



# THE UNIVERSITY *of* EDINBURGH

## Student Induction Framework 24 July 2015

### CONTENTS

1. Foreword .....	2
2. Introduction .....	2
3. Scope .....	2
4. Definition of Induction .....	3
5. Outcomes .....	4
STAGE 1: Pre-Arrival .....	4
STAGE 2: Initial Induction .....	5
STAGE 3: Ongoing Transition.....	6
STAGE 4: Transition to next stage of study/work.....	7
6. Monitoring and Evaluation .....	8
7. Complementary Key Documents .....	9
Appendix 1 .....	10
Roles and Responsibilities of key areas for Stages 1 & 2.....	10
Appendix 2 .....	24
Centrally organised Induction events .....	24
Appendix 3 .....	26
Reference List.....	26

If you need a copy of this document in an alternative format, such as large print, please contact [induction@ed.ac.uk](mailto:induction@ed.ac.uk)

## 1. FOREWORD

This framework is written and prepared by the Induction Team whose remit is pre-arrival and welcome/support during the students' initial period of study. It supports the University's Strategic Theme of providing an 'outstanding student experience'.

In line with the Quality Assurance Agency's (QAA) current enhancement theme of 'Student Transitions' (2014-2017) this framework aims to outline a more comprehensive approach to transition into university, outlining how it fits into the broader theme of student transitions, some of which is out with the scope of the team.

Important contributions to all of these areas are made by Central Services and Schools, and responsibilities for enhancing the induction of students does not solely lie with the Induction Team.

## 2. INTRODUCTION

This framework is intended for all staff at the University and has been designed to provide guidance for key areas of transition with a specific focus on pre-arrival and induction. It was developed to help those individuals who have a key role in planning, implementing, and supporting student induction and transition.

The rationale of this framework is to:

- Ensure that a consistent and effective approach to induction is adopted across the University
- Guarantee a threshold level of induction for all new students
- Seamlessly integrate School, College and Central Induction events
- Provide academic and support staff with an essential overview of the Induction process in its entirety
- Enable the University to be confident that pre-arrival and induction outcomes are delivered
- Act on staff and student feedback to enhance Pre-Arrival and Induction processes and activities
- Encourage a culture of continuous enhancement
- Achieve excellence in 'induction' and 'transition into university' practice
- Inform the initial part of a wider University Transitions framework that is currently in discussion

## 3. SCOPE

This framework is meant to guide Induction practices for all students at all levels, both Taught and Research, and all modes of study, regardless of which month they begin their studies. Most will hold relevant regardless if a student is an on-campus or distance learning student, but some variation is to be expected. It is acknowledged that different approaches will be undertaken dependent upon the specifics of the student cohort and start date and this document allows for this variation.

The framework specifically outlines outcomes for each of the induction stages in order to allow Schools, Colleges, and central services to design activities appropriate to their specific needs, while also establishing consistent standards across the University.

#### 4. DEFINITION OF INDUCTION

Induction comprises a period of transition in which students increasingly develop a sense of belonging to the University community and grow as independent learners.

It is a longitudinal experience in which students will transition at their own speed and in their own ways.

For the purposes of this framework, Induction is a four-stage process consisting of:

1. Pre-Arrival (offer holder onwards)
2. Initial Induction (for example Welcome Week but for PGR students it can be any month when they initially join the University)
3. Ongoing transition (longitudinal induction but also re-induction during year to year progressions)
4. Transition to next stage of study/work (moving on from current programme)

The work of the Induction Team specifically relates to pre-arrival and initial induction, with some work towards ongoing transitions.

Effective induction is key to ensuring that students are supported throughout their time at University. “An effective induction actively engages students rather than being a passive process of providing information, and it extends over a longer time period than a few days” (Thomas, L. 2012).

Induction covers the breadth of the student experience, encompassing not only academic life but also co- and extra-curricular activities. Students experience a range of individual transitions in a variety of aspects of their lives and therefore the induction process needs to be holistic in nature. It should also take into account the different needs of a diverse student body, including all protected characteristics and Widening Participation students.

The Induction Team supports Whittaker’s (2008) definition of Induction as consisting of four key elements of transition:

- Academic
- Personal and Social
- Geographic
- Administrative

Induction is not a one-time event but an ongoing process that engages students throughout their time at University.

## 5. OUTCOMES

There are specific outcomes for each of the four stages of induction that will help us provide a positive student experience:

### **STAGE 1: PRE-ARRIVAL**

The pre-arrival stage (post-offer) aims to provide students with:

- an accurate and realistic understanding of life as a University of Edinburgh student
- an awareness of the University websites that offer pre-arrival information – College, School and the University New Students pages
- a clear understanding of academic degree Programme information
- an initial understanding of key learning technologies (Learn, MyEd, student email, library electronic resources)
- an understanding of the essential steps for beginning their studies at Edinburgh
- knowledge of who can help regarding various queries and how to contact them
- awareness of the support and opportunities available for their personal and professional development while at the University of Edinburgh
- awareness of the University Support Services and those with additional needs will be encouraged to engage with staff to discuss their individual circumstances
- an accurate and realistic understanding of living in the city of Edinburgh
- an accurate insight into life in University Accommodation for those students it applies to

Activities that will allow students to attain these aims include provision of:

- timely communications from their College, School, and Programme that welcome them to the University and provide clear information about upcoming steps for their transition to university study
- programme handbooks, reading lists, outside course choice options, timetables
- opportunities to engage with, and guidance on the use of, key learning technologies including Learn, MyEd, student email, library electronic resources
- "Welcome Week" and on-going induction activities, for those whose start date allows
- a checklist, through the New Student webpages, to inform on essential steps for beginning studies at Edinburgh
- opportunities to engage via social media and other technologies

- a guide to the support and opportunities available for their personal and professional development while at the University of Edinburgh
- a guide to the University Support Services and those with additional needs will be encouraged to engage with staff to discuss their individual circumstances
- opportunities to engage in reflection about their current skills and the journey they are about to embark upon at University
  - What am I looking forward to experiencing while at University?
  - What am I expecting?
  - What am I worried about?
  - What do I hope to do when I graduate?

