Programme Management Plan: INDUCTION and TRANSITION

The CELT [Induction and Transition](http://www.celt.mmu.ac.uk/induction/index.php) pages set out the context and provide information and guidance around the topic. It is expected that programme teams will decide what will work best in their context and within the resources available to them.

The programme leader needs to ensure that everyone knows about the plan and to review it at least annually. On larger programmes, a nominated Induction and Transition co-ordinator could develop and manage this plan and be given a workload allocation for doing this.

This document can help programme teams to develop and update their Induction and Transition plan, to delegate tasks across the team as appropriate, and to support the Continuous Monitoring and Improvement process. The questions in italic could form the basis for the agenda for a programme team planning meeting.

The plan is divided into two sections, both of which could be reviewed annually as part of Continuous Monitoring and Improvement: **key principles**, and an **action plan**.

### **KEY PRINCIPLES**

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| **This self-evaluation checklist is designed to assist the planning for academic induction and re-induction drawn from best practice from across MMU and from the induction and retention research literature.**  **Academic induction** should begin at the same time as Welcome Week so that students have an academic community with which they are engaged from the outset although some programmes may also design in pre-arrival activity. . Consider what to include in relation to your student intake and the demands of the programme.  **Longer term, programme wide thinking is important as**   * Induction and Transition into HE is not just about planning a series of events but is about ensuring all systems, processes and lines of responsibility are designed to provide a coherent start to the students’ experience; * an inclusive curriculum at unit and programme level (which ensures students start well and able to actively engage with their studies) does not happen by chance, but must be designed, planned and implemented, in order to . . . * ensure students are actively supported to acquire or develop the skills they need to make a smooth and sustainable transition into higher education. |

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| **A Sense of Belonging** |
| Transition in HE: The first year experience - We can underestimate how prepared students are for studying at university. The Reciprocal Journeys project created a space for staff and students at university and at college to better understand their experience of the learning and teaching that they encounter in their respective environments. [A film of this exchange has been created as a tool for staff development.](http://www.celt.mmu.ac.uk/induction/reciprocal_journeys.php)‘Induction into HE’ can be so focused on the HE context, that it can largely ignore students’ **prior experiences of learning**, so this should be an important feature of your planning. Likewise, the projects undertaken through the ‘What Works’ initiative have highlighted the importance of students’ **sense of belonging**. [There are examples of how you might approach this and achieve this here](http://www.celt.mmu.ac.uk/progression_retention/whatworks2.php). |

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| **Integrating other enhancement activities**  Opportunities for developing peer support via the [observation and enhancing teaching practice](http://www.celt.mmu.ac.uk/obs_enhance/index.php) scheme:   * Exchange of experiences and documentation with colleagues from other programmes, departments or faculties.   Opportunities for student partnership development:   * Include course representatives or other groups of students in developing and reviewing this plan * Use the Manchester Met [Student Union’s Induction survey](http://www.celt.mmu.ac.uk/induction/Induction%20Survey%20_External%20Distribution%20Report_161216.pptx) to inform your review. |

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| **Student Support, Tutoring and Staff Availability** [Learning Teaching and Assessment (Principle 4)](http://www.celt.mmu.ac.uk/ltastrategy/standards4.php)  * Induction and Transition to University is a process (different for each student) that does not happen in a week, but instead aims to provide academic and social integration to the new environment. (Tinto, 20061) * ALL Tutors with any involvement with students (i.e. everyone . . ) should be fully aware of the [Student Support Framework and referral guidelines,](http://www.celt.mmu.ac.uk/student_success/index.php) e.g. highlighting support for disabled students and those with mental health concerns. Tutors should be aware of the boundaries of the personal tutor role and when to refer, and to whom; * Students will be supported as necessary by the Disability Service to declare a disability or specific learning need; undertake appropriate diagnostic tests; and acquire an individual learning plan. * All international students will have access to academic English support according to need via Coaching for Academic English. * Programme teams should be aware of how this support will link back to student learning provision on the course. <http://www.celt.mmu.ac.uk/student_success/index.php> <http://www.celt.mmu.ac.uk/inclusion/erac.php> * Although starting university is exciting for most students, some can become overwhelmed and may need support in adjusting to their new life (and also assuring that this is ok!); others may arrive at University with pre-existing mental health conditions that require immediate support. Make sure they are informed about the Counselling, Health & Wellbeing Service as early as possible so they know where to go for confidential help. |

