



# EVALUATING INTERDISCIPLINARY 'WELCOME, INDUCTION, AND TRANSITIONS' SUPPORT IN THE UNDERGRADUATE CURRICULUM.

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## Introduction

The concept of decolonisation can have a umbrella term which it can hold a different meaning to different people but the main idea is abandonment of military, political, governmental rule of a colonised land by the invaders. There have been several decades of ongoing efforts to decolonise the curriculum to encourage the knowledge and development of all people are valued and included in post-colonial higher education curricula. The decolonising of curriculum was highlighted through the 'Rhodes Must Fall' campaign in Cape Town, South Africa, and Oxford, UK in 2015. From the events, the student union campaigns followed on which then made the UK universities to consider how to start to decolonise the curriculum. When looking at the undergraduate curriculum it is important to look at the access to higher education and the different classifications of backgrounds. The groups include, gender, ethnicity, disability and socio-economic status. Some of the barriers to have equal access, participation and outcome include, prior attainment of students, financial concerns, the prevalence of sexual and racial harassment on campus and having insufficient advice or support during university. Therefore, looking at a student's transition to university is a huge period of change, where expectations have been created that can affect adaptability and success.

## Methodology

This research will use a quantitative and qualitative approach. There will distribution of an online questionnaire to gather both quantitative and qualitative information about what students current and desired perceptions are for welcome, induction and transition week. Also, engage with the students through a focus group. Topics covered will include: Sense of belonging in university / The transition period to university / Welcome Week / What inclusivity means / Decolonisation.

The desired outcome is some key objectives for ensuring the students feel comfortable engaging in this type of content. Secondary outcomes include a workable model that can be applied to help students feel a sense of belonging beyond the welcome week.

## Aims

1. To understand the sense of belonging at university
2. Explore ways students, especially non-traditional students, can feel more belonging at university, particularly at welcome, induction and transition week
3. From the data, hope to suggest recommendations that could change the current policies and procedures currently in place for welcome, transition and induction week.

## Next Steps & Future

The project is still ongoing, and this was due to a delay in the ethical approval process. The ethical approval for the project has recently been accepted, so the data is currently being collected through the questionnaire, and the focus group will be taking place in a few weeks. Once the data is collected, it will be analysed and transcribed.

It will be interesting to see what data is collected and hear the opinions of current students relating to the research title. From the data, it is hopeful to see a change in the curricula at the University of Leeds. In the future, it would be ideal to take the research nationwide to collect data from other universities and understand the transition phase more comprehensively. The research project is open to changing the outlook on pedagogical methods and bringing it to parliament to change the education policy within the UK.

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