

	Group 1	Group 2	Group 3	Group 4
<b>What are the issues for Staff enabling transition and induction?</b>	<p>Know anxieties of students and their assumptions</p> <p>Getting them to talk and write</p> <p>How do we stimulate discussion</p> <p>Knowing the background of the students</p> <p>What are they used to in classroom styles?</p> <p>How do we adapt students to Uni styles?</p> <p>How different are schools now from when we were at school?</p> <p>Give applicants clear information about course</p> <p>Better school/Uni communication</p>	<p>Students don't remember anything about induction.</p> <p><b>Expectations mismatch:</b> Between Uni staff and students</p> <p>Communication internally - joining up on induction</p> <p>Lack of consistency in induction – Down to school Level Quality Control Lack of adequate central induction</p> <p>Induction should be seen as an <u>ongoing</u> process</p> <p><b>Issues for staff –</b> We don't know enough about the students The <u>changes</u> in schools/colleges is so great Staff don't necessarily understand the implications</p>	<p>Funding</p> <p>Time</p> <p>People</p> <p>Commitment</p> <p>Motivation</p> <p>Purpose</p> <p>Dual responsibility</p> <p>Freshers Week</p> <p>Inconsistent messages</p> <p>Managing expectations (students and staff)</p>	<p>The starting point - varied abilities</p> <p>What do you start with? - how much do you give in induction?</p> <p>Our inability to see the students perspectives</p> <p>Our resistance to change – take on board transition issues</p> <p>Issues of language – culture – previous educational ethos for overseas</p>