1 Tinto, V. (2006) Research and practice of student retention: What next? *Research, Theory & Practice, 8*(1), 1-19.

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| * The **LTA Principle 4** sets out requirements and recommendations for successful inductions, and things that need to be considered:   **Every programme must have a strategy for supporting students through the stages of pre-entry, early induction, on-going induction, and transitions between levels.**   * + What kinds of pre-entry activities are offered and how do they integrate with the programme?   + Which units provide opportunities for early formative feedback at each level of the programme, and how do these activities integrate with later summative work?   + When and how are students provided with opportunities to meet with academic tutors, and how is this followed up later in the programme?   + How will comprehensive information, including (at appropriate points) detailed briefing on pre-reading, provisional timetables, and assessment expectations, be provided?   + How will students be supported in using PDP to reflect on their progress and their skill needs?   + How will students with a disability be supported?   **Induction - Every programme will have a clear communications policy to ensure students receive all appropriate information.**   * What information is provided for students, and how will it be communicated clearly and at the appropriate points in the students’ experience of MMU? * Who should students contact if they have a problem? * How is the currency and accuracy of online academic information to students monitored? * How are email, texts and social media used to communicate with students?   **Office Hours and Academic Staff Availability**   * Academic staff availability should be clearly publicised for students seeking access to tutors. * The agreed University process on the communication of class changes to students and [HUBS](http://www.mmu.ac.uk/students/hubs/) must be implemented. |

Programme Management Plan: INDUCTION and TRANSITION

### **ACTION PLAN**

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| **Programme title** | Date produced: Updated: | |
| **Programme or Course Leader Responsibility**  In order to define purpose and structure of the induction and transition arrangements, you need to consider what you want to achieve and why, and how it will be done . . .   * What is the programme team’s approach to induction and transition? * What is the process of induction and transition in your programme aiming to achieve? * How would you expect students to engage with the induction and transition offered on your programme? * What is the induction and transition structure/process at each level of study? What is the rationale for this? * How does the programme support transitions from each stage to the next? | **Line management** | **Timing** |
| Workload   * *Are all the department’s staff included in the induction of students?* * *How many hours will be timetabled for staff to do induction activities?* * *Do you need someone to act as programme induction and transition co-ordinator?* * *How is the activity for this defined and workloaded?* * Ensure that staffing is congruent with proposed schedule (check with line managers). |  |  |
| Plan the overall pattern of induction and ‘Outduction’ across all years of the course and decide on activities (at Pre-arrival, induction and transition (end of each stage) throughout programme duration.   * *How does the programme support the provision of feedback to the student on their overall progress on the course?* * *How is the timing of this supportive of common ‘pinch’ points in a student’s journey?* * *Does the Induction and Transition plan enable students to meet their own particular needs?* * *How does the process of induction and transition introduce and mesh with the* [*other systems of support*](http://www.celt.mmu.ac.uk/personal_tutoring/referrals.php) *in the faculty/department (Student Experience Tutors, Programme Support Tutors, Student Support Officers; Learner Development Services; IT services; Library; The Writing Project)* * *How are peers deployed? (See for more information about support and training for* [*peer mentoring (PM)*](http://www.celt.mmu.ac.uk/peer_mentoring/index.php) *or* [*peer assisted learning (PAL*](http://www.celt.mmu.ac.uk/pals/index.php)*))* |  |  |

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| **Pre-entry**  Every programme must have a strategy for supporting students through the stages of pre-entry, early induction, on-going induction, and transitions between levels. | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Prepare schedule for staffing where appropriate to agree with programme leader / line manager(s).  Consider information sources to aid planning:   * MMU CELT induction and transition pages * MMU SU induction survey * MMU Careers and Employability Survey (on entry) * Union Induction Survey from previous year. | Programme or Course leader, supported by:   * Induction and Transition co-ordinator * Unit Leaders * CELT Faculty Link * Employability co-ordinator | * 6 months prior to start date |
| Make requests for induction timetables and suitable rooms on the basis of the proposed schedule.  Modify as required. | 6 months prior for initial requests.  1-2 months prior for modifications | As above plus timetabling team. |
| Discuss changes or updates to the induction and transition arrangements with staff team via agenda item at team meeting in term preceding.  Monitor engagement with induction and transition activities for all student groups. | Before start of academic year (term1)  At beginning of term 2 |  |
| How do staff link activities at Open Days with those in the induction and transition process? |  |  |
| How do you liaise with Marketing Communications and Development and Recruitment and Admissions, who will circulate info pre-arrival |  |  |
| What kinds of pre-entry activities are offered and how do they integrate with the programme? This might include a course online platform e.g. social networks for pre-course engagement with peers, buddies etc. |  |  |
| How will comprehensive information, including (at appropriate points) detailed briefing on purposeful pre-reading, provisional timetables, and assessment expectations, be provided? |  |  |
| Information about where to go (and how to get there) for the first week. This might include a virtual tour of key programme locations (labs, workshops, theatres, lecture and seminar rooms etc.) |  |  |
| When and how are students provided with opportunities to meet with academic tutors, and how is this followed up later in the programme?Early contact from the University and the programme team with a named key contact e.g. programme student experience / support tutor is strongly recommended. |  |  |
| How will students with a disability or mental health concerns be supported? |  |  |
| What are the FAQs, where are they answered and what opportunities are there for students to ask further specific questions? |  |  |

