Manchester Induction Cycle - Staff Consultation results

Survey overview

Number of respondents: 19
Expected number of respondents: 50
Response rate: 38.0%
Launch date: 01 Aug 2013
Close date: 12 Sep 2013

Section 1: Slide 1

1. To what extent do you agree that the title 'Enabling Student Success - the Manchester Induction Cycle' promotes a more extended approach to induction?

Disagree:		0.0%	0
Mostly Disagree:		10.5%	2
Neither Agree nor Disagree:		15.8%	3
Mostly Agree:		10.5%	2
Agree:		63.2%	12
No answer:		0.0%	0

2. What alternative suggestions do you have for a title?

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 2: Slide 2

3. Having read through the framework (circulated with the invitation to complete the questionnaire, or see link below), do you agree that it can be appiled to students at any level of study?

Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		31.6%	6
Agree:		63.2%	12
No answer:		0.0%	0

4. Do you have any comments on the scope of the framework?

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 3: Slide 4

5. To what extent to do you agree that this annual cycle approach is helpful?

Disagree:		0.0%	0

Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		52.6%	10
Agree:		47.4%	9
No Answer:		0.0%	0

6. What other stages, if any, would you add and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

7. Any other comments?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 4: Slide 6 - Statement of Induction Purpose

8. To what extent do you agree that this statement appropriately encapsulates the overall purpose of induction?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		10.5%	2
Mostly Agree:		31.6%	6
Agree:		57.9%	11
No Answer:		0.0%	0

9. Any suggestions for improvement?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 5: Slide 7 - A Platform for Success

10. General comments on 'a platform for success'.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 6: Slide 8 - Induction Objectives

11. Do you agree that these objectives are sufficient?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.6%	1

Mostly Agree:		22.2%	4
Agree:		72.2%	13
No Answer:		0.0%	0

12. If not, what would you add?
In attemptign to extend/refine the purpose of induction, yuo are perhaps overlookign teh primary purpose of a good induction which is surely to orientate a person well, providign them with pertientn information.
Maybe add something about inspiring students to want to learn more, not just from their course but more generally. Something that could tie in quite well with objective 3 of Manchester 2020?

Section 7: Indicators of a successfully inducted student

13. Do you agree with these headline characteristics?			
13.a. Part of our Community			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		21.1%	4
Agree:		78.9%	15
No Answer:		0.0%	0
13.b. Ready to arrive in or return to Manchester			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		15.8%	3
Agree:		78.9%	15
No Answer:		0.0%	0
13.c. Welcomed (Back)			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		26.3%	5
Agree:		73.7%	14
No Answer:		0.0%	0
13.d. Acclimatized and 'found their feet'			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		15.8%	3
Agree:		78.9%	15

No Answer:		0.0%	0

13.e. Settled in & Prepared for the Journey Ahead

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		10.5%	2
Agree:		84.2%	16
No Answer:		0.0%	0

14.

14.a. Do you agree that this approach balances consistency with enough flexibility to determine what works best locally ?

Disagree:		0.0%	0
Mostly Disagree:		5.6%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		22.2%	4
Agree:		72.2%	13
No Answer:		0.0%	0

14.b. Do you agree that these outcomes will provide a suitable focus for your induction programme locally?

Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		15.8%	3
Agree:		68.4%	13
No Answer:		10.5%	2

15. Comments

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 9: Slide 10 Part of Our Community

16. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		36.8%	7
Agree:		63.2%	12
No Answer:		0.0%	0

17. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 10: Slide 11 Ready to arrive in or return to Manchester

18. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree Nor Disagree:		0.0%	0
Mostly Agree:		26.3%	5
Agree:		73.7%	14
No Answer:		0.0%	0

19. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 11: Slide 12 Welcomed (Back)

20. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree Nor Disagree:		0.0%	0
Mostly Agree:		42.1%	8
Agree:		57.9%	11
No Answer:		0.0%	0

21. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 12: Slide 13 Acclimatized and 'found their feet'

22. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		31.6%	6
Agree:		68.4%	13

No Answer:		0.0%	0

23. What outcomes would you add or remove, and why?
Outcome 3 seems to belong on a reshaped Slide 20. Also, the title uses US English spelling.
use the word 'navigate [their way]' rather than 'find [their way]'

