Programme Leaders' Induction Guidance - September 2023

This document focuses on induction for undergraduate programmes. Many of the ideas presented are valid for PGT (Postgraduate Taught) students but it is recognised that their induction may be lighter touch to reflect the differing needs. Postgraduate students should be provided with orientation onto their programme, but the shape and scope of this will be locally decided.

Overview

The purpose of induction is to support the transition of students into the university and onto their chosen programme of study. Separate guidance will be provided on support for students in their transition to a higher level of study.

Induction should:

- **Set Expectations** - To help the student understand the level of commitment they should make to successfully complete their course, as well as how the institution will support them.
  - ➢ Provide an overview of the programme: its structure and key features. What modules will be studied in semester 1 and 2? How will the programme be delivered? What is the intended balance between online and campus-based learning?
  - ➢ Help students become familiar with expectations of study within the subject area.
- **Support the development of a strong learning community** between students, as well as with academic and support staff. This socialisation helps students to thrive in university and encourages them to stick with their course if things get tough.
  - ➢ Introduce key members of staff and their roles: e.g., programme leader, module leader, personal tutor, programme team members, key administrative staff, as well as those in relevant student- facing services.
  - ➢ Enable staff and students to meet and become familiar with each other in a friendly/informal way.
  - ➢ Help students start to develop a sense of belonging to the programme and institution.
  - ➢ Building peer networks
- **Communicate the full university experience** - in terms of what the university has to offer, by way of societies, representation, support services and volunteering/employability opportunities.
  - ➢ Provide an overview of key university services such as Library, Student Advice and Wellbeing, Academic Achievement, Student Futures and Unitemps.
  - ➢ Introduce students to JMSU (John Moores Students Union)

- **Last longer than the first week.** The focus of this guide is activity and support for the new student's first week in university. However, the induction and transition period will last much longer. Therefore, consideration should be given to how information and activities can be sequenced through the academic year.

  ➢ Identify pinch-points in the academic year and provide information and support accordingly. These will include submission of first assessment, release of first set of marks, return after a long break

  ➢ Encourage engagement in extracurricular and cocurricular activities such as JMSU clubs and societies, volunteering and Unitemps.

- **Support the use of technology.** Contemporary teaching, learning and assessment is technology rich. Students will need guidance on how they are expected to engage with technology as part of the Active Blended Learning approach.

- **Acknowledgement of previous disruption.** Although new students will not have a history of recent significant pandemic restrictions, they will still carry a legacy of disrupted education. They may feel unprepared for higher education and unsure of whether their achievements are equivalent to those of previous cohorts. As a result, they will need reassurance and support, with an emphasis on affirming the skills and knowledge they have, and which will support ongoing success.

Induction activities at programme level

This document offers a range of suggestions for programme teams to consider as part of their planning for induction, but it is understood that needs will differ from programme to programme. The only stipulation is that all undergraduate programmes provide an induction.

Timetabling

For programmes that work to the LJMU academic calendar, induction should be timetabled across the week beginning **18th September 2023.** There is no standard timetable, but induction should provide sufficient scheduled sessions for students to feel connected to their programme and get to know their tutors and peers. Appended is an example timetable to illustrate how a final timetable *might* look, but it is acknowledged that this should be adapted to meet local need. Class-based contact hours are in line many teaching timetables, but the addition of tours and external activities means that the timetable is fuller. Timetables for induction and regular teaching should be provided to new students so that they can manage this around other demands on their time.

In scheduling sessions, the team should consider the above expectations and build in a suitable selection of activities as outlined below. Care needs to be taken to ensure that students do not feel overwhelmed with information and that sessions maximise participation and encourage peer interaction. To simplify the

timetabling process, core university induction will be supported through the LJMU Freshers Fair in the M&S Bank Arena on the final day of induction week (Friday 22nd September 2023).

Content

Induction enables all new students to learn about their programme. In addition, there should be a range of opportunities across the week for students to meet and engage with their peers and tutors. Offering social as well as academic activities will better establish relationships and support students who might otherwise feel isolated and lonely.

- Programme-focused sessions should provide opportunities for engagement and peer-to-peer interaction. They should encourage students to discuss information provided on the programme's Canvas induction site (or equivalent) and feedback on any tasks that they have been assigned. In addition, any introductory practical or skills-based exercises should be incorporated into the programme timetable.

