

Student induction entails events to support new students and their transition – but it also means the longer-term assimilation of new students into the ways in which institutions operate, particularly as it relates to its teaching and learning methods. Many departments operate an induction programme for new students prior to the start of the first term, using a variety of different tools and activities.

Alternate reality games for orientation, socialisation & induction (ARGOSI)

<http://argosi.playthinklearn.net/>

This JISC funded project aimed to provide a novel and engaging alternative to traditional student induction. Through the use of an Alternate Reality Game, which combines a series of collaborative challenges within an unfolding storyline, it aimed to provide a mechanism for new students to make friends, orientate themselves to the City of Manchester and learn basic information literacy skills.

Campbell, E. 2006 *Easing Transition, Improving induction for non-traditional students*, 1, Inverness College: UHI Millennium Institute

Davis, B. 2009 *Student Induction and Employability: the Outdoor Activity Residential Contribution*, Hospitality, Leisure, Sport and Tourism Network

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/140_davies_student_induction_and_employability.pdf

Harvey, L. and Drew, S. 2006 *The First Year Experience: Briefing on Induction*, Higher Education Academy, York

http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/FYE/web0575_the_first_year_experience_briefing_on_induction.pdf

The Higher Education Academy has produced a briefing paper which includes a comprehensive literature review about student induction and the first year experience.

Lee, B. and Robinson, A. 2006 *Creating a network of student support*. In Thomas, L. and Hixenbaugh, P. (Eds.) *Personal tutoring in Higher Education*, Trentham Books, Stoke-on-Trent

Prepare for Success <http://www.prepareforsuccess.org.uk/>

Prepare for Success is an interactive pre-arrival learning tool for international students who are getting ready to come to the UK to study. The page provides materials for international students preparing for academic life in the UK

QAA Scotland *Quality Enhancement Themes: The First Year Experience*

<http://www.enhancementthemes.ac.uk/themes/FirstYear/outcomes.asp>

The work of the First Year Experience Enhancement Theme development projects exploring 'Curriculum design for the first year', 'Transforming assessment and feedback', 'Introducing scholarship skills', 'Personalisation of the first year' and 'Transition to and during the first year' provide useful guidance on how to support transition and student engagement.

QM Connect Student Mentoring Project

http://www.qmu.ac.uk/prospective_students/student_services/mentoring.htm

This project, developed at Queen Margaret University, supports new undergraduates during the transition period by matching them with more experienced students who have volunteered to offer peer support. Student mentors can provide a continuum of support from pre-entry to post-entry.

STAR project (Student Transition And Retention)

<http://www.ulster.ac.uk/star/induction/induction.htm>

Induction pages from the STAR project, including guidelines and case studies:

- Cook, A., Macintosh, K.A. and Rushton, B.S., (Eds.) 2006 [Supporting Students: Early Induction](#). University of Ulster, Coleraine
- Cook, A., Rushton, B.S. and Macintosh, K.A., (Eds.) 2006 [Supporting Students: Extended Induction](#). University of Ulster, Coleraine
- [Induction Audit Tool](#). This audit tool can be used to evaluate good practice and areas of change that might need to be addressed.

Thomas, N. 1998 Helping Earth Sciences Students to Develop Key Skills: a portfolio of curriculum exercises. In *Good Practice in Earth Science Learning & Teaching*, Geography Discipline Network, Cheltenham <http://www.gees.ac.uk/essd/One.htm>

This guide is part of the 'Good Practice in Earth Science Learning & Teaching' series. Chapter one provides guidance and useful ideas for student induction.

UHI Millennium Institute 2009 Developing a longitudinal approach to induction. In *QAA Scotland Quality Enhancement Themes: The First Year Experience. Transition to and during the first year*, QAA Scotland, Glasgow

<http://www.enhancementthemes.ac.uk/documents/firstyear/Transition%20-%20Final.pdf>

The UHI Millennium Institute developed a longitudinal approach to induction (pre-entry, orientation, semester 1+2) which explicitly addresses all aspects of transition - social, personal, cultural and academic. It also includes a 'timeline' information strategy, coordinated institutional framework and institutional 'home' for transition (resources, policy, sharing of practice and material).

UniSmart

<http://www.unismart.biz>

The UniSmart programme is used in universities throughout New Zealand, Australia and the UK to support first year tertiary students through transition as first year students need to take on so much new information, some academic, some of a more personal nature. The UniSmart programme consists of a 75-minute dynamic presentation for students covering a wide range of topics and issues. Upon booking, universities are provided with a questionnaire in order to have the programme content tailored to their specific needs.

University of Melbourne Induction programme

www.services.unimelb.edu.au/transition

Very comprehensive induction programme with a separate section for university staff containing reports of what students have said about teaching, studying and the university transition experience in general and induction activity tool kits. The programme also includes a transition checklist for lecturers of first-year subjects focussing on encouraging students to engage with the lecturer and with their peers, to assist the process of transition.