KYMENLAAKSON AMMATTIKORKEAKOULU

University of Applied Sciences

Master's Degree Programme in International Business Management

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STUDENT INDUCTION STRATEGIES

Master's Thesis 2009

DEDICATION

For MC

This work is dedicated to my loving wife Marjaliisa Clack, whose constant loving support, and plates of sandwiches and cups of tea afforded me the time to sit, read and write. The numerous reassuring affectionate hugs and occasional glasses of wine were highly welcome interruptions.

Hugh Clack, Kuusankoski, 23 November 2009

ABSTRACT

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CLACK, HUGH   STUDENT INDUCTION STRATEGIES

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The introduction of new students to the study environment is an important stage that will give the first impression to students. This can have a profound effect as to whether students will be satisfied with their chosen degree programme and university, and whether they will stay during the first year.

The main aim of this thesis was to show how a structured student induction strategy could be implemented in such a way as to ensure that students will be satisfied with the first impressions of their study-life and hopefully to increase retention rates of student numbers especially during the first year.

The main method for this research has been action based using one particular group of students as a focus group. Further research looked at universities in the UK as a small benchmark investigation. Other sources of information were based on education and HRM strategies.

The main conclusion highlights areas in induction that need attention. It also shows that foreign students may need a separate or more involved induction programme due to cultural differences. The induction processes were developed as part of this research. Suggestions are also given for future development. One result of the study was the introduction of an induction checklist that has now been taken into use by student counsellors.

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1 INTRODUCTION

University of applied science Bachelor level degrees in a foreign (non-domestic) language have been on the increase in Finland since the first introductions in 1996. In most cases, the language of education offered is English. Of the 26 universities of applied sciences, 25 offer one or more full-time degree programmes taught entirely in English (information gathered from each university website). For students, studying for a degree in a language other than their native language brings many challenges, and when the country in which they are studying is also strange to them, it is obviously more challenging.

For educational institutions offering education in a foreign language, there are many different kinds of challenges to overcome. Where institutions are offering education to students in more than one language, the student body quickly becomes a mixture of many nationalities with students studying permanently at that institution or as part of an exchange programme. Also, in many cases, there can be foreign lecturers as part of the normal teaching staff and as part of exchange programmes.

1.1 Research objective, scope and development plan

At present Kymenlaakso University of Applied Sciences (KyUAS) has two Bachelor level degree programmes that are carried out in English and one part-time Master's level degree programme for full-time professionals. The International Business Programme (BBA) as described in this work, the Degree Programme in Design (BA) which started in 2008, and the part-time International Business Management Programme (MBA) which started in 2007.

The objective for this thesis is to look at the International Business programme of KyUAS to determine what the challenges are for the organisation and for full-time degree students by having education in a foreign language, namely English. The main focus is on how students are first introduced to their studies, and thereafter supported and encouraged during the first year of studies. The intention of this work was to help find a strategy to reduce the number of student resignations, in particular during the first year. The

research briefly looks at Human Resources Management induction strategies to see if they can be compared to the ways in which students are introduced to studies at university. The development plan can be seen from Figure 1.

The final outcome of this research will bring improvements to the induction of students into the International Business programme through the changes implemented during the first orientation period. The development of student induction can also lead to suggestions for other foreign language programmes that are being introduced in the organisation.

Students are studying full-time with the goal of obtaining a Bachelor's level degree that will increase career opportunities. As the whole degree is studied in English, with students coming from all over the world, it is very international. One of the main reasons given by non-Finnish (mainly Asian) students for studying in the International Business programme at KyUAS is that a degree obtained in English in a European country is highly valued. A recent report conducted by Niemelä (2009, 30-34) on behalf of OTUS Student Union Research Foundation, looks at, among other things, why foreign students have chosen to study their Bachelor degrees in Finland. The report lists some of the main reasons as:

- to study in an international group
- to visit another country
- to work abroad in the future
- a degree obtained abroad is more useful in the global job market than a degree at home
- the belief that a foreign degree programme is taught at a higher level than at home
- previously studied in English
- to improve language skills
- free education

It is important for the university to retain as many students as possible that will go on to graduate as this is a large source of income for the university. When students resign from their studies during the normal study time the university

looses financing from the government, so therefore the financial incentive for the university to retain students that also go on to graduate is extremely high.

Chapter 1	• Introduction
Chapter 2	• Orientation, induction, initiation or indoctrination?
Chapter 3	• HRM Induction Practices
Chapter 4	• Induction Practices in UK Universities
Chapter 5	• International Business programme at KyAMK
Chapter 6	• Conclusions and suggestions for the future
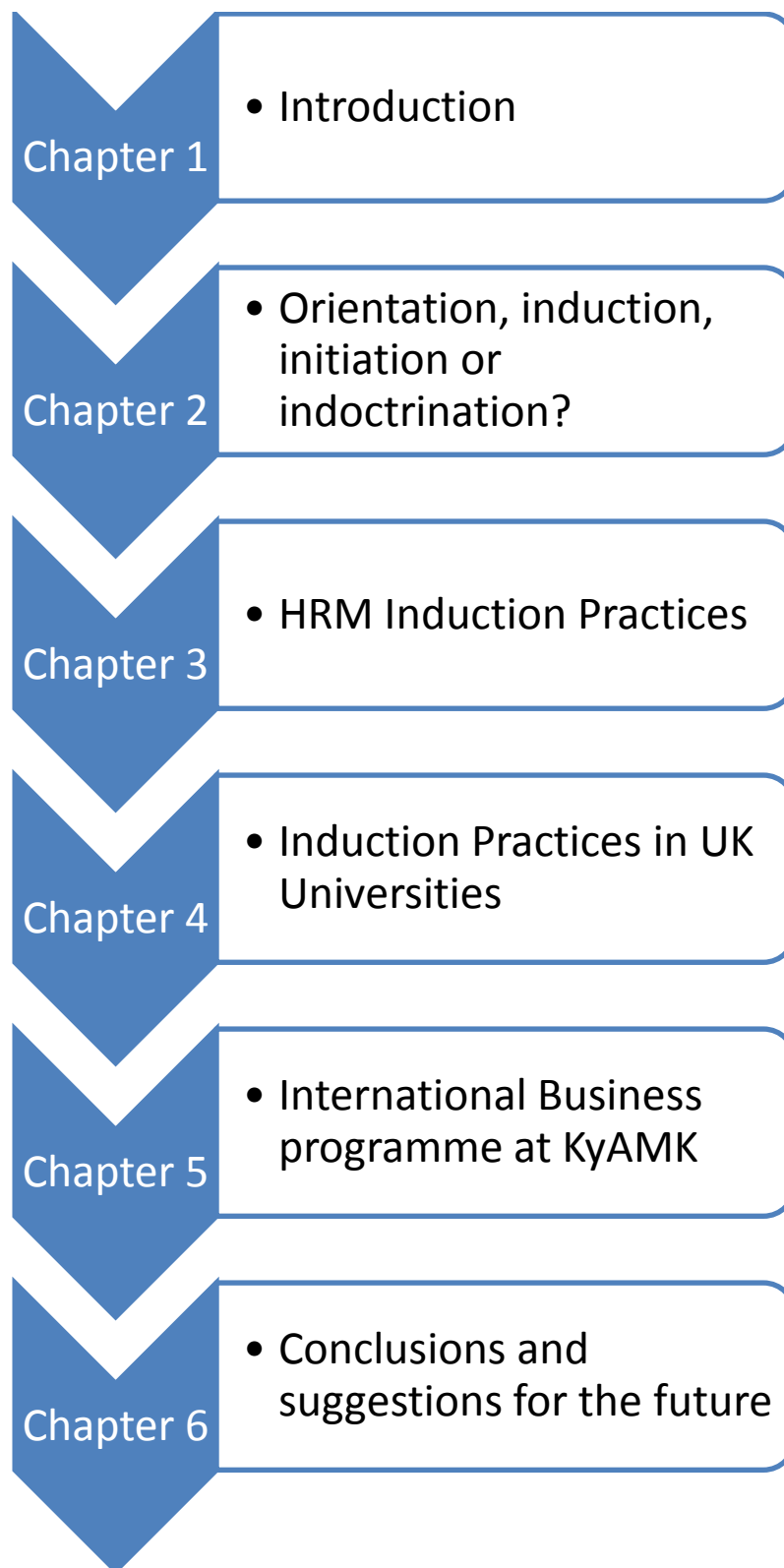
Figure 1: Outline of development plan

1.2   Research method

As I am directly involved in student induction for international students through my role as Student Counsellor, I have chosen to use action based research as the main method for conducting this work. Action research is defined by Reason & Bradbury (2008) as an interactive process of inquiry that takes problem solving actions implemented in a context of collaboration and also the gathering of data at the same time. These actions are then analysed in order to explain the reasons they exist and to be able to shape personal and organisational change.

A further definition by Kemmis and McTaggart (1988, 6) link the words 'action' and 'research' to show that it truly defines the essence of the approach.

> *The linking of the terms 'action' and 'research' highlights the essential feature of the approach: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning. The result is improvement in what happens in the classroom and school, and better articulation and justification of the educational rationale for what goes on. Action research provides a way of working which links theory and practice into the one whole: ideas-in-action.*

The model of the action research process by Kolb (1984) shown in Figure 2, illustrates how action research can be used as a learning tool. The researcher can 'step into' the process at any stage, as long as the cycle is performed in order.

Concrete
Experience 'Feeling'

Active Experimentation
'Doing'

Constant
repetition of the
cycle can
improve
understanding

Reflective
Observation
'Watching'

Abstract Conceptualisation
'Thinking'
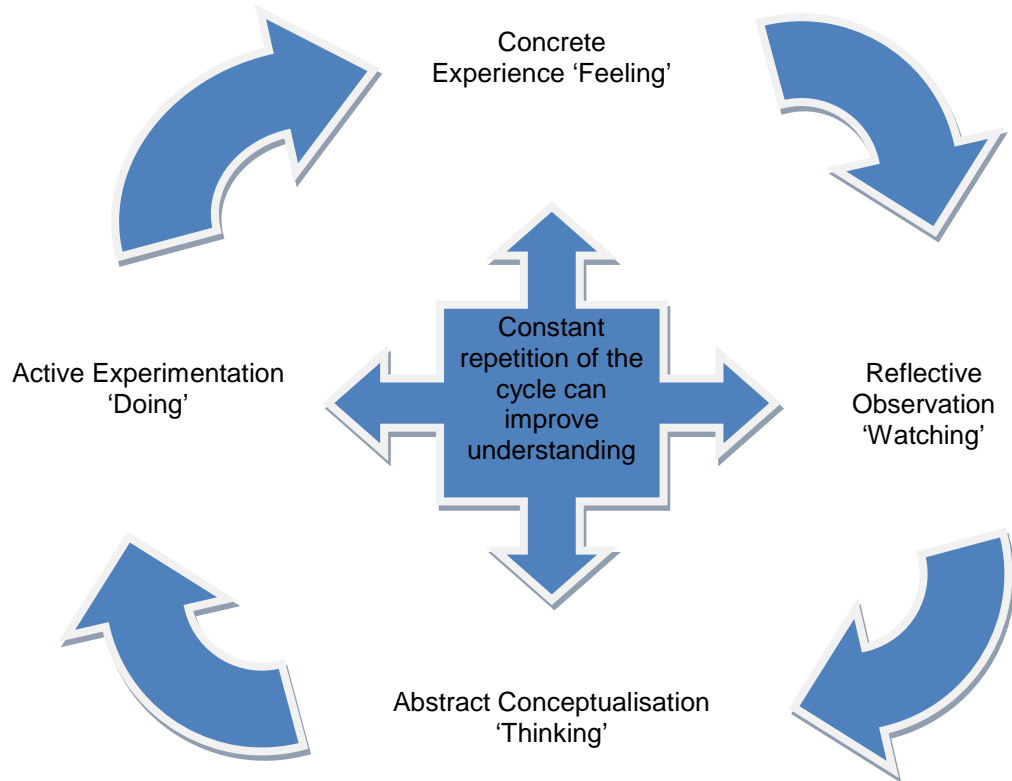
Figure 2: Action research cycle as a learning process, based on Kolb (1984).

Eriksson and Kovalainen (2008, 193) explain that action research is observation of a particular problem and the solving of it through the process of intervention, and further observation. It is also mentioned that action research is a suitable method to be used for a situation that needs to be observed over a period of time, or to be able to understand change processes, or problem development, and to be able to reflect on the changes in order to learn from them. They further point out that:

> *Action research is not technically a research 'method', rather it should be understood and addressed as an approach to such research that requires involvement, a close relationship to the research object and participation as key starting points for research activities, and uses different methods in acquiring knowledge, in the research process and in problem solving.*

As most of this research has been done by observations of the problem, interacting with those that are part of the problem, implementing changes, reflecting, and implementing new changes, this method can clearly be a

beneficial approach and one that is most suited to this research (see Figure 3).
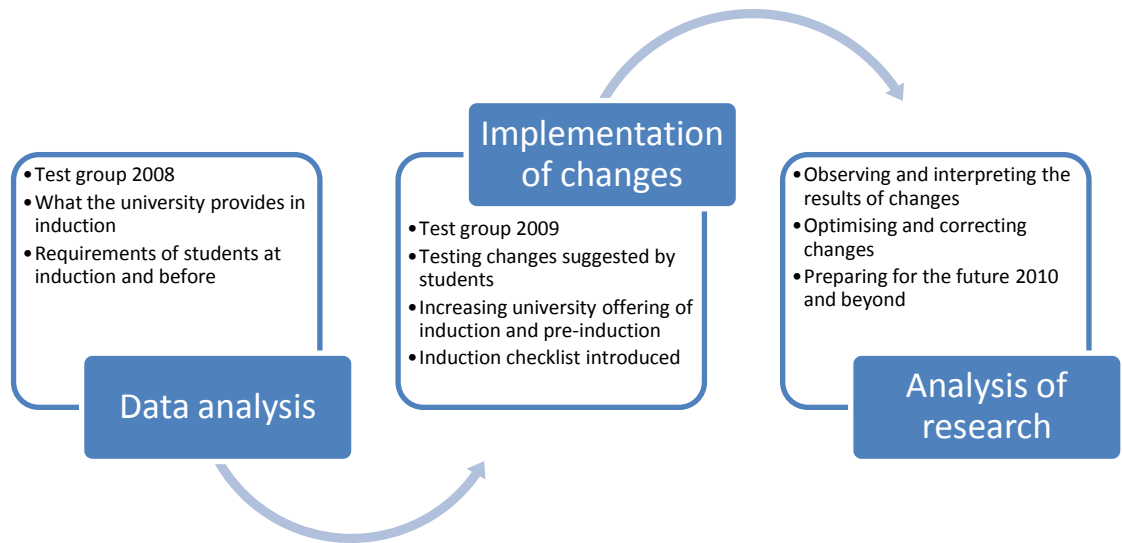
Figure 3: Main action based research outline

This work also includes case studies of induction practices in UK universities. Background information also has been obtained through informal discussions with relevant colleagues throughout the whole of the research.

1.3 Literature used in this research

The majority of literature used in this research has come from publications based on research in higher (university level) education. As the topic itself is directly related to higher education most publications have been produced by other universities or researchers at universities. It was noticed when cross-referencing the material, that many authors are referencing each others' work so the conclusion may be that material directly related to the subject matter is limited but reliable. Also literature related to HRM strategies has been included to this work. The literature review in Table 1 shows some of the main literature used and the reasons for inclusion in this work. The reference list at the end of this work gives full and detailed information of all works used.

Table 1: Literature review

Topic	Authors	Relevance to this work
HRM	ACAS. CIPD. Marchington & Wilkinson. Reach It. Thio. Thomas. Tyson & York.	Induction strategies in organisational development and how structured planning and implementation motivates and helps retain employees. I have included these as I believe that there is a direct comparison between how organisations work with employees and how universities work with students.
Induction	BBC News. Billing. Cook, Macintosh & Rushton. Forrester, Motteram, Parkinson, & Slaouti. Frame. Indoctrinate U. Kolb. Roberts & Trotter. Schofield & Sackville. Shobrook. University of Portsmouth.	Research into the induction of students in universities and many case studies conducted in a similar way to this research. As this is the main theme of this work these of course are the major literary works whose relevance is this most important.
Higher Education & Retention of students	Ashton-Yamnikar. Barber & Hassanien. Niemelä. Renfrew, Tomkinson & Warner. Ryan. Tinto. Yorke.	General research into changing practices in higher education. It is essential to this work to discover new methods for motivating students in their education. These works look at new practices and ways to help motivate and encourage students. Why students resign their study places and how changes in institutional practices could help to reduce this. One of the aims of this research is look at ways to reduce the number of student resignations in the first year so these works are of major importance.

