

University of Bolton Induction Process

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The induction process at the University of Bolton

This report introduces the model of the current induction process for full time on campus students produced by the consultants from interviews with the people listed in the appendix. It follows this with a model of some aspects of the induction process that can be used to support the enhancement of induction processes at the University of Bolton. The report, and models within it, are not intended to fully describe all aspects of induction, nor the practices used on all programmes. The information was derived from a set of interviews with the people listed in the appendix. We would like to thank all the people who generously gave their time. The document describes the existing processes in order to support discussion leading to enhancement of the process. It does not show the future processes.

In this document we will simply describe the models in order to bring out some of the key points and explain the relationships between them.

The first diagram, [Figure 1: Overview of the Induction process](#), shows the overall functions at the University and where induction fits in. It can be read from top to bottom. The first row includes the major "business areas" of the university using Porter's value chains as a method of identifying the key areas for higher education. It is perfectly possible to use alternative methods for classifying the key areas, but not important at this stage. In the middle we show where student induction fits (note that it may also be part of the qualifications or teaching and learning function), and that the induction process differs for different types of students.

The rectangle in the middle shows the key features of the induction process – the university and school welcome, programme induction and activities. Note that some of the activities are only used in particular schools, possibly on particular programmes.

Finally at the bottom the roles involved in delivering the induction together with the applications and documents used are shown.

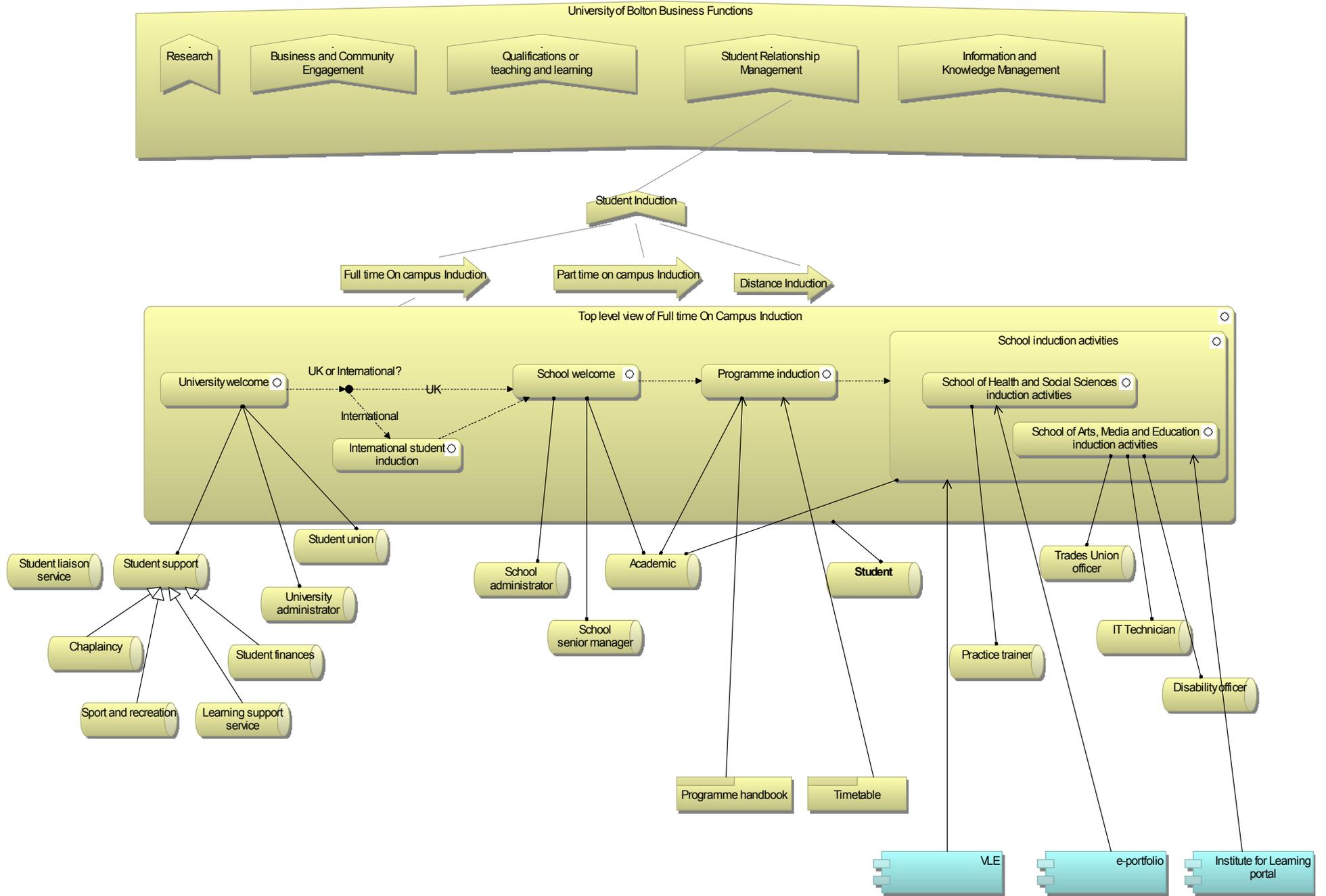


Figure 1: Overview of the Induction process

Figure 2: Students and their context shows some of the factors that affect student induction and the way that it is delivered to full time on campus students. Again this should not be considered to be a complete set of characteristics that affect how induction is delivered, but a starting point for discussion.

