New Arrivals and Transition :
Consultation paper on progress and policy   January 2011

1. Introduction

The Wordle captures students' experience of their first week and is derived from their responses to the question "being a new student is ..... ?" (Freshers Fair, Greenwich and Avery Hill campuses September 2010)

This expression of students' high hopes of University is also clearly seen in the New Arrivals survey conducted in October. The internally commissioned Audit of the Student Journey to the End of Term 1 by RSM Tenon, though not yet published, also gave positive verbal feedback on Institutional progress over the last 18 months, to the extent of wishing to use our work as an example for other institutions.

This paper serves a number of purposes:
- Summarises progress made in relation to the Recommendations endorsed by Academic Council in January 2010 (page 2)
- Presents evaluations from students (page 3) and from Schools (page 6) on New Arrivals Autumn 2010
- Reports on recent innovations and developments (page 7)
- Makes recommendations for further action (page 8)
- Invites discussion of key issues needing to be resolved (page 9)
- Presents a new draft Policy to be discussed at L&Q, completed and taken to Academic Council in February (Appendix 8.4.4 page 36)

2.   Progress since January 2010

In January 2010 Academic Council endorsed 5 recommendations, which are summarised below with comments on progress.

	Recommendations 2010	Progress
1	A shift in terminology from the language of "induction" to transition, and from "Week 0" to "Week 1"	This became formal policy following Council discussion and was successfully implemented across the university by August 2010. All Schools have reported increased attendance at the beginning of term September 2010 and see the change as having achieved a shift in both staff and students' perceptions of the first week.
2	Continued development and improvement of pre-arrival communications and information through a more systematic and integrated approach between Admissions, Schools, Marketing, OSA and SUUG/UMSA and including: ii. further development of School and/or campus-based induction websites. iii. evaluation and extension of the potential of VIP and CRM	The New Arrivals survey contained significantly less complaint from students about pre-arrival information, though students are still requesting more (page 5). VIP on-line chat was piloted again in Science and, for the first time in Business, with success particularly in the latter. CRM pre-arrival information and communication has not been reported on. Information is still inconsistent in quantity and the way in which it is communicated. Pre-arrival information ranges from that from the Centre only (Marketing, Admissions, Student registration Helpline, Students' union) to a range of additional material sent by some programmes and/or Schools. Work has begun on an Acceptor's Portal for summer 2012, and the New Arrivals group is conducting a mapping exercise in relation to pre-arrival communication with students.
3	Continued development of the range of transitional activities on offer and establishment of a common core of minimum student entitlement with consideration to be given to the transitional needs of returning students.	The new statement of students' entitlement in Week 1 was formulated in 2011 on the basis of existing practice and student feedback. EDU has conducted staff and student consultation during the Autumn Term 2010 and responses to the statement and guidelines have been very positive. The transitional needs of continuing students have so far received little, if any, attention.
4	Formal reporting mechanisms by Schools Central Induction Steering group to include evaluation and planning.	Formal reporting by Schools took place for the first time in October 2010 (see section below). Reporting was against the statement of students' entitlement and was primarily evaluative with limited reference to forward planning.
5	Continuation of a single University-wide on-line survey to incorporate school specific questions.	The University New Arrivals survey was delivered in October, in the form of School-specific surveys. The survey was revised by the New Arrivals Group and one School (SCI) took up the opportunity to include a section of School-specific questions. (see 3.1 below)

3.   Student Evaluation - *University new arrivals survey*

3.1   Survey results

The response rate for the New Arrivals Survey was 12.5%, percentage responses by School are detailed below:

2010 response rates:

2010	A&C	BUS	CMS	ED	ENG	HSC`	HSS	SCI	NRI	TOTAL
Survey response	64	247	197	118	136	177	157	67	6	1169
% response	10.46	11.72	19.45	9.82	16.94	13.85	12.95	10.06	17.14	12.50

The survey was actively promoted by: emails to all new students, an EDU stand at the Freshers Fairs, portal announcements and screen-savers, emails to academic staff asking for promotion in Schools, a promotion exercise by student volunteers on the Greenwich campus.

12.5% represents a good increase on 2009 (7.95%) but needs to be improved further and is still lower than the 2008 total of 14.01%.

Appendix 8.1.4 gives links and passwords for access to the Survey responses. Below are University-wide responses to 4 key questions:

Q 5   By the end of my first few days/first week:
- *my expectations were met*
- *I started to feel a sense of belonging to the University of Greenwich*
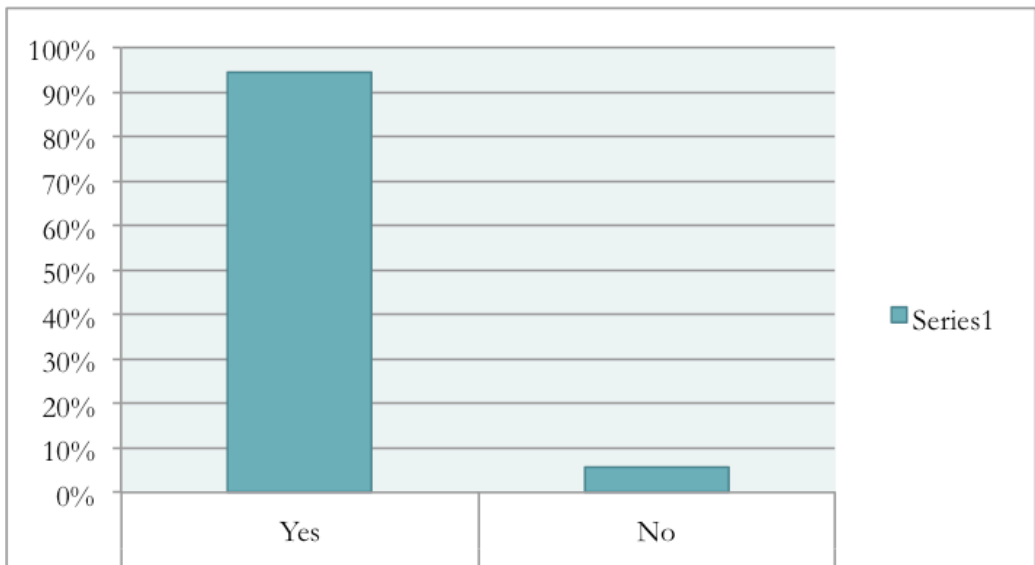- *I began to feel more confident about what is expected of me and what I can expect in the year ahead*
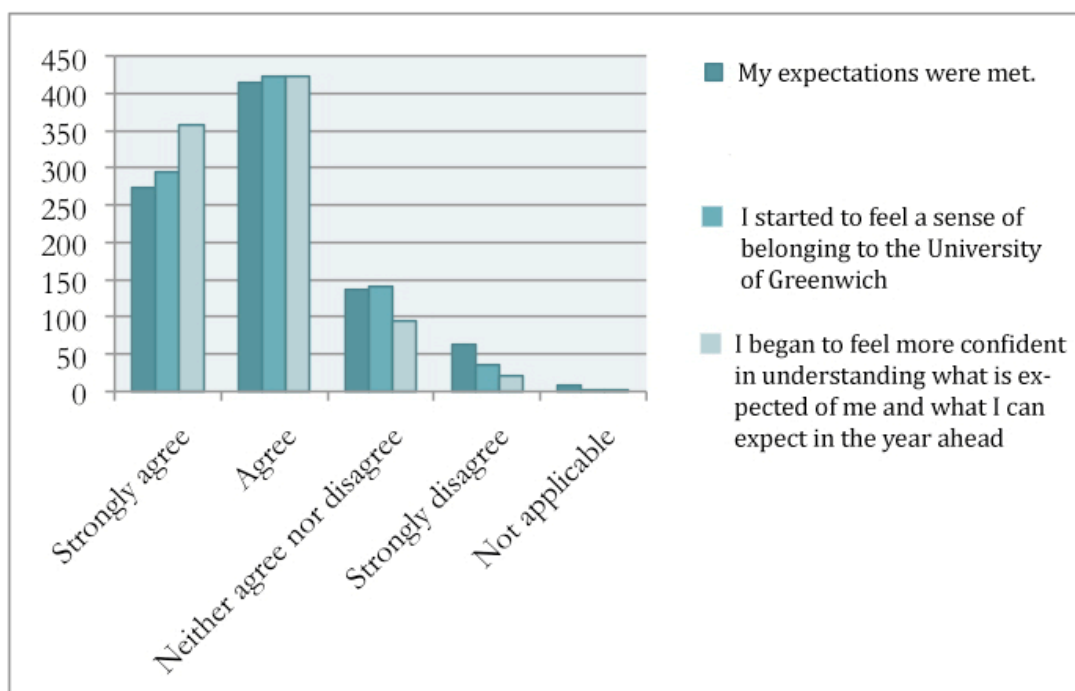
Q 23   I received the information I needed about the start of term before arrival.
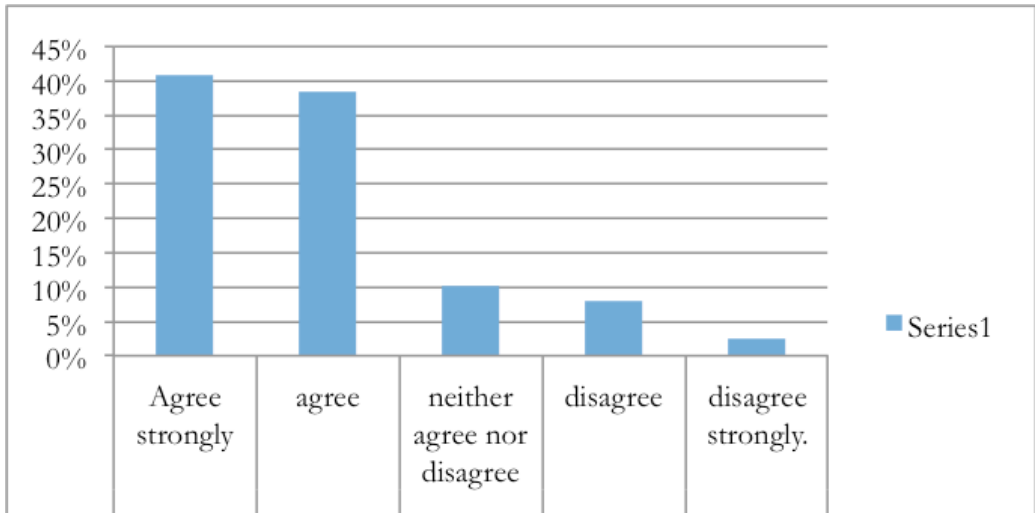
Q27   Why did you choose to study at the University of Greenwich? Please tick any/all that apply
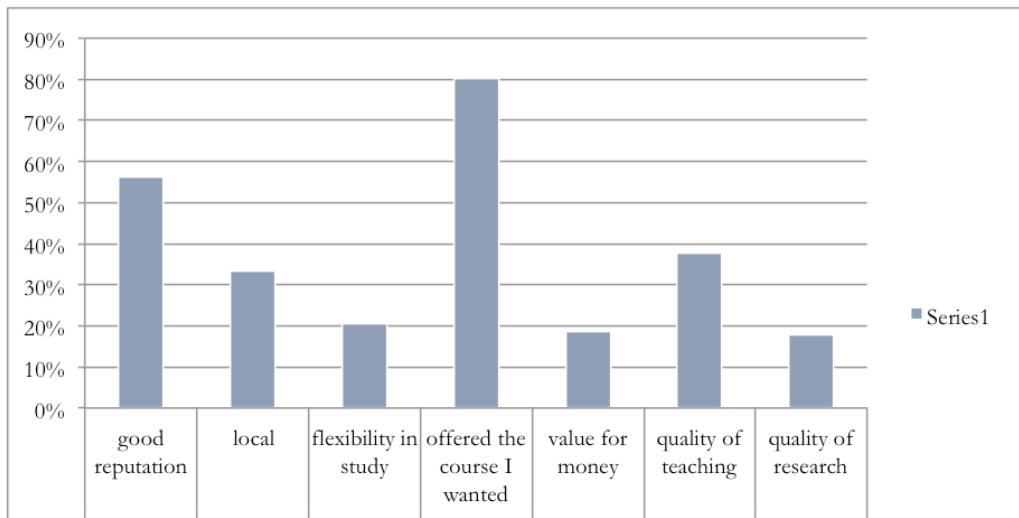
Q 29.   At this stage, would you recommend the University of Greenwich to your friends?

