

## **IATL Pedagogic Intervention project report: The National Student Induction Workshop**

### **Introduction**

Student Induction is a critical point in the academic experience of a student and should be viewed as a process which spans 'pre-arrival' to the end of the first year of study. Effective management of the student transition from prior studies into University life can aid in the retention of students and make the first year experience on a University course more enjoyable and successful. This is becoming increasingly important, particularly in the context of increased tuition fees, the marketization of HE, league tables and the NSS.

The national student induction workshop brought together academics and support staff to a one day workshop which focused on student induction. The event comprised of a number of presentations which shared innovative practice, and some interactive workshops which explored key induction themes. The event was co-funded by IATL and the HEA and organised by Harjinder Singh Lallie (WMG), Lisa Field (Induction Manager at Student Careers and Skills - SCS) and Joanne Ramsey (SCS).

As a result of the workshop, a JISC email list ([STUDENTINDUCTION@jiscmail.ac.uk](mailto:STUDENTINDUCTION@jiscmail.ac.uk)) was established and the organising team has been encouraged to begin organising the second national student induction workshop.

### **Summary of event**

The day comprised of 18 dual-tracked presentations including a keynote from Professor Christina Hughes (PVC). Presentations covered a range of topics from the gamification of the student induction experience, issues in internationalisation and transition issues from college into University. Presentations from the event are available at:

<http://www2.warwick.ac.uk/study/welcome/inductionworkshop/breakoutsessions>

The event was attended by 76 academic/support staff from 21 institutions. 27 of the attendees submitted feedback forms. Feedback from the event can be generally summarised as follows:

- 100% of delegates said organisation was Very Good (86%) or Good (14%)
- 92% of delegates said that the session lengths were Very Good (69%) or Good (23%) (4% gave 'neutral' feedback and 4 % said 'Poor')
- 100% of delegates said facilities were Very Good (89%) or Good (11%)
- 96% of delegates said that the joining instructions and general communications relating to the event were Very Good (77%) or Good (19%). (4% said 'Very Poor')
- 85% of delegates said that the range of speakers was Very Good (52%) or Good (33%) (14% gave 'neutral' feedback)
- 78% of delegates said that the workshop had influenced their approach to student induction, 18% did not comment and 4% said that it had re-assured them in their current approach.

Going forward we would like to implement a more effective feedback mechanism, maintain the multi-track format, increase participation to around 100 delegates and explore opportunities to publish selected papers.

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