

Faculty of Humanities

Welcome and Induction Framework for Schools and Programmes

This framework document has been designed to enable colleagues to structure their online Welcome and Induction activity at a School and programme level. The framework has been produced collaboratively with academic and PS staff from all our Schools along with student representatives.

The framework must always be read in conjunction with the further guidance provided on the Humanities [Welcome and Induction webpage](#). This webpage provides all current and up to date information on plans for University level Welcome activities, along with further resources, key contacts and information about how this framework was designed and who contributed.

Aims of School and programme Welcome

1. To build on University Welcome activities and provide students with the School and Programme level information they need, at the appropriate times;
2. To generate a sense of community that engages students in their programme, School and the wider University; and
3. To acknowledge the differences and benefits of a remote access blended learning experience.

Key principles to ensure all students receive a consistently high standard experience

Structure of School and Programme level Welcome

- A timetable of Welcome activity, defined by the programme team, should be shared with students as part of pre-arrival information.
- Each day of Welcome should have a particular theme, for example general programme introduction on Monday, meeting PASS Leaders/Peer Mentors and Student Reps on Tuesday, careers and study skills information on Wednesday etc.
- A blend of synchronous and asynchronous activities should be structured into this week to ensure students have the information they need and have opportunities to ask questions and meet members of staff and other students.
- Each School and programme should set up and populate a Blackboard space, for example a Blackboard community webpage, dedicated to Welcome and induction information.
- Direct entry students should receive a dedicated Welcome and induction from their School and programme area.

Content of School and Programme level Welcome

- Welcome talks containing key 'need to know' information about the students' programme should be pre-recorded and provided as a resource for students to refer back to. Following the Welcome talk a synchronous drop in session (or sessions) should be offered to allow students to ask questions and meet staff in a live environment. Please consider that students will be available at different times of day, for example International Students who have not yet travelled to the UK.
- Whilst pre-recorded, the viewing of all 'need to know' information should be timetabled into the student's School/programme induction setting the expectation that it is a task to be completed and providing space to do this.
- Programme teams should develop a list of FAQs based on common student queries, which can be added to throughout Welcome and induction then made available on Blackboard as an ongoing resource.
- **The University Welcome, will provide information on core areas of support available, for example Careers, Study Skills, My Learning Essentials, etc., but this information can be re-visited at School and programme level in a tailored form, to suit student's areas of interest**
- Programme teams should ensure that all students have the necessary access to IT resources and platforms to enable them to participate with Welcome and Induction activities.

Suggested Welcome and Induction activity – to be considered alongside information provided on the [Humanities Welcome and Induction webpage](#)

The activities below are recommended for all programmes, but can be tailored as appropriate to reflect specific areas. Responsibility for ensuring the activity is carried out will be determined at School level. All activity should build on and complement University level activity.

All Welcome activities (pre-recorded talks, Q&A sessions, synchronous teaching activity etc.) should be delivered using the appropriate online tools and platforms. The Faculty has number of [core recommended tools](#) and information on a range of supplementary software.

The Faculty's [principles and standards for the blended learning offer](#) also contains information on tools and resources (see page 7).

It is recommended that you use tools consistently to support a high quality student experience. There is a significant amount of information, advice and guidance available on the [Humanities eLearning webpages](#). There are also teaching toolkits and resources available on the [Institute for Teaching and Learning webpages](#).

