

# Guidance for online inductions: September 2020

This guidance should be read in conjunction with more detailed information and resources on **Active Blended Learning**, available on the [TLA website](#) and [LTECH websites](#)

## Overview

The purpose of induction is to support the transition of students into the university and onto their chosen programme of study. This needs to:

- **Set expectations** to help the student to understand how the institution will support them and the expected level of commitment they have to make to complete their course successfully.
  - Provide an overview of the programme: its structure and key features, outline of modules to be studied in semester 1 and 2, clarification of how they will be delivered and the balance between online and face-to-face learning.
  - Help students become familiar with expectations of study within the subject area.
- **Support developing a strong learning community** with their fellow students, as well as with academic and support staff. This socialisation helps students to thrive in University and encourages them to stick with their course if things get tough.
  - Introduce key members of staff and their roles: programme leader, module leader, personal tutor, programme team members, key administrative staff, as well as those in other services.
  - Enable staff and students to meet and become familiar with each other in a friendly/informal way.
  - Help students start to develop a sense of belonging to the programme and institution.
- **Communicate the full university experience** and what the university has to offer, by way of societies, support services and employability opportunities.
  - Provide an overview of key university services, as well as JMSU.
- **Last longer than the first week.** The focus of this guide is activity and support for the first few days after students 'arrive' at university. However, the induction period can be thought of as lasting much longer. Therefore, consideration should be given to how information and activities can be sequenced for release from the first few days through to the early weeks of the semester.

## Online induction

This year, induction will be wholly online. Whilst the overall purpose of induction stays the same, there will be adaptations to usual processes and content.

- **Support with technology.** Students will need guidance on how to use technology for learning and assessment, as well as engaging with tutors and the rest of their cohort. They will also need to experiment with technology for learning. Hence, in addition to introducing students to their chosen programme, induction plays a role in familiarising students with **Active Blended Learning**.
- **Acknowledge the obvious previous disruption.** Many students will have had an unsettled conclusion to their schooling. So, there may be a need to reinvigorate their interest in learning. Students will likely have nurtured a vision of university life that will not correspond with the reality of a physically distanced learning environment. Hence, induction should help to reassure them that, while the experience of being at university will be different, it will be no less rewarding.

Institutional resources will support some of the objectives identified above (a summary of these is included in the appendix). This means that programme teams can focus on designing activities that help students become familiar with the programme and get to know staff and their fellow students. It is likely that many activities that are a feature of face-to-face induction will still be appropriate, albeit adapted for online delivery.

## Induction Checklist

Induction should include a range of learning activities and opportunities. This checklist identifies those that should be relevant to all programmes. In addition to this, there may be activities that are linked to specific programme needs.

- Pre-induction information/activities to orient students.
- Introduction to key teaching and support staff through up-to-date and welcoming Canvas profile, including video introduction.
- Information on course structure.
- Exemplar learning activities that are typical of how students will engage online.
- Synchronous (live) large group sessions.
- Synchronous (live) small group session (ideally no more than 30 students), preferably with a personal tutor.
- Asynchronous activities to familiarise students with key university systems and support.
- Interactive activities to introduce students to the nature of the course.
- Opportunities for students to engage with each other in a social sense.
- A chance for students to hear about the experiences of previous cohorts.
- Activities that familiarise students with the city.
- Introduction to the physical estate.

## Canvas Induction and Programme Courses

**NEW - Canvas induction Courses.** To support online induction for new Level 3 and 4 students, each programme will have access to its own Canvas induction course (*'Induction (2020-21): <Programme Name>'*). This is designed to support the development of a sense of programme identity, as well as facilitate the induction process. Programme Teams are encouraged to use the induction course to enable students to find out about and participate in all programme-related induction activities. If you choose to the facility, students will have access to this Canvas course from when they complete online registration. Consequently, it can include detail of any pre-induction activities you wish students to undertake.

This Canvas course will remain available beyond the first week. Hence, you can add or release content in line with key stages in the students' first year journey. This will support extended induction activity and avoid overloading students with information from the outset.

If you wish to explore alternative options for delivering induction across multiple programmes, please contact the Teaching and Learning Academy - [TLAcademy@LJMU.ac.uk](mailto:TLAcademy@LJMU.ac.uk).

**Canvas Programme Courses.** All students studying on a single programme will have access to a programme site if the team wish. This can be a useful place for general programme information. It is recommended that these are used to focus transition materials and support for returning students. They can also be used for masters level induction. If you do not have a programme course, you can request one [here](#).