Please consult Appendix 1 for an overview of the roles and responsibilities of the many offices/teams that play a key role in enabling the delivery of an effective student induction/transition.

## **STAGE 2: INITIAL INDUCTION**

Students will participate in activities that will prepare them to fully integrate into the University of Edinburgh community in its most holistic sense – academic and social.

The University's initial induction activities aim to allow students to:

- feel welcome, valued and connected to the University & EUSA
- meet fellow students and key staff members face to face or in a virtual environment
- become familiar with campus buildings, the city and what it can provide students and their accommodation, where relevant
- easily complete the key administration tasks required of them
- be introduced to the academic and research environment of the University of Edinburgh
- understand what is expected of them academically as a student on their specific Programme and/or Research area including how they will be assessed and receive feedback
  - Ensure that students realise there can be differences in expectations/ attitudes in UK Higher Education context i.e. emphasise the need to be proactive independent learner, collaborative experience of learning
- understand their rights and responsibilities as students
- be exposed to broader educational experiences at the University of Edinburgh (in and out of formal educational and research settings)
- be able to actively select those University resources and support services that will help them in their own transition and learning journeys, including those offered by EUSA

- become familiar with the Graduate Attributes framework, understand how their course of study relates to this and the opportunities that are available to build these attributes
- engage in genuine dialogue with academic staff regarding their pre-arrival reflection of their current skills and the journey they are about to embark upon
- become acquainted with their Personal Tutor or PGR Supervisory Team
- become familiar with extracurricular activities that can enhance their professional development

University induction activities that will promote and enhance the success of new students include:

- introducing students and their families to the mission and values of the University
- introducing students and their families to the academic expectations of the University
- familiarising students and their families with University resources
- creating opportunities for interaction between students, academics and support staff to facilitate student engagement
- ensuring that academic skills development and a focus on independent learning are integrated into induction activities
- integrating current students into induction activities to provide an element of authentic student voice and provide leadership development opportunities for continuing students
- ensuring collaboration between EUSA, central services and Schools; intentionally developing and connecting educational events and activities that support students during their transitions

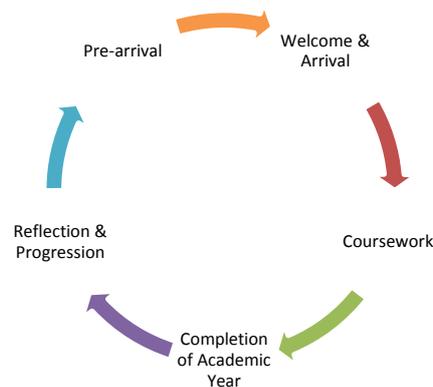
Please consult Appendix 2 for details of centrally organised events that help to achieve these outcomes.

### **STAGE 3: ONGOING TRANSITION**

Ongoing transition refers to the continuing process that students experience throughout their studies. First year in its entirety is an extended transition for all students who encounter key stages for the first time: first lecture, lab, tutorial, presentation, essay, assignment, University exams. This cycle continues into all years of study and encompasses year-to-year transitions in an undergraduate degree, including pre-honours to honours, but also includes the progression from UG to Masters and Masters to PhD.

Additionally, ongoing transitions can include a variety of experiences for example study abroad (incoming and outgoing), work placements, and returning after an interruption to study.

Best practice during ongoing transition also means recognising that just because students have experienced an aspect of University (lab, lecture, essay, and exam) does not mean that they will have become proficient in this area. Ensure that students are aware of the ongoing support and tools that help them be successful. Examples of these supports may include IAD workshops and Peer Support schemes, which allow students further opportunities to reflect, ask questions and develop successful strategies for learning.



Ongoing transition support will enable students to progress effectively through various stages in their Programme.

Ongoing transition activities aim to allow students to:

- fully understand what is expected of them at each key stage
- reflect on the skills they have already acquired and identify development goals
- benefit from a Programme that ensures that key academic skills are developed at relevant stages to prepare students to embrace new styles of learning and teaching
- map previous learning and achievements to the Graduate Attributes framework in preparation for the transition beyond graduation to employment, further study, or whatever their future plans may include
- discuss ongoing career planning
- utilise University services that help create a well-rounded, holistic experience, i.e. Careers, Volunteering, Go Abroad, Clubs and Societies

#### **STAGE 4: TRANSITION TO NEXT STAGE OF STUDY/WORK**

The final stage of the student journey is transitioning to further study or employment. Sometimes this is referred to as “Outduction” (Layer, 2005). This stage can also significantly impact Graduate Destinations, Course Evaluations and ongoing alumni/University relationships. Throughout their time at University and when approaching the end of their course of study, students will be given an opportunity to:

- continue to map previous learning and achievements to the Graduate Attributes framework in preparation for the transition to employment or further education

- continue to engage with alumni and employers
- utilise the Careers Service to prepare for next stages of their journey (career planning, decision making, CV writing, practice interviews, etc.)
- be effectively informed about the next available options for continued study and what these higher Programmes require

## 6. MONITORING AND EVALUATION

There are four key measures to monitor when evaluating induction and transition:

1. Attendance
2. Student Satisfaction
3. Effectiveness as measured by achievement of induction outcomes
4. Progression and completion rates