1.4 Limitations, reliability and validity of the research

As the research mainly looks at ways to improve the induction of full-time degree students in the International Business programme of KyUAS, the method of testing implemented changes can only be done on a yearly basis as the programme starts only once per year (at present each spring, but in 2010 it will change to autumn). This means that the changes needed to be introduced in winter 2008/2009, and then the research looks at whether the changes had any effect in the spring programme of 2009. Also the situation as of autumn 2009 regarding the number of retained students is taken into consideration and compared with previous years, but conclusions reached as to the reasons for the higher amount can only be regarded as speculative, as there may be many factors affecting this.

Other changes introduced in the programme mainly take place once per year and as the next group of International Business students will not start their studies until autumn 2010, only time will tell if the changes are really significant to retain student numbers.

Another limitation of the research refers to the number of students that resign their student place during the first year of studies in the fact that the statistics generated by the student registration system do not distinguish between students that have been active during their first year and students that have not actually begun their studies even though they have registered as present. For this reason the statistics given in chapter 5.2 related to the number of students resigning from their studies may seem greatly exaggerated, i.e. the actual number of students (attending courses) that make a conscious decision not to carry on with their studies (resign from KyUAS) in the International Business programme is much smaller than statistics show.

As action based research relies on observations and interventions, the concept of whether the research is valid or reliable is difficult to define. Eriksson and Kovalainen (2008, 202-205) express the view that action research is on the one hand extremely difficult to validate, but on the other can be considered more reliable than other kinds of qualitative research. The main issue seems to be that as the researcher is a part of the process being

researched (or observed) then they are part of the problem. This gives rise to the issue of partiality and impartiality. However, it is also pointed out that the very nature of action research being so involved and solving real-life problems lends itself to increased validity as it is reporting the facts of the matter as they exist. The empirical part of this research work has been carried out with the intended focus group and inside the organisation to be developed through observations, discussions and meetings with the actors concerned. Also changes have been introduced to induction and the results observed. The student groups that are the main focus of this study have been used to obtain information directly related to their induction through various activities and feedback sessions. All information received has been recorded in writing and the original material used and given by students as described in chapter 5 has been saved. Therefore, this work can be considered as reliable and valid.

Many of the development ideas outlined in this research have actually been put into practice. However, due to the limitations mentioned above, the claims in improvements made regarding the retention of students are mainly suggestive rather than confirmed. The observations and data collected for the empirical study are presented in chapter 5.

One of the problem areas is comparing HRM strategies with university strategies. Whereas employees of an organisation are rewarded for their work in the form of a salary, students are rewarded in the form of credits toward their final degree. This comparison may be criticised due to that very fact. However, students do indeed they get paid to study in the form of student benefit (study support), they also need to abide by the rules of the organisation (the university), and are involved in R&D projects. So in my opinion the comparison can be made, albeit tenuously.

One other criticism may be of the reference and comparison to UK universities. In the UK students need to pay for studies (the opposite of Finland) and therefore could be regarded more as 'customers' than 'employees'. Therefore it would seem that the research mentioned in chapter 4 in that regard may seem somewhat incomparable. However, I again believe that as UK universities are also experiencing difficulties in the retention of first

year students, and this directly affects their finances (loss of tuition fees), it can be considered as comparative.

This research does not look at the induction of exchange students, as these are treated as a separate group at KyUAS, and they have different needs from full-time degree students. The International Office of KyUAS takes care of all matters related to exchange students and is not involved with the induction of full-time degree students.

1.5   Proposals for further studies

There could be follow-up research carried out in 2010 and 2011 to see if the situation regarding the number of first-year resignations has improved. This is a major problem at the moment as the research herein is limited by time as explained above. It is my own intention to conduct this kind of research as part of future pedagogical studies.

Further studies could also investigate whether the induction strategy can be used in or adopted for other organisations other than universities, especially where foreign nationals may need some other form of induction to local employees.

Further research could possibly take the idea of the student induction checklist outlined in chapter 5.5 and find ways to integrate it further into the existing systems used by the university and possibly extend the use to the full 3.5 years study period. In this way the student would have a complete log-book that could act as a guide during their studies, with certain checkpoints along the way, in much the same way as an employee has an induction and training record.

2 ORIENTATION, INDUCTION, INITIATION OR INDOCTRINATION?

Even though the term 'induction' has been mentioned in the introduction, for the purposes of this research it was still necessary to decide on the term to be used to describe the process that students go through when they begin their studies. At present, the term "orientation" is used in many universities in Finland, and also by KyUAS, in both English and Finnish. The term is even used as the title of the course by which students become familiar with the practices of the university. But is it the appropriate term to be used in the context of this work? Can something more defined give a better understanding?

To this end, I have identified three other terms that I feel would be the nearest to describing all of the 'orientation processes' that students go through during their first year:

- Induction
- Initiation
- Indoctrination

2.1 Orientation

As mentioned above, 'orientation' is currently used in many universities in Finland. The Oxford English Dictionary (OED, 2009) defines it as: *The process of familiarizing a new or prospective student, recruit, etc., with the content of a course, the basics of a subject, the nature of college life, etc. Also: a course intended to provide such familiarization.* There is also a notation that confirms the term is mainly used in North America, and that the origin is from the United States. A further explanation states the use in the US as *orientation course, or orientation programme* and this is in fact what is used in KyUAS. However, as the title of this work suggests, it is necessary to look at a much wider area to find a better way to define a strategy, but the word orientation could still be applied to the course that is taught in relation to the studies.

An example of the use of the word 'orientation' in a HRM context can be seen from Reach It (n.d.) a company offering human resources and organisation

development solutions. They class orientation and induction as being one and the same, and on their website under the title Orientation and Induction they say:

> *Orientation of new employees is one of the most important aspects in retaining talent. It assists them to understand the various aspects of the organization, such as its mission, vision, its values, policies, procedures, and structure. A little time and effort taken to assist new employees to "fit in" is a wise investment, as such a programmes will enable them to function more efficiently and effectively within a short frame of time. Lack of orientation for new employees can lead to confusion, de-motivation, conflict, and poor performance.*

2.2   Induction

A definition of the word 'induction' according to OED (2009) is: *The action of introducing to, or initiating in, the knowledge of something; the process of being initiated; introduction, initiation.* If we take this further and look at the word 'initiation' we see *Formal introduction by preliminary instruction or initial ceremony into some position, office, or society, or to knowledge of or participation in some principles or observances; hence generally, Admission to the knowledge, or instruction in the elements, of any subject or practice.*

Another definition relating to the work environment according to a report published by the Chartered Institute of Personnel and Development (CIPD 2006):

> *The term 'induction' is generally used to describe the whole process whereby employees adjust or acclimatise to their jobs and working environment. As part of this process, 'orientation' can be used to refer to a specific course or training event that new starters attend…*

In relation to education, the term 'induction' is also explained by Cook, Macintosh and Rushton (2006, 7) in that they have separated it into two parts

namely 'Early Induction' and 'Extended Induction'. They explain that a standard dictionary definition is difficult to use for practices carried out in educational environments. They describe early induction as the time when students first begin their studies and also mention that it is often referred to as orientation. As for extended induction, it is a longer-term assimilation of new students into the ways in which the institution operates, particularly as it relates to its teaching and learning methods. Extended induction is the topic of a second work by those authors.

For the purposes of this thesis, 'induction' then would seem to fit with the process by which students begin their studies with the introduction into the practices of the university and its rules and regulations. Students are indeed given formal introduction through preliminary instructions and also through continuing instruction throughout their first academic year (Orientation Studies). Also, students are at the same time introduced to the 'society' of academia.

2.3   Initiation

For my own purposes, I favour 'induction' over 'initiation' as the Encyclopædia Britannica Online (2009) defines 'initiation' as …*the rites, ceremonies, ordeals, or instructions with which one is made a member of a sect or society or is invested with a particular function or status*. This to my mind would point to a more formal introduction into becoming a 'member' of a certain society, and seems to have very religious or even 'dark' undertones, such as "…he *was initiated into the secret order*" (Anon). Indeed, a BBC News (2008) report related to initiation ceremonies in universities in the UK states that Initiation ceremonies have become traditional in UK universities and are normally organised by student sport clubs for first-year undergraduates. The report goes on to explain the degrading activities that new students are expected to perform and that many universities have condemned the practice. One university expressed the opinion that those students encouraging initiation ceremonies could be disciplined. It would seem from this that 'initiation' is therefore certainly not appropriate to describe the strategies outlined in this work.

2.4   Indoctrination

Indoctrination is not what one would immediately think of in the context of university studies, but it is one that has to be considered. OED (2009) defines it as *Instruction; formal teaching. Also spec., the 'instruction' of prisoners of war, etc., in Communist doctrines, ideas, etc.* For the purposes of introducing students to 'life as a student', I suppose one could argue that there is a certain amount of indoctrination. However, there is a side note that this term has an equivalent meaning: *brainwashing*. Students are not 'indoctrinated' to the university system for the purposes of introducing their studies, even though there is instruction and formal teaching, the negative connotations of the term 'brainwashing' are extremely strong. There have also been many negative reports related to 'indoctrination' at university in a similar way as 'initiation'. The website Indoctrinate U (n.d.) explains how many American universities are 'indoctrinating' and 'brainwashing' students as described below:

> *Speech codes. Censorship. Enforced political conformity. Hostility to diversity of opinion. Sensitivity training. We usually associate such things with the worst excesses of fascism and communism, not with the American universities that nurtured the free speech movement. But American higher education bears a disturbing resemblance to the totalitarian societies that are anathema to our nation's ideal of liberty. …Indoctrinate U, reveals the breathtaking institutional intolerance you won't read about in the glossy marketing brochures of Harvard, Berkeley, Michigan, Yale, and hundreds of other American colleges and universities.*

Therefore it is clear that this term cannot be used to describe the strategic development processes explained in this work.

2.5   Chapter summary

It would therefore seem that the word 'induction' is indeed the one to use in this context, rather than any of the others mentioned above. However, the use

of the word 'orientation' can still apply in the context of the course that is actually taught, e.g. in KyUAS there are Orientation Studies, as explained above.

3 INDUCTION STRATEGIES

3.1 HRM strategies of induction

In most organisations, new employees are usually given some kind of induction to introduce them into the working practices and culture of the organisation. However, according to Dan Thomas (2006), companies in the United Kingdom are wasting vast amounts of money due to inefficient induction processes, whereby the first week of a new employee starting the job is unproductive. The Advisory, Conciliation and Arbitration Service (ACAS 2005) produced a factsheet regarding induction training, where it is pointed out that an inefficient induction programme will lead to poor performance, low satisfaction, absenteeism, and resignation, among others.

The CIPD (2009) mentions induction checklists as being extremely useful and outlines how they should be designed, implemented and checked. One of the elements suggested is a 'pre-employment' checklist that gives some basic instructions mainly regarding conditions of employment and information about the company. The rest of the checklist should form part of the induction programme once the employee arrives at the workplace, usually in the form of a structured course. This is backed-up by Thomas (2006) who suggests that some form of checklist could be utilised so that new employees could go through some of the basic organisational practices before entering the workplace, in that way they would be 'up-to-speed' on the very first day. The ACAS (2005) also point out that having a well designed checklist for new starters will help both the employee and the employer, the employee being prepared for what is to come and the employer having an employee that is already familiar with the practices of the organisation.

3.2 Induction crises in HRM

Tyson and York (2000, 139-145) regard induction as being a crucial aspect of any management strategy. They point out that general industry statistics indicate a high turnover of employees in the first year of their employment. They refer to this as the *Induction Crisis* and it is illustrated by the Wastage curve in Figure 4. They go on to explain that people have problems adjusting

to a new and unfamiliar social environment and can feel lonely and disorientated.
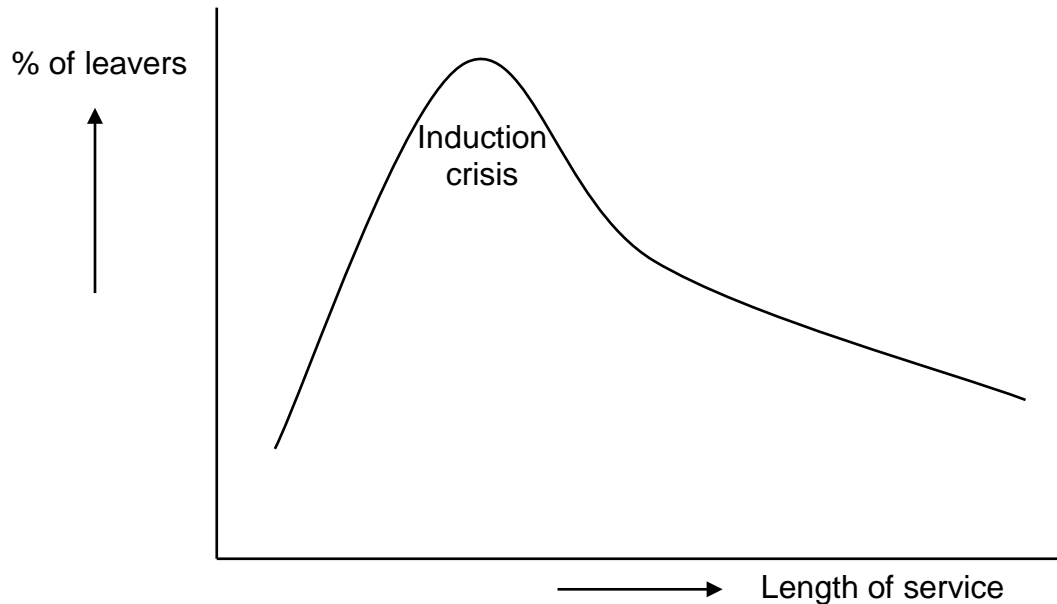

Figure 4: Wastage curve (Tyson & York 2000, 139).

Where HRM induction strategy towards employees and university induction strategy towards students differ however, is shown by Thio (2000) in that organisations are often looking for long term commitment from employees. Also, it is sometimes beneficial to the organisation to have employee turnover as it makes way for new employees and *career progression*. However, she does point out that *high and unexpected turnover can be a reflection of negative job attitudes and low staff morale*. Also, having employees leaving an organisation can reflect badly on the organisation and also disrupt the work of other employees.

3.3   Social induction

According to Marchington and Wilkinson (2005, 189), induction starts with recruitment and leads into continuous development. They explain also that new employees are socialised into the organisation. This then would emphasise the need for people in a new and unfamiliar situation such as a new job to get acquainted with others as soon as possible to form social ties

and friendships. Indeed Abraham Maslow (1954, cited in Jobber 2004, 83) showed in his Hierarchy of Needs (Figure 5) regarding human motivation that social needs are quite important and include belonging, love, family, friendship, companionship, esteem, status and acceptance in groups. These are all traits that one could associate with the workplace and a university.

Self

Self-actualisation

Esteem and status

Social

Belongingness and love

Safety

Physical

Physiological
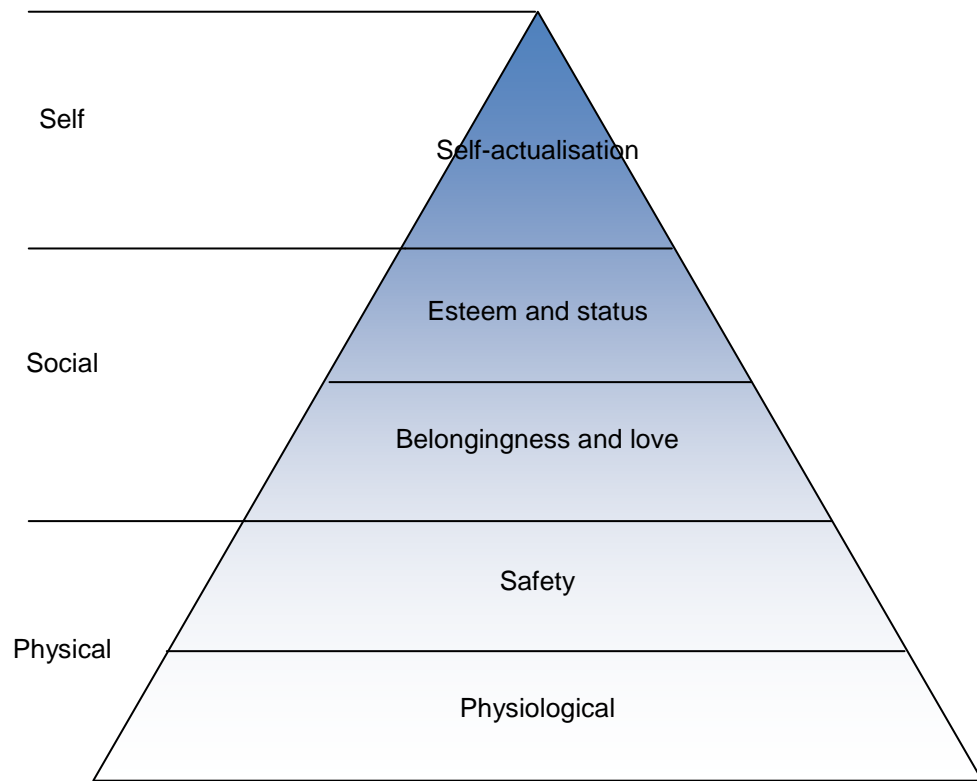
Figure 5: Maslow's hierarchy of needs (Maslow 1954, cited in Jobber 2004, 83.)