## Generic online induction materials

So that programme teams can concentrate on developing programme specific content, a wide range of materials will be made available by Professional Service Teams to support induction. Further details of these resources are provided in Appendix 1. These can included in induction as you see fit. These resources will inform students about different services within the institution, but may also be interactive and supplement subject-related activities. They will be available as weblinks, in the form of materials available on Canvas Commons or through open Canvas Courses that your student can enrol on. Separate provision may be needed for programmes that run induction outside the standard induction week. If this applies to your programme, please contact the Teaching and Learning Academy – [TLAcademy@LJMU.ac.uk](mailto:TLAcademy@LJMU.ac.uk).

## Registration and Enrolment

In planning for induction activities, this summary and timeline of registration processes for new and returning students may be useful for reference.

### New students

Registration of new students will commence from early August. An online process will enable students to activate their LJMU account and complete registration processes via MyLJMU. Students will be posted their ID card, lanyard and a facemask. They will also receive instruction on how to access Canvas and where to get induction information. Module enrolment follows completed registration. Programme sites, induction sites and module sites will be available from this point if they are published. Hence, teams will need to consider which of these they publish, and which students will not have access to.

Registry Services will run daily reports to identify students who have not completed registration processes with follow ups by email and text.

Students encountering difficulties with completing the Online Registration form will be advised to contact [studentregistration@ljmu.ac.uk](mailto:studentregistration@ljmu.ac.uk).

For all other student queries relating to registration and enrolment students will be advised to contact [RegistryServices@ljmu.ac.uk](mailto:RegistryServices@ljmu.ac.uk)

### Timeline (for programmes operating to standard academic calendar)

Date	Activity
From 3 <sup>rd</sup> August 2020	<ul style="list-style-type: none"><li>• Registration will open for new students. Enrolments will occur when they complete registration.</li><li>• At this point, student-facing professional service team websites should be up-to-date.</li></ul>
7 <sup>th</sup> August	<ul style="list-style-type: none"><li>• Induction modules will be available so programme teams can start to populate sites with materials.</li></ul>
From 11 <sup>th</sup> August 2020	<ul style="list-style-type: none"><li>• Students will have access to modules in Canvas.</li><li>• It is not anticipated that students will necessarily engage in pre-induction activities from this date. However, programme teams may choose to publish specific sections of the Induction Module to encourage targeted pre-induction activity.</li><li>• Open Canvas courses, such as 'Welcome to Canvas', will be available.</li><li>• Modules that are not yet ready can remain unpublished until they are complete to avoid confusing new students.</li></ul>
By 7 <sup>th</sup> September	<ul style="list-style-type: none"><li>• Resources developed by professional service teams for possible inclusion in programme inductions should be available by this date, although many will be ready for use beforehand.</li></ul>
14 <sup>th</sup> September	<ul style="list-style-type: none"><li>• Programme Timetables will be available to students, with details of start date when induction will start and finish, as well as the relevant Canvas course code</li></ul>
17 <sup>th</sup> – 20 <sup>th</sup> September	<ul style="list-style-type: none"><li>• Moving-in Weekend: new students who are re-locating to the city will move into their accommodation</li></ul>
21 <sup>st</sup> September	<ul style="list-style-type: none"><li>• Induction week commences</li></ul>

## Accessibility

All induction activities and materials should be welcoming and accessible for students, irrespective of their background or circumstances. It is important that resources avoid assumptions about circumstances, experiences or interests that may deter some students from engaging if they feel that they do not fit in.

- Do not assume students' familiarity with academic terms and conventions. This may be particularly important for international students and first-in-family entrants to Higher Education, as they may not be able to rely on personal networks to guide them.
- Include activities that allow students to share their hopes and expectations for study, as well as some of their prior learning experiences.
- Use small group discussions to involve all students in exploring appropriate behaviours for engaging in both face-to-face, as well as online activities.
- Provide opportunities for students to hear from a range of previous students about their experiences of the programme and adapting to university life.
- Include a range of synchronous and asynchronous activities. The former should factor in opportunities for students to take breaks. As the latter will encourage students to work at their own pace, explicit deadlines may be needed if outcomes from activities are required for participation in later tasks.
- Provide clear instructions for all activities.
- Ensure that materials reflect social and cultural diversity.
- Make sure that online materials meet accessibility standards.

Further information on inclusive and accessible curriculum design is available on the TLA website.

## Induction Timetable

In designing an induction timetable, please refer to the Active Blended Learning guidance available on the TLA website. Although this is aimed at module and programme delivery, the principles and approaches are relevant for induction.

Presented below is an **indicative** timetable that draws on principles and features of **Active Blended Learning**. It is not intended to be prescriptive but may help to illustrate how induction can be structured to enable students to learn their programme, the University and the wider support services available to them. It is also noted that some programmes will have very specific induction needs that are not reflected in a generic timetable.