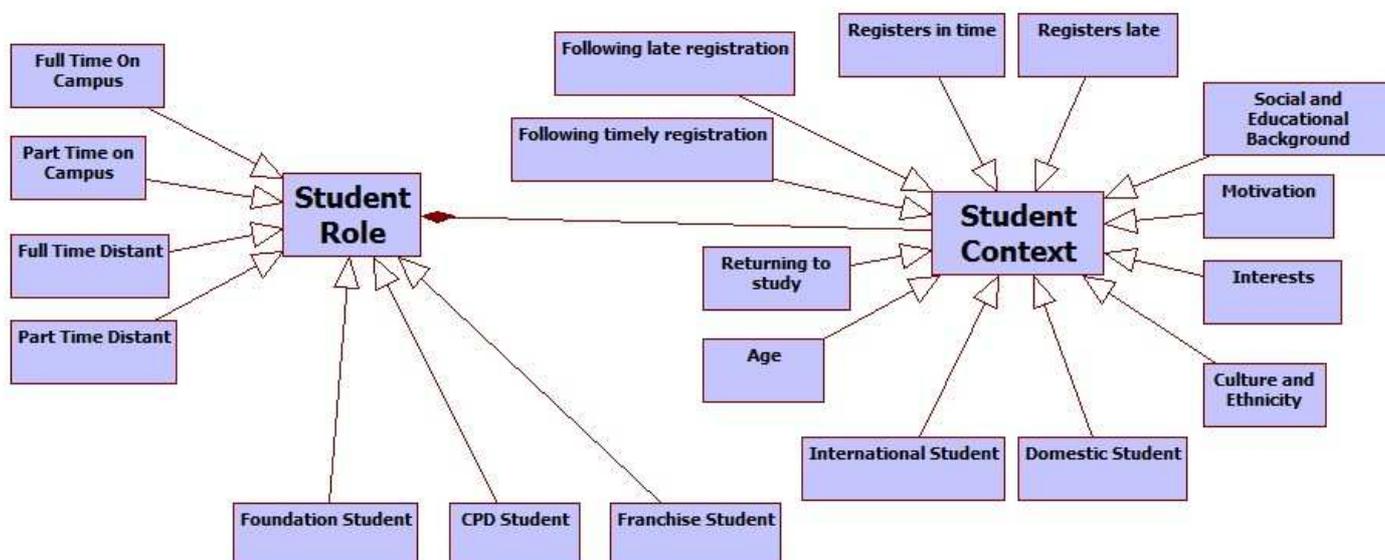


Figure 2: Students and their context

Figure 3: Induction process shows several important parts of the induction process. At the top in green we can see parts of the context of the induction process, such as when it occurs and the various components that make up the induction process. The processes themselves are shown in **Figure 4: Components of the induction process**, below. The salmon in the middle describes the aspects of the induction process that relate to quality enhancement, with the yellow boxes showing some of the relevant policies that feed into this. Finally, in turquoise at the bottom the delivery channels used in delivering induction are shown

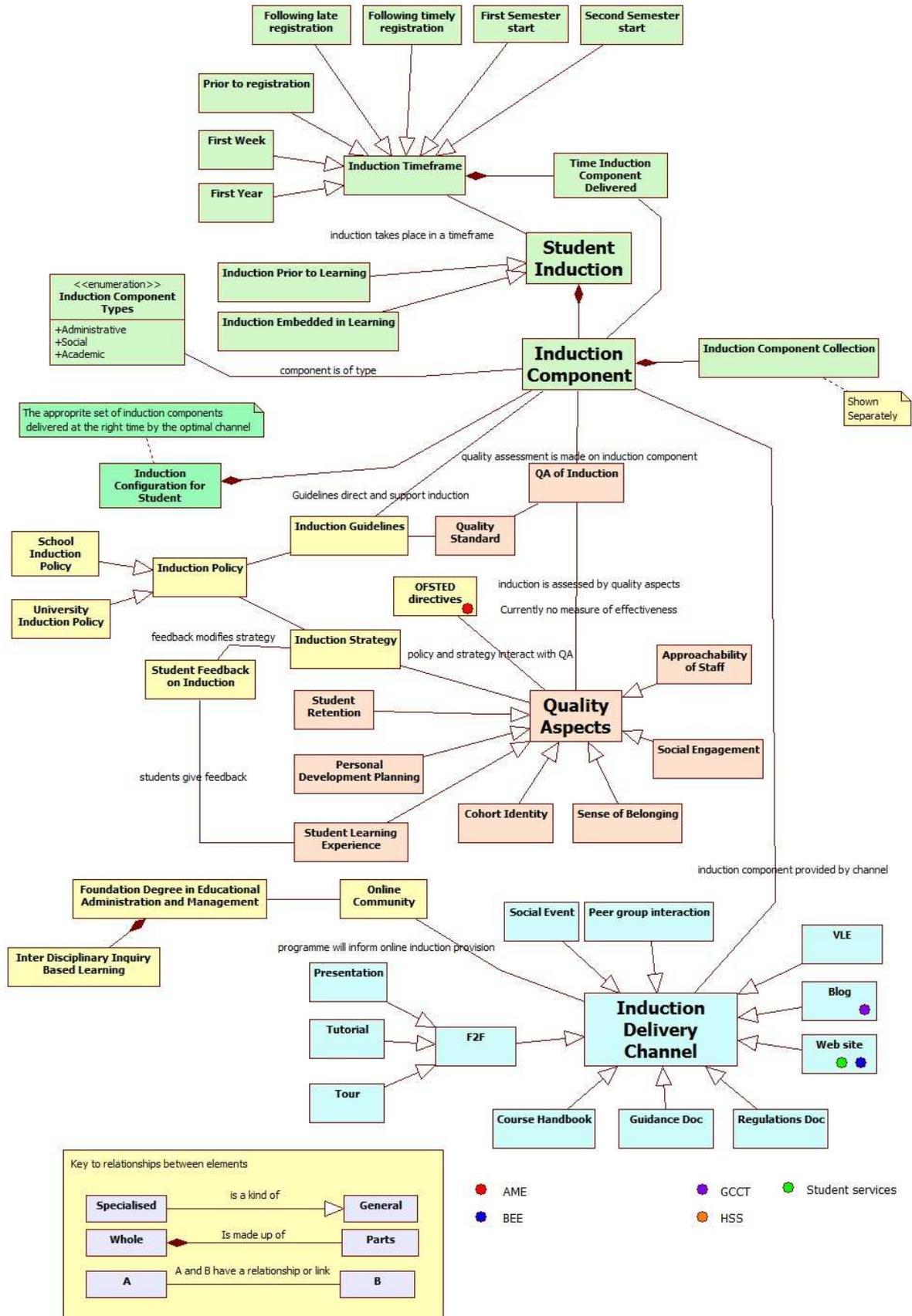


Figure 3: Induction process

Figure 4: Components of the induction process shows all the components in the induction process that we have been told about in our discussions. It should not be considered complete as there are many courses leaders who we have not met. From the discussions we have divided them into three groups – those delivered by the university centrally (right hand column), those delivered by student services (shown top left), and those delivered by the schools (shown bottom left). It should also be noted that not all the components delivered within schools are common between the various schools. Those components which are only delivered by one school have been marked with a coloured star.