It would seem then that students have a definite social need to assimilate into a group of their peers at university. The approval and acceptance of peers would be a natural desire, as would the status that academic achievements bring. This would of course progress to self-actualisation when a student graduates, but of course there would be much higher aspirations such as finding a career.

Therefore, based on the information above, one major way in which to increase the motivation of students and decrease student resignations, especially during the all-important first year, would be to help them with integration and socialisation.

3.4   Why have induction at university?

It is important to have a clear and structured induction strategy at universities to help promote the integration of students to their academic life to reduce any kind of culture shock. Students in many cases are living away from their homes and families, more often than not for the first time. For many international students the situation is of course multiplied. Not only do they have to come to terms with living away from home, but so far removed from home in a strange country. They [international students] will need to contend with a new language, a very different culture from their own, and deal with people from varied cultural backgrounds. It is not surprising then that in my role as student counsellor I have often experienced that international students tend to need more support than national [local] students.

Barber and Hassanien (2007) describe how students need to feel that their chosen university and degree programme was the correct choice if they are to remain until the end of their degree. Their research indicates that having clear induction strategies especially in relation to the first week and year can help facilitate this. Yorke (2000) also relates how it is important to have an induction strategy whereby the environment of the university is perceived by students as supportive and friendly. The first year is the most important for students and support must be given at this time. It is also important that social aspects must be considered in relation to studies. Billing (1997) proposed that the first week of starting studies at university is the most influential and that concentration should be on non-academic activities during this time.

In research regarding student retention strategies, Renfrew et al. (2002) suggest that one of the main factors that should be looked at is in the recruitment stage. Students should be made more aware of exactly what it is the university offers in terms of education so that they can make an informed choice as to their degree programme. Also, students have no real conception of the learning methods in use at university today, especially where the focus may be on applied or problem-based learning.

Tinto (1993) produced a model (Figure 6) of understanding how students progress through higher education and the influences on them which may lead

to resignation. The model clearly shows that a social system plays a major role in whether or not students can integrate into the university system and into the social context that goes with being a student. This appears to be confirmed by Roberts and Trotter (2006) who say that it is during the induction phase when students meet and socialise with each other, forming tentative relationships. Therefore this should be encouraged rather than merely providing academic information.
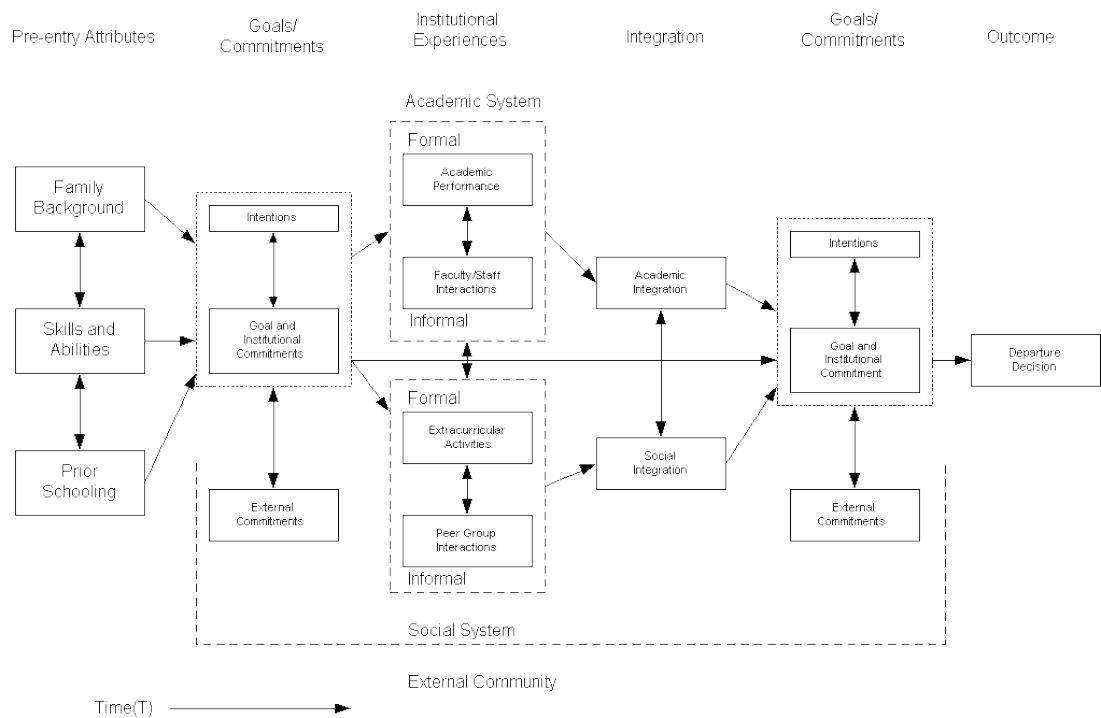
Figure 6: Tinto's model of student progression in higher education (Tinto 1993)

3.5   Induction crises in universities

According to Dr Philip Frame (2001) certain factors in higher education have meant that both universities and students are facing what he calls an Induction Crisis similar to that seen in HRM practices:

- *Increasing student numbers*
- *More degree programmes*
- *More choices*
- *Differing abilities in the student group*
- *Outside pressures on students, e.g. working and studying*

Frame (2001) goes on to explain that universities that do not recognise how the induction process has become more complicated, and do not have a planned strategy to deal with more involved induction, will ultimately end up in a crisis that is harmful for both students and the university.

Yorke (1999) conducted an analysis of students that had resigned from higher education in the UK and found that among the reasons given were:

- *Poor quality of the student experience*

- *Inability to cope with the demands of the programme*

- *Unhappiness with the social environment*

- *Wrong choice of programme*

- *Matters related to financial need and*

- *Dissatisfaction with aspects of institutional provision.*

From this it can be assumed that how students are introduced to academia at the beginning of their studies leaves a significant impression that may influence later decisions such as the continuation of the programme.

The research of induction practices in higher education conducted by Frame (2001) found that they ranged from being strategically managed and the same throughout the institution, to being conducted at a more 'local' level according to programme or course specific needs. The one thing that remained constant was that they were all designed to quickly assimilate new students into the practices and procedures of the institution.

3.6   Coping with difficulties

For the university, when any new students start their studies, there are going to be difficulties. If students are having problems with acclimatising to the university or their studies, there is a need for someone to help. When there are international students the problem usually manifests itself in cultural differences. Rushton et al. (2006) state that international students need specific support. They have identified three activities that should be included: English language skills need to be assessed and if necessary a *pre-sessional intensive* course should be taken; a way for students to integrate into living in the local community; some kind of orientation before academic studies begin

to assist with familiarising themselves with the university and cultural differences.

Niemelä (2009, 35-53) reports that cultural and social problems are something that presents a challenge to foreign students. Some of the comments mentioned by students in the report relating to integration problems are:

- Unfamiliar with the language and society in general
- Poor guidance in how to cope with the differing culture
- Poor language skills [in Finnish] preventing cultural integration
- Having to be independent
- Feeling alone, homesick, missing home cooking
- Needing to support oneself financially, but not being able to get a job to do so.

One very profound comment with regard to the language that I found particularly poignant was: *As the language can be the bridge it can also be a border between people* (Niemelä 2009, 35-53). Having lived in several foreign countries myself, and now living in Finland, I can indeed sympathise with this view. Being able to speak the language of the country one is living in can help to bridge the gap and facilitate communication. However, not being able to speak the language of the country one finds oneself living in, can lead to feelings of inadequacy and frustration.

A lot of these problems could in fact be dealt with before they exist by preparing the student for university life and something that could perhaps be dealt with better via induction and pre-induction. However, for the university, having to contend with those difficulties without a strategy leads to disharmony among students and staff alike, and will give the impression of incompetence on behalf of the university. Also, by showing students that they can also follow a strategic plan through induction, will give them the confidence to persevere.

New students will need to be introduced to systems that they have never seen before such as course registration programmes, IT networks, software, virtual learning opportunities, etc. Most of the information can be overwhelming and something that needs to be introduced in a structured way whereby the

student can recall the important information and also have the ability to prepare for.

Another aspect of induction is that students will suddenly find themselves as part of a social group (as explained in the previous chapter) where it is expected that social integration is a natural progression. The forming of friendships and relationships at university is extremely important for security, self-realisation, ego and esteem. This in turn will give the student motivation to succeed in a competitive but at the same time supportive peer group. A well developed plan for 'social' induction as a part of university studies is a must for creating cohesion within the group.

In relation to international students, Ryan (2000, 65-81) explains that university lecturers need to be aware of cultural sensibilities. One way to encourage socialisation is to encourage the learning of the names of fellow students especially if students come from vastly differing backgrounds such as East and West. She also explains that the lecturer should make the first moves with regards to assisting integration as many students from Asian cultures may be uncomfortable and unfamiliar with more western protocols, especially with forms of address. Also, it is mentioned that as well as university study being stressful on its own, students coming from other countries and cultures will also experience many other difficulties compared to home country students. Being away from home for the first time and having to cope financially adds to the stress of studies. She suggests that international students *are at a higher risk of academic failure and of dropping out*. Welcoming foreign students to the university when they first arrive is also crucial in terms of student retention. The first few months are the time when students commit themselves both academically and socially to their chosen university. Students should be welcomed to the country, university, and also to the department where they will be studying. Social activities should be arranged at a departmental level that allows for more integration between students studying in the same programme.

3.7   Chapter summary

It therefore seems that HRM strategy regarding induction can be applied to students and universities. If we replace the employee with a student and the organisation with a university, we can see that students also need some form of structured induction that will benefit both them and the university. Students would understand the practices of the university where they will undertake their degree, thereby increasing their satisfaction and motivation. Universities would benefit from having students that are satisfied and motivated to complete the whole of their degree at that university. This would of course need support from the staff and in particular the governing body of the university to implement a strategic change in how first year students are handled and taken care of.

Having an induction strategy both before and during the first year of studies will surely help to smooth most problems for the student and university alike. In so doing, it is likely to reduce the number of student resignations during and after the first year. In particular, the induction of foreign students would seem to be of particular importance and could be treated as a separate issue.

4 INDUCTION PRACTICES AT UNIVERSITIES IN THE UK

The previous chapter shows the necessity for good induction practices at universities. There has been a lot of research in the UK regarding student retention as losing a student directly affects the financial situation of the university concerned, as explained previously. Most induction practices in the UK have generally taken the form of an intensive first week or few days where rules and regulations are introduced. These practices seem to be changing.

4.1 Effective induction strategies

Schofield and Sackville (2005) explain that it is only recent that induction has been identified as being the *key factor* for the student learning experience. In their research of good practice at Edge Hill College they looked at the induction entitled *FIRSTWEEK* and found that it was attempting to provide four main activities: information related to academic subjects; registration and administration; formal university wide info sessions such as learning; social activities. From the research, they identified several aspects that need to be considered for induction. One of those aspects was:

> *The balance between the needs of the new students and the needs of the institution. The institution needs certain administrative tasks to be completed – the formal registration of the student, the provision of "official" information to the students (regulations), and the conveyance to the student of the academic and social ethos of the institution. At the same time the student needs to "settle in" both socially and academically.*

In a case study in the Department for the Built Environment at the University of Central Lancashire, Ashton-Yamnikar (2006) explains that having an effective induction strategy for new students *can mean the difference between retaining and losing them*. The study suggested that the main reason students resigned within the first year was because they felt isolated and alone. To overcome this, the department instigated two initiatives: firstly tutors would be allocated to first year students in order to create and maintain induction and

support, and secondly a two-week intense induction programme focused on introducing the student to the university, studies and practices, with the second week firmly focusing on the social aspect as identified in the previous chapter. The research showed that the changes to induction introduced in the department resulted in a rise over a three-year period of student retention from 75% to 81%. The research also compared departments that did not have the induction strategy and it showed that the retention rate was much lower and dropped during the same period from just under 60% down to less than 40%. Surveys were conducted among the students and the results showed that they were very happy with the induction. Making friends and bonding with fellow students seemed to be the most important aspect.

Several case studies compiled by Shobrook (2003) show how different induction strategies have helped with student retention and also explain that pre-induction is a necessary factor that creates the first impression. It is also argued that induction cannot be generic throughout the university, but rather that it focuses on individual courses [programmes]. At the University of Glamorgan, a first-year programme manager was made responsible for helping students settle in to their studies through induction and intensive interviews were made of students to ensure that their course selections were appropriate. A formula to increase retention is also mentioned: RET=EID+(E+IN+C)IV. The formula consists of: RET=Retention, EID=Early Identification, E=Early, IN=Intensive, C=Continuous, IV=Intervention. It is explained that the results show that student retention was up by 50% over three years since the practices were introduced.

Other practices outlined in the above research, show that involving students in social activities and introducing games as part of induction help students to form friendships and enhances team-building. The topic of the games usually related to the chosen field in which the students would be studying, e.g. business students 'playing' games related to economics such as Monopoly, and engineering students given building tasks.

Shobrook (2003) points out that not all induction strategies have proved successful. One university found that students could become overloaded with information during the first week. Therefore they decided to extend their

normal intense induction week to optional sessions that students could attend during their first semester. However, this practice was found to be unsuccessful as it seemed students were not motivated to attend because they were not 'credited' for attending. Also, the students who most needed the assistance from induction were the ones that had motivation problems anyway, so optional attendance was not a successful solution.

4.2   Good practices

Good practices for induction and pre-induction identified by Shobrook (2003, 12):

- *Send out a personalised invitation to make the student feel welcome.*
- *Include a timetable of induction events. Ask the student union if they would like to include something.*
- *Find a time for the students to meet with their programme leader.*
- *Organise an appropriate social/academic activity that helps students integrate not only into the university but also with each other.*
- *Run an orientation activity where the student has to find their way around the university and the existing area. Often fun prizes are given as an incentive to achieve this. Treasure hunts can be fun.*
- *Spread some induction activities over the first weeks of the term/semester; in this way students would not necessarily be over loaded with information.*
- *Make self assessment tests available to students and link to appropriate teaching support.*
- *Put information and a draft timetable of induction events on the university web pages.*
- *Provide a timetable with details of classes and courses as early as possible.*

The University of Portsmouth (2008) have produced a policy of induction (see appendix 3) explaining what it means, how it should be carried out and who should be involved. The policy explains that induction is traditionally carried out in the first week before students actually begin their studies, it goes on to

explain that now induction should carry on throughout each year of studies. It states that induction consists of:

- *Social induction (meeting other students, halls induction, socials, Student Union).*
- *Geographical induction (where is everything that the student needs – department, University, city and so on).*
- *Task induction (subject taster lectures, study skills, small-group activities).*
- *System induction (how does everything work – rules and regulations, student support).*

The induction policy (University of Portsmouth 2008) also explains that new students have different expectations and can be very nervous when starting at university for the first time. Students are apprehensive about making new friends at university and whether or not they will be able to cope with the demands of studies. Also, induction should provide students with the chance to get to know everyone (fellow students and lecturers) and also settle down to living in the university town. The policy points out the importance of remembering that induction does not end after the first 'induction' week and that good practice ensures induction continues with social learning activities throughout the studies.

Forrester et al. (2005) identified certain effective practices in induction among those students studying via distance learning. Some of their findings relate in the same way as those studying in a more traditional way, with the main points being:

- encourage socialisation among students
- provide information related to administrative procedures
- show students how support services can be utilised
- give a sense of belonging
- support the transition to a new way of studying

4.3 Southampton-Solent University

In a personal interview with the Student Support Network Officer (SSNO), Ann Bingham (18 November 2008), it was found that Southampton-Solent University handles induction on several levels. Induction is termed in a much broader sense as Student Guidance. The responsibility for guidance of students is split between the university and the student organisation or union. Each study unit [faculty] has a SSNO who is responsible for student welfare and personal problems in much the same way as a student counsellor. SSNOs often visit students in their accommodation to ensure that everything is ok and that students have settled in. For individual courses [degree programmes] there is a support tutor who looks after the students at a more academic level for their chosen subjects.

Southampton-Solent has an official induction week that mainly deals with registration and administration matters. This then continues as a scheduled orientation course that runs for six weeks providing students with varied practical information. The SSNO also pointed out that normal study courses also provide other necessary information to students especially in relation to assignments, assessment, and practical study matters. For international students there is an extra induction week [pre-induction] prior to the normal induction. The main reason for this is to help with various forms of documentation, permits, accommodation, etc. It was revealed that the university also has problems with student retention as do other universities, and that these practices are trying to reduce the number of resignations.

There is also a dedicated section of the university website called 'Succeed@Solent Induction Essentials' where students can access electronic material and information related to the induction programme. Students are required to complete various tasks on a weekly basis in much the same way as a normal study course. Information provided by the SSNO suggests that students completing the induction programme will be able to do much better at the university than those that do not complete it.

