Induction Project
Discussion with Schools
Feb – Mar 2013
What is induction for and what
should the Manchester Induction
look like?

Meeting plan

1. • Purpose of Induction
2. • Objectives
3. • Successful Student Is?
4. • Stages of Induction
5. • Special features – your School
6. • Foundations
7. • Pillars
8. • Monitoring
9. • Next Steps

Overall Purpose of Induction

Induction is a process that continues throughout a student's relationship with the University, **through which they are offered the information, support and networks that will give them the best opportunity to develop** into graduates 'distinguished by their intellectual capabilities, employability, leadership qualities, and their ability and ambition to contribute to society.'
(Manchester 2020: the Strategic Plan)

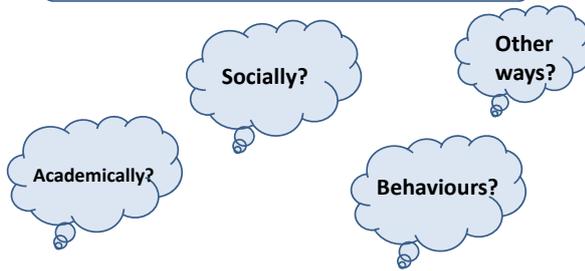Thoughts?

Objectives of Induction

- So far:
  - Equipping students with tools to be successful
  - Building on Welcome to integrate new students into the School community

  > Are there other objectives that we should state?

  > What is different about the purpose of induction for PGR/PGT?

A 'successful' student?

> What are the characteristics of a 'successful' student?

Other ways?

Socially?

Academically?

Behaviours?

Stages of Induction

- We are suggesting that Induction can be treated in a series of stages:
  - Pre-Arrival
  - Initial Welcome (covered by the Manchester Welcome and School Welcomes)
  - First Year
  - Subsequent Years – annual transitions
  - Preparation for graduation

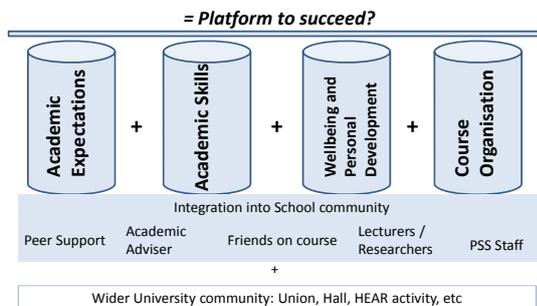 Comments?

Special features specific to your School

Do programmes in your School have particular features that should be taken account of (e.g. in Medicine teaching begins in Week 0)?

Foundations of Induction?

Integration into School community				
Peer Support	Academic Adviser	Friends on course	Lecturers / Researchers	PSS Staff

+

Wider University community: Union, Hall, HEAR activity, etc

Other 'foundations'?

Pillars of Induction?

= Platform to succeed?

Academic Expectations + Academic Skills + Wellbeing and Personal Development + Course Organisation

Integration into School community				
Peer Support	Academic Adviser	Friends on course	Lecturers / Researchers	PSS Staff

+

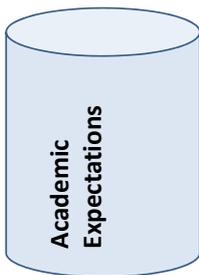Wider University community: Union, Hall, HEAR activity, etc

Pillars of Induction contd

> **Other 'pillars'?**

As categories, are these the things that should be included in induction? Are there any missing?

What's in the pot?

Academic Expectations

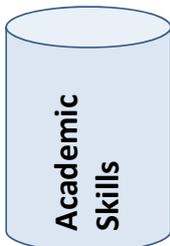**What** do students need to be introduced to?

When do they need this information?

When are they best able to take in this information?

How is the information most effectively introduced? What do you currently do?

Does it need **repeating** at any point in their academic career?

What's in the pot?

Academic Skills

What do students need to be introduced to?

When do they need this information?

When are they best able to take in this information?

How is the information most effectively introduced? What do you currently do?

Does it need **repeating** at any point in their academic career?

What's in the pot?

Wellbeing and Personal Development

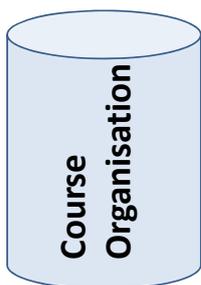**What** do students need to be introduced to?

When do they need this information?

When are they best able to take in this information?

How is the information most effectively introduced? What do you currently do?

Does it need **repeating** at any point in their academic career?

What's in the pot?

Course Organisation

What do students need to be introduced to?
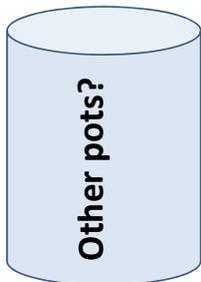
When do they need this information?

When are they best able to take in this information?

How is the information most effectively introduced? What do you currently do?

Does it need **repeating** at any point in their academic career?

What's in the pot?

Other pots?

What do students need to be introduced to?

When do they need this information?

When are they best able to take in this information?

How is the information most effectively introduced? What do you currently do?

Does it need **repeating** at any point in their academic career?

Monitoring/Evaluation/Governance

- Once the induction framework has been agreed and Schools begin to implement it
  - How will we know if it is effective?
  - How will we know whether it is being implemented consistently?
  - What should the mechanisms be for ongoing monitoring/evaluation/review?
  - How will students be involved in all the above?

---

* Subject to change in response to experience!

Next steps*?

US
- Draft and re-draft a framework and guidance for Induction iteratively – so every School has contributed to it
- Publish a first draft in April/May and circulate for feedback. Publish a second draft by end July 2013.
- Supporting Website; other tools?

YOU
- Begin to discuss induction 2013 – 2014 now . With a view to making some changes in 2013 – 2014: trying new ideas, considering induction points throughout the programme
- Discuss induction with students – their priorities/needs/ideas – gauging reaction and getting suggestions.
- Informing us of your plans for 2013 – 2014, particularly any ideas you plan to pilot – end July 2013

US
- Workshop? When?
- Evaluation of your new ideas ⟶ by end of academic year 2013 – 2014 we publish a final report which draws on experiences of 2013 – 2014 to produce the final framework and guidance for Manchester Induction