Theory of Change: Enhanced Induction Programme

Inputs

Activities and resources required

Activities

- Talks from services
- Talks with current students
- Networking opportunities
- Social activities

Inputs

- Administration and delivery costs: venue, catering, staff, ESAs
- Staff time: speakers, EIP coordinator.

Outputs

Key deliverables

- Easy to access opportunities to learn about support services on offer and how to access them.
- Increased opportunities to learn about the University and higher education study.
- Opportunity to meet and socialise with peers from similar backgrounds
- Access to role models.

Outcomes

Early – midterm results

- Increased visibility of support services.
- Increased sense of belonging in first year.
- Engagement with support services: Wellbeing, Guild.

Impact

Long term results

- High rate of retention into second year.
- High rate of degree completion.

Assumptions (related to individuals who take up the activity)

- Individuals are able to / interested to attend.
- Information is useful and understood by new starters.
- New starters have the time and space to understand what opportunities are available and are able to engage with them fully during a busy and disorientating period.

Assumptions (related to early changes in attitude or behaviour by activity)

- EIP activities can foster a sense of belonging to the University.
- Unintended consequence is that students feel more overwhelmed because of additional information.

Assumptions (related to benefits and possible unintended consequences)

- Sense of belonging is a key predictor of retention.
- Early transition experiences influence retention.