Southampton-Solent also has a special 'Students 1st Information Centre' dedicated to helping and supporting students. The centre caters for all aspects

of student life including career and employment information, chaplaincy for support with matters related to faith and religion, counselling with personal problems, mental health care, student funding and benefits, advice for international (non-British) students, and student affairs for non-academic problems.

With regards to pre-induction, it was explained that all students are sent an induction pack when they are accepted by the university. The pack is dependent on their chosen field and consists of:

- Welcome letter
- Student handbook
- Induction checklist (see appendix 2)
- Progress card
- Instructions for the progress card
- Introduction to the induction website
- Introduction of the SSNO

The main idea for the pre-induction information pack is so that students can feel more accepted by the university especially when they have items that they can immediately start using in preparation for their studies. One interesting item that I found in the induction pack was the student progress card. The progress card is valid for one academic year and is the responsibility of the student. The information to be recorded is specific to the student's chosen course [programme] and includes personal information, the names of the different study units the student chooses, the timetable (fixed over the whole year), attendance record for lectures and seminars, and assessment dates. Of particular note was the attendance record, and it was explained that students need to have regular attendance. The university policy is that poor attendance will result in the student being withdrawn from the course. Indeed, it was explained in the interview that students who fall below the expected level of attendance for their courses can even be removed from the university. This I was informed is standard practice in UK universities.

4.4   Chapter summary

It would therefore seem that universities in the UK have many problems retaining students in much the same way as universities in Finland. However, many of the induction strategies and practices outlined above seem to be resolving the situation or at least reducing the amount of resignations each year.

At cross-purposes to this, it is also common practice for universities to force resignations from students that show poor motivation via lack of attendance. Although students are encouraged and assisted wherever possible, poor attendance usually results in the loss of the study place and of course with that the university funding from that particular student.

5   INDUCTION PRACTICES AT KYUAS

5.1   International Business Programme

The International Business programme has been running since 1997 when KyUAS was awarded Polytechnic status to teach BBA degrees. The language of instruction was English from the start and both Finnish and foreign nationals could apply. As can be seen from the chart in Figure 7, in those early days the percentage of foreigners in the group was quite low at 21% and remained at around the same level until 2006 when there was a sharp rise in foreigners and a decrease in the number of Finns resulting in almost even numbers. By 2007 the situation was reversed with 73% foreigners in the group, a trend which is at the same level today.

Trend in the number of Finnish vs. Foreign students starting in International Business
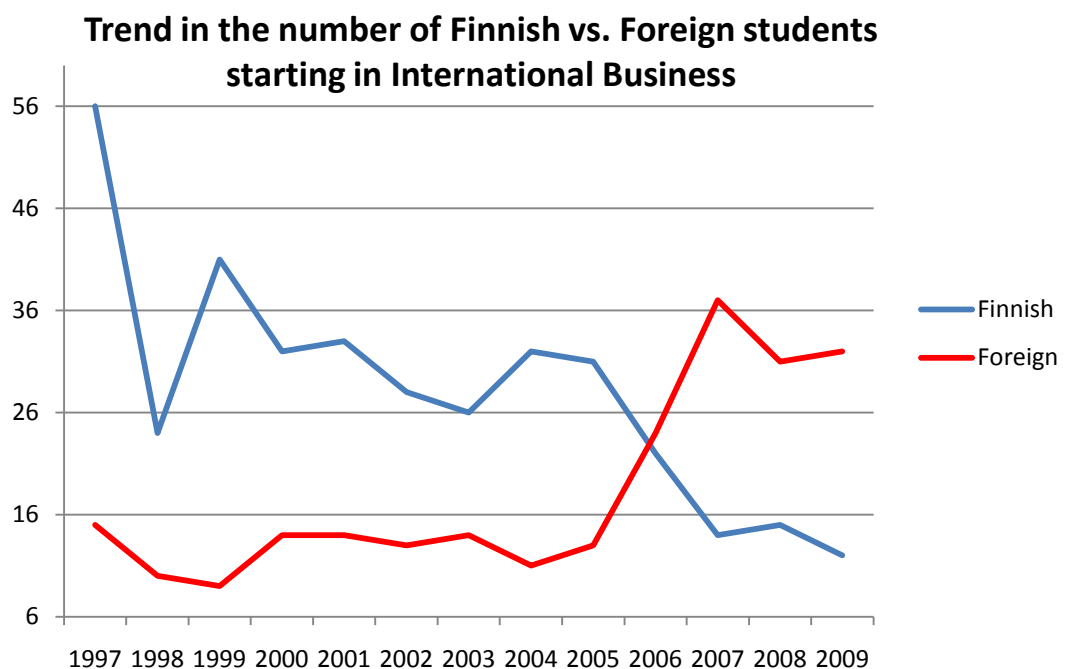

Figure 7: Trend in the number of Finnish vs. foreign students starting in International Business at KyUAS

From the beginning, the IB programme began each autumn in both Kotka and Kouvola Business Departments with around 20 students starting at each location. Students applied directly for a specialisation – International Marketing in Kotka, and International Trade in Kouvola. The situation changed in 2001 when it was decided that the programme in Kouvola should start in the

spring instead of in the autumn. However, this did not affect the total number of students starting each year. In 2007 the situation again changed when the programme was ended in Kotka and all new students were to start in Kouvola in the spring. This meant that students no longer applied directly for a specialisation as the programme was simply International Business, and students would apply for their specialisation choice at the end of their first year. Again, this did not affect the total number of students starting each year. From 2010 there will again be a change in that the IB programme will start in the autumn which is in fact the official start of the academic year.

5.2   Student resignation rate

The information shown in Figure 8 relates to the number of students that started each year and how many resigned, i.e. the number or resignations from each starting group. It can be seen from the trend that the numbers of student resignations generally follow the same increase or decrease in the total number of students starting in each group. There has been an increase in first-year resignations over the last 3 years but it has dropped in 2009. There could be many reasons for the drop in resignations. As the question "Why *haven't* you resigned?" is impossible to ask, it is left to us to surmise the reason. For the purposes of this work, one could say that the changes in induction have played a major role in retaining students. However, outside factors such as the current recession and higher unemployment could have also affected student decisions to stay with their studies.
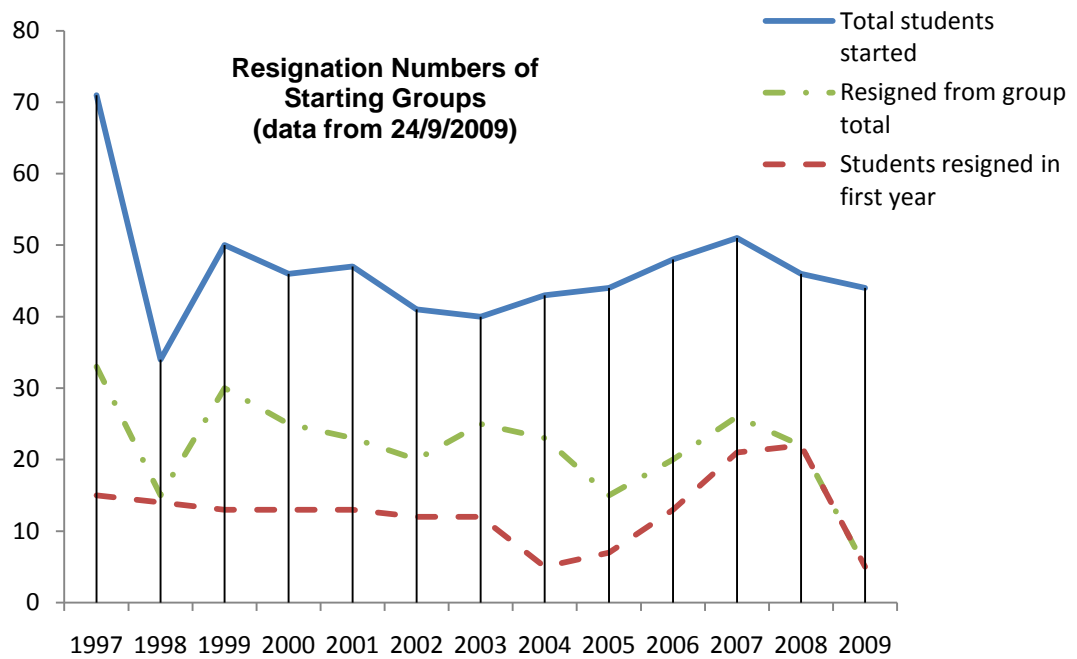
Figure 8: Resignation numbers in International Business at KyUAS

The percentage of resignations of IB students from each starting group is shown in Figure 9. The trend here shows that the percentage of foreign students that resign has increased over the years. However, when the data is compared to the trend in the number of Finnish vs. foreign students shown in Figure 7, it can be seen that this is only natural as the number of foreign students joining the programme generally increased over the same period.

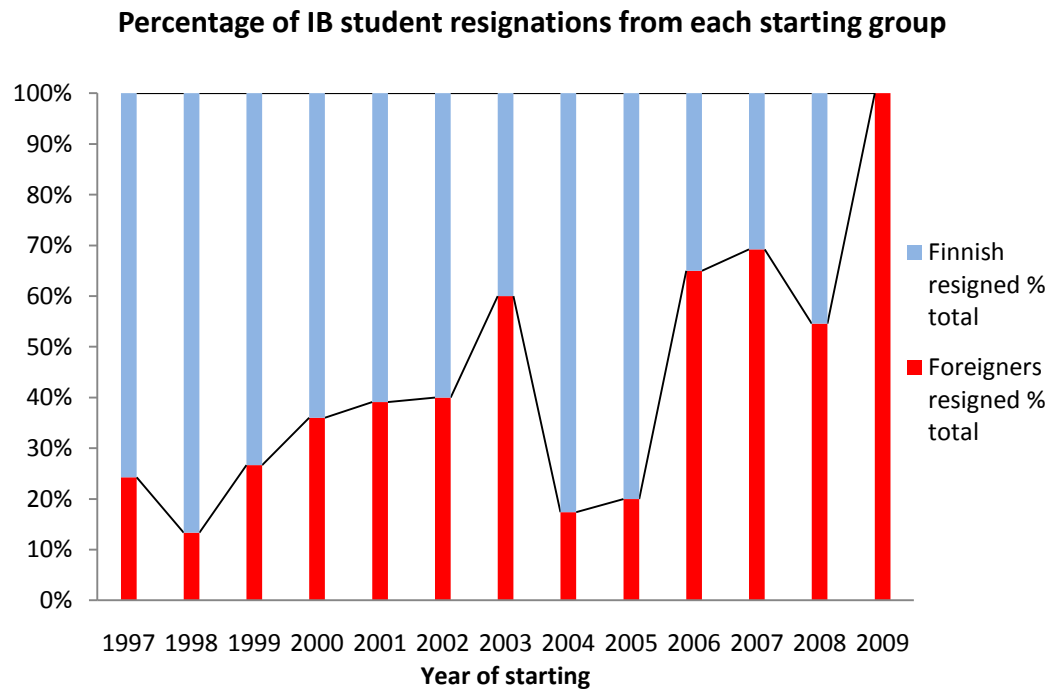**Percentage of IB student resignations from each starting group**

Figure 9: Percentage of IB student resignations from each starting group

As explained in chapter 1, the data shown in Figure 10 relating to the total number of IB students that resigned each year (irrespective of starting year) is rather alarming as to the high amount of resignations. However, the number of resignations includes not only those students that have resigned to study elsewhere but also:

- Foreign students that have never arrived in Finland although their study place was confirmed
- Students that have never studied any credits although they registered as present each year and their study time expires
- Students whose study time expires (automatic resignation)
- Students previously registered as present, but cannot be contacted for the coming academic year (automatic resignation)
- Students that need to apply for an extension of study time but 'forget'
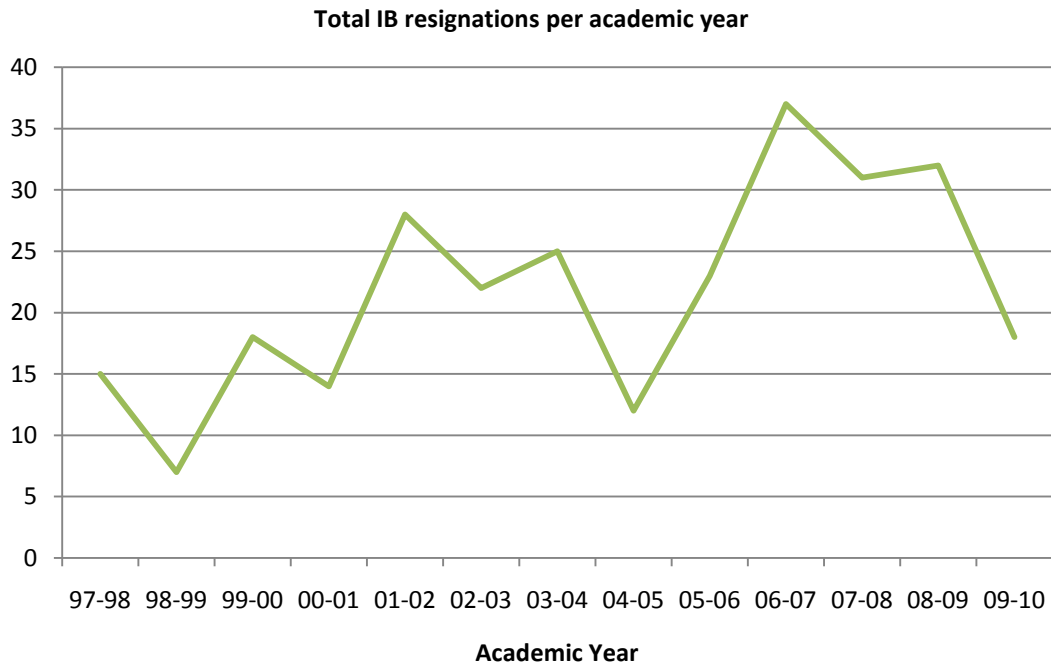
Total IB resignations per academic year

Figure 10: Total IB resignations per academic year

Naturally, the trend in Figure 10 shows an increase in the number of resignations, especially after the first few years since the programme began, due to the increasing number of students starting in the programme (raising the total number of students studying in the programme) and those not completing their studies even after a few years of studies.

After analysing the data provided by the student affairs office of KyUAS, out of the 18 students that resigned their study place during the latest academic year 2009-2010, the actual number of students that resigned to study elsewhere was 5. Those numbers consisted of students that started their studies in either 2008 or 2009. The rest of the numbers had mostly lost their study right.

5.2.1   Reasons for resignation in the first year of studies of IB

Although the only way to find out why students have resigned from studies is to follow up asking each student their reasons, in practice this proves more difficult than it sounds. Mostly there is no way to contact the student as the only information available to the student counsellor is that the student is no longer registered with the university. Students rarely indicate in advance their intention to resign, although in some cases students have indeed explained

some reasons at the time of resignation. Some of these reasons are shown below:

- Boyfriend/girlfriend/spouse moved to another place
- Boyfriend/girlfriend/spouse studies at another university
- Want to study closer to hometown
- Family lives in another place
- Life situation makes studying impossible

The reasons given above cannot really be solved by the university once the student has started their studies but could be addressed at the time students are interviewed when they apply for the study place. A better picture of the student's 'life' situation could give an indication as to that student's realistic intention to pursue the whole of the degree at the chosen university.

From my own experience in confidential discussions with students when they first begin their studies, there could be many more important reasons why students in the International Business programme resign their study place, and in some cases showed that the intention was there long before studies began.

- Want to study in a major city (Helsinki)
- Many friends already study at another university
- More jobs available in Helsinki
- Did not want to study business in the first place
- Only accepted the study place to get into Finland

Again, most of these reasons cannot really be addressed by the university and are probably true for universities in general, not just KyUAS. Indeed I have heard that many universities complain of the same resignation problems. However, in some counselling discussions I experienced non-Finnish students complained of serious problems (comparable with Yorke; Niemelä; chapter 3.4) that could be addressed and solutions found:

- Poor accommodation availability
- Cannot assimilate to the Finnish culture

- Find it impossible to integrate with other students
- Language difficulties
- No friends of the same nationality
- Poor social life
- Financial situation makes it necessary to find a job

With regard to the accommodation issue, as KyUAS does not itself offer any student accommodation, closer cooperation with the town of Kouvola could help the situation. Student accommodation needs to be of a decent standard, plentiful in supply, simple to arrange, and within walking distance of the university. Although not all the above problems can be solved by the university itself, a structured induction programme could help smooth the way for students together with changes in the way student social interaction takes place within the university in the first year of studies. More social events that include students from different cultures would help with making friends. Integration into the Finnish culture and the explanation of societal practices should be prioritised for foreign students with the help of Finnish students. This again could increase the bonding of friendships. As to the necessity for some foreign students to finance themselves by finding work, ensuring that students are aware of the situation before arriving in Finland is important. It is already explained they will need to finance themselves before they arrive and this is also a visa requirement. However, students should also be given examples of what the normal daily/weekly/monthly expenses are likely to be. Also that obtaining part-time work by foreign nationals who do not speak Finnish is likely to be difficult in such a small town as Kouvola.