A variety of benchmarking surveys provides us with initial data on some of these measures:

- The National Student Survey (NSS)
- The Postgraduate Taught Experience Survey (PTES)
- The Postgraduate Research Experience Survey (PRES)
- The International Student Barometer (ISB)

There are also a number of internal surveys that provide more specific details of our institution's specific provisions:

- The Edinburgh Student Experience Survey (ESES)
- New Student Survey (UG)
- New Student Survey (PG)
- "Through Your Eyes" longitudinal study
- January New Student Induction Survey (UG Visiting Students)
- Personal Tutor system Student Survey and Focus Group sessions

In consultation with relevant groups, including the Student Surveys team, the Induction Team will monitor the broad content and effectiveness of the induction activities to ascertain their productivity and purposefulness. The New Student Surveys (UG, PGT and PGR) will aim to monitor the level at which the pre-arrival and initial induction stage outcomes have been achieved.

Additionally, Colleges, Schools and Central Services should assess the success of their individual events and activities using these four key measures.

All of this information can be shared and resources can be pooled on the Induction Wiki and through events such as "Gearing Up" to allow for disseminating best practice.

The Student Experience Project Board, Pre-arrival & Induction Strategy Group, committees and other relevant working groups at the University will consider

institutional or strategic issues raised by the findings, including recommendations for revisions to this statement or other centrally-determined induction practice.

Finally, impact assessment of the Pre-arrival and Induction Student Experience strand will also be undertaken with the assistance of the Student Experience's Impact Evaluation officer.

## 7. COMPLEMENTARY KEY DOCUMENTS

This framework builds on and complements the following key policies:

- [Roles and Responsibilities within the Personal Tutor System](#)
- [School Personal Tutor Statements](#)
- [Codes of Practice](#) (specifically Supervisor & Research Students; Taught Postgraduate programmes; Online Distance Education)
- [An Introduction to Graduate Attributes for tutors and tutees](#)
- The University of Edinburgh Employability Strategy Group – [Employability Implementation Plan](#)
- The University of Edinburgh's [Equality Impact Assessment Guidance and Templates](#)

This framework is also based on an extensive review of the literature as well as benchmarking across the sector, including internationally. Please see the Reference List.

## APPENDIX 1

### ROLES AND RESPONSIBILITIES OF KEY AREAS FOR STAGES 1 & 2.

This appendix provides staff with an insight into the responsibilities of key teams in relation to pre-arrival and initial induction activities.

#### **CENTRAL INDUCTION TEAM**

The Induction Team (3.6 FTE) are on fixed-term contracts that end in December 2015. From the start of the 2015/16 Academic Year the central induction team will move across to the Student Recruitment & Admissions team, and after December 2015 will consist of 1.6 FTE. There is no recurrent funding for the academic induction role, after a temporary extension until the end of Academic Year 15/16 within the Institute for Academic Development. The future direction and focus of the team will become clearer as they are mainstreamed.

The Induction Team are currently responsible for coordinating the enhancement and communication of student pre-arrival and induction practices across the University.

This includes ensuring that the New Student webpages are updated, relevant and user-friendly at all periods of the year. These pages will cover pre-arrival preparation, the general aspects of University Induction, link to College/School/Programme induction information, and aims to speak to students joining Programmes of study at all times of the year.

The Team produce the Central Induction Timetable, into which all of the Schools, Services and EUSA feed. This collated information then forms the basis for the calendar of events, highlighted to students on the New Student webpages and the app 'Welcome to Edinburgh.' Monthly, from March-September and again in November-January the Team liaises with University wide contacts to coordinate this key information. The Team coordinate the allocation of central rooms and spaces during Welcome Week.

The Induction Team designs and facilitates pilots focused on new induction practice tailored to individual College/School/Programme needs. The Team also has responsibility for a number of Central Induction related events (detailed in Appendix 2).

The Induction team also coordinate the meetings of relevant working groups: Induction Coordination Group & International Student Induction Group and the team report to the Pre-Arrival and Induction Strategy Group. Information about the groups' membership is located on the [Pre-Arrival and Induction Wiki](#).

The Induction team hold the annual Gearing Up event in Spring Semester to provide staff with a forum for discussing both induction and broader student transition matters.

This is complimented by Enhanced Academic Induction workshops, Survey Feedback Sessions and Induction Q&A sessions.

The Induction team are responsible for monitoring the impact and effectiveness of University induction and making recommendations to improve this aspect of the student experience. This includes facilitating the annual New Student survey in conjunction with EUSA and the Student Survey's Unit.

For a full break-down of the team's remit and current work packages please see the Pre-arrival and Induction Team Strategy document located on the [Pre-Arrival and Induction Wiki](#).

### ***PRE-ARRIVAL AND INDUCTION STRATEGY GROUP***

The Pre-arrival and Induction Strategy Group (previously known as the Pre-arrival and Induction Task Group) advise, input, and make connections throughout the larger University in regards to pre-arrival and induction approaches. This group act as champions for enhanced induction practice in their relevant Schools and departments.

The Pre-Arrival and Induction Strategy Group is responsible to the Student Experience Project Board to take the strategic lead in setting the Induction Agenda, ensuring that the direction, aims and objectives are clearly articulated and are resourced and achieved. The Strategy Group also assists the Induction Team to embed their work prior to the end of the Student Experience project.

### ***INDUCTION WORKING GROUPS***

#### ***INDUCTION COORDINATION GROUP***

The coordination group consists of staff members from central services and Schools throughout the University. This group discusses the upcoming Induction period and updates regarding the "on-the-ground" planning of induction related activities. Information about the group makeup is located on the [Induction team wiki](#).

