



Guidance on Induction and Transition

This document contains guidance and suggested activities for supporting students during an extended induction and transition period (approximately the first six weeks) which will enable them to engage positively with the University and their programme and to clarify their expectations about academic life. There are specific suggestions from across the University and examples of good practice from the sector. The complete document can be found on the [LTI website](#).

- Research examining induction practices and student retention highlights the first semester as a critical period for students. The majority of students are making the transition from the more rigid and formal teaching of 'A' levels to HE's demand for learner autonomy. Many students are unprepared for the experience (Ozga and Sukhnandan, 1997; Yorke, 1999) and 'A' level study habits can persist well into the first year. (Cook and Leckey, 1999).
- For first year students (and new taught postgraduate students) induction week should include discipline related teaching activities aiming to develop cohort cohesion; develop curiosity in the course content and introduce students to learning/study skills (e.g. learning to use *Studynet* and search for appropriate sources and materials) but substantive teaching activities/core content sessions should not be included within induction week.
- For level 5 and level 6 students, induction and transition activities should have a focus on placements and study abroad/personal development/employability skills/careers. This [progression model](#) from the School of Health and Social Work shows the changing perspectives of the student, the tutor and the learning environment through levels 4,5 and 6.
- This example from the School of Education shows how [MSc students](#) are prepared for higher level study.
- This [Prezi presentation](#) highlights key points to consider when designing induction and transition programmes.
- Two small scale evaluations give students' reflections on the induction process in 2012:
 - [Induction week Expectations: report](#)
 - [Meeting people and making friends: focus group feedback](#)
- The University of Ulster's [STAR](#) project provides case studies from the sector covering areas such as off campus events; extended induction; student mentoring; longitudinal induction; skills sessions and examples specific to international students.

How to use the guidance

- The guidance is designed to be used on a pick and mix basis, to be adapted according to the needs of individual programmes, subjects and cohorts. Many of the activities can be used at any level. There are four separate sections.
- Links have been provided for ease of use. You will need to be logged on to StudyNet to access the links which will take you to examples, video clips and further suggestions.

Induction

- [Prezi presentation](#) with examples from across the University. Sections include Registration & enrolment; Support information; video of [Students' Union activities](#); Practical requirements; Discipline related sessions or assessment; Small group activities; Fostering the culture; How do students get to know each other; Key places; Key people.
- This schedule shows the range of activities undertaken by level 4 students on the compulsory cross disciplinary module [Engaging with the Humanities](#)

Guidance for students

- Advice from the University's [Induction website](#) the [University's mini guide](#) and the [latest A-Z guide](#).
- The [Induction Marathon](#) checklist tells students what they should be doing over the first semester
- Direct entrants and late entrants will need particular support. This [example from the Business School](#) outlines their processes for supporting direct entrants.
- [Familiarisation with the University](#) : practical suggestions for helping students to find their way around.
- [Socialisation](#) : practical suggestions for helping students get to know each other. [Ice breaker activities](#).

Academic Skills

- Introduction to [Information Hertfordshire](#) ; guidance on finding [discipline-specific resources](#) and the [StudyNet KnowHow guide](#)

Skills development

- The Business School's [Centre for Academic Skills Enhancement](#) provides excellent on-line resources which are accessible to all UH students.
- [Video tutorials](#) from the University of Reading's study advice pages.
- [Developing note taking skills](#) practical suggestions for helping students to make most effective use of lectures.

Plagiarism

- [Turnitin guidance](#) on effective academic practice and avoiding plagiarism.
- University of Reading video on [Avoiding plagiarism](#)
- User-friendly guidance from [Epigeum](#)
- [Light hearted video](#) from the University of Bergen on the pitfalls of plagiarism.

Student expectations

- **International students**
 - [On-line support](#) from the University.
 - The University of Southampton's [Prepare for Success](#) contains useful information about preparation for study in the UK.
- **Shared commitments and expectations** in the University's [Student Charter](#)
- [Addressing expectations and concerns](#) practical suggestions for helping students to make the transition to HE or higher level of study.
- [Engaging with the discipline](#) practical suggestions for subject specific activities.
- [Developing seminar skills](#) practical suggestions for helping students to work together and get the most out of seminars.
- [Understanding assessment](#) practical suggestions for helping students learn about processes, criteria and feedback.

Employability/Personal development

- Introduction to [Careers and Placements](#)
- [Volunteering](#) opportunities from the Students' Union.
- [Graduate Attributes booklet](#). Examples of good practice from the Schools. **The Graduate Attributes** are also cross-referenced in [the I-Spy tutorials](#)
- [Events for returners](#) from placement and the year abroad (Business School & School of Humanities)
- **Year Abroad** UH [Study Abroad](#) web page outlines the advantages of spending a period abroad. This [video](#) shows students from across the University talking about their Year Abroad. More general information is available on <http://www.thirdyearabroad.com>