Section 13: Slide 14 Settled in and prepared for the journey ahead

24. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Agree:		73.7%	14
Mostly Agree:		21.1%	4
No answer:		0.0%	0

25. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 14: Tools for Success

26. Do you agree that these are the right categories of content?			
26.a. Academic Expectations			
Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		5.3%	1
Agree:		73.7%	14
Mostly Agree:		15.8%	3
No answer:		0.0%	0
26.b. Academic Skills			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Agree:		84.2%	16
Mostly Agree:		15.8%	3
No answer:		0.0%	0
26.c. Wellbeing & Support			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0

Neither Agree nor Disagree:		0.0%	0
Agree:		88.9%	16
Mostly Agree:		11.1%	2
No answer:		0.0%	0

26.d. Personal & Academic Development

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Agree:		84.2%	16
Mostly Agree:		15.8%	3
No answer:		0.0%	0

26.e. Programme Organisation

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		10.5%	2
Agree:		73.7%	14
Mostly Agree:		10.5%	2
No answer:		5.3%	1

Section 16: Slide 16 Academic Expectations

27. Do you agree with this content?			
Disagree:		5.6%	1
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		27.8%	5
Agree:		61.1%	11
No Answer:		5.6%	1

28. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 17: Slide 17 Academic Skills

29. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0

Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		27.8%	5
Agree:		72.2%	13
No Answer:		0.0%	0

30. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 18: Slide 18 Wellbeing & Support

31. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		33.3%	6
Agree:		61.1%	11
No Answer:		5.6%	1

32. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 19: Slide 19 Personal & Academic Development

33. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.6%	1
Mostly Agree:		38.9%	7
Agree:		55.6%	10
No Answer:		0.0%	0

34. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 20: Slide 20

35. Do you agree with this content?			
Disagree:		0.0%	0

Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.6%	1
Mostly Agree:		22.2%	4
Agree:		72.2%	13

36. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 21: Underpinning Principles

37. To what extent do you agree that these principles, if observed, will contribute to meeting the objectives of induction?		
Disagree:	0.0%	0
Mostly Disagree:	0.0%	0
Neither Agree nor Disagree:	5.6%	1
Agree:	55.6%	10
Mostly Agree:	38.9%	7
No Answer:	0.0%	0

Section 22

38. Please give your overall rating of the framework		
Very Poor:	0.0%	0
Poor:	0.0%	0
Neutral:	5.9%	1
Good:	52.9%	9
Very Good:	41.2%	7

39. Any further comments to make?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

40. Are you making any changes or trying any new initiatives for your induction programme in 2013 - 2014? If so, please tell us more so that we can share good practice and innovation.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

41. Part of the implementation plan will be to develop appropriate support for Schools and Faculties in delivering induction. If you have any suggestions of what you would find most useful, please add them here.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 24: About You

42. Are you responding as			
an individual:		94.7%	18
a group:		5.3%	1

43. Please state which area of the University you are from:			
Engineering & Physical Sciences:		11.1%	2
Humanities:		11.1%	2
Life Sciences:		11.1%	2
Medical & Human Sciences:		16.7%	3
Central Directorate:		38.9%	7
Other *(please specify)*:		11.1%	2
Students Union			
Students' Union			

44. Are you			
Academic Staff:		11.1%	2
Professional Support Services Staff:		77.8%	14
Both (group response only):		0.0%	0
Other *(please specify)*:		11.1%	2
Sabbatical Officer			
Union Officer			

45. Are you directly involved in planning or delivering student induction?			
Yes:		82.4%	14
No:		17.6%	3
45.a. If yes, is your student audience			
Mainly undergraduate:		n/a	6
Mainly taught postgraduate:		n/a	2
Mainly research postgraduate:		n/a	1
All levels of study:		n/a	8
45.b. And is it			
Mainly home students:		6.7%	1
Mainly international (including EU/Erasmus) students:		6.7%	1
Both:		86.7%	13

Results For Question 40.

