b>Academic Induction/Transitions Coordinator</b></p>
4	<p><b>UEA should establish an Academic Induction/Transitions Liaison Group.</b> This group should be composed primarily of Induction/Transitions Coordinators, but also other academic staff (as appropriate) and key members of learning support staff involved in planning/delivery of induction and transitions support (e.g. from DOS, Careers). It should focus on sharing practice and embedding innovative approaches across the University. The liaison group should report on its activities to SEC and LTC.</p>	<p><b>LTS to provide secretarial support to the Liaison Group.</b></p>
5	<p><b>A period of at least 3 full days should be set aside for Induction during the first week of a student’s academic programme</b> (at UG and PGT level) where there is no module content delivery, and where the entire focus is on school and/or course-level welcome sessions, ice-breakers and social events, subject tasters, group activities, advising sessions, academic skills training, guidance regarding key regulations, campus orientation and Library skills, and learning and personal support information/activities (DOS, Careers, Library etc.). Schools should be free to extend the Induction-focused period (e.g. to the whole of Week 1 or beyond) should this be seen as beneficial to students.</p>	<p><b>Schools of Study + Academic Induction/Transitions Coordinator</b></p>
6	<p><b>Schools of Study to treat induction as an extended process which goes beyond week 1</b> – planning and delivery of induction at school and course level should reflect this. Induction activities should extend through the first semester. The delivery of some skills training (e.g. referencing and plagiarism awareness) might be most effective when timed to coincide with the drafting of the first substantive summative or formative assignment (i.e. delivered when it is most relevant to students). In those schools where a ‘Reading Week’ is currently employed (e.g. in Week 6/7), this might be termed a ‘Transitions Week’ in future and be used for a range of induction and transitions-focused activities, some of which might be delivered at school level, and some centrally.</p>	<p><b>Schools of Study + Academic Induction/Transitions Coordinator</b></p>
7	<p><b>Schools should make more consistent use of early, small-scale formative exercises that provide an early opportunity for feedback.</b> These could be group/collaborative activities or individual ones, focused on building confidence, and encouraging early engagement in the learning process and use of learning resources (e.g. Library). Groupwork is a particularly powerful tool for encouraging rapid social and academic integration. The whole process could be completed in</p>	<p><b>Schools of Study + Academic Induction/Transitions Coordinator</b></p>

	<p>Week 1. Practice in HIST – where formative assignments are set <b>pre-arrival</b> and then used as focus of induction sessions during first week – should be adopted more widely. HIS colleagues should be invited to lead a <b>workshop</b> on how this works and how it adds value. See <b>Appendix B</b> which summarises results of the <i>UEA Transitions Project (2010)</i> – in particular the guidance pertaining to PGT transitions: “Set early activities that help students to deliver / display their understanding in compliance with assessment expectations”</p>	
<b>8</b>	<p><b>The University should explore further the implementation of a standard Plagiarism Quiz similar to that employed by the University of Bath, which can be completed by all students (UG &amp; PGT) prior to arrival at UEA, or during Weeks 1/2.</b> This will ensure a consistent level of training, whilst also flagging students who need extra support or interventions early-on to ease their transition into study at UEA. The Bath online tutorial provides students with a basic understanding of plagiarism and how to avoid it. Once they have completed the training, and feel confident they have understood it, they take the test. To pass the test students need to achieve a mark of 85%. Students can take the test as many times as necessary, until they pass. Once they have passed the test students are not able to claim ignorance of plagiarism or its consequences if found to have plagiarised in coursework. Until students have passed the test they are not permitted to continue their studies past the next progression point (e.g. end of stage). If students are found to have plagiarised in their work they may be asked to retake the test (in addition to any other penalties). For more information, see: <a href="http://www.bath.ac.uk/students/support/academic/academic-integrity/">http://www.bath.ac.uk/students/support/academic/academic-integrity/</a></p>	<b>The University (ADTP to lead on this)</b>
<b>9</b>	<p><b>The University should invest in a simple learning styles questionnaire that can be completed by all students prior to arrival or during week 1/2.</b> Prof Graham Gibbs – without doubt one of the world’s leading authorities on learning in higher education – has highlighted how staff and students often display different learning styles, and getting them to reflect on this actually helps them to become more rounded learners, and actually less reliant on their preference. See: <a href="https://thesedablog.wordpress.com/2015/04/15/53ideas-32/#more-396">https://thesedablog.wordpress.com/2015/04/15/53ideas-32/#more-396</a>. One of the most widely used tests is the VARK Test. See: <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a>. The working group recognise that learning styles are a hotly contested aspect of education research. It is important that staff and students recognise this. However, that it not to say that they have no value as</p>	<b>The University (ADTP to lead on this)</b>

	‘reflective tools’ that prompt students to think about how they and others learn <sup>11</sup> .	
<b>10</b>	<p><b>The University should dedicate IT and staff resource to the development of an Induction/Transitions Website</b> which mirrors or exceeds the quality of that provided by Imperial College London, Warwick, and Southampton University. Imperial College’s site is called the ‘<i>Success Guide</i>’.</p> <p>See: <a href="http://www.imperial.ac.uk/students/success-guide/getting-started/what-to-expect/">http://www.imperial.ac.uk/students/success-guide/getting-started/what-to-expect/</a></p> <p>Southampton’s site is called ‘<i>Preparing for Success</i>’ and is arguably the sector-leader in terms of sophistication. See: <a href="http://www.prepareforsuccess.org.uk/">http://www.prepareforsuccess.org.uk/</a></p> <p>Warwick’s site (developed jointly with Worcester University) is called ‘<i>Moving on</i>’. See: <a href="http://www.worc.ac.uk/movingon/">http://www.worc.ac.uk/movingon/</a></p> <p>The new web pages could be part of, or linked from the existing <i>UEA New Student Website</i>. If the necessary resource cannot be identified, then UEA should refer students to all three of the sites mentioned above, and ensure that resources contained in them are utilised during Induction and in subsequent skills-related training as appropriate.</p>	<b>Academic Induction/Transitions Liaison Group, supported by ISD Learning Technologists</b>
<b>11</b>	<p><b>The University should explore how the content from the existing MOOC titled ‘<i>Preparing for Uni</i>’ might be ‘repurposed’ for use as a free online module and learning resource for students who are awarded a place at UEA.</b> Successful applicants should be encouraged to complete the module prior to arrival and aspects of it can then be addressed or explored further during Induction. Some schools are already recommending this to students, and it makes sense to extend its use as a key preparatory resource for students. In due course the University might wish to give serious consideration to a comparable online module to support the transition to Post-graduate study (with a particular emphasis on supporting international students).</p>	<b>TBC</b>
<b>12</b>	<p><b>The Coursework Exemplar Repository should be utilised as a key resource to support student induction and transitions-related activities in future.</b> This resource, the development of which is being led by Jeremy Schildt in DOS, is being piloted in a small number of schools during 2015/16. It has tremendous potential to provide staff with opportunities to work with students to develop their assessment literacy, their evaluative skills, and their understanding of applying marking scales, both during induction activities and transitions related events. For</p>	<b>Schools of Study + Academic Induction/Transitions Coordinator</b>

<sup>11</sup>. HSC already use the following resources developed by Felder & Soloman (1991) to promote reflection on learning. The School has permission to do so from the authors:

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning\\_Styles.html](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html)

	example, students doing a Year 2 placement project might be given opportunities to critically evaluate project 'exemplars' from previous years as part of the transitions support provided towards the end of the 1 <sup>st</sup> year.	
<b>13</b>	<p><b>Pre-arrival induction support</b> - A number of universities are making use of the summer period to prepare student for entry to higher education, with positive effects on retention – UEA should therefore explore ways in which engagement and integration can be facilitated prior to arrival via the following:</p> <ul style="list-style-type: none"> <li>• Formative assessment activities supported online (e.g. HIST),</li> <li>• Pre-arrival tests (plagiarism, VARK),</li> <li>• Pre-arrival learning support (e.g. Preparing for Uni MOOC).</li> </ul> <p>The use of social media (Facebook, Twitter etc)</p>	<p><b>Addressing these will require input from:</b></p> <ul style="list-style-type: none"> <li>• Schools of Study + Academic Induction/Transitions Coordinator</li> <li>• Academic Induction/Transitions Liaison Group</li> <li>• ADTP &amp; ADLTE</li> <li>• ISD</li> </ul>
<b>14</b>	<p><b>Staff should employ tools like the 'Good Learner Inventory' to promote active reflection on learning behaviours.</b> There is a strong case for suggesting that something like the 'Good Learner Inventory' contained in Appendix D should form the basis of an activity with <u>all</u> students at the beginning of their studies at UEA, regardless of whether they are UG/PGT. There are several ways of approaching this:</p> <ul style="list-style-type: none"> <li>• Students work together, collaboratively, to design their own inventory in an early 'induction' session. This could be facilitated using post-it notes etc. A final version could then be produced collectively by the students for sharing.</li> <li>• Students use a pre-design inventory like that in Appendix D, and then add any 'qualities' or 'strategies' likely to be crucial in their respective discipline(s).</li> </ul> <p>Whichever approach is taken, time needs to be built into induction/transitions support to enable them to participate, reflect, collaborate etc.</p>	Schools of Study
<b>15</b>	<p><b>The University should put in place a compulsory online training module for Academic Advisers from 2015/16 (supported by face-to-face training as necessary).</b> This will ensure that advisers are properly trained, equipped and supported to guide their advisees during induction and support them through the key transitions they will encounter. Planning of such a module has already begun.</p>	Caroline Sauverin (Advising Review Project Manager)
<b>16</b>	<p><b>Schools should ensure that students enjoy opportunities for one-to-one or very small group contact with academic staff during the first couple of weeks at UEA – this contact promotes understanding and a sense of belonging.</b> During induction it is incredibly important that they develop meaningful relationships with academic staff, and that advisers get to understand their advisees and their individual needs. Students need to feel that they are valued and understood as individuals, and this means that 'contact' with academic staff (especially academic advisers) is critical. This promotes 'belongingness',</p>	Schools of Study + Academic Induction/Transitions Coordinator

