



Student Induction Survey Report

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Executive Summary

- Total 574 responses (327 previous year) consisted of 434 UG students (76%), 96 PGT students (17%), 39 PGR students (7%), and 5 Other (Foundation Year, PGDIP) - important to note that responses decreased as survey progressed which is a natural and unavoidable limitation of the methodology
- The majority of campus-based and distance learners felt that the information provided to them pre-arrival helped them settle in
- The majority of students both campus-based and distance, and from all levels of study, felt welcomed when joining the University. Campus-based learners felt the most welcomed by their College and least welcomed by the Students' Union and JCR. Distance learners felt the most welcomed by their department and least welcomed by JCR and societies. This matches previous year results.
- Campus-based students were most likely to find information about Welcome Week events 'using the Welcome Week Timetable', while distance learners were most likely to find information 'via the University website/Student Portal'. This matches previous year results.
- The majority of campus-based learners across all levels of study took part in the Welcome Week activities and of those who took part in, the majority across all levels of study and programmes found them helpful in setting them up for success at University. However, the majority of distance learners did not take part in Welcome Week activities. This is a decrease from the previous year.
- Campus-based students that did not participate in Welcome Week activities were most likely to do so due to scheduling issues. Distance learners were most likely to not participate due to 'Other' reasons such as being unaware that there were any. Both campus-based and distance generally did not feel as though they missed any vital information or were disadvantaged. – Those that did feel they missed out mainly felt disadvantaged when it came to course information, check-ins, and socialising
- Among campus-based students, the majority feel they spend the most time with the people they live with and the people on their course. This is the same result as the previous year.
- Both campus-based and distance learners across all levels of study felt that they had mainly made friends on their programmes, however distance learners were also more likely to feel they haven't made friends yet. This is the same result as the previous year.
- Among campus-based students, all levels of study were more likely to feel at home in Lancaster even if it took time. Among distance learners, the majority feel they belonged to Lancaster after Welcome week, an improvement on last year where they were more likely to say that didn't quite belong to Lancaster University yet.
- In rating their Welcome Week experience out of five, both campus-based and distance had an average of 4/5 stars (rounded). The same was true for each level of study
- The majority of UG and distance learners felt that induction activities had not continued after Welcome Week. The majority of PGT and PGR students were more likely to feel unsure if activities had continued. This differs from the previous year where all levels of study were unsure. Those that did find them to continue found it was their colleges that continued them the most.
- The majority of campus-based students have spent time off campus since arriving with the most popular reasons being essential and non-essential shopping, and for pubs, bars, and nightclubs
- The majority of all levels of study across campus-based and distance feel they know how to access wellbeing support at Lancaster University with the most common places they would go for support being through directly contacting the wellbeing team or using the website/portal/nightline to find advice
- Suggestions on improvements that could have been helpful to students' transition can be found in the Suggested Improvements section at the end of the report

Introduction

The following report highlights the feedback given to Lancaster University via a survey shared to students, both campus-based and distance learners, about their experiences during their induction to the university. Specifically, pre-arrival experiences, Welcome Week experiences, and information and reflections on how they feel they have settled in. It contains a concise overview of the qualitative comments provided by students in the text box response questions, utilising their own quotes and suggestions in combination with the quantitative data obtained by multiple choice questions and questions asking for ratings and measurements. The aim of this report is not only to clearly communicate where necessary improvements must be made for future student induction processes but also underline the current good practice. By offering an unbiased analysis of the comments, it is the hope that amendments can be more efficient, thus improving both the student induction experience and feedback.

Methodology

Students at Lancaster University were invited to take part in a Student Induction Survey following their arrival and induction at the University for the current academic year. The survey received 574 responses total and consisted of 34 questions with significant branching between them, meaning that not every respondent answered the same questions. At question 3 initially, respondents were asked 'Where is your programme of study based?' and those who answered 'Distance/online learner' were taken to an almost identical set of questions as those who answered, 'Lancaster University campus'. Respondents within each set of questions were also branched at certain points based on their answers and these have been clarified and highlighted throughout the report.

Prior to analysis, the questions have been split and organised into the following subsections: Demographic, Pre-arrival, Settling into the University, Post Welcome Week, Wellbeing support, and Suggested Improvements. Participants were also given the option to register their interest in entering a prize draw for one of four £50 vouchers following their completion of the questionnaire.

To analyse the responses, a combination of quantitative data and qualitative data obtained from the survey have been used in tandem to create a report that summarises the feedback in an accessible and credible manner and a summary of the recurring points raised throughout the report and the suggested improvements have been compiled at the end. This report is written in the hope that it can be used to aid in informing Lancaster University of its good practice and areas for improvement on the induction process.

Acronyms & Terminology

UG – Undergraduate

PGT – Postgraduate Taught

PGR – Postgraduate Research

FY – Foundation Year

PGDIP – Postgraduate Diploma

PT – Part-time

FT – Full-time

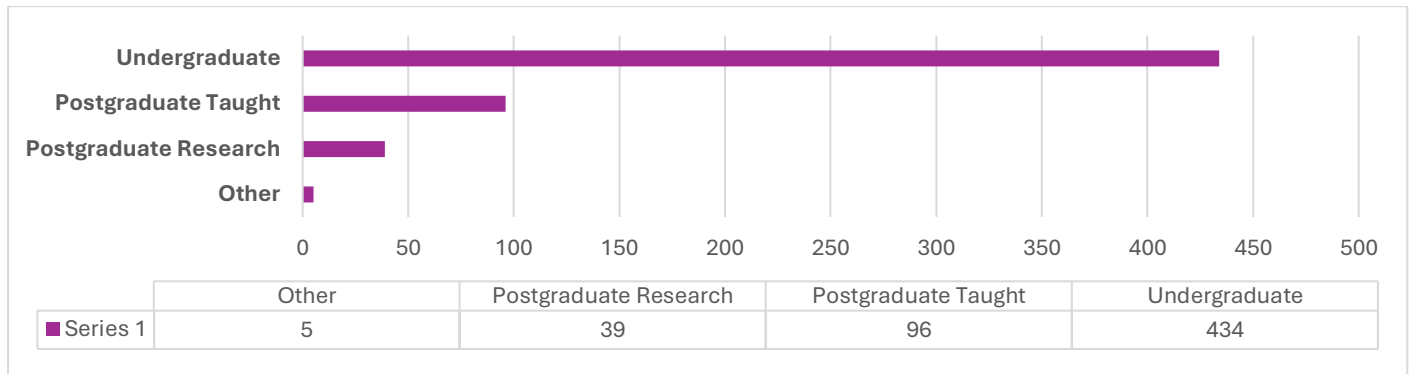
LUSU – Lancaster University Student Union

JCR – Junior Common Room (refers to students' college community, each JCR has an exec team, often referred to as JCR's, that provides help, advice, and welfare support and may also host events and activities)

Society – extracurricular clubs and sports for students to join

Demographic

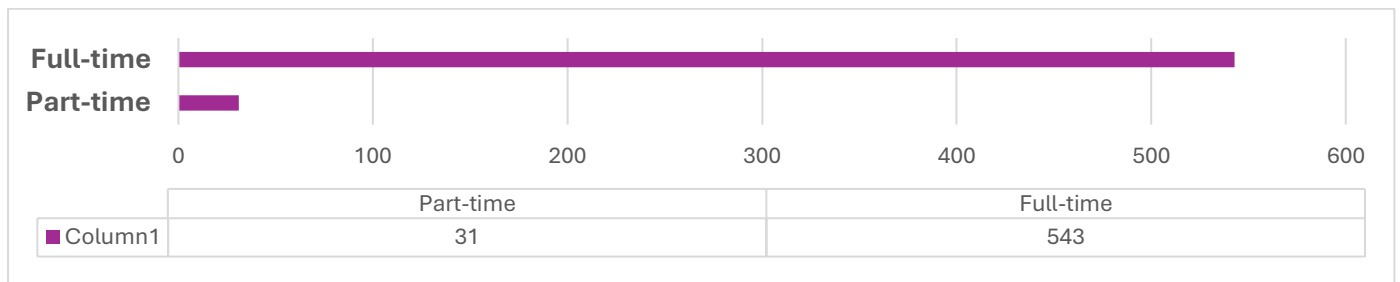
Level of Study



Total respondents: 574¹

‘Other’ consists of the following divide: Foundation Year (2), Postgraduate Diploma (2), International Cultural Exchange Programme (1) – due to the low numbers, this group will be considered in the whole but not individually.

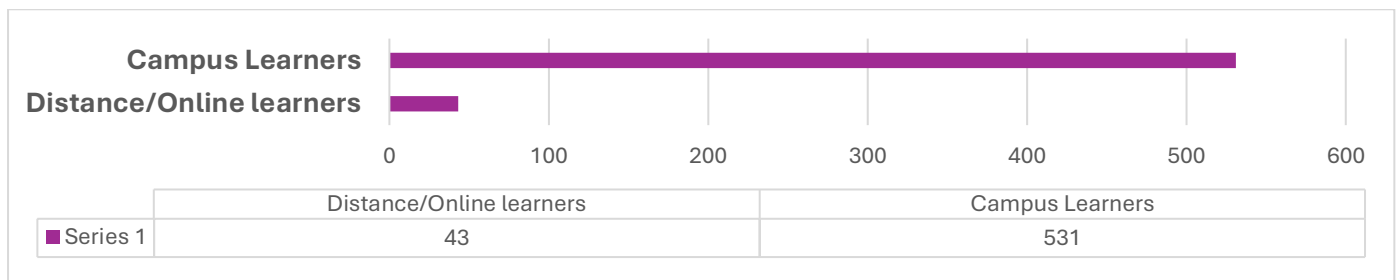
Mode of Study



Correlation to Level of Study

Of the 543 full-time respondents, 431 were UG, 75 were PGT, 32 were PGR, and 5 were Other. Of the 17 Part-time respondents, 3 were UG, 21 were PGT, and 7 were PGR.

Programme Type



Correlation to Level of Study

For the 531² campus learners, 426 were UG, 74 were PGT, 30 were PGR, and one were Other. For the 43 distance/online learners, 8 were UG, 22 were PGT, 9 were PGR, and four were Other, demonstrating a significant

¹ PGT total count includes the one response stating ‘masters’

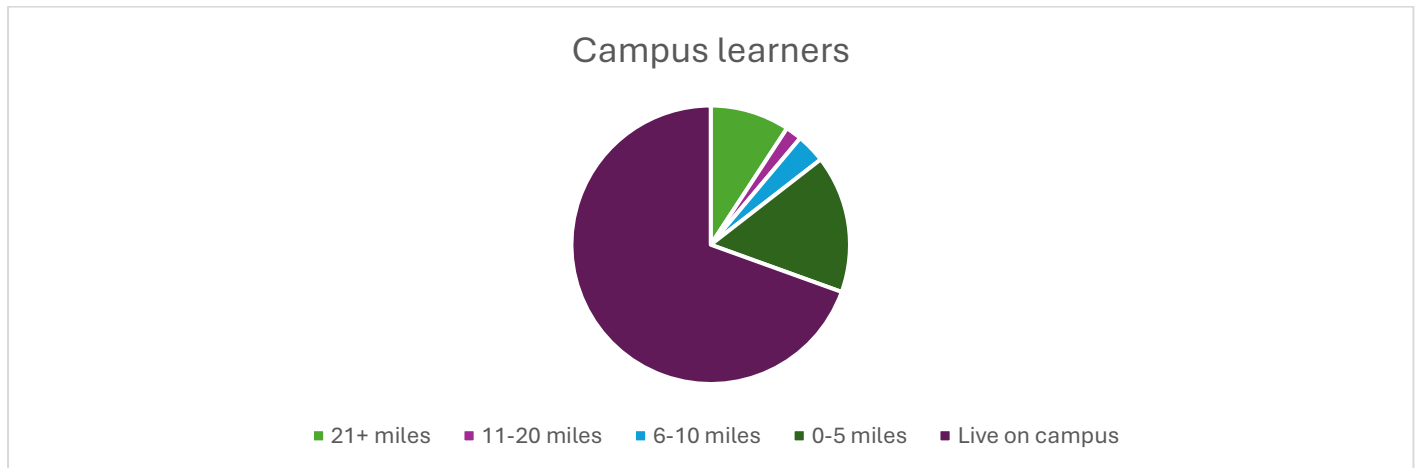
² 537 respondents originally stated they were Campus learners, however, six then went on to state they were ‘distance learners’ in the following ‘How far do you live from campus?’ question. As a result, they were automatically branched to the question set designed for those who answered ‘Distance/Online learners’ in this initial question (37 originally). As these six respondents

difference in response rate between campus-based and distance learners. This difference will be considered throughout the report when observing distance learner specific feedback.

Correlation to Mode of Study

Of the 543 Full-time respondents, 517 were campus learners, and 26 were distance/online learners. Of the 31 Part-time respondents, 17 were Distance/Online learners, and 14 were campus-based. This highlights that not only is full-time seemingly the most popular mode of study, but also that campus-based learning is seemingly the most popular (or at least most documented) choice for programme type.

Other Useful Demographic Correlations



Graph above shows where students are most likely to live as a campus-based learner.

For further clarity:

Of the 531 Campus learners, 517 were full-time (FT) and 14 were part-time (PT). Table shows level of study divide to highlight how far each level lives from campus:

	Live on campus	0-5 miles	6-10 miles	11-20 miles	21+ miles
UG	335 (inc. 3PT)	44	12	8	27
PGT	24	29 (inc. 6PT)	4	2	14 (inc. 3PT)
PGR	9	12	1	0	8 (inc. 2PT)

To surmise, this highlights that the vast majority (365) of FT students live on campus, and that most of those (332) are also UG. This also shows the expected trajectory of students typically moving away from campus as their level of study increases, as of the 92 total FT Postgraduate respondents, 33 lived on campus while 59 lived away – a much smaller difference than within the UG group.

Notably, numbers also show that those in PT Postgraduate levels of study are less likely to live on campus, as none of the 14 PT Postgraduate campus-based learners live there.

answered the same question set as the original 37 'Distance/Online learners', they have been added to this total (now 43) and removed from the 'Campus learners' total (now 531) instead. Potentially, these respondents were mistaken in this question but as this cannot be determined, they have not been removed from the survey.

Pre-arrival Feedback

Induction Information

‘Did you feel that the information provided to you before starting your programme at Lancaster University helped you settle into university life?’

Campus

In terms of students feeling that the information provided prior to their programme starting helped them settle into university life, 78% (415 of 528³ total campus learners) responded ‘Yes, I found everything I needed and felt fully prepared for starting my programme’. Within those who stated ‘yes’, 82% consisted of UG (343) and the remaining being a divide of 12% PGT (51) and 5% PGR (21).

94 (17%) respondents of 528 felt the information ‘Somewhat’ helped them settle, with a divide of 75% UG (71), 18% PGT (17), and 6% PGR (6).

Only 19 (3%) respondents of 528 felt that ‘No – the information was missing key information I needed before starting my university programme’ (11 UG, 6 PGT, and 2 PGR).

Distance

Of the total 43 distance respondents, the majority (26) also stated ‘Yes, I found everything I needed and felt fully prepared for starting my programme’ (4 UG, 4 PGR, 17 PGT). 13 of the distance learners state they felt ‘Somewhat’ prepared (3 UG, 5 PGR, 3 PGT). Finally, only four distance students in this sample reported feeling unprepared. Due to individual level of study numbers predominantly being below 10, only raw numbers and not percentages have been used, so as to avoid potentially misleading statistics.

Based on the minority of the campus-based sample (19), the information provided pre-arrival is represented as a positive aspect of the student induction experience. Potential suggestions to continue ensuring this area of good practice were also left and have been qualitatively summarised in the following section.

‘What information would you have found useful in helping aid that transition to your university programme?’

Those who answered ‘No’ or ‘Somewhat’ to the previous question were then asked the following two. Direct quotations will be indicated in *‘purple italics’* and the level of study of the respondent that each quote is from will be written in brackets directly after the quotation.

Campus

Of the 528 campus learners, 89 left comments which were sorted to answer the question in the following sub-themes: Additional Information, More clarity, and Earlier information.