3.2   Survey Analysis

EDU commissioned an analysis of the qualitative free-text responses to the Survey which is summarised here, the full analysis can be found in Appendix 8.1.2 (page 11ff). The analysis looked at the comments by School and then summarized themes and concerns across the university

The analysis reinforces previous and other student feedback and research indicating that new students want:
- information (university, academic, practical, local)
- social opportunities
- feeling welcomed and taken care of
- ongoing help and support with studies
- practical, every day information and help – campus and local orientation, advice on practical tasks

Dominant features of the survey responses are:
1. students' high hopes on arrival of: being welcomed and helped by University; studies being demanding and interesting; a new life experience as a student. These expectations focus significantly on the social. Survey responses indicate high levels of satisfaction in these expectations being largely met
2. problems with timetabling, primarily due to frequent changes at short notice and with insufficient warning and/or information. Also students found the timetables hard to access and/or confusing to interpret, and express the need for information about timetables pre-arrival.
3. non-standard students (including international students) feeling left out – this is a pattern
4. appreciation of social activities and the desire for more opportunities for socializing, with staff and other students (including continuing students).
5. The need for more information.
   Pre-arrival information : A majority of students who took the survey found the information they needed, usually on the university website, but there is still room for improvement with frequent comments on the need for information *in good time*, *in advance*.
   Other info: students express a desire for more information on courses, on events (especially social events), on what is expected/how to be a good student, on practical issues, on local environment, on part-time work and future careers. There is a desire for both initial and on-going information – need for updating, some requests for email updating
6. extremely positive responses on feeling welcomed, friendly helpful staff but also significant comment on staff being insufficiently well-informed, sometimes disorganized and sometimes positively unhelpful

Other issues highlighted by the responses:
7. some comment on information overload (but less than in previous years)
8. some requests for more tutorial support
9. a number of requests for help in campus and local orientation – eg. Tours
10. a few comments on need for ESL support
11. a few comments on need for more flexible timetabling

Staff were generally positive about the survey and how it informs development. Below is a response from one tutor on its value:
"*Thank you very much for sending through the information gathered from the CMS survey. I found it very easy to filter it by programme and thus was able to look at just the responses of Maths students. Sadly very few maths students complete this (13% of the new intake).*

However, using these results in conjunction with the detailed comments I obtain from all new maths students, as part of their PDP, helps me build up a picture of the student view of week one. This is used to review and alter our activities for the following year."

3.3   Other student consultation

There was also some face-to-face follow up with students who completed the survey and indicated an interest in further consultation. These discussions raised similar concerns, with participation notably by international students who are keen that their experience of practical issues should be used to enhance advice given to new international students.

4.   Schools' Evaluation of New Arrivals Autumn 2010

For the first time in Autumn 2010 Schools produced a School Report on New Arrivals (Pro Forma page 23f).
A synoptic view of responses is attached (Appx 8.2.2 page 26ff). The reports demonstrate the positive impact of the changes in 2010, particularly the change to "week 1" and the new statement of entitlement. They also reflect some institutional trends noted under section 5 below and indicate variations in existing coordinating models and in resourcing of transition.

A significant number of the School reports are very positive about staff-student social events and the deployment of continuing students to support new arrivals, and this is a significant part of budget allocation which clearly adds value.

Evaluation and consultation with Schools was also conducted through the New Arrivals Group, through consultation meetings on each campus, and through email consultation with programme leaders.

School reports detail a wide range of effective and innovative practices, some examples are given under section 5 below.

5.   Recent Innovations and developments

School Reporting and other EDU consultation with staff (as detailed above) have highlighted a number of innovations and cross-institutional trends in provision for new arrivals.

-   Reduction of talking heads/information sessions in many schools/programmes, these being replaced by activity-based sessions and small group work
-   More programmes are including staff-student social events
-   More budget allocated in some schools
-   More programmes working with continuing students in the first week
-   Extension of transitional activities through the first term
-   Ongoing & increasing provision for January starters (eg. piloting by the Office of Student Affairs of an International Information Fair for new arrivals in January at Greenwich and a Student Centre International event at Avery Hill
-   Continuing development of online resources (see page 2)
-   Collaboration : recent developments and changes in the university have been disseminated with Partner Colleges through EDU contributions to the Partnership Network Vision Day and at the Partnership Development Group meeting, both in October. Partner Colleges have received copies of the Staff Guidelines for New Arrivals, and 2 Partner Colleges are included in the piloting of the new UoG Wallplanner.

These innovations and trends are representative of effective practice and direction in the sector. Some specific examples are given below.

Examples of innovation and effective practice include

A brainstorm and group discussion session in the first week on hopes and fears on entering University – leading to a list, which a tutor can then talk through with the group.
A briefing sheet for students on **h**ow to understand your timetable
Students prepare group presentations (video and other) for the rest of their cohort about local amenities and resources, rather than being told about these – these are also made available online
New students on a programme are automatically members of their subject society and also part of a mentor-group, these being actively built and encouraged through discipline-based group activity in the first two weeks, and through on-going extra-curricular activities
Directed group activities in week one receive online formative feedback and feed into coursework contributing to an assessed portfolio
A continuous TV digital display of information about Week 1 and daily activities in School Reception
Programme leaders and tutors take responsibility for campus tours, which were also good occasions for socialisation
The JEEJIT principle is followed: *Just Enough Education Just in Time*, for example: students are given information on how to submit coursework about a week before the first assignment is due.
Continuing students give a presentation, including a video they have prepared, talking in part about what it is like being a student
Very early involvement of programme leaders in planning resulted in better ownership and an hour long staff briefing session the week before arrival meant that communications with students were more consistent
A discipline-based simulation/game where small, demographically mixed teams compete in a 'market', with a reward for the winning team and an evening meal at the end, with tutors.
Continuing students 'buddy' arriving (mainly international) students, often with prior contact on facebook, and offering to show students around, take them for a cup of tea, exchange contact info.
Wristbands for students, colour-coded by programme/department, facilitating identification of peer groups and socialisation (staff and student)
An assignment on 'Extended induction', building familiarity with programme and course structures and Banner, with academic and tutorial support and feedback and aspects of assessment. Practical tasks via the portal, banner and pdp are submitted on/by mid November for a pass/failgrade, as part of the formative assessment of a credit-bearing course.
Library services on the Greenwich campus - closer liaison and integration with Schools providing opportunities for students to learn about resources and skills through group activities and coursework through the first term, rather than in more formal information sessions.
A poster session on research interests of programme tutors as an opportunity for focus on the importance of research and for staff-student socialization

6.   Recommendations

The following recommendations arise out of issues identified during evaluation and consultation processes

	Issues	Recommendations
1	Systems 1 (new systems): • Timetabling. Considerable negative feedback from students and staff on access, last minute changes and insufficient timely information. • Rooming. *In week 1*: Lack of availability and overcrowding of rooms, booked rooms being unused; *In early teaching weeks:* room changes with insufficient information, booking rooms for extra-curricular activities	• Planning, testing and implementation of new systems needs to be in place sufficiently ahead of September. • Contingency plans are needed in case of overcrowding in rooms. • Schools must cancel rooms not needed in good time • Room booking procedures need to allow for programme-related transitional activities not connected to a specific course code.
2	Systems 2 (system problems): • Breakdown of communications between offices, Schools and students leading to : problems of resourcing in relation to unexpected group sizes; lack of shared ownership of students' information • System breakdown: portal problems in Week 1; timescale of updating of student records (eg. for programme/course changes)	• The need for clearer definition of roles and responsibilities to enable better cross-Institutional liaison to maintain continuity of contact and information for/with students, and for Schools to have full information about student numbers • Staff should have access to the students' view of Banner, Portal etc. to check information • Systems capacity needs to be ensured at key points in the student life-cycle. • Need for more flexible/reactive systems for processing changes to programme or course
3	• Targeting of transitional activities and information for particular cohorts and "non-standard" students (eg. mature, students with disabilities, international students) needs urgent attention.	• Schools and offices, in consultation with students, to identify the transitional needs of non-standard students *(part-time students, direct entrants, international students, mature students, students with disabilities, distance learners, fail/repeat students, combined studies students, late arrivals, early starters and students on associate programmes)* and ensure that i) practice is inclusive ii) particular needs are met iii) provision and support are clearly signposted to students.
4	• The terminology of "Week 1" does not work for all programmes.	• Revision of terminology. (see 6 below)

5	• Support for late arrivals. Less of a problem than in previous years but an issue particularly for international students.	• Responsibility for late arrivals needs to be specified and mechanisms provided. • More clarity is needed for staff and students about final end dates for registration
6	• Academic staff New Arrivals co-ordinators' workload	• Schools to revisit and monitor resourcing of coordination in relation to the new academic workload model
7	• Students' Union. Failure to attend booked School sessions.	• Scheduling for Students' Union presentations needs to be manageable, which may involve later delivery points.
8	• Information. Students continue to ask for more information, pre-arrival and continuing.	• Schools and Offices to continue to improve quality of and access to information for students from Acceptance onwards, including information on courses, social events, practical issues etc.

7. Questions for discussion

How can the language of "Week 1" be revised causing minimum disruption, to take account of students starting at other points in the university calendar and without reverting to something suggesting an optional prequel?

Alternative suggestions from staff are : **first week; Start week; start-up week; launch week; registration and preparation week; getting going; hit the deck running week; Crunch time; orientation; reference week; alpha week; find your feet; Pre-commencement.**

The survey provides the university and the Schools with insight into the experience of students. However this is limited by the response rate. Should we continue to run a University-wide survey or replace this with local evaluations?

If a University-wide survey is continued, how do we encourage greater take-up by students and Schools?

What comments and suggestions do members of L&Q have to make about the draft New Arrivals and Transition policy (Appdx)?

Is a different version of new students' entitlement required for postgraduate students?

Should the university provide more formal Institutional welcomes for new students (including eg. the VC or DVC, students' prize-giving, Honorary degree holders, Alumni)?

8.   Appendices   Page

APPENDICES

8.1.1   2010 Survey questions

These can be seen at: **http://www.surveymonkey.com/s/NewArrTest**

8.1.2   Commissioned Text Analysis of New Arrivals Evaluation Questionnaire

A.   Summary by question and by School

This analysis is concerned with the free text fields of the New Arrivals Evaluation questionnaire. It makes no claims about the results of analyses of other fields and thus it is no statement about the overall result of the survey. The main purpose is to find recurrent patterns in the free text fields and to extract opinions and attitudes expressed by the students.

The overall impression of the responses in the free text fields is that students are generally quite content with the experience. Most often staff and teachers are seen as friendly, helpful and competent. The students seem to be positive and have high hopes for an interesting and rewarding time. They hope for a good social life, meeting new friends and interesting colleagues. It seems as if those expectations are often met and sometimes exceeded.

There are some concerns expressed in the comments and those are centred around a few issues. Timetables are problematic, it appears, and mostly this seems to be due to them changing at short notice and because the information about those changes is inadequate. In addition the timetables are not easy to understand. There seem also to have been some problems with registration, although these are seldom specified.

Students often request information about a variety of subjects; it could be about accommodation, what is expected of them, about timetables, about changes, about social events, and much more. There is a general wish for more information, although some write to say that a lot of that is provided.

Another theme that is prominent is opportunities for social interaction. Students want social events, to be able to make new friends and feel at home with their fellow students and staff. This seems to be a general desire and there are not a lot of complaints that there is too little of it, but expression of a general desire for more.

Some more specific requests are fairly common, such as students want to be told where to go and find their way around the university. It is not uncommon that they suggest tours or better signs.

There is an issue of students feeling a little left out, at times. This is no huge outcry but a recurrent pattern. Students that are not British, or have children or are a little older, often seem to feel that the system is not really adapted to them. Some do express, though, that they worried about feeling lost but that they felt more welcome than they expected.