	confidence and enhances retention. Students need to feel that they are KNOWN and VALUED.	
17	<p><b>Induction related activities should focus on student-centred and active learning strategies.</b> Staff engaged in planning and delivery of induction and transitions-related work should ensure that it is based around ‘active learning’ strategies that promote a dialogic approach to learning (i.e. a dialogue between students and between students and staff) as opposed to a ‘transmissionist’ approach in which the student is a passive recipient of information/content. Staff should note, for example, the following finding from a key study on Induction: “A key result...concerned the effects of ‘transmissionist’, teacher-centred teaching, which we found to be associated with negative or declining attitudes...the students in first-year university courses reported more negatively about their transition the more they felt that their university teaching was transmissionist...” (Williams 2015).</p>	Schools of Study + Academic Induction/Transitions Coordinator
18	<p><b>Schools of Study should ensure that during the Induction process that students have opportunities to engage with key themes in higher education learning.</b> These should include:</p> <ul style="list-style-type: none"> <li>• <i>The practice and value of group (peer) learning</i> – Students should receive a thorough induction to group learning and groupwork. This requires an explanation of the belief that knowledge can sometimes be socially constructed, and also that employers want people who can work in groups. Induction programme should involve some form of group activity, and then (ideally) a ‘debriefing’ on that activity (reflection).</li> <li>• <i>The practice and value of reflective learning</i> - Use of reflective logs etc. emphasises that some types of learning are subjective, being about personal changes. Reflection can facilitate such changes.</li> <li>• <i>Critical learning &amp; thinking</i> - Some students may need encouragement to recognise that the highest marks are reserved for critical thinking and again this is an issue which induction must address. The concept of critical thinking should be ‘unpacked’ and examined closely via concrete critical thinking exercises.</li> </ul> <p>Research indicates that exploring these themes is particularly useful for international students.</p>	Schools of Study + Academic Induction/Transitions Coordinator
19	<p><b>Staff involved in planning Induction programmes should refer to a standard <i>UEA Induction Checklist</i> (See appendix H) when coordinating provision.</b></p> <p>Please note: The Induction checklist is <u>not</u> intended to be a prescriptive list of things that must be included – rather, it is intended to provide a helpful reference point to guide staff and to support them in thinking-through the kinds of elements to include in their programmes at School and/or Course level.</p>	Schools of Study + Academic Induction/Transitions Coordinator
20	<p><b>All new students (regardless of level) should be encouraged to engage with the online Library induction module.</b> Planning/development is already in progress – led</p>	Schools of Study + Academic

	by Jane Helgerson and Emma Coonan. As soon as this resource is available a briefing on its contents should be provided to all Induction/Transitions Coordinators in schools.	<b>Induction/Transitions Coordinator</b>
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## 11. Key actions relating to TRANSITIONS

Student Transitions:	Actions
International students – transition to study in the UK	<p><b>Ensure that inductions are informed by best practice and published research in the sector:</b></p> <p><a href="http://www.qaa.ac.uk/en/Publications/Documents/International-students-studying-in-the-UK.pdf">http://www.qaa.ac.uk/en/Publications/Documents/International-students-studying-in-the-UK.pdf</a> - See edited extract below:</p> <p>It is recommended that academic induction should cover at least the following, some of which will build upon information provided at previous stages:</p> <ul style="list-style-type: none"> <li>• learning and teaching methods</li> <li>• assessment methods and criteria for assessment</li> <li>• grading and classification systems where appropriate</li> <li>• feedback on assessment - types and usage</li> <li>• academic practice and malpractice (for example, plagiarism)</li> <li>• learning facilities, including library resources and laboratories</li> <li>• the institution's expectations towards students as active and independent learners</li> <li>• academic support including, the use of tutors and tutorials, and the role of research supervisors</li> <li>• the institution's rules and regulations governing the academic experience including its complaints and appeals procedures</li> <li>• opportunities for student representation and feedback.</li> </ul> <p>Other key facets of best practice should include:</p> <ul style="list-style-type: none"> <li>○ Reference to Student Charters, programme specifications, course handbooks etc.</li> <li>○ Induction should be undertaken in a timely manner and should be ongoing, focusing in particular on key points during the academic cycle, such as soon after arrival and during examination periods.</li> <li>○ Training on academic integrity and academic malpractice, including its consequences.</li> <li>○ Induction should prepare international students for an active and engaged student learning experience. Clarify opportunities for giving feedback, for example through completing student survey, or through engagement with student representatives.</li> <li>○ Provide guidance as to where and how information can be accessed throughout the academic year. Periodic reminders of this information sent during their programme of study.</li> </ul> <ul style="list-style-type: none"> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that all student parents/carers are referred to relevant DOS websites resources: <i>Childcare and Family Life</i> <a href="https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life">https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>

<b>Transition from parent/carer to university student</b>	<ul style="list-style-type: none"> <li>• <b>Establish ‘Student parent/carer support group’</b></li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that all student parents/carers are referred to relevant DOS websites resources: <i>Childcare and Family Life</i> <a href="https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life">https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transition from CARE into university</b>	<ul style="list-style-type: none"> <li>• Ensure that all care leavers receive copy of the pamphlet produced by the Outreach Office: <i>Care Leavers’ Guide</i> <a href="https://www.uea.ac.uk/polopoly_fs/1.152884!Care%20Leavers%20guide.pdf">https://www.uea.ac.uk/polopoly_fs/1.152884!Care%20Leavers%20guide.pdf</a></li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that all care leavers are referred to the University’s dedicated web resources for Looked After Children at UEA: <a href="https://www.uea.ac.uk/study/info-for/young-people/looked-after-children">https://www.uea.ac.uk/study/info-for/young-people/looked-after-children</a></li> <li>• Ensure that web information on UEA’s inclusion approach is conveyed to teachers within the region through our partner schools: <a href="https://www.uea.ac.uk/study/info-for/teachers/inclusion">https://www.uea.ac.uk/study/info-for/teachers/inclusion</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transition from school to university (small pond to big pond)</b>	<ul style="list-style-type: none"> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure effective orientation to the new setting – i.e. the University campus, the school etc.</li> <li>• Provide opportunities that promote social integration, and which build confidence early-on.</li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transition from home to university</b>	<ul style="list-style-type: none"> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure effective orientation to the new setting – i.e. the University campus, the school etc.</li> <li>• Provide opportunities that promote social integration, and which build confidence early-on.</li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transition to independent /autonomous learner</b>	<ul style="list-style-type: none"> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Communicate expectations of student ‘engagement’ (time dedicated to study).</li> <li>• Communicate expectation that students are responsible for their own learning and taking full advantage of the learning opportunities provided (including attendance at taught sessions).</li> <li>• Provide training on time management so that students are able to develop autonomous learning.</li> <li>• Utilise ‘Good Learner Inventory’ (See Appendix D) to ensure that students understand the characteristics of the effective independent learner.</li> <li>• Utilise ‘Reflective Skills Audit’ of some kind to prompt students to reflect on their own skills development and to identify those they need to develop to become independent learners.</li> <li>• Draw students attention to: DOS (LET) Study Guide – <i>Organising your Time</i> <a href="https://lred.uea.ac.uk/documents/6207125/7632456/Organising+Your+Time.pdf/d36daa95-330a-478b-b37a-d79c8cb596a6">https://lred.uea.ac.uk/documents/6207125/7632456/Organising+Your+Time.pdf/d36daa95-330a-478b-b37a-d79c8cb596a6</a></li> </ul>