40. Are you making any changes or trying any new initiatives for your induction programme in 2013 - 2014? If so, please tell us more so that we can share good practice and innovation.
Improved & streamlined processes on induction day & welcome week, to allow students time to engage with University activities.
School of CEAS We have re-designed welcome around creating a community feel instead of programme specific information, which tended to be lecture after lecture, given little time for students to mix and create friendships. This year we have introduced a welcome fair and lunch. We have set up stalls promoting areas such as International Society, Education Support Office, Careers, Sport, various societies, student union etc. This way students can pick and choose their interest, we end the fair with a lunch, that all academics and PPS staff attend, the aim is it to build early relationships and continue to build upen throught their stay. The UG fair is on the Monday 16th September from 12 onwards and PGT on Wednesday 18th September from 12 onwards We have also given student's more 'me time', for instance on Wednesday the 18th September, UG student are free to utilise the main university facilities, such as the City Bus Tour etc.
Use of mobile devices and remote induction prior to arrival and those working off-site and part-time.
we have reviewed our induction and involved more student mentoring and freed up a little time for Year 1 students to engage more with the University induction.
Within sport we will be offering clinics / open day style introductory talks throughout the year to continually promote the facilities and services on offer. Rather than only promoting at Welcome Week.

Results For Question 39.

39. Any further comments to make?
in underpinning principles - add 'evolving' - to acknowledge this will evolve with student (and staff) input to improve the process do we need to emphasise that this process will be or is embedded in all areas of the university so all staff are aware (even if they are not student facing)?
Misses the whole University context and that is predominantly how they will be known on graduation. What University messages do we want them to know?
Perhaps too much jargon /too abstract to make it useable for most staff to translate into real action.
There's very little on these slides about helping students to find and to move into accommodation. I promise you that's one of the important things to a new student. For many students, their accommodation is an important introduction into their social circle. Increasingly, a student's social circle is going to influence their choice of accommodation and who they choose to share with — even for new entrants.
We send out pre-arrival guides to students at the beginning of August. As room information was not available at that point we were unable to include it in the welcome schedule information. This means we will have to follow up with an amended programme sent by email. We really need that information if we are to make the guides we send out useful in preparing students for their arrival.

Results For Question 36.

36. What content would you add or remove, and why?
A lot of dipirate info here - not clear how useful some of it will be
first column - add something about access
Some of this information can be given ahead of arrival.
This slide needs to fit better with Slide 13, "Acclimatized and 'found their feet'" This is all about the student's Programme but somewhere, things are falling through the gaps: collaboration tools such as email, the facilities available in the learning commons, the Library and its website. These aren't part of a particular Programme but they have a strong relevant to teaching and learning. Some students learn English before the start of their degree proper. The students will encounter Blackboard and other systems before they encounter their Programme.

Results For Question 34.

34. What content would you add or remove, and why?
Again, would like to see mention of the opportunities available in the Students' Union here
I presume Schools can add in additional local examples?
Managing expectations and relationships with staff could be included
Maybe this information is more relevant once the student is inducted & settled (information overload?)
The "role of key staff" panel mentions a lot of different roles. I'd want to see this simplified for students but maybe that means changes outside the scope of this consultation.
Those who run and lead University clubs and societies should also be recognised as volunteers as well as the better known volunteering schemes that are offered
Under key staff I would also include Programme Administrators. They play a key role in facilitating support and students often find them more approachable in the first instance.

Results For Question 32.

32. What content would you add or remove, and why?
Could add in a bit about feeling part of a community or network of students and academics
emphasise the student is 'never alone'
Stress and work/life balance could be added as more prolems related with this are emerging.
This area mainly deals with support and prevention of problems. Wellbeing is also about enhancing and improving, and I don't feel that this is evident enough. This is covered in the next section under personal development, but it should be recognised as part of wellbeing also
Would like to see mention of the Students' Union support services here.

Results For Question 30.

30. What content would you add or remove, and why?
Clinical skills where relevant (to programmes in MHS)
Collaboration is a key academic skill and should be listed here. Many courses require formal participation in collaborative activities. Also, should mention online access to course material as a delivery mode.
Intro to expectations sounds like it should be under Academic Expectations. Seems to be an overlap between the two headings.
learning from others' experiences (esp from different cultures and backgrounds)

Results For Question 28.

28. What content would you add or remove, and why?
Its too subjective to measure!
Professional conduct expectationsfor healthcare prorgammes in MHS
should we add something about the level of service a student should expect? i am thinking form a point of view of having assignments returned on time with structured feedback
Subheadings could be categorised under other headings. e.g. Appropriate behavior could come under academic skills
Under conduct, could add in attendance?