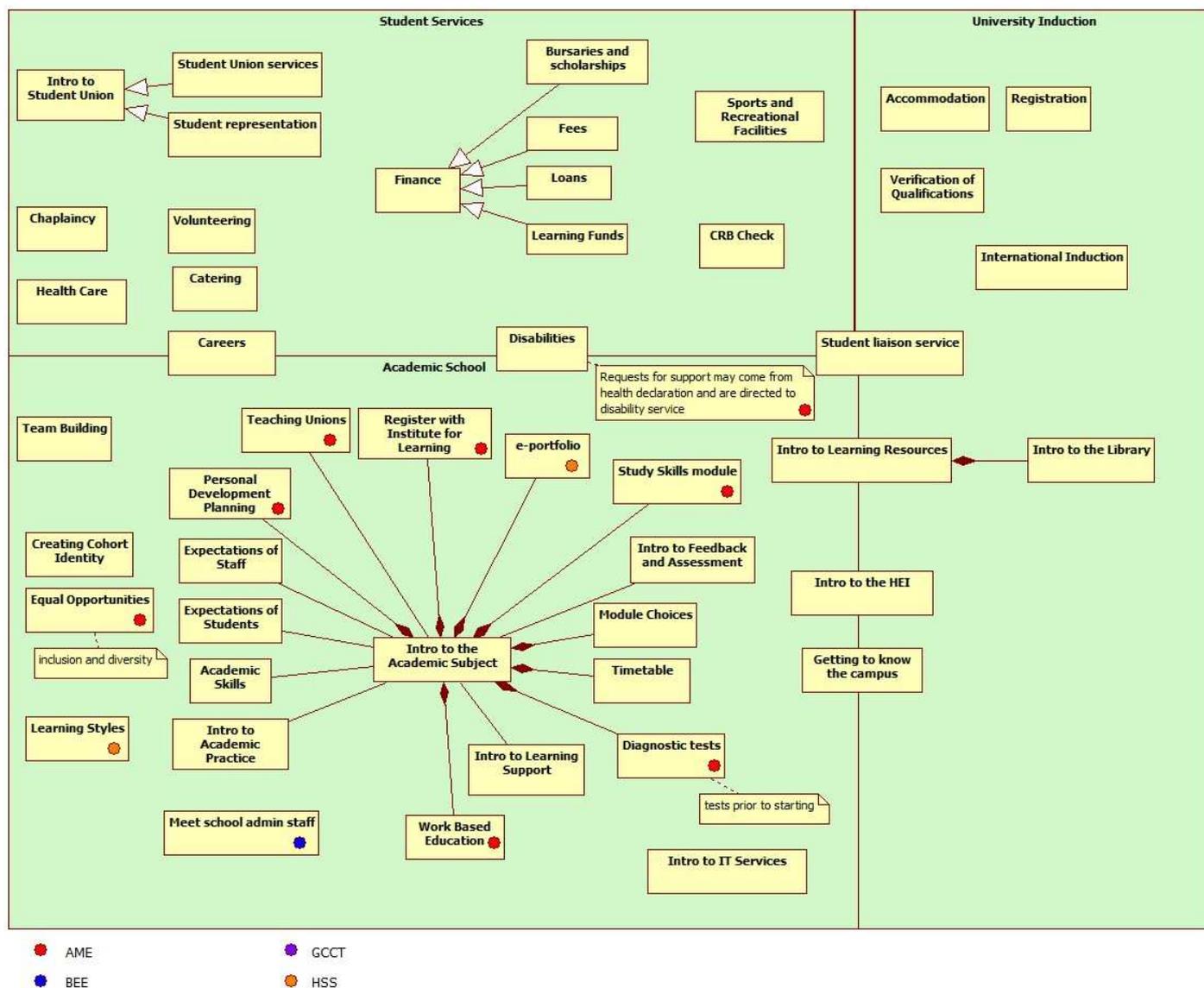
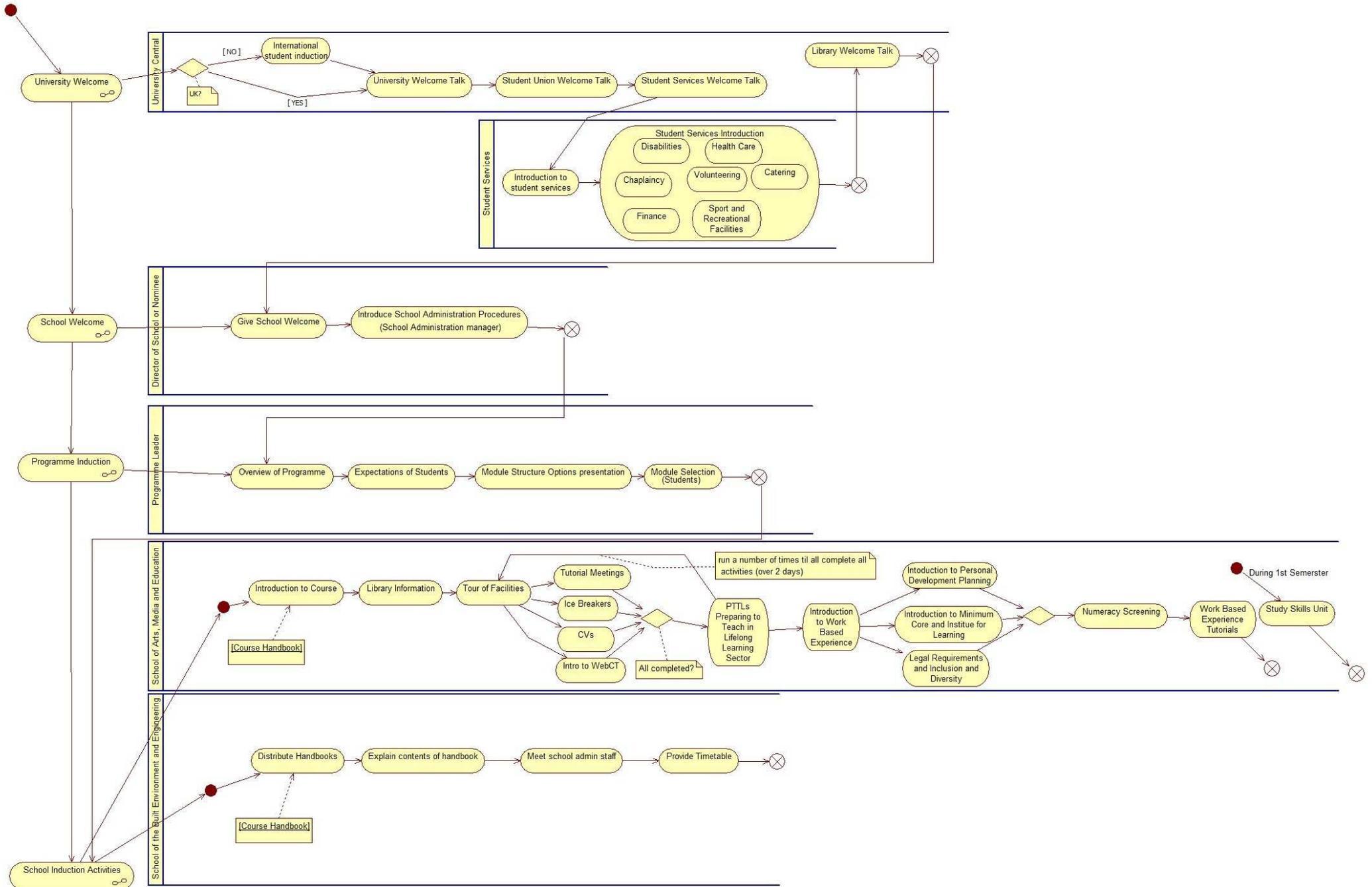
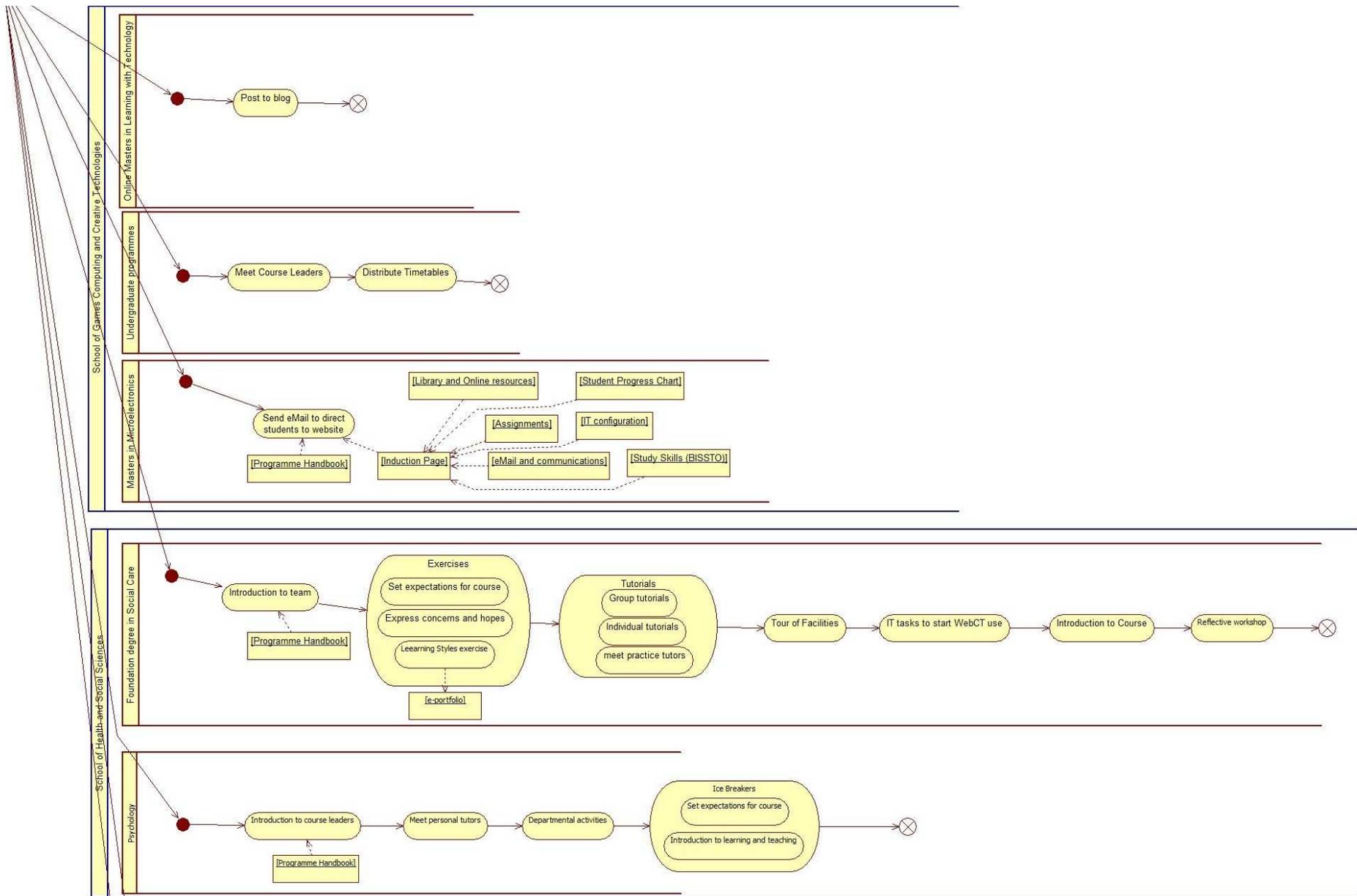


