

A photograph of three young women in a casual setting, possibly a cafe or study area. One woman stands in the background, smiling. Two others are seated at a wooden table, looking at a laptop. The scene is overlaid with a semi-transparent purple filter. The text 'INDUCTION REPORT' is centered in a white box with blue lettering.

INDUCTION REPORT

DURHAM\$U

Student Induction and Orientation Report

Introduction

Induction and Orientation is a key process to help students successfully transition into higher education and allow them to become independent learners. Traditionally at UK HE institutions Fresher's Week is the most notable induction process, a week dedicated to social events and becoming familiar with local nightlife. However, beginning university is not just a social transition, but also an academic and a lifestyle one. Students have to develop the skills to become independent learners, and independent livers. A successful transition is characterised in the literature by students developing a sense of belonging both in the city they have moved to and within the university community.¹

Durham University is a unique environment due to its collegiate structure and city campus, resulting in induction programmes being run throughout the university by colleges, academic departments, the Students' Union, and the Library, amongst others. All these moving parts create a comprehensive yet confusing induction experience that is in need of refinement to maximise provision offerings to students. As a Students' Union, our new five-year strategy prioritises the re-development of the induction programme to better fit student needs. This overlaps with and compliments the University's efforts to streamline its offerings with the development of the Student Induction and Orientation Steering Group (SIOSG). The following report will cover current academic literature about induction programmes and offerings at other universities in the UK. This will then be positioned into the Durham context with an analysis of feedback from student focus groups run by the SU, followed by evidence-based conclusions and recommendations.

This report is focused on undergraduate induction at Durham University, with further research to be conducted into the issues and specialised provision needed for postgraduate students.

Literature Review

Induction literature can be split into concerns surrounding four primary themes, these being: student expectations, academic preparedness, social belonging, and student life.² If these four areas are satisfactory, students should more easily transition into higher education and are adequately prepared for success throughout their degree programme. Much of the induction literature is focused on widening participation (WP) students and it is important to note that these students often need additional support during this transition.⁶ However, it is crucial to not isolate WP students or any non-traditional student groups from the wider student population by labelling them as such, giving them equal opportunity to become as fully involved in university life as any other student. As such, when marketing activities that are just for students from non-traditional backgrounds, it should be made clear that these are optional and not compulsory.

¹ Hayman et al. (2022) <https://link.springer.com/article/10.1007/s43545-022-00574-7>

² Mearman, A. & Payne, R. (2023) <https://doi.org/10.1080/0309877X.2023.2208054> ; HEFCE Catalyst Project (2019)<https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/transformingtransitions/TransformingTransitionsFinalReport.pdf> ; Pym, J. et al. (2011) https://www.scielo.org.za/scielo.php?pid=S1015-60462011000200004&script=sci_arttext ; Dickinson, J. (2022) [Students need to know the secret codes to success at university | Wonkhe](#)

⁶ Wong, B. & Yuan-Li, C. (2019) <https://doi.org/10.1080/01425692.2019.1604209>

Student Expectations

Before arriving at university, students can have high expectations of what will be available to them. Particularly if the student has attended campus tours which purposely show the best or most attractive parts of the campus.⁷ In Durham's case, this would be the Bailey Colleges and the newly built parts of the Science Site. The Bailey Colleges are those in the centre of Durham, including University College or Castle, where some students live inside an 11th century Norman castle opposite the iconic cathedral. These colleges are in central Durham City and a short walk away from lecture buildings, the library, and other university amenities. As they are more traditional, these colleges also use gowns for formal dinners and events with the majority being fully catered. The Hill Colleges are in a much less central location with some being at least a 25-minute walk from the closest supermarket. These colleges are also more modern and do not match the traditional aesthetic that many prospective students imagine when they think of Durham University. A handful of these colleges also do not wear gowns for formal events, with one being entirely self-catered. When presenting the campus to new and prospective students, it is important to showcase as much as possible so that students' expectations are accurate when they arrive.⁸ This is especially important for managing the expectations of international students, whose entire picture of Durham may be of the Bailey Colleges. Student expectations also extends to their perceptions of their academic course and the pre-conceived ideas they may have developed around the difficulty of the academic content, or the workload. Again, if departments provide accurate representations early on regarding the intensity of the workload and how students can best prepare themselves for the difficulty of the content, student expectations will be more easily met.