Colour Key: All students Returning students New students

Activity	Content/key need to know information for students	Colleagues involved (as needed)	Resources (development in progress)
Programme welcome talk <i>Asynchronous</i> See core recommended tools	<ol style="list-style-type: none"> 1. Introduce (or re-introduce) key staff members (Course Unit Directors, student support, programme admin) 2. Outline the structure of the programme 3. Information on course unit selection, key dates, and any further 'need to know information' 4. Building on content from University level Welcome activities, tailored information can be given on support and opportunities offered University wide, for example study skills, Careers, Stellify, UCIL, My Learning Essentials (MLE), etc. 5. Outline remaining Welcome and induction activities 6. Brief overview of the School and programme support available 7. Outline how students should expect to learn during their time at University, what they can expect from their teaching and what they are responsible for doing or engaging with to get the most from their learning. This should also include guidance on effectively engaging with blended learning. For returning students this may also want to include acknowledgment that the learning environment is different now, but also highlight the benefits of this, for example developing new digital skills which will be useful for employability 8. Outline the expectations on the student around attendance, Netiquette and completion of mandatory online modules outside of their subject, for example on Consent, Health and Safety and Academic Malpractice Training (for returning students taking into consideration what they will have completed in previous years) 9. Introduction on how to use Blackboard and the technical support available (including reminders for returning students) 10. Placement/study abroad information 	<ul style="list-style-type: none"> - Programme Director - Course Unit Directors - Student/programme support staff - Students from related Students' Union society - Student Reps (if in place) - Student Ambassadors (if in place) - PASS/Peer Mentoring coordinators - Careers Service - Library/MLE 	<ol style="list-style-type: none"> 4. My Learning Essentials Careers Service Stellify (student info) Stellify (staff info) Info for staff on UCIL Volunteering, Ethical Grand Challenges, etc. Student Support webpage 5. Ideally this should be a timetable to share 6. Peer Support (PASS and Peer mentoring) 7. principles and standards for the blended learning offer 8. principles and standards for the blended learning offer (Specifically Appendix.1 on Netiquette) 9. Guides for Staff and Students on using Blackboard 10. Study Abroad Information for Students Study Abroad on Website Study Abroad Blog Placement info for students

Activity	Content/key need to know information for students	Colleagues involved (as needed)	Resources (development in progress)
Drop in sessions with programme team <i>Synchronous</i>	Follow-up activity to the Programme Welcome talk outline above. This is to provide an opportunity for students to meet their Programme Director and wider programme team, in a 'live environment' to ask questions, meet other students and start building a sense of community.	<ul style="list-style-type: none"> - Programme Director - Course Unit Directors - Student/programme support staff 	
Academic Adviser meetings <i>Synchronous</i>	<ol style="list-style-type: none"> 1. Introduce students to their Academic Adviser and/or advising groups 2. Begin building network of support and key points of contact 3. Highlighting and signposting to student support services 4. Academic Advisers to make contact with advisees for a meeting during Welcome/following induction period 	<ul style="list-style-type: none"> - Academic Advisers - PS staff responsible for allocating advisor groups 	Academic Advising Toolkit Guidance on remote Academic Advising
Student and programme support information <i>Embedded across activities</i>	<ol style="list-style-type: none"> 1. Overview of services and support available 2. Key contacts information e.g. Student Support/Welfare Officers, Programme Administrators 3. Links to wider University support available, for example SPORT, My Learning Essentials, Counselling Service, Advice and Response, etc. 	<ul style="list-style-type: none"> - Student and programme support staff 	Counselling Service Six Ways to Wellbeing SPORT Advice and Response (link not live until end of August 2020) My Learning Essentials DASS
Peer Support Introduction <i>Synchronous</i>	Introduction to PASS Leaders/Peer Mentors led by students	<ul style="list-style-type: none"> - Staff and student coordinators for PASS/Peer Mentoring 	Peer Support (PASS and Peer mentoring)
Overview of academic subject matter <i>Asynchronous</i>	Students to become familiar with course content and consolidate 'curriculum essentials' following potential break in learning since March 2020 for new UG students and the summer break for returning students.	<ul style="list-style-type: none"> - Programme Director - Course Unit Directors 	My Learning Essentials
Drop-in session following academic subject session <i>Synchronous</i>	This is a follow-up to the overview of academic subject matter referenced above and provides an opportunity for students to ask questions.	<ul style="list-style-type: none"> - Programme Director - Course Unit Directors 	