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| **Academic Induction** Every programme will have a clear communications policy to ensure students receive all appropriate information. | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| **Timetabling and** Timing   * *How are transition activities planned for ‘just in time’ delivery?* * *How appropriately are transition activities timed for students including commuter students; those in halls; part-time; Combined Hons etc.* * *How and when do you need to communicate with timetabling services if necessary?* |  |  |
| What are your systems for ensuring information is provided for students:how it will be communicated at the appropriate points in the students’ experience of MMU?Who should students contact if they have a problem?How and by whom is the currency and accuracy of online academic information to students monitored?How are email, texts and social media used to communicate with students?Academic staff availability and ‘Office Hours’ should be clearly publicised for students seeking access to tutors  * The agreed University process on the communication of class changes to students and [HUBS](http://www.mmu.ac.uk/students/hubs/) must be implemented.   **Student and staff engagement**   * *How are the purposes of induction communicated to students?* * *How does the programme handle non-engagement with induction and transition activities?* * *How does induction and transition articulate with the personal tutoring system?* * *How does induction and transition focus on early consideration re: employability?* * *How are Combined Honours students made to feel they belong to the department?* |  |  |
| **Student groups**  If Combined Hons students are involved, clarify the arrangements for these students with the relevant department(s) | 6 months prior for initial conversations |  |

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| **First week (in same week as ‘Welcome Week’)** | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Think about a clearly defined early start – a flexible exercise on Monday morning of Welcome Week, but with something inspirational for later in the day (to allow for late arrivals)? |  |  |
| A timetable for the first week might include:   * Informal Q&A or welcome sessions with current (Y2 &3) students * Student-generated induction resources (previous cohorts’ input) * Programme/unit related learning most days * Access to a campus map and campus orientation activities |  |  |
| An introduction to Moodle – what it is and how to use it, and how it will be used by the programme teaching staff |  |  |
| Provision of timetabled slots for ‘just-in-time’ or time-appropriate information provision (e.g. around Library use, Student Services provision and so on) - don’t overload! |  |  |
| Opportunities for teaching team to find out about the students’ prior experiences of learning, and to introduce what will be expected of them as learners in HE:   * independent learning, different study skills to ones used before, where to get help etc.. [skills online link] * Skills /knowledge audit – useful to find out about the range of prior learning in the cohort, e.g. which topics they have studies in A-levels or BTECs. Could be an early diagnostic task. * Opportunities to talk to students about academic expectations in HE – the importance of attendance, engagement and participation for ongoing success. | *Remember . . . you will need to teach some of these new skills, not expect students to understand what they are.* |  |
| Plan some small group programme-related activities in the first two or three days [[Suggested teaching and learning methods for small groups](http://www.celt.mmu.ac.uk/induction/SmallgroupTeaching%20and%20learning%20methods.docx)] |  |  |
| Plan some appropriate social events with both continuing students and student reps – include departmental staff (inc. wider support team). Ask students/staff what kind of event they would like to attend?  Consider appropriate provision for part time, interdisciplinary, combined, distance students |  |  |

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| **Early weeks of term 1** | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| How will students be supported in using PDP to reflect on their progress and their skill needs?  Which units provide opportunities for early formative feedback at each level of the programme, and how do these activities integrate with later summative work? |  |  |
| Further exploration and guidance around students’ development of learning skills for HE – an opportunity to re-state expectations and share particular programme context. |  |  |
| An early diagnostic exercise or skills SWOT: low stakes, not graded, with timely formative feedback that directs students to appropriate solutions / support / services – this will be an introduction to HE assessment styles perhaps. |  |  |
| An inspirational session: e.g. professorial lecture/seminar/panel to expose students to interests in and beyond the programme/subject area. |  |  |
| An academic & personal tutor meeting – this could be in small groups |  |  |
| Scission with students about the importance of attendance at programmed sessions – talk to students about how (and why) the university has an early warning system to identify non-engaging students – SEM Project. |  |  |
| An opportunity for all new students to disclose a disability/ discuss this with someone. |  |  |
| An event run by the academic [student society](http://www.theunionmmu.org/your-opportunities/socs/) |  |  |