5.3   Student focus groups

The groups chosen as the focus of this research were from the International Business programme of KyUAS. The first group (IB08) started their studies in January 2008, and the second group (IB09) started their studies in January 2009. IB08 were chosen as the group that could give information as to what students should receive during the induction process, giving rise to the introduction of an induction checklist and other changes in first year induction practices. IB09 were then used as the focus group to test the first checklist and other starting procedures that were introduced for their group.

5.4   Student requirements of induction

IB08 students were asked during the Orientation Studies course in April 2008 to outline a list of important items/tasks/information that they believed they should have received during their first 3 months of studies. This was done in the form of group work where groups of 4-5 students (out of a group of 40 students) had 45 minutes to discuss amongst themselves. The make-up of the groups was such that there were mainly one nationality in the group, i.e. all Finnish, Chinese, Vietnamese, Russian, Nepalese, etc. there was one group that was of mixed nationality. At the end of the session, students were asked to present their lists and explain the ideas behind them. There followed a general discussion about what else could have been included and why.

The lists each group came up with consisted of many things that students had in fact been given or told, but had either not noticed, not been present, or had forgotten completely. There were also some surprises when the lists were compared with other groups. Especially noticeable was the differences in lists with the different cultures of Finnish and non-Finnish students (Table 2).

Of the Finnish group, the lists concentrated on practical matters directly related to studies such as obtaining usernames and passwords for the university network, course registration, timetables, and optional studies, etc. They also mentioned that cultural awareness should be a topic for discussion or a taught course during the very beginning as so many cultures were coming together.

The non-Finnish groups had come up with mostly practical matters related to living in Finland and in particular the town of Kouvola. They felt that they should have been given things such as a map of the area, a calendar showing holidays, shopping facilities, leisure facilities, etc. A more detailed list is shown in Table 2 that highlights the main differences. Note: the non-Finnish groups also included some study related matters but the order of importance (i.e. where in the list they had included them) was low.

Another interesting factor was that many of the non-Finnish groups mentioned that an introduction to the Finnish culture was important but not necessarily how to deal with other cultures in general.

Table 2: Student recommendations as to what information should have been given during the first 3 months of studying (induction)

Finnish Students	Non-Finnish Students
Usernames & passwords *Course registration system* *Virtual studies* *Optional studies* *Student union cards* *Library cards* *Student photocopy cards* *Timetables* *Resit examination info* *Rules and regulations* *Personal study plan* *Cultural awareness*	*Town map* *Finnish calendar of holidays* *Finnish culture* *University holidays* *List of teachers names and their photos* *Where to find teachers rooms* *Sports facilities* *Locations of fresh food markets* *Locations of supermarkets* *Where to buy ethnic food* *Finnish dictionary* *How to open a bank account* *Local transportation* *Healthcare* *Part-time jobs* *Social care*

The discussions of the lists highlighted areas of importance to non-Finnish students that are mainly taken for granted by many Finnish students, i.e. the university does not need to explain certain things. For example, non-Finnish students needed exact information about study times and holidays. At first it was assumed they simply wanted to know what the Finnish holidays were, and when they would not need to study. However, from the discussions it showed that students needed the information due to the fact that many of them would return to their home countries during longer breaks such as Christmas and summer holidays. They needed to make plans long in advance such as purchasing flight tickets, due to the simple fact that the longer in advance the flight tickets were booked, the cheaper they were.

Taking all of the above into consideration, changes were made for the rest of induction for that group and also the next group (see chapter 5.6), also an induction checklist was designed during the autumn of 2008 and the basic

idea introduced to the student counsellors in a meeting held later that autumn. The checklist was given approval at the same meeting.

5.5 Induction checklist in the IB programme

The basic idea of the induction checklist for students was mainly designed along the lines of a structured plan for receiving information related to studies and life as a student at KyUAS. The main idea was that students would use the checklist themselves as a record for what they had received and also what else to expect. The items on the list would be checked off by the student and anything missing could immediately be seen. The checklist would also prioritise to the student what was important to know and when the information would be given.

The checklist was first created using the information explained in chapter 5.4. Discussions were held with interested parties such as other student counsellors, IB Programme Head, student affairs officers, library information officer, and international coordinator. Each gave some ideas and input as to their own recommendations and their involvement with Orientation Studies.

During autumn 2008, the checklist was refined and new points added to give as much information as possible to students. It was also noticed that there should be some way of telling the student what to do in case a point on the list was not 'checked off', such as who to contact in that particular situation. Also included on some points was a place for a signature by the relevant person showing that the information had been given to the student, e.g. library information specialist would sign to show that the student had attended the library information session. However, it was later decided that in practice it was too difficult to obtain the signatures.

Each part of the checklist was sectioned in relation to time and according to what information would be given at what point in the Orientation Studies. The sections were: First week, Period 3 (the first period for IB09), and Periods 4 & 5, all spring 2009. There was also a general 'Other' section for non-time related information. The checklist also included a section at the beginning to be checked by the student counsellor (myself) at the end of each period to

ensure that the student was not missing anything or to give advice if something was missing.

The induction checklist was first introduced to the student group IB09 in January of 2009. The group consisted of 38 students at the time from various nationalities and backgrounds. The checklist was given as part of the induction package and was used mainly for the first week (orientation days) and for the course Orientation Studies.

5.6 Other changes to induction

Other changes introduced to the induction practices were also introduced to the IB09 group starting January 2009. Based on the discussions with the previous group, it was decided that foreign students would need more information before they arrived. It was found from the International Office of KyUAS that Erasmus exchange students are sent a package of information related to Finnish culture, customs, weather, clothing, etc. However, nothing of this kind was prepared for the full-time degree students. Therefore, in a discussion with the IB Programme Head and the International Office (4 December 2008), an information package was prepared and then sent with the acceptance letters to students coming from foreign countries (mainly Asia). Most of the information was related to culture, cooking, climate, and clothing. This is now part of the standard pre-induction. Other items that are sent as part of the package are maps, housing information, student handbook, and the IB student guide.

International student tutors are responsible for assisting exchange students when they arrive and begin their exchange period in Finland. However, again international (IB) students that study in Finland full-time, have no special assistance from tutors. In a discussion with the International Office coordinator (11 December 2008), it was agreed that international tutors could also take some responsibility for full-time foreign students. It was also discussed that tutors should be more 'visible' to students so that they could be recognised and approached. Tutors are usually given colour-coded T-shirts (according to whether they are a normal tutor or international tutor) to wear so that students can recognise them. However, from previous experience it had been noticed

that tutors would only wear them on special occasions or only during the first orientation days. This prevented any 'late comers' from being able to recognise them. It was suggested that tutors could also be given some kind of coloured 'bandana' that could be worn more casually than a T-shirt, e.g. around the head/neck, wrist, hanging from a belt, etc. This kind of 'accessory' would probably prove more useful and be therefore used more. Also it would not affect the tutor's individual clothing style choice. However, this is something that has not yet been accepted by the International Office.

In 2007, when the first major change to the IB programme was introduced (see chapter 5.1), an international party/evening was introduced to bring students together. The initial timing of the event was during the first couple of months of studies. The idea came from the IB Programme Head, Ulla Puustelli who suggested that the theme could be linked with the Chinese New Year due to the timing. The main aim was that students could meet each other and learn more about cultures and integration in an informal evening. It took the form of a show with various forms of entertainment provided by IB07 (January 2007 starting) students in different national groups. The idea was developed for the following year IB08 students, and volunteers were asked for from IB07 to help with the organisation of the evening. In 2009 this was taken even further by setting the responsibility for organisation of the event with IB07 & IB08 students and the performances done by IB09 students.

Another relevant change to induction is the formation of individual study plans (ISPs). The creation of an individual study plan requires that the student selects the courses that they are going to study for their degree. Most courses are part of the normal curriculum, but there are also many optional choices to be made, the most important of all being the actual specialisation choice. Students also get to arrange the timing of certain choices, such as practical training and international exchange. For many years the practice had been that ISPs were created towards the end of the first year of studies when specialisation choices were finally made (see chapter 5.1). For IB09 students, information related to ISPs was given during the first semester. The intention was to give the students a firm grasp of their studies and to start taking responsibility for their education from the very beginning.

5.7   Student comments regarding the first semester

In March 2009, IB09 students that started studies in January of the same year were asked to provide comments regarding various aspects of induction. This was to be carried out as group activities during Orientation Studies. Groups of 3-5 students were formed and were asked to walk around the room giving opinions on various topics as shown below.

- Topics
    - Induction checklist
    - Orientation days
    - Orientation studies
    - Group dynamics
    - International tutors
    - IT services
    - Student administration
    - International evening
    - Freetime

The room was set up so that there were boards arranged around the walls showing the topics. Each board had plus and minus points, with an area for development suggestions. An example is shown in Figure 11.
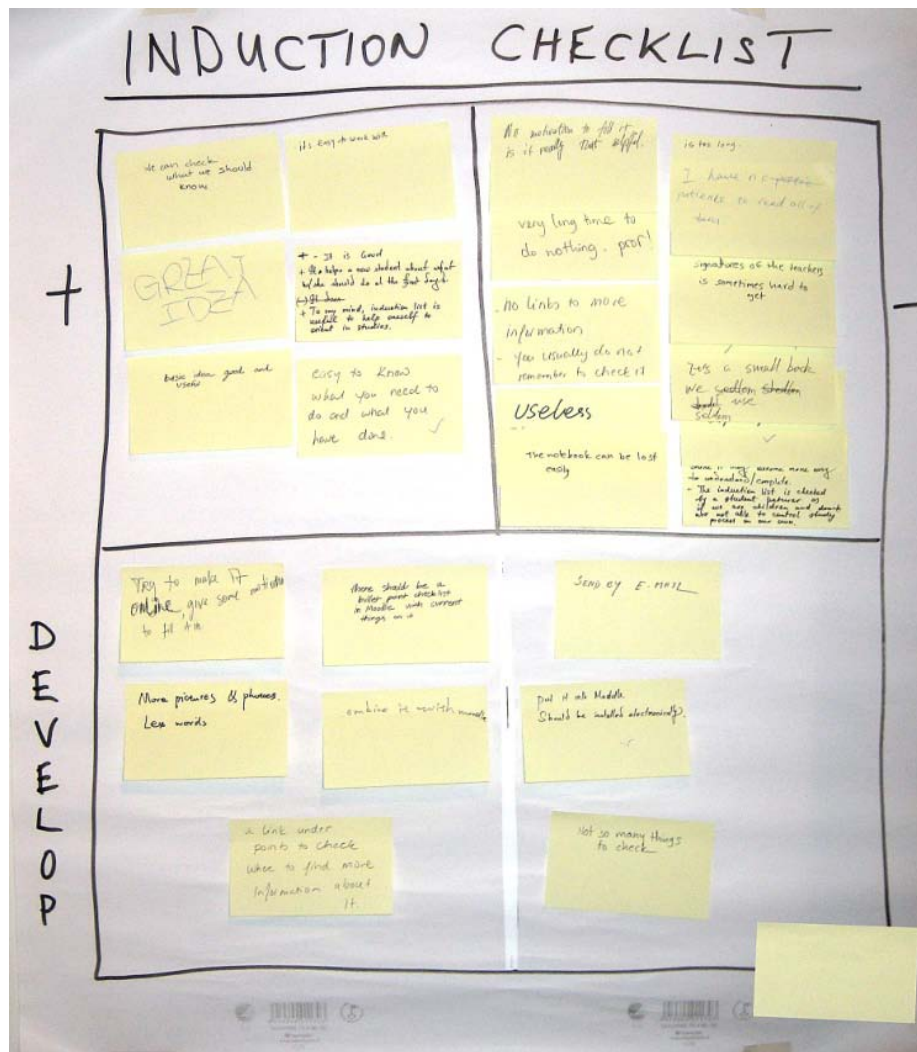
Figure 11: Example of topic comments board

At each board was a Post-It note-pad. Students were asked to discuss the topic and then write positive comments on a note and place it in the left box (+). Negative comments were to be placed on the left (-). They were also asked to make development suggestions and place it in the box at the bottom (DEVELOP). Each group had approximately 10 minutes to complete this and move on to the next board. There they were to carry out the same operation moving from board to board and also observing the others comments. When the boards were all completed students were asked to walk around the boards checking what everyone had written and then select a board that had a particular comment that they felt was important to discuss or clarify. It could have been either their comment or someone else's. In the following tables, the actual student comments relating to each topic is provided. Some of the comments have been combined to avoid repetition.

Table 3: Induction checklist comments

Induction checklist			
+	• we can check what we should know • great idea, basic idea is good and useful • it is easy to work with • it helps a new student about what he or she should do from the first days • to my mind, the induction list is useful to help oneself to orientate in studies • easy to know what you need to do and what you have done	• no motivation to fill it • no links for more information • usually do not remember to check it • useless and somehow boring • signatures are sometimes hard to get • it is too long, I have no patience to read all of it • it is not installed electronically where it may become more easy to understand/complete • the induction list is checked by a lecturer as if we are children and are not able to control study process on our own • easy to forget/lose • we seldom use it • it is never mentioned • doesn't include everything	-
Develop	• try to make it online • give some motivation to fill it in • more pictures and photos, less words • should be a checklist in Moodle with current things • a link under points to check where to find more information about it • send by e-mail • not so many things to check		

The induction checklist (Table 3) was created from student feedback as explained earlier. It was then given to the new students as part of their induction package when they arrived for the start of their studies. Although the students generally expressed the opinion that the checklist was a useful and necessary tool to help them with their induction, they also felt that many things could be changed. Many felt that instead of a paper version that could be easily lost or forgotten, an electronic format should be created instead. Also, one of the major criticisms was that students were required to obtain certain signatures to 'prove' that something had been carried out, and they felt that this was not necessary. From the discussions it was also found that certain items in the checklist needed to be moved with regard to the timing, i.e. the planned time and the time carried out was sometimes different.

Table 4: Orientation days comments

Orientation days			
+	• *enough information* • *were really very helpful* • *it is very attractive and helpful for us* • *useful during first days* • *free coffee from the vending machine* • *help adapt to the new environment* • *useful and fun bus tour for students not from Kouvola* • *helps students understand a lot* • *nice welcome*	• *sometimes boring* • *waste of time* • *it is not practical* • *lack of information* • *timetable was sometimes not flexible* • *no welcome signs* • *some people who came late lost these days* • *more information need for optional and virtual studies* • *sometimes doesn't have info that I needed to know, boring* • *duration is a little bit too long*	-
Develop	• *it should be more practical* • *If someone comes late, please show us again* • *board to the lobby with timetables of all groups* • *all changes should be in one place* • *should think/help to the students surroundings outside of studies/school* • *make it shorter* • *more specific and timetables for evening activities* • *send more information before school starts* • *centralizing the information concerning students*		

Orientation days (Table 4) were arranged for the first week (actually 3 days long) of studies. The days consisted of administrative affairs, regulations, university facilities, networks, tutoring, student union, etc. Again, students were fairly positive about the orientation days but still a lot of negative points were found. One of the most important points raised was that as the orientation days were given the first week of the semester, the timing being the first week of January, some students did not arrive until the second week or later. This meant that they missed out on important issues. Also, students were of the opinion that some of the information was just uninteresting. They explained that the orientation days mostly related to studies and not to life as a student. They mentioned that there should have been a lot more activities about getting to know one another and socialising. Another problem that was discussed was that detailed information should have been placed somewhere prominent in the building explaining what was happening and where. There was a general opinion that the notices were difficult to find and located at several locations. There should have been one central information board only for the orientation days for new students.

Table 5: Orientation studies comments

Orientation studies			
+	• *it is very helpful for foreign students* • *helps students adapt to learning environment* • *very helpful at the beginning of the semester* • *helps to understand the school* • *helpful for students to know how to work and study in new school* • *helps us to know things related to our studies*	• *sometimes too much information, sometimes too little* • *sometimes the course is boring* • *too childish and irrelevant for adults* • *takes too much time* • *class time is so long* • *sometimes you feel like a fool when you still don't get how things are done* • *too much repetition* • *should be within first period only* • *sometimes feels like a waste of time*	-
Develop	• *more breaks* • *more information about different cultures* • *more discussions* • *needs to be more focused* • *good to have it but not until December, time could be spent on some other courses* • *study in a larger group* • *more guiding to plan our studies, optional, virtual, summer* • *put the information into Moodle*		

Orientation studies (Table 5) at KyUAS consist of many practical matters related to studies and being a student. It also includes counselling and the formation of a study plan and course choices. The course lasts for a whole year with approximately 80 hours of 'teaching'. Students felt that orientation could be handled within the first period and that this also was sometimes boring due to the nature of the content. On the one hand some students felt that the information was too repetitive but on the other some felt that they were missing things. During the discussions it seemed that Finnish students could find a lot of information from printed material and the university website, but foreign students needed more explanations even if they had read the same information. Foreign students also felt that orientation should be more about getting to know fellow students, make friends and have discussions about cultural differences.