Figure 4: Components of the induction process

Figure 5: Induction activities shows how the induction components listed in **Figure 4: Components of the induction process** are delivered in the various schools. Each "lane" shows the activities that are the responsibility of one person or group of people. The top lane shows the induction provided at the university level, and the second lane the induction provided by Student Services. Below that we have shown our understanding of the induction process in a variety of schools and programmes from the discussions we have had with the staff. They do not necessarily show all of the activities on programme.





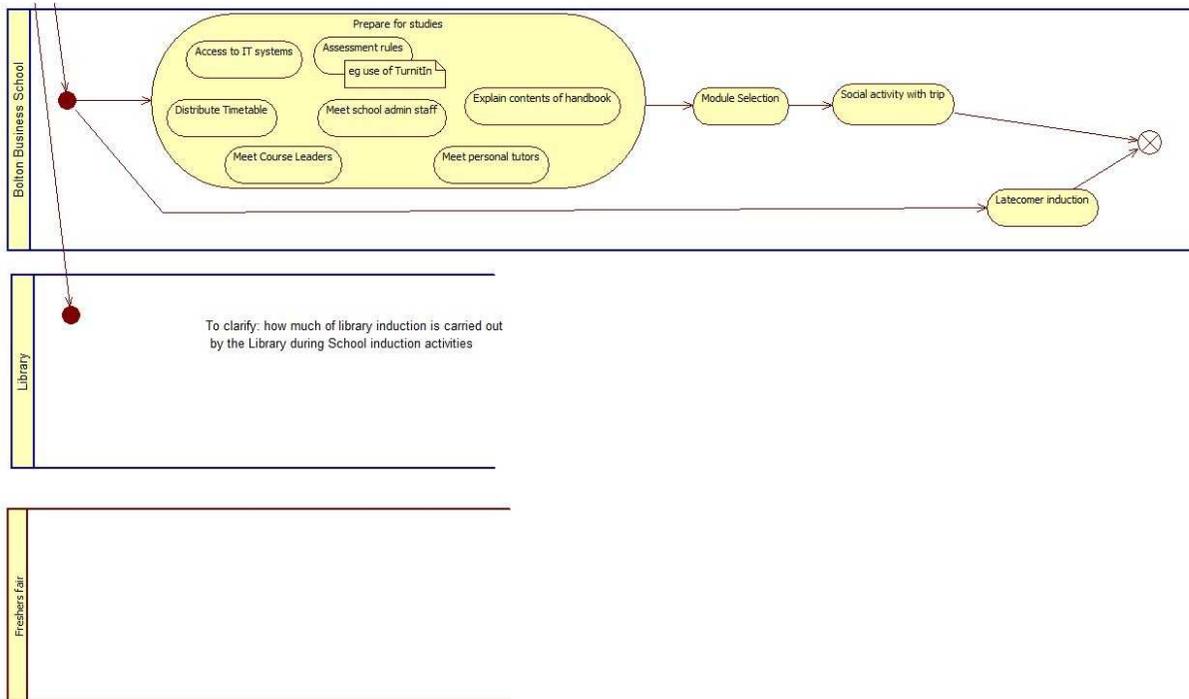
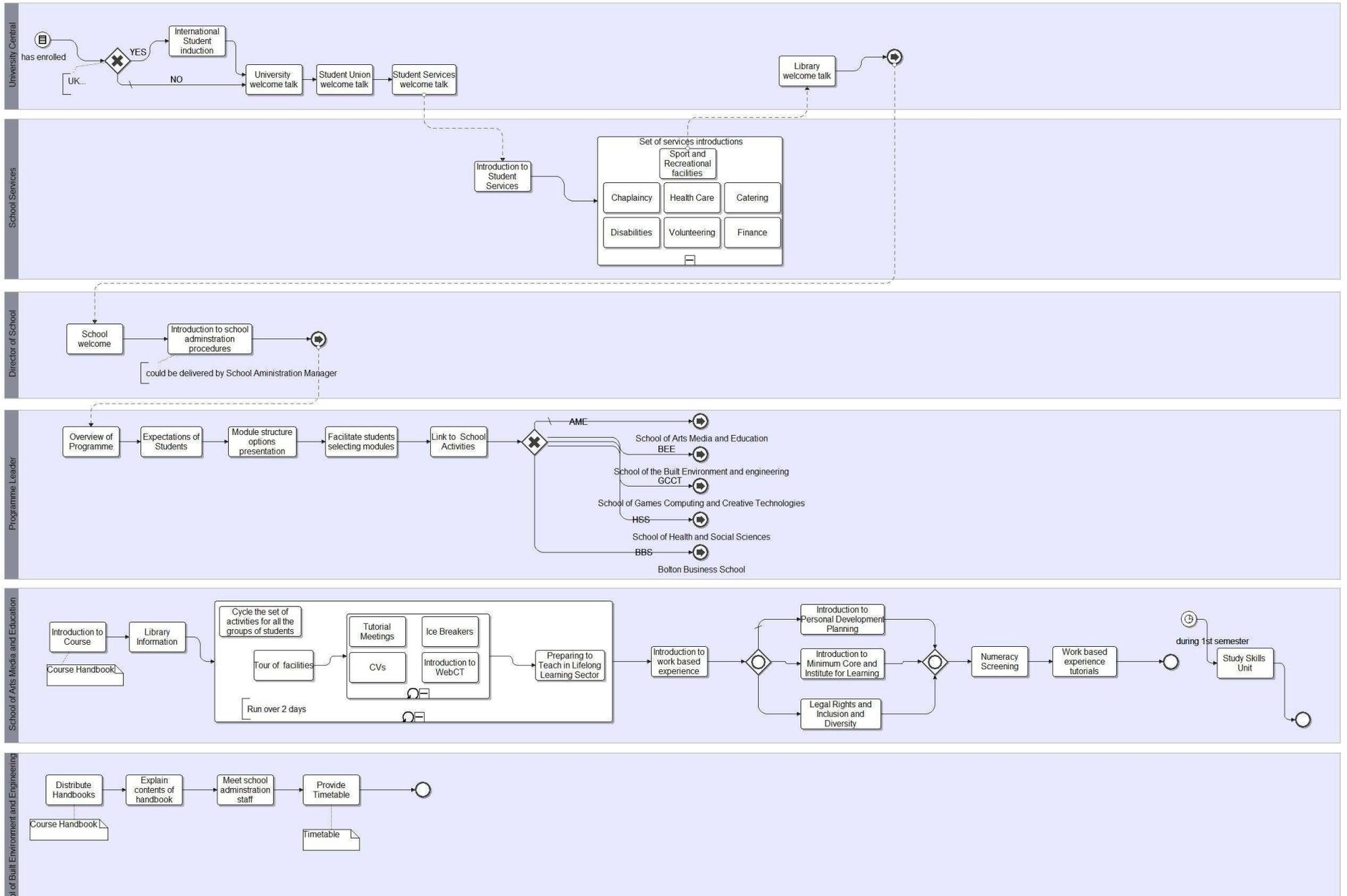