**INDICATIVE INDUCTION SCHEDULE FOR NEW STUDENTS: a possible timetable with indicative timings**

*Outlined below is an indicative induction schedule. Programme teams are free to design an induction that fits best with their subject and student needs. Hence, this is not an exemplar timetable but illustrates some of the suggestions for practice provided in the guidance above.*

**Pre-Induction Preparation**

**Provided by LJMU**

1. Students will complete Registration and Enrolment (to be managed by Registry Services, with the intention that all students will have completed university registration and module enrolment ahead of 21<sup>st</sup> September\*)
2. Students will complete Introduction to Canvas Online module (available as an Open Canvas Course)
3. Preparing for study and university: range of study skills, wellbeing activities and familiarisation with the institution

**Provided locally**

4. Students will undertake any pre-induction activities indicated by Programme Teams. This can include suggested Reading and useful websites offering a range of subject-related introductory materials. It may refer students to Programme/School Social Media sites. Tasks can also involve students in preparing ideas around hopes and expectations for university study.
5. Engaging with peer mentors, where appropriate

*\*different arrangements will be in place for programmes that have induction outside the standard LJMU induction week*

Suggested timing	Day 1	Day 2	Day 3
10am – 11.00am	<p><b>Synchronous</b>  <b>Welcome from Programme Leader</b>                      -overview of Programme                      -overview of Induction Timetable                      -Programme Team Introductions</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• Welcome from VC - (Pre-recorded welcome message from VC)</li> <li>• Welcome from Faculty PVC - (Pre-recorded)</li> </ul>	<p><b>Synchronous</b>  <b>Programme Leader Q&amp;A</b></p> <ul style="list-style-type: none"> <li>• Include feedback on questions from discussion/canvas chat</li> <li>• Offer opportunities to submit questions live using relevant chat function</li> </ul> <p><b>Introduce current or previous students</b></p>	<p><b>Asynchronous</b>  <b>Students could be directed to engage with content from professional services, for example EDI &amp; Respect Always</b></p> <p><b>Synchronous</b>  <b>Drop-in Q&amp;A Sessions</b></p>
11:15-12:00	<p><b>Asynchronous</b>  <b>Introduction to JMSU</b></p>	<p><b>Synchronous</b>  <b>Exemplar Lecture</b>                      This should cover a relatively light topic associated with the programme. It should include some of the synchronous lecture activities outlined</p>	<p><b>Asynchronous</b>  <b>Pre-recorded Exemplar ‘Lecture’</b>                      This should cover a relatively light topic associated with the programme. It should include some of the asynchronous lecture activities outlined in TLA guidance. Emphasis on</p>

		in TLA guidance. Emphasis on opportunities for socialisation, use of interactive tools as much as content. <b>For larger programmes</b> students have a choice of lectures	opportunities for socialisation, use of interactive tools as much as content.  <b>For larger programmes</b> students have a choice of lectures
12.30-1:00	<b>Synchronous</b> <b>Module Overviews x2</b> Module leaders to outline their specific module. Addressing subject content and delivery method  <ul style="list-style-type: none"> <li>• Include 10 min Q&amp;A</li> </ul>	<b>Synchronous</b> <b>Module Overviews x2</b> Module leaders to outline their specific module. Addressing subject content and delivery method  <ul style="list-style-type: none"> <li>• Include 10 min Q&amp;A</li> </ul>	<b>Synchronous</b> <b>Module Overviews x2</b> Module leaders to outline their specific module. Addressing subject content and delivery method  <ul style="list-style-type: none"> <li>• Include 10 min Q&amp;A</li> </ul>
1:00-1:30	<b>Asynchronous</b> <b>Exemplar learning activity</b>  In addition/or as an alternative to a programme-related learning activity, this could be an opportunity for students to engage with materials produced by one of the Professional Service Teams.	<b>Asynchronous</b> <b>Exemplar learning activity</b>  In addition/or as an alternative to a programme-related learning activity, this could be an opportunity for students to engage with materials produced by one of the Professional Service Teams	<b>Asynchronous</b> <b>Exemplar employability activity</b>  In addition/or as an alternative to a programme-related learning activity, this could be an opportunity for students to engage with materials produced by one of the Professional Service Teams
1:45-3.15	<b>Synchronous</b>  <b>Small Group Activities (less than 30 students)</b> Synchronous (preferably in personal tutor groups with Personal Tutor) -Ice breaking activities -Hopes and expectations task for submission by Day 3 -review of programme expectations Q&A -Appropriate Behaviours in class and online	<b>Synchronous</b>  <b>Small Group Activities (less than 30 students)</b> Opportunity for new students to meet with current students and/or Alumni  (45mins)	<b>Synchronous</b>  <b>Small Group Activities (less than 30 students)</b> Discuss 'hopes and fears' exercises in personal tutor group Q&A based on content and experiences from induction