Suitable on-campus activities include, but are not restricted to:
  - Meet and greet.
  - Explanation of programme structure
  - Icebreakers and games.
  - Exemplar lectures.
  - Personal tutor group meetings.
  - Small group sessions and discussion.
  - Games/simulation exercises.
  - Problem-based learning.
  - Q&A.
  - Practical activity (e.g., studio, laboratory, practice suite)
  - Trips, treasure hunts and visits
  - Orientation activities
  - Distribution of Wellbeing journal
  - Campus tours
  - Visit JMSU

Please note – where activity requires students to prepare and/or feedback, it is good practice to base these around easily accessible and low-stakes information/ideas. Complexity at this stage might make students feel vulnerable and discourage engagement.

- On-campus induction activities should be complemented by online materials and activities that provide information about the course. Ideally, these should require the completion of individual

tasks that new students can complete in their own time but will be explored/discussed in campus-based sessions using a 'flipped classroom' approach. Any online tasks should be time-limited, instruction rich, easy to manage and low stakes so that students do not feel overwhelmed.Teams may consider programme specific, off-campus activities, such as city tours, cultural activities, social events, fieldtrips/site visits. However, these should not incur an added, unexpected cost to the student.

- Programme teams can incorporate a range of on-campus activities offered by relevant professional service teams and JMSU. These will be offered across all sites. However, teams should provide an opportunity for students to visit the Student Life Building. This will facilitate engagement with a range of activities that will be based there, as well as introducing students to this important LJMU resource.

- All new students will be provided with a Wellbeing Journal (click here for details). This is designed to help them plan their work, reflect on their student experience and consider how they can look after themselves. The Journal was the outcome of a successful Teaching and Learning Academy curriculum internship in the School of Education. This work was adapted and revised with Student Advice and Wellbeing. Teams should introduce and explain the purpose of this journal to new students.

Programme induction checklist

Induction should include a range of learning activities and opportunities. This checklist identifies those that should be relevant to all programmes. In addition to these, there may be activities that are linked to specific programme needs.

- ❑ Programme specific pre-induction information/activities to orient students.
- ❑ Introduction to key teaching and support staff, including an up-to-date and welcoming Canvas profile.
- ❑ Information on course structure.
- ❑ Exemplar learning activities that are typical of how students will engage in both in-person and online learning.
- ❑ Introduction to the Personal Tutor and tutee group.
- ❑ Large group sessions.
- ❑ Small group sessions (ideally no more than 30 students).
- ❑ Asynchronous online activities to familiarise students with key university systems and support provided in 'Studying for Success at LJMU'.
- ❑ Opportunities for students to engage with each other.
- ❑ A chance for students to hear about the experiences of previous cohorts.
- ❑ Activities that familiarise students with the city.

- ❑ Social and cultural events.
- ❑ Introduction to the physical estate incl. a tour of the local campus and library
- ❑ A visit to the Student Life Building, including JMSU and Sports Building
- ❑ Appropriate information related to Health & Safety.

Canvas programme induction courses

Each programme will have optional access to a new Canvas induction course (*'Induction (2023-24): <Programme Name>')*. If the team choose to publish this, it will be available for new students on the first year of the programme from when they complete online registration.

Canvas induction courses can include detail of pre-induction activities. This Canvas course will remain available beyond the first week. Hence, content can be added or released to align with stages in the students' first year journey. This will support extended induction activity and avoid overloading students with information from the outset.

Canvas Induction courses should only contain programme-specific information. General university information will
be available on the website and in the 'Studying for Success at LJMU' Canvas course (see below).

Induction activities at university level

To support induction, The LJMU Freshers' Fair has been moved to the end of induction week. In the past, this event has focused on JMSU activities and societies. This year, their work will be complemented by input from a wide variety of professional service teams. As such, the Fair will provide a "one-stop shop" for students to hear about opportunities that sit outside of their programme. In the weeks, following induction, student facing professional service teams will visit sites across the University in a rolling programme of input designed to consolidate messages provided in induction. It is expected that teams keep this day free of academic induction activities so that students can attend.

In addition to the Freshers' Fair, JMSU will deliver a programme of induction activities that students can dip in and out of when their induction timetable allows.

Generic online induction: 'studying for success at ljmu'

Upon registration, new students will be automatically enrolled on a 'Studying for Success at LJMU' Canvas course. This will introduce students to the core Canvas functions and introductory study skills. The emphasis will be on supporting students to acquire basic digital literacy skills and standard expectations associated with academic study. It will offer students an opportunity to engage in asynchronous online activity but there is no expectation that programme teams will incorporate these into programme specific induction. 'Studying for Success at LJMU' supports transition into university and throughout their first year.