Figure 5: Induction activities

[Figure 6: University of Bolton induction](#) shows the induction process in Business Process Modelling Notation (BPMN), covering the same ground as [Figure 5: Induction activities](#).



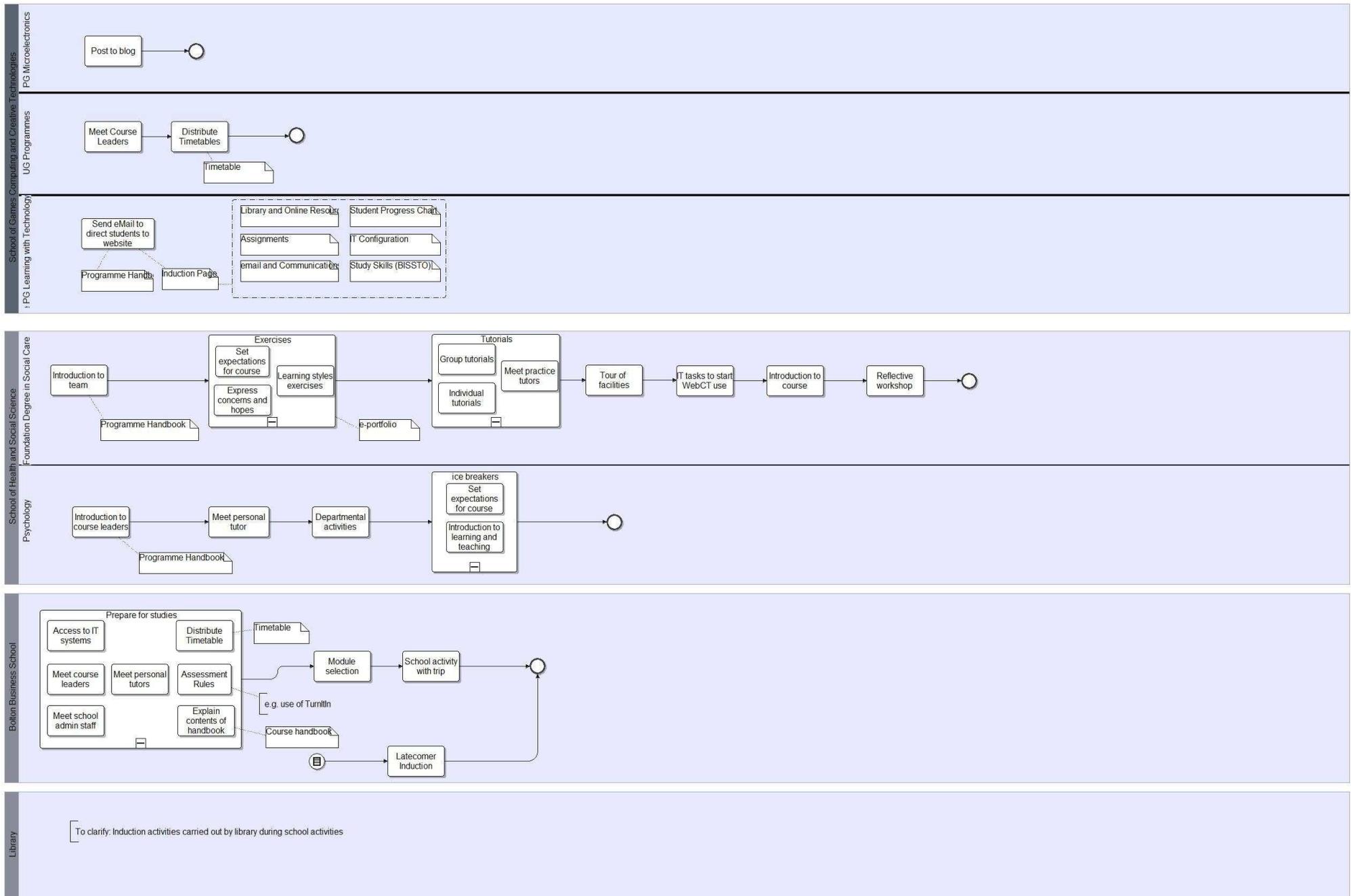


Figure 6: University of Bolton induction process

Support for the enhancement of the induction processes

From the above models, and in discussion with the University of Bolton we have developed an architecture of the induction process that can be used to support its enhancement, together with a tool to help users work with the ideas in the model.