		<b>Guest Speaker</b> Alumni/Industry speaker  (45 mins)	<b>Wellbeing Activities</b> Provided by SAW
3.15-3:30			<b>Synchronous</b> Programme leader close

**Drop-in**  
 Where feasible, programme teams should offer scheduled, informal drop-in sessions for students to maintain contact, ask questions and seek reassurance. This can be particularly important if students feel anxious or isolated.

- **Synchronous**  
 Real-time activity provides structure and focus for students. It will also facilitate discussion and engagement, as well as an opportunity to reflect on material covered.
- **Asynchronous**  
 Providing time within the schedule for asynchronous activity allows students an opportunity to engage with other resources and materials. Such time may be used for students to complete activities following on from/in preparation for a small group tutorial. Alternatively, students may be guided towards other resources or materials provided by professional service teams intended to support, for example, their wellbeing, skills development, and familiarity with other institutional and JMSU provision.

Appendix 1: Induction Materials

<p><b>This table provides an indication of the topics covered in materials provided by professional service teams. The online induction offers possibilities for greater interaction by students with these materials, but programme teams may choose not to include them all within the first week or to release them over a longer period of time, as fits best with the design of their induction.</b></p>	
<p><b>Induction/Pre-arrival Materials</b></p>	
<p>Outreach Team</p>	<p>Series of summer webinars for Year 13 students/offer-holders, will include topics such as:</p> <ul style="list-style-type: none"> <li>• Budgeting</li> <li>• JMSU – student life</li> <li>• Intro to Library Services</li> <li>• Accommodation</li> <li>• Ask a student</li> </ul> <p>Invites have been sent direct to offer-holders to participate in these sessions.</p>
<p>Corporate Communications</p>	<p>Resources in development include:</p> <p>360-degree images and films of LJMU spaces</p> <p>Filmed welcomes from VC and JMSU President</p> <p>Catering ‘how to’ films, one to feature an honorary fellow</p> <p>Animation on how we have prepared the campus.</p> <p>LJMU face masks will be sent to all new students with their ID cards</p> <p>Face masks available to all students</p>
<p>Academic Registry</p>	<p>Academic Framework: Key points for students, including how to pass modules and programmes</p> <p>Key Module Information and Programme Information</p> <p>Personal Circumstances</p> <p>AMP</p> <p>Student Governance/Respect Always</p> <p>Timetable/Personalised Timetables</p> <p>Attendance Monitoring</p> <p>Learner Digital Engagement</p>
<p>EDI</p>	<p>Equality Diversity and Inclusion Video</p>
<p>TLA</p>	<p>Introduction to Canvas Course</p> <p>Guidance on appropriate online behaviours</p> <p>Guidance on Personal Tutoring</p> <p>Principles of Partnership</p>
<p>Library Services</p>	<p>Library Services will provide a comprehensive induction course for students covering all its services (detail below)</p>
<p>SAW</p>	<ul style="list-style-type: none"> <li>• General SAW induction – <i>Information about support available (with other SAW Teams)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Ask SAW a question– drop in webinar style -to run throughout induction and the semester each day</li> </ul> <p><b>Wellbeing and Counselling/ MH Teams</b></p> <ul style="list-style-type: none"> <li>• Winning at Wellbeing webinar- <i>Positive wellbeing is essential for success but managing university life against other demands can be a challenge. The Student Wellbeing Team share quick and easy tips to achieving positive wellbeing.</i></li> <li>• Adjusting and Thriving webinar – <i>Coping with change and transition</i></li> <li>• Accessing Counselling Services and process of getting to the right service.</li> <li>• Accessing Mental Health services internally</li> <li>• Mental Health -Office for Students project- details for promoting, and inclusion.</li> </ul> <p><b>Money Advice Team</b></p> <ul style="list-style-type: none"> <li>• A film regarding Blackbullion which we have already (money management tool)</li> <li>• A film about managing your money</li> </ul> <p><b>Student Opportunities</b></p> <ul style="list-style-type: none"> <li>• Updated Student Opportunities press and video (tbc)</li> <li>• Presentations or singular slides outlining general pre-emptive wellbeing info – GP reg, health signposting, and planned campaigns/possible projects/initiatives for over the AY</li> </ul> <p><b>Disability and Specialist Study Support</b></p> <ul style="list-style-type: none"> <li>• Accessing Disability Support at LJMU</li> <li>• Applying for Disabled Student Allowances</li> <li>• ‘I belong at University’- Facing Imposter Syndrome and embracing your new identity as a student- webinar</li> <li>• ‘Academic perfectionism’- how to get over it and get the work in- webinar</li> </ul> <p>International Advice – to be included with the general International Student welcome</p> <ul style="list-style-type: none"> <li>• Welcome to Liverpool- aimed at International students – film</li> </ul> <p><b>SAW and JMSU</b></p> <ul style="list-style-type: none"> <li>• Ask a student- webinars</li> <li>• Ask your Accommodation Mentor- webinar or Q &amp; A style</li> </ul>
Student Advancement	<ul style="list-style-type: none"> <li>• Within Pre-Induction Preparation materials, there will be a brief introduction to careers, employability &amp; enterprise at</li> </ul>