Academic Preparedness

Academic preparedness refers to both how prepared students are when arriving at university and how prepared teaching staff are to help transform students into independent and resilient learners. Often high expectations are put on students' level of academic comprehension, literacy, or academic writing, as it is assumed that their A-levels or previous study has adequately prepared them.⁹ For students from non-traditional backgrounds there are a multitude of popular theoretical explanations as to why their academic outcomes can differ to their traditional counterparts. Arguably the most popular is Bourdieu's concepts of habitus and capital, claiming that traditional students are socialised with resources and attitudes that are valued in higher education, whilst non-traditional students are not. This discrepancy can result in non-traditional students feeling like 'fish out of water' once they begin higher education facing a steep learning curve.¹⁰ It is important to consider that students from non-traditional backgrounds may require additional academic support to tackle this transition, but these resources should be optional as previously noted. A study at Birmingham University highlighted that one of the most crucial factors of a successful induction is:

*'Integrating and embedding 'study skills' into core learning and teaching activities'*¹¹

⁷ Mearman, A. & Payne, R. (2023) <https://doi.org/10.1080/0309877X.2023.2208054>

⁸ Ibid.

⁹ Ibid.

¹⁰ Wong, B. & Yuan-Li, C. (2019) <https://doi.org/10.1080/01425692.2019.1604209>

¹¹ Lee, M. & Dawson, G. (2010) <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=2e1c3526b35987dffd27d14be4b7d691a546bda0#page=99>

Student feedback from this study also highlighted that students struggle with teaching and learning styles when they first begin university. The University of Sussex recognised this in a 2003 study focused on re-developing a nine-strand approach to induction. The new approach contains three strands that are concerned with academic preparedness: a Department Academic Orientation, Study Skills and/or Mentoring Opportunities, and Academic Tutor Meetings.¹² These were seen as crucial to a successful induction, enabling students to build strong connections in their department whilst also training them to become independent learners early on in their academic journey. Ultimately, students who are more successful at the end of their first year are more likely to be awarded a higher classification at the end of their degree programme.¹³ Therefore, it is vital that induction programmes make students feel academically prepared, equipping them with the skills they need to become independent learners and thinkers.

Social Belonging

Research indicates that developing a sense of social belonging amongst peers is a strong determiner for retention in HE.¹⁴ For students, being able to develop a strong network is what builds resilience to the challenge of transitioning into a new environment. There is also a statistical relationship between social connectedness and better academic performance.¹⁵ The transition from FE to HE is a difficult period for the majority of students. With more WP students attending university, it is important to recognise these students may encounter additional socio-economic struggles which can impact their sense of belonging.¹⁶

The collegiate system at Durham is thought to be beneficial to student belonging as it connects students beyond those on the same course or in the same society. The frequent social events run by colleges and Common Rooms provide more opportunities for students to expand their social circles, that can go further than just being in the same halls. Colleges at Durham have their own sports teams, their own societies, their own common rooms, and lots of communal socialising spaces where students can interact. General research on student belonging indicates that when students have more positive interactions with individuals and institutions that are connected to the university, they tend to have a better perception of their social belonging and integration.¹⁷ Students who have positive experiences at their colleges could be more likely to feel they have integrated successfully, but the opposite is true for those who have a poor experience. The SU Culture Commission uncovered a darker side to the culture at Durham with a prevalence of microaggressions, bullying, elitism, and a fear of speaking out due to lack of faith in the system to hold perpetrators to account.¹⁸ Unfortunately, these attitudes can manifest within the college environment, particularly amongst those on the Bailey who maintain their ardent traditions.

¹² Morgan, S. & Lister, P. (2003) <https://face.stir.ac.uk/documents/Paper26-MichelleMorganR.pdf>

¹³ HEFCE Catalyst Project (2019)

<https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/transformingtransitions/TransformingTransitionsFinalReport.pdf>

¹⁴ Rasco, D. et al.. (2023) <https://doi.org/10.1177/1521025120972962>

¹⁵ Pym, J. et al. (2011) https://www.scielo.org.za/scielo.php?pid=S1015-60462011000200004&script=sci_arttext

¹⁶ Hayman et al. (2022) <https://link.springer.com/article/10.1007/s43545-022-00574-7>

¹⁷ Rasco, D., et al. (2023) <https://doi.org/10.1177/1521025120972962>

¹⁸ Twins, S. (2021)

https://nusdigital.s3.amazonaws.com/document/documents/89262/Digital_Culture_Commission_Report.pdf

“Being in a Bailey college I have never come across so many entitled people in my life who think they are better than you because they went to private or grammar schools...”¹⁹

These attitudes are not reflective of every Durham student, however it is important to consider that colleges are not the only places students forge belonging.