In order to enhance the induction process it is important to identify concerns that changes to the induction process can address. These concerns will relate to the strategic drivers, such as student retention, improving the student experience etc. From these areas of concern can be identified and it then becomes possible to consider how to address them. This is shown in [Figure 9: Architecture for the to be induction process](#), where the model starts with the policies and drivers for induction (note that these not all be correct and there may be others that were not mentioned in discussions). The concerns can be derived from [Figure 7: Measures of induction process](#) where the measures are not satisfactory. For instance, there may be a lower than desired retention rate,

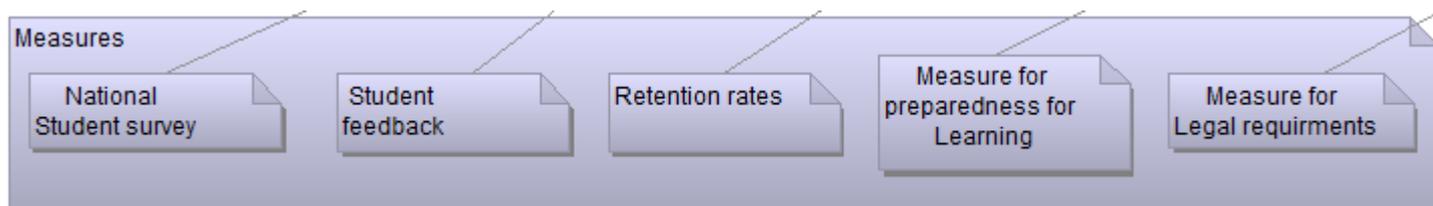


Figure 7: Measures of induction process

This low measure may, in part, be through not meeting one or more of the intended outcomes of the induction process as shown in [Figure 8: Intended outcomes from the Architecture for the "to be induction process"](#).

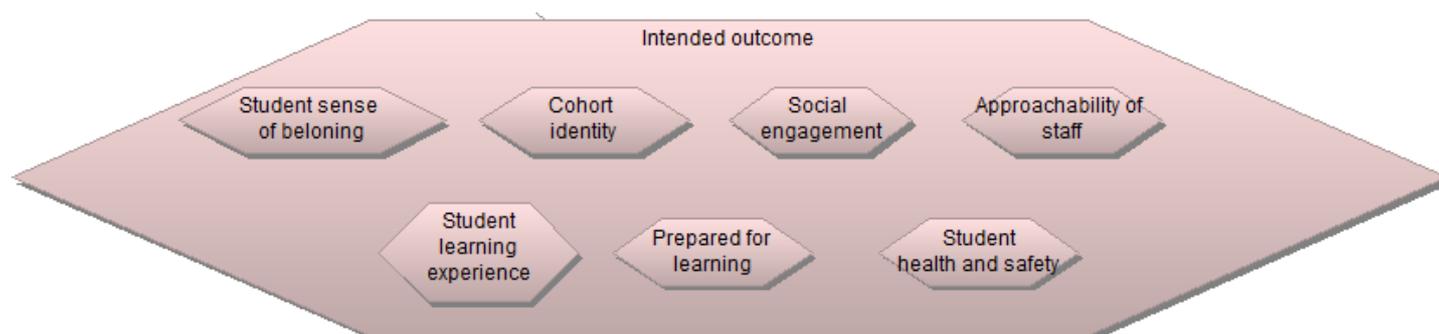


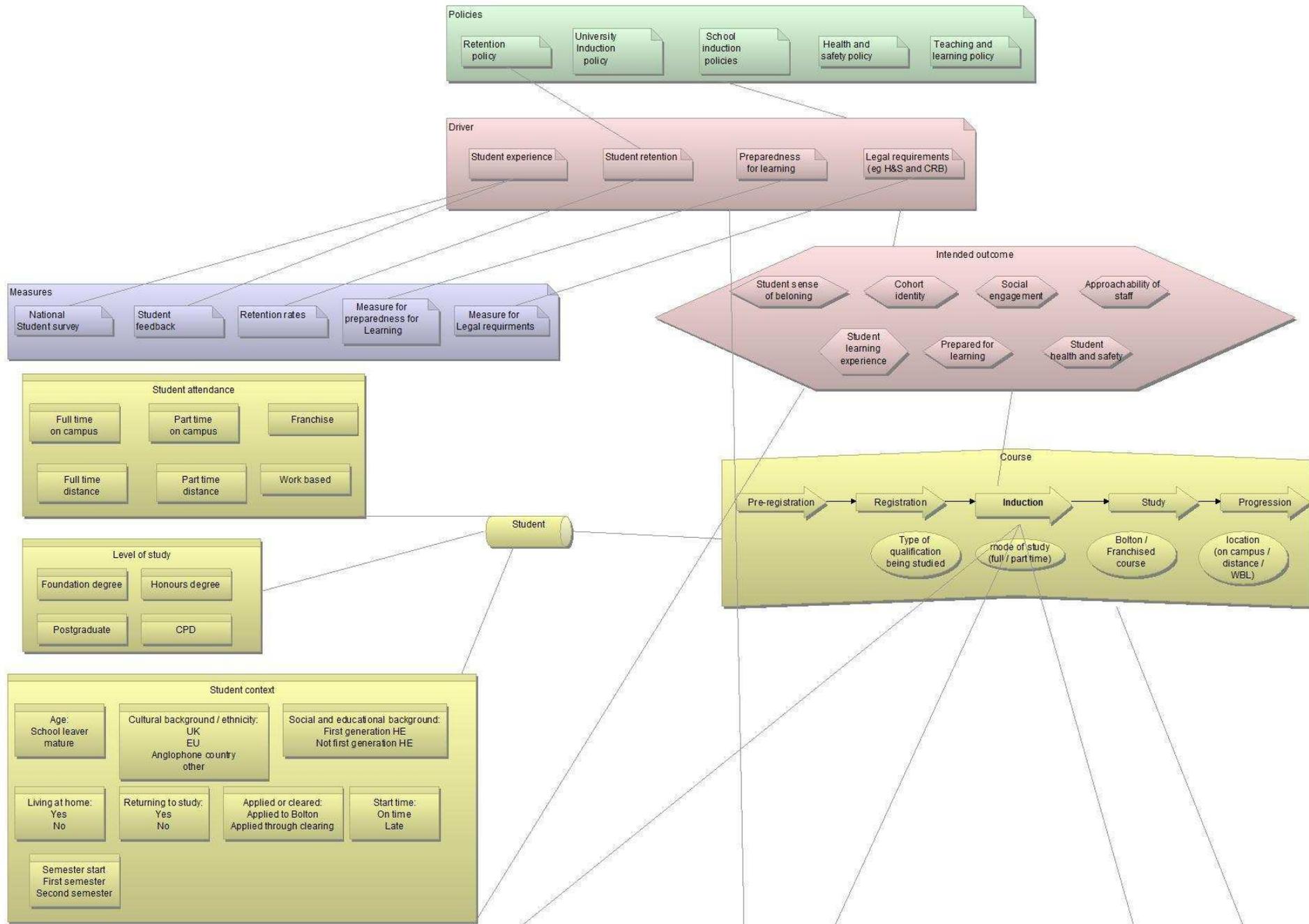
Figure 8: Intended outcomes from the Architecture for the "to be induction process"