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| **Throughout Term One Start of Term Two** | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Further development and guidance on learning in HE – many students will still feel very new to independent learning skills. |  |  |
| Opportunities to meet with personal academic tutor and discuss assessment feedback |  |  |
| An opportunity for all new students to disclose a disability/ discuss this with someone- students may take time to choose to disclose, or develop conditions over time, so it is important to keep in mind our obligations here. |  |  |
| Ongoing availability of initial key contact |  |  |
| Timely support for assessments and promotion of core academic skills e.g. The Writing Project <http://www.writingproject.mmu.ac.uk/> |  |  |
| Regular opportunities to check on how your students are coping, through tutorials, tutor ‘surgeries’ or open door sessions: make sure any wavering students have an opportunity to discuss concerns and potential for leaving the course. |  |  |
| Provision of a proactive (academic) ‘Health Check’ (covering unit choice, employability goals, reflection on past units, identification of any learning or support needs etc.) at end of first term. |  |  |

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| **Planning for Student progression and Continuation**  The underlying factors contributing to timely academic progression for all students are likely to be a combination of: Curriculum design, Teaching and learning, Assessment and feedback, Personal support, Student engagement (and attendance) | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Plan opportunities to review how the programme is going, and what student feedback (in Union Induction Survey and December ISS) tells you about their experience, mid-way through Term one and early in Term two. |  |  |
| During the first year, you should start working with students to ensure they are in the best position to be successful in their assessments and to continue into the next year. <http://www.celt.mmu.ac.uk/progression_retention/index.php> |  |  |
| Ensure you have provided students with guidance on preparing for assessments, perhaps making podcasts to support exam / assignment planning, or to support assignment briefs. |  |  |
| Do you have a summer re-assessment plan in place to ensure students have access to unit and programme staff for advice? |  |  |

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| **Start of Second year** | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Much of what has been identified above also hold true for the beginning of the second year, but students will have different concerns that might be related to finance, housing, re-sits or disappointing assessments from year one . . . |  |  |
| Additionally, ensure students have a clear sense of how the course is shaped in the second year, how expectations might be different to the first year, how assessment criteria are different etc.. |  |  |

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| **Mid-year and Annual Course Review** | **Who is responsible for planning?** **How will it be communicated to students?** **How will it be evaluated?** | **Timescale** |
| Prepare evaluations from sources as identified.  Arrange team meeting  Add actions to [Course Improvement Plan](http://www.mmu.ac.uk/academic/casqe/experience/monitoring-improvement.php) |  |  |
| Evaluation framework   * *What are your measures of success for induction and transition processes? Are they directly related to its purposes?* * *Could you use the* [*Manchester Met Student Union survey of induction*](https://www.theunionmmu.org/news/article/6004/Induction-Survey-launched/) *to inform your thinking?* * *What data can you use to help to determine the success of your induction and transition planning? (Data on retention, progression, success and DLHE)* |  |  |
| Professional development   * *Is any staff development activity needed to implement your plans? Who will organise this?* * *What guidance needs to be provided for staff and students?* |  |  |
| Scope of annual review of induction and transition   * *Did the induction and transition activity at each level achieve the aims you set out?* * *Was student progression and achievement supported by the activities? Did this differ across the levels?* * *Did you find any good practice which could be documented in the Course Improvement Plan or signalled to the* [*CELT Good Practice Exchange*](http://www.celt.mmu.ac.uk/good_practice/index.php)*?* * *Are there any issues emerging which need to be followed up?* * *Is any further staff development needed?* * *Actions resulting from annual review of induction and transition plans would normally be recorded in the Course Improvement Plan as part of the* [*Continuous Monitoring and Improvement*](http://www.mmu.ac.uk/academic/casqe/experience/monitoring-improvement.php) *process.* |  |  |

**What does the SU ask students to evaluate after Induction?**

* Have you considered transferring, deferring or leaving since coming to MMU? If so, for what reasons?
* Overall, how satisfied were you with your timetable?
* How satisfied were you with the following aspects of your timetable?
  + Receiving your timetable in good time
  + Lectures and seminars being appropriately spaced throughout the day and week
  + Your timetable remaining consistent
  + Being kept informed of any changes to your timetable
* How would you rate your experience of the following aspects of your University induction throughout your first week(s)?
  + Completing enrolment and collecting your student ID
  + Introduction, familiarisation and access to Library and printing services
  + Introduction, familiarisation and access to Moodle and other IT services
  + Being introduced to relevant academic and support staff for your course
  + Introduction to understanding University rules and regulations
  + Having any queries about your studies answered promptly and fully by academic staff
  + Understanding what your course of study would entail
  + Being introduced to the Course Rep system
  + Making you confident about the teaching / learning experience at MMU
  + Organised activities / opportunities to get to know other students on your course
* Overall, how satisfied were you with your University induction in helping you prepare for studying at MMU?
* Is there anything that you think could have been done to improve your University induction and prepare you for studying at MMU? Please tell us what below.