Of the 89 comments, 49 related to wanting additional information. Primarily, 19 respondents would have liked more departmental information, such as the *‘structure of the course i.e. which schools I’d belong to’* (UG), *‘the differences between seminars and lectures’* (UG), *‘information about optional courses’* (PGT), and *‘how courses were going to be taught’* (UG). Additional information for online resources and *‘how Moodle works’* (UG) was also particularly common, with students finding that *‘because I missed all of my introductory events for my course...I struggled to figure out how to set up my email and university IT account’* (UG). Respondents suggested that perhaps a *‘link to a WhatsApp group or messaging service where you can talk with other people on your course’* (UG) or a *‘mock day where you attended several lectures’* (UG) may be beneficial during, or prior to, Welcome Week.

From an international point of view, one respondent would have liked additional information on *‘how to improve English’* and *‘tips about how to live in Lancaster’* (PGT).

³ The total number of respondents which answered this particular question after earlier drop off’s

16 of the 49 respondents wanted more information regarding transport, navigation, and commuting. For example, being given a *'town map'* (UG), directions to *'key places like shopping,'* (UG) or *'more information about buses and how they work here. What buses to take to get into town, price, etc.'* (UG). Several respondents also *'had no knowledge about the iLancaster app until I got into lesson'* (UG) – meaning they would have been unaware of map resources found there. This was also reiterated by a PGR student who stated: *'I didn't know how to connect to the WiFi, I didn't understand the IT account system, I didn't know how to use Moodle, I struggled to attend all the intro sessions for my course/college/activities because they all [clashed] timing wise'* (PGR).

10 of the 49 wanting more information related specifically to accommodation, with requests such as a *'more detailed description of what was included'* (UG), *'the address of the room'* (UG), *'more info on the differences in accommodation types...examples of what they look like, price etc.'* (UG), and any help available on moving day. Some stated that they were unaware they *'could purchase pillows and bedding'* (PGT) and would have appreciated more information on *'how to perform the inventory check (what you should look out for and how detailed you need to be)'* (UG). Several respondents also felt that knowing *'who my flatmates were before arriving'* (UG) and having *'details on where people live following first year'* would have helped them settle in.

Still regarding the need for more information, eight respondents would have liked to know more about facilities on campus. For example, the *'location of the nearest things to specific buildings'* (UG) including *'laundromats, stores, and restaurants'* (UG) and their proximity to specific colleges. Another respondent cited that they were *'never offered a tour of facilities'* (PGR).

Finally, four respondents requested additional information on *'mental support'* (UG), specifically *'being realistic and direct about the settling in process'* (UG).

Of the 89 comments, 27 requested clearer information and better communication with respondents finding that *'information was available but not communicated in an easily digestible or attractive way'* (UG). This was often regarding the Welcome Week timetable with respondents requesting a *'clearer way to view all the events in freshers'* (UG). Respondents also felt that *'it wasn't made clear that the rest of the induction information I needed was on my Lancaster email account so I couldn't see it for a while'* (UG). Others reiterated this struggle: *'I didn't realise I had a university email'* (UG), with *'departmental information was hidden on an obscure Moodle page that disappeared after welcome week'* (PGT). Respondents suggested that *'perhaps a physical copy of the information could've been provided such as degree outline as this would be helpful to constantly refer to throughout the degree'* (UG) and specifically *'better communication about when things are and when things are due'* (UG), and for these to *'preferably in fewer emails as the volume of emails was overwhelming and confusing'* (PGR).

Based on the comments, more clarity was also needed on how to check-in for lectures as some were not *'aware that you needed to use the app for clocking attendance'* (PGT). Similarly, there was confusion around information such as *'what percentage equals what grade'* and module selection: *'[it] should be made clear which modules you can pick in combination due to timetabling'* (PGT) as respondents found that *'many things in my programme were cut and changed last minute...I had already read a lot of the texts for my modules but they no longer existed. The lack of communication from the administration made me feel helpless and confused'* (PGT). This lack of clarity seemed to particularly affect commuting students, with one summarising that *'there were elements that, I assume, would be obvious to students close to, or living on campus, but were just never made clear to me. For example, the fact I had to actually go and collect my student ID in person, and on pre-determined days...I have never been asked, despite the university knowing that I do not live on campus...if I wanted a campus tour or any sort of introductory session. Everything is left for me to find out on my own...the lack of assistance made starting university fairly overwhelming and unnecessarily additionally stressful'* (PGT).

There were several requests for *'accurate information regarding the parking restrictions for the 2025-2026 academic year'* (PGR) which were found to be *'confusing, especially if you need to stay after 6pm but can only book using the app until 6pm'* (PGR).

Finally, respondents requested clearer information on the *'wellbeing support available'* (UG) and, from an international perspective, *'it could be better if you'd have a friend or representative guiding you around to familiarise your settings. Being an introvert and navigating study in a foreign country is tough'* (PGT). Other suggestions to tackle this included clearer signposting (or creation of) of college WhatsApp groups and facilitation of *'better communication between students and staff'*.

Of the 89 comments, 16 also requested information to be delivered earlier to allow for more preparation as they felt that *'there wasn't much time to organise everything'* (UG) before Welcome Week. This included information such as an earlier delivery of the timetable as many found it was *'released only a week before term starting'* (PGT). The issue with timetables being shared *'very late'* was particularly common among PGT comments with one respondent summarising: *'There was zero communication about the first few weeks at Lancaster. No guidance on where to find timetables and no emails about the induction week. Because of this I missed the induction week. Maybe international students get more guidance, but as a domestic student I felt completely in the dark'* (PGT). This is similarly backed up by data from a PGT student looking at the communication received prior to the start of their course. In this sample, the student received 23 emails prior to the start of their course with the majority (12) containing information about settling in only arriving between 09/09/2025 and 08/10/2025. Within the 11 emails received before this, only two related to welcome information. Moreover, an email informing the student that their part-time course was no longer available and offering the alternative of full-time was only provided on 31/07/2025, giving them just under two months to change previous arrangements.

Others would have also liked earlier information relating to their exam timetables, *'reading lists'* (PGT), and *'minor modules...because there was a lot of information and I would have liked more time to choose'* (UG).

One commuting respondent summarised the repeated issue of needing earlier timetables for planning purposes: *'I feel like timetable is made for students who live on campus only, not for the ones who drive. I come on Tuesday and Wednesday only for one lecture...cost of living is very high...so sometimes I struggle to pay for gas to come only for one lecture 2x a week, it could be easily fit to one day'* (PGT).

From a PGR perspective, respondents cited that *'the whole PGR welcome event timetable was unclear'* (PGR), and that *'there was far too much information provided all at once, making it impossible to absorb much of it...It was very stressful. It would be far easier if things were taken at a slower pace...if one thing was introduced, i.e. how the Moodle works. And then, a few weeks later, another thing was introduced. Not everything, all at once. I daresay it was so overwhelming that I shut most of it out...It would have been better to have it posted on a site and let the students go through the information at a leisurely pace from September to November'* (PGR). In observing the emails received by a PGR student before arriving, this is supported further with the student receiving a total of 19 emails between 25/09/2025 and 06/10/2025 all containing information from eleven different sources. Moreover, only three of these 19 were sent prior to Welcome Week starting on the 29th September (one on 25/09/2025, two on 26/09/2025).

Distance

A notable difference between campus and distance learners is that everybody who answered the previous question (including those who answered yes) were directed to answer this question too. Meanwhile, only those who answered 'no' or 'somewhat' among the campus-based learners were asked.

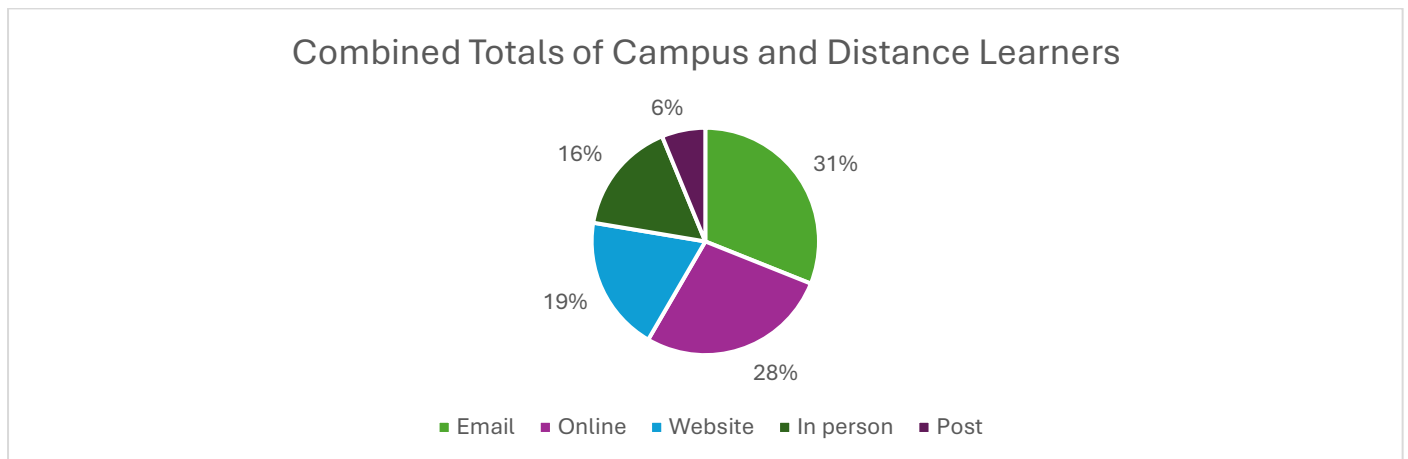
Of the 43 distance learners, 34 left comments. 14 of these related to wanting clearer information with one student feeling that *'the quantity of information in the induction was overwhelming, particularly as a distance learner as much of the information did not seem to be relevant'* (PGT). Specifically, distance students requested clearer information from their courses regarding *'how to use Moodle'* (PGT), the *'term dates for events,'* (PGT) and, for PGR specifically, *'clearer information in advance about academic expectations, assessment methods, programme structure, key academic support services, and available wellbeing and language support for international students'* (PGR). Suggestions to combat this within PGR included *'clearer communication'* on departmental *'teaching and*

academic support roles' (PGR) and 'having all the information within one document that highlights everything I must do to complete the PhD. For example, the PGR regulations, compulsory upload of supervision meetings on Moodle, and the required ethics and sexual misconduct training courses that I had to take' (PGR).

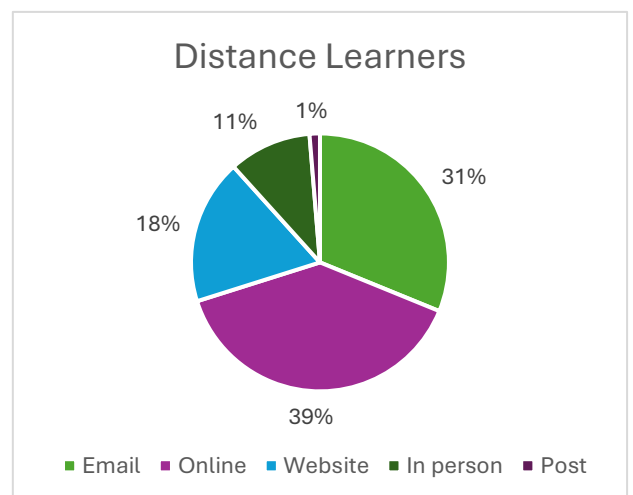
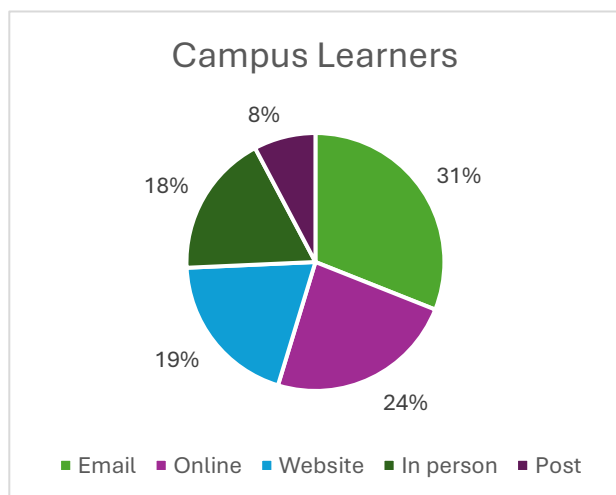
Nine of the distance comments related to wanting additional information such as 'the usefulness of Search resources on One Search' (PGT), 'what additional equipment could be given to support us. e.g. Laptop stands, equipment that aid us in our ability to work' (PGT), and 'recordings available to catch up' on induction materials (PGT).

Four comments related to wanting earlier information, with some finding 'the information provided prior was minimal' (UG) and another feeling that they 'missed out on information that was only delivered once and in-person' during Welcome Week, suggesting a 'better and more comprehensive overview of the FHASS resources and the training available and dedicated such for distance learners' (PGR). Another reiterated that an earlier explanation of 'how a long-distance programme works (as compared to the traditional campus-based learning)' (PGT) could have been useful. One student also felt that 'earlier contact from the University and perhaps getting me in contact with my cohort ahead of time, such as a synchronous session to get to know each other in person' (PGR) would have helped them to settle in and feel more connected to the University.

'How would you have liked that induction material to have been delivered?'



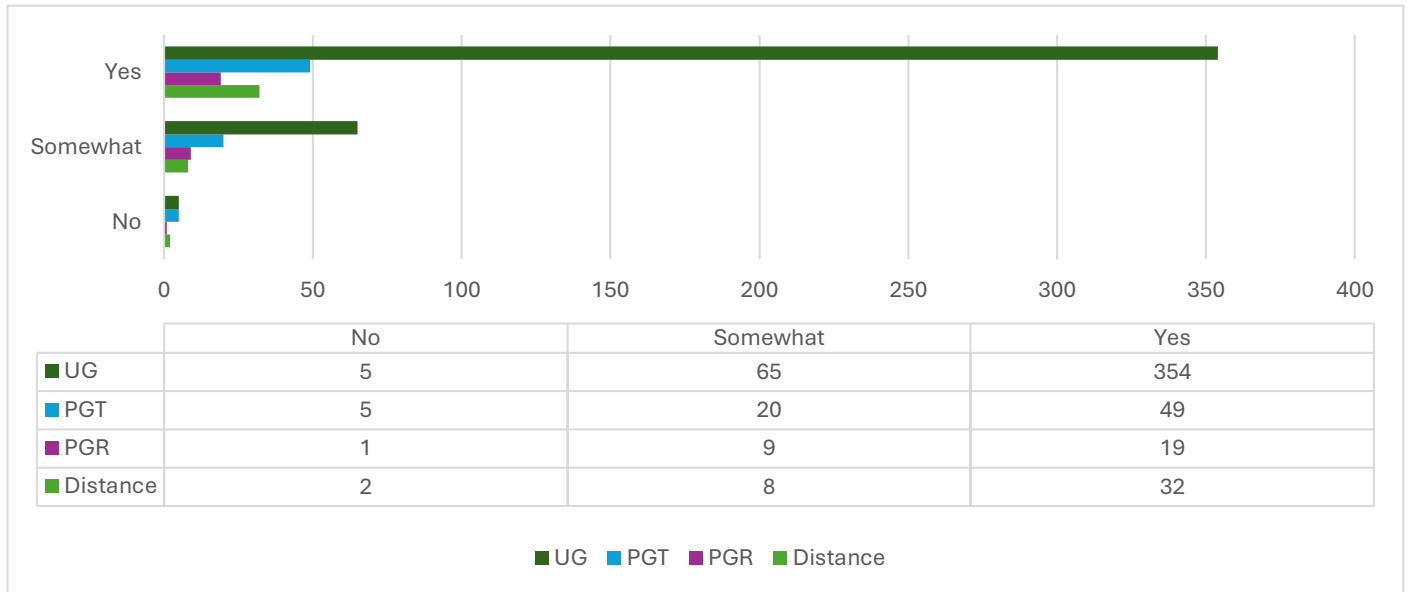
In combining the numbers from both campus and distance learners in this question, 'Online' was selected first a total of 66 times across both sets, which could indicate that it is the preferred option overall, as despite the 'Email' option being selected most frequently (100 across both) it was only selected first out of the other options a total of 38 times. For further clarity, the data has also been split into campus and distance specific charts to highlight the preferred option and specific percentages within each programme type too. A reminder that the lower number of distance respondents means that data should be taken into consideration.



Settling Into University

Feeling Welcome

'Did you feel welcomed when joining the University?'