Once this has been identified perhaps a problem with students' sense of belonging or their preparedness for learning it becomes possible to look at the induction process and consider what might need changing as shown in the lower part of the [Figure 9: Architecture for the to be induction process](#).

Again we do not have a full set of the appropriate measures. However, it is important to have appropriate measures in place as part of a quality enhancement cycle. Having determined that the lower part of the diagram describes various aspects of the course.

[Figure 10: Aspects of to be induction process](#) shows the same information in a different way, to enable users to think about a scenario (1 to 6 in the diagram) and then to describe some aspects of induction processes (7 to 13 in the diagram). Again this is not complete, and will need to be refined with use.

Finally, [Figure 11: Induction scenario builder \(with sample scenario\)](#) illustrates a simple tool that we have created which enables users to record scenarios and possible induction elements that relate to them.



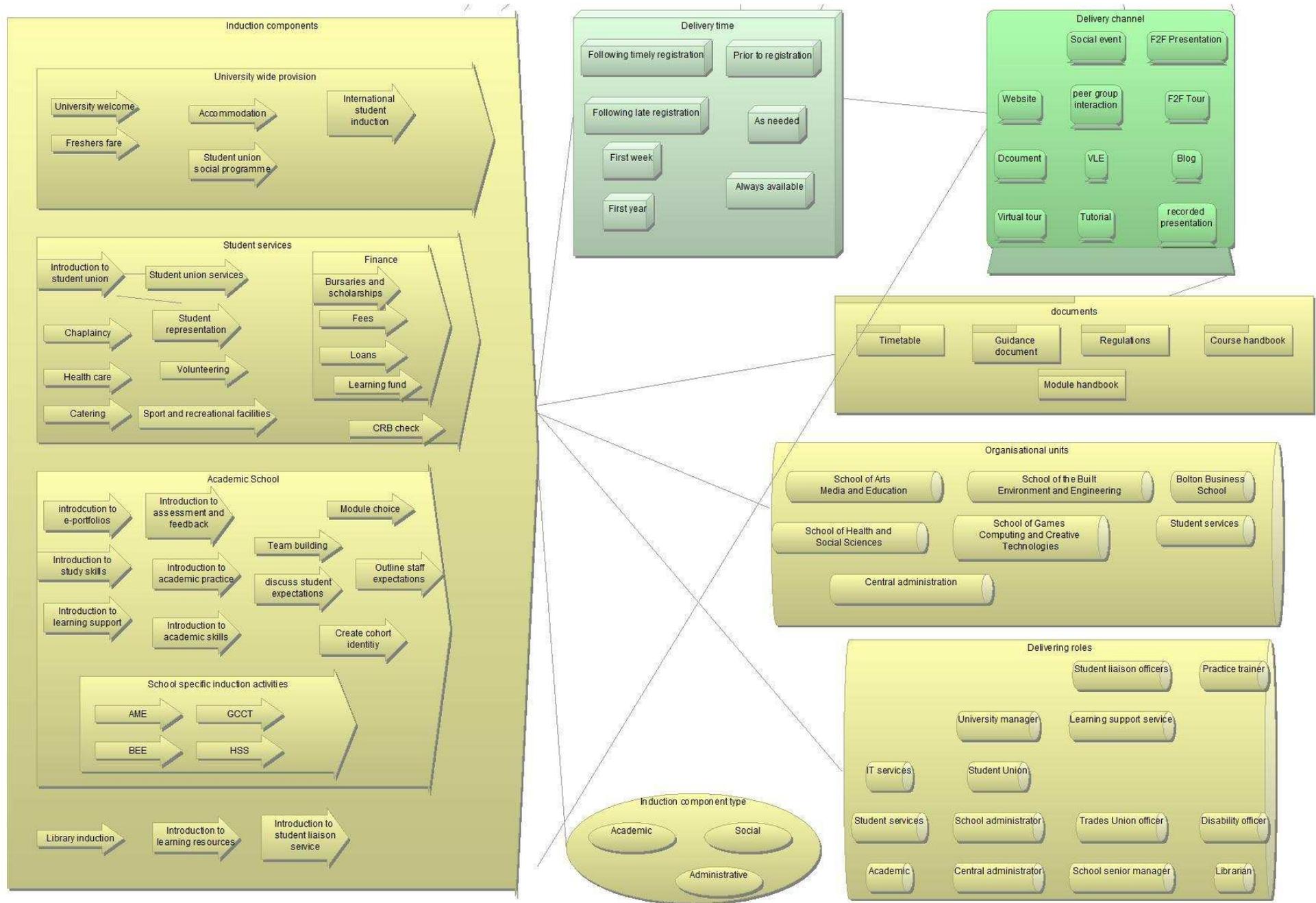


Figure 9: Architecture for the to be induction process

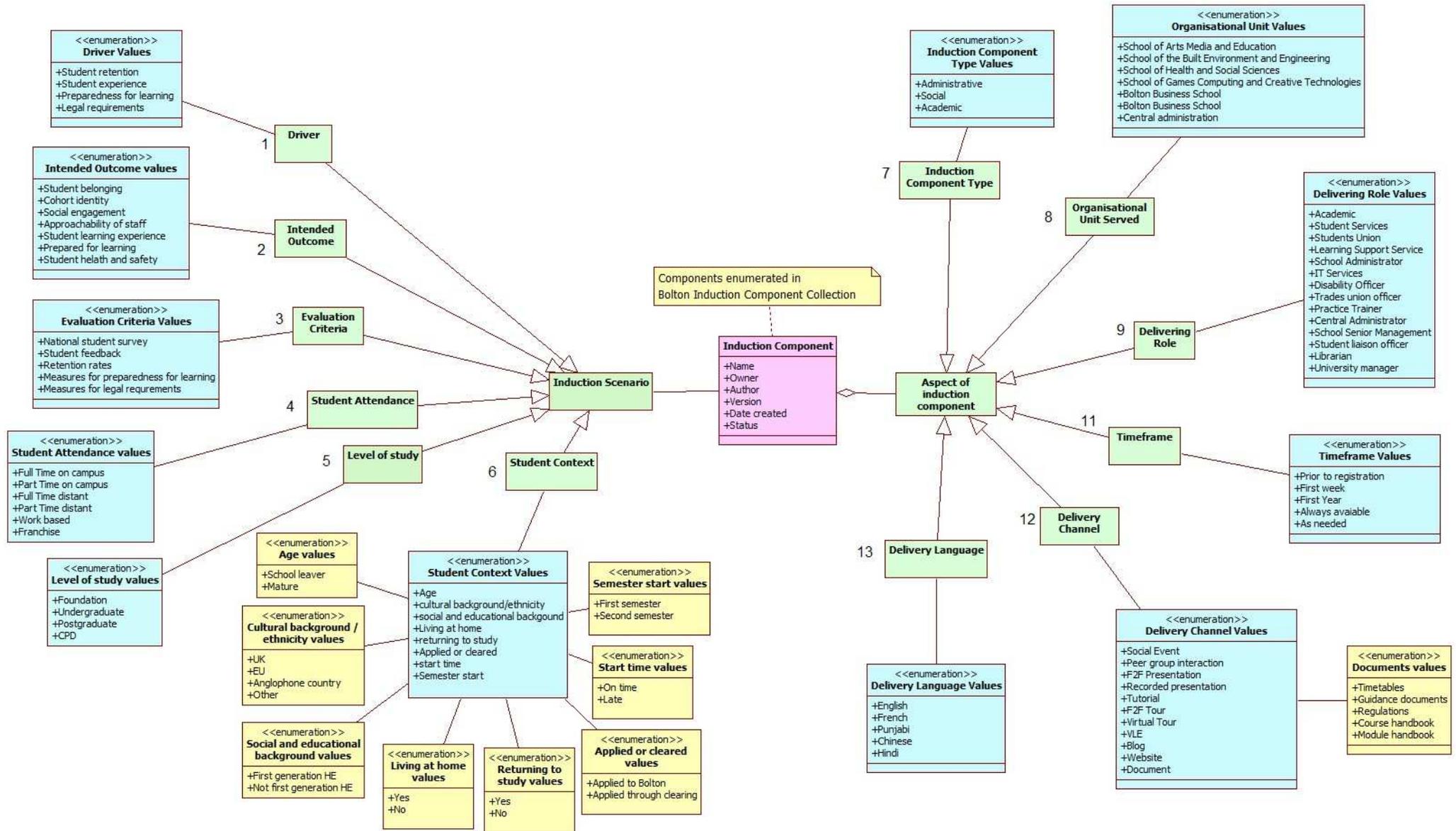


Figure 10: Aspects of to be induction process

Scenario builder

Name: Scenario 1

Description:

Driver:

- Student retention
- Student experience
- Preparedness for learning
- Legal requirements

Intended outcome:

- Student belonging
- Cohort identity
- Social engagement
- Approachability of staff
- Student learning experience
- Preparedness for learning
- Student health and safety

Evaluation Criteria:

- National student survey
- Student feedback
- Retention rates
- Measures for preparedness for learning
- Measures for health and safety

Student attendance:

- Full time on campus
- Part time on campus
- Full time distance
- Part time distance
- Work based
- Franchise
- not applicable

Level of study:

- Foundation
- Undergraduate
- Postgraduate
- CPD
- not applicable

Age:

- School leaver
- Mature
- not applicable

Cultural background / ethnicity:

- UK
- EU
- Anglophone country
- other
- not applicable

Returning to study:

- Yes
- No
- not applicable

Applied or cleared:

- Applied to Bolton
- Applied through clearing
- not applicable

Start time:

- On time
- Late
- not applicable

Semester start:

- First semester
- Second semester
- not applicable

Social and educational background:

- First generation HE
- Not first generation HE
- not applicable

Living at home:

- Yes
- No
- not applicable

Component name: student disco

Owner: abc

Author: bcd

Version: 1.2

Creation date: 08/08/2009

Status: started

Description: A disco to encourage students to stay on campus in the evening and begin to get to know each other

Component type:

- Academic
- Social
- Administrative

Organisational unit:

- School of Arts Media and Education
- School of the Built Environment
- School of Health and Social Sciences
- School of Games Computing and Design
- Bolton Business School
- Bolton Business School
- Central administration

Delivering role:

- Academic
- Student services
- Students union
- Learning Support service