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Section 1: Slide 1

1. To what extent do you agree that the title 'Enabling Student Success - the Manchester Induction Cycle' promotes a more extended approach to induction?

Disagree:		0.0%	0
Mostly Disagree:		10.5%	2
Neither Agree nor Disagree:		15.8%	3
Mostly Agree:		10.5%	2
Agree:		63.2%	12
No answer:		0.0%	0

2. What alternative suggestions do you have for a title?

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 2: Slide 2

3. Having read through the framework (circulated with the invitation to complete the questionnaire, or see link below), do you agree that it can be appiled to students at any level of study?

Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		31.6%	6
Agree:		63.2%	12
No answer:		0.0%	0

4. Do you have any comments on the scope of the framework?

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 3: Slide 4

5. To what extent to do you agree that this annual cycle approach is helpful?

Disagree:		0.0%	0

Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		52.6%	10
Agree:		47.4%	9
No Answer:		0.0%	0

6. What other stages, if any, would you add and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

7. Any other comments?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 4: Slide 6 - Statement of Induction Purpose

8. To what extent do you agree that this statement appropriately encapsulates the overall purpose of induction?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		10.5%	2
Mostly Agree:		31.6%	6
Agree:		57.9%	11
No Answer:		0.0%	0

9. Any suggestions for improvement?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 5: Slide 7 - A Platform for Success

10. General comments on 'a platform for success'.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 6: Slide 8 - Induction Objectives

11. Do you agree that these objectives are sufficient?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.6%	1

Mostly Agree:		22.2%	4
Agree:		72.2%	13
No Answer:		0.0%	0

12. If not, what would you add?
In attemptign to extend/refine the purpose of induction, yuo are perhaps overlookign teh primary purpose of a good induction which is surely to orientate a person well, providign them with pertientn information.
Maybe add something about inspiring students to want to learn more, not just from their course but more generally. Something that could tie in quite well with objective 3 of Manchester 2020?

Section 7: Indicators of a successfully inducted student

13. Do you agree with these headline characteristics?			
13.a. Part of our Community			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		21.1%	4
Agree:		78.9%	15
No Answer:		0.0%	0
13.b. Ready to arrive in or return to Manchester			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		15.8%	3
Agree:		78.9%	15
No Answer:		0.0%	0
13.c. Welcomed (Back)			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		26.3%	5
Agree:		73.7%	14
No Answer:		0.0%	0
13.d. Acclimatized and 'found their feet'			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		15.8%	3
Agree:		78.9%	15

No Answer:		0.0%	0

13.e. Settled in & Prepared for the Journey Ahead

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Mostly Agree:		10.5%	2
Agree:		84.2%	16
No Answer:		0.0%	0

14.

14.a. Do you agree that this approach balances consistency with enough flexibility to determine what works best locally ?

Disagree:		0.0%	0
Mostly Disagree:		5.6%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		22.2%	4
Agree:		72.2%	13
No Answer:		0.0%	0

14.b. Do you agree that these outcomes will provide a suitable focus for your induction programme locally?

Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		15.8%	3
Agree:		68.4%	13
No Answer:		10.5%	2

15. Comments

- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 9: Slide 10 Part of Our Community

16. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		36.8%	7
Agree:		63.2%	12
No Answer:		0.0%	0

17. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 10: Slide 11 Ready to arrive in or return to Manchester

18. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree Nor Disagree:		0.0%	0
Mostly Agree:		26.3%	5
Agree:		73.7%	14
No Answer:		0.0%	0

19. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 11: Slide 12 Welcomed (Back)

20. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree Nor Disagree:		0.0%	0
Mostly Agree:		42.1%	8
Agree:		57.9%	11
No Answer:		0.0%	0

21. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 12: Slide 13 Acclimatized and 'found their feet'

22. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		31.6%	6
Agree:		68.4%	13

No Answer:		0.0%	0

23. What outcomes would you add or remove, and why?
Outcome 3 seems to belong on a reshaped Slide 20. Also, the title uses US English spelling.
use the word 'navigate [their way]' rather than 'find [their way]'