Below are summaries of the replies to the main 4 free text questions, ordered firstly according to the four questions and then according to Schools. A more detailed summary of the replies is provided in the Appendix.

Summary of responses ordered according to the questions

What were your expectations of starting at University?
In general, these students have expectations of being welcomed and taken care of, that registration and timetables work, that the university is well organised, staff helpful and teachers good and helpful. When they comment on how these expectations are met it is often to say that they are exceeded, although there are some complaints about staff not being as helpful as they had hoped and timetables and registration not working as they should. There is, also, another kind of expression of expectations about students hoping for a new and interesting life, including hard work but also an opportunity to learn new and interesting things. They hope to broaden their minds, meet new people and be challenged. Some students, especially in Business and Engineering, talk about their hopes for a good future, that the university will teach them what they need for their future careers. Many express hopes for meeting new people, and broadening their horizons and this is most prominent in CMS, Health and Social Care, Humanities, and Science. Otherwise there are no great differences between the schools.

Please comment on other positive or negative experiences

Generally, students are positive and feel welcome and cared for. Registration seems to have been a problem for some students of most schools. Staff are often said to be helpful and welcoming, and when they are criticised it is often because they are seen to be confusing or not so knowledgeable. Perhaps Business school stands out a little, with some quite negative comments about the staff. The material is too small though to make sure this is really not a random result. One recurrent concern is the timetables, that they change without warning and are not given in time. Here, however, there seems to be a difference between the schools,

where students from CMS, Education, Health and Social Care, Humanities, and Science express frustration with their timetables, whereas those from Architecture, NRI, Business and Engineering have less complaint. They are quite small texts, though. Business stands out, again, since it is quite a large text with only few complaints about the timetables.

Do you have any other comments or suggestions for improvements for students starting at the University of Greenwich?
All groups (NRI is the only exception, but is not representative, depending on the very small number of respondents) request information: more, better, more promptly delivered information. They do not always specify what kind of information they want. Most often it is connected to the timetables but they also want information about other things. Registration is not a big issue, not as much as could have been expected from the responses in the Positive and Negative field. The clearest recurrent theme is the timetables. All schools, with the exception of Business, Engineering and NRI suggest improvements to the timetables. This is a general observation, since students from Business do complain about timetables but not a lot. Timetables are frustrating for the students. They would want them beforehand, and that they should be fixed at least at the start of term. What they find frustrating, quite often, is to get to university, perhaps having made arrangements for childcare or work, and find that their lecture is cancelled or moved. There is also a pattern of students who don't really fit the norm feeling a little left out; if they have children, are a little older, or do not speak English that well they feel that the information and organisation is not adapted to them. This seemed to be quite prominent in CMS.

How can the University best help you now and during the rest of this term, as you continue to settle in?
The overall impression is that students are positive about the experience of coming to the university. There seems to be a general desire for information of different kinds, some need information about future studies and work, others how to be good students. Some ask for information about the timetables and the lectures and other practical things. This seems to be true in all schools. NRI is the one exception but it is easy to disregard this fact due to the minimal size of the text. There are some concerns about the timetables expressed in response to this question, although this is less pronounced in Business and Health and Social Care, and almost missing in Engineering and Science. If anything can be said about the general mood of the texts, it is that Education and Health and Social Care sound particularly positive in their responses. No group seems very upset or angry, but some are slightly less generous in their comments.

Summary of responses ordered according to schools

Architecture
This group wants information and especially about timetables, when they change and are updated. There is a need for social activities, in order to make new friends. Some are happy about what is done. There are some problems with registration and there are some concerns about not fitting the norm, like being foreigner or doing part-time studies, along with a wish for support.

Business
This group seems concerned about information, how it is given and that they want more and in good time. There seems to have been some issues with registration since this theme occurs frequently and it appears that it has been not fully satisfactory. Staff are said both to be friendly and helpful as well as not competent or able to help. There are some requests for social activities but the students seem to have had a positive experience coming here, better than expected, at times.

CMS
This group seems to be happy with staff who are often said to be friendly, welcoming and helpful although, when asked how the university can help them, they request staff to be more helpful. Generally this group is positive and starting university was better than expected. There is one problem that seem to permeate the replies and that is the issue with timetables. They are confusing and change too often and without warning. There is a general want for information, about timetables and all sorts of things. Some want help with finding their way around the university. Generally, though, they are very positive.

Education
There is a general request for information, prompt and accurate information. This is, to some extent, connected to timetables that are confusing and change too often and too late. Staff are considered helpful and friendly and the overall experience seems to have been a good one, and the university is asked to keep up the good work. There are wishes and hopes for a good social life.

Engineering
The experience of staff seems to have been positive, timetables are a bit confusing, but there is much less frustration about that expressed here. There is a general need for information and these students want help with job opportunities and to be shown around the university. There are some complains about travelling to and from university.

Health and Social Care
This group seems to be quite positive about coming to the university, staff are helpful and friendly and they feel welcome. There seems to be a sense that those who started early (nursing and midwifery) feel a little left out and not so welcome, since many

facilities were often closed then. There is an issue with timetables, they are confusing and not up to date. Generally the students want information that is correct and in time, preferably in advance. Some of the students that do not comply to the norms, with children and not British, for example, feel a little left out.

Humanities
Generally a positive experience, with staff being seen as helpful and friendly. Some were a little worried when coming here, but often said that these worries didn't materialise. There are requests for more social events and many have hopes for making new friends and having a great experience. There is a general desire for information, more, accurate and in time. Timetables have been a problem and they are confusing and change too much and too late. Registration seems to have worked fairly well, though.

NRI
This is a tiny material and there is really nothing to say about it.

Science
The greatest problem seems to have been the timetables, which are confusing and change too often. Information is something that is requested. Otherwise the students seem content. They want help with practical things and they generally consider staff to be helpful and friendly. They have hopes for an interesting time at the university with interesting people and studies.

8.1.2 Commissioned Text Analysis of New Arrivals Evaluation Questionnaire
B. Detailed summary by question and School

a.   Question: What were your expectations of starting at University?

Architecture:
Small text, 740 word tokens from 40 respondents. The replies fall broadly in two categories, one practical where students expect to be shown where to go and be familiarised with university and to be taken care of and introduced to university life, for example to be able to enrol without problems. The other talks about what they expect of higher education, for example that it will be challenging or they will learn new and exciting things,and meet new people, to become good at what they have chosen to do. They have high hopes, in some cases, that the university should be a place of learning and new experiences.
Quote:
'Kindness, Embrace, Something new but mostly important thing is feasible information about our course and module.'

Business:
A rather large text, 3596 word tokens and 147 respondents. A lot of text but it is hard to find patterns in it. As before, two types emerge: one practical and one more about hopes and expectations. Students expected to be greeted and guided and given information. It was not always clear if they were disappointed or not, some commented that the university lived up to their expectations, some are disappointed, but many don't specify. There are some particular requests for a great venue, a big hall or similar and speeches from the vice chancellor, to make the first day memorable. The other group talks of expecting hard studies, learning a lot of useful things. They are generally quite ambitious and want to get good jobs and good careers and hope and expect good teaching, good guidance but also hard work. Some found it easier than expected and more welcoming and less hard than what they had thought. Many have hopes for a friendly and welcoming environment and say that their expectations are being met, some more than what they expected.
Quote:
'ah... my expectations... actually as a international i was a bit afraid of new environment. just wanted to get a warm welcome form everyone... and when i arrived.. then it was... in one word... awesome.... !!! i love my university.'

CMS:
A quite large text, 2137 word tokens from 101 respondents. 'Expected' was used 19 times, often in the context of students expecting to learn and be taught interesting things and staff to be nice and helpful, but also in that of expecting studies to be harder or the first week or day to be more chaotic than they were. They expect a lot from university: to feel welcomed, helpful staff, good teachers, but also an interesting environment, and a new start. Quite a lot have expectations of a rich social life and new friends. Some express worries about being lost and not finding their way, that they will feel lonely and not cope with studies. There are expectations of hard work. Generally, students seem to have quite high expectation, both having to study hard but also being taught interesting things. They are quite positive, or neutral, some just expressing their expectations or fears without saying anything about whether or not they were fulfilled. Many of those who comment the outcome, state that the university exceeded their expectations or that their fears didn't materialise; work wasn't as hard as they expected, for example. The odd complaint about registration and timetables but not much.
Quotes:
'I expected the university to have a good environment, well natured staff and co-operative professors.'

'I expected the workload to be much harder than A level; I was pleasantly surprised. I expected other students to want to be there and not distract each other; I was unpleasantly surprised. I did not expect to see Jack Sparrow on campus;'
(one of the few negative comments)

Education:
A medium size text, 1721 word tokens and 85 respondents. 'Expected' was used 14 times in a variety of contexts, about expectations of professional staff, to be treated with respect, to be given a timetable, for it to be challenging, or chaotic. 'Friendly' was used 7 times in connection with 'environment', 'staff' and 'atmosphere', generally expressing high expectations. They are expecting a warm welcome, organised university, good teachers, friendly and helpful staff, good induction, working timetables, and that sort of thing. Others express their thoughts about what it would be like to study and there are some worries about it being daunting and that they will feel lost. There are expectations of hard but interesting work, learning new things, meeting interesting people, but also making new friends. This group does not comment so much on the outcome, although there are some comments that things weren't as daunting as they expected. They seem to have high expectations of the university and themselves, wanting to get high grades, but also with high hopes of getting a valuable experience.
Quotes:
'Lots of hard work and scary essays!'
'more friendly atmosphere'
'My expectation on starting university was to be thrown at the deep end, but I guess I was wrong judging by what I have seen all throughout the induction week. I actually received a lot more support than I had expected.'

Engineering:
Not a big text, 1213 word tokens from 67 respondents. 'Good' was used 18 times, in connection with 'accommodation', 'atmosphere', 'environment', 'learning' and 'professors'. 'Environment' was used 13 times, collocating with 'good' and 'learning', also 'study' and 'professional'. These students expect a good education and high standard and some say that their expectations are met. They hope for a good social life and friendly and helpful staff. There is not much disappointment expressed. There are some comments about when expectations are exceeded, but those are quite measured. They are not so daunted by the prospect of studying, but expect hard work, and good prospects and an interesting time.
Quotes:
'A new door opening up for me and a future I have always dreamed of, now becoming a reality.'
'focused people with briefcases'

Health and Social Care:
Fairly large text, 2392 from 104 respondents. 'Expected' was used 31 times in a variety of contexts such as: staff being helpful, getting to know what is expected of them, and for things to work and be well organised. 'Meet' was used 16 times, often in the context of expecting to meet new and interesting people and helpful staff. 'Expect' was used 12 times, often about not knowing what to expect or that they didn't expect anything special (or even 'not so much support'). This is a measured and practical group, it seems, they hope for a fun and interesting experience, that studies will be good and interesting, that they will meet new friends and interesting people, who are as interested in their subjects as they are. There are some mature students who expressed worries that they would feel left out, but generally they seem to have felt welcome. They expect staff to be friendly and helpful and university to be well organised. Some have no expectations at all, or rather don't know what to expect. If they comment on how their expectations were met, it is to state that they were met or exceeded.
Quotes:
'I expected to meet many trees of students but instead I met a forest of them. I also expected to see a friendly side of the lecturers in the beginning and I saw just that... Like everything else the beginning is always a road or a journey and all is possible. I put this in my mind so my expectation was not a solid rock. I was ready for any surprise.'
'To feel welcomed and part of something bigger than one's self.'