#### ***INTERNATIONAL STUDENT INDUCTION WORKING GROUP***

This group consists of representatives from the International Office, EUSA, the Visiting Student Office in CHSS and Visiting Student Officer in CSCE. The focus of this group is ensuring the planning of a well-rounded January induction for UG Visiting Students.

### ***COLLEGE ACADEMIC UNITS***

Discussion with the Senior Personal Tutor Network, Student Support Network and colleagues at Gearing Up indicate that the Colleges supports the Schools in regards to induction but the Colleges themselves do not have a direct role in Induction. Guidance from the College regarding induction is welcome but a degree of autonomy is needed so that the individual needs of the Schools can be taken into account.

### ***SCHOOLS***

School induction activities introduce students to the academic staff who will be teaching and supervising them, to administrative/support staff (e.g. Student Support Officers), to fellow students, to the learning and working environment and to the

resource base. During induction and welcome events Schools provide an opportunity for students to ask questions about their Programme and to hear about enhancements made to practices based on previous years' feedback.

### ***STUDENT RECRUITMENT AND ADMISSIONS***

Student Recruitment and Admissions (SRA) have contact with students in the pre-applicant, applicant and pre-arrival stage. Beginning in the pre-application stage, SRA works to engage with prospective students, and to communicate the nature of student life at the University, through a variety of face-to-face and online activities.

SRA organises a programme of events, held at the University, around the UK and EU, and online, that include information to help students make a successful transition to the University. At undergraduate level, these events are targeted at offer-holders and their parents, but the more fluid application cycle at postgraduate level means that even in the immediate pre-arrival phase our audience can include new applicants as well as offer-holders. By including new applicants in transition-focused events, we are able to widen the reach of our early induction activity, and in doing so also have a positive impact on conversion. SRA works closely with partner organisations, including LEAPS and SWAP, and with the Office of Lifelong Learning, to provide targeted transition support to students from groups traditionally underrepresented in higher education.

SRA and College admissions offices liaise closely with U of E Schools on initial communication with new students. Specifically related to the work of Pre-arrival and Induction this includes offer letters that highlight the New Student webpages and resources. A primary focus for the 2015/16 cycle will be the development of a communications strategy that outlines the role of SRA, Colleges and Schools at different stages of the information journey, including pre-arrival support and Welcome/Induction information. SRA manages and coordinates a peer-mentoring scheme for students from widening participation backgrounds, to help them integrate intellectually and socially into University life.

In terms of future transitions, SRA collaborates with colleagues in IAD and the Careers Service, to provide students with insights into future study and careers opportunities.

SRA use a range of resources and include current student and alumni voices to articulate the nature of the student experience at Edinburgh to prospective students, allowing SRA to manage expectations and aid transition into the University.

### ***COLLEGE ADMISSIONS OFFICES***

#### ***COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS) ADMISSIONS***

##### ***Undergraduate Admissions***

The CHSS UG Admissions Office have contact with students from point of application through to the pre-arrival stage. They work closely with Schools and Central Services to follow a clear communication plan that covers all communication with an applicant through the application cycle to pre-arrival and Induction.

In terms of Pre-arrival and Induction specifically, the CHSS Admissions Office send an offer letter highlighting the New Student website and other Central Services and

resources, a 'joining pack' is also sent giving additional pre-arrival information, signposting the New Student website again. The CHSS UG Admissions Office then provides data to Schools (after the A-level and Higher results are available) to enable them to send out pre-arrival/Induction information and make early steps towards building a sense of academic community within the School.

The CHSS UG Admissions Office also coordinate a College-wide reading list which is made available on the CHSS '[Guidance for New Students](#)' website.

During Welcome Week, the only involvement the CHSS UG Admissions Office have with new students is meeting with any new student who wishes to change programme (Welcome Week and weeks 1 and 2).

### ***COLLEGE OF SCIENCE AND ENGINEERING (CSCE) ADMISSIONS***

The CSCE UG and PGT Admissions Office have contact with students from point of application through to the pre-arrival stage. The CHSS UG Admissions Office work closely with Schools and Central Services to follow a clear communication plan that covers all communication with an applicant through the application cycle to pre-arrival and Induction.

In terms of Pre-arrival and Induction specifically, the CSCE Admissions Office send an offer letter highlighting the New Student website and other Central Services and resources, a 'joining pack' is also sent giving additional pre-arrival information, signposting the New Student website again. These are both sent by email. The CSCE Admissions Office also provides offer holder information to Schools (during and after the confirmation period) to provide them the opportunity to send out pre-arrival/Induction information and make early steps towards building a sense of academic community within the School.

The CSCE Admissions Office does not have contact with PGR students – all communication is handled by the relevant School, who will communicate on a one-to-one basis with each PGR applicant.

During Welcome Week, the CSCE Admissions Office has very little interaction with new students.

### ***MEDICINE AND VETERINARY MEDICINE COLLEGE ADMISSIONS*** **Undergraduate Admissions**

The CMVM UG Admissions Office (excluding BVM&S – see below) have contact with students from point of application through to the pre-arrival stage.

In terms of Pre-arrival and Induction specifically, the CMVM UG Admissions Office send an electronic 'joining pack' giving extensive pre-arrival information, also signposting the New Student website. These vary depending on the programme:

- <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/joining>
- <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/oral-health/joining>
- <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/bsc-medical-sciences/joining>

Additional information is given to those starting professional programmes who are based outwith the UK regarding joining the Protecting Vulnerable Groups (PVG) Scheme upon arrival in the UK.

The CMVM UG Admissions Office, plan and coordinate the induction week for the MBChB programme (and in part the year 3 transfer induction in August) and liaise with the other schools regarding their induction week programmes to make sure the information is as accurate as possible for new students.