Section 13: Slide 14 Settled in and prepared for the journey ahead

24. Do you agree with these outcomes?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.3%	1
Agree:		73.7%	14
Mostly Agree:		21.1%	4
No answer:		0.0%	0

25. What outcomes would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 14: Tools for Success

26. Do you agree that these are the right categories of content?			
26.a. Academic Expectations			
Disagree:		0.0%	0
Mostly Disagree:		5.3%	1
Neither Agree nor Disagree:		5.3%	1
Agree:		73.7%	14
Mostly Agree:		15.8%	3
No answer:		0.0%	0
26.b. Academic Skills			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Agree:		84.2%	16
Mostly Agree:		15.8%	3
No answer:		0.0%	0
26.c. Wellbeing & Support			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0

Neither Agree nor Disagree:		0.0%	0
Agree:		88.9%	16
Mostly Agree:		11.1%	2
No answer:		0.0%	0

26.d. Personal & Academic Development

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Agree:		84.2%	16
Mostly Agree:		15.8%	3
No answer:		0.0%	0

26.e. Programme Organisation

Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		10.5%	2
Agree:		73.7%	14
Mostly Agree:		10.5%	2
No answer:		5.3%	1

Section 16: Slide 16 Academic Expectations

27. Do you agree with this content?			
Disagree:		5.6%	1
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		27.8%	5
Agree:		61.1%	11
No Answer:		5.6%	1

28. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 17: Slide 17 Academic Skills

29. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0

Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		27.8%	5
Agree:		72.2%	13
No Answer:		0.0%	0

30. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 18: Slide 18 Wellbeing & Support

31. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		0.0%	0
Mostly Agree:		33.3%	6
Agree:		61.1%	11
No Answer:		5.6%	1

32. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 19: Slide 19 Personal & Academic Development

33. Do you agree with this content?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:		5.6%	1
Mostly Agree:		38.9%	7
Agree:		55.6%	10
No Answer:		0.0%	0

34. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 20: Slide 20

35. Do you agree with this content?
Disagree:		0.0%	0

Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:	▭	5.6%	1
Mostly Agree:	▬▬	22.2%	4
Agree:	▬▬▬▬▬▬	72.2%	13

36. What content would you add or remove, and why?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 21: Underpinning Principles

37. To what extent do you agree that these principles, if observed, will contribute to meeting the objectives of induction?			
Disagree:		0.0%	0
Mostly Disagree:		0.0%	0
Neither Agree nor Disagree:	▭	5.6%	1
Agree:	▬▬▬▬▬	55.6%	10
Mostly Agree:	▬▬▬▬	38.9%	7
No Answer:		0.0%	0

Section 22

38. Please give your overall rating of the framework			
Very Poor:		0.0%	0
Poor:		0.0%	0
Neutral:	▭	5.9%	1
Good:	▬▬▬▬▬	52.9%	9
Very Good:	▬▬▬▬	41.2%	7

39. Any further comments to make?
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

40. Are you making any changes or trying any new initiatives for your induction programme in 2013 - 2014? If so, please tell us more so that we can share good practice and innovation.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

41. Part of the implementation plan will be to develop appropriate support for Schools and Faculties in delivering induction. If you have any suggestions of what you would find most useful, please add them here.
- There are too many responses to display on this page and so all the responses to this question are available on a separate page.

Section 24: About You

42. Are you responding as			
an individual:		94.7%	18
a group:		5.3%	1

43. Please state which area of the University you are from:			
Engineering & Physical Sciences:		11.1%	2
Humanities:		11.1%	2
Life Sciences:		11.1%	2
Medical & Human Sciences:		16.7%	3
Central Directorate:		38.9%	7
Other *(please specify)*:		11.1%	2
Students Union			
Students' Union			

44. Are you			
Academic Staff:		11.1%	2
Professional Support Services Staff:		77.8%	14
Both (group response only):		0.0%	0
Other *(please specify)*:		11.1%	2
Sabbatical Officer			
Union Officer			

45. Are you directly involved in planning or delivering student induction?			
Yes:		82.4%	14
No:		17.6%	3
45.a. If yes, is your student audience			
Mainly undergraduate:		n/a	6
Mainly taught postgraduate:		n/a	2
Mainly research postgraduate:		n/a	1
All levels of study:		n/a	8
45.b. And is it			
Mainly home students:		6.7%	1
Mainly international (including EU/Erasmus) students:		6.7%	1
Both:		86.7%	13

Results For Question 21.