Humanities:
Reasonably large text, 2248 and 99 respondents. 'Expected' was used 23 times in a variety of ways, expressing expectations about being 'thrown in at the deep end', friendliness, and helpful staff. Also it was used to talk about what was expected of them or that they expected a confusing registration. 'People' was used 23 times, most often to express expectations of meeting new, interesting, or friendly people. 'Meet' was used 21 times often about meeting new people, staff and teachers. 'Friends' was used 11 times, in the context of meeting or making new friends. 'Staff' was used 11 times hoping for friendly and welcoming staff or being welcomed by the staff. These students hope for an interesting and maturing environment, where they meet new friends and like minded people. They expect to feel a little lost but also that the staff will be welcoming. They are a little nervous but often they find that things work out as they should, that they get the help they need. They are mostly positive about the welcoming ethos, although some are critical about the timetables. Some expect the experience to teach them independence while some mature students, were a bit worried about coming back to university and not feeling welcome, although they seem to have felt welcome when they got there.
Quotes:

'i did not have any as i did not want to be disjointedness. I came with an open mind and expected the unexpected! So far I am throughly impressed and the weeks keep getting better!'.
'I didnt really know what to expect but one thing i didnt expect was the poor organisation of timetables.'
'I thought the uni would really busy and scary!'
'I was expecting to get lost a lot, but find friends quickly since we are all in the same boat. Also that the lectures will seem a lot more professional and the staff more helpful.'
'To be immersed in a new intellectual world.'

NRI:
A tiny text, 74 word tokens and 4 respondents. One had low expectations of finding girls but had made many friends, two wanted to get more knowledge.

Science:
This is a fairly small text, 804 word tokens from 39 respondents. 'People' was used 9 times, mostly in the context of meeting people or meeting friendly or helpful people. 'Expected' was used 6 times, often in the context of expecting a welcome in the form of a programme or party, but also expecting a different world where everything is possible. 'Staff' was used 6 times both to express expectations of friendly and helpful staff but also to complain that this was not the case. 'Environment' was used 5 times, about good and welcoming environments where it is easy to learn. 'Expecting' was used 5 times to express that they were expecting friendly and helpful staff as well as a friendly and relaxed community and meeting classmates. These students often express expectations of meeting new and friendly people, a relaxed and welcoming atmosphere. They hope for friendly and helpful staff and teachers, an interesting environment and good education. Quite prominent is the expectations of meeting people and feeling welcomed. When the outcome is mentioned, which is not that often, it is most often to say that it worked out well, although there are a couple of complaints about not so helpful staff. The odd complaint about the timetable creeps in here, too. Some students hope to get an education beneficial for their future but there are not many such comments.
Quote:
'I expected to find a different world in which almost everything is possible.'

b.   Question: Please comment on other positive or negative experiences

Architecture:
Quite a small text, 848 word tokens and only 18 respondents. It was not easy to find any recurrent patterns in this small text. The students are generally positive about meeting people and tutors are considered dedicated and helpful, most of the time, but sometimes not giving the right information. There was a lack of information and sometimes the administration wasn't that helpful. Some positive comments on activities giving opportunities to socialise. Registration was a 'nightmare'.

Business:
Reasonably large text, 2387 word tokens and 61 respondents. In this set of replies some patterns are obvious. 'Not' was used 27 times, often in connection with 'interested', 'received', 'clear' and 'organised' (single occurrence), perhaps pointing to a lack of information and organisation. One student remarked that 'System has not been worked properly'. 'Very' was used 18 times, quite often with 'helpful' but also with 'good' and 'welcoming'. There are some occurrences of 'bad' and 'confusing' in connection with registration but most occurrences are in a positive context. 'Registration' was used 12 times, and seem to point to a very confusing experience, 'nightmare' is mentioned again. 'Staff' was used 12 times and seems to be used either to point out how helpful or how useless the staff have been. There are some rather scathing remarks while others are very positive. Generally it seems that, to many, coming to Greenwich is a positive experience, although a lot find registration and a lack of information quite frustrating and negative; personnel sometimes appear uninformed and confusing to the students and unable to help, sometimes even rude, there are some complaints about volunteers and library staff. Tutors are generally seen as being helpful.

Quote:
'I still think the University is breath-takingly beautiful and full of inspiration but there is a subtle hint of disorganisation that seems to have marred some of my induction week.'

CMS:
This is a medium size chunk of text, 1328 word tokens from 43 respondents. 'Timetable' was used 13 times, and invariably in a negative context. It was a 'mess', 'confusing', or not existing or not updated. 'Not' was used 12 times and in connection with timetables being not correct and students being not informed. 'Very' was used 12 times and almost invariably in a positive context, both tutors and other staff are very nice and very helpful and even caring and friendly. 'Staff' was used 9 times and in most cases to express that they are qualified, nice and co-operative, although one pointed out that they didn't know where the registration took place. Overall, students feel welcome and taken care of by staff and tutors, although one student found someone in the library very rude. The general negative experience seems to be connected to the timetable, that it is changing without notice, not updated, and generally very confusing.

Education:
A relatively large text, 2044 word tokens and 33 respondents. 'Course' was used 18 times in varying contexts, some positive, some about confusion. 'Registration' was used 13 times and seems to have been 'confusing' and not working properly, but there seem to be no scathing comments. It was 'challenging' and the queuing system not very good. 'Very' was used 12 times and almost always in a positive context, with staff being very supportive, helpful or very welcoming. Although, being told that induction day had been cancelled with a note in the admin office was not considered 'very efficient'. The campus tour was rushed and not very informative. 'Staff' was used 8 times, generally to express approval with their being welcoming and helpful. Generally, the experience seems to have been positive, with teachers and staff being helpful and welcoming. There are some complaints about registration and timetables and administrative matters not really working out as they should, for example, a misplaced medical form that caused the student to have to contact their GP again.
Quote:
'My programme leader does not really want me on the course because I am a distance learner - I thought I was showing loyalty to UoG where I did my BA but now I am really worried.'

Engineering:
This is a quite small text, 760 word tokens from 30 respondents. Obviously a smaller text yields fewer clear patterns. 'Very' was used 6 times mostly in positive meaning, but also with 'confusing'. 'Staff' was used 5 times, two positive and two requesting more knowledge or similar. Generally, the experience is positive in relation to staff and fellow students and organisation (not so many comments on teachers and tutors). Some complain about the Fresher's Ball and Super Cooper being too expensive. There is the odd comment about registration being 'difficult'.

Health and Social Care:
This is a fairly large text, 1816 word tokens from 52 respondents. 'Very' was used 15 times, mostly collocating with 'helpful', 'friendly' and 'welcoming' and even 'adventurous'. There are some complaints about registration not working and not being given the help needed: 'admission team they was not very helpful'. And university 'seems very disorganized'. The negative responses are in minority, though. 'Helpful' was used 12 times almost always in a positive context but a couple of instances with 'not' and 'not very'. 'Staff' was used 10 times and mostly in connection with 'friendly' and 'helpful' although the odd negative was to be found too. 'Experience' was used 9 times, mostly positive but when negative, in connection with timetables. 'Timetable' was used 6 times invariable to express frustration with it. It seems as if students feel welcome and that tutors, other staff, and older students together manage to make the new students feel welcome. There were some comments along the lines of 'the only negative experience...' and they were most often concerned with timetables and registration. The Students' Union seems to have made less of an impact although talking with older students has been good. Some comments give the impression that if you didn't arrive at the right moment, you could feel a little left out. These comments are few but concerned (see below).
Quotes:
'As midwifery students, we started our course 3 weeks before the offical start of term. We were not made aware of any of the social activities that would be available during Freshers week. As a result, I feel we haven't really engaged as a year group with the rest of campus as it wasn't even mentioned to us by our tutors or representatives of the SU who we met in our induction week. Even though we have lectures during these early weeks, we would like to get involved with general student events, but myself and other students on my course have voiced complaints that we feel left out from the rest of the student body, unsure as to where to find information about societies, freshers week events, etc. Our induction was almost wholly academic and welfare based, rather than including possible social and societal interests.'
'In fairness, I started a day late due to being out of the country - so many of my negative experiences can probably be attributed to this.'

Humanities:
Medium size text, 1441 word tokens from 47 respondents. 'Very' was used 13 times in varying contexts, mostly with 'helpful' but also with 'good' and 'reassuring'. There were some negative comments, for example, registration being 'very busy' and that 'The course was not as organised for the first week very well'. 'Not' was used 9 times, in the context of course being 'not organised' and that they were 'not informed' (in this case about room changes). 'Timetable' was used 8 times, almost always to express irritation and frustration about it changing without warning and being confusing. 'Staff' was used 7 times, half commenting on how 'helpful' they are and half that they know too little. A disabled student commented and said that helping them was outside the staff's knowledge: 'as a mature disabled student my requests were out of the norm and therefore beyond most staff and volunteers knowledge.' Students seem to feel welcome and staff are generally seen as helpful, along with tutors and other students. Quite a few complain about timetables, always changing and being confusing. Some students, especially those who are part time or not living at campus, feel a little left out. Registration is confusing, although there was one positive comment about it: 'Overall the whole experience of registering, meeting new people was great and i literally have no negatives to state!'. Fresher's Fair seems not to have been a great experience, although some students were hoping to get in touch with societies that weren't represented.

Quotes:
'I felt welcomed into the school, which is one of the reasons I chose Greenwich'

'I have been pleasantly surprised by how welcoming and helpful the staff on my campus are. I am excited about starting my programme properly and am enthralled with the possibilities and opportunities that my course offers! It's safe to say, I am extremely happy with the start of my course and look forward to the challenges ahead of me, on this amazing journey!'
'Overall the whole experience of registering, meeting new people was great and i literally have no negatives to state!'

NRI:
This is a tiny text, 98 word tokens from 1 respondent. This student has had a hard time getting friends but is happy with the program for freshers, at least the events they have attended.

Science:
Quite a small text, 690 word tokens from 22 respondents. 'Very' was used 12 times, mostly collocated with 'helpful', 'happy' or 'good'. 'Very' also is found in the context of 'unorganized' and 'confusing' (the latter regarding the timetable). 'Staff' was used 7 times, and almost always in a positive context; they being welcoming, friendly and helpful. One comment stated that they had found Greenwich staff not helpful as opposed to Hadlow College. '"staff helpful - Strongly disagree" this is regards to university of Greenwich staff, not Hadlow college staff (they were very helpful).' Generally, responses are slightly measured, mostly positive, staff and students being helpful, some complaints about lack of information, registration and timetables changing without warning.
Quote:
'I reawakened my zest for life!'

c.   Question: Do you have any other comments or suggestions for improvements for students starting at the University of Greenwich?

Architecture:
This is a fairly small text, only 841 word tokens, from 30 respondents. 'Time' was used 12 times, mostly in connection with wanting better information about what time certain things happened (timetable), and some comments about part-time studies, and that courses didn't seem to be organised for part-time students. One commentator wanted more time to meet other students. 'Should' was used 9 times but with a diversity of requests, such as more focus on religious sects and that fresher's fair should be a core activity. 'Timetable' was used 4 times, 3 times with the wish for it to be consistent in all instances and correct and given in advance. There are a number of suggestions along the lines of more and better information, given beforehand and clearer and more consistent time-tables. There are some suggestions for arranging meetings for international students or students of minority faiths. Those are individual comments but there is, I believe, a sense of students that are in minority groups, be it different nationalities, faiths or even part time studies, feeling a little left out.

Business:
One of the larger texts, 2414 word tokens and 132 respondents, although at least 27 of the responses were of 'no comment' kind or similar. 'More' was used 30 times and often followed by 'organised' or 'information' but also the odd 'time', 'aware', and 'events'. 'Should' was used 27 times, and collocated with 'be' and then 'given' and 'posted' referring to information and time-tables. 'Information' was used 11 times, almost invariably in requests that information should be sent to students through email, in time, or beforehand, so that they have time to familiarise themselves with it. For example: 'They should be given all the vital information on their mail instead of putting them on the portal'. 'Registration' was used 10 times, and often with a request for better functioning registration or more information about it, beforehand. This may be a rather extreme example of a complaint: 'A couple of days ago in Moscow my mother received a welcoming letter from the university. By that time I've been studying at the university nearly a month. ;)'. Quite a few are happy with everything and says so, another group tend to give advice to other students, such as, socialise and try to make friends and similar things. There are quite a few suggestions about more and consistent information and in good time. There is some frustration about not knowing where to go and what to do and that when things go wrong staff are not always able to help. Not so much mentioning of timetables, though. Students suggest tours of the university and city, to get to know the surroundings and each other, the staff and tutors. There is a desire for socialising and feeling welcome. A great many seem to feel welcome but those who suggest improvements want more possibilities of socialising and getting information. Maybe they feel a little lost?
Quotes:
'Do speed-dating so that new students can get to know each other'
'I was put in a flat with all 2nd years at Cutty Sark. I feel that I should have been placed with other first years who were in the same boat as me.'