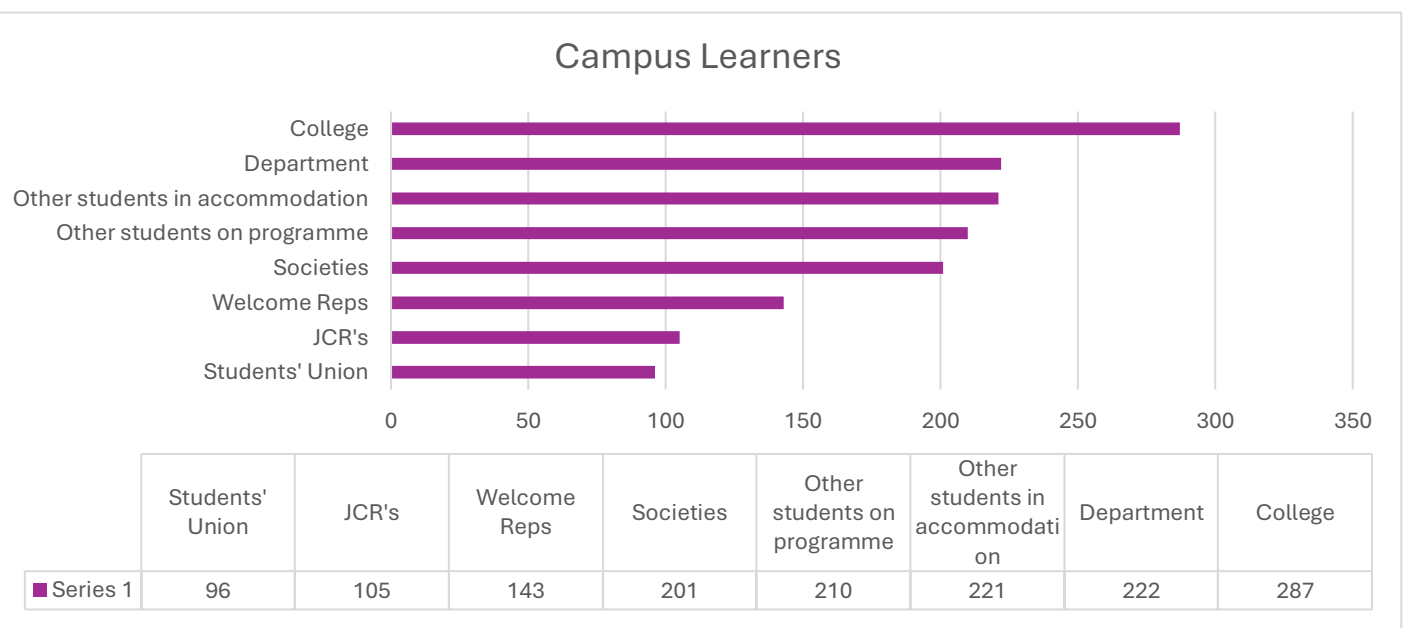
527 total respondents

Distance learners have been grouped and added to this chart due to the lower total respondent number (42). For clarity, the divide of distance learners who answered 'Yes' was (6 UG, 16 PGT, 7 PGR, 3 Other), the divide for those who answered 'Somewhat' was (2 UG, 3 PGT, 2 PGR, 1 Other), and the remaining two for 'No' were both PGT.

80% of 527 campus-based learners (422) responded 'Yes' (with 83% of those specifically being UG), 17% (94) responded 'Somewhat', and only 2% (11) responded 'No' – A highly positive result for this question. There were also only 2 responses for 'No' from distance learners while 74% responded 'Yes'.

'Who did you feel welcomed you?'

This question was asked only to those who had previously answered 'Yes' to the question before it and were asked to 'select all that apply'.



Based on 422 total of those who said 'Yes'.

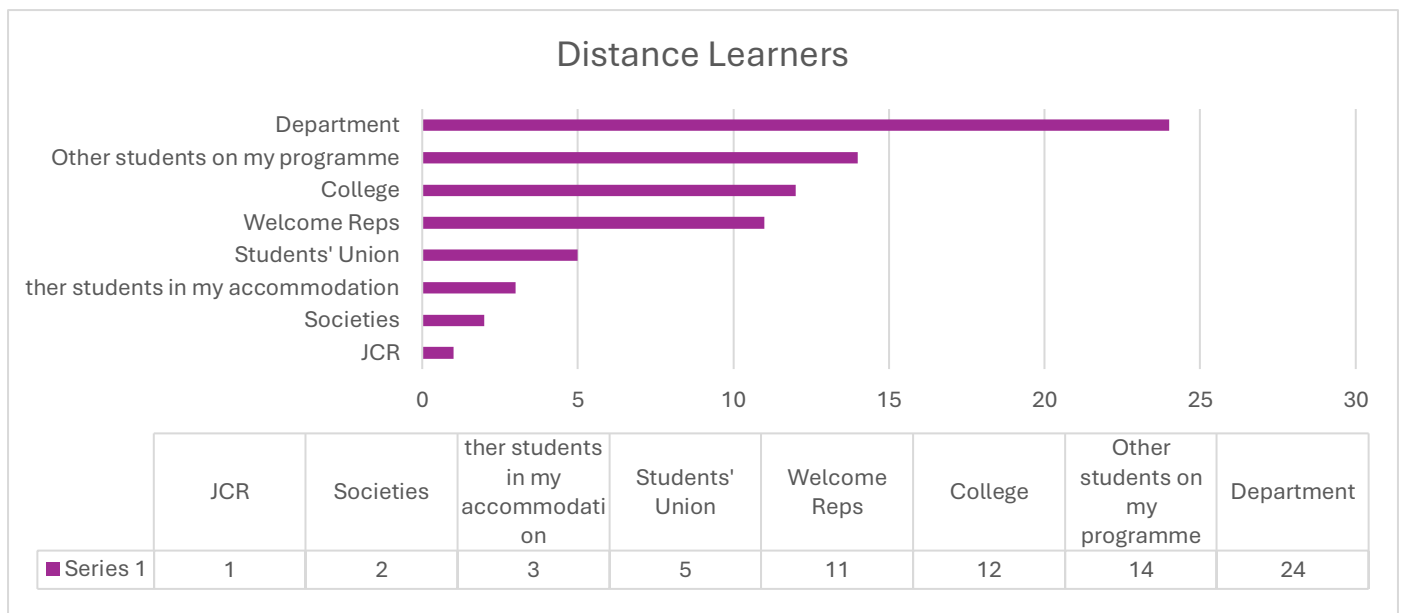
Campus-based learners reportedly felt the most welcomed by their 'College', 'Department', and 'Other students in their accommodation and programmes', the same result as last year. They also felt the least welcomed by the 'Students' Union' and their 'JCR's', as seen in the table above. The previous year, students' felt the least welcomed overall by their JCR, changing to the Students' Union this year. 'College' was also the option selected first most frequently (245 times), solidifying it as the most popular answer while 'JCR's' were selected first least frequently (17 times), potentially suggesting them as least popular overall. Worth noting is that there may be some confusion as to the differences between the categories of JCR, College, and Welcome Reps, particularly when considering the surveys distribution was much earlier in the Michaelmas term than in previous years, these categories may be worth considering together due to their connections to the college.

Given the context of the response option was to 'select all that apply', an inverse number report has also been compiled into the below table for clarity and to highlight the number of respondents that did not select each option.

Students' Union	JCR's	Welcome Reps	Societies	Other students on programme	Other students in accommodation	Department	College
326	317	279	221	212	201	200	135

This reinforces that campus-based learners felt the most welcomed by their 'College' and 'Department' and the least welcomed by their 'Students' Union' and 'JCR's'.

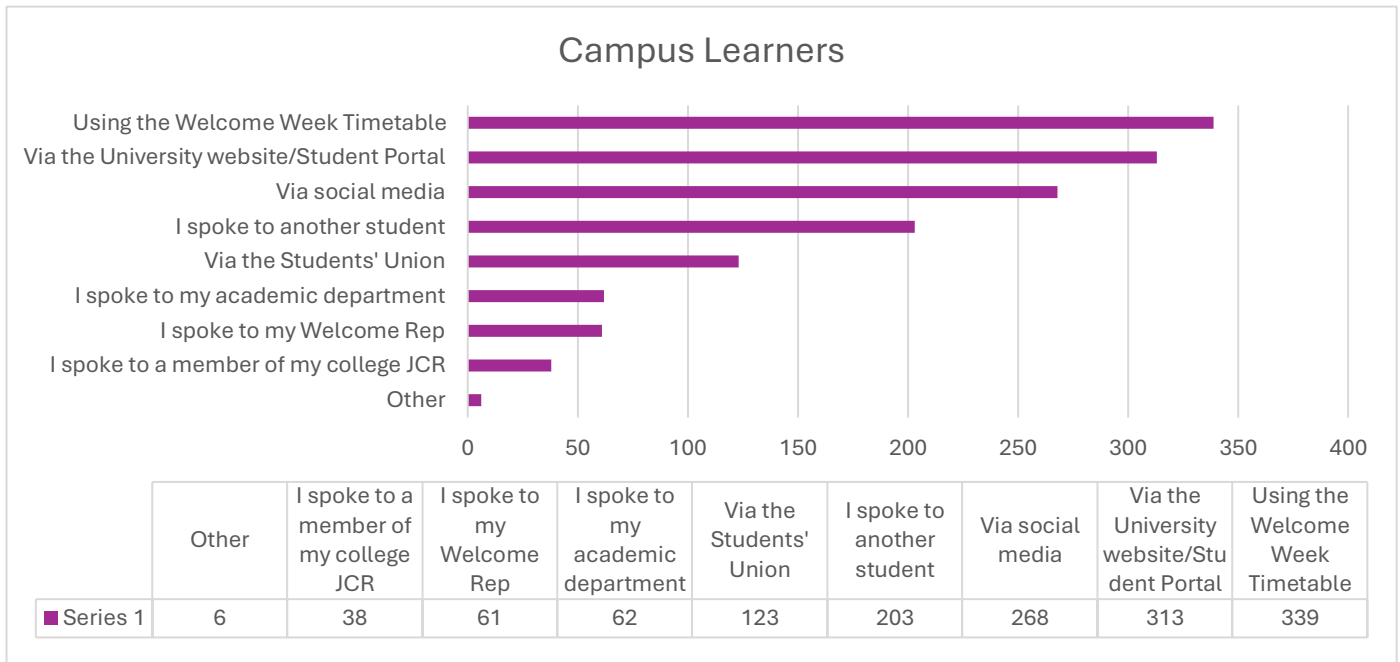
On the other hand, as seen in the following table, the distance learners' sample (32) felt the most welcomed by their 'Department' and 'Other students on their programme' while last year they felt most welcomed by their 'Department' and the 'Students' Union'. Distance learners felt the least welcomed by 'JCR' and 'Societies' while last year it was 'Societies' and 'Welcome Reps'. Feeling unwelcomed by JCR and Societies is likely explained by their lack of interaction with either group. 'Department' was also the option selected first most (14 times).



Based on 32 total of distance learners who said 'Yes'.

Welcome Week Activities

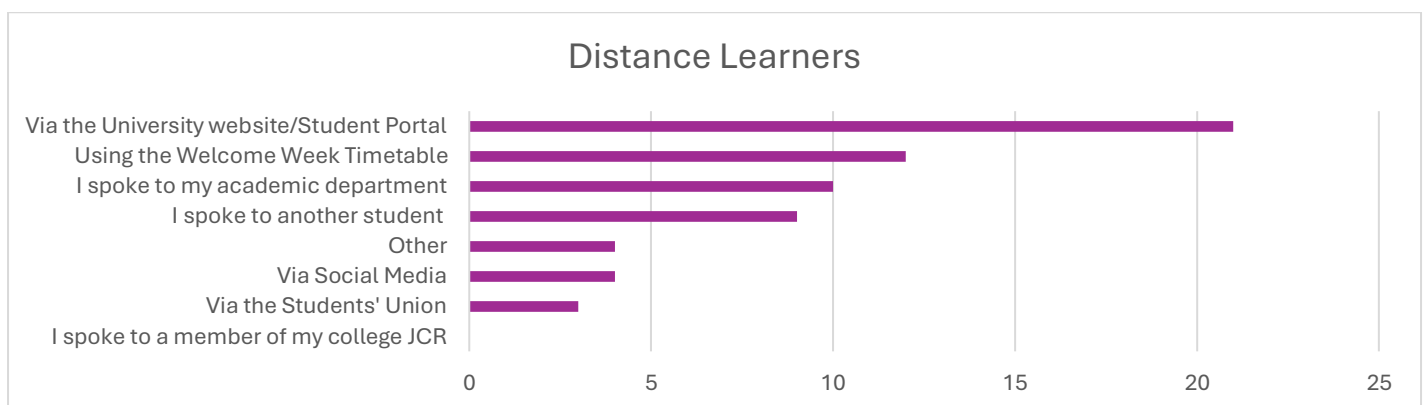
‘Where did you find information about welcome events on campus?’ (Campus only)



Indicated by the above table, the most common methods of finding information about welcome events on campus was via the ‘Welcome Week Timetable,’ the ‘University website/Student Portal,’ and ‘Via social media’. Least common methods included ‘I spoke to a member of my college JCR’ and ‘I spoke to my Welcome Rep’.

Of the 6 comments in ‘Other,’ two referenced emails, and three cited instances of not finding information, for example one respondent stating, ‘*I did not find much but what I did find was very minimal and was confusing to navigate*’. The final comment referred to someone who knew the events from being at Lancaster previously. Moreover, all three of those stating they did not find any information were all full-time PG students, which may highlight a recurring issue of PG students feeling distant from their UG counterparts. All 14 of the Part-time campus-based students total answered this question.

‘Where did you find information about welcome events for your programme?’ (Distance only)

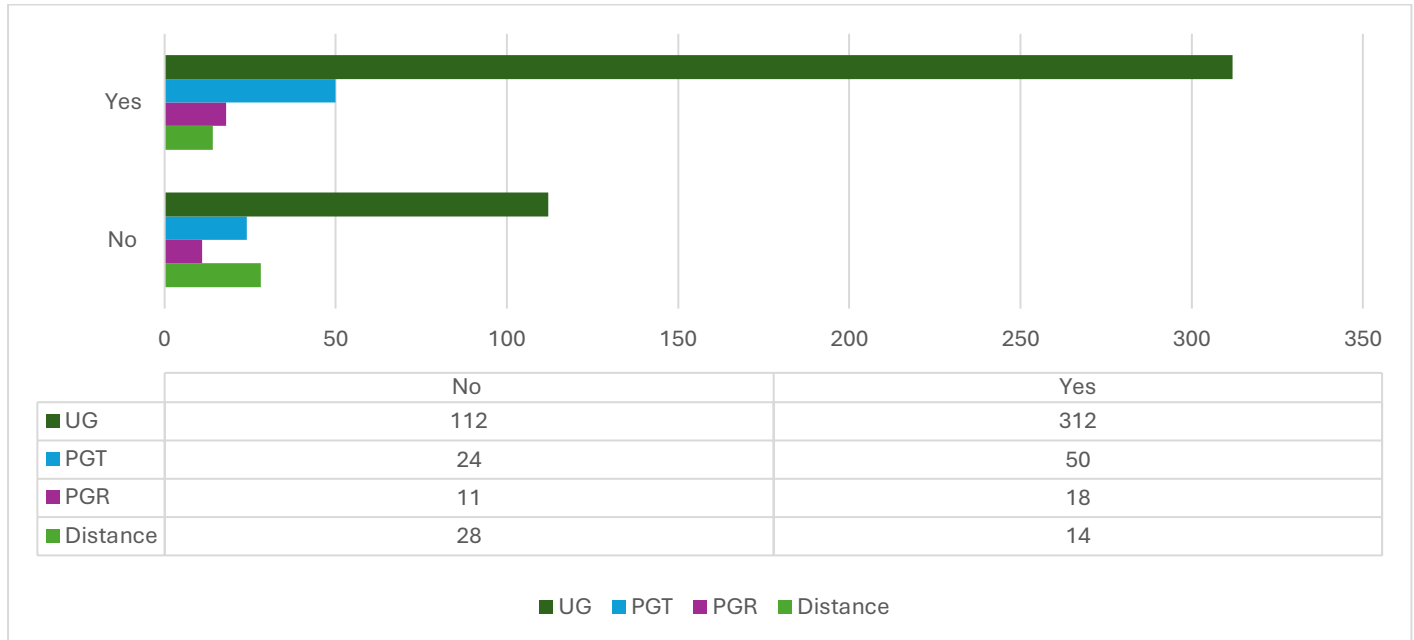


Distance learners were asked how they found information about welcome events on their programme as opposed to on campus. As seen in the table above, the most popular two methods remain the same as campus-based but with ‘via the University website/Student Portal’ predominant this time – the same pattern as last year. The method of ‘I spoke to a member of my college JCR’ also remains the least popular with no distance learners selecting this, perhaps suggesting more could be done to signpost what the college JCR can offer to both campus-based and distance learners. The ‘Other’ section here consisted of four PG students, two stating ‘*emails*’, and two stating they ‘*did not know*’ and ‘*did not receive an invitation to welcome event or I did not see it*’.