21. What outcomes would you add or remove, and why?
Need to be clear about differences e.g. how PGR is different to PGT or UG
Outcome 2 (New students are introduced to our community.......) the University and School welcomes should always mirror each other, we don't want to send out mixed messages to students. In 2012-13, there were alot of new initiatives from central cascaded down to schools, communication and a clear vision is paramount to the success of this outcome.
Students should 'review what they already know' or maybe make a pledge to address something they didn't in the previous year

Results For Question 19.

19. What outcomes would you add or remove, and why?
add 'accurate' to the first statement
I would add an outcome about enabling students to use and understand services such as email, My Manchester, Blackboard, the welcome week microsite, and the accommodation systems. This isn't just about exploring a community (which to me sounds like joining facebook), it's about facts and familiarisation. It's also not just about academic materials. For new students, payment for tuition will be an important step towards arrival / return. I would make this a separate outcome because the first impression of this experience will make a difference. I would hope to match the demand for payment against a clear picture of what is offered in return.
No thappy to suggest tehy have access to study materiasl ahead of arival: this is not logistically possible.
what does 'virtually' mean?!

Results For Question 17.

17. What outcomes would you add or remove, and why?
But requires a component that is about the whjole University - how will that be delivered
Could add including staff and peers to the first outcome (in a similar way to how they are referred to in Welcomed Back)?
I would add something about supporting their peers and/or fostering a sense of collegiality - as well as good ambassadors, students can be excellent peers to their colleagues.
I would change the title to "Part of a community", and rethink the 4th outcome.
Not sure about includign the one abotu ambassadors. Doesn't that coem later? Not applicabel to new students so readily.
point two - we should ensure that students KNOW how to be involved in contributing to the activities of the university - the statement assumes they know this.

Results For Question 15.

15. Comments
Find it impossible to answer qeustion 14 (a) - not sure what you're referring to - which 'approach'? I don't liek teh term 'inducted' - see above comment
I think the headlines are really useful to explain in a practical manner what the induction framework is trying to achieve.
It would help to provide some eventual guidance on using the framework when producing materials for induction. For example, when publicising the UoM's "culture, values and expectations" which documents ought to be cited (e.g. the Student Charter, the 2020 Vision). Are there to be agreed protocols? How much scope would there be to interpret these at a local level? e.g. Are there specific attributes of a Humanities graduate in addition to those of the Manchester Graduate? If so, how can Schools/Faculties determine and agree these messages?
Welcome week sets the tone for the rest of the academic year, we have changed the focus of our welcome week from academic information overload to being part of our community, making them feel part of the commmunity from day one. Enabling students to interact with their peers and form early friendships What is extremely important, is that we all beleive in this ethos, by this a mean all staff (PSS and Academic), we can't give mixed messages to the students.

Results For Question 10.

10. General comments on 'a platform for success'.
academic skills - i think students being involved in an academic community is more than just acquiring academic skills - its about forming relationships with your peers and lecturers, and creating an academic partnership
Confusing. Unclear what the cylinders represent.
I agree 'a strong sense of community and beleonging' is extermely important, if we do not embed this into the induction cycle, this can lead to many student disengaging with their studies. While academic skills are what are acknowledged in their degree certicate, other factors mentioned in the platform for success underpin their achievements, if you like they are the hidden elements to their success
I think that this is excellent!
Not all that clear what is meant by culture, values and expectations. All others are very clear. Nice diagram.
Not entirely sure this image works too well in providing greater clarity. Concepts are good, but the diagram needs to be simpler.
Really pleased to see attention given to values and wellbeing. Would maybe include your Course Rep and Faculty Rep in the school community section?
requires info about the whole Univ, so they can see their role and programme in context

Results For Question 9.

9. Any suggestions for improvement?
I think induction also should be a process of enabling the students to learn independently. For me it's an exercise in self-management as much as providing the right information and support.
Misses the point about them being members of the whole University and effective ambassadors
Note omments above - induction is just step 1: then comes more student-centred development.
Something about making students partners in developing their learning experience perhaps?

Results For Question 7.