During Welcome Week, the CMVM UG Admissions Office ensure the smooth running of the MBChB induction programme, attending the programme welcome to distribute induction packs and see students requiring PVG Scheme checks. Photographic ID is checked for all students collecting packs. The CMVM UG Admissions Office also runs the 'Freshers Lunch', handing out packed lunches to students whilst they browse stands from societies and unions. The CMVM UG Admissions Office also check original documentation for students who have only been able to provide certified copies during the admissions process due to being based outside of the UK.

The BVM&S Admissions Team (within the College of MVM) have contact with students from point of application through to commencement of studies at the R(D)SVS. The BVM&S Admissions Team follow a clear communication plan that covers all communication with an applicant through the application cycle to pre-arrival and Induction.

In terms of Pre-arrival and Induction specifically, as soon as a student is made an offer, the BVM&S Admissions Team set up e-mentoring, Facebook offer holder groups and send out e-newsletters and regular updates about the School at its activities. Once a candidate firmly accepts an offer the Admissions Team send electronic communication including a url to specific veterinary-related induction materials for both August and September starts:

(<http://www.ed.ac.uk/schools-departments/vet/studying/joining>)

The New Student website and other Central Services and resources are also signposted and linked from the vet website. Specific Veterinary-related information includes protective clothing, accommodation for August starts, health clearance, transport to the campus, pre-course information and compulsory equipment. As mentioned above, all new students are invited to join a Facebook group, which puts them in touch with other new students, teaching administrators, academic staff and

current students, as well as the BVM&S Admissions Team. This creates an excellent virtual meeting place for new students to feel part of the School well before the commencement of the programme.

The BVM&S Admissions Team, along with the School's Student Experience Officer coordinate the Welcome and Induction activities offered by the School in August and September. As Graduate Entry Programme students commence studies in August, the Admissions Team/SEO organise student support and welfare information stands at the Easter Bush camps which include Sports & Exercise, Chaplaincy, Student Administration, EUSA, International Office. This is to ensure that this cohort of students are aware of the support available to them as soon as they arrive, rather than waiting until Freshers' Week in September. An informal ice-breaker welcome reception is also organised for the Sunday prior to commencing studies which includes new and current Graduate Entry students, teaching staff, Reslife/Accommodation and EUSA representatives.

The BVM&S Admissions Team register all new students onto the BVM&S programme by checking photographic ID and confirming attendance (via teaching administrative staff) for both August and September entrants.

### **Postgraduate Admissions**

The CMVM PG Admissions Office have contact with students from point of application through to the pre-arrival stage. The CMVM PG Admissions Office work closely with Schools and Central Services to follow a clear communication plan that covers all communication with an applicant through the application cycle to pre-arrival and Induction.

In terms of Pre-arrival and Induction specifically, CMVM PG send an 'e-zine' highlighting the New Student website and other Central Services and resources, and a link is provided to 'joining instructions' on the CMVM PG website, signposting the New Student website.

The CMVM PG Admissions Office, along with the SEP Induction Team, collate information on school and programme specific induction events for publication on the new students website, as well as the CMVM website.

On the first day of Welcome Week, the CMVM PG Admissions Office Host a Welcome event at Teviot, to which all new PG students are invited. This is a chance to meet with their programme directors/supervisors, fellow students and also students on other PG programmes of study within the College.

### ***INFORMATION SERVICES (IS)***

IS delivers library services, computing, learning technology, research support, library academic support, and IT help and consultancy to all University students on campus and at a distance.

IS produces and distributes University cards and introduces new students to the IT, e-learning and Library services and resources available to them including:

- How to make the most effective use of IS services
- How to access and use the available resources
- Getting help with services and resources

Examples of IS induction activities are:

- Library orientation information skills sessions
- 'Making the most of IT' presentations
- 'Get Connected' event during September Freshers' Week - Getting students' mobile devices connected to University IT services
- Representation at events such as the Academic Fair and International Day student support fair
- Production of online induction materials

### ***INTERNATIONAL STUDENT ADVISORY SERVICE (ISAS)***

The International Student Advisory Service, part of the International Office, works to ensure that an induction programme is available to all new international students, including new visiting and exchange students, whether they join in September or January. ISAS is specifically tasked with leading the planning for pre-arrival visa/immigration and practical information, Airport Welcome, International Day (September), International Student Getting Started Guide, and a variety of international focused events during Welcome Week including those hosted by the International Student Centre. ISAS collaborates with the Induction Team, Visiting Student Offices, the Go Abroad Team and EUSA for January Induction planning, including liaising with exchange partners prior to arrival.

Working in collaboration with the Schools and other central services, the International Office works to ensure that a programme of welcome and induction sessions includes practical advice and guidance, information on various sources of support available from departments, Colleges and specialist services and social activities. International students will be introduced to the differences between higher education in their home countries and the University of Edinburgh, and will be made aware of the norms of education in Scotland.

### ***EUSA***

The Edinburgh University Student Association provides a well-rounded "Freshers' Week" experience that introduces students to its services and the activities hosted by EUSA not only in Freshers' Week but throughout the year. These include but are not limited to social activities, introduction to societies, tours, peer support, and opportunities for involvement in student government and School Councils. EUSA provides this formal service for Autumn (September) and Spring (January) arrivals with activities continuing to be offered throughout a student's time at University.