Participation in Welcome Week Activities

‘Did you take part in your department’s welcome activities?’

This question is followed by significant branching in the data as those answering ‘Yes’ and ‘No’ were then asked different questions. For that reason, this section is organised by respondents’ level of study with distance learners being grouped into one category due to low numbers. Where necessary, clarity will be given on each question regarding any correlations



Distance learner level of study divide: Yes (2 FY, 3 UG, 3 PGR & 6 PGT), No (2 PGDIP, 5 UG, 6 PGR & 15 PGT)

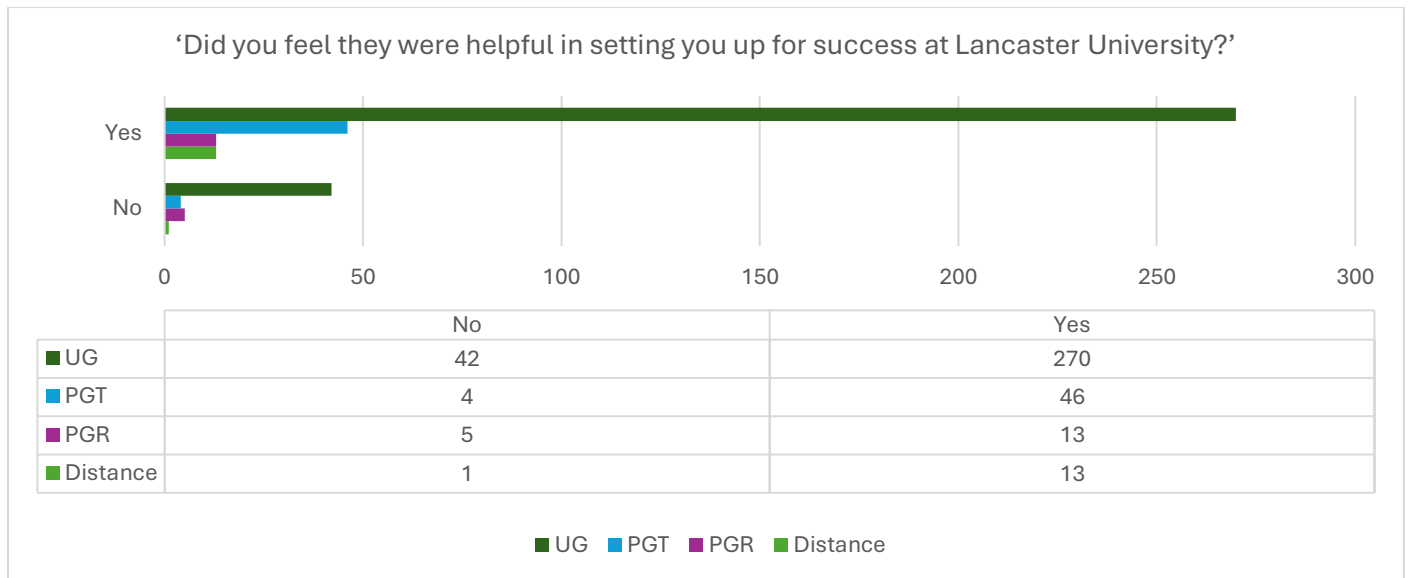
The total number of campus-based students who responded ‘Yes’ was 380, while 147 responded ‘No’. As evidenced by the chart above, all levels of study were more likely to attend their welcome activities than not, demonstrating a clear want to take part.

As the total number of UG students that responded to this question (424) is vastly larger than that of the PGT (74) and PGR (29) numbers, it is difficult to attach significance to comparisons between level of study past the fact that as level of study increases, the numbers of those answering ‘Yes’ and ‘No’ gets closer in ratio.

Moreover, PGT, PGR, and UG distance learners in the sample were less likely to attend the welcome activities, and in looking closer, 23 of the 28 distance students who answered ‘No’, were also PG – adding to the recurring finding that PG students (both in campus-based and distance learners) seemingly get involved less. This may be due to feeling distant from their course or could be due to factors such as age or continuing students not feeling the need to repeat welcome activities they may have experienced before in UG.

Those who answered ‘Yes’

Those who answered ‘Yes’ to this question were branched to the following two questions, the first shown in graph form, the second consisting of qualitative data. Those who answered ‘No’ did not respond to these questions and will be considered later.



Of the 380 campus-based respondents on this question, 86% (329) total responded ‘Yes’, while 13% (51) total responded ‘No’. Of the distance learners, all 13 of the 14 who responded ‘Yes’ previously, also responded ‘Yes’ on this question (divide: 2FY/3UG/6PGT/3PGR). Only one UG responded ‘No’.

‘Were the activities about practicalities to do with your course or about spending time settling into your course and meeting staff and other students?’

UG

Of the 243 campus-based UG students who answered this question, the majority (113) found there to be an equal balance between activities about course practicalities and socialising, being described as *‘very helpful’ and ‘a balance of both’*. Between the two types of activities individually, however, there were reportedly more surrounding settling in and socialising (75) than course practicalities (43). This is the same as the previous year. Students mainly appreciated that welcome activities allowed them to meet other students and staff on their course and some cited specific enjoyable activities such as *‘physics lunch’, ‘competitions’, and ‘a Lancaster castle trip...and also a treasure hunt with course mates’*.

The remaining 12 respondents reported a mix of ‘N/A’ type responses, other activities such as *‘activities such as dumpling making’* or complaints such as *‘spending time and doing team building, but barely anyone was there and the tasks were outside in the rain’, ‘there was supposed to be a meeting with academic mentors, but the person did not turn up’, and ‘mostly meeting other students but it was just shoving people in room while we exchanged Instagram’s’*.

PGT

Of the 41 campus-based PGT students answering this question, the majority (26) also found there to be an equal balance between activities about course practicalities and socialising. Between the two types of activities individually, there were reportedly more surrounding settling in (11) than course practicalities (3) – the opposite to the previous year. Students appreciated the opportunities to *‘settle into the course and...meet the staff and other students’* and enjoyed activities such as *‘a course away day which was good for team building and getting to know my course mates’*. The remaining one comment was a minor complaint about the food available at their sessions.

PGR

Of the 15 campus-based PGR students answering this question, the majority (8) found there to be more activities related to course practicalities, stating that *‘much information given would have been helpful later on in the*

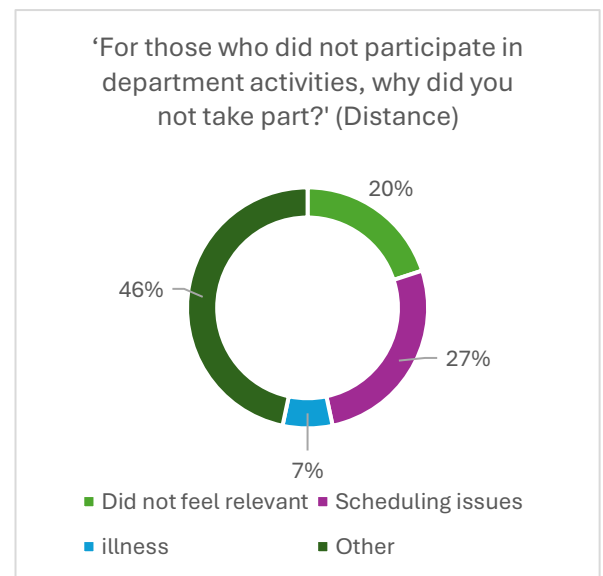
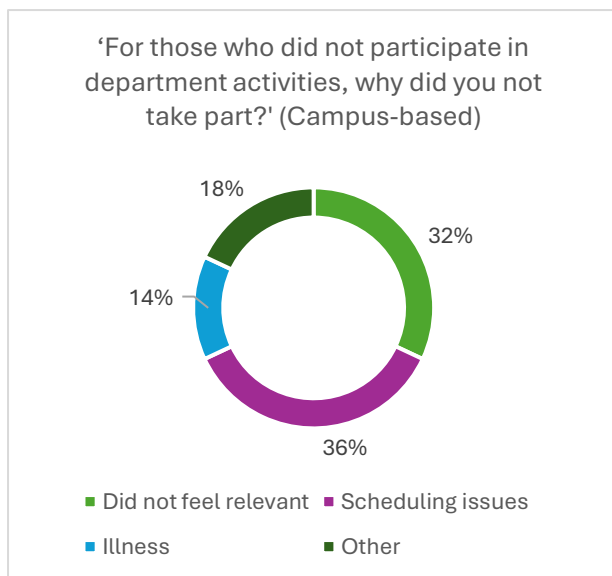
course. We were being told way too much information about supervisions, setting up Pure profiles, and the general research. It would have been better to have less information, just important stuff like the RTP and auditing courses (which is time sensitive) and maybe hold another session a week or two into term with all the rest. It would have been really good to have a social event with the department, including supervisors and PhD researchers.’ Five found there to be an equal balance and only two found them to be more about settling in and socialising. Comparing to the previous year, the majority of PGR students had found there to be an equal balance. This shows a decline in PGR activities dedicated to meeting their cohort, increasing the already felt distance between PGR students and other levels of study.

Distance

Of the 12 distance learners who responded, six referenced ‘both’ with one stating that they ‘felt very well looked after when registering at the department’. Specifically, four referenced course practicalities and two referenced settling in. This could indicate that more could be done to help distance learners socialise with one another to help them settle in.

Those who answered ‘No’

Those who answered ‘No’ to the question ‘Did you take part in your department’s welcome activities?’ were branched to the following three questions, the first and second shown in graph form (and split into campus-based and distance learner), and the third consisting of qualitative data.

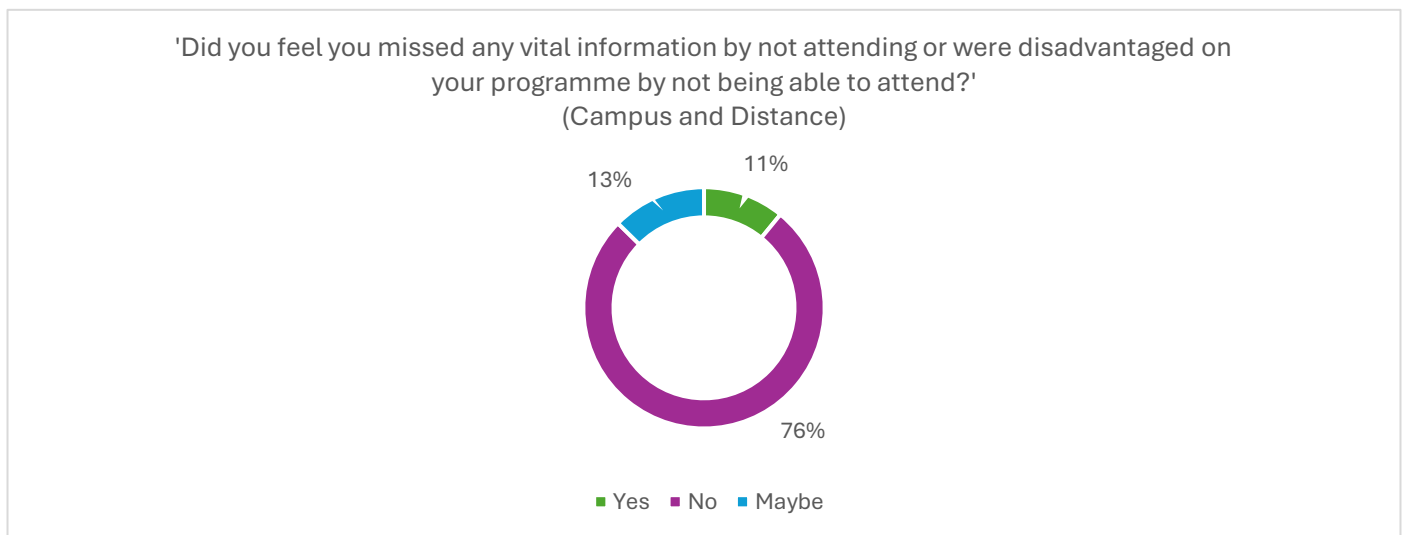


In this first question, 147 campus-based students (left) and 28 distance learners (right) responded. The primary reason for not participating among campus-based students was ‘Scheduling issues’.

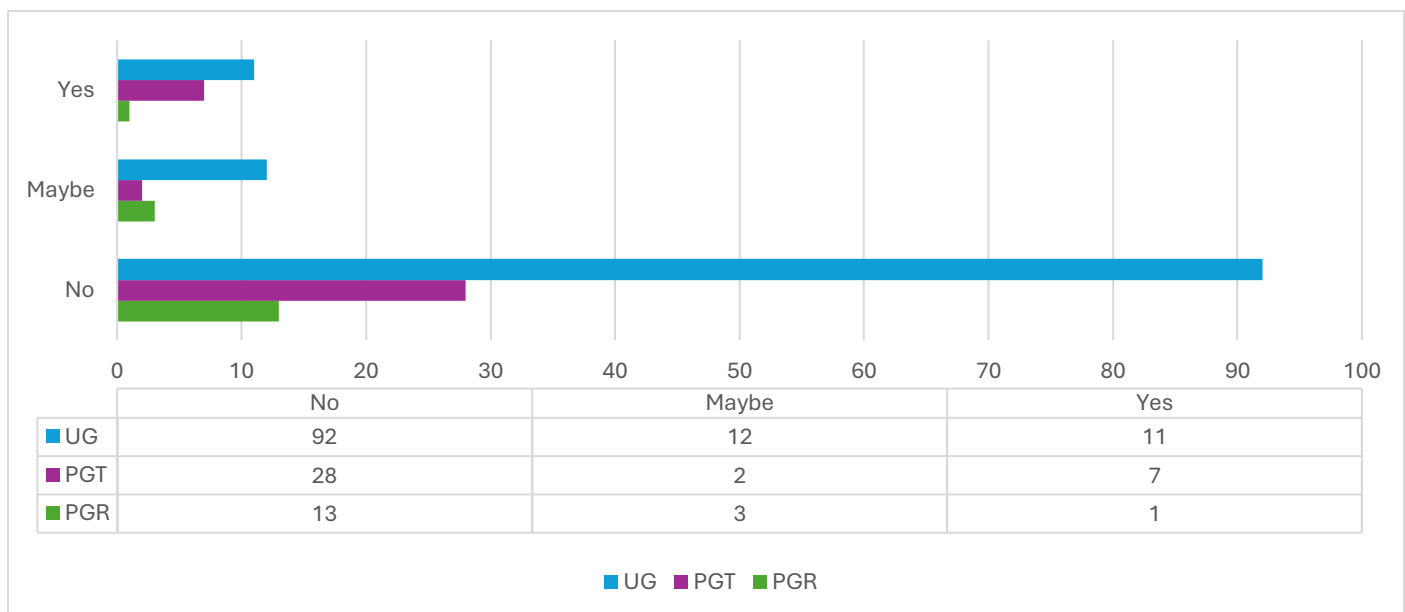
Of the remaining 31 ‘Other’ comments, 15 were due to being unaware with students stating that ‘the dates and times [were not] communicated to me’ and that information was especially ‘not obvious for those not on campus’. 12 of the ‘Other’ comments were due to reiterated scheduling issues and feeling overwhelmed at the number of events with comments finding that that there were ‘far too many things going on/too much information being given’ which made it ‘a bit overwhelming as [they] were all big events’. The final four ‘Other’ comments stated that they ‘did not have’ any activities or that they ‘did not feel relevant’ to them.

Specifically, the issue with scheduling is one reiterated by qualitative feedback throughout the survey with numerous mentions of students struggling to find information or feeling that they were not being told information early enough to plan around.

The primary reason for not participating among distance learners was ‘Other’ with reasons primarily coming from students feeling they were ‘*not aware*’ of activities with six comments citing this. The remaining eight comments came from students who felt that they did not take part due to ‘*distance*’, and not having any activities. This potentially suggests that there could be more activities for distance learners specifically that cater to the qualitative suggestions made around more meetings with staff, an explanation of course structure (particularly for those on part-time), and more social events online for socialisation.