	<ul style="list-style-type: none"> <li>• DOS (LET) Study Guide – <i>Semester Planner</i> <a href="https://red.uea.ac.uk/documents/6207125/7632456/Semester+planner.pdf/77e81821-72b6-4c74-bf45-d7129553ac13">https://red.uea.ac.uk/documents/6207125/7632456/Semester+planner.pdf/77e81821-72b6-4c74-bf45-d7129553ac13</a></li> <li>• DOS (LET) Study Guide – <i>Procrastination</i> <a href="https://red.uea.ac.uk/documents/6207125/7632456/Procrastination.pdf/8d4080ec-4e67-440c-8bd2-2bb39403146a">https://red.uea.ac.uk/documents/6207125/7632456/Procrastination.pdf/8d4080ec-4e67-440c-8bd2-2bb39403146a</a></li> </ul>
<b>Transition from Employment into Higher Education</b>	<ul style="list-style-type: none"> <li>• Ensure effective orientation to the new setting – i.e. the University campus, the school etc.</li> <li>• Provide opportunities that promote social integration, and which build confidence early-on.</li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://red.uea.ac.uk/web/hub/dos/learning-enhancement">https://red.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that students are aware of the University’s policy on ‘Students in employment (Taught Programmes)’: <a href="https://www.uea.ac.uk/learningandteaching/documents/attendance_engagement_progress/UniversityPolicyonStudentsinEmployment">https://www.uea.ac.uk/learningandteaching/documents/attendance_engagement_progress/UniversityPolicyonStudentsinEmployment</a></li> <li>• Ensure that all student parents/carers are referred to relevant DOS websites resources: <i>Childcare and Family Life</i> <a href="https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life">https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transitions into Foundation Programmes (Level 0)</b>	<ul style="list-style-type: none"> <li>• Ensure effective orientation to the new setting – i.e. the University campus, the school etc.</li> <li>• Provide opportunities that promote social integration, and which build confidence early-on.</li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://red.uea.ac.uk/web/hub/dos/learning-enhancement">https://red.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transitions into the 1<sup>st</sup> Year (Level 4)</b>	<ul style="list-style-type: none"> <li>• Ensure effective orientation to the new setting – i.e. the University campus, the school etc.</li> <li>• Provide opportunities that promote social integration, and which build confidence early-on.</li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://red.uea.ac.uk/web/hub/dos/learning-enhancement">https://red.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>
<b>Transitions into the 2<sup>nd</sup> Year (Level 5)</b>	<ul style="list-style-type: none"> <li>• Ensure that induction is provided which: <ul style="list-style-type: none"> <li>○ Reflects on key learning in Stage 1, and how this will be built-upon in Stage 2.</li> <li>○ Clarifies the expectations relating to Stage 2 study – i.e. core and optional modules, changes in teaching/pedagogical approach, key aspects of taught delivery, key learning resources and set texts etc.</li> <li>○ Identifies key learning experiences (e.g. placements, projects etc) and what students need to do to prepare for these.</li> <li>○ Prompts students to prioritise areas of personal, academic and professional development during Stage 2. Use Good Learner Inventory and/or Reflective Skills Audit so students can reflect on progress and SMART goals for Stage 2.</li> </ul> </li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://red.uea.ac.uk/web/hub/dos/learning-enhancement">https://red.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<b>Transitions into the 3<sup>rd</sup> Year (Level 6)</b>	<ul style="list-style-type: none"> <li>• Ensure that induction is provided which: <ul style="list-style-type: none"> <li>○ Reflects on key learning in Stage 2, and how this will be built-upon in Stage 3.</li> <li>○ Clarifies the expectations relating to Stage 3 study – i.e. core and optional modules, changes in teaching/pedagogical approach, key</li> </ul> </li> </ul>

	<p>aspects of taught delivery, key learning resources and set texts etc.</p> <ul style="list-style-type: none"> <li>○ Identifies key learning experiences (e.g. placements, projects, dissertations etc.) and what students need to 'do' to prepare for these.</li> <li>○ Prompts students to prioritise areas of personal, academic and professional development during Stage 3. Use 'Good Learner Inventory' and/or 'Reflective Skills Audit' so students can reflect on progress and SMART goals for Stage 3.</li> </ul> <ul style="list-style-type: none"> <li>● Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<b>Transition into 4<sup>th</sup> Year (Level 7 IM Courses)</b>	<ul style="list-style-type: none"> <li>● Ensure that induction is provided which: <ul style="list-style-type: none"> <li>○ Reflects on key learning in Stage 3, and how this will be built-upon in Stage 4 (level 7).</li> <li>○ Clarifies the expectations relating to Stage 4 (level 7) study – i.e. core and optional modules, changes in teaching/pedagogical approach, key aspects of taught delivery, key learning resources and set texts etc.</li> <li>○ Identifies key learning experiences (e.g. placements, projects, dissertations etc.) and what students need to 'do' to prepare for these.</li> <li>○ Prompts students to prioritise areas of personal, academic and professional development during Stage 4 (level 7). Use 'Good Learner Inventory' and/or 'Reflective Skills Audit' so students can reflect on progress and SMART goals for Stage 4 (level 7).</li> </ul> </li> <li>● Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<b>Transitions into Year Abroad &amp; return to UEA</b>	<ul style="list-style-type: none"> <li>● Ensure students are referred to Study Abroad web pages:</li> <li>● <a href="https://www.uea.ac.uk/study/study-abroad">https://www.uea.ac.uk/study/study-abroad</a></li> <li>● Refer outgoing students to: <a href="https://www.uea.ac.uk/study/study-abroad/outgoing">https://www.uea.ac.uk/study/study-abroad/outgoing</a></li> <li>● Refer incoming students to: <a href="https://www.uea.ac.uk/study/study-abroad/incoming">https://www.uea.ac.uk/study/study-abroad/incoming</a></li> <li>● Refer students to Study Abroad contact information: <a href="https://www.uea.ac.uk/study/study-abroad/contact-us">https://www.uea.ac.uk/study/study-abroad/contact-us</a></li> <li>● Provide face-to-face &amp; online support via Study Abroad Office – e.g. relating to choice of overseas institution, travel issues etc.</li> <li>● Provide opportunity for subsequent meetings to help students choose modules in overseas institution.</li> <li>● Provide follow-up support to help students to settle on arrival and adapt to new environments. Seeing things through new eyes because cultures, teaching styles, organisations and processes can be very different.</li> <li>● Ensure ongoing effective communication and maintain UEA contact so that student feels supported and knows that the University is only a phone call or txt away.</li> <li>● Closed Facebook groups have worked very well – ensure that these are available for all students studying abroad.</li> <li>● Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<b>Transitions into Semester Abroad</b>	<ul style="list-style-type: none"> <li>● Ensure students are referred to Study Abroad web pages:</li> <li>● <a href="https://www.uea.ac.uk/study/study-abroad">https://www.uea.ac.uk/study/study-abroad</a></li> <li>● Refer outgoing students to: <a href="https://www.uea.ac.uk/study/study-abroad/outgoing">https://www.uea.ac.uk/study/study-abroad/outgoing</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Refer incoming students to: <a href="https://www.uea.ac.uk/study/study-abroad/incoming">https://www.uea.ac.uk/study/study-abroad/incoming</a></li> <li>• Refer students to Study Abroad contact information: <a href="https://www.uea.ac.uk/study/study-abroad/contact-us">https://www.uea.ac.uk/study/study-abroad/contact-us</a></li> <li>• Provide face-to-face &amp; online support via Study Abroad Office – e.g. relating to choice of overseas institution, travel issues etc.</li> <li>• Provide opportunity for subsequent meetings to help students choose modules in overseas institution.</li> <li>• Provide follow-up support to help students to settle on arrival and adapt to new environments. Seeing things through new eyes because cultures, teaching styles, organisations and processes can be very different.</li> <li>• Ensure ongoing effective communication and maintain UEA contact so that student feels supported and knows that the University is only a phone call or txt away.</li> <li>• Closed Facebook groups have worked very well – ensure that these are available for all students studying abroad.</li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<p><b>Transitions into intercalation and return to study at UEA</b></p>	<ul style="list-style-type: none"> <li>• <b>Review existing procedures and support provided for students intercalating and returning from intercalation</b> – outcomes for intercalating students are poor compared to other students.</li> <li>• Ensure that students are referred to key sources of information and guidance on intercalation: <ul style="list-style-type: none"> <li>○ LTS web pages on Concession, Intercalation and Withdrawal: <a href="http://www.uea.ac.uk/learningandteaching/students/studying/concessions">http://www.uea.ac.uk/learningandteaching/students/studying/concessions</a></li> <li>○ LTS web pages on Extenuating Circumstances: <a href="http://www.uea.ac.uk/learningandteaching/students/studying/extenuating-circumstances">http://www.uea.ac.uk/learningandteaching/students/studying/extenuating-circumstances</a></li> <li>○ Notice to students intercalating prior to taking an outstanding examination: <a href="https://www.uea.ac.uk/learningandteaching/documents/student/SupplementaryNoticeStudentsIntercalatingPriortoOutstandingExam">https://www.uea.ac.uk/learningandteaching/documents/student/SupplementaryNoticeStudentsIntercalatingPriortoOutstandingExam</a></li> <li>○ Notice to Intercalating Students (Taught Programmes): <a href="https://www.uea.ac.uk/learningandteaching/documents/student/NoticetoIntercalatingStudents">https://www.uea.ac.uk/learningandteaching/documents/student/NoticetoIntercalatingStudents</a></li> <li>○ Intercalation implications: <a href="https://portal.uea.ac.uk/dos/money-matters/other-information/intercalation">https://portal.uea.ac.uk/dos/money-matters/other-information/intercalation</a></li> <li>○ Intercalation for international students <a href="https://portal.uea.ac.uk/documents/6207125/6567667/Intercalation.pdf/35e2de3b-72fa-4ce3-9e2e-ddffcf8499db">https://portal.uea.ac.uk/documents/6207125/6567667/Intercalation.pdf/35e2de3b-72fa-4ce3-9e2e-ddffcf8499db</a></li> </ul> </li> <li>• Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<p><b>Transitions into Placement</b></p>	<ul style="list-style-type: none"> <li>• Academic staff should ensure they are familiar with the HRD guidance for managers/staff on placement learning: <a href="https://www.uea.ac.uk/documents/2506781/2684430/Work+Placement+Guidance.pdf/1911e3ca-88c8-4af0-a406-e2976f371821">https://www.uea.ac.uk/documents/2506781/2684430/Work+Placement+Guidance.pdf/1911e3ca-88c8-4af0-a406-e2976f371821</a></li> <li>• Ensure that students are directed to key sources of information and guidance: e.g.: <ul style="list-style-type: none"> <li>○ LTS ‘Placements’ web pages</li> </ul> </li> </ul>