Registration and enrolment

Registration of new students will start from 1 August. An online process will enable students to activate their LJMU account and complete registration processes via MyLJMU. Students will be sent their ID card and lanyard through the post. They will also receive instruction on how to access Canvas. Module enrolment follows completed registration. In addition to 'Studying for Success at LJMU', induction sites and module sites will be available from this point if they are published. Hence, teams will need to consider which elements of these sites they wish to publish and when.

Registry Services will run daily reports to identify students who have not completed registration processes and follow up with those students by email and text.Accessibility

All induction activities and materials should be welcoming and accessible for all students, irrespective of their background or circumstances. It is important that resources avoid assumptions about circumstances, experiences or interests that may deter some students from engaging if they feel that they do not fit in.

- Do not assume students' familiarity with academic terms and conventions. This may be particularly important for international students and first-in-family entrants to Higher Education who may not be able to rely on personal networks to guide them.
- Include activities that allow students to share their hopes and expectations for study, as well as some of their prior learning experiences.
- Use small group discussions to involve all students in exploring proper behaviours for engaging in both face- to-face, as well as online activities.
- Provide opportunities for students to hear from a range of previous students about their experiences of the programme and adapting to university life.
- Provide clear instructions for all activities.
- Ensure that materials reflect social and cultural diversity.
- Make sure that any learning materials meet accessibility standards.

Further information on inclusive and accessible curriculum design is available on the Teaching and Learning Academy website.

Illustrative induction schedule for new students

This is included as a potential induction schedule and does not reflect an institutional expectation. Hence, this is NOT an exemplar timetable* but shows how some of the activities in the guidance above could be structured into a schedule. It is expected that programme teams will design a timetable to align with their subject and student needs, as well as considering access to rooms, facilities and centrally provided opportunities.

*Please note that Day 5 should be left free for students to attend the Freshers' Fair

	Day 1	Day 2	Day 3	Day 4	Day 5
10.00-11.00	**Welcome from Programme Leader** ▪ welcome and explanation of Induction Timetable ▪ overview of Programme – key features ▪ Programme Team and support staff introductions ▪ Introduce current students	**Library tour**	**Programme Leader Q&A** ▪ Include feedback on questions from discussion/canvas chat ▪ Offer opportunities to submit questions using vevox	**Extra or co-curricular activities** This could include: ▪ Field Trip ▪ City tour ▪ Treasure hunt ▪ Cultural activities	**Freshers' Fair** ▪ Echo Arena ▪ A large-scale event, incorporating JMSU and LJMU professional services induction activities and opportunities.

11:15-12:00	**Meet Personal Tutor** ▪ Group meeting ▪ Ice breaker ▪ Explanation of personal tutor system ▪ Introduction to wellbeing journal	**Exemplar Lecture** ▪ This should cover a relatively light topic associated with the programme. Emphasis is on opportunities for participation and interaction as much as content. ▪ **For larger programmes** students could have a choice of lectures	**Guest Speaker** ▪ Alumni/Industry speaker ▪ **For larger programmes** students could have a choice of lectures		
12.00-1.00	**Lunch**	**Lunch**	**Lunch**		
1:00-1:30	**Module Overviews x 3** ▪ Module leaders for three of six modules to outline their specific module. Addressing subject content and delivery method	**Module Overviews x 3** Module leaders for the remaining three modules to outline their specific module. Addressing subject content and delivery method	**Institutional facilities** ➤ Visit Student Life Building and JMSU ➤ Visit Sports Facilities		

1:30-2:30	**Small Group Activities (less than 30 students)** ▪ Ice breaking activities. ▪ Exercise on hopes, expectations and appropriate behaviours in class and online	**Small Group Activities (less than 30 students)** ▪ Problem Solving Games ▪ Groups include students from level 5 and 6	➢ Managed in small groups with level 5 and 6 students **Session finishes at 3pm**	
2:30-4.00	**Tour of facilities/orientation** (Led by level 5 or 6 student) ▪ Key teaching spaces ▪ Main buildings ▪ Laboratories/practice suites ▪ Opportunity for informal Q&A	**Session finishes at 3pm**		
DROP-IN – it is suggested that teams provide opportunities for students to catch up with staff if they have any queries, concerns or need clarification of any issues				