Table 6: Group dynamics comments

Group dynamics		
+	*we have a nice group* *it is good we can choose group members on our own* *if you have hard working group members you are really lucky* *groups are dynamic enough* *group members are kind and friendly* *most people are willing to get to know each other* *we are going to be pros in multicultural interaction* *friendly people and no conflicts so far* *teamwork skills* *good, serves as a means of learning to do group work or out of school activities* *it is good for introduction* *group team – more skills* *make more friends* *improve language skills*	*very often people are reluctant to do something for the group* *no individual judgement [assessment]* *not all want to participate* *language and culture barriers* *communication is sometimes hard* *groups are usually made based on nationality* *people have different timetables so it is hard to get together* *group members are not objective while assessing other members (they give good marks though people don't deserve them)* *don't be together enough* **-**
Develop	*more group activities, maybe some clubs* *more mixed groups in class and conversations* *try to explain slowly and know about each other's cultures* *smaller assignment for the start* *some ways to talk on the Internet by MSN or some other program* *no assessment from students to each other* *teach about different cultures so we can be a group and understand each other* *should be more flexible to change the groups* *find tasks that cannot be divided into several pieces and assigned to each person because work is now equal to individual work*	

Group dynamics (Table 6) referred to the fact that students were placed into small groups of 4-5 students of differing nationalities during the first period of studies to carry out different group tasks related to courses. Students were mainly happy with the way in which this was organised and found that they could make friends and improve team working skills. However, there were problems highlighted mainly with cultural differences. Also, some groups had members that joined late and soon the groups were consisting of a main nationality, i.e. a group of 6 students with at least 3 of the same nationality. This led to problems in communication and cultural clashes.

Table 7: International tutors comments

International tutors		
+	• *they give more international experience* • *go with students to housing agency* • *organised great outdoor activities during welcoming week* • *help lot when we arrive* • *very helpful pick up students from railway station at any time of day (and night also) with their cars* • *help to buy necessary stuff (pillows, mattresses, ...)* • *enthusiastic* • *they organise nice activities* • *during orientation days they made fun games* • *they are useful to have* • *showing the way and guiding students*	• *more concentrating on exchange students than IB students* • *always hiding themselves* • *not all are very helpful* • *often rude* • *after one week no-one saw them* • *vanished after first week* • *never met them because they are hidden* • *too few tutors* **-**
Develop	• *need to have more social activities* • *they need training* • *they should have contact information and be visibly available to make it easier to get help* • *come to tell about activities to class more often* • *consultation hour every week?* • *they should organise something other than bar tours such as sports, dances, hobbies...* • *they should know more about what they are doing* • *they 'must' be more cooperative* • *some activities to fit everybody* • *tell more details to new students*	

International tutors (Table 7) are organised by the international office of the university and consist of regular students that are rewarded for their time with credits. The main role for these tutors is that they help exchange students have a rewarding study time in Finland. This was the first time that they had helped a large group of international full-time degree students. Although again the general consensus of students was favourable, the biggest problem highlighted was that were too few tutors and they were not very easy to identify. Also, after the first week (orientation days) they were no longer willing to assist students. In later discussions with the international office and tutors themselves, it transpired that as there were so few of them, their workload was such that the number of hours allocated to them had been used up very quickly.

Table 8: IT services comments

IT services			
+	• *they usually act fast on problems* • *we know who to ask if there is a problem* • *helpful* • *provide free computers for home use [computers no longer in use]*	• *some computers lack devices and the systems are slow* • *many non-working equipment* • *network unavailable* • *mailbox is too small* • *mailbox unavailable sometimes* • *many programs only in Finnish* • *too many usernames and passwords* • *printers get stuck often* • *login passwords different* • *no access outside network* • *information given too fast*	-
Develop	• *more system languages should be installed* • *combine door access card with library and student card* • *better Wi-Fi service* • *information should not be given so fast* • *put all info in one place on the website* • *program updates should be done in time* • *need faster PCs* • *offer more English information (most info is in Finnish)* • *timetables that can be downloaded to calendar and also iCal format* • *make one password and username for all services* • *as studies are planned around computers, should ensure that each student has one*		

IT services (Table 8) are provided mainly in looking after the network and IT systems of the university. Information is provided to new students on arrival with the setting up of usernames and passwords, and as to how the university network is used. However, students have to apply for this and the setting-up of usernames and passwords can take a few days. Also, those that arrive late for the start of the studies do not receive any instruction. Students were also issued with an access keycard that allowed them access to the building and to the computer classrooms. Students were not very forthcoming with positive comments for this topic. The biggest criticisms here seemed to be in relation to regular problems with older equipment and network unavailability. Also, as KyUAS has teaching mainly in Finnish, most of the computers have operating systems and programmes only in Finnish. Only two classrooms out of seven at the time were wholly in English, and all computers in public areas were only in Finnish. An interesting point of discussion was the fact that wireless network access should be more readily available indicating that more students seem have their own laptops nowadays.

Table 9: Student administration comments

Student administration		
+	• *always helpful and happy* • *saves time* • *very helpful service for guidance* • *staff are nice and patient* • *they speak good English* • *friendly service* • *help new students very much when they want to know some info about school, studies, and so on*	• *should help international students with their life more* • *is a bit hard to understand everything* • *the office is overridden with too many Finnish speakers with only one English speaking person* • *the services should be categorised* • *sometimes confusing* • *their tasks are not clear to us*
Develop	• *more service in English* • *it would be good if the student admin service took care of students transportation to school since most live far from school* • *take some care of foreign students residences and funding* • *send a weekly newsletter to students by e-mail about information about school activities*	

Student administration (Table 9) takes care of student records and registrations. There are two student administration officers in the Business department one of whom is dedicated to dealing with students studying in English. Here it became apparent that students were not completely familiar with the role of the student administration officers. Students felt that they should take a more active role and help students with their personal lives such as arranging accommodation and helping with finding jobs. A particular discussion was in relation to accommodation. Students felt that at present the accommodation on offer is located too far away from the university. Many live several kilometres away and find it a struggle to attend early morning lectures especially in winter. Students were also surprised to find that KyUAS does not own any apartments for students to rent. It was also stated that the student administration officer should arrange transportation for students to the university due to them living so far away from the campus, even though this is not something that the university is responsible for.

Table 10: International evening comments

International evening			
+	• *great success* • *everybody had fun* • *a good chance to get all students together and have fun* • *shows were great* • *it was fun to participate* • *it is an enjoyable time* • *new talents were found* • *games are so funny* • *created group cohesion* • *brings people together* • *helps to learn aspects of different cultures*	• *more time to present and about own nationality* • *minority nationalities are missing* • *sometimes boring due to late night* • *too close to exams* • *not exciting enough or surprises* • *nothing organised after performances* • *connection between different groups [performances] is not very well because we did not know what to do next* • *teachers don't participate/perform*	**-**
Develop	• *after party we should have a big celebration instead of eating food* • *maybe the teaching staff could also prepare some performance* • *smaller groups* • *needs more professional performers and support staff* • *more show rehearsals and practice time* • *invite the whole school* • *put notices on the food about what that are and what they are made from* • *more activities and a longer [all day] show* • *more advertising of the event* • *international day instead of evening* • *arrange it at the weekend*		

As explained earlier, the international evening (Table 10) was started in 2007 and has been a popular event developing each year. Students were mostly very happy with the event and all expressed that it was fun to take part and helped to make friends, bringing people closer together. One of the comments suggested that more regular events could be organised. A few minor problems were indicated but by far the biggest discussion was that lecturers and staff should perform and entertain students. Also it was suggested that students could have made much better performances if they had been allowed more time for proper rehearsals in the auditorium where the performance was carried out.

Table 11: Freetime comments

Freetime			
+	• good to have freetime to relax and learn more • skiing, partying, reading, sleeping, cooking something special • achieving knowledge from different sources • watching movies • time for entertainment, dancing, music, fishing • sleep, cook, phone home	• freetime hours are usually the same, no diversity • no shops open on Sundays • Sundays are boring • is not enough • not enough freetime in the mornings • Kouvola is small • lack of places to have fun • difficult to make friends so too much sleep • too early wake-ups [therefore] too tired to go out in the evenings	**-**
Develop	• don't just think about it, go out and do it [Finnish students] • wake up early and go somewhere to discover the new land you don't know [Finnish students] • the school should give English info about all activities and hobbies to international students • give enough freetime • organise a spring tour to Lapland would be very good and various excursions • arrange sports activities and competitions • organise clubs such as photography or movie club • maybe I should be occupied more in school • classes should start [slightly] later and every class should finish before 2pm • do not have classes [so] early in the morning • pc-game activities and LAN parties • freetime should not be spoiled by giving homework		

Leisure time (Table 11) outside of the university is something that the university has no real control of. However, students did expect that some activities (social or sporting) should be organised. When students come from areas around Finland or (as is the case with the IB programme) from many different countries, it takes time to get to know the surroundings and make friends. Some Finnish students felt that it was up to the students themselves to find a hobby or interest and simply 'do it'. It was clear mostly from foreign students that this was too difficult to do in a country and culture that they did not know. However, even some Finnish students stated that they were not aware of what sporting facilities were available outside the university. One of the biggest criticisms was that the university does not have any sporting facilities of its own. Also, that the student organisation tends to organise social events that simply involve drinking parties, something that for most Asian students was not acceptable.

5.8   Future plans and suggestions

As the induction checklist proved to be successful in the IB programme, it has been recommended that the checklist is used by all student counsellors of KyUAS for new students. For Finnish language programmes this would require that the checklist is translated into Finnish, and that it would need to be adapted according to the requirements of individual programmes in different fields. It is also under consideration as to whether it should be made into an interactive electronic format and placed onto the Intranet of the university. The induction checklist from 2009 has been updated taking student comments into consideration (appendix 1) and will be used for the next intake of students in IB.

Pre-induction could also begin with the induction checklist and the sending of a relevant information package when students are accepted. It must also be remembered that the information flow for foreign students is extremely important and as more and more information is being translated into English this is indeed slowly improving. For the next intake particular attention needs to be paid to the display of information and its location relating to IB studies and students.

With regard to the orientation days that are normally arranged, for the next IB study group that starts in autumn 2010 (as opposed to January with the last intake), it is being discussed whether some kind of 'off campus' social activity could be arranged and if a separate induction week should be offered before studies actually begin instead of the normal orientation days, at least for foreign students. The induction week could concentrate on building social networks among students and introduce them to Finnish culture in a social and academic context. During this time, team activities could be arranged in the form of competitive tasks with some tentative relation to their chosen programme. For example, students could be given tasks that relate to understanding business concepts but in a more engaging and team building way. Tasks could be introduced whereby students would learn some fundamental business principles in a more relaxed environment. One example could be that students are split into small 'teams' and are given flowers to sell in the location of their choice, e.g. the town centre. The task of each group is

to make a profit and the 'team' that makes the most is deemed the winner. This will create a competitive but fun atmosphere and encourage teamwork. Other 'games' could be introduced gradually getting more involved and complex. Local businesses could be asked to contribute with regard to funding or the donation of items for sale, and also in the creation of the tasks.

Orientation studies will have a more structured approach in the future. Orientation will bring together those members of staff that are directly involved with first-year students, e.g. student counsellor, group tutor, student affairs officer, virtual studies coordinator, IT staff, library information officer, student nurse, etc. Each person has specific responsibilities to ensure that students receive the necessary academic and support information to help begin and continue their studies. More help will be given to foreign students in particular especially in relation to administrative procedures in KyUAS and Finland in general. Also, more attention will be paid to the social aspect of making friends and expanding social networks.

International tutors will carry on as they do at the moment attending to exchange students. The international office of KyUAS is considering plans that may result in special tutors or mentors being allocated to full-time international students. This would certainly be beneficial to foreign students but it should still be remembered that social integration with all students (especially making Finnish friends) is just as important.

It services are constantly being improved with the updating of hardware and software as an ongoing process. Clearer instructions for the use of IT services have been produced and more Wi-Fi access is now available. One of the remaining issues is that there are still only a few classrooms where the operating system is in English. This is particularly perplexing as the Business department has a long history of education in English compared to other departments. However, is appears that in most other departments of KyUAS the operating systems of all computer classrooms are mainly in English. It is also hoped that in future students will receive their network usernames and passwords as soon as they arrive at the university rather than having to wait several days.

Student administration is handled by the student affairs officers. For IB students there is now a dedicated student affairs officer to help with all matters relating to student records and other administration concerns. More documentation is being updated and translated to English and necessary forms relating to international students and their needs are being slowly introduced.

In 2010 the international evening will be further developed when the new IB students will begin their studies. It is intended that all of the responsibility for producing the evening will be carried out by the new group and that possibly there will not be individual nationalities represented but rather an international group. This will hopefully help students to better socialise and communicate with their peers. It is also intended that this evening will directly form part of orientation studies and will therefore be included as a 1 credit unit to further motivate students to participate. A more defined budget should also be prepared and funding sought to make for a more enjoyable event.

An important aspect of any student's life is of course leisure time. Although the university cannot directly affect what students do when not studying, there could be some way of encouraging activities outside campus. The establishing of clubs or societies could help with this. Also, students will be made more aware of the leisure facilities offered by the town and representatives of local facilities could be invited to 'promote' their offerings. The student union and local organisation should also be more involved in this.

6   CONCLUSIONS AND PROPOSALS

Although each chapter includes a brief summary, this chapter also explains some of the main conclusions reached as a result of this research.

From the chapters relating to HRM induction and student induction in UK universities, it would seem that there is an established basis to develop a strategic induction strategy at Kymenlaakso University of Applied Sciences in relation to the International Business programme. The high growth in the number of foreign students and the problems raised by students also clarifies the need for a more specialised induction strategy that takes the needs of international students into account.

The research conducted into the IB programme shows that the need to reduce the number of student resignations is quite clear, especially with regard to the relatively high number of first year resignations. Although the indications at present show a decline in the number of resignations over previous years, and possibly as a result of the changes implemented as part of this research, it must be remembered that an induction strategy is something that needs to be developed over the long-term, analysing and adapting it as necessary.

One of the first stages to help reduce the number of potential student resignations is during the application procedures. Students that pass the entrance criteria for applying to the university through the joint application system need to pass the entrance examinations. These consist of written tests and a brief interview conducted at present by the university's own untrained (in interviewing) lecturers in pairs. I firmly believe that more emphasis should be placed on the interview to gain a clear picture of the applicant's motivation to study in the International Business programme. The written tests only assess the applicant's knowledge abilities but do not assess any motivational goals or personality profiling. This could be achieved with a more in-depth interview and will provide a clearer indication for establishing the applicant's propensity and willingness to learn and complete their studies at KyUAS. I further propose that the interviews are carried out by selected key staff involved in the programme and that they are given training in interview

techniques. This will go some way to ensure that the interviews will be more consistent and provide a reliable appraisal of the potential student.

If student tutors are going to be utilised, they need to be more visible, especially so during the first few weeks of the academic year, but also on a day-to-day basis throughout the year. The utilisation of student tutors during induction could help students assimilate to the Finnish culture and feel more welcomed. This in turn would increase their willingness to remain at KyUAS and complete their studies. Mentor students could also be introduced consisting of second and third-year students. These could help to provide more informal support and assistance especially when similar nationalities are assigned, e.g. a second or third-year Chinese student could be a mentor student to a group of first-year Chinese students. In this way the experiences of study life in KyUAS of the current student will be transferred to the new students. Solutions to any problems that have been found could be directly passed on. It is my opinion that the student union and local student organisation need to take a much more active role in student wellbeing.

During the induction stage students need help understanding all of the IT systems of a working university. This is a daunting time for new students some of whom are not at all familiar with the applications and protocols. This can sometimes be especially true for foreign students for whom the systems are entirely alien. In some cases there can be students that have had no IT experience at all before arriving in Finland. When the IT induction is given, these students often lack the fundamental skills in understanding what they are meant to do. Special attention should be paid to the needs of these kinds of students and separate basic IT instruction could help. In cases where students arrive late at the start of the academic year, a plan should be instigated that can give this separate instruction especially in the usage of the KyUAS network. This could be offered as a short intensive course by the IT department; possibly by the trainees that are working there who themselves are extremely familiar with the systems. It will be in everyone's best interests that students are able to work with the technology that they will utilise in their studies at the university.

In dealing with international students, cultural sensitivity should also be encouraged especially for staff members that have not had a lot of experience dealing with students from other countries and vastly different cultures. It is necessary to ensure that all staff that will come into contact with foreign students or that need to deal with them for their studies have an extremely good command of the English language, especially so for all IB lecturers. This is something that has been pointed out by students as being poor in some cases. When there are communication problems with foreign students both the student and the staff member can feel frustrated and any problem will surely escalate. This could of course result in the student feeling unsupported and in extreme situations ultimately lead to resignation from the university. This of course is something that can and must be avoided. Although it has been stated many times by the governing body of the university, and is part of the ongoing vision of the future, there is still a long way to go before the university could be classed as truly international.