The majority of Distance (21) and campus-based (112), felt that they did not miss any vital information or were disadvantaged by not attending. Distance numbers have been combined in this question for that reason. The further level of study divide can be seen below. Important to remember is that as the rate of ‘No’ responses decrease with level of study, so does the number of respondents per level of study and any divides should be considered with this in mind.



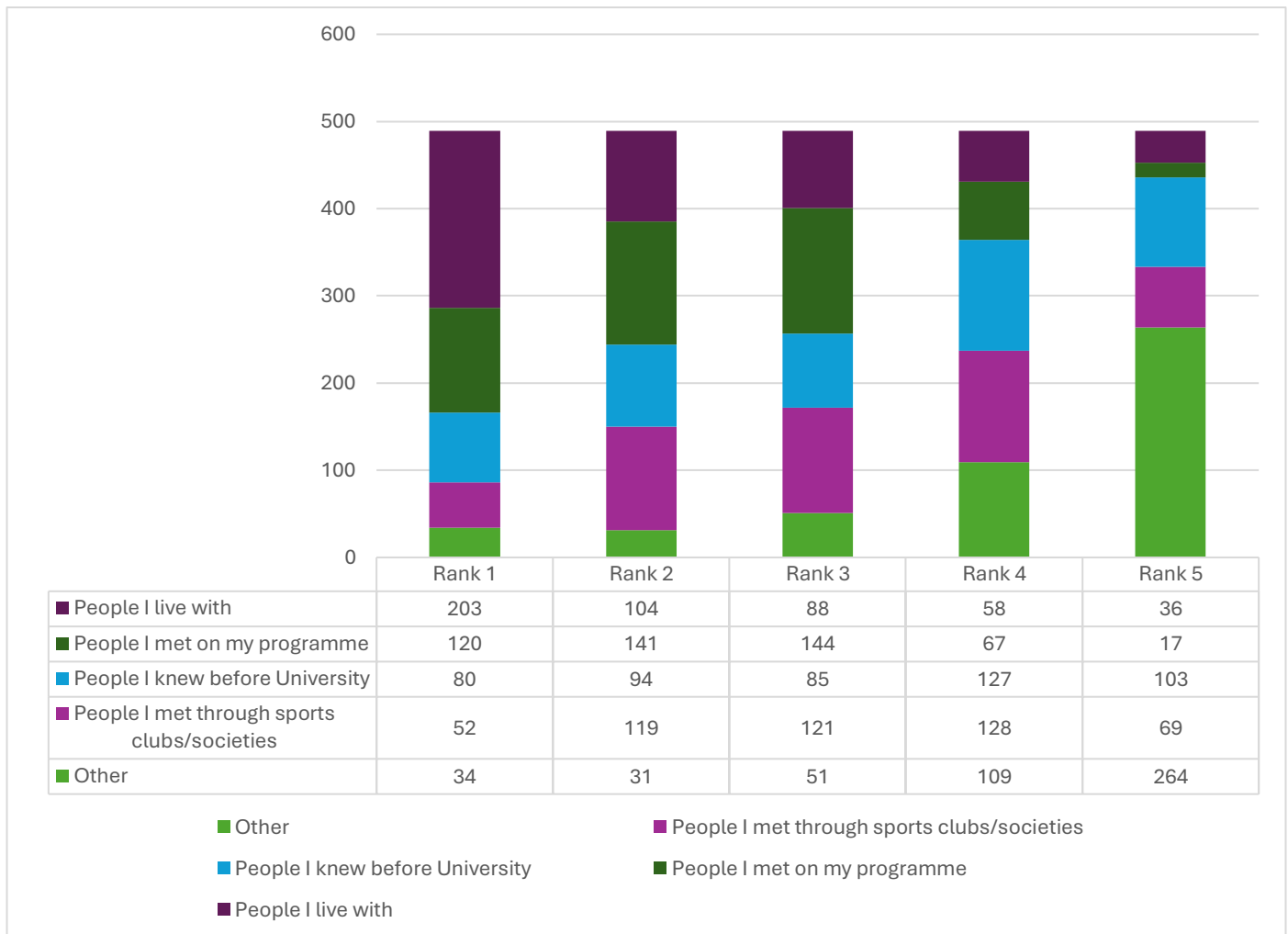
Those who answered ‘Yes’ or ‘Maybe’ here (7 distance, 34 campus-based) were then asked, ‘**What do you feel you missed?**’. Overall, fourteen students felt they missed out on meeting staff and their course mates, seven

students felt they missed out on course information and check-ins, five felt they missed out on understanding how online systems such as Moodle and ILancaster work, four felt they did not know what they missed out on, and three felt they missed out on where to find support. There were no significant correlations between these responses and their level of study.

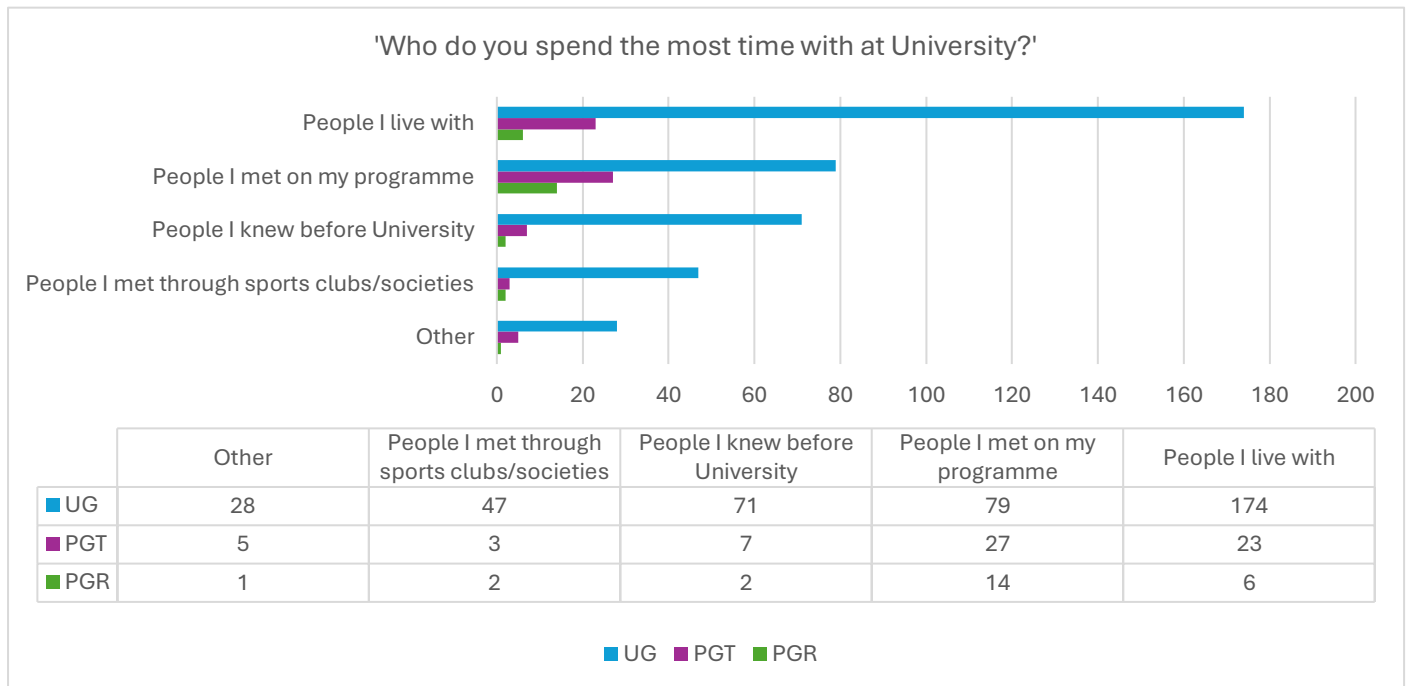
Socialisation and Sense of Belonging

‘Who do you spend the most time with at University?’

Only campus-based students were asked this question and were asked to rank the available options ‘from the people you have the closest relationships with to the least’. The below chart shows how often each option was ranked in each position including specific numbers.



With Rank 1 representing who students spend the most time with and Rank 5 representing who they spend the least time with, from this chart it is clear that ‘People I live with’ was ranked first most often with ‘People I met on my programme’ being ranked second most often. These two options were also seen the least in ‘Rank 5’ making them the two most popular groups that campus-based students spend the most time with. This is the same result as the previous year. Among ‘Rank 3’ and ‘Rank 4’, ‘People I met through sports clubs/societies’ was most common implying a popular midground for most respondents. The two most common options in ‘Rank 5’ were that of ‘Other’ (which may therefore be worth further understanding in future research) and ‘People I knew before University’. These are also the same results as the previous year, though as results have stayed the same on a larger respondent rate, this implies that the previous years are only reinforced this year.

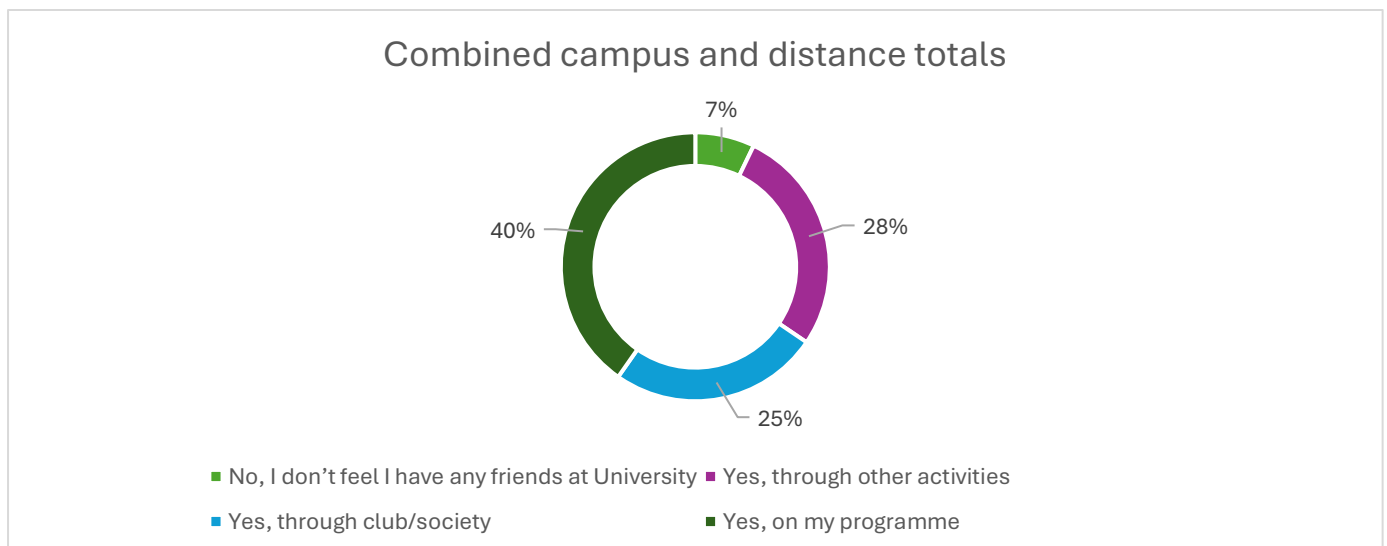


The numbers from 'Rank 1' were also taken and divided into level of study for further clarity in the chart above to show specifically which levels of study were most likely to rank each option first.

Though the option of 'People I live with' was ranked first the most overall (203 times) and first the most across UG too, the option of 'People I met on my programme' was ranked first among PGT and PGR students specifically. In data from the previous year, the option of 'People I live with' had been first among UG and PGT, showing a shift in PGT students. This may also be a result of when the survey was distributed among students as it was delivered several months earlier than the previous year. This would also explain the 2% increase this year (14% last year, 16% this year) in those who spend more time with those they knew before university. 'People I met on my programme' was also the second most popular overall, being ranked first 120 times.

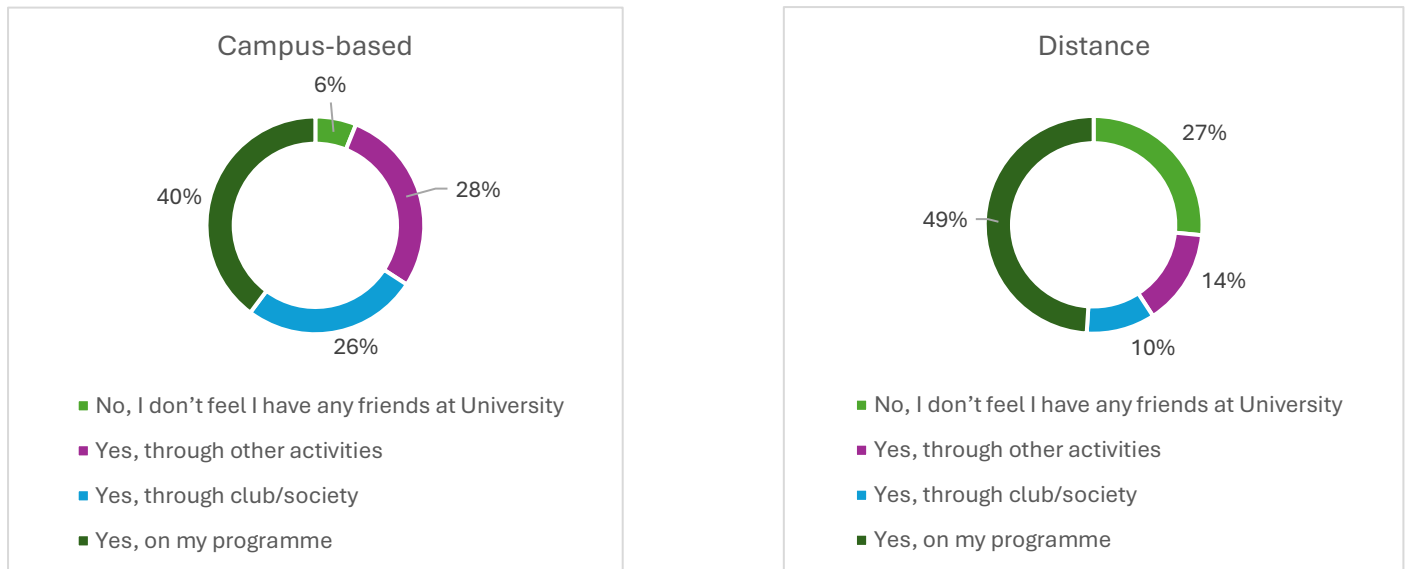
The least popular overall (excluding 'Other') was 'People I met through sports clubs/societies' being ranked first 52 times overall. The particularly small number of PGT/PGR students compared to UG students choosing this option also contributes to the recurring feeling among PG students that societies are less accessible and suited to them. This finding also mirrors findings from the previous year.

'Do you feel you have made friends yet at University?'