## ***INSTITUTE FOR ACADEMIC DEVELOPMENT***

The IAD provides support for learning, teaching and researcher development across the University. As such, it supports induction, ongoing development and transitions for taught and research students at all levels, on campus and online. Its remit also includes offering development opportunities and working collaboratively with all those who teach and support students through these inductions and transitions. For more information about what the IAD offers: <http://www.ed.ac.uk/schools-departments/institute-academic-development/home>

### **Undergraduates**

IAD Study Development works collaboratively with the Academic Induction Coordinator in much of her work, for example:

- developing and updating the 'Preparing for Study' pages of the New Students' website
- developing and facilitating workshops/courses for new students; students transitioning to Honours; students transitioning out of undergraduate study (with the Careers Department)
- developing and facilitating induction activities in conjunction with Schools / programmes
- developing, facilitating and supporting pre-arrival courses / activities in conjunction with programmes, other departments (e.g. OLL) and Edinburgh College

Study Development Advisors are also involved in other pre-arrival initiatives such as OLL's Moving On programme.

In addition:

- The LearnBetter study skills resources on Learn (<https://www.learn.ed.ac.uk/>) contains a lot of advice and information to help new undergraduates develop university-level academic skills and effective approaches to their work.
- Study skills workshops and individual student consultations are intended to support students' academic skills development and transitions throughout their undergraduate studies.

IAD undergraduate web pages: <http://www.ed.ac.uk/iad/undergraduates>

### **Taught postgraduates**

The Institute for Academic Development (IAD) aims to support PGT students transitioning into and through their programme of study, with part of this support focussing around student inductions. The IAD PGT programme supports inductions in a range of ways, including:

- Advice on transitioning into and succeeding at masters level via our pre-arrival pages and our web learning resources <http://edin.ac/164WSJ6>
- Support for University, School and Programme induction events (induction talks and/or workshops both on-campus and online)

- Courses and events (on-campus and online) relating to key skills for transitioning students into Masters level study (both central generic workshops or programme specific) <http://edin.ac/199BhMf>
- Study advice, available as on-campus or online 1:1 consultations <http://edin.ac/ROlqil>
- Information relating to other university support; such as academic and personal support and career development
- During Welcome Week (Sept and Jan), the IAD in collaboration with other central services welcome new online distance students to the University. These events provide an opportunity for new ODL students to ask questions and meet students from other online programmes

IAD PGT pages: <http://www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught>

Blog <http://iad4masters.wordpress.com/>

Twitter: @iad4masters

Contact: [iad.masters@ed.ac.uk](mailto:iad.masters@ed.ac.uk)

### **Research Postgraduates**

The IAD Researcher Development team provides a range of support to postgraduate research students (PhD and Masters by Research) as they make the adjustment to becoming a postgraduate researcher and prepare for their future careers in academia or beyond.

This includes:

- Involvement in University level PGR welcome event at the start of the academic year and equivalent events (new in AY14/15) run later in the academic year for those joining the University at other points in the academic year.
- Downloadable PhD planner.
- Online Postgraduate Essentials course open to all postgraduate research students and run several times each. Covers practical advice and skills needed to make the best possible start to a PhD.
- Work with most Schools to run a range of workshops (including “Managing Your PhD” and “Good Practice in PhD research”) for 1<sup>st</sup> year PhD students and involving contributions from supervisors and more experienced PhD students to orientate them to the demands of PhD research.
- Workshops run with Schools and centrally to support students at key points of transition in their PhD journey (including preparation for 1<sup>st</sup> year review, writing a thesis or academic paper, career planning and professional development).
- Online resources, information and advice linked to key transition points within the PhD and in preparation for future careers.

IAD research postgraduate web pages: <http://www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/doctoral/courses/online-courses/postgraduate-essentials>

### ***ACCOMMODATION SERVICES***

Accommodation Services is committed to assisting students in their transition from home to University life. Accommodation Services offer support for both new students and those returning to University accommodation for second and subsequent years.

The Allocations team participate in Open Days to inform potential students of the options available and then process applications, making offers of leases to those applicants who receive Unconditional Offers from the University of Edinburgh.

Residence Life plays a key role in providing support to students once they receive offers of accommodation, including information about what to expect via e-Inductions and social networking (i.e. House/Site Facebook groups and UoE Living Facebook group). Once they move into University Accommodation Residence Life offers students the support and services that allow students to take advantage of cultural, educational, recreational and social opportunities. This includes hosting a variety of events to residential students as well as collaborating with other University Services, School contacts and EUSA to ensure that residents are well-supported and integrated into University life.

Residence Life and the Accommodation Services staff also provide first-line contact/assistance for pastoral care of students living in University Accommodation and work closely with the Schools and central services for those students who require further support.

### ***ENGLISH LANGUAGE TEACHING CENTRE***

The English Language Teaching Centre (ELTC) provides English language preparation courses for postgraduate and undergraduate international students before they begin their studies and courses to support students during their programmes.

ELTC courses are designed to provide guidance on producing academic writing and speaking, and on developing the ability to understand, both generic academic and subject specific, spoken and written academic language.

The courses also develop an understanding of the culture of academic study in the UK and help students settle into life in the UK.

The ELTC website outlines the range of courses available both online and face to face. <http://www.ed.ac.uk/schools-departments/english-language-teaching>

### ***STUDENT EXPERIENCE SERVICES***

Including Academic Services, Student Administration, Student Systems, Careers Service, Student Disability Services, Chaplaincy, Health Services.

These offices provide support to new students through a variety of initiatives and events during Welcome Week but extend their support throughout the entirety of the students' time at University. They can collaborate with School induction initiatives as well as other central services.

### **CAREERS SERVICE**

The Careers Service contributes to a range of induction and orientation activities, both centrally and within Schools. At this early stage, key messages focus on student development and the importance of extra and co-curricular involvement. Beyond the initial welcome phase, the Careers Service offers wide-ranging support for students to enhance their employability and career decision making.