It is necessary to create a student induction policy along the lines of that shown in appendix 3. This would ensure that all members of staff are aware of how and why induction practices as carried out. Based on this work, I have created a proposal for a strategic induction process which is shown in Figure 12. At each stage of the process there will be certain staff members involved providing information and support for students. The induction should last for the full degree programme and not only for the first year – although it should be remembered that most emphasis should be given to the first year as this is when students are most likely to become disillusioned and resign from the programme.

PROCESS   **PERSONNEL INVOLVED**

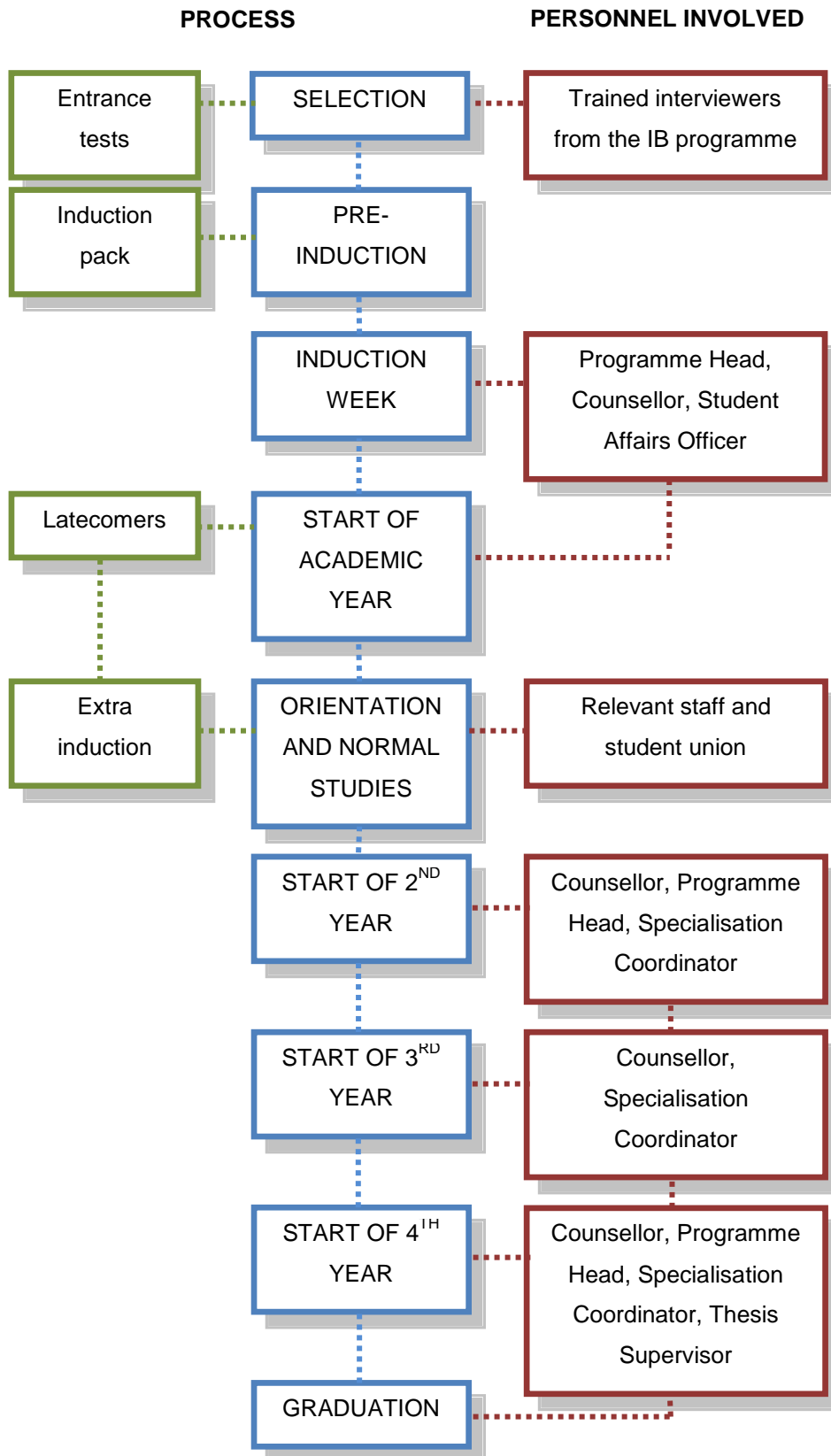|		
Entrance tests	SELECTION	Trained interviewers from the IB programme
Induction pack	PRE-INDUCTION	
	INDUCTION WEEK	Programme Head, Counsellor, Student Affairs Officer
Latecomers	START OF ACADEMIC YEAR	
Extra induction	ORIENTATION AND NORMAL STUDIES	Relevant staff and student union
	START OF 2ND YEAR	Counsellor, Programme Head, Specialisation Coordinator
	START OF 3RD YEAR	Counsellor, Specialisation Coordinator
	START OF 4TH YEAR	Counsellor, Programme Head, Specialisation Coordinator, Thesis Supervisor
	GRADUATION	

Figure 12: Proposed strategic induction process

It must be noted that commitment to an induction strategy has to come from within the organisation and needs the support of the whole academic staff in order to be effective. Also, it should not be forgotten that students must ultimately take responsibility for their studies if they are to be successful – universities can only be responsible for facilitating learning and assisting students wherever possible. A consistent and efficient induction strategy will hopefully lead to a successful and more profitable university and a greater number of successful students with highly profitable careers.

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Induction checklist for student orientation

Name: _____

Student number: _____ Study group: _____

Dear Student, congratulations on being accepted to study at Kymenlaakso University of Applied Sciences, your path to success!

The induction checklist contained in this booklet will form part of your Orientation Studies and as such should be maintained and checked by yourself during your first year of studies.

Maintaining this checklist will help focus your induction and orientation to studies at the university.

Go through the pre-study checklist before you arrive at the university and you will be well prepared!

Pre-studies

☐	I have read the programme Student Guide	
☐	I have familiarised myself with the programme Study Guide on the Internet	http://soleops.kyamk.fi
☐	I have examined the timetables for all periods	http://www.kyamk.fi
☐	I have checked the academic year calendar information	http://www.kyamk.fi
☐	I have read the Degree Regulations for my programme	http://www.kyamk.fi
☐	I have completed and returned the IT registration form	
☐		
☐		
☐		
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☐		
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☐		

First week

☐ IT username and password received	*If not, contact IT support*
☐ Winha (student registration) username and password received	*If not, contact student administration*
☐ Received electronic door access key	*If not, contact building caretaker*
☐ Successfully logged onto student network	*If not, contact IT support*
☐ Successfully logged onto KyAMK intranet	*If not, contact IT support*
☐ Successfully opened student e-mail	*If not, contact IT support*
☐ Registered as present for semester in Winha	*Remember to do so each autumn!*
☐ Registered for all semester courses	*See timetable of periods*
☐ Received Moodle (KyAMK online learning platform) username and password	*If not, contact Moodle administrator*
☐ Successfully logged onto Moodle	*If not, contact Moodle administrator*
☐ Created a Moodle profile with photograph	*If not, contact Moodle administrator*
☐ Completed KyAMK library registration form	*If not, contact library information specialist*

□ Have been allocated to a study module group, which is: _____	*If not contact student counsellor*
□ Have introduced myself to other members of my module group	*Names of other members:* _____ _____ _____ _____ _____
□ Have checked meeting times for my module group	*Which are:* _____ _____

Period 1

☐ Have checked student counsellor's consultation times	*Where from?*
☐ Have checked lecturers' consultation times	*Where from?*
☐ Have made an appointment with student nurse for a free health check	*Date & time:* _____ _____
☐ Enrolled for period 1 courses in Moodle	*Contact course lecturers for enrolment keys*
☐ Received KyAMK library card	*If not, contact library information specialist*
☐ I understand the examination procedures	
☐ I understand the resit examination procedure	
☐ Have claimed compensation for previous university level studies	*If not, make an appointment with your student counsellor*
☐ Have made my own list of shortcuts in KyAMK intranet	
☐ Have explored the KyAMK website and intranet of Business	
☐ Have purchased a card for the student photocopier	*If not, contact the student organisation*
☐ Have obtained all necessary books for first courses	

Periods 2-5

☐ Enrolled for courses in Moodle	*Contact course lecturers for enrolment keys*
○ period 2	
○ period 3	
○ periods 4 & 5	
☐ Have taken all exams	*If not, make an appointment with your student counsellor and register for any resit examinations*
○ period 1	
○ period 2	
○ period 3	
○ periods 4 & 5	
☐ Have made an appointment with student counsellor for induction interview and study plan	*Date & time:* _____ _____
☐ Have been introduced to the possibilities of virtual studies through the VAMK network	*Date of virtual studies info session with coordinator:* _____
☐ Have found out what countries I have the possibility to spend my semester abroad	*If not, make an appointment with the international coordinator*
☐ Have found out about the language studies to go with my semester abroad	*If not, make an appointment with the language counsellor*
☐ Have been introduced to summer studies at EFIST	*If not, make an appointment with the student counsellor*
☐ Library studies 1 completed	*Date completed:* _____
☐ Library studies 2 completed	*Date completed:* _____

Others

☐ Opened a bank account

☐ Registered with local authorities

☐ Purchased lunch vouchers for student restaurant

☐ Joined the student union and local organisation, and obtained the student card

☐ Have checked out the local sports facilities

☐ Have registered with the town library

☐ Have had my laptop checked by IT support for connecting to KyAMK network

☐ Have investigated local part-time job opportunities

☐ Have found out the local transport facilities

☐

☐

☐

MY OWN NOTES:

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Kymenlaakson ammattikorkeakoulu
University of Applied Sciences

Campuses

Kouvola

BUSINESS

Paraatikenttä 7, FI-45100 KOUVOLA, Finland

DESIGN

Paraatikenttä 3, FI-45100 KOUVOLA, Finland

MEDIA

Prikaatintie 2, FI-45100 KOUVOLA, Finland

SOCIAL AND HEALTH CARE

Sairaalankuja 6, FI-45750 KUUSANKOSKI, Finland

Kotka

MARITIME

Lehmustie 4, FI-48130 KOTKA, Finland

FOREST AND WOOD (Laboratories)

Kärkisaarentie 1, FI-48310 KOTKA, Finland

TECHNOLOGY, FORESTRY AND BUSINESS

Pääskysentie 1, FI-48220 KOTKA, Finland

HEALTHCARE

Takojantie 1, FI-48220 KOTKA, Finland

All numbers Tel: +358 44 702 8888

Southampton SOLENT University

succeed@solent induction Checklist

This checklist has been devised to ensure that you are familiar with all of the services and facilities available to you as a new student at the University.
You should aim to complete this checklist by the end of week one.

Student name:	Date:

Have you enrolled?	☐	If yes, you should now have your Campus card. If not, go to the Faculty Office.
Have you got a copy of your Course handbook/information?	☐	If not, see your course tutor
Have you got your Succeed@solent welcome pack	☐	If not, go to the faculty office and collect one.
Have you got a copy of your timetable?	☐	You can log on to the portal to check it.
Have you logged onto the University's Computers?	☐	You will need your student Username and Password to do this. If you need help go to the Enquiry Desk in the Library or the help desk in the Andrews IT centre.
Have you logged onto the Student Portal?	☐	You can access your email account from here. You can also register, check your student details and exam results. Log into http://portal.solent.ac.uk
Have you logged onto MyCourse?	☐	You can see information about your courses, don't forget to check out the succeed@solent site.
Have you visited the Library?	☐	Your student ID card is also your Library card. You will need to have it with you to access library and computing facilities, and to borrow books.
Are you aware of the services offered by Study Assistance	☐	Located on the Ground Floor of The RM Building, offers support, information and advice on equality issues including disability and specific learning difficulties. Initial screening and advisory interview for students with dyslexia is also available.
Have you got your Students' Union ID card?	☐	If not, you should visit the Students Union The Students' Union card is essential to access Union facilities and the special concessions made to members of the NUS.
Have you visited the Students' Union and its facilities and services?	☐	The Students' Union houses the University club and societies and the Student Advice Centre.
Have you read your copy of the Students 1st fold out card and your SSNO leaflet	☐	They contain valuable information about where to go for all kinds of help

Induction/bing/08/09

Have you registered with Jobshop?	☐	Visit Students 1ˢᵗ for registration info and to have vacancies emailed to you
Do you know about the Access to Learning Fund?	☐	In some circumstances students are entitled to apply to the Access to Learning Fund for extra financial support. Further details can be obtained from Students 1st
Do you have religious/spiritual needs?	☐	You can arrange to visit the Chaplain and access a prayer room by visiting Students 1st.
Have you registered with a local doctor (G.P)	☐	If not, Students 1st will be able to advise you on other GPs in the area. If you are living away from home you are required to register with a local doctor.
Have you got any other questions or concerns?	☐	If yes, here are some useful contact points which might help you: Students 1st, Course Tutor, Faculty Office, Student Support Network Officer or the Students' Union Advice Centre.

Useful Contacts

Student Support Network Officers

Faculty of Business, Sport and Enterprise,	RM205b	ann.bingham@solent.ac.uk
Faculty of Technology,	A310a	liz,williams@solent.ac.uk
Faculty of Media, Arts and Society	JM101	geraldine.johnson@solent.ac.uk

Faculty Offices
For information about courses, fees, registration and assessments etc.

Faculty of Business, Sport and Enterprise	RM201
Faculty of Technology	RM304
Faculty of Media, Arts and Society	JM111/SMX10

Students 1ˢᵗ
For information about funding, jobshop, careers and general advice visit RM050 or call 02380 319 427

Study Assistance
For help with assignments, dyslexia screening, disability issues go to RM028

Student Union Advice Centre
Can help with anything! They will even represent you if you would like them to. You can find them on the ground floor of the Students Union building

University of **Portsmouth**

DCQE
Department for Curriculum
and Quality Enhancement

Induction of Students 2008

Notes for heads, course leaders and tutors

- University policy
- Pre-arrival departmental communications
- Induction week and beyond

Contents

The notes in this document are intended to help heads, course leaders and tutors in preparing for the induction of students in first and subsequent years of their degree courses. It is mainly directed towards full-time campus-based undergraduate students but aspects can easily be adapted to other types of students and delivery.

1 What is induction?

Traditionally, induction takes place in the week preceding the first teaching week in semester 1. However, more recently it has been recognised that induction into a year of study may take place over a longer period of time and may even start before the year commences.

Induction should take place for every year of every programme and pathway – see the University Policy section at the end of this document.

Induction covers a number of different aspects:

- **social induction** (meeting other students, halls induction, socials, Student Union);

- **geographical induction** (where is everything that the student needs – department, University, city and so on);

- **task induction** (subject taster lectures, study skills, small-group activities); and

- **system induction** (how does everything work – rules and regulations, student support).

2 Who is involved in the induction process?

Apart from the students themselves, teaching and support staff in departments, colleagues in Academic Registry, Marketing, Support Services, IS and the Students' Union.

3 The student perspective

3.1 Induction survey

In 2006, almost 2000 new first year students, 463 year-2 returners and 219 postgraduate students completed induction questionnaires.

The following list includes the main points made about the 'academic' aspects of induction:
Year 1 students

- Meetings with personal tutors were greatly valued by new students and considered to be essential.

- Students appreciate as much information as possible about what is expected of them in terms of studying for a degree in HE and how this may be different from their previous experience (this may come best from year 2 or year 3 students).

- Social events with staff and year 2 and year 3 students are viewed very positively by new students.

- 'Taster' introductory lectures are viewed positively.

- Small-group bonding exercises ('ice-breakers') are rated favourably.

- Course information should be detailed, so as to allow students time to consider option and elective choices (if applicable) and enable them to prepare.

- Combined honours students want similar levels of information for both halves of their degree.

- Library induction should not necessarily happen in induction week, but is perhaps better held in weeks 1 or 2 of teaching (**note: this is also the view of senior librarians**);

- Recommended reading for units (not subject to change) is considered useful and allows students to prepare in advance.

- An accurate induction week timetable covering the whole week should be given in advance of arrival (if possible).

- Departments should ensure that the information given out in induction week is coordinated so that there is no repetition.

Year 2 returners

- The need to emphasise the significant change in terms of work and expectations in the second year compared to the first.

Postgraduate students

- Value the quality of interpersonal relationships with staff.

- Want to get on with the academic aspects of the course as soon as possible.

All students want:

- Prompt feedback on work.

- Prompt information on any timetable changes.

- Information should be available online in an easily accessible location.

3.2 Local research

This section is based on a previous Faculty of Humanities and Social Sciences induction project. (We are grateful here for the input of Paul McVeigh and Phil Clements.)

The project suggested that in induction week and beyond students want:

- clarity of communication (time and location of registration, induction week timetable, and so on);

- activities that will help them integrate socially and academically (help them find new friends, find out more about their course and subject areas, and so on);

- information about the library, on campus computing facilities and student support provision;

- accessibility for students with disabilities; and

- security (in terms of where to go and who to go to).