	<p>LJMU. We will also provide refreshed electronic versions of our subject-tailored Career Planning Guides</p> <ul style="list-style-type: none"> <li>• Asynchronous activity (recommended 45 minutes to complete) that introduces the opportunities open to students to boost their employability skills and progress their career aspirations. There will be an introduction from the relevant programme’s Careers Adviser, as well as short videos that introduce key services with regards to careers, employability &amp; enterprise. Unitemps will also be introduced as LJMU’s very own recruitment agency, providing opportunities for flexible paid work to students and recent graduates. Participants will be encouraged &amp; supported to register for the Careers Zone 24/7 suite of digital tools &amp; resources and to register for Unitemps. The session will include an activity through which students are encouraged to post content via social media that describes their #LJMUhopes&amp;dreams</li> <li>• Contributions from external professionals, especially alumni, during induction can be highly motivational – should the academic team wish to include this and not have its own contacts to draw upon, Student Advancement will be happy to help source guest speakers. Contact us via <a href="mailto:employerengagement@ljmu.ac.uk">employerengagement@ljmu.ac.uk</a></li> <li>• Capacity permitting, each School’s Careers Adviser will be available to complement the above with bespoke, subject-specific input</li> </ul>
<p>JMSU</p>	<ul style="list-style-type: none"> <li>• an introductory video to the SU and the officers (we do this every year and is used by academics when we can't get to an induction talk)</li> <li>• video tours from our officers eg great places to go for halal/vegan food etc</li> <li>• possibly some video content about student groups specifically including sports</li> <li>• a feasibility study is being conducted into offering a physical freshers fair and a virtual fair. A link to a virtual fair would be provided. If we were to do a physical fair then there would be timetabled slots for cohorts to attend.</li> <li>• video content about Course Reps and Part time officer elections taking place in first term</li> </ul>

## Library Induction programme

As part of the broader University induction activities, the Library will offer students and Faculties the following support and activities as part of its formal induction programme.

The aim of the library induction programme is to reach as many students as possible with advice, guidance and support, targeting activities to meet the needs of new and returning students at the point of need.

### **1. Marketing of Induction Programme**

The library will provide a range of digital marketing activities to advertise the library induction support, from pre-arrival, arrival and transition to study. We will work with Faculties directly to market our induction activities for students as appropriate, using a range of digital communication channels.

### **2. Provide a mechanism to schedule requested induction support**

Faculties and departments will be able to pre-book requests for library induction activities. This will provide assurance and confirmation of scheduled induction activities and avoid the risk of duplication of support requests.

### **3. Library induction Canvas course**

The library will develop a bespoke Canvas induction course which can be integrated into the curriculum. The library will work closely with Faculties to ensure the course content complements any discipline specific needs. This may take the format of a flipped classroom to promote an interactive and engaging experience for students. Supplementary support resources will also be developed.

### **4. Strictly limited Library accessibility tours**

The library acknowledges the challenges of socially distanced face to face interactions and will deliver most induction activities online. We are also aware however, of potential additional challenges some students with learning differences or other specialist physical or mental health support needs, may face. On a strictly limited capacity, based on appropriate social distancing and staff availability, the Library will be able to offer some physical library induction tours. This service will be available to some students who may benefit more from a physical introduction to the Library and its services, but numbers will be strictly limited based on appropriate safeguarding and other logistical considerations.

### **5. Library induction resources**

A range of induction resources will be developed to help introduce students to the Library and its services. These will include introductory resources, such as self help guides, interactive exercises and video resources. Some resources will be available through the Canvas induction course and others will be available as curriculum content to be included in other Faculty module courses.

### **6. Evaluation support**

All Library induction activities will be evaluated for effectiveness and additional support will be provided to Faculties and departments to measure overall success of induction for their students.