Another way in which students find social belonging is through societies, associations, and student groups run through the Student’s Union. The key event for registering for societies is the Freshers’ Fair, at Durham this is held in the first week, being split across two days (Day 1, Sports and Day 2, all other societies). With the number of student groups and societies increasing every year, putting so many groups into the space can be an overwhelming experience for students.²⁰ Other Students’ Unions have recognised this and have introduced measures to reduce the risk of overwhelming students. At the University of Exeter, the Students’ Guild trialled a remodelled Freshers’ Fair with a different day assigned for different types of societies, for example, Academic Societies, Culture and Faith Societies, Sports etc. The Student’s Guild’s aim was to give students ‘shallower ends’ to increase chances of finding belonging amongst their peers and to give groups the opportunity to better promote themselves to students who are specifically interested in their genre of extra-curricular pursuit, rather than the entire cohort of new students.²²

Student Life

University can be seen as an opportunity to exercise independence. In many cases, it is also students’ first experience of living away from home and without parental figures, living instead amongst people similar in age and life experience to themselves. As such, it is a time in which students develop general life skills, for example cooking, managing finances, and being responsible for a household.²³ The induction weeks are those where students feel most vulnerable. Their networks are new and fragile, and they are also expected to adapt to a new environment whilst being given lots of new important information. Even if a student arrives prepared and ready to throw themselves into their academic and social pursuits, it can be difficult for them to find their feet and adapt to living in a new city. When universities think of induction it appears that student life is somewhat neglected, despite students feeding back in multiple studies that they would like to see more of a focus on how to find part-time work, and how to manage bills and finances. At Durham, students who seek part-time work are strongly advised by the University to not exceed a certain number of hours in part time jobs, and that work should ideally be in a college bar/shop, or through the University in some capacity. In the wider context, advice on finding part-time work is something students have asked to see and with the limitations Durham sets alongside few student-friendly employment opportunities due to the size of the city, more concrete advice could be useful.²⁴ Looking at this during the current Cost of Living crisis along with the University’s aim to recruit more

¹⁹ Ibid.

²⁰ Wallis (2023) <https://wonkhe.com/blogs-sus/students-need-shallower-ends-to-build-belonging-during-welcome-week/>

²² Ibid.

²³ Valentine et al. (2019) [https://research.ncl.ac.uk/media/sites/researchwebsites/arecls/Dr.%20Alina%20Schartner-----Main%20document%20with%20full%20author%20details%20\(1\)%20revised%20AS.pdf](https://research.ncl.ac.uk/media/sites/researchwebsites/arecls/Dr.%20Alina%20Schartner-----Main%20document%20with%20full%20author%20details%20(1)%20revised%20AS.pdf)

²⁴ Laing, C. et al. (2005) <https://doi.org/10.1177/1469787405059575>

students from low-income backgrounds (for more see the Access and Participation Plan), it is important to consider that many more students will require additional financial support. Such support may come from grants, funding, or by seeking part-time employment.²⁵ A useful resource provided by the University of Manchester's Students' Union is Job Shop which posts part-time, student suited roles in Manchester.²⁶

Durham Induction and Student Feedback

Method

To understand undergraduate student opinions on induction and orientation, focus groups with first year students were organised by the Students' Union and the Student Induction and Orientation Steering Group. The groups were informal discussions facilitated by SU staff covering four main areas of the Durham induction experience:

- Pre-arrival
- College Induction
- Welcome and Orientation Week
- Department Induction

In total, sixteen undergraduate students attended the focus groups across two sessions with an even split of home and international students, and a good representation of all faculties and colleges. Questions were developed in advance and used as a loose guide to keep the discussion on track. Focus groups were chosen due to the ability to create a familiar dynamic similar to a seminar or tutorial group, where students could agree and debate with their peers in a somewhat controlled environment. The questions used are available to view in Appendix 1.