	<p><a href="http://www.uea.ac.uk/learningandteaching/students/studying/placements">http://www.uea.ac.uk/learningandteaching/students/studying/placements</a></p> <ul style="list-style-type: none"> <li>○ Code of Practice on Placement Learning: <a href="http://www.uea.ac.uk/learningandteaching/documents/placements/CoPonPlacementLearning">http://www.uea.ac.uk/learningandteaching/documents/placements/CoPonPlacementLearning</a></li> <li>○ DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>○ DOS pages for disabled students on placement: <a href="https://lred.uea.ac.uk/web/hub/dos/wellbeing/disability">https://lred.uea.ac.uk/web/hub/dos/wellbeing/disability</a></li> <li>○ LTS DBS pages: <a href="http://www.uea.ac.uk/disclosure">http://www.uea.ac.uk/disclosure</a></li> <li>○ FMH students are directed to information/guidance on clinical placements: <a href="https://www.uea.ac.uk/medicine/research-degrees/structure-and-content/clinical-placements">https://www.uea.ac.uk/medicine/research-degrees/structure-and-content/clinical-placements</a></li> <li>○ HSC students should be referred to 'Student Handbook for Practice Learning': <a href="https://www.uea.ac.uk/documents/20279/5807916/Placement+Handbook+03+Mar+2014.pdf/fbbc840d-cbdd-46f2-8457-95530ea37844">https://www.uea.ac.uk/documents/20279/5807916/Placement+Handbook+03+Mar+2014.pdf/fbbc840d-cbdd-46f2-8457-95530ea37844</a></li> </ul>
<p><b>Transition to Year in Industry and return to UEA</b></p>	<ul style="list-style-type: none"> <li>● <b>Ensure that '10 Point Plan' for Year in Industry programmes is applied uniformly across all schools in order to ensure a consistent and appropriate level of guidance, support, information, and activities.</b></li> <li>● Ensure that SCI Year in Industry students are directed to the 'Science Students Year in Industry Handbook': <a href="https://www.uea.ac.uk/documents/6571199/6639307/SCI+Student+Year+in+Industry+Handbook+2014+-+final.pdf/95523e75-05d3-4902-82ee-39dfa8c57611">https://www.uea.ac.uk/documents/6571199/6639307/SCI+Student+Year+in+Industry+Handbook+2014+-+final.pdf/95523e75-05d3-4902-82ee-39dfa8c57611</a></li> <li>● Ensure that Year in Industry students are directed to the dedicated Blackboard site for Year in Industry programmes.</li> <li>● Ensure students are referred to DOS LET web resources: <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<p><b>Transition from UG study into PGT study</b></p>	<ul style="list-style-type: none"> <li>● Ensure that dedicated induction programmes are provided for all PGT courses which include orientation, welcomes, skills training, social integration activities, confidence building etc. Timing of induction activities dependent on start and duration of PGT courses.</li> <li>● PGT Transitions/induction programmes should include: <ul style="list-style-type: none"> <li>○ Reflection on key learning at UG level, and how this will be built-upon at Masters level - i.e. important to establish what skills and knowledge students already possess.</li> <li>○ Dedicated briefings on UK Masters level study and the PGT 'culture' in the School and at UEA more generally – esp for international students. Sources of language support should be provided.</li> <li>○ Clarification of the expectations relating to Masters level study – i.e. core and optional modules, changes in teaching/pedagogical approach, key aspects of taught delivery, key learning resources and set texts, emphasis on independent learning etc.</li> <li>○ Information on key learning experiences (e.g. placements, projects, dissertations etc) and what students need to 'do' to prepare for these.</li> <li>○ Students reflecting on prioritise for personal, academic and professional development. Use 'Good Learner Inventory' and/or</li> </ul> </li> </ul>

	<p>‘Reflective Skills Audit’ so students can reflect on progress and SMART goals for Masters level study.</p> <ul style="list-style-type: none"> <li>• Ensure students are referred to DOS LET web resources:  <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> </ul>
<b>Transitions into research (e.g. PGR)</b>	Not addressed as part of the current review.
<b>Transitions out of higher Education into Employment</b>	<ul style="list-style-type: none"> <li>• Schools can support the transition into employment by promoting engagement in the UEA Skills Award.</li> <li>• Module Organisers to provide clear information in Section 10 of the new Module Outline Template.</li> <li>• All Schools and Faculties have an Employability Strategy which is focused on ensuring that students are UG and PGT level are properly supported to make a successful transition from University into Employment. The effectiveness and impact of these plans is monitored and overseen by the Employability Executive and the University’s Learning and Teaching Committee/Senate.</li> <li>• Advisers to utilise the dedicated guidance/information provided by Careers when supporting and advising advisees.</li> </ul>
<b>Transition from Staff Member to Student</b>	<ul style="list-style-type: none"> <li>• <b>Establish a ‘Staff student support group’ for staff who are also registered students of the University.</b></li> <li>• Ensure students are referred to DOS LET web resources:  <a href="https://lred.uea.ac.uk/web/hub/dos/learning-enhancement">https://lred.uea.ac.uk/web/hub/dos/learning-enhancement</a></li> <li>• Ensure that all student parents/carers are referred to relevant DOS websites resources: <i>Childcare and Family Life</i>  <a href="https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life">https://portal.uea.ac.uk/web/hub/dos/childcare-and-family-life</a></li> <li>• Ensure that students are referred to New Student Webpages.</li> </ul>

## Appendices

### [Appendix A](#)

Review of Induction and Transitions Support – Student Feedback Sessions

### [Appendix B](#)

Headline Conclusions from UEA Transitions Report (June 2010)

### [Appendix C](#)

Memo from ADTP - Planning for Induction & Transitions Support in 2015/16.

### [Appendix D](#)

Good Learner Inventory

### [Appendix E](#)

Types of student transitions

### [Appendix F](#)

Examples of innovative, creative activities within induction & transitions

### [Appendix G](#)

Agendas of meetings of the Review of Student Academic Induction & Transitions

### [Appendix H](#)

Key issues/Actions arising from meetings of the Review of Student Academic Induction & Transitions

### [Appendix I](#)

UEA Academic Induction Checklist



## Appendix A

### Review of Induction and Transitions Support – Student Feedback Sessions

The ADTP visited four groups of students and carried-out a post-it note feedback session focusing on Induction/Transitions. Students were asked to provide feedback on two topics:

- 3) Things they 'Liked' about the induction support they received
- 4) Things they would like to see added as 'enhancements'.

Session 1	Session 2	Session 3	Session 4
April 2015 HUM Foundation Programme (HUM) – 8 students	April 2015 MSc Management (NBS) – 48 students	April 2015 BSc Paramedic Science (HSC) – 32 Students	May 2015 BSC Engin'ing (CMP) – 10 Students

Liked
<ul style="list-style-type: none"> <li>• Tour of the library - teaching I received was helpful.</li> <li>• Personal advisers gave a big, comforting welcome.</li> <li>• Creative methods for introducing us to the campus – i.e. through use of interactive tours.</li> <li>• The tour around Norwich.</li> <li>• The early adviser meeting</li> <li>• Welcome talks at the beginning of the course.</li> <li>• Allocations of advisees to advisers so this was clear from outset.</li> <li>• Friendly, supportive, enthusiastic and welcoming staff</li> <li>• Brilliant Day doing team-leading with course mates</li> <li>• Activities that helped us to get to know our way around campus</li> <li>• There was a social event the day before we started (with cake and wine) so we could meet everyone – this calmed my nerves</li> <li>• We got the timetable in advance of starting – this helped me plan the first few weeks.</li> <li>• Constant encouragement</li> <li>• Lots of activities to do</li> <li>• Initial social events</li> <li>• A relaxed first week to introduce us to our specific course</li> <li>• Skills lessons</li> <li>• 'Top' facilities</li> <li>• Meeting placement educators before placement.</li> <li>• Activities which helped us to get to know the staff team.</li> <li>• No lecturers in fresher's week.</li> <li>• More social events</li> <li>• Fun campus induction tour</li> <li>• Library induction</li> <li>• Online storage and software</li> <li>• Very supportive e mails from UEA telling us what we had to do in first few weeks.</li> <li>• Tour of the library and the campus.</li> <li>• Being provided with a Norwich Map</li> <li>• The helpful support from staff around VISA checks.</li> <li>• Very helpful and interactive lecturers – first lecturer was great.</li> <li>• Overview of modules by Course Leader and the team.</li> <li>• The welcome pack with chocolate and hoodies</li> <li>• Great facilities – including the Student Common Room.</li> </ul>

- The Natural Environment.
- Enjoyed the welcome party in September – welcome in SCVA.
- International Cafes really helped.
- Briefing and training around use of social media and e-Vision etc.
- Academic knowledge of staff.
- Lovely rabbits
- The weather
- The quality of service provided to students.
- Lecturers spoke slowly and clearly... this really helped.
- People are so friendly and made me feel comfortable – its easy to ask for help.
- Support provided around academic writing.