- School administrator
- IT services
- Disability officer
- Trades Union officer
- Practice
- Trainer
- Central administrator
- School senior manager
- Student liaison officer
- Librarian
- University manager

Delivery channel:

- Social event
- Peer group interaction
- F2F presentation
- Recorded presentation
- Tutorial
- F2F tour
- Virtual tour
- VLE
- Blog
- Website
- Document

Delivery language:

- English
- French
- Punjabi
- Chinese
- Hindi

Timeframe:

- Prior to registration
- First week
- First year
- Always available
- As needed

Record: 1 of 1

Figure 11: Induction scenario builder (with sample scenario)

Concluding remarks

The purpose of the model presented here is to support discussion at the University of Bolton on the induction process in order to support the enhancement of the induction processes. It does not show the future process that may be developed. To support these discussions it is not necessary that the model is completely correct. It needs to be recognisable as the way that induction is currently delivered to full time on campus students. The model for the future processes also does not need to be complete, but needs to represent the way in which the enhancement will be approached including the identification of key drivers. One area that is currently missing is the use of metrics and measures to identify the critical problems that enhancement of the induction process is intended to address. These will relate to the key drivers, but it is important to identify them early on if the changes are to have the greatest possible positive impact.

The models we have presented are intended to:

- Make explicit information that is currently tacit.
- Lead to sharing of ideas between programmes and schools.
- Identify of key aspects of induction that may need to be offered to part-time and distance students in order to give them an equivalent experience.
- Support quality enhancement of the induction process.

We hope that you find this useful and if you have any comments please contact us at

tom@franklin-consulting.co.uk or Hilary.Dexter@manchester.ac.uk.

Tom Franklin and Hilary Dexter.

Appendix – University of Bolton staff interviewed

Name	Department
Hilary Birtwistle	Strategy, Policy and Development Support
Stephen Powell	Project Manager Co-Educate
Karen Haywood	School Administration Manager Built Environment
Sarah Burgess	Head of Student Services
Gill Waugh	Principal Lecturer - AME
Joanne Smith	Principal Lecturer - (HSS) Health and Social Care
Tony Auchterlounie	Principal Lecturer - Built Environment
Angela Bommer	Administration Manager Games Computing and Creative Technologies (GCCT)
Roy Atwood	Principal Lecturer – Games Computing and Creative Technologies (GCCT)
John Dickerson	Principal Lecturer - Health and Social Sciences (HSS)
Lisa Cove Burrell	Principal Lecturer - Bolton Business School (BBS)
Sloane Stewart	Student Liaison Officer (BBS)
Debra Elliott	Student Liaison Officer (BEE),
Kay Loxham	Student Liaison Officer (GCCT)
Jacquie Parkinson-Jones	Student Liaison Officer (HSS)
James Gaskell	Student Liaison Officer (AME)
Patrick O'Reilly	Head of Information Systems and Technology