Durham Induction – the Students' Perspective

Induction at Durham, from the perspective of students, is seen primarily through the activities put on by colleges with the department activities coming a close second. Students feel that the colleges offer the widest variety of social activities across the University. Across the board, the academic induction provided by departments is inconsistent with many relying on online resources and online communications in the early weeks. As for the Student's Union, the only event mentioned was Freshers' Fair and although this is a cornerstone of the induction week, it was suggested that it needs some further refinement, so students get the most out of the event.

The focus groups illuminated four main points of contention: academic preparedness, social integration, college allocation and facilities, and communication. Despite the discussions focusing on four areas of induction, colleges garnered the most intense discussion. Generally, students were satisfied with the majority of their induction experience, feeling as though they were able to enter their first year relatively prepared. However, there is still room for improvement amongst existing provision along with a need to develop new activities to create a more holistic approach.

²⁵ Durham University (2020) [2020-21-to-2024-25-UniversityofDurham_APP_2020-21_FINAL_10007143.pdf](#)

²⁶ Jobshop [Jobshop | Jobs Board \(jobshopsu.co.uk\)](#)

Academic Preparedness

Academic preparedness in this context is referring to students feeling they are ready and able to cope with the content and workload at the beginning of their first term at Durham. Worldwide, Durham is known for its academic rigour. With applicants needing high predicted grades to receive an offer, the assumption is that students will be prepared when they arrive. However, students commented that they felt as if they needed additional academic provision to adequately adjust. Before their arrival, students would like an accessible reading list to be sent out to them including what textbooks may be mandatory for their first year. It was noted that some faculties (DUBS, Arts & Humanities) do provide online reading lists, but these are often hidden on Learn Ultra, a platform incoming students are unfamiliar with. Students felt that receiving this list in advance would have kept them motivated to engage in preparation throughout the remainder of summer once their offer to study had been confirmed.

Referencing was also discussed at length. Students feel that referencing should receive more attention at the start of their academic journey, commenting that even towards the end of their first term they still do not have a firm grasp on how to reference appropriately. Students would like to see the offer of an online referencing course integrated within the online induction courses developed by departments, to give them a basic understanding of how to reference different types of material. During the academic induction run by departments, students would also like to see referencing take front and centre. This leads into a greater point that students would like to see academic skills more broadly incorporated into their academic induction, such as referencing, academic writing, how to read long and technical articles/books efficiently, developing successful studying habits early and setting up students for long-term success. Ultimately, students would also like to know what support is available and where to find it if they need further support in developing these skills:

“Some of the lecturers think we know everything when we get here but it’s a huge jump and that’s not just the content but also how they teach it and how we get examined. In college I could just ask my teacher for more support, or they would run sessions to help us structure our essays, but here it’s a lot more independent and I did struggle to know where to start.”

It was also noted that students would like to see some optional sessions available to get everyone up to the same academic level before term begins. For some courses, the subject is not available at A-level (or if it is, it is very uncommon) and so students feel they all start at a similar level. However, for certain subjects, students feel that lecturers skip past content they assume they learnt at A-level, which can be crucial to understanding essential theories and concepts. Classics was a specific course mentioned due to some students arriving with a good understanding of ancient Greek and Latin and some having never seen more than a few words.

Social Integration

The colleges at Durham contribute greatly to the social environment, and for many are a useful mechanism for developing strong friendships in their early months at university. Students agreed that colleges were vital in the early days for getting to know their peers, but did not necessarily feel that the events on offer enabled them to develop solid bonds. Activities run by colleges were felt to often revolve around drinking and venues or spaces are usually rented out by a single college or common room, meaning that the students are interacting with the same groups of people for the whole week. On the one hand, this can be beneficial, as a way of rapidly forming a strong, close-knit

college community with its associated informal peer support structures, but it does not work for everybody. To improve integration, students would like to see colleges collaborate and run events together so that new students can meet peers from multiple colleges and expand their social circles.

Departments were also mentioned as an area where students would like to see improved social integration. The Law and Business schools were seen to do this well, running social events with students and events where students and staff can meet. The Law School ran a formal dinner for international students to help them integrate which was viewed positively by students. To feel more connected to their departments, students would like to see events run by departments to help students get to know their peers. Joint honours students would find this especially useful as they often struggle to meet peers or form strong social connections when their time was divided across multiple courses.