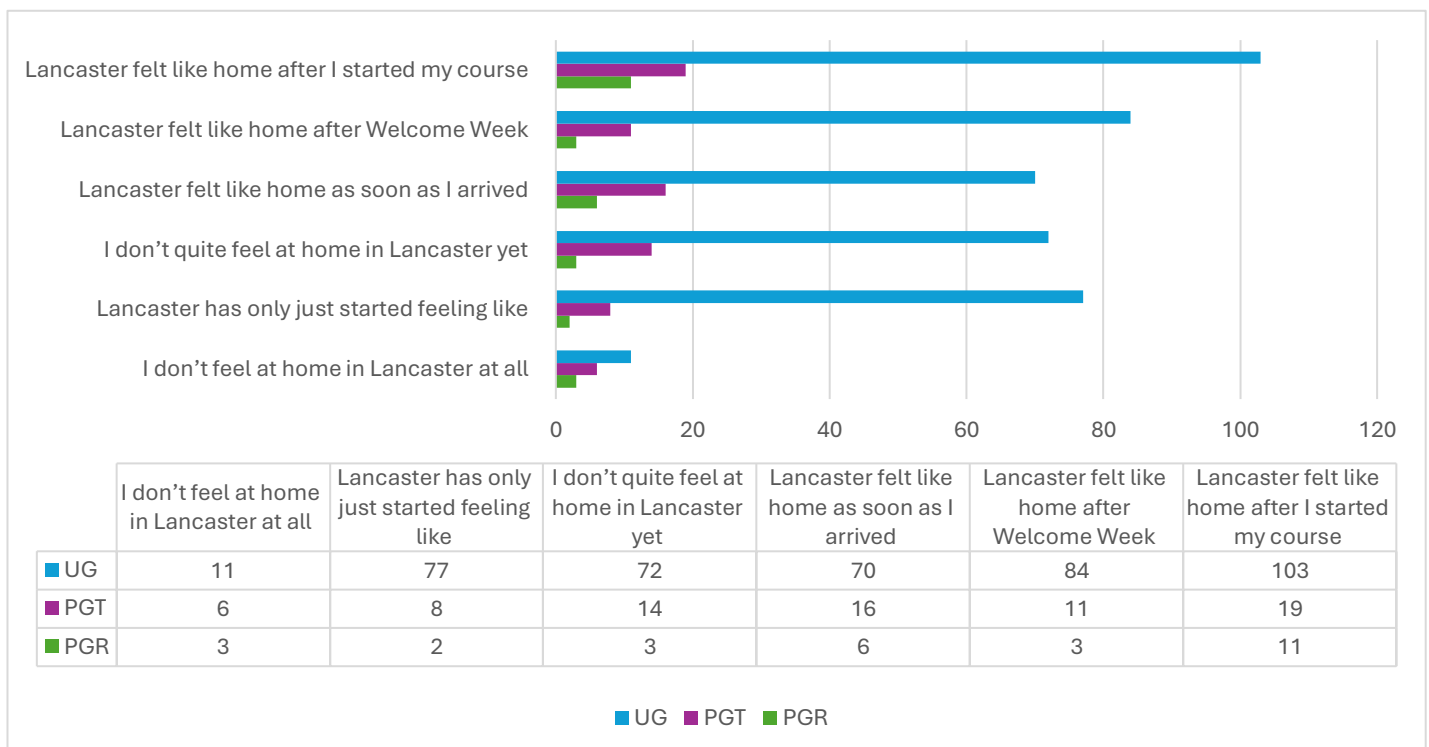


Of both the campus-based respondents and distance learners, most (40%) feel that they have made friends through their programme primarily; being the most popular answer across all levels of study.

However, the second most popular option within the distance learners was 'No, I don't feel I have any friends at University' with 13 respondents, all of which were PGT and PGR which could suggest that more could be done to give distance PG students specific spaces online to socialise. This is the same result as the previous year. The specific divide between campus and distance learners can be seen in the following two charts.



'Does Lancaster feel like home?' (Campus-based only)



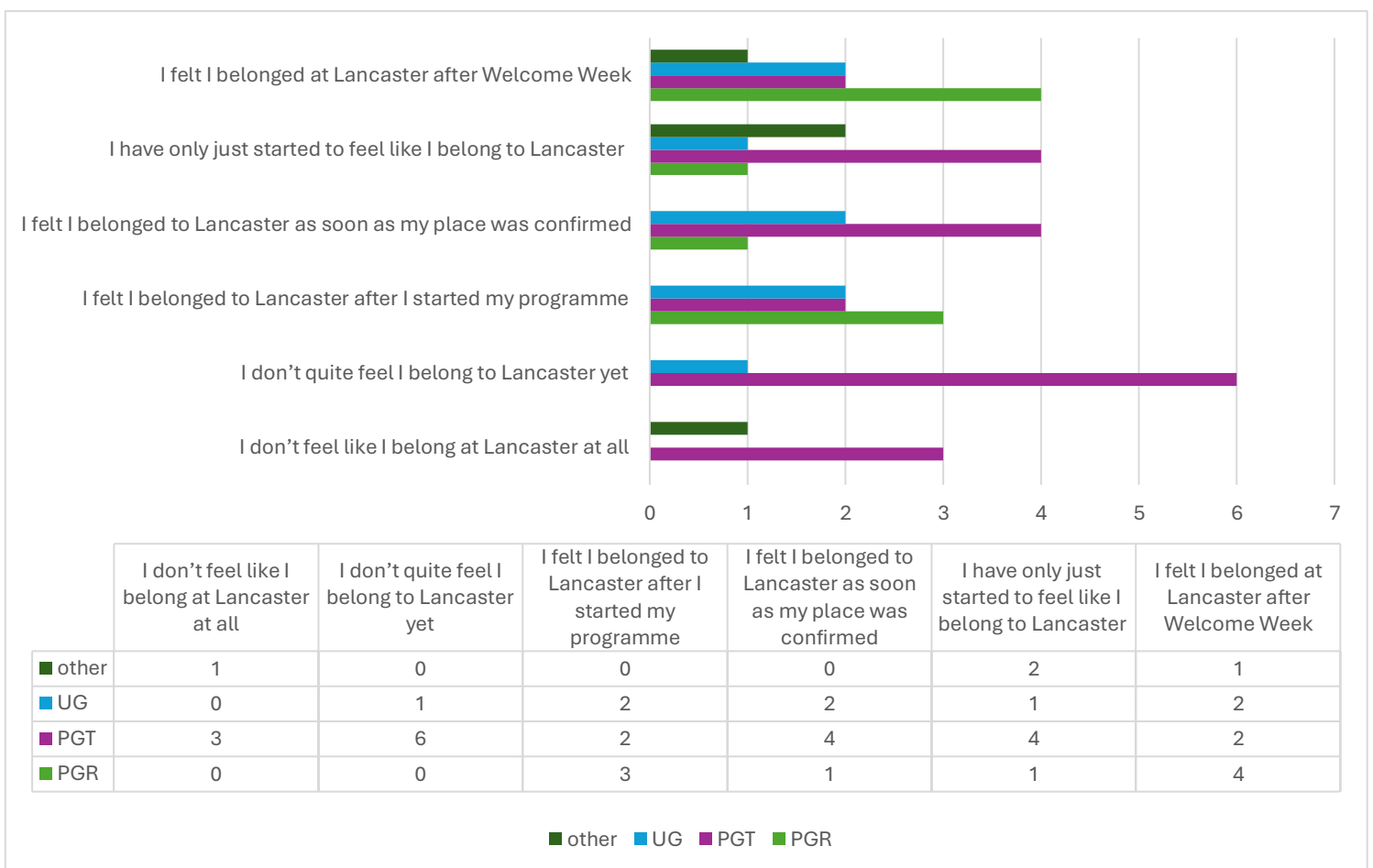
This question was aimed only at campus-based students, and the above chart is ordered by preference overall with 26% of the total campus-based learners finding that 'Lancaster felt like home after I started my course' differing from the 24% last year who felt that 'Lancaster felt like home after Welcome week'. This year, 19% felt that "Lancaster felt like home after Welcome week", 18% found that 'Lancaster felt like home as soon as they arrived', 17%

each felt that they ‘don’t quite feel at home in Lancaster yet’, and 4% ‘don’t feel at home in Lancaster at all.’ It is again worth noting that fluctuations in results this year may be related to the timeframe at which students were surveyed.

From the results we can also determine that the majority of UG students (24% of their total 417) felt at home in Lancaster ‘after starting their course’, opposing last year when UG students were more likely to feel at home ‘after Welcome Week’. The majority of PGT (25% of their total 74) and PGR (39% of their total 28) students also felt more at home in Lancaster ‘after starting their course’ – matching UG students where last year the majority felt more at home ‘as soon as they arrived’. This implies that it took longer for postgraduate students to feel at home in 2025 than 2024.

Overall, all students were more likely to feel at home in Lancaster even if it took time, given that the two options chosen the least among these levels of study were ‘I don’t feel at home in Lancaster at all’ and ‘Lancaster has only just started feeling like home’.

‘Do you feel like you belong at Lancaster University?’ (Distance learners only)



This question was aimed only at distance learners. Between 42 total respondents, the majority overall (9) felt they belonged at Lancaster ‘after Welcome Week’ – this is an improvement on last year where the majority of Distance Learners ‘still didn’t quite feel they belong at Lancaster’. However, regarding PGT, the majority here still felt that they ‘don’t quite feel they belong at Lancaster yet’.

Overall satisfaction and Suggestions

‘How would you rate your overall experience of Welcome Week?’

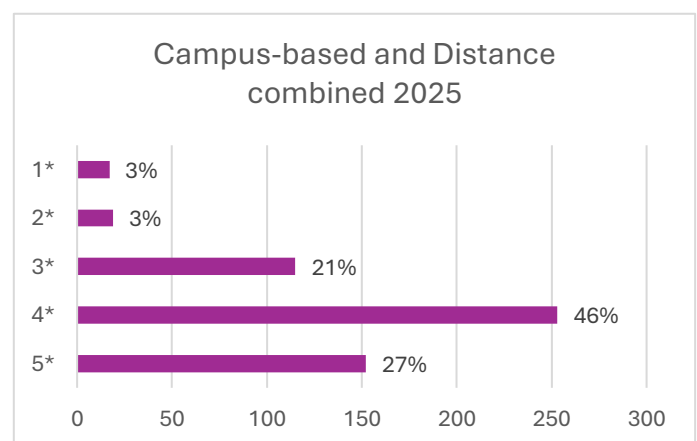
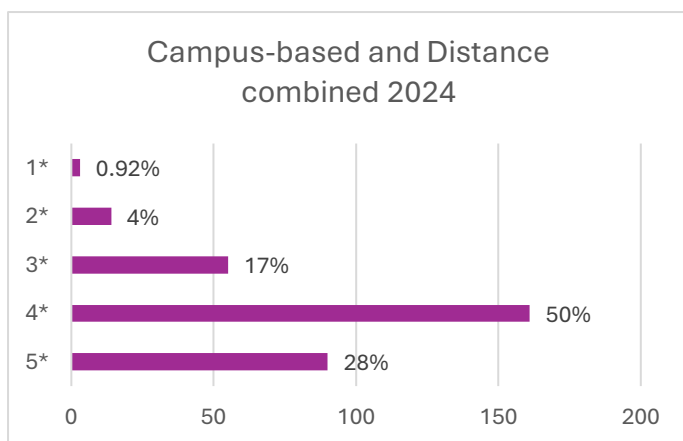
Respondents were asked to rate on a scale of one to five stars. Due to low respondent numbers among distance learners (41) compared to campus-based (515), their ratings have been combined to establish the average and median scores.



Across all levels of study, the average star rating was 4 (when rounded).

For clarity, the specific averages for each level of study were as follows: 3.93 (among 417 total UG), 3.83 (among 73 total PGT), 3.88 (among 39 total PGR). Across the mode of study demographic, the average for part-time specifically was 2.91, down from 3.75 last year and 3.93 for full time (4 in previous year). The median for part-time was 3 and 4 for full-time

The median across all levels of study was also 4 and the number of students that selected each rating can be seen in the table below, showing that the majority among both campus and distance learners also voted either a four or five on the scale, signifying an overall positive result on this question. The below tables also show the difference between 2025 and 2024 for comparison.



‘What, if anything, would have improved your experience of Welcome Week?’

Campus

UG (235)

By far the most mentioned suggestion with 30 mentions overall was for more socialisation opportunities within students’ departments and courses, and for Welcome Week events generally to be *‘a little more spread out instead of a lot condensed into one day’* as several students found that there were a lot of clashes with other activities. Suggestions for socialisation opportunities included *‘more icebreaking activities’*, *‘more engagement with staff’*, *‘smaller groups in your specific course to meet them’*, and *‘more department introductions, like a mock lesson or meet the department event’*. Others also felt *‘welcome week was great for those that love to socialise, but those that don't enjoy talking might have benefited less.’* There were also several requests for *‘more integration of upper-year students’* with some feeling *‘the focus is consistently on freshers, but others need help settling back in and feeling welcomed too!’*.

There were also 25 mentions requesting clearer/earlier signposting of welcome week events as respondents often felt there was too much information at once meaning some missed events due to information getting lost. In

looking at the communication received by an UG student in the lead up to their arrival, this is clear, with the vast majority of emails/Moodle notices containing information being sent the week before and within Welcome Week. Specifically, 12 emails offering advice and support were sent between 12/09/2025 and 9/10/25 while only two of the 7 emails sent between 28/01/2025 and 04/09/2025 contained similar information about settling in and none regarding events during Welcome Week. Suggestions were made for a *'more organised breakdown of all available activities'*, *'clarity on where to receive relevant information'*, and potentially *'putting timetables in common rooms or even in freshers' accommodation'* to give physical access to information. This similarly relates to several students who felt that there was a *'reliance on social media'* when advertising events - making it *'difficult for people without social media to learn what's going on'*. This is particularly important as research has shown that time spent on social media has declined by almost 10% with young people leading the decline worldwide in 2025 (<https://trendsactive.com/decline-of-social-media-use-and-digital-disconnection>). 47% of young people in a UK sample (aged 16-21) also would prefer to be young in a world without internet, implying that almost half would rather limit their use of social media generally (<https://www.bsigroup.com/en-GB/insights-and-media/media-centre/press-releases/2025/may/half-of-young-people-want-to-grow-up-in-a-world-without-internet/>). Finally, though Instagram is also the primary social media used across university, it's largest demographic is 25–34-year-olds with Tik Tok being most popular among 18–24-year-olds (sproutsocial.com, 2025).

Others again reiterated that an *'earlier delivery of [the] timetable'* would have been helpful in giving students more time to plan their Welcome Week as even students with social media (namely Instagram) may struggle to keep up to date with events and specifically cancellations when their posts may get lost or only be temporary on stories.

22 UG comments requested more sober activities and for these to be more spread out across campus and town, feeling that *'there were too many activities centred around drinking and late nights which isn't for everyone'*. Alternative activities included more inclusivity of different cultures and *'more crafting activities / sober activities as I loved the clay crafting and jewellery making but maybe some painting, such as tote bags could be fun'*.

Relatedly, a further 19 comments requested more day-time activities, a reduction from this being the most requested option in the previous year. Despite the reduction from last year, there were some who found *'most things were in the evenings'* and that *'aside from fresher's fair, there was not much to do during the actual day'* while other times important activities seemed to clash. More day-time activities were also often requested by commuting students who specifically felt that they *'couldn't really participate in anything due to commuting'*, particularly those who travel by public transport with: *'I live an hour away and travel by train so couldn't do any evening socials.'*⁴ Alternatively, nine respondents suggested *'more variety'* within drinking events as some felt that *'there was some repetition and a lot of sport ones'*.

Regarding the events during Welcome Week, 20 comments made suggestions for more accessibility. For example, several found the *'line was so long only for the freshers event to be so underwhelming'* with suggestions that it could have been *'earlier and instead of having them in the hall where everyone is crowded, they should have been outside if possible. Much more space, not queuing for 20+ minutes and a more leisurely feel where you have more time to look and ask questions. Perhaps there should also be guides about what you can do off campus and help with that, such as visiting the Lake District.'* Others found that events were *'not really tailored to mature students'* and could have been more *'accessible to autistic students'* and introverts. Potentially spacing the event out further could help to alleviate these concerns as ten students also suggested an *'extended Welcome Week'*. Similarly, eleven respondents referred

⁴ Those who travel by train specifically may be disadvantaged as buses to the train station run infrequently to the train station in evenings and even less when it is not term time making it an unsafe journey for many. Similarly, even for those who live in town or along the A6, an entire service (1) and other late-night services from the 1A and 100 are removed/reduced during holidays and evenings. For those who live in Preston or Garstang, the 40 and 41 also reduce to one bus per hour from 17:52 till 19:48 and then again from 21:12 to 22:12 with nothing leaving later, ruling out a lot of evening socials for many.

to the week as *'very overwhelming'* due to events often being *'at the same time or clashed with compulsory college and course talks'*. This would also help those who felt that getting ill hindered their Welcome Week.

In terms of freebies available at the fair, students also suggested that there could have been more to help with food and course costs, for example, in some departments *'clothes were given out, so were USB sticks'*.

Of the UG comments, there were also 14 requesting both the *'ability to have more cross-college activities'* as well as more coherency between college events, as some found that *'seeing what other colleges were doing and knowing I didn't have them offered was irritating'*. Suggestions included more involvement from reps and potentially *'icebreakers with other flats'*.

Finally, another 14 comments mentioned wanting more resources and advice on *'financial guidance'*, *'places to go in town'*, *'Moodle'*, and *'events that discussed student living and accommodation'*. One suggested that *'advice from second years'* could also make the transition easier. From an international perspective, having somebody to help with moving in would have been helpful as one student found it *'incredibly difficult getting to my accommodation dragging four luggage's. I did not know my accommodation was near the coach drop off, but because we had to collect keys, I had to drag all my things to the collection site, drag them back to my room, and then had no one to help me carry any of my bags up six flights of stairs to my room...after hours of overnight travel and barely any food...I truly felt alone and completely unsure about how to navigate getting my things into my room, as they were all I had at the moment and I knew no one else'*.