CMS:
A fairly large text, 1536 word tokens and 88 respondents, as many as 29 of them were along the lines of 'no comment'. 'Should' was used 18 times, in connection with 'more information' and once about 'timetables' that 'should be sorted'. 'Timetable' was used 10 times with suggestions of making it 'precise' and 'sorted' and that there should be information about it sooner, or that it should be 'established' beforehand. 'Information' was used 8 times, but in a variety of ways, generally requesting better or more of it. Quite a lot were happy and said 'no' and some, not that many, gave advice to other students. Suggestions clustered around

the need for clearer and fixed timetables and more information and for volunteers to be better educated and nicer. There is a sense, I believe, of feeling a little lost and some students request social events, more guidance about finding their way (geographically, for some, I assume), and that they want to socialise. The website appears to be a little confusing at times and response times from tutors and staff too long.

Education:
Reasonably large text, 1483 word tokens from 57 respondents. 'Information' was used 12 times in connection with request for more information before courses and so on. Some comments on the amount of information, that it can be overwhelming, although 'exciting'. 'Would' was used 9 times, often when saying it would have been useful or helpful having phone numbers of fellow students earlier, or less confusing timetable or that the timetables should be given earlier since some students travel far. 'Could' was used 8 times, in connection with timetables. 'Timetable' was used 5 times, expressing frustration about it being confusing and that it should have been sent out earlier. This is a typical comment: 'I think some more time could be spent on explaining the timetable to new students as it is a completely new world.' Not so many 'no comment' replies in this set. There is a general demand for more clear information and in good time. Students find it confusing to get around and don't find the way and some suggest a tour. Slightly less concern about registration and timetables, although there are requests for clearer timetables. Students generally want to socialise with their peers, and want events that help this or lists of telephone numbers or the like. They want to meet with older students so they can get an idea of what to expect. There were some concerns about it being hard to choose courses according to just the titles and the insufficient information they were given.
Quotes:
'Be in contact a lot earlier and send lots of info'
'consider the diversity of students including age rather than focusing on school leavers only.'
'I believe the University has continued to improve over the years. I was a student at the old Thames Polytechnic and the differences I saw were immense'
'If you do not want Distance Learning students don't advertise the course as DL and tell the poor soul so they can go to another University before it is too late.'

Engineering:
Fairly large text, 1657 word tokens and 66 respondents, 11 of them of the type 'no comments'. 'Should' was used 18 times in a variety of contexts, but quite a few have in common that they ask for more information, that they should be guided round town or shown the way at university. 'More' was use 13 times, in asking for more information, timetables should be more 'comfortable' and there should be more barbecues (!). 'Timetables' was used 6 times but three times by the same person complaining, not about them being unclear, but about them disfavouring part time work on weekends. 'Registration' was used 4 times and only once with the meaning of desiring it to be changed: 'Change the registration process'. There is not the usual plethora of complaints and suggestions about timetables being ever-changing and hard to understand, nor are there many (although some) suggestions about better registration. There is a group who advises other students (such as 'make friends', and 'be prepared'), and a substantial number of replies that express satisfaction or have nothing to suggest (more than the 11 above). When it comes to suggestions, there are some demands for free transportation between Greenwich and Medway. There is a general desire for more information and in advance, that courses should be explained and elaborated and not just have names. Students request tours of the university or maps or clear direction, since they sometimes find it hard to find their way. Some requests are to do with helping new students not to feel as lost as they do. When timetables are mentioned, it is often to say they were not flexible enough.

Health and Social Care:
This text contained 1564 word tokens from 63 respondents, as many as 13 of the type 'no comments'. 'Very' was used 16 times in a variety of uses, expressing the impression that Greenwich was both 'organised' and 'unorganised'(sic). One kind of suggestion and complaint stood out, though, and that concerned the timetable: that was confusing and hard to understand. 'Timetable' (singular) was used 14 times (4 times by the same person, though) and used to express some frustration with it, some about it being hard to understand, the majority, though, to suggest that students should be given the timetable in advance so that they are able to plan ahead. 'Information' was used 11 times and often to ask for more information in good time. 'Timetables' (plural) was used 7 times to express the opinion that they were confusing, hard to understand and should be clearer and more accurate at an early stage. 'Confusing' was used 6 times, mainly to express that timetables were confusing. Students studying nursing and midwifery seemed to have arrived earlier and found it annoying that very few things were open (students union bar and services). The recurrent theme in this material is that timetables are confusing and fixed too late, and that they should be sent in good time, preferably in advance. This makes it easier for students who need childcare, or are working, to organise their lives. There is a hint that students who do not comply to the norms (presumably, 18 - 19 years old, with no children, and of British origin) feel a little left out and not welcome. Some ask for more social events or ways of getting to know their fellow students. There are very few complaints or suggestions about the registration.
Quotes:
'1) Make sure you arrive early as possible to register to avoid the huge crowds. 2) Make sure to take notes as you will receive a lot of information, which will be useful for the days and weeks to come. 3) Walk around the Campus so you can become more familiar with your new surroundings, mingle with other students and ask questions as staff are friendly and helpful as I found.'

'I didn't receive all the information that some of my friends did and visa versa...I received no information about online registration until about a week before I started and I never received a fresher's pack....it would be good to display a checklist online about which information students should expect to receive before the start of their course.'

'I found the online registration very helpful and shortened the process of registration'

'could we have information about online registration before we start? that way we could have completed the first stage at home before starting the programme.'

'If the course is open to part timer's, please make them feel included.'

Humanities:

Quite large text, 1507 word tokens and 74 respondents, 13 of along the lines of 'no comments'. 'More' was used 21 times, often to request more activities, social events, or socialising opportunities. There are some requests that the university should be more organised and there should be more information. 'Should' was used 19 times, in a variety of contexts, often requesting information, improvement of registration and more organised timetables. 'Information' was used 8 times, requesting more information and in advance, but also a couple of times to express that there is a lot of information and suggesting that students take time to read the information they have been given. 'Timetables' was used 6 times often with suggestions of giving timetables before start of term and making them better organised and less confusing, although one gives the advice : 'Dont give timetables until they are correct'. Besides the usual group of happy students, and those who give advice to their fellow students, there is a general concern about the timetables being hard to understand, but more than anything, there is a desire to have them fixed at an early stage, preferably in advance. There are very few complaints about registration, some suggestions about more information about where to go and general information about travel and living and such things and some want WebCT to be better organised. There are quite a few suggestions for more socialising events, getting to know other students and that sort of thing. This type of request is prominent in this group.

NRI:

This is a tiny text, 17 word tokens from 3 respondents. One said just 'no', one suggested students should be friendly and the third wanted better service in student centre during first day of term.

Science:

A small text, only 478 word tokens from 25 respondents, 5 of the type 'no comment'. 'More' was used 12 times, requesting more information about coming to university, the courses and life out of campus. The students request more staff, more student accommodation and organisation. Most of the concerns were centred around timetables and information, students requesting information in advance or at least not timetables changing on the day. Timetables are said to be hard to understand. Although many request more information on particular issues, there is a lot of information and that is confusing and the website is not that clear. Some found it hard to find their way at university.

Quote:

'Overall, I felt very welcome at the UoG and am feeling very excited about starting my course! The only sugestion i can make would be to give more information on the course. Also timetables were hard to understand!'

d.   Question: How can the University best help you now and during the rest of this term, as you continue to settle in?

Architecture:

Fairly small text, 560 word tokens from 31 respondents. Some respondents have nothing to add and are happy with the support they get. There are some requests for help with the timetables and that the university should inform whenever they are changed. They request support and information about university and courses and help with various tasks, for example, help with getting a visa to France for a field trip to Paris, or information about job opportunities after university. There are a couple of requests for 1 on 1 tutorials. One was feeling homesick and didn't want to resort to alcohol for socialising, one was happy with everything except registration and there are one or two complaints that books are not to be found at the library. It seems as if they want support with ordinary things that face them, studies, social life, information about the future and help when things go wrong.

Business:

One of the larger texts. 2425 word tokens and 139 respondents. 'More' was used 31 times, often demanding more information. Often they wanted just information but also, more specifically, about courses and activities. Some asked for information about what is required of students, as well as more social events. 'Help' was used 27 times in a variety of contexts, for example, in regards to future careers, or preparing for the future, with studies and socialising, getting along with foreign students and there was one request for help with speaking in public: 'I need help with speaking and facing crowd'. 'Provide' was used 14 times, mostly requesting more or useful information, either generally, or specifically about activities and services. There were requests for emailed information about courses and changes in timetables but not so much complaints about the timetables here. They ask for help with socialising and clearer reading-lists and to know what is expected of them as students. These students seem geared towards working life, as quite a lot of them request help with finding part-time jobs and some of them want information about future work, such as study trips to Canary Wharf and visits by business people and that sort of thing. There seems to be a

language issue, many complain about teachers not speaking clearly, or not knowing English, or that they themselves don't know English enough and that teachers should take that into account or arrange courses and help for it.

Quotes:
'If they maintain the quality of relationship they have shown now and give a little more too. Hope they will not get tired or fed up of being nice'
'all i wanted was good and helpful teachers and i have them already'
'By really making sure to take into consideration my specific difficult circumstances and hardships as first a victim of torture, secondly a disable.'

CMS:
A fairly large text, 1929 word tokens from 103 respondents. 'More' was used 23 times requesting staff and teachers to be more 'cooperative', 'helpful', 'patient' and give more 'support'. More events were requested twice. 'Information' was used 14 times, asking for 'more', 'correct' and 'helpful' information about activities, studies and the university. 'Keep' was used 10 times, often in the context of requests of being kept updated about various things, such as timetables and events. Quite a lot of students are happy with things as they are and request the university to keep up keeping them informed and up to date. Some ask for quicker and more accurate information and here the timetables crop up, again. Changes should be announced in emails, there are quite a lot of requests for more email updating. There should be more information about courses and timetables, and more social events. Some students ask for help with part-time jobs and future careers, although they do not specify (not like business students).

Quote:
'Constant communication and better organisation on the university's part,'

Education:
Medium size text, 1083 word tokens and 73 respondents. 'Keep' was used 10 times, often to request the university to keep students informed or up to date, especially keeping 'timetable unchanged' and 'portal' up to date'. 'Keep up standards that were eventually established.' 'Continue' was used 9 times, requesting university to continue to 'explain things as clearly as you are doing', to 'offer precise information' and 'to be supportive'. 'More' was used 8 times asking for more tutorial time, more help and guidance and information about various careers available. The students seem unusually content in their comments and often suggest that the support and help that is already there, should continue and be kept up. There are some suggestions about consistent and clearer timetables, but less so in this group than in others, and some requests for help with future careers and that the library should open early with books for courses available there. Overall they seem quite well looked after. Even when they suggest things they tend to be gentle rather than harsh.

Quotes:
'ask the student what problems they have so that student don't feel all alone specially me'

'be supportive of mature students who often have other comitments'

Engineering:
Medium size text, 927 word tokens, from 64 respondents. 'Help' was used 15 times in a variety of contexts, such as help with money, studies, career and jobs. 'More' was used 7 times in different contexts, asking for more books, more support and help and guidance about university and facilities. 'Job' was used 6 times, asking for help with part-time jobs and job opportunities. Students are quite happy with things as they are and request a continuation of the support they are given, when they ask for support it is often in general terms, expressing a hope that they will be helped and guided if the need arises, if there are any problems. There are some specific requests about better communication and timetables that may, for example, concentrate lectures to four out of five days, to facilitate weekend job and studies and minimise travelling expenses. There are few complaints about timetables, some requests for help with future careers, job opportunities and such, concern that the right books should be available at the library and a desire to be informed and kept up to date with what happens at university.