"I'd like my department to run more social events, something with an activity that's not just us all sat in a room with coffee, so we can get to know each other better"

The final discussion topic around improving the social integration aspect of induction was the Freshers' Fair. The Freshers' Fair is a key event during induction week as it gives students an opportunity to join societies and student groups. However, some students find this event overwhelming with so many groups all trying to gain new members. Students felt they missed out on groups they would have liked to register to as there were so many groups in the space. Due to the intense environment, students also found themselves registering to groups they knew that they would have no interest in.

"I thought I could leave an hour free to have a quick look around, but it was very intense and there was a lot going on, most of which I wasn't really that interested in."

"I missed out on a lot of things I wanted to sign up to because I had students coming up to me all the time and guiding me over to their table. Most of the things I signed up for I probably won't ever go to."

College Allocation and Hidden Payments

Due to being a huge part of the DU experience, colleges were a large part of the induction discussion. Firstly, students found the college communications to be poorly organised and largely unhelpful. A concerning number of both international and home students reported being unaware that they had been reallocated to a different college, until they called to ask why they had received no further information about their moving day. For one student, this was the case two days before their flight to the UK. They had been reallocated from their first-choice college down to their last choice that they had not even had a tour of on their post-offer open day. College allocation was a pertinent topic for international students who felt that they should have priority on which college they attend. The rationale for this is many who are able to travel to a post-offer day are only able to see a handful of colleges and they feel it's important for their belonging to be allocated in a familiar place. However, it should be noted that there is no definitive evidence beyond the focus groups to suggest that this experience is exclusive to international students, it may also be the case that home students only view a handful of colleges. At the root of this seems to be managing students' expectations, and showcasing all colleges equally. College facilities also were discussed at length, and students feel that many of the colleges need to undergo serious refurbishment and facility updates, however that is outside of the scope of this report.

Hidden, yet expected payments to colleges such as JCR levies and Fresher's wristbands also came up as something students would have liked to be better prepared for. Hidden payments refer to unknown payments that students feel obligated to make or risk being excluded from key aspects of university life. Those mentioned were also often Durham University and college specific, and were seen as a limiting factor to how much students could enjoy their induction period. JCR levies were the most discussed, especially as they differ from college to college, but formal costs, freshers' event costs, society membership fees, gown rentals and purchases, gym memberships and association fees were also brought up. Students feel that colleges should be clearer in communicating what students will be expected to pay for in their first week, so they can arrive prepared. Despite charges being optional, it should be made clear which will significantly impact their university experience if they choose not to pay.

Communication

During the pre-arrival stage, students felt communication from Durham University and the Colleges was extremely poor. Students reported feeling lost, confused, and overwhelmed by both too much and a lack of information. Once students have accepted their offer, they are communicated with via their personal email accounts. University account information is then circulated and once the account is validated all communication switches to their student account. For some students, they would prefer communication to stay with their personal account until their student account is fully live and in-use to avoid information going to the wrong address. Another suggestion was for an email to be sent out to all students to confirm that correspondence will now take place through their student account so they know which inbox the information will go to.

"I didn't realise some of my module choices were getting rejected as the emails were going to my personal account and not my university one, so I would keep applying to the same modules because I didn't realise and then most of the modules I wanted to take were full."

Regarding communication channels, when prompted, students preferred email over any other type of communication channel and could not spontaneously suggest another channel they would prefer.²⁷ However, it was agreed amongst students that emails need to be used more effectively used especially at the beginning of term when there is a lot of information to communicate.

"During my first week I was getting a minimum of six emails a day, from college, from the Uni, and from my department. Then I would miss registration deadlines because I stopped reading them as I was getting overwhelmed."

Rather than transition to a new communication platform or channel, students suggested improvements they would like to see made to how the University and the colleges use email. Firstly, students would like emails in the first two weeks to be clear on what is important i.e., module registration deadlines, move-in information, expected payments, and what is optional. Secondly, students suggested sending an 'induction bulletin' style email with all the important information and links to valuable resources. Students would also like to see staff better able to signpost them to services they may need. When looking for additional support (if what was being offered by email was not sufficient) students would contact university offices by phone. It was noted by numerous students that they felt the phone calls were largely unhelpful as the staff often couldn't help them and didn't really know where to send them for additional support. It would potentially be useful for

²⁷ Suggested channels included Microsoft Teams, Sharepoint, Discord, Learn Ultra.

new students if there was an easily accessible information hub that contained any relevant websites or support services they made need.