Students do not want:

- information overload (the University has attempted to streamline all of the pre-entry information). They especially do not want lots of loose bits of paper of varying sizes;

- conflicting information;

- to be confused about the difference between registration and induction; and

- to miss out on anything because they did not know about it or through the timetabling of events.

4 Induction of new students

4.1 Pre-arrival – departmental communications

These guidelines have been written principally for new undergraduates, but feedback from continuing and postgraduate students suggests that the guidelines can be applied to induction processes at all levels.

The following suggestions are not designed to deviate you from your current practice or to restrict important early relationship-building communications with students, but seek to advise you of good practice, remind you of what students receive centrally (from Marketing and Registry) and disseminate student feedback.

Letter authors/signatories

Evidence suggests that a variety of people write and sign letters sent at the pre-enty stage. Authors/signatories include: heads, administrative staff, school managers, course leaders and year tutors. To avoid confusion and repetition, send letters from the course leader, year tutor or head.

Addressing the student

Address the student by name (many areas already use forenames, others more formally use surnames) rather than 'Dear Student' or 'Dear Level 1 Student'.

Opening lines

These currently vary from a formal confirmation that the student has been accepted (this will already have been done by Registry) to congratulations, a warm welcome and good wishes for their studies.

A good opening may be to start by congratulating the student on gaining their place at Portsmouth, welcoming them to the department/course and say that you are looking forward to meeting them. Try to instill them with enthusiasm by telling them about some of the highlights of the course, and, if possible, outline one or two key points. Acknowledge that they may feel anxious and disorientated when they first arrive and describe some of the activities that have been designed to help them settle in.

Welcome/registration/induction

Academic Registry will send full-time undergraduates information about when and where to register. It is important to let students know that they will be welcomed by your department before the actual registration takes place. It is therefore a good idea to:

* Include details about where to arrive for the departmental welcome (and registration for non-full time undergraduates) in your pre-arrival letter. Please note: if you include

information about central registration, please do not change any of the details provided by Registry.

- Try to help students find the location of their welcome meeting and assure them that they will be directed and given help to find the location for enrolment.

- Provide contact phone and email details.

Information about induction week

- Student feedback tells us that full details about induction week, including a timetable are very helpful before they actually arrive.

- Highlight meetings with key staff in your letter; please include the name and role of the key people, including their personal tutors, that the student will meet during the induction week.

- Outline meetings with, or presentations by, central services including ASK and the Library.

- Detail when essential introductory presentations will be given and when teaching starts. Student feedback suggests that many students drift away mid-induction week and miss important sessions. Many students think that induction week is about registering and joining clubs/societies rather than starting to get to grips with their subject.

- Include a list of social events with times, venues and purpose. Ensure such events are at a 'family and culturally friendly' time and place.

Information about the course

Research and induction surveys indicate that students want to know more about their course before they arrive. Comments suggest that this helps them settle in more quickly and it helps their transition to HE.

In induction week students particularly value information about option choices.

Information on what to bring/purchase

There is no doubt that before they start at University, students want to know more about what to bring with them at the start of semester 1. Information to include:

- The books that should be bought in advance. An ongoing criticism from students (especially postgraduates) is that they would like book lists in advance of arriving. If you do not want them to purchase books in advance, please explain why.

- Any specialist equipment or protective clothing that they may need to buy or bring.

- Availability of computers on campus, whether it is recommended that students have their own desktop/laptop and how to access IS information about laptop purchase schemes.

What not to include

Do not include information about which official documents to bring, how many photos are required and fees; this is provided by Registry and a re-iteration by the department in a different wording may confuse students. Therefore please do not include information regarding:

- Which documents to bring (proof of qualifications, identification and so on).

- How many photos to bring (an area of considerable confusion at the moment).

- Payment of fees.

- Details about membership of the Students' Union.

Leave 'disclaimers' about the accuracy of information to Marketing and Registry.

4.2 Induction week

New students have a mixed range of expectations, aspirations, hopes and fears when they start at University and they will be anxious to discover what learning and living at University will involve. Some will arrive with ideas of their own, but many will be anxious about how they will fit in, if they can cope with the work load, if they will make new friends and get on with the people on their course.

Induction week and beyond is an opportunity for students to find out more about their course, get to know their tutors/lecturers, get to know others on their course, make new friends and settle into University life and living in Portsmouth.

New students will look to the department to guide them, help them to find their feet and understand more about life at University.

4.2.1 University minimum requirements

Departments should ensure that all students are welcomed, not just registered, on their first day. Although section 4 is primarily for new, first year students the following can equally apply to postgraduate, distance learning, online and part-time students.

Small-group tutorial sessions should be provided for students at an early stage in the week and again later in the week. These groups prove very popular with new students and provide an effective way for students to get to know other people and a tutor. Activities could include:

- Introducing students to their subject and academic skills.

- Outlining the different teaching strategies that will be employed.

- Introducing students to PDP and reflecting on their academic and personal skills (including their learning styles).

- A small introductory group project.

- An introductory 'research' activity.

Students should be given an introduction to:

- Student Advice Services during their first week (students will not have received this information elsewhere).

- The IT network and *Victory* – they will receive a copy of *Start UP* in *Victory* with their University *Student Handbook*. Additional copies will be made available for continuing students.

- The Library (not necessarily in the first week; student feedback indicates that an actual visit to the Library is essential but that this may be best in week 1 or week 2 of teaching).

Students should also receive:

- An up-to-date department/course handbook and some guidance as to its content.

- The *Look UP Guide* ('Purple Pages') supplement.

Also:

- Combined Honours students must be introduced to both of their departments.

- There should be a fail-safe way of putting students in touch with their personal tutor as early as possible.

- There should be contingency plans for students arriving late.

4.2.2 Personal development planning

PDP at the University of Portsmouth is part of Set Up for Life. Personal Development Planning (PDP) is in place across the University for two reasons: firstly, it is a process to help students take responsibility for their academic learning, develop their academic and personal skills and enhance their employability; secondly, it is a QAA requirement that the University provides PDP opportunities for all students.

Encouraging students to take responsibility for their own learning starts in induction week, with the Individual Learning Plan (ILP) which has been designed to help them assess their level of skills on entry and plan, with their tutor, how they can enhance and develop their skills so that they achieve level 1 outcomes.

Further details on Set Up for Life and PDP can be found in section 9.2 at the end of this document, in the *PDP Tutor Guidelines* (sent to departments in September), or on the DCQE website.

4.2.3 Recommendations

Departmental programmes for the first week should, as far as possible, be continuous and not fragmented, with free time in whole or half days. It should allow time for students to attend UPSU activities.

Students should undertake at least some subject-related activity during their first week. Induction week subject tasks should feed into the core of the year 1 curriculum.

Every student should have the opportunity in the first week to attend a department social event involving a good proportion of teaching staff.

Reading lists and booklists for students should be clear and specific as to which books are recommended for early purchase and/or study.

4.2.4 An example induction programme

The example induction programme on the next page outlines activities for day one, the first week and the immediate period after that.

An example induction programme

Stage 1 – first day	Stage 2 – first week	Stage 3 – first few weeks
Welcome by the department Provision of University Student Handbook Provision of Course Handbook Registration	Small group activity Explore the University Student Handbook Explain the structure of the degree	
Department tour	Department social – meet and greet departmental staff including where possible support/admin/technical staff	
Allocation of personal tutor	Meetings with personal tutor Small-group activity How the timetable works Seminar group allocation The Set UP for Life programme (PDP, electives and so on) – see below	Small group activity. Examples might include: • Expectations of HE • Group project related to subject • Personal learning styles • Strengths and weaknesses • PDP
Brief introduction to Student Advice Services (*Look Up Guide* – 'Purple Pages')	More details about academic support (ASK, Maths Café, EAP and so on)	
Introduction to the Students' Union (also covers some aspects of student services)	Visit to Freshers Fayre – to join clubs and societies	Evaluation of induction process (Note: this is required for Board of Studies quality processes)
	Small group or introductory taster lecture. Subject-related activity	Course/unit descriptions Provision of book list and reading lists (in addition to any pre-arrival information of recommended reading)
		Introduction to the Library, followed later by a Library quiz*
	First introduction to computer facilities	Visit websites**

* The 2005 and 2006 student surveys revealed that Library induction might be better placed one or two weeks after induction week. This concurs with the view of Library staff.

** Students should be encouraged to visit relevant University websites, such as Finance and Counselling. This will also help familiarise new students with the student advice services available to them.

4.2.5 Examples of good practice in the departments

There are many examples of good practice that takes place during induction week and the first few weeks of semester 1. The majority aim to integrate the social, geographical and task aspects of induction with the system aspects explained in tutorial groups. For example:

- **Media Studies** – students are given disposable cameras and asked to do a project on 'Portsmouth in Pictures' (with prizes).

- **Politics** – students are given a taster lecture, they have study skills sessions and take part in a quiz as part of a social event.

- **Geography** – students take part in a pre-arranged field trip.

- **Art, Design and Media** – a small-group project is organised and students produce a visual record of 'first impressions' of, for example, the city; University; department; course; individual.

- **Film Studies** – students take part in a group film project related to the Portsmouth film scene.

- **Creative Arts** – a 'revue' is organised and performed by small groups of students.

- **Creative Technologies** – students create podcasts.

4.3 Beyond induction week

Learning at HE will be a new experience for most first year students. It will take more than one week for them to understand what their course is about, the role of the tutor, their role and responsibilities and for them to make friends and settle into learning and living at University. Therefore, it is important not to regard the end of induction week as the end of students' introduction to University life. The programme in section 4.2.4 above outlines a number of activities that take place after induction week, in the early stages of semester 1.

5 Re-induction for returning students

As students enter the second and final years of their programme, it is essential to provide them with the necessary re-orientation to equip them in facing changed expectations and priorities. Re-induction at levels 2 and 3 (and 4 if applicable) should continue with the PDP process and include other relevant activities such as: careers and employability skills development; research methods and management; dissertations; and projects guidance (refer to section 9 for more information). Induction is a continuous process, not a one-off event.

Induction should, therefore, be seen holistically linked to the student life-cycle, and integrated with the curriculum (especially the first-year experience), PDP, the personal tutorial system, study skills and career planning.

5.1 Minimum requirements

University policy requires induction programmes for continuing students as well as for first year students. The aim of induction at the main progression points of a degree programme is to acknowledge the importance of these transitions and to use them as opportunities to recognise and reflect on past achievements and set expectations for working at the next higher level.

Minimum requirements:

- Registration (not necessarily the first event of the week).

- Departmental welcome and update – departmental changes/achievements; changes in department staff, procedures, policies, responsibilities, and so on.

- Student Handbook update – logistical changes, room usage, staff offices, phone numbers, and so on.

- Welcome and update (course leader/year tutor) with handbook supplement (for example, level 2 or level 3 handbook) including:

  - introduction to coming year of study;
  - option/elective choices to be made (if applicable);
  - timetable;
  - learning approaches, learning outcomes, assessment at the higher level: culture and expectations;
  - rights, responsibilities, expectations appropriate to higher-level students;
  - reinforce messages about referencing and plagiarism;
  - career opportunities; and
  - postgraduate opportunities at the University of Portsmouth.

- Unit introductions – aims, outcomes, syllabus, reading.

- Coursework and assessment schedules.

- Opportunity for personal reflection (perhaps in tutorial or other small group setting).

- Personal interview with course leader, year tutor, or personal tutor with feedback on previous year's performance.

- Personal aims for the coming year – academic and personal.

- Reflection on skills achieved to date.

(The last three should be linked to the Personal Development Planning process)

- Career and employability skills development (years 2 and 3): reflection on work experience and opportunities, past and future; CV update in light of academic achievement, transferable skills and work experience; possibly a seminar involving previous graduates; or an Employers' Forum.

- Meeting with dissertation/project supervisor (year 3 or year 4).

- Opportunities for socialising (possibly with students from other years).

- Opportunity for some stimulating study experience (possibly a group project, field work and so on) to help get students up to speed on study.

Note: it may be that the agenda for the induction week could be planned as part of a tutorial work session at the end of the preceding year. This might also include opportunities for students to anticipate how to make best use of their summer vacation work opportunities.

6 Induction of international students

The International Office provide a pre-induction orientation programme for students. The orientation programme ends with students visiting their departments on Firday 26 September, 2008.

The International Office will be contacting heads of department to arrange departmental visits and to ensure that international students have been informed of the details of the departmental induction that follows the international student induction.

All members of staff are welcome to participate in the various events during the induction programme for international students. In due course, letters of invitation will be sent out. If you would like to participate, but do not receive a letter, please contact either the International Office or the International Student Advisers.

7 Students with disabilities – code of practice

The QAA Code of Practice concerning students with disabilities has a precept (Precept 7) that deals explicitly with their enrolment and induction.

Precept 7

- The arrangements for enrolment, registration and induction of new entrants should accommodate the needs of disabled students.

- Enrolment procedures and induction events take into account the access requirements of disabled students.

- Enrolment forms and other relevant forms are modified to enable students with disabilities to complete them with the same levels of independence and confidentiality as other students.

- When information about disability is collected, the purpose of collection is made clear and the measures taken to ensure confidentiality are outlined.

- Staff who are responsible for organising induction programmes take into account the requirements of students with disabilities, for example, including orientation training for visually impaired students.

- During enrolment and induction, there are opportunities to identify or reconsider the support needs of disabled entrants and to confirm that they are in place.

8 Postgraduate students

Postgraduate students should receive similar levels of attention during induction. The following points were expressed in the survey of postgraduate students:

- Postgraduate students who have attended Portsmouth previously are slightly critical of having to sit through information that they already knew. Consider different ways of providing this information to them.

- Library inductions should be conducted by librarians rather than (in some cases) academic staff.

- Do not induct postgraduate students with undergraduate students; this is a false economy of scale. Postgraduate students should be inducted separately.

- Postgraduate students want to get on with the academic aspects of the course as soon as possible.

9 Other information

9.1 University policy on induction

Departments should provide an induction period for every year of every programme and pathway.

For campus-based programmes, induction takes place outside of the two 15-week semesters.

For full-time and sandwich programmes (except in the placement year if applicable) the induction period takes place in the week preceding the first week of teaching in semester 1.

For full-time and sandwich programmes that commence in semester 2, departments should make alternative arrangements.

For other modes of study, departments should provide an induction period, before the start of the period of study, which must form part of the academic year.

Departments should make sure that induction periods, especially for new students, provide an opportunity for students to profile their skills using the Individual Learner Profile (ILP) and forms that are part of Personal Development Planning (PDP). Departments may use alternative arrangements, but these must comply with the key objectives for PDP.

Departments should ensure that Direct Entrant students take part in induction.

For those departments with Combined Honours degrees, the Course Leader in the 'home' department should liaise with the Deputy Course Leader in the 'away' department and ensure that students can visit the location of the 'away' department (if in a different location) and be introduced to the Deputy Course Leader and 'away' half of the degree.

9.2 Set UP for Life and Personal Development Planning (PDP)

Set UP for Life

During the course of their studies, students will be introduced to the University's Set UP for Life programme, which aims to provide a framework for students to further develop their employability and lifelong learning skills. The role of the personal tutor is important here. This will take place through the curriculum, via the development of study skills, career management skills, research skills, via electives and through additional activities that students may pursue independently (paid work, volunteering and so on). The Academic Policy Committee agreed that all graduates of the University of Portsmouth should:

- be able to demonstrate command of a significant body of subject knowledge of sufficient depth;

- be prepared for lifelong learning in pursuit of personal, academic and professional development;

- be able to display effective communication skills;

- be an effective problem-solver, capable of applying logical, critical and creative thinking to a range of problems;

- act ethically and in a socially responsible manner as a member of multiple communities;

- have developed competencies in information literacy;
- be able to work autonomously and collaboratively; and

- be able to demonstrate an international and global awareness.

Personal Development Planning

Individual Learner Profile (ILP)

The ILP is a questionnaire completed in induction week by students. It offers them the opportunity to audit their skills and highlight any areas of concern that they feel may affect their learning.

The ILP comprises a series of questions, categorised according to the skills area being assessed. Students rate themselves on a scale of 0–3 (from 0 (no confidence) to 3 (very confident)). After the ILP has been completed it is returned to DCQE where it is scanned, skill levels summarised and then returned to departments with an individual report for each student and a summary group report. These reports are used by tutors and students (usually in a tutorial session) to determine ways in which students can enhance and develop their skills.

Action plans and reviews

These are documents (currently on paper) to help students record discussions with their tutor about how they plan to develop their skills.

The action plan is completed at the beginning of semester 1 and articulates the actions a student plans to take to ensure that they can achieve the Level 1 outcomes. The review takes place at the beginning of semester 2 and is an opportunity for students to review progress to date, semester 1 assessments and plan for Level 2, including considering option choices.

Forms should be kept by students for future discussions with their Level 2, Level 3 (and Level 4) tutors and to help them articulate their development when they are seeking employment.

Action plans and review forms can be downloaded from the DCQE website.

For more information, please refer to the more extensive tutor notes for PDP on the DCQE website at:

www.port.ac.uk/intranet/dcqeintranet/Resources/PDPDocuments