



# Induction: a professionally oriented treasure hunt

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**This is City.**

# Outline

- Context
- Background
- Aims
- Activities
- Evaluation
- Reflection
- Next steps

# Context

- BSc Speech and Language Therapy
- Intake of 68 students
- Mix of school-leavers and mature students
- Mixed disciplinary background
- Mixed professional experience



# Background

- City treasure hunts
  - Journalism and LEaD ([2014](#), [2017](#))
- Literature on induction and retention (e.g. Tinto 1993; 1995)
  - Importance of initial experience (McInnis et al, 1995)
  - Activity based induction (Edwards, 2003)
- What helps students to stay on their programme?
  - Professional goal commitment (Tucker, 1999)
  - A sense of belonging to the institution (Milem and Berger, 1997)
  - Peer support and socialising (MacKie, 2001)
  - Relationships with staff (Brooman and Darwent, 2013)

# Aims for the treasure hunt

- Students begin to develop a sense of professional identity
- Students navigate the campus and begin to feel a sense of belonging to City
- Students form relationships with peers
- Students meet and interact early with key staff

# Planned activities

- Breakfast
- Talk from PD / year leader
- Small-group treasure hunt
  - 3 hours
- Debrief and evaluation

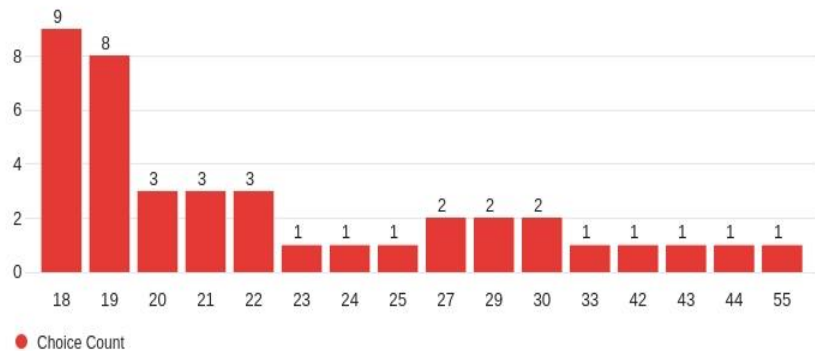
Location	Activity
Helpdesk	SLT assessments
Lab	Speech in noise
Technician office	Video cameras
Clinic	Verbal fluency
Bandstand	/s/ words
Library	SLT books
Refectory	Interview and PT

# Evaluation

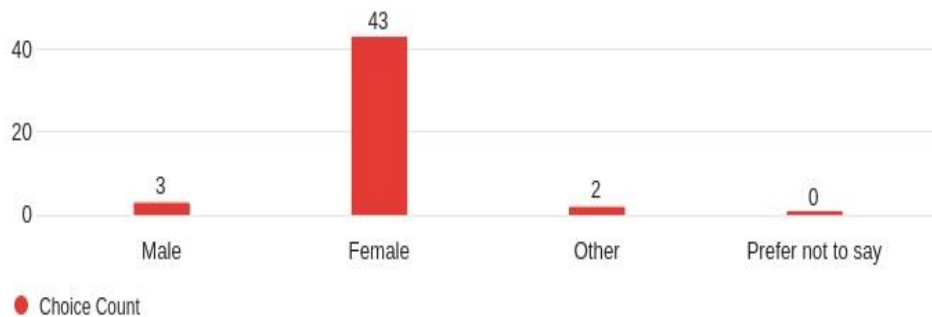
- Detailed demographics
- Rating scales related to the four areas of interest
- Free-text comments
  - Thematic analysis
- Later work to correlate with retention

# Results – selected demographics

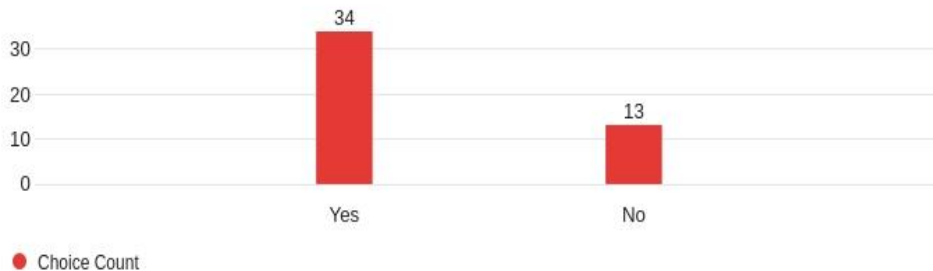
Q5\_1 - How old are you?



Q4 - Which gender do you identify with?



Q15 - Is this your first degree?





# Results – rating scales

- In answer to the following questions, the percentage of respondents indicating agree or strongly agree (N=48/63, 76%)
- The treasure hunt has helped me to:
  - find my way around the University **91%**
  - develop my identity as a Speech and Language Therapist **44%**
  - get to know other students on my course **100%**
  - get to know staff teaching on my course **89%**
  - feel a part of the University **84%**

# Results – free-text comments

- Informative, fun, good bonding activities but SLT related which is even better!
- The treasure hunt had a great deal of effort put into it. I appreciated it so much and really found the activities interesting [sic] and very informative of the course ahead.
- Feel like I really got to be somewhat comfortable with the people on my team and get to know them and maybe have had [sic] made new friends.

# Reflections

- Resource intensive (Kay et al., 2019)
- Group-formation (van der Laan Smith and Spindle, 2007)
- Number of students and timings
- Self-isolation / live-stream
- Professional identity

# Next steps

- Further analysis (thematic and relationship to retention)
- Repeat in September
- Review invitations
- More staff
  - Videos to introduce activities
- 'What do I bring to being an SLT' - activity?

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