### **Enhancements**

- Better social events for people who are not living on campus.
- Better social events for people living in the same 'halls' of residence.
- Better ice-breakers
- Ensuring that social events run locally were well-supported and resourced, especially in comparison to centrally run 'freshers' events.
- More social events so we can meet other students on the course.
- Fewer ice-breakers in class, and more properly coordinated social gatherings early-on.
- Some early subject-specific 'tasters'
- More in-depth training on referencing and plagiarism awareness from the beginning – build-on this in subsequent training during the year.
- Clearer introduction regarding who we need to contact and for what reason, e.g. LTS. Absence reporting, DBS Clearance
- More skills sessions before placement
- Clear guidance and instruction on essay format – e.g. text size, line spacing, structure, etc.
- More guidance on referencing
- More social events
- More timetabled personal adviser meetings in first term, instead of just the initial week
- Communication with student finance – some more guidance.
- Don't do 'full-on' lectures and sessions straight away – this overwhelmed some people
- More information about campus layout
- Kitchen facilities for students to utilise in ECB
- More social non-alcoholic events during fresher's week, exploring Norwich.
- Increase food variety in ECB Café
- Provide petrol/travel bursaries for placement
- Introduce Boris Bikes at UEA
- Introduce a shuttle bus from ECB to main campus
- More introduction/guidance on academic writing (essays, reflection, referencing)
- Send out timetable before students register
- Dedicated Fresher's week with no lectures, to allow for integration.
- Free parking
- More guidance and instruction on how to utilise Blackboard and e-Vision
- Organised campus tours
- More sessions on Harvard Referencing
- More clinical skills sessions
- Make the induction more tailored for Paramedics – we are not nurses!

- Fresher's week party for post-graduate students
- Training/briefing on groupwork and collaborative work on assignments
- More social events to give students a chance to get to know each other early-on.
- Briefings on how marking is conducted, and how consistent marking levels are achieved in large marking teams.
- More early language support for INT students.
- Earlier release of information about January Exam timetable.
- Please add more Chinese food to catering outlets to help in transition from home.
- Ensure teaching spaces are large enough for the group cohort.
- Reduce number of occasions when last-minute changes to classrooms occur.
- Provide a lecture about and/or or guided tour around Norwich so we can understand the City's culture and history better.
- Provide more IT Labs/Facilities.

### **General themes emerging from feedback sessions**

#### **The students liked:**

- Welcome talks and meet-greet sessions with staff
- Social events specifically designed to promote rapid integration into school/cohort/community
- Early meetings with advisers/senior adviser
- Campus and library tours and orientation activities (e.g. treasure hunts/quizzes)
- Initial overview of course/programme/expectations – academic orientation
- Skills-focused training – e.g. academic writing
- Activity-based learning sessions/groupwork etc

#### **The students identified following enhancements:**

- Provide more 'space' for effective integration during first week of semester.
- More ice-breakers and social events – including for those not living on campus, and including non-alcoholic events.
- Early subject-specific sessions or 'tasters' – to kick-start process of academic engagement.
- More guidance and training on academic expectations and 'orientation' – e.g. how to use Blackboard/e-Vision, how to use Library, how will coursework be set and marked?
- More training/guidance on academic skills - e.g. academic writing, referencing, plagiarism awareness, collaborative learning/groupwork, language support etc.
- Improve orientation/introduction to campus, Norwich and wider local community/county environment.
- Improve diversity and quality of food + cooking facilities

## Appendix B

### Headline Conclusions from UEA Transitions Report (June 2010)

#### Enhancement of Induction/Transitions needs to include:

- Setting work pre arrival for discussion during induction;
- Establishing smaller groups and having more frequent group work;
- Using academic staff to deliver first year modules;
- Encouraging and developing reading skills;
- Use of earlier formative assessment and feedback;
- Managing first year expectations through induction talks;
- Building confidence through setting smaller writing exercises before an essay;
- Development of social learning spaces;
- Online resources to support self-directed learning;
- Numeracy support;
- Introductions to exam techniques;
- Peer support schemes.

#### Transitions out of University:

The Transitions project focused on HUM students in this respect. It recommended:

- Addressing the issue of getting students to recognise their skills.
- Helping HUM students to articulate the skills they are acquiring through their Degrees.
- Helping HUM students to recognise the value of work experience.

#### Post-graduate Transitions

The Transitions report identified the following key aspects of support:

- Set early activities that help students to deliver / display their understanding in compliance with assessment expectations.
- Start with setting shorter texts with plenty of clear guidance e.g. subheadings/structure to build confidence and help students progress to a piece of extended writing in English.
- Ask students to do some of the research, identifying appropriate sources.
- Provide a small number of readings to base a written assessment on.

## Appendix C

### MEMO

From: **Dr Adam Longcroft, Academic Director for Taught Programmes (ADTP)**

Re: **Planning for Induction & Transitions Support in 2015/16.**

Date: **28 April 2015**

Dear Colleagues,

This memo is intended for all staff of the University (academic staff and those colleagues in learning support and administrative roles) who have some involvement with the organisation of student academic Induction and Transitions programmes and support. A Review of Academic Student Induction is currently being chaired by myself, with the objective of developing some proposals for University LTC to consider at its June 2015 meeting. This will focus on arrangements for 2016/17 onwards.

However, in advance of this the PVC Academic has asked me to ensure that some additional guidance is circulated to staff that can inform planning for Induction & Transitions-related activities for 2015/16.

Consequently, I have set out below some general 'key principals' endorsed by University LTC, and a brief summary of the best practice already identified across the 4 faculties, with a brief summary of key areas for future development.

I would be grateful if colleagues could ensure that the principles and best practice highlighted below can be used to influence and inform planning for 2015/16.

Thank you in advance.

**Adam** Dr Adam Longcroft (ADTP)

### 1) LTC-Endorsed 'Key Principles' to be addressed in School-level Inductions/Transitions Support

Individual Schools of Study have a very important role to play in planning effective student academic induction. These activities will often involve working in partnership with its own students, school support staff, other professional services staff (e.g. in LTS, Library, DOS), and the UUEAS. However, the responsibility for coordinating School-level inductions and those specific to individual programmes lies primarily with the School. University LTC has endorsed the following list of 'key themes' that Schools should consider when designing and organising their Induction/Transitions support.

Induction/Transitions activities within schools should address:

- 1) **WELCOME** - Students are made to **feel welcome** to the academic community of staff and students in the school, with an explanation of the structure/features and distinctive features or ethos of the school in question.
- 2) **OVERVIEW** - Students have a **clear overview** of the salient characteristics of their chosen programme of study – with the particular features of each Stage of study clarified, and optionality clearly explained. Distinctive elements like placements etc. need to be outlined, as well as frequency of lab session, lectures, PBL sessions, seminars, workshops etc. The concept of research-led teaching needs to be 'unpacked'.
- 3) **EXPECTATIONS** - Students are aware of the **level of commitment** (e.g. study hours) and **standards** expected of them (e.g. marking scales/criteria).
- 4) **SKILLS AND ASSESSMENT** – Student academic induction should address subject-specific study skills, introduce subject methodologies, and methods of learning and teaching in the subject. It should also explain the roles of formative and summative assessment, and the use of assessment feedback to improve academic performance. Initial guidance can be provided on the level of writing, communication and numeracy that will be expected.
- 5) **REGULATIONS** – Students should be introduced to **key regulations** which enable them to engage effectively with their studies: e.g. policy on plagiarism & collusion, policy on attendance, policy on extenuating circumstances etc.

- 6) **RESOURCES** – Students should be introduced to **key academic resources**. These might include key learning resources (e.g. IT labs, library search facilities, e-resources etc) as well as key sources of study-related information (e.g. LTS website, DOS website, e-Vision, Blackboard).
- 7) **KEY STAFF** – Staff in key School roles should have an opportunity to talk about their roles in order to ensure that students know **who to approach** if they have a question or problem: e.g. plagiarism officer(s), teaching directors, assessment leads, head of school, faculty manager, course directors/ programme managers, senior adviser etc.
- 8) **THE ROLE OF ADVISERS** – New students should be informed about the advising policy and the allocation of an adviser for each student. Academic student induction programmes provide an excellent opportunity for new and returning students to meet with their **advisers**. This helps to forge or maintain a healthy communication between students and their advisers and ensures that students feel supported.
- 9) **STUDENTS AS PARTNERS** – Students need to know how they will have an **opportunity to work in a partnership** with staff in their School. They need to know how their voice can be expressed and heard, and how the School will respond to student concerns. SSLC Officers and student reps have a key role to play here to explain how SSLCs work, role of the reps, use of module evaluations.
- 10) **INTEGRATION** – The student academic induction should include an opportunity to meet and **work collaboratively with other students** in their cohort, as well as (ideally) opportunities to meet students from different stages of study on their own course, or on different courses. Functioning and purpose of PAL, and other peer-mentoring schemes can be explained.
- 11) **CAREERS** – Student should be provided with a clear sense of the **graduate attributes** they will develop whilst on their course, and how their course will prepare them for the world of work or a successful transition into a graduate level job or further HE study. Students should be provided with information on the Careers Service at UEA, and be encouraged to go into *Careers Central* This is especially important for returning students.
- 12) **DIFFERENT NEEDS** - Induction events and activities within Schools should consider the **different needs** of UG, PGT, part-time, mature, foundation year, international and interdisciplinary students (e.g. students on Joint Degrees).
- 13) **JOINT DEGREES** – Consideration should be given to new students starting on degrees run by more than one School. In particular, these students should have their own induction event, covering the expectations of the two Schools, how they will communicate and steps to make them a cohesive well-supported group.