Each School has a link Careers Consultant, to provide input and consultancy for all careers-related activity from Welcome Week onwards.

Further information is available from the Careers Services website:

<http://www.ed.ac.uk/schools-departments/careers/university-staff/staff-overview>

### **Employability Consultancy**

The Employability Consultancy supports academic and non-academic units to consider how their provision can best enable the development of students' employability and Graduate Attributes throughout all stages of the student lifecycle.

The Consultancy also oversees the Edinburgh Award on behalf of the University, accrediting new versions of the Award run by staff across the institution.

[www.ed.ac.uk/EdinburghAward](http://www.ed.ac.uk/EdinburghAward)

### **Student Disability Service**

The Student Disability Service (SDS) exists to support all disabled students to fully access their chosen course of study. The SDS also supports students to apply for appropriate financial support. The service works across the University to embed an inclusive approach to supporting our disabled students.

### **Student Counselling Service**

The Student Counselling Service provides free, confidential counselling to students from first year onwards. The Service contributes to Induction activities and through its publications and group events supports students in making the transition to University life. In addition, the Service offers consultation and advice to staff concerned about the wellbeing of individual students.

### **ACADEMIC SERVICES**

Academic Services manages the University's academic governance and quality assurance regulatory frameworks. These include the academic appeals regulations, codes of practice for postgraduate students, the code of student conduct, and other student policies (e.g. maternity and family leave and performance sport). The department also supports broader University discussions about curriculum structure and content, and policies regarding assessment and progression, all of which link to the objective of enhancing induction.

<http://www.ed.ac.uk/schools-departments/academic-services/home>

## **STUDENT SYSTEMS**

Student Systems provides leadership and direction to support applicants, staff and students in the use of student and academic administrative systems whilst managing and enhancing our student systems and the student record. Their website [www.studentsystems.ed.ac.uk/](http://www.studentsystems.ed.ac.uk/) provides guidance on Matriculation and details their directory of services.

## **STUDENT ADMINISTRATION**

The Student Administration team includes the Student Information Points, Timetabling and Scholarships & Student Funding.

### *Student Information Points (SIP)*

The SIP offer help and advice during the induction process on a wide range of topics. They can also provide documentation that new students may require including Bank Letters for international students. Student Administration also deal with UKV&I Tier 4 visa compliance.

### *Timetabling*

The Timetabling Unit manages the room allocations for all teaching activities, delivers personalised timetables, facilitates student study space bookings and administers EUSA registered student society bookings.

## **Scholarships & Student Funding**

Scholarships and Student Funding is a section with two separate teams:

### *Scholarships and Financial Support*

The Scholarships and Financial Support Team administers a wide range of scholarships and manages a searchable database of funding opportunities for prospective students. They also administer the University's main bursary schemes for UK students. The University is an approved foreign school for US Federal and Private Loans, and their office has responsibility for managing loans for eligible US citizens. The Scholarships and Financial Support Team also complete paperwork for Canadian students applying for loans. The University receives £1.4 million in discretionary and childcare funding from the Scottish Government for UK students currently on programme. The team assesses applications and determines levels of award related to this funding. Further information can found at: <http://www.ed.ac.uk/schools-departments/student-funding/home>

### *Fees and Student Support*

The Fees and Student Support Team offer help and advice to students who have queries about the level of tuition fees charged and any adjustments made if they withdraw or interrupt from their studies. The Fees and Student Support Team confirm students' attendance to both SAAS and SLC to release students' maintenance loan and tuition fee payments and can liaise with SAAS/SLC if students are experiencing

difficulties with their funding body. If students' tuition fees are to be paid by a sponsor and not the student, the University requires a copy of the award letter to ensure that a sponsor record is created and the tuition fee invoice is sent to the correct address. Further information on all their services can be found at: <http://www.ed.ac.uk/schools-departments/student-funding/tuition-fees>

Relevant websites:

- Student Administration: [www.ed.ac.uk/schools-departments/student-administration](http://www.ed.ac.uk/schools-departments/student-administration)
- Student Information Point services: [www.ed.ac.uk/schools-departments/student-administration/student-info-points](http://www.ed.ac.uk/schools-departments/student-administration/student-info-points)
- Timetabling: [www.ed.ac.uk/schools-departments/student-administration/timetabling/home](http://www.ed.ac.uk/schools-departments/student-administration/timetabling/home)
- Scholarships and Student Funding: [www.ed.ac.uk/schools-departments/student-funding/home](http://www.ed.ac.uk/schools-departments/student-funding/home)

### **UNIVERSITY SECURITY**

The University of Edinburgh Security Section exists, primarily, to provide a first class guardian style service that engenders confidence, safety and reassurance to the university community and enables all of our citizens to go about their daily business with a strong sense of comfort, security and well-being.

It is Security's responsibility to:

- Protect the fabric of university buildings from damage by fire, flood, criminal activity and any other emerging or identified risk.
- To be a focal point of response when a security related incident occurs, liaising with university colleagues, the emergency services and others in order to restore normal business and community confidence.
- To give assistance and advice on all security related matters and to promote the ethos of safety and well-being across the estate.

A safe and rewarding student experience is very much a key tenet of University Security's activity and they can offer a range of personal security advice tailored around students, their personal belongings and their accommodation.

In delivering this comprehensive service University Security operate a 24/7 response and can be found at 13 Infirmity Street, EH1 1LT. The phone number for Security can be found on the back of every staff and student University Card. In the case of out of hours business Security are normally the key point of contact for the University. Their team of officers cover all university locations with the exception of living space which is serviced by security personnel from Accommodation Services.