Quote:
'aid me in times of need'

Health and Social Care:
Reasonably large text, 1302 word tokens from 82 respondents. 'Help' was used 21 times, often in general terms with students wanting help and support with studies and problems or just 'help'. 'Support' was used 20 times, also in general terms. 'Information' was used 13 times, often in connection with request foraccurate and precise information about timetable changes and general information. A considerable number of comments are positive and urge the university to continue the support that is given, and when students suggest anything, many talk of giving support and help in very general terms, often with the added 'as we are given now' or something similar. There are some issues with timetables and that they should be updated promptly, but very few, not as much as in some other schools. Some ask for flexibility in timetables and inassigning to groups, since they may have problems with childcare and similar things. Some students feel that their English is not up to scratch and want help and support, or that it will be taken into account.

Quote:

'I think this university is better than french university'

Humanities:
Reasonably large text, 1544 word tokens and 97 respondents. 'More' was used 20 times in a variety of contexts, asking for more information in general and, for example, timetable changes. More events and more organisation are wanted, but there is no clear and distinct pattern here. 'Help' was used 12 times in different ways, sometimes asking for just help. 'Events' was used 10 times, asking for more social events, and asking for information about events that are happening. 'Information', was used 9 times, in the context of 'more' and 'much' information, sometimes asking to continue providing it and sometimes asking for more. They want information about events and changes and often express this in general terms. Many students are happy with the help and support they get and urge the university to continue with what they are doing. Some ask for help and support in very general terms, sometimes pointing out that it may be confusing for foreign students and if you have children or are part-time. There are some requests for clear and updated information about timetable changes, preferably through email and some for social events, in order to be able to make friends. Some are general requests, like being more approachable. Some find it hard to find their way and want help or time to get from one lecture to another.

Quotes:
'the university could help me by directing me and giving me attention.'
'there is always room for improvement.'

NRI:
A tiny text, 14 word tokens from 2 respondents. One is happy with things as they are and one wants help with scholarships and jobs.

Science:
Quite small text, 602 word tokens and 33 respondents. 'Support' was used 6 times, two times in connection with request for support for part-time students. These students seem to be a practical lot who are quite happy with things as they are, but request clear information and help and support with their studies. This latter seems more pronounced here and these students are not asking that much for social events. There are some concerns about part-time students, though. Generally they want good information and help becoming good students. There are some requests for help with accommodation.
Quotes:
'I find the time tables are perfectly run and library staff do their best to help students. University cafe offers food that both rich in nutrition and variety. I personally feel that library lacks copies on some subject fields and sometimes a very limited number of copies.therefore most of the students have to wait for their books.'
'I'd like to feel a bit more welcome =]'

8.1.4   Links and passwords for access to New Arrivals survey responses

Health
://www.surveymonkey.com/sr.aspx?sm=R_2f6mwHpzdNXkqS1xjYfQEzmWtvL03QU7LyNm_2fwypl3Q_
Password: nelson

CMS
://www.surveymonkey.com/sr.aspx?sm=6BdR0wxUH81fVEZIWDaGzQ2br4glooETSk_2fz5wMlWM4_
Password: trafalgar

Engineering
://www.surveymonkey.com/sr.aspx?sm=h17CkkvQ5GRURSAZS0fiEDgR2foBx_2fej_2frA97PWuMeQ_
Password: jellicoe

Business
://www.surveymonkey.com/sr.aspx?sm=5E2TFFM7xVoy6SJXEMWTNpIJeM3o9Vk3klr6lEAzVeQ_
Password: drake

Education
://www.surveymonkey.com/sr.aspx?sm=d_2be5F6GdQatSvhO6Xzi481zo1TdIMYdJ_2fFED7fFoV4c_
Password: pepys

Science
://www.surveymonkey.com/sr.aspx?sm=HYmjD8PqCM9yw_2fdBS6Xd3p_2fCsgbIuNWzbubF25M2Efo_
Password: blake

Humanities
://www.surveymonkey.com/sr.aspx?sm=f1lGf0K4LqjMoL4D1UGMcYfFiwXDOAPnCVz2r4yUjlM_
Password: rodney

Architecture
://www.surveymonkey.com/sr.aspx?sm=mWyHh2hsF1XvhQKzVo4Or201kg8TOAd2mpJh_2fDglBAc_
Password: cook

NRI
://www.surveymonkey.com/sr.aspx?sm=XanpVyibECMUjCv_2bMjLd1c3HpSgr28ol6qcpNBtX3Y0_
Password: ramsay

8.2.1   Reporting pro-forma

Please outline briefly :
What changes (if any) have been made to Week 1 activities in your School this year?
How, and by whom, are Week 1 activities planned and coordinated? (please include details of any cross-institutional collaboration)
What resources are allocated to Week 1 (e.g. staff workload allocation; Week 1 budget, etc)?

Reporting against students' entitlement in Week One *(Please attach student documentation where possible so we can collate examples of effective practice)*	Please indicate if this takes place or not, by programme, if there is variation.	Please describe briefly how/when this takes place	Please comment on the success and perceived value of this element
Active communication of clear, accessible and accurate pre-arrival information specifying, as a minimum, start dates, times and locations for Week 1 and contact information for the School.			
Welcome to the University, School and Department – including the Head of School and/or Department Head			
Completion of Registration for those who need it			
Discussion of week 1 – activities & aims for the week			

Introduction to staff and provision of staff contact information.

First meeting with personal tutor (group and/or individual) and setting appointments / timetable for ongoing tutorials

Tutors are available and involved all week

Students meet all staff who will teach them in the first term

Opportunities to socialise with staff and with continuing students
Introductions to programme/courses

Confirmation/clarification of student's teaching timetable for Week 2 and the remainder of the term

Academic activities – combining socialisation with academic / discipline engagement and encouraging student activity

Thinking about "What it means to be a Student"
- **Dialogue about adjusting to Higher Education, what is required – independence and study**
- **Dialogue about what students might/can expect, what might be a 'good experience' for students**
- **Dialogue about students' rights and responsibilities**

Initial, short introduction to Learning and Student Services

Orientation – around the campus and related to resources (eg. locations of teaching rooms and learning

and other resources)

Opportunities for social/sporting activities, Student Societies, interaction between students at all levels including Students' Unions.

Diagnostic testing as appropriate

Introduction to any University procedures which students will need to grasp immediately, eg. course choices, submission of coursework if imminent.

Inclusion of Direct Entrants in Week 1 activities

Provision for late arrivals

Briefing of School staff to ensure correct information and referring for students in relation to Registration, immigration, fees and Student Services support

Liaise with the Students Union to coordinate activities and promote and accommodate Students union events

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Concluding reflections:

With specific reference to the recent changes to Week 1 and to student feedback via the University survey (and any other forms of evaluation), we would value some concluding reflections on the ways in which your School welcomes new students and supports them at this key transitional stage. It would be helpful if you can identify areas and measures of particular strength and success, action points for further development and changes next year. We would also welcome feedback on the materials and events provided centrally, as well as an indication of any other ways in which the Educational Development Unit may be able to support this process.

Please attach one or more typical Week One programmes from your School.

	A&C	BUS	CMS	ED	ENG	HSC	HSS	SCI	PHARM
Changes since 2009	Fewer evening events, improved campus tour – smaller groups – more space for PLs to plan programme activities	Reduced talking heads, increased student focused and discussion based intros.	Fewer talking heads, less queuing, more social, + practical exercises, centralized web info incl late arrivals support and course choice info	New/enhanced: socialization, tutorials, peer collab and interaction, curric and prog. content, planning, info and documentation,	Now a 5 day prog including dept & prog activities, socials (BBQ), testing, info. pack	Enhancements including additional presentations incl externals, social events, diagnostic testing on some progs. (Skillsbuilder) More opportunities to meet teaching staff	Course choices online, increased academic provision. TV digital display of first week and daily activities.	Less timetabled activity, more time for socialisatn; social for students, staff, cont. students; colour coded wristbands; 'buddy' pilots on some progs	Timetabled diagnostics week 1, presentatns from OSA and GET
Staff who plan and coordinate (Ac =academic Ad=admin)	School coordinator (Ad) & DLQ, plus input from PLs, tutors, S U, ILS, OSA, admin & tech support and student ambass. School framework and programme-specific within this.	Senior Tutor (School coord) + PLs HoDs. School framework for week 1, prog specific planning and prog led by PLs	School coordinator (Ac) responsible for School-wide prog & web, cross-School & campus planning. PLs plan prog. activities within School framework.	PLs and/or group tutors, overseen by HoDs; L&Q (School coord) responsible for coordination, disseminating good practice and liaison cross-university	3: School coord (Ac) LEC, Admin. Days 1-3 School-wide planning, 4 & 5 Dept based & specific	Mainly PLs, sometimes in collaboration, sometimes with cross-Dept planning (Pre-Reg)	School coord (Ac) + admin team. 4 day School prog. including prog. meetings. Day 5 for continuing students	School coord (ac) + admin staff, DLQ and PLs.	School coord (ac) and admin. staff on admissions/ registration
resources	Staff time including some social evenings. Budget for catering, trip, materials and students £3,500 approx	Staff time. Local spending as agreed with Dir R., budget not specified	Staff time. Budget for catering, trips, materials, student helpers approx. £18,700	Staff time. L&Q role as above, hospitality and materials budget not specified	Staff time. Budget - £12,000 approx expenses incl handbk, social & facilities	Staff time. Funding available for social events, taken up by some progs. Student advisors paid on one prog.	Staff time. Expenses budget approx. £8000 including student helpers, trips, info. pack	Staff time + £7240 budget	Staff time. No direct budget or workload allocation.

Students' Entitlement									
	A&C	BUS	CMS	ED	ENG	HSC	HSS	SCI	PHARM
pre-arrival information	Website linked from new arrivals pages	Web, letters, VIP	Mail (a postcard) and School website	Central services + prog teams	Web & letter from school on application	Central Uni. Information, plus mailings / emails on some progs.	Website and acceptors letter	Web, School letter in Aug, Marketing letter Sept.	Joining Instr. Plus mailing to acceptors
Welcome to the University, School and Department	Timetabled session	In session, Head of Schl and functional directors	Early in meeting	Greeting by Ho S or HoD	Talk day 1, HoS to all then HoD to Dept groups	HoS or HoD or professional lead, formal, timetabled early in week 1	Welcome meeting Day 2 plus welcome for School students	HoS and DLW Welcome – event	Presentatns on day 1 and day 2
Completion of Registration	Info. in week 1 pack	via OSA	Timetabled, with provision for problems and late students	Info. pastoral and technical support offered in liaison with OSA, invited to speak in wk 1 on troubleshooting	Part 2 Timetabled on day incl advice and time allowed for Part 1	PLs advice, directing to OSA as needed, from day 1 ongoing. Some progs timetabled.	Timetabled, students accompanied by PLs	Timetabled by prog.	Timetabled day 1or 2 where needed
Discussion of week 1 – activities & aims	Students given detailed timetables and info pack	In session	On website and in prog meeting	PLs intro and in published itinerary for week	Handbook & dept talks	Timetables generally provided plus discussions in 1st meetings	At day 1 Prog meetings	Staff discussion in planning sessions	Registration paperwork and information pack. No discussion
Introduction to staff and staff contact information.	Yes in small prog. groups	In session	On website, week 1 meetings, info. in mail shot and at help desk	Prog teams available for 1 meeting at least	Dept talks day 1, info in handbk	Face-to-face meetings, handbooks and powerpoint	Day 1 Prog meetings + handbks & web	Handbook, plus time with staff in social events	Intro. To relevant staff – year 1 modules and personal tutors
First meeting with personal tutor	No, though do meet with key prog. staff and academic tutors	In session	Minimum 2 meetings with personal tutor in week 1. Allocated by PLs and/or admins	Personal tutors introduced – tutorials for some	Day 2 campus tour w tutor	All introduced to tutor in week 1. Tutorials for ome in week 1, some in week 2/3	During week 1, arranged by progs	Timetabled & roomed in week 1	On day 2. Thereafter up to personal tutors.