## 2) Good Practice in Existing UEA Induction/Transitions Programmes

- **Student Union Welcome Sessions** – student sabbatical officers and student reps get a chance to welcome students and explain UUEAS services/societies etc.
- **Careers sessions** – led by careers staff. Early introduction to Careers services and concept of ‘employability’ and transferable skills, linked to Graduate Attributes and Skills Award.
- **L&T Hub Induction** – led by LTS staff, brief introduction to processes supporting learning and teaching.
- **Security advice** – led by security staff.
- **Library Induction** – arguably one of the most important things we can do with our students during the first couple of weeks. These tend to work best when they are ‘active learning’ sessions – e.g. treasure hunts, quizzes in small groups etc.
- **Sportspark & Student Societies**– Sport and clubs are a key element of the student experience at UEA. A number of Schools build-in a ‘SOC MART’ sessions.

- **Student Performance Accelerator** (e.g. NBS) – A ‘Handbook’ that focuses on rapid development of self-insight (e.g. into preferred learning styles) and the development of HE study skills (including referencing).
- **Meet the staff** – Most schools have a ‘meet and greet’ session of some kind early-on during the Induction week. Ideally, this should bring students from different cohorts together (overt activity to tackle ‘silos’).
- **Professionalism Lecture** – this is key for ‘professional programmes’ but arguably something similar would be beneficial for all degree programmes since this cuts to the heart of academic integrity – our students are all likely to progress to a career in a ‘professional setting’.
- **Meet your adviser session** - most Schools have a session (of varying length/duration) where students meet their advisers either individually or in small groups. This should arguably be compulsory for all induction/transitions programmes.
- **Basic Skills session** – these introduce students to basic study skills, e.g. referencing/citation/essay design/writing skills.
- **Specific/dedicated sessions led by DOS** – some Schools build these in, some don’t. Helpful in ensuring that students are aware of and able to access the support services provided, when they need them.
- **Dedicated sessions for Joint Degree students** – some schools build-in sessions focused on ensuring that students on Joint Degrees understand the context in which they will be studying. These are likely to be useful for all students on Joint Degrees.
- **Explanations of pedagogical approach** – some schools provide dedicated sessions where the pedagogical approaches used to teach subjects are explained to students.
- **Introductions to Blackboard** – dedicated sessions on how BB is used to support learning and communicate with students.
- **Introductions to Laboratories** – these provide a ‘gentle’ introduction to what can often seem like a ‘scary’ learning environment.
- **Use of student buddies** – a really effective means of ensuring peer-to-peer support and effective student integration.
- **Campus Tours** – several schools offer these. Arguably essential for all courses/subjects.
- **Course Director talks** – provide a user-friendly and very bespoke introduction to the particular degree on which students have embarked.
- **Subject ‘taster’ sessions** – these are used in a number of schools. Normally short, and limited in number – provide a means of easing students into the study of some key themes/concepts associated with their subject, but NOT formal delivery of module content.
- **Early formative assignments** - where students get to engage in collaborative or individual formative exercises that provide an early insight into their ‘level’ of performance (e.g. knowledge of subject, standard of English etc).
- **Evening Parties and other social events** – relatively common feature in induction programmes. These promote rapid socialisation/integration. Often the focus is on a particular Year group (e.g.1<sup>st</sup> years) but these could easily bring together different cohorts.

### 3) Areas for development

- **Length/Duration** - Some Induction programmes are arguably too short/limited – some only last 1 day, most only last 1 week. Some are 2 weeks. Colleagues are encouraged to consider how induction/transitions support can be ‘phased’ or ‘staggered’ over a period of weeks or a whole semester, and made more ‘timely’ – e.g. detailed guidance on plagiarism/collusion/referencing occurs prior to submission of 1<sup>st</sup> substantive piece of formative or summative work.
- **Social events** – activities of a social nature are important in building a sense of ‘belonging’ and in ensuring that students are quickly integrated into our community. Research into induction activities indicates that successful social integration results in effective academic integration and enhanced retention and performance.
- **Developing Resilience**- More emphasis, certainly in professional schools, on enabling students to develop their capacity to withstand stress and to adapt to the transitions they face throughout their programmes. Research demonstrates that improving resilience and developing a realistic mind-set can prevent/reduce stress.
- **Cross-cohort activities** - More emphasis could be given to bring different cohorts of students together from different programmes. This is important in ensuring that students are aware of the diverse community of scholars/students they are joining.
- **Student-led activities** – these do not currently feature prominently in our induction programmes and should do in the future. Schools may wish to think about how/where student reps and PAL mentors could ‘lead’ specific aspects of induction into the University. Buddying systems work very effectively in some schools.
- **Use of technology (other than VLE)** – more use could be made of social media (e.g. Twitter, Facebook) before, during and after induction to support integration and to build a sense of belonging. Research demonstrates that effective use of social media can enhance rapid integration.
- **Explaining Key Regulations** – it seems likely that time could profitably be devoted to ensuring that students develop a better understanding of the regulations and policies that apply to them and their programmes e.g. Word Count Policy, Attendance Policy, Extenuating Circumstances Regulations, CoP on Placement Learning, Plagiarism & Collusion Policy.

## Appendix D

### Good Learner Inventory

Place a tick or cross in the shaded area to show close you feel to being a 'really good' learner at this point in time.

The really good learner	Tick one of the boxes below							The not very good learner
<b>PERSONAL QUALITIES</b>								
Enthusiastic								Lethargic
Sets high expectations and personal goals								Does minimum necessary for a pass; sets low expectations
Motivated								Apathetic
Passionate								Finds everything boring
Wants to learn								Lacks motivation
Enjoys reading								Dislikes reading
Able to concentrate								Unfocused, short attention span
Attentive, good listener								Tired and inattentive
Participator; contributes fully								Lazy; social loafer; freeloader
Dedicated								Stressed
Ambition to succeed								Doesn't want to succeed
Ambition to master subject								No interest in subject
Wants to be the best they can								No interest to learn or do well
Open-minded								Closed-minded, set in their ways
Able to ask good 'open' questions								Tends only to ask 'closed' questions
Embraces extra-curricular learning								No extra-curricular learning or research
Embraces opportunities to learn								Learning is reliant only on lectures
Good self-critical learner								Doesn't want to learn new skills
Good analytical learner								Unable to analyse issues or data
Committed to personal growth								Not bothered about own development
<b>ACTIONS AND STUDY STRATEGIES</b>								
Attends <u>all</u> scheduled teaching sessions								Attends few teaching sessions - picks and chooses
Willing to try new things								Set in ways, rigid, inflexible
Makes good use of time available in class								Wastes time and fails to maximise value of time in class
Asks good questions; willing to argue and debate								Never asks questions or engages in arguments & debates
Embraces groupwork								Resists engaging in groupwork
Takes and implements new ideas well								Takes time to absorb new ideas and theories, can't implement them
Reads-up on things that interest them, even when not asked to								Does no additional reading – reads only what is 'required'
Always completes required reading								Frequently fails to complete required reading
Makes use of help from other students and staff								Tries to do everything by themselves, fails to seek support
Takes note of advice								Does their own thing, ignores advice
Good at taking notes, and being selective								Disorganised note-taker, records everything or wrong things
Meticulous not-taker – easy to reflect back on notes								Poor note-taker – difficult to use as a revision resource

Organised, attentive								Disorganised; often 'hung-over'
Practices skills frequently								Doesn't bother
Good at managing own time								Poor at managing own time
Completes work by set deadlines								Misses deadlines, incurs penalties unnecessarily

## Appendix E

### Types of student transitions

One of the tasks completed by the members of the Working Group was to identify, collectively, the various kinds of 'transitions' that different kinds of students experience whilst at UEA. As can be seen from the list below, these are varied and each transition brings with it different challenges both for the student, and for the University. Those responsible for leading the delivery of learning and teaching at module, course and school level are encouraged to think about how these transitions are experienced by students in their school, and what kinds of support or interventions might be necessary to assist students accordingly.