Positively, 57 of the comments were 'n/a' type responses or specific positive feedback such as *'nothing it was amazing, such a great range of activities'*, *'I felt very welcomed at University'*, *'the experience was wonderful'*, and *'it was great, there was lots to do, lots of people to meet, and overall the best vibes'*.

PGT (40)

Among the PGT comments, the majority (10) related to positive feedback and 'N/A' responses such as *'everything was great and welcoming'* and *'it felt quite intense, but I don't think I would change anything.'*

Following this, seven students requested more socialisation within their department/course, stating that *'more interactive activities and opportunities to meet classmates would have made the experience better'*.

Another seven mentions related to wanting more accessibility accommodations for events. In particular, mature students would have liked specific *'activities for mature students to meet up'* as they often felt *'very isolated'* and *'other'* attending Welcome Week events that were *'full of students much younger...and on entirely different courses'*. One mature student stated that opportunities to socialise with others on their course, particularly other mature students, would have been *'invaluable'*. Other accessibility considerations related to students avoiding the freshers fair due to *'queues'* and it being *'very crowded'*. Suggestions for a *'timed entrance ticket'* were made to improve this.

Seven mentions also requested clearer/earlier signposting of events. One respondent summarised that a clearer schedule would have helped them plan: *'what would have been a gamechanger? A super clear schedule...everything laid out in one fun spot: the times, the places, and all the exciting things to look forward to. It would have made the whole week a breeze...instead of a chaotic scramble!'*⁵ Relating to commuting students, there were five requests for more commuting considerations with one citing that they wish social events had been advertised earlier *'rather than...a few hours before as it meant I couldn't go to any events as a*

⁵ In looking at the college specific Welcome Week timetables, many were referred to as the 'updated' or 'final' version with alternative incorrect versions being posted before it. This may be a cause for confusion with students not being guaranteed to see later versions of these timetables alongside the influx of other information on their socials.

commuter student' and another finding that *'the welcome events weren't well advertised and weren't worth the commute from Lancaster town'*. Generally commuting PGT students would have liked *'more postgraduate opportunities for people not living in graduate college'* and *'better info for those not on campus'*.

Final comments related to wanting less overlap between events and more inclusion of the graduate college in Welcome Week with one student citing that *'the college is quite neglected during welcome week. There was 2-3 events whilst other colleges held events twice a day. I never had the chance to go to the events so I don't know anyone in my college'*.

PGR (14)

Similar to PGT, PGR students would like more socialisation within their department/course such as *'more community building activities in the department, in the School of Arts, and in the wider PGR community. Our only planned social was cancelled at the very last minute'* and generally *'more events for PhD students'*. This also relates to requests for more consideration of commuting students with respondents wanting *'more events geared up for mature students'* such as *'events in town'* on a *'variety of dates'*.

When it comes to information, PGR students who had already begun their work prior to Welcome Week would have *'preferred more explicit information online before even beginning the course'* and *'less information and events all at once'*, adding to the overarching want for earlier and clearer signposting of information.

One positive in these comments related to the Students Union: *'The students union offered really good guides to all the society events at freshers fair, I wish the central university services did something similar'*.

Distance

UG (5)

Responses here were limited but of those who did comment, three had positive *'nothing'* responses, one requested *'better ice breaking activities, more activities with my course members and staff, better guidelines on my course'* and another wanted a continuation of socialising events as they felt *'it's very hard to make friends outside of welcome week as everybody hangs out with their flatmates and there's no more friend making events'*.

PGT (11)

Of the 11 PGT responses, four were positive *'nothing'* responses. Two regarded the want for clearer information and induction activities generally as they felt there was a *'lack of distance learning activities'* with another stating that *'I received no information. There were no induction activities.'* Suggestions for information included a session to *'help navigate Moodle'*, where to find other information, and an earlier delivery of information to account for the need to plan around events even when they are online. One student summarised: *'I feel like welcome week is more aimed towards those physically on campus'*.

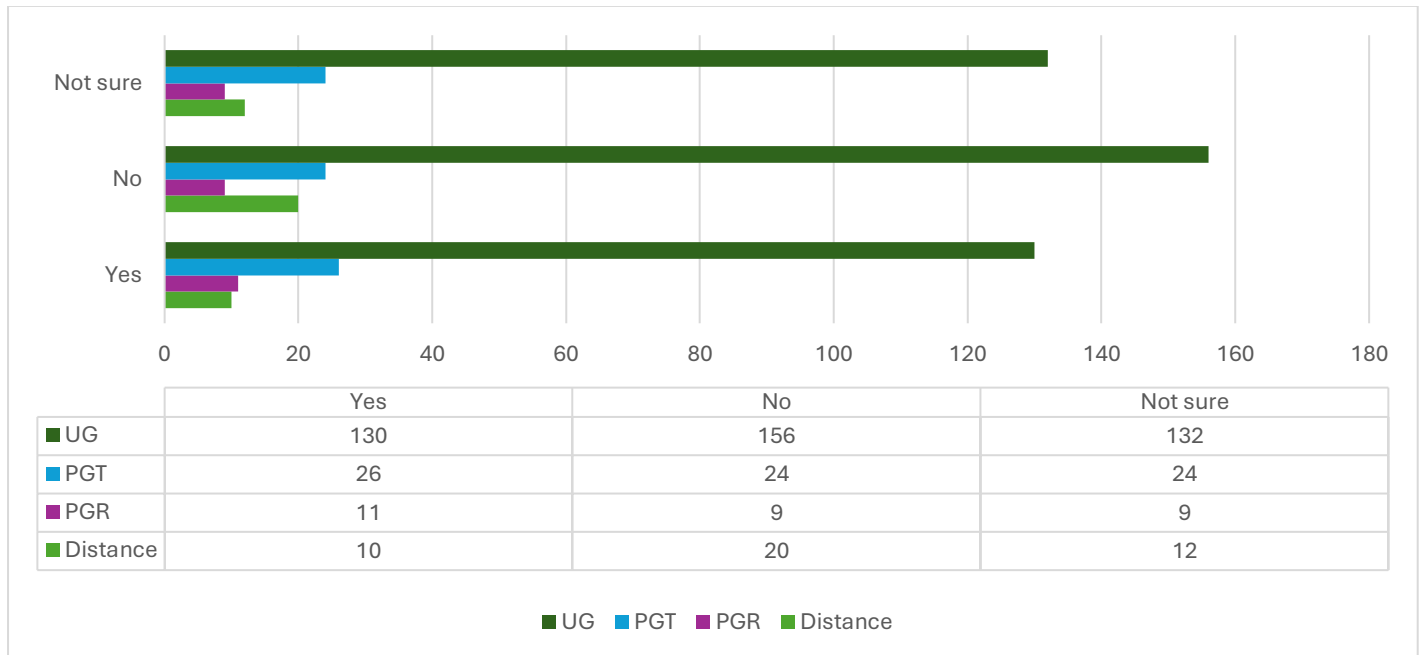
PGR (5)

Of the five comments left, two related to wanting more socialisation opportunities such as *'the opportunity to get to know my classmates synchronously via zoom/breakout rooms or something.'* Another comment requested better scheduling and organisation stating that: *'I wish the programme was released earlier so I could have arranged my travel around the events better. There was an event in my department late on the Friday which I missed.'*

Post Welcome Week

Induction Activities

‘Do you feel that induction activities have continued after Welcome Week?’



563 total respondents

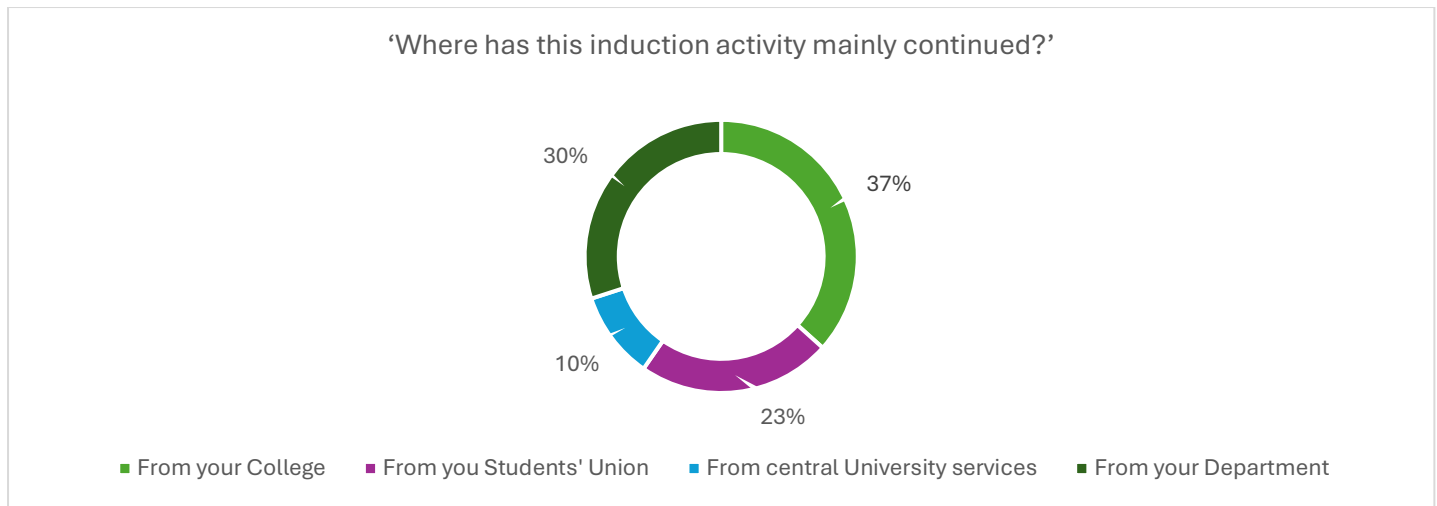
Due to lower response rate in comparison to campus-based students, distance learners have been combined for this question. The majority of respondents total in this question (37% / 209) were most likely to feel that induction activities had not continued after Welcome Week, contrasting the 2024 results where 36% (majority) of respondents felt unsure if induction activities have continued after Welcome Week.

Among UG specifically, the majority (37%) also felt that induction activities hadn’t continued after Welcome Week, with ‘Yes’ also being the least chosen response. This same result was also found for Distance Learners.

Among PGT and PGR students, the majority felt that induction activities did continue after Welcome Week and had equal responses for ‘Unsure’ and ‘No’ – an improvement on the previous year where the majority of these students had felt ‘Unsure’

These numbers suggest that there could be more clarity surrounding not only the activities on during Welcome Week but also whether induction activities are supposed to continue after Welcome Week.

Those who answered yes to this question were then asked, ‘**where has this induction activity mainly continued?**’. As only nine distance respondents answered this, their selections have been merged with campus-based learners adding seven to ‘From your department’, three to ‘From the Students’ Union’, three to ‘From your College’, and one to ‘From the central University services’.

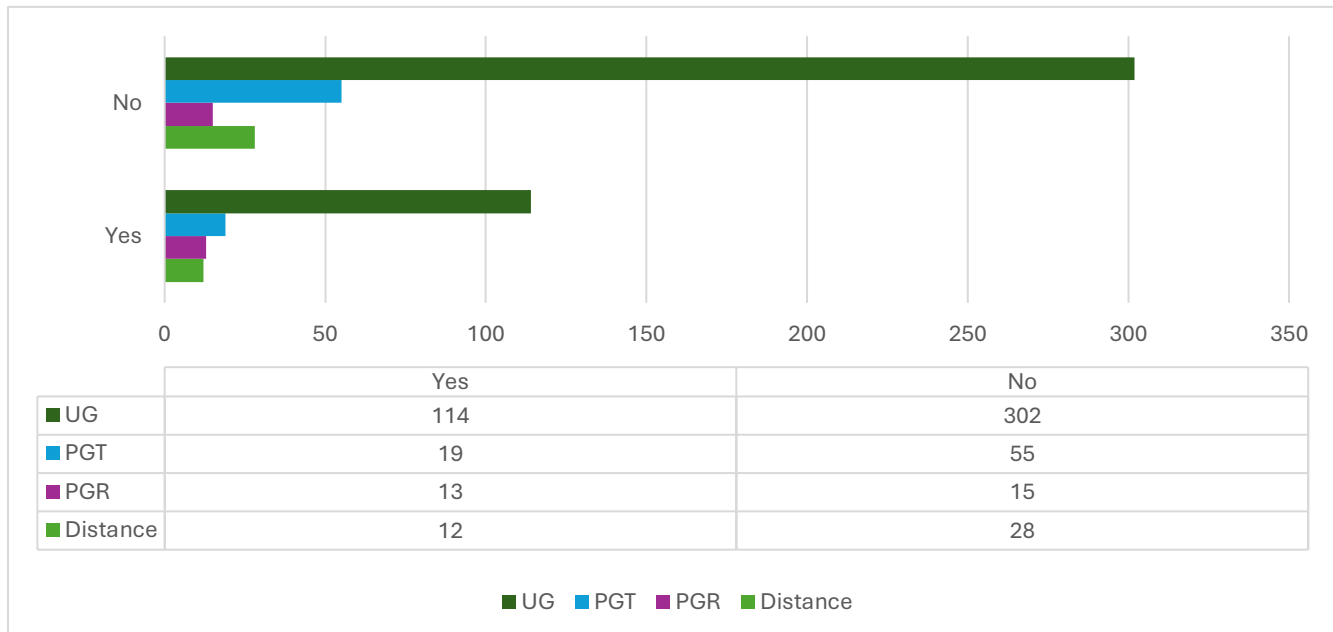


Demonstrated by the above chart, 37% of students were most likely to feel that the induction activities were continued by their College. This option was also selected first most frequently (68 times), solidifying this.

The least common area for the continuation of induction activities was ‘From central University services’ which was also selected first only 10 of the 28 times it was chosen. For further clarity, ‘From your Students’ Union was selected first 31 of the 62 times it was chosen, and ‘From your department’ was selected first 65 of the 81 times it was chosen. These results mirror the results in 2024.

Notably, the majority among Distance Learners specifically felt that activities mostly continued ‘From their department’ as opposed to the majority overall and majority within Campus-based students finding them to primarily continue ‘From their College’ – this could imply that more could be done to encourage collegiate involvement and socialising for Distance Learners too.

‘Do you feel there are induction activities that would be helpful to you throughout the rest of your time here at Lancaster University?’



The majority of respondents (400) across all levels of study felt that there are no induction activities that would be helpful to them throughout the rest of their time at University. However, a total of 158 respondents felt that there were. Those who responded ‘Yes’ were then asked, ‘what would you like these to be?’ and 97 comments were left by Campus-based students and nine by distance learners.

As there was not enough significant differences between level of study responses, comments have been grouped by areas mentioned most frequently and level of study will follow specific quotes in brackets for clarity.

Of the 106 comments, the most popular request overall with 46 mentions was for more socialisation opportunities. This was also the most popular suggestion among UG students specifically with 36 of the 46 mentions belonging to them – a change from the previous year where the most popular request was for more helpful/skill-based activities. 12 of the 46 comments related specifically to students wanting more socialisation activities within their department such as *'general check ins' (UG)* with staff and *'regular meet ups with other students' (UG)*. Suggestions included *'more ice breakers' (UG)*, a *'meal out or any group event'*, and a *'space where...students from my course can communicate and make friends' (PGT)*. Students feel these would *'help with academic transition' (UG)*.

Additionally, there were eight mentions of specific activities that students believe would aid in their socialisation as well as improve mental health. These included several requests for *'speed friending events' (UG)*, *'craft events' (UG)*, *'yoga sessions' (UG)*, *'baking sessions' (UG)*, *'general meet ups/walks/coffee mornings' (UG)* and generally *'activities which focus on mental health would be beneficial, maybe an activity for people with anxiety who struggle to make friends in social settings. I would like to see more sober events, maybe more board games, tea and coffee events etc' (UG)*.

Several comments referred specifically requested more consideration of 2nd and 3rd year student with some feeling that *'it's almost like after first year you are no longer a member of your college' (UG)*.⁶This goes hand in hand with a further three comments which felt that there could be more *'meet your year' (UG)* socials and *'more college events to gain a closer community' (UG)*. Two comments mentioned wanting *'more sober activities' (UG)* including *'some in town too for people who live off campus' (PGT)*.