	A&C	BUS	CMS	ED	ENG	HSC	HSS	SCI	PHARM
Tutors are available and involved all week	Yes	In all sessions	Tutorials as above + usually 3+ other meetings in week	PLs. Academic and personal tutors meetings timetabled in wk 1	Yes, incl BBQ, campus tours & dept activities	On most programmes – in person and/or by email.	Required & admin by prog.	Compulsory for all staff – colour coded wrist bands facilitated contact	No. Academic tutors around but not closely involved
Students meet all staff who will teach them	Meet all key staff, not P/T tutors teaching later in term	In all sessions	Not feasible, but info. and pictures of course coordinators in initial meetings	At cohort meetings and social activities	Day 1 Dept talks	Varies by programme well established on some. Formal and informal and social activities	Through introductory talks	Through timetabled activities and social events	Yes – meetings and details in module guides
Opportunities to socialise	Staff/student socials on 3 evenings; continuing student reps invited to join boat trip. Not many did this year	Varies by prog. Incl river boat trips, social gatherings	School picnic with key staff, maths Thorpe park trip, continuing students and mentoring	With staff – drinks and snacks social event	With staff - Day 2 Dept talks, BBQ, Dept activities days 4 & 5	Social activities built into breaks, on some progs with continuing students, one with posters around staff research	Range of opps at school & prog level Incl trips and student volunteer team	Yes with staff and student volunteers (& some buddy schemes piloted)	Some – including BBQ and Freshers Fair
Intro to programme /courses		In all sessions	In meetings and on web	Cohort & teaching sessions, meetings with tutors	from HoD, PLs and course tutors	For progs. In week, for courses from week 2	Prog. meetings through Wk 1	PLs – timetabled meetings	All modules introduced
Confirmatn/ clarification of timetable for Week 2	Yes, hard copies given to mitigate system problems	In session	CMS systems provided back up for uni systems failures	Cohort meetings & published documentation	From PLs, and dir to portal	Early in week 1 with guidance from PLs and personal tutors. Psych – a one page document 'Understanding your timetable'	Personal via portal, info at prog. meetings	Intro to portal included access to timetables	Not as planned, systems problems with UoK

	A&C	BUS	CMS	ED	ENG	HSC	HSS	SCI	PHARM
Academic activities –	Fun projects timetabled combining these	Varies by prog, incl. river boat trips, combined working with continuing students	Various activities with staff and cont students, and including subject societies.	breadth and variety of activities more consistently this year		Varies by prog – eg. Social Work – group discussion about a DVD + a task for presentation in week	Differs by programme eg. Poetry criticism / drama workshops,	Plenary lectures (optional) and intros to prog and key skills	Aspects of professionalism covered in intro talks. On day 1 only.
Thinking about "What it means to be a Student"	In meetings with academics and in handbook	Student-led discussion in session	Varies by programme. All heard a talk as minimum – some more active / interactive, incl video presentation by continuing students	In cohort meetings & documentation and to be discussed in meetings with SU representatives	Info session day 4	In a variety of ways including HoS, HoDs, PLs, professional leads, current students and graduates. On one prog a 'Hopes and Fears' session. Extends beyond week 1	'How to be a student' Study Skills session; plus programme meetings – variation between progs in emphasis	Via HoS and DLQ talks & student svcs, also in interactions with PLs and course coordinators and key skills & PDP sessions	Organized by UoK
introduction to Learning and Student Services	Timetabled session	Via website	Intros. by all relevant depts., prog specific library tour for MA students, students make documentaries and present to group later in week	Whole cohort meeting	Student Services talk day 2	On week 1 for most progs. Also ongoing for most through first few weeks	Included in Day 2 School sessions	Talk by St Svcs and School's LEC	Included in day 1 presentatn
Orientation campus and resources	With student ambassadors throughout week	Campus tours, maps	Various – tours, treasure hunt, students making documentaries, all have maps	Various – eg. quiz, map	Day 2 tours by tutors/PLs	For most, with staff or student advisors, eg. tour or quiz.	Campus map & explanation of codes in prog meetings	Campus tours by student ambassadors, + info in handbook	Led by technical staff in liaison with library
Social & sports activities,	Students union Freshers Fair	Freshers fair	Various, including student societies & fb, social events, Freshers Fair	SU and School events	Talk from Sts U + Freshers Fair	Freshers Fair	Sts U invited to meetings, Freshers Fair advertised	Range of School- and Sts U- based and including continuing students	UMSA presentation and timetabling includes Freshers Fair

	A&C	BUS	CMS	ED	ENG	HSC	HSS	SCI	PHARM
Diagnostic testing	PG o/s students given info on English test	PG only, in week 1	Some week 1 activities used informally as diagnostic. Formal diagnostics in weeks 3-6. English diagnostic for all new MA students	On prof. programmes, less on others	On day 2 on all progs	Piloting of Skills Builder on some progs in week 1 or 2.	Varies by prog. Eg. Languages for level, English poetry review as diagnostic for academic skills	Online, piloted with Sports Science all levels	Day 4 on literacy and numeracy
Introduction to any University procedures	PLs, based on handbook in small groups	Via portal training sessions	Activity and/or QA based info sessions for coursework and course choices	Cohort sessions and documentation	HoD on day 1	In handbooks, formal presentations and tutor group discussions.	Course choices online Other info varies by prog	Study skills lecture	Covered in module introductions
Inclusion of Direct Entrants	Given a week 1 pack	Own sessions and integrated into week activities	Special meetings, plus meeting their new peer (Level) group for some	Separate transition activities in summer term before arrival	Through School Office to PL	Included in all new entrants activities	Specific welcome meeting, plus prog level meetings on Friday	All involved in week 1 activities, plus special arrangements on 1 prog. (Biomed Sci)	Timetabled with other new students, plus individual meeting with tutor
Provision for late arrivals	Yes, though less exposure	Catch up sessions held later	Help desk, PL & personal tutor. PL has key responsibility Website has info and slides from week 1 for catch up	Via PLs and admin staff	Through School Office to PL	Directed by support staff to PLs and tutors.		Staff with designated responsibility in week 1	Limited / N/A
Briefing of School staff	School admin staff have the info.	Briefings sessions	Staff receive a Week 1 duties pack, plus discussion at School meetings and individually	Via PL meetings with DLQ & transition coordinator	Via email and dept meetings	Cascade briefing by Dir. Res, DLQ and other trained staff to PLs and admins who also liaise with OSA	Dept meetings, Staff Guidelines, liaison with OSA	Compulsory all-staff info. session in admin week	Staff meeting prior to week 1. UoK
Liaise with the Students Union	Included in week 1 pack	Funding and promotion of Sts U activities	St U talk at School meetings	SU attend week 1	Liaison Aug/Sept, included in info.	Info. in handbooks, Freshers Fair and SU talks timetabled	Sts U Reps invited to meetings	Liaison with Sts U – incl in day 1 session	liaison with UMSA, included in timetabling and info.

8.3   Web and portal stats – New Arrivals pages

Web stats: **August 2010-November 2010**2010 – 97,959 visits from 87,359 unique visitors (2009 – 84,391 +16%)

Peak visits: September 2010, 5,809 visitsMost popular pages:

/new with 36,824
/start with 36,824 visits (new page for 2010)
/termstartdates with 10,440 visits (new page for 2010)
/join with 10,001 visits

Portal "Getting Started" tab

Evaluation of the New Arrivals tab is not yet completed – these are quantitative responses from a student survey

Q1. Has the Getting Started tab supported your introduction to the University?

Yes,"75.5%",40
No,"24.5%",13
,"answered question",53
,"skipped question",0

Q3. Were you made aware of the Getting Started tab at the beginning of term?

Yes,"20.0%",8
No,"40.0%",16
Can't remember,"40.0%",16
,"answered question",40
,"skipped question",13

Q5. How often have you used the Getting Started tab?

Daily,"12.8%",5
Once a week,"33.3%",13
Once a month,"12.8%",5
Less than once a month,"12.8%",5
I have never used it,"28.2%",11
,"answered question",39
,"skipped question",14

Q8. Would you have liked to have been able to use the Portal before coming to the University?

Yes,"90.3%",28
No,"9.7%",3
,"answered question",31
,"skipped question",22

8.4.1   The 2009 Policy Framework on The Student Experience of Arrival, Induction and Orientation is at: ://www.gre.ac.uk/offices/academic-council/

8.4.2   Students' entitlement for Week 1. Guidelines for Planning.

Students' entitlement in Week 1

Essential:

- Active communication of clear, accessible and accurate pre-arrival information specifying, as a minimum, start dates, times and locations for Week 1 and contact information for the School.
- Welcome to the University, School and Department – including the Head of School and/or Department Head.
  important for giving a sense of occasion, a sense of identity, and raising expectations.
- Completion of Registration for those who need it
- Discussion of week 1 – activities & aims for the week
- Introduction to staff and provision of staff contact information.
- First meeting with personal tutor (group and/or individual) and setting appointments / timetable for ongoing tutorials. *Emphasis on tutors availability and involvement all week and not only in timetabled meetings.*
- The student to meet all staff who will teach them in the first term.
- Opportunities to socialise with staff and with continuing students
- Introductions to programme/courses - *for example, through course booklets and/or reading lists; dealing with choices if applicable.*
- Confirmation/clarification of student's teaching timetable for Week 2 and the remainder of the term.
- Academic activities – combining socialisation with academic / discipline engagement and encouraging student activity as much as possible.
- Thinking about "*What it means to be a Student*"
  - ➢ Dialogue about adjusting to Higher Education, what is required – independence and study
  - ➢ Dialogue about what students might/can expect, what might be a 'good experience' for students
  - ➢ Dialogue about students' rights and responsibilities
- Prioritize initial, short introduction to Learning and Central Student Services by focussing on students' most immediate needs. *Emphasis on **initial, short**: there is a need for on-going induction and orientation during the term (see guideline 2 below).*
- Orientation – around the campus and related to resources: locations of teaching rooms and learning and other resources, including Student Centres, cafes, Students' Union :i*n context of explanation of different roles eg. of School Offices cf. Student Centres, and identification of sources of support.   Ensure there is clear signage and maps available.*
- Promoting opportunities for social and sporting activities, Student Societies and interaction between students at all levels including the Students Union.
- Diagnostic testing as appropriate
- Introduction to any University procedures which students will need to grasp immediately, eg. course choices, submission of coursework if imminent. (see Guideline 3)
- Direct Entrants should be included in Week 1 activities as much as possible.
- Identify provision for late arrivals.

Recommended

- Giving a sight of the end – *students can be inspired by seeing outcomes – eg. for Primary Education students meeting school children or graduate teachers; eg. through meeting Alumni.*
- Health and Safety briefings in the context of teaching and activities *through the first term* (not necessarily in week 1). Needs repeating at the start of formal teaching in different contexts and locations, all teaching staff need to take responsibility for this.
- Staff to wear name-badges. *Staff need to be available and friendly.*

Guidelines for School Planning for Week 1:

1. A sense of Welcome is as important as information and orientation– both formal and more informal forms of welcome.
2. Avoid lengthy information sessions or students sitting in lecture theatres – aim for a varied and interactive timetable for the week built around bite-sized chunks, interspersing information with activity, giving information wherever possible in the context of activity, and allowing time between activities for questions, chatting, free time.
3. Work on the JEEJIT principle : Just Enough Education Just In Time
4. All School staff should be fully involved and available through the week
5. The designation "Induction and teaching" for Week 1 does not indicate or require the start of course teaching in a formal timetabled manner – this does not begin till Week 2. "Teaching" in this context indicates academic activity, which might be delivered in a variety of ways to aim at establishing active rather than passive learning behaviours. Adapting or re-thinking current activities (as necessary) may be more productive than attempting to "add-on" formal teaching.
   Existing examples in the University include: building bridges from newspaper and discussing functionality and engineering principles; producing a poster for a subject-related event; group work on a small discipline-related project; making short videos about week 1 experience. Early feedback on such activities can be a context for exploring feedback and assessment with students.
6. Schools should ensure staff are appropriately briefed and up to date on Registration, immigration, fees and on Student Services support so that students are given correct information or referred as necessary.
7. Liaise with the Students Union to coordinate activities and promote and accommodate Students union events.
8. Replace references to Week 0 or Induction week with "Week 1"

Institutional developments in induction/transition

2007	2008	2009	2010	2011	2012--->

Enhanced induction project – Office of Student Affairs, campus-based : focus on cross-campus collaboration & liaison between Student Centres, Schools, Library services and Students' Union; funding for innovation; establishment of Central Induction Steering Group; development of New Arrivals Policy

Institutional internal audit of The Student Journey to the end of Term 1

University Policy Framework on the Student Experience of Arrival, Induction and Orientation. Endorsed by Academic Council April 2009. → appointment of School coordinators.