<b>Student Transitions: What are the key transitions experienced by our students?</b>
<b>International students - Transition into study in the UK</b>
<b>Transition from parent/Carer to university student</b>
<b>Transition from CARE into university</b>
<b>Transition from School to University (Small pond to big pond)</b>
<b>Transition from Home to University</b>
<b>Transition from dependent (school learner) to independent/autonomous (HE) learner</b>
<b>Transition from <u>Employment</u> into Higher Education</b>
<b>Transitions into Foundation Programmes (Level 0)</b>
<b>Transitions into the 1<sup>st</sup> Year (Level 4)</b>
<b>Transitions into the 2<sup>nd</sup> Year (Level 5)</b>
<b>Transitions into the 3<sup>rd</sup> Year (Level 6)</b>
<b>Transition into 4<sup>th</sup> Year (Level 7 IM Courses)</b>
<b>Transitions into Year Abroad &amp; return to UEA</b>
<b>Transitions into Semester Abroad</b>
<b>Transitions into intercalation and return to study at UEA</b>
<b>Transitions into Placement</b>
<b>Transition in Year in Industry and return to UEA</b>
<b>Transition from UG studies into Post-graduate Taught (PGT) Programmes</b>
<b>Transitions into research (e.g. PGR)</b>
<b>Transitions from higher Education into <u>Employment</u></b>
<b>Transition from Staff Member to Student</b>

## Appendix F

### Examples of innovative, creative activities within induction & transitions

Pauline Fitzgerald (Leeds Metropolitan University) *Easing the transition to university: successful student induction*, HEA 2014 STEM Conference:

- Introductions bingo – ice breaker
- Murder mystery puzzles and logic puzzles
- Interview each other- compile book for personal tutor
- All course team take part in the day, running different activities
- Treasure hunt in teams covering all the areas where they will be taught, as well as catering facilities, library etc. We call it a fact finding mission
- Lab taster day- several small activities, different pieces of equipment, 15 min rotation. Use of lab coats, safety etc. General lab behaviour before students undertake full practicals.
- Course handbook quizzes – testing knowledge of contents, regs etc
- Student charter reflective exercise – mutual obligations and expectations
- Group lab exercise done in lab ‘teams’ on enzymes – presented as a poster exercise.
- Belbin Teamwork questionnaire completed as part of group activities.
- Detailed induction questionnaire for students to find out which bits most important or enjoyable.

## Appendix G

### Agendas of meetings of the Review of Student Academic Induction & Transitions

#### 1<sup>st</sup> Meeting of Review Working Group

26 Feb 2015

##### Agenda

- 1) Terms of Reference & Membership/Representation
- 2) Meetings of the Working Group and our approach to conducting the Review process.
- 3) Induction/transition strategies in the HE sector (HEI allocations)
- 4) Insights contained in the research literature on Induction/Transitions – Building-up a ‘repository’ of sector research.
- 5) LTC over-arching ‘Principals’ on Induction/Transition arrangements.
- 6) LTC Induction and Transition ‘Themes’ to be addressed in School-level induction/transition programmes – Reflective Exercise in Groups
- 7) Examples of existing induction programmes and practice at UEA – best practice for dissemination
- 8) What are the KEY Student Transitions and what student ‘needs’ will be associated with them? Reflective Exercise in Groups
- 9) Future agenda items for Meetings 2 & 3.

#### 2nd Meeting of Review Working Group

23 March 2015

##### Agenda

- 1) Minutes of last meeting + Actions Points
- 2) Revised membership of the Induction/Transitions Working Group.
- 3) Examples of good/innovative ideas in the HE sector – individual members to feedback on their findings.
- 4) Student Success in Navigating Transitions between Stages of Study – Some data
- 5) Summary of the varied types of ‘Transition’ – reflecting on list identified in meeting 1.
- 6) Findings from the literature – some examples to drive our future discussions.
- 7) UEA Transitions Report (June 2010)
- 8) Completed Induction Planners – reflecting on planners completed following the 1<sup>st</sup> meeting
- 9) Data provided by BIU (1) – Summary from SES, PTES and Arrivals Focus Groups

##### **Attachments:**

Doc for Item 1 – Minutes from 1<sup>st</sup> meeting

Doc for Item 4 – Data analysis: Student Success in Navigating Transitions between Stages of Study

Doc for Item 5 – Summary of Types of Transitions

Doc for Item 6 – Findings from the Literature

Doc for Item 7 – Single Page Summary of Transitions Report (2010)

#### 3rd Meeting of Review Working Group

15 April 2015

##### Agenda

- 1) Minutes of last meeting + Actions Points (document attached)
- 2) Summary of group discussions around key types of ‘Transitions’.
- 3) Examples of good/innovative ideas in the HE sector – individual members to feedback on their findings.
- 4) The Good Learner Inventory + Skills Audit (document attached)
- 5) Findings from the literature – some examples to drive our future discussions (document attached)

- 6) Philip Newton, 'Academic integrity: a quantitative study of confidence and understanding in students at the start of their higher education', *Assessment & Evaluation in Higher Education* (2015).
- 7) Examples of good practice at UEA – summary of data from last year's induction programmes (To be tabled).
- 8) Data on Induction Timetables 2014/15 (documents attached)
- 9) Some questions to discuss – Group discussion focusing on some key issues relating to Induction/Transitions. We will discuss these Qs in groups and capture key responses/ideas.
  - o Should UEA establish an Academic Induction/Transitions Group – composed primarily of academic staff, that focuses on sharing practice and embedding innovative approaches across the University – a key 'strategy' group which feeds into TPPG/LTC?
  - o Should the whole of the first semester of 1<sup>st</sup> year be viewed as an extended induction period facilitating rapid transition/integration? Should fixed periods also be used for PGT, and UG entry to Stages 2/3? How can induction be 'staggered' more effectively?
  - o Should each School have one person who is responsible for coordinating Induction/Transitions planning, and liaising with LTS and academic programme teams accordingly to ensure a more 'joined-up' approach?
  - o What aspects of Induction/Transitions support should be provided 'centrally' (i.e. by colleagues outside of the School)?
  - o Should UEA employ a computerised Plagiarism/Academic Practice test/quiz that students can take either prior to start, or in early stages of study?
  - o Should UEA develop a MOOC-type online module, drawing on examples like the 'Preparing for Uni' MOOC developed by Harriet Jones in BIO?

#### **4th Meeting of Review Working Group**

**21 May 2015**

##### **Agenda**

- 1) Minutes of last meeting + Actions Points (to follow)
- 2) Memorandum circulated by ADTP to all staff engaged in planning/delivery of Induction/Transitions. Note examples of good practice, and areas for development (attached)
- 3) Reflections by members who attended Harriet Jones' briefing on the *Preparing for Uni* MOOC – should it be 're-purposed' for our own applicants/students?
- 4) Reflections on L & T Day 2015 'Student Transitions' – key transferable practice.
- 5) Examples of good/innovative ideas in the HE sector – individual members to feedback on their findings.
- 6) Findings from the literature – individual members to feedback on examples of recent published research on induction/transitions.
- 7) The shape of the academic year – Semester dates for 2016 onwards (draft paper, subject to further discussion considered by LTC on 13 May 2015)
- 8) Questions/Group discussion: Areas for Development – Group to divide into two groups (Group A, Group B) and discuss following questions:
  - Student-led activities – these do not currently feature prominently in our induction programmes and should do in the future. Schools may wish to think about how/where student reps and PAL mentors could 'lead' specific aspects of induction into the University. Buddying systems work very effectively in some schools. How can this aspect of induction/transitions be enhanced?
  - Explaining Key Regulations – it seems likely that time could profitably be devoted to ensuring that students develop a better understanding of the regulations and policies that apply to them and their programmes e.g. Word Count Policy, Attendance Policy, Extenuating Circumstances Regulations, CoP on Placement Learning, Plagiarism & Collusion Policy. How can this aspect of induction/transitions be enhanced?

- If UEA was to put in place academic Induction/Transitions-focused web pages like those at Imperial College – what should be the key sections/elements of content? What aspects of transition should it support? What things would you delete or add? Imperial site link: <http://www.imperial.ac.uk/students/success-guide/getting-started/what-to-expect/>
- Should UEA employ a computerised VARK test (or other learning styles inventory) that all students can take either prior to start or in early stages of study. <http://vark-learn.com/the-vark-questionnaire/>

## Appendix H

### Key issues/Actions arising from meetings of the Review of Student Academic Induction & Transitions

The Student Academic Induction and Transition Working Group met on 4 occasions and actions were recorded at each of the meetings. Below is a summary of the actions agreed at each meeting:

#### 26 February 2015

1. Each member was assigned one or two top 30 UK Universities and asked to look at the New Student Induction pages or equivalent and report back examples of good practice that might be readily transferable to UEA to the group.
2. Members were requested to read the 'Transitions Into and Within HE Project' available on the Academic Induction and Transition tab of the TPPG Blackboard site and report back at the next meeting.
3. Members divided into groups and undertook a reflective exercise on key student transitions and what student needs would be associated with these transitions. The output from the discussions was subsequently collated into a single document. Members also reflected on key transition points for students from pre-arrival at University until after graduation. 20 different transitions were identified.
4. Members were asked to identify examples of good practice in existing induction programmes with a view to disseminating this via the group.

#### 23 March 2015

1. Members fed back on their findings having looked at New Student pages and induction activities at other universities. Highlights from this included an app for new students at Exeter, a video presentation of student life at Cardiff, student talking heads at Bristol, close working between the Student Union and the University at Warwick and talking heads where students outlining the positive and negatives about starting at university, the academic and the social were also interlinked, one stop shops for face to face information at both Lancaster and Imperial were commended. Kent's site was deemed to be an excellent example and included a Canterbury app and direct links to social network sites.
2. Members were asked to send the Working Group Secretary any examples of key resources and of good practice from the literature around induction and transitions when they came across it. These would then be put up on the Blackboard site.
3. Consideration was given to whether information could be provided to students prior to their arrival at UEA via Blackboard. Preference for providing it via the UEA New Student Website was expressed by several members of the group.
4. Members divided into groups and each considered key transition points at particular stages. One group looked at transitions from dependent to independent learner, another considered transitions into Year 1, a third looked at transitions into Year 2, transitions into the final year was looked at by another group and intercalation was the focus of the final group. Groups were asked to come up with a wish-list of what they would like the University to do for students at each transition stage.