Conclusion

To conclude, there is significant work to be done on the induction programme at Durham University. Namely, there needs to be more cohesion and cooperation across colleges, departments, the SU, and any other part of the institution offering induction provision to students. Students want to feel as though they belong at Durham and the colleges, though useful and central to the Durham induction process, are not the only way to do this. Departments need to increase their social offerings as well as ensuring that what academic skills development is offered is consistent across the University. Overall, students we spoke to enjoyed their induction period and felt it left them adequately prepared for their first year. However, it is also important to recognise the unavoidable limitations of this research. The students that attended the focus groups have no point of comparison and when asked their expectations of a university induction, many had not even considered it and had no prior expectations of what their induction should consist of. Looking at the offerings of other universities and the literature around induction, it is clear that Durham can continue to improve its induction programme and ensure that every student is set up to give them the best chance to succeed.

Recommendations

Taking into account the literature and what other universities are offering as part of their induction provision along with the student feedback the Students' Union suggests the following recommendations.

- a. Develop a central approach to induction based on the themes identified in induction literature.
Using the identified themes student expectations, academic preparedness, social belonging, and student life all relevant University institutions can collaborate on a unified approach rather than having processes governed by separate parts of the University (i.e., Colleges, SU, Departments etc.).
- b. Streamline communications for pre-arrival and during the induction period.
Communications being a point of contention amongst the focus group students highlighted that there needs to be a re-development on how the University goes about communicating important information with students. Email is the preferred method, but colleges, departments, and wider university structures should work together to ensure that what is being sent to students is cohesive. Moreover, too much information overwhelms students in their early weeks and as such, anything that isn't crucial should be added to an 'Induction Bulletin' email that is sent to all first-year students weekly for their first month.
- c. Consult with student groups and societies on how to improve the Freshers' Fair.
With the development of the new officer structure at the SU, there will soon be an elected officer whose role will be solely focused on supporting student societies, as opposed to our current Opportunities Officer who has much wider remit. Further student consultation, in

cooperation with this officer, can be conducted to develop an evidence-based plan on how to improve Freshers' Fair.

d. Run departmental and inter-collegiate events during the induction period.

Students want greater opportunity to engage with peers from multiple colleges rather than just their own and suggested having inter-collegiate events during induction week such as a formal, or a ball. Additionally, they would like to see an increase in social events run by departments to increase their chances of developing belonging outside their college.

e. More information available to students from Colleges.

Before their arrival, students felt in the dark about their college, how their room would be, and were surprised by what we have called 'hidden payments'. Colleges should provide an information pack with both formal knowledge, such as facilities available, room types, and societies, but also information from former students with anecdotal advice i.e., what amenities are worth paying extra for, best study spot etc.

f. Ensure there is a focus on student development beyond the induction period.

Induction is a crucial part of preparing students for their degree programme and the increased focus on it can only be beneficial. However, improving the induction should not remove focus from providing adequate support to students throughout their entire degree programme. More specifically, there should be support available to help students transition from their first year to their second and so on. Although this report is focused on UG students, there also should be help available for the transition from UG to PG degrees. Students continue to develop throughout their degree programme, but it should not be taken for granted that all students do this seamlessly and do not need extra support. The additional provision developed for induction could also be extended to ensure that students needing additional support don't fall through the cracks.

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Appendix 1 – Focus Group Questions

Pre-arrival

What do you think a University Induction is?

- What expectations did you have for a University Induction before you arrived?
- Is there anything in particular you felt you needed before arriving at University?

How did you find the experience before arriving in Durham?

- What worked well and not so well for you, what would you like to see more/less of?
- Which communication methods worked for you?

College Induction

Tell us more about your experience when you arrived at your College (positive and negative), what could DU do to enhance this for future students

Welcome Week

What was your experience of Welcome Week?

- What stood out for you?
- Were the activities available diverse enough?

Department Induction

What was the most positive part of your department induction?

- Did you feel academically prepared?
- What did you feel could be improved?

Overall Experience

Thinking overall of the following four areas of your journey to Durham and online support – what did you enjoy, what can DU improve?

- Pre-arrival
- Welcome Week
- College induction
- Department induction