University Security are present throughout Welcome Week and take the opportunity to engage with students wherever possible. This has included participation at Service Fairs during International Day, the central Postgraduate Welcome event, and other

key locations during Welcome Week. In January, Security hosts a presentation at the Visiting Student Induction morning.

## APPENDIX 2

### CENTRALLY ORGANISED INDUCTION EVENTS

- **Postgraduate Online Information Sessions**
  - These events are organised by Student Recruitment and Admissions
  - These events serve both a recruitment conversion purpose as well as having a pre-arrival and induction focus
  - During the Summer (July and August) sessions the Induction Team participate by presenting the 'Making the most of your first weeks at uni' virtual session.
  
- **Welcome Ceremony**
  - This is the University's traditional welcome ceremony that is organised by the Principal's Office and traditionally held in McEwan Hall (or Assembly Hall).
  - The Induction Team highlights this as a major event for students and encourages Schools and Services not to host events that clash with this time.
  - Due to seating limits the Welcome Ceremony is also streamed live and available online year-round for ODL students to watch.
  
- **Postgraduate Welcome**
  - During September's Welcome Week the Induction Team coordinates a central event to separately welcome the Researchers and Taught postgraduates. These events allow central services talk to Postgraduate Research and Taught Students and give students opportunities to network with each other.
  - In collaboration with the IAD, the Induction Team host four Postgraduate Research student Welcome sessions spread throughout the year. These sessions aim to welcome and induction Postgraduate Research students who can join the University at the first of any month.
  
- **Academic Fair**
  - This is now run by the Induction team in collaboration with EUSA.
  - The Academic Fair is an event hosted during Welcome Week in September, primarily for those students who have an element of choice within their undergraduate degree course.
  - Staff from Schools attend to host tables and information sessions for students to learn about what courses they can take in these Schools as optional courses.
  - Staff from the Careers Service host an information table, offer information sessions on the day and in advance via a podcast, both to

answer questions students have around implications of course choice and to raise awareness of the need for personal and professional development from day one.

- Student Systems staff are available to aid students using PATH which presents available courses in an easy to read format, includes new information such as student feedback to aid course choice, allowing students to dynamically choose courses from their degree programme and makes generating combined course timetables simple.
- **'January Welcome' for Visiting Students**
  - This is hosted by the Induction team, Visiting Student Offices in HSS and SCE, International Student Advisory Service and EUSA to welcome visiting students arriving in the 2<sup>nd</sup> Semester to the University

## APPENDIX 3

### REFERENCE LIST

Bradford University New Student Induction Guide. Available at: <http://www.bradford.ac.uk/academic-development/media/AcademicDevelopment/StudentEngagement/Documents/new-student-induction-guide-for-staff.pdf> (Accessed 13/03/13)

Council for the Advancement of Standards in Higher Education. *CAS Professional Standards for Higher Education*. (6th Edition). Washington, DC. Available at: [http://studentaffairs.unca.edu/sites/studentaffairs.unca.edu/files/Foundation\\_Documents/CAS\\_General\\_Standards.pdf](http://studentaffairs.unca.edu/sites/studentaffairs.unca.edu/files/Foundation_Documents/CAS_General_Standards.pdf) (Accessed 10/11/13)

HEA (2012) Higher Education Academy: *Compendium of effective practice in Higher Education Retention and Success*. Available at: [http://www.heacademy.ac.uk/assets/documents/what-works-student-retention/What\\_Works\\_Compendium\\_Effective\\_Practice.pdf](http://www.heacademy.ac.uk/assets/documents/what-works-student-retention/What_Works_Compendium_Effective_Practice.pdf) (Accessed: 10/03/2013)

Layer, G. (2005) The Final Year Experience keynote address at the Course Directors' Conference, Kingston University, January 2007.

Mullendore, R. H. & Banahan, L. A. (2005). Designing orientation programs. In M.L. Upcraft, J.N. Gardner, & B.O. Barefoot (Eds.). *Challenging and supporting the first-year student: A handbook for improving the first year of college*. San Francisco: Jossey Bass.

QAA (2013), Quality Assurance Agency: Analysis of the thematic elements of Institutional Review for England and Northern Ireland and Review of College Higher Education: The First Year Student Experience (2011-13) and Student Involvement in Quality Assurance and Enhancement (2012-13). Available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/IRENI-RCHE-themes-report.aspx>

QAA (2005), Quality Assurance Agency: *The First Year: Engagement and Empowerment* Available at : <http://www.enhancementthemes.ac.uk/enhancement-themes/completed-enhancement-themes/first-year>

Richardson, M. and Tate, S. (2012) 'University is not as easy as A, B, C...: How an extended induction can improve the transition to university for new undergraduates'. *Emerge* (4) pp 11-25.

Thomas, L. (2012) *What Works? Building Student Engagement and Belonging in Higher Education in a time of Change*. Final report from the *What Works? Student Retention and Success Programme*. Available at: [http://issuu.com/paulhamlynfoundation/docs/phf\\_what\\_works\\_report\\_2\\_final](http://issuu.com/paulhamlynfoundation/docs/phf_what_works_report_2_final)

[University of Edinburgh Strategic Plan 2012-2016](#)

Whittaker, R (2008) *Quality Enhancement Themes: The First Year Experience – Transition to and during the first year*. Available at: <http://www.enhancementthemes.ac.uk/docs/publications/transition-to-and-during-the-first-year.pdf?sfvrsn=20>

Yorke, M. and Longden, B. (2008). *The first-year experience of higher education in the UK - Final report*. York: Higher Education Academy. Available at: <http://jisctechdis.ac.uk/assets/documents/archive/FYEFinalReport.pdf>