7. Any other comments?
Having "Pre-Arrival" and "Settling in" in the cycle may infer it is targeted at first year students.
I really dont' liek the term 'inducted' used as a way to describe a person. perhasp better to say 'a student who has ahd a sucessful induction'…
In the future the annual cycle of study will be less important. Students will move to new forms of self-directed learning and peer support. These need not be governed by a calendar. I think this change will be as dramatic as allowing library loans in the mediaeval era, if not more so.
Not sure if completing the academic year and progression and reflection need to be separate and a little unsure as to how they fit into the idea of induction.

Results For Question 6.

6. What other stages, if any, would you add and why?
Consider an additional stage between preparing for study & completing the academic year?
I agree that all tehzse stages shoudl form part of the student learnign experience but do not agree that 'completing the academic year'and 'progression & reflection' can be considerd a part of 'induciotn'. Induction by its very nature is around the initial stages of each level of study. I do understand the intention to see induciton as more than a quick 'hello' in welcome week for our first years. I think we run the risk of over-egging it if we don't regrad induciton is step 1 of a process of education.
I think pre-arrival also extends to choosing which University to study at - so the framework needs to be articulated well before students choose to study here, with the values of the UoM community communicated clearly and concisely (although I'm sure that this has already been considered!).
I think there is something missing between preparing for study and completing the academic year - what about engaging students in their study, helping them throughout the year..
Re-engagement with students who have arrived and then seem to have disengaged / fallen behind. To feed into "preparing for study" perhaps?
see previous answer Maybe include something about 'when things don't go to plan'?
Would perhaps add a stage between "Preparing for Study" and "Completing the Academic Year". Maybe another "Progression and Reflection" stage for half way through the year?

Results For Question 4.

4. Do you have any comments on the scope of the framework?
Can only comment for relevance to undergradate students, not sure if applies fully to PG.
I think in practice, it will be very much aimed at first years rather than every year - and especially not post grads
I think the framework has been well considered, to ensure it is broad enough to cover any student.
The challenge will be to identify how best to apply the Framework to those students who do not follow a traditional mode of study. For me, induction is about the building of an academic community. Communities are now both physical and virtual. I would like to see the UoM, through this framework, attracting more students on to campus to be part of the physical community here. To do that, we need to adequately understand the challenges that they face, and the reasons for not engaging with the physial campus environment.
would it be useful to add a section about returning after an extended break from study? There might be different parameters to consider here. It would also be useful to have something acknowledging that things won't always be perfect

Results For Question 2.

2. What alternative suggestions do you have for a title?
(The word cycle implies that the same thing happens over and over again, whereas with induction, it needs to be tailored year on year to students' needs and requirements) Manchester Induction Framework Manchester Student Induction Lifecycle
Engaging students in university life - the Manchester Induction Cycle
For the development for the induction process it works fine. But beyond this I think the word 'cycle' is a bit too scientific and maybe not user friendly. Maybe 'Induction the Manchester Way' or 'Enabling Student Success - Your Induction' when it comes to being student facing
Joining the University Becoming a memner……..
Less jargon please
University of Manchester Student Induction

Results For Question 41.

41. Part of the implementation plan will be to develop appropriate support for Schools and Faculties in delivering induction. If you have any suggestions of what you would find most useful, please add them here.

Developing a guidance and appropiate support would be very welcoming to schools. Communication is vital to the success if implementing the plan. Ensuring there is constant dialogue and feedback session, such as this will greatly aid this implmentation. Maybe asking school's to feedback on how their welcome week went and then semester reports on how progression is going during the induction cycle might help, this may give us an indication that we are following the same path. The important thing to remember is that we don't give student conflicting information

Examples of good practice.

How The Atrium (and the services housed within it) can work with Schools/Faculties to promote and embed the induction framework to students. Articulating how students can use the space to promote their understanding of how to seek the right support, but also how to use support services when things are going well.

Script/key messages about the Univ

Sharign of useful materials: a central resource bank for useful photos/slides/graphs etc e.g. showign university structure.

Sharing of good practice across Schools- already started- facilitating this in an easy manner- intranet site, networks or forums?

Yes - the online Equality & diversity training will be a good way to address a lot of the issues some students face - http://www.studentnet.manchester.ac.uk/equality-and-diversity/training/