Central Induction Steering Group (CSG): chaired by Director of Student Affairs; termly meetings; membership including Student Centre heads, Students' Unions, Marketing Recruitment & Admissions, Accommodation, Learning Services, Academics, Study Skills, Educational Devt.   Oversight and reporting; funding

New Arrivals Group – cross-institutional, convened by Ed. Devt : School coordinators plus other services/offices, encouraging innovation and sharing practice; problem solving; annual revision of New Arrivals survey; reporting to CSG

Educational Development : research on new students' experience; development of University survey; staff development workshops; staff guidelines for induction; liaison with Marketing over pre-arrival info.; consultation with students

Policy: Change to Week 0/1 Policy; introduction of students' "entitlement" in Week 1; HoS to report formally to CSG

Web: Development of New Arrivals website, VIP – incl. piloting of pre-arrival online chat, New Arrivals portal tab

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Existing Resources for new arrivals (2010 excluding School-based):
New arrivals website + VIP   New arrivals portal tab (2010)
ILS & OSA guides   UoG Wall Planners (2010)
The Buzz (2009, 2010)   Students' Union Fresher's Guide
Useful Info. for new students (2009, 2010)
Students' glossary of terms (2010, web)   Rough Guide to the Year (2009)
Existing Resources for staff (2010):
Staff guidelines for new arrivals (2009)   2T@UG (2009)
Students' Entitlement statement and guidelines (2010)
Workshops, university / campus based (2009)
OSA training and briefings on registration (on campus and online)

New resources for students from 2011
Students' survival guide
Peer 2 Peer project – students info/advice for new students
Student Notebook (avantmedia in conjunction with Marketing)
Study Skills bookmark
Acceptors Portal in development for 2012
New resources for staff from 2011

Online transition resource pack for staff
Piloting School/programme based training workshops
Revisions of Staff guidelines and 2T@UG

Educational Development Unit, 12/01/2011   35

1.   Introduction

With the 2009 Policy Framework the university formed a Central Steering Group (CSG) to identify ways in which to improve the transition to university for all students. From this process a New Arrivals group was convened and, following consultation, the 'New Students' entitlement' (Appendix) was devised and implemented.

2.   Purpose and Scope

2.1   The central aim of the policy is development and delivery of a holistic, integrated and extended approach to transition.

2.2   The statement of students' entitlement is now central to the university's New Arrivals and Transition policy and is the foundation for students at the start of their programme as the outcome to which the university is committed for all new students on arrival.

2.3   Entitlement for new students on arrival is to be embedded in the contexts of:
*   the student journey as a continuous process which takes the student from acceptance through to the end of their first year,
*   Institutional responsibility to work collaboratively towards high quality provision.
This should include welcome, engagement, information, orientation, socialisation, support and administration.

3.   Guiding principles

The guiding principles underlying the students' entitlement prior to, during and after their first week are :

3.1   an understanding of transition as a holistic process beginning with application and   continuing throughout the first year

3.2   an understanding of new students' high expectations, needs and anxieties and our   responsibilities to demonstrate understanding of these, to harness students' active enthusiasm and to provide appropriate resources and support mechanisms

3.3   that the new student's primary home is in their programme and School within the context of shared responsibility and collaboration between all Schools and Offices.

3.4   that communications with new students must be timely, clear and effective.

3.5   the need for all (including 'non-standard' and international) students to be included
        and catered for

3.6   the need for an integrated process combining academic, practical, and social
        aspects, promoting a sense of identity as University of Greenwich students and
        potential graduates

3.7   continued dialogue and partnership with students to understand and evaluate
their   experience and to continue improvements in our provision

3.8   the importance of monitoring and biannual reporting as a process of reflection
and   forward planning, which enables sharing and continual development of effective
        practice

4.   Institutional objectives

4.1   to ensure forward planning so that systems, services and School provision are fit
for   purpose and in place, allowing for staff briefings and training in good time
4.2   to improve cross-institutional communication and collaboration, shared
        understanding and responsibility for and ownership of processes
4.3   to identify the needs of particular cohorts and to ensure parity of offer, including:
        part-time students, direct entrants, international students, mature students,
students   with disabilities, distance learners, fail/repeat students, combined studies
students,   late arrivals, early starters and students on associate programmes, post-
graduate   students
4.4   to ensure that university-wide principles and entitlement are delivered
appropriately,   depending on local contexts and variations in programmes,
Schools, campuses
4.5   to maximise resources to ensure that enhancements are sustained, including
        sharing activities and procurement cross-school and cross-campus where
possible   and appropriate
4.6   to increase the use of online resources and activities through the process of
        application and acceptance into arrival and ongoing academic and other support
        through the year, ensuring easy access to information; for both students and
staff
4.7   to formulate action plans based on evaluation processes and consultation with
        students
4.8   to ensure clear timely communication with students from Acceptance onwards,
        including information on their entitlement and responsibilities, and specifying a
limit   within which the student should be fully registered and/or final end dates for
   registration

5.   Implementation

5.1   Appendix x provides details of roles and responsibilities for Schools and for the
        OSA.

5.2   The following staff/offices should provide a statement of their own objectives and
        action plans against these guiding principles and institutional objectives. These
        statements will be collated and made available to all staff in a revision of the
Staff   Guidelines to enable cross-institutional collaboration.

        - ILS

- Students' unions
                    - International Office
                    - FM
                    - Accommodation
                    - Admissions and clearing
                    - Recruitment
                    - Marketing
                    - Educational Development Unit

5.3   The formal evaluative Autumn reporting from Schools, initiated in 2010, will be
        complemented by completion of a Spring Action Plan, providing two key
touchpoints   between Schools and the Central Steering Group in November and March
to allow   for raising and resolving of key issues, with most students arriving at
points in   January, May, end of August and September.

5.4   Planning cycle for evaluation and planning:
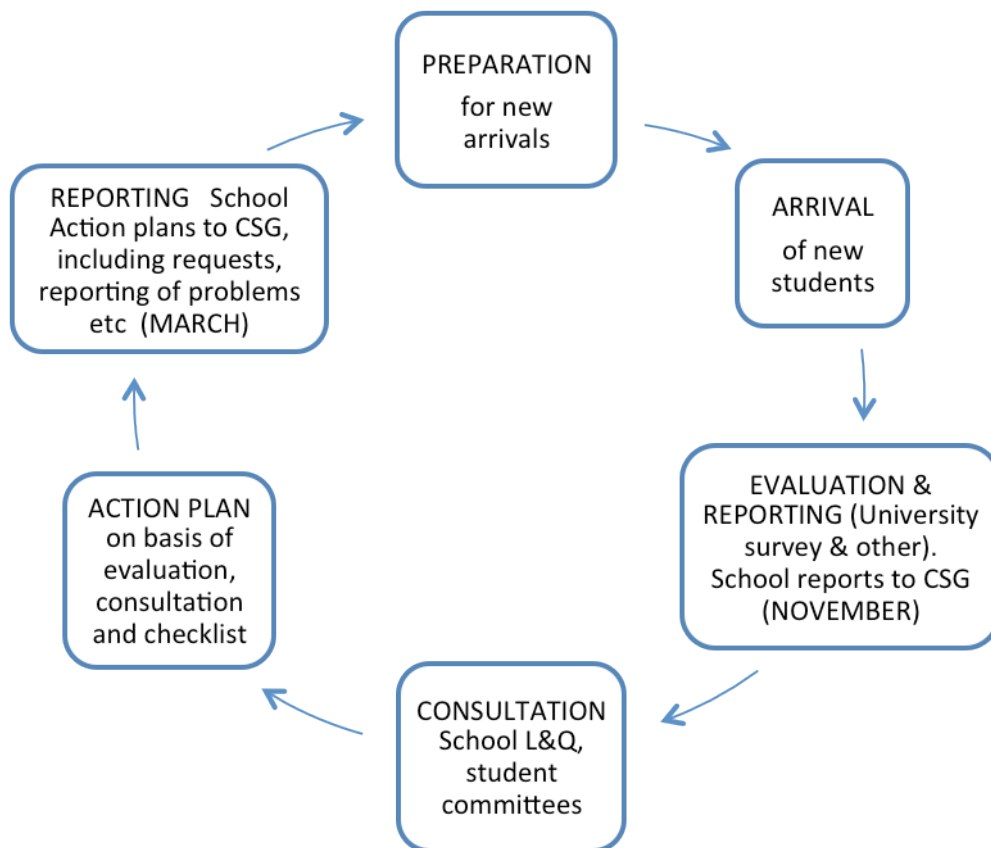
6.   Appendices

6.1   Specialist roles and responsibilities

6.1.1 Schools. Key staff and objectives:

Schools have the primary responsibility in delivery of the new students' entitlement, ensuring that this is an integrated process including central services; Schools should ensure a coordinating structure which is appropriately resourced, however it   is configured within each School.
Objectives for Schools

    i   Identifying key staff/teams/roles to ensure coordination within and across the School   and between Schools as necessary for combined studies students.
    ii   Plan, budget and deliver balanced and integrated programmes of activity for the first   week/days for all new students, to deliver the students' entitlement as outcome
    iii. Identifying the needs of particular cohorts (page x, 4.3) and ensure these are built   into School and programme planning and provision
    iv Early allocation of personal tutors and timetabling of tutorials as early as possible and on an ongoing basis
    v   Establish a cycle of early planning, evaluation and reporting, identifying mechanisms and staff responsibilities
    vi Ensure timely communication of pre-arrival information to students, aiming at engagement as soon as possible after Acceptance, and collaborating cross-institutionally, in particular with Admissions and Clearing, Recruitment and Marketing and web teams
    vii Embed introductions by OSA and ILS their services from the first week onwards
    viii Liaise with Students' Unions to encourage and promote student representation and   social activities and encourage SU to engage with School/programme activities.
    ix Identify and develop on-going transitional activities and support throughout the first   year, including referral and support for students with particular needs

6.1.2 OSA. Key staff and objectives:

The Office of Student Affairs is a support office to both students and staff and as such is important during a student's arrival and introduction to the University, under the leadership of the 3 Campus Heads. . The Office of Student Affairs, through the Student Centres based on each campus and the web, provides access to information and guidance.

Objectives for the OSA
    i.   Provide information on the New Arrivals web page and the portal tab for new students
    ii. Contact all students who have declared a disability prior to the student attending university to identify the support required and plan the provision of said support
    iii. Provide support for students completing part 1 registration via the Online registration call centre
    iv. Provide a welcome to new students completing Part 2 registration in face to face at the Student Centre on the Campus at which the student is studying
    v. Provide training and briefings for academic (and other staff) on registration processes

vi. Provide introductory sessions during the first and/or following weeks which outline the services offered by the University via the Student Centres

vii. Encouraging and supporting collaboration across campuses

viii. International students orientation provision

6.2 Checklist for Schools' Action Plans for new arrivals (March reports to CSG):

i. Allocation of resources & responsibilities in Schools

ii. Departmental or other cross-School coordination, discussion & collaboration

iii. Timetabling / rooming

iv. Consultation with student committees / reps

v. Co-planning with ILS, OSA, Students' Union for initial and on-going introductions

vi. Co-planning with Recruitment, Marketing, Admissions, Clearing, OSA , including pre-arrival information and registration administration

vii. School and programme handbooks

viii. Allocation of personal tutors – how are tutors allocated, how is information communicated to students

ix. Diagnostic testing

x. Provision for cohorts with particular needs including late arrivals

xi. Continuation of transition activities/support through term

xii. Identification of any key problems/issues for CSG

xiii. Planned innovations and enhancements

6.3 Related Documentation

The final Policy will contain links to other relevant documentation such as:

2009 Policy Framework

2010 Paper and recommendations endorsed by Academic Council

2010 Students' Entitlement and guidelines

2010 Staff Guidelines

2011 L&Q Consultation paper