#### 15 April 2015

1. It was reaffirmed that once the work of the group was completed there would be in existence a Blackboard site which would be a tool kit and a source of guidance and best practice. There would also be a wealth of useful literature to draw on.
2. Members of the group agreed that there should be a University Academic Induction/Transitions strategy group composed primarily of academic staff which focussed on sharing good practice and embedding innovative approaches to induction and transitions across the university. The group could report to TPPG and LTC.
3. Members of the group also agreed that the whole of first semester of the first year should be viewed as an extended induction period. Students would for example, undertake induction activities, have study skills training and discipline specific taster sessions.

### **21 May 2015**

1. Members discussed the key principles and summary of best practice already identified in the memo sent out by the Academic Director of Taught Programmes on 28 April to key academic and administrative staff entitled Planning for Induction and Transitions Support in 2015/16. It was agreed that developing resilience was essential for students. The Associate Dean (L&T) for FMH had undertaken a significant amount of work in this area and undertook to identify relevant resources to go on the Blackboard site. Members of the group were encouraged to share the contents of the ADTP's memorandum with their colleagues.
2. Members discussed a paper produced by Jane Helgesen on the Library's engagement with student induction. It was noted that whilst it was very good to see Library staff working in partnership with academic colleagues the report did not make reference to students. However, it was clear from the group's discussions that there were a number of initiatives in the Library which involved students, such as the BIO buddy scheme. It was agreed that members should disseminate the paper to colleagues in their School or service. It was also agreed that the DOS buddy scheme, which linked home and international students should be highlighted to academic and administrative colleagues by members of the group.
3. It was agreed that there should be campus orientation/tours for international students or those coming to UEA via Clearing since they were unlikely to have had the opportunity to attend Open or Applicant day events.
4. It was agreed that ENV representatives would send the Chair details of the scavenger/treasure hunt they were preparing to help students with orientation around campus.
5. In reviewing literature that had been circulated to members prior to the meeting it was agreed that 'Preparing for Success' was a very useful online resource for students and academic staff.
6. It was agreed that prior to arrival at UEA students should be made aware of the help available to them once they arrived for example the DOS Learning Enhancement Team Skills Toolkit and study skills materials. It was also agreed that the New Student webpages should have a page for parents. It was also agreed that the information on the New Student webpages should be highlighted to academic staff (<https://www.uea.ac.uk/newstudents>).

7. Members discussed proposals for semester dates from 2017/18- 2020, including possible uses of the two weeks freed up by the two week reduction in the summer examination period. It was agreed that broken backed semester should be avoided where possible. There were also discussions on the feasibility of setting a fixed Easter break.
8. The Chair asked members of the group to give consideration to the use of technology to support induction/transition and to think about whether UEA should employ a computerised VARK test or other learning style inventory that all students could take either prior to the start of their course or in the early stages of study. This would be considered further at a final meeting of the group in June.

## Appendix I

### UEA Academic Induction Checklist

Staff coordinating planning of Induction should use this 25 point 'Checklist' as a tool to help them think-through and address key elements of the Induction Programmes in their School of Study. The Induction checklist is not intended to be a prescriptive list of things that must be included – rather, it is intended to provide a helpful reference point to inform their programmes at School and/or Course level.

#### 25-POINT INDUCTION CHECKLIST

N°	List of Issues for Planning Purposes
1	<b>Welcome from Head of School?</b>
2	<b>Opportunity to meet academic and support staff of the School?</b> E.g. This might include key role holders (e.g. Senior Advisor, Course Directors, Teaching Director) as well as local support staff.
3	<b>Opportunity to meet with advisers (singly or in small groups)?</b>
4	<b>Opportunities to meet with students from other cohorts, or other years (e.g. cross-cohort activity)?</b>
5	<b>Are any elements of Induction student-led?</b> (i.e. by PAL mentors/Officers, or by School Reps?)
6	<b>Have existing students been consulted about the content/shape/focus of the Induction programme?</b> – e.g. Student reps (via SSLCs) and other students will often have useful and valuable ideas to offer based on their own experience of the Induction programme the year before....
7	<b>Have students had opportunities to receive briefings from colleagues in central services?</b> DOS <input type="checkbox"/> Careers <input type="checkbox"/> Year Abroad <input type="checkbox"/> Library <input type="checkbox"/> LTS <input type="checkbox"/> Other <input type="checkbox"/> Security <input type="checkbox"/>
8	<b>Briefing by members of the UEA Union of Students?</b> – e.g. purpose of the UUEAS, services provided, opportunities to be involved in societies, sports, guidance service, student representation and identities of School reps etc.
9	<b>Briefing and overview of the course by Course Director/Module Organisers?</b> Clear overview of the salient features of their chosen programme of study – with the particular features of each Stage of study clarified, and optionality clearly explained. Distinctive elements like placements etc. need to be outlined, as well as frequency of lab session, lectures, PBL sessions, seminars, workshops etc. The concept of research-led teaching needs to be 'unpacked' and explained. Exploration of Course Handbook?
10	<b>Subject-specific taster sessions?</b> – e.g. introducing 'themes' associated with subjects, or problems that might be explored. These session sit outside of formal module content and delivery of the latter. They are about engaging students, inspiring them early-on and triggering their interest and curiosity.
11	<b>Opportunity to explain expectations of student engagement?</b> i.e. level of commitment (e.g. study hours) and standards expected regarding assessment (e.g. marking scales/criteria). Exploration of mutual expectations in Student Charter?
12	<b>Briefing on assessment tasks?</b> – e.g. number, types, rationale and links to disciplinary understanding and transferable skills etc. Links between formative and summative assessment and provision of feedback/feed-forwards etc.
13	<b>Introduction to key academic and study resources?</b> – e.g. e-Vision, Blackboard, IT Labs, Science labs, key software, hardware etc.
14	<b>Explanations of key University policies and regulations?</b> – e.g. policy on plagiarism & collusion, policy on attendance, word counts, penalties for late submission, policy on extenuating circumstances etc.
14	<b>Is there is healthy emphasis on active learning and group-based activity?</b> – e.g. in formative assessments, informal learning activities (Quizzes, treasure hunts etc)?

15	<p><b>Are students provided with opportunities to explore:</b>  Peer learning and issues associated with groupwork? <input type="checkbox"/>  Issues associated with Reflective learning? <input type="checkbox"/>  The meaning and use of critical reading, thinking and writing? <input type="checkbox"/>  Professionalism <input type="checkbox"/>  Developing resilience <input type="checkbox"/>  Time management strategies <input type="checkbox"/>  Employment opportunities on campus (Convenors, Ambassadors, PAL mentors, Union outlets etc) <input type="checkbox"/></p>
16	<p><b>Is there opportunity to discuss careers and preparation for the world of work?</b> – e.g. clear sense of the ‘graduate attributes’ they will develop whilst on their course, and how their course will prepare them for employment? Ways in which assessments build transferable skills?</p>
17	<p><b>Has the Induction programme been designed specifically to address the needs of particular groups of students?</b> Such as:  International students? <input type="checkbox"/>  Mature and/or part-time students <input type="checkbox"/>  Students with caring commitments <input type="checkbox"/>  Disabled students <input type="checkbox"/>  Students on Joint Degrees programmes <input type="checkbox"/>  (Wherever possible dedicated sessions/briefings should be provided for Joint Degree students, and clashes between schools should be avoided).</p>
18	<p><b>Is there provision of basic academic skills training?</b> – e.g. referencing, citation, plagiarism awareness, essay design, academic writing skills etc.</p>
19	<p><b>Have students an opportunity to learn about student peer mentoring systems available in their school (e.g. PAL), and beyond (e.g. in DOS)?</b> – e.g. student ‘buddy’ systems, peer feedback systems (e.g. in HUM).</p>
20	<p><b>School and campus tours?</b></p>
21	<p><b>Have a minimum of 3 days been set aside for Induction in Week 1?</b></p>
22	<p><b>Have other Induction activities been planned for subsequent weeks?</b> - e.g. training on plagiarism awareness led by PO?</p>
23	<p><b>Are appropriate uses made of digital/mobile technology (other than VLE)</b> – e.g. social media (e.g. Twitter, Facebook) before, during and after induction to support integration and to build a sense of belonging?</p>
24	<p><b>Have small-scale formative assessment tasks been set early-on in order to ensure that students receive early feedback on their performance?</b> –e.g. these might be very informal, but allow students either a chance to work together or to test-out their level of understanding, use of resources or sources etc.</p>
25	<p><b>Have students had opportunities to engage with any of the following?</b>  Self-reflective skills audit? <input type="checkbox"/>  Good Learner Inventory? <input type="checkbox"/>  Online plagiarism awareness tests? <input type="checkbox"/>  VARK or other learning styles tests? <input type="checkbox"/>  Belbin or other team roles tests? <input type="checkbox"/>  Online Library training module? <input type="checkbox"/></p>