From a distance perspective, students would have liked an *'introduction to online societies' (PGT)*, more *'academic check-ups and group reviews' (UG)*, and *'perhaps some more specific meetups so that it's easier to meet other researcher/students with similar interests and backgrounds' (PGR)*.

The second most popular request with 30 mentions, was for more helpful/skill-based activities. Notably, this was the most common request for the previous year. This was also the most popular request among PGR students (8) specifically and equal numbers of PGT mentioned this and socialisation opportunities. This implies that socialisation activities have improved since the previous year where that was the most common request.

Suggestions included several requests for more online help with *'Moodle' (PGR)*, *'finance activities' (UG)*, advice for *'finding housemates' (UG)*, and career-based activities such as *'CV and interview training' (PGT)* and *'intros to careers/wellbeing services' (PGR)*. Within this same theme, eleven comments referred specifically to wanting more of these types of activities within their course. For example, respondents would have liked *'tutorials on plagiarism' (UG)*, introductory *'mash workshops' (UG)* and *'statistic courses' (PGT)* so that you can *'learn the basics of another field' (UG)*, and *'study buddies' (UG)*. Regarding the information currently being delivered, there were, again, several requests for information to be *'slowly given' (PGR)* or even *'repeating some of the masses of information' (PGR)* throughout the year to reinforce it. One respondent summarised: *'more events to show off the different resources available at the University. Clearer information on what a first-year student can do to be involved in the community' (UG)*.

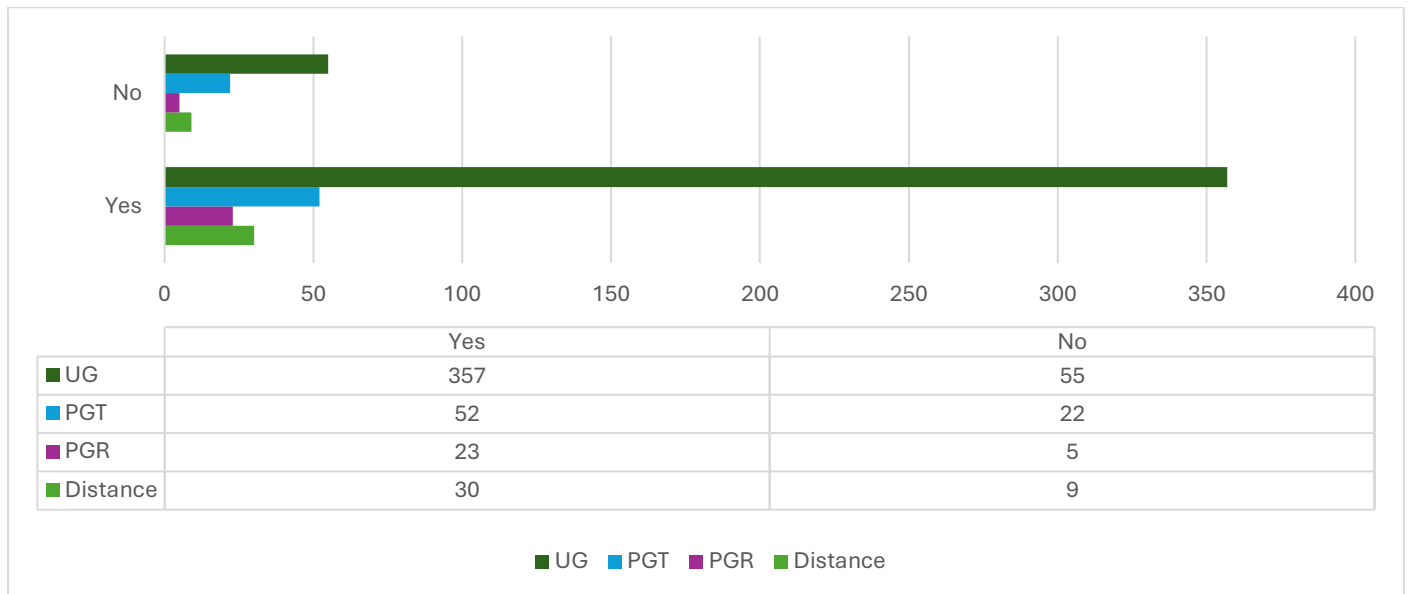
From a distance perspective, induction activities relating to *'the dynamics of distance learning/research' (PGR)* would have been helpful, including suggestions for *'webinars' (PGT)*.

⁶ Additional research looking at the language used in the welcome week timetables posted by each college highlights that five of the eight undergraduate colleges referred to the week as 'freshers' week on the primary post, which may imply to 2nd and 3rd years that events are exclusive to new students' and not open to them. Moreover, there was no direct call for returning students to take part in these posts with all of the eight college's captions on these posts also only mentioning 'freshers'. Potentially making it clear that returning students are also welcome to join in 'freshers' events may help them to feel welcome too, particularly important for those who may not have had the ideal Welcome week in their first year.

15 comments requested more refresher/intro type events with one student summarising: *'I feel like it would be good to do some intro stuff throughout the year to the gym, or library so people who missed them could do them again now they know what they actually do in their day-to-day routine'* (UG). Others requested free and more frequent *'taster sessions for societies at different points in the year so I can try new clubs out'* (UG). Several comments also felt that *'there should be a focus on getting to know key locations...after the first week of arriving'* (UG) as some students still feel uncertain on what locations such as *'the Learning Zone'* (UG) are for and would like *'guidance to use certain facilities'* (PGT). The remaining 10 comments consisted of 'N/A' type responses.

Transition Feedback

‘Has your welcome to Lancaster ensured you feel ready to succeed academically and socially?’



The majority (83%) across all levels of study (both campus-based and distance) felt that their welcome to Lancaster has prepared them to succeed academically and socially, an overwhelmingly positive result. Though among a larger sample size, this is down from 88% last year. Worth noting is that the proportion of PGT respondents feeling unprepared (30%) is much higher than that of UG (13%), PGR (18%), and Distance (23%).

Respondents were then asked, ‘**what has led to you feeling this way?**’ and there were 343 comments left by campus-based students and 26 left by distance learners. Of the 343 campus-based comments, 277 were left by UG students, 48 were left by PGT students, and 18 were left by PGR students. Comments have been divided into level of study for clarity.

UG

Of the 277 UG comments, 240 were ‘Yes’ responses that cited an overall satisfaction in the range of support and socialisation opportunities which they felt prepared them to succeed academically and socially. Particularly, respondents felt that their department was the primary reason for feeling this way with 70 respondents mentioning this and stating that they ‘*appreciate the level of care by each staff member*’ and found lecturers to be ‘*engaged and encouraging*’, and ‘*very helpful and respond to emails quickly*’, allowing them to feel settled both socially and academically. Another 70 mentions praised the socialisation opportunities and community, feeling that events throughout welcome week have ‘*set me up to feel confident*’ socially. There was also specific praise for ‘*lots of active societies*’ and ‘*lots of events*’ which they feel ‘*made it easier to meet new people*’ and make friends early on.

Of the 240 ‘Yes’ responses, 54 also mentioned that the support is what has led them to feeling as though they are prepared academically and socially with students citing that there is ‘*a lot of support and initiatives*’ which ‘*helps ease any potential worries*’ and makes the University feel like a ‘*really welcoming place with strong support*’. One student summarises: ‘*The more welcome you feel somewhere, the more easy it is to settle in, removing that pressure from living away from home making studies all the more easier*’. There was also specific praise for the ‘*disability drop ins*’, ‘*24hr security*’, and ‘*frequent online and in-person support*’.

39 comments referenced a general feeling of ‘*community*’ describing the environment on campus as a ‘*homely atmosphere*’. Specifically, students cite that they feel ‘*comfortable*’ and ‘*academically motivated*’. Others also note that campus feels ‘*very inclusive*’ with one student sharing that: ‘*My welcome to Lancaster affirmed that this uni is the right place for me. It has a diverse student body which is important to me as someone from an ethnic minority.*’

It feels good knowing there's people like me already here and also other types of people to get to know, from different religions, races and backgrounds. My welcome to Lancaster introduced me to all types of people who have all been especially kind, helpful and supportive. On the academic side, the welcome from my course was extremely beneficial and ensured I felt ready to succeed at university through the support from lecturers and academic advisors and the ample amount of educational support uploaded onto Moodle - which gave me a good understanding of what to expect from the course.'

However, some comments mention that it *'took a while'* to feel settled as it *'felt very fast'*.

Of the 277 UG comments, 37 were 'No' responses mainly feeling that further academic and social support following Welcome Week could have helped them transition, particularly for those who are *'still struggling to form connections'* and are *'struggling to manage workload'*. Some cite that it can feel *'overwhelming'* when there are *'too many places that you could go to and ask for academic help'* and feel that they *'never caught up'* after missing parts of Welcome week due to illness.

Others also mention that socialisation can be difficult for those who are introverted, off campus, or do not get along with their flatmates with some feeling *'alone and demotivated'* and others citing they *'do not feel as if I had a proper welcome as an off campus first year student...There are not to my knowledge any off campus first year students specific events at the University'*. Suggestions to help those who may feel *'anxious'* about attending Welcome Week events or do not want to attend alone could include the addition of online socials to eliminate the fear of going out alone and meeting people. Examples of this could include online forums, streamed movie nights, or follow along craft nights which can be joined remotely while students settle in.

Academically, some felt that more information could have been offered regarding *'referencing'*, time management, and *'writing academically'* to help them feel prepared.

PGT

Of the 42 PGT comments, 33 were from 'Yes' responses who primarily cited that their department has ensured they feel ready to succeed academically and socially with related activities being described as *'very helpful'*, *'really supportive'* and as though *'they were excited to have me here and see me succeed'*. Student's also felt satisfied with the support on offer, stating that they felt *'equipped with lots of information and where to go and who to talk to'*. Also appreciated was the general environment of the University which was described as *'very welcoming'* and a *'good studying environment'*. However, one PGT student felt that *'socially there isn't much the uni can do to make people make friends, especially in postgraduate courses there is less of a sense of community'*.

Of the 42 PGT comments, 15 were from 'No' responses who felt that their transition could have been helped by more social support, particularly for those who did not end up in compatible flats, those who are more introverted, international students, and of those living off-campus. Several students felt as though they were isolated as PGT students: *'it feels like the school doesn't care at all whether the new students have participated in the welcome week or whether they know the school environment and related information. even also often cancels events for no reason without giving advance notice.'* This was also particularly true for mature students who cited that *'not having any peers to talk to about challenges exacerbates the academic struggles I am having with my course because I feel like I am in it alone.'*

Notably, several students also mentioned that their FHASS courses had been changed suddenly before they began their studies due to upcoming structural changes within the University. They specifically felt as though this *'completely altered my view of my university experience'* and meant they *'struggled immensely'* and felt *'so miserable...knowing my course doesn't exist next year'*.

PGR

Of the 18 PGR comments, 15 were from 'Yes' responses that cited being particularly happy with the support from their course, and *'the people [I] met, finding that 'All the communication from my course was clear and I feel I know how to access resources if I needed help with anything whilst studying.'* Also particularly appreciated were students' supervisors who were described as having *'done a stupendous job so far at helping me and making me feel ready to succeed because they help with giving me information at my pace. They also have been very accessible with my disability.'* An improvement on the previous year is that one PGR student felt that *'joining societies was the best decision I made'* which PGR students from the previous year had struggled with.

However, some felt that they are *'lacking'* information, clarifying that *'sometimes I wonder if there is information I just cannot remember because so much was relayed in such a short amount of time.'* Additionally, other students reiterated that they *'would have simply liked more events within the department to get to know other starting students better'* and that PGR students *'could be more integrated'*.

Of the 18 PGR comments, 3 were from 'No' responses. These comments felt that they weren't set up to succeed socially or academically as *'there have been no social activities planned for the school of arts PGR community'* and because *'I started before the welcome and induction activities began, and the content delivered in my induction was information I needed to know before taking on my PhD.'*

Distance

Of the 10 distance comments, 18 responded 'Yes' with the majority feeling that the University was a *'welcoming environment'* with *'good course content and lecturers'*. Students also appreciated the frequent *'email check ins'*, *'up to date information'*, and that there was *'lots of support online'*

Of the 26 distance comments, 8 responded 'No' with all comments similarly feeling that *'PhD students seem to be a bit more isolated'* with *'no opportunities to get to know classmates or module convenors'*.

'Is there anything either in the information you received prior to university or in your welcome to Lancaster University that you feel could be improved to support your transition?'

A total of 302 comments were left for this question, the specific divide being 226 UG, 54 PGT, 20 PGR, and 3 Other. The other group will be considered alongside the PGR category due to them being from majority PGDIP students. The responses will be analysed according to level of study. However, worth noting is that 188 comments total consisted of comments stating variations of 'no' responses, showing that most found the information they received both prior to university and in Welcome Week did not need improvement. The remaining 115 comments consisted of suggestions.

UG

Of the 226 UG comments, 148 consisted of 'no responses', the remaining 78 were suggestions. 34 of these were suggestions for additional and earlier information about colleges, accommodation and events during welcome week. Specifically, respondents would have liked *'earlier arrival information'*, such as *'a clear list of what is and isn't allowed in the dorms'*, where to *'pick up your keys'*, *'better directions...on move in day'*, and *'more information regarding where to go for necessary requirements for living, such as laundromats, stores, and restaurants - ideally this would be unique for different colleges'*. Moreover, respondents would have liked to know *'what flat you are in*

prior to move in date' and 'who your flatmates are (and be put in contact with them) before moving in' to provide more stability and alleviate anxiety. Additional information on 'student accommodation in 2nd year and beyond' and information on 'where to get student ID's if you live off campus' were also requested.

Before arriving, UG respondents would have also liked to know 'what colleges do and mean. Their websites are very outdated, and I wish I knew what the colleges actually were, e.g. being able to decide based on where they're located and what they do and what accommodation / facilities they each provide'. Similarly, students would have liked an 'easier exploration of events' as it was 'difficult to find relevant ones'. Students suggested that 'the Welcome Week timetable should have been available one week before uni...That way, I would have planned my days more effectively and not been overwhelmed with choices.'

22 UG comments requested additional and earlier information on their course such as 'a list of things to help prepare academically before week one', earlier timetable access, exam information, 'workload expectations', and 'more guidance on choosing modules'. Technical help was also suggested: 'How to navigate the tech side of being a student could be better, trying to find things through the portal like registration or Moodle, timetable, things like that took a while to understand'.

Nine students requested more accessibility when it comes to support and arrival such as 'more targeted support to off campus students', 'more opportunities to socialise with others in a non-planned environment, i.e. promotion of social spaces etc', and 'information being displayed more clearly'. Suggestions included the option to talk to other students about their experiences, guides on 'how to write essays', and potentially a moving in guide that is specific to students with disabilities. From an international perspective, one respondent requested more information on 'how to get help with illness'.

The overarching feeling is that additional 'transition material' both academically and generally delivered gradually across the summer would make arrival easier for students. Similarly, additional information on the city itself may be useful with some suggesting 'a guide on town and buses'.

PGT

Of the 54 PGT comments, 27 were 'no' responses, the majority among the remaining 27 (8) related to wanting earlier information on their course. One student summarised: 'Clearer information about key things like where to find my timetable: I had no idea it was on the portal, nor any idea what was - it is so huge and complicated that I was incapable of using it so didn't have this vital information and was in daily distress trying to get to grips with it and locate information I needed.' Others similarly suggested that 'more information about the timetabled sessions would've been useful, esp. an indication that they tend to be more lecture than seminar' and that 'more trip events' could have helped them socialise. From a distance perspective, students would have liked 'workshops on how to critically reflect, think and PG level of academic writing for assignments' and information 'in general [about] how a long-distance programme works and what it looks like'.

Seven PGT comments requested more information on colleges/accommodation/events such as 'clearer pre-arrival information and more structured Welcome Week activities would have made the process even easier' and 'more information about move in day and how that works...e.g. what parking is like and how close the parking is from halls'.

Another seven PGT students would have liked more surrounding 'where to go for support', 'more check-ins on students who disclose a mental health condition', and potentially more 'online opportunities on career development, essay writing, entrepreneurship, etc. I see most of the events are physical.'

PGR

Of the 23 PGR and 'Other' responses, 13 were 'no' responses. Among the remaining 10, several would have liked information to be provided earlier, stating '*most of the information provided in the induction should be somehow available before joining the course*' and suggesting that '*a general overview of the expectations of students, the events that are on offer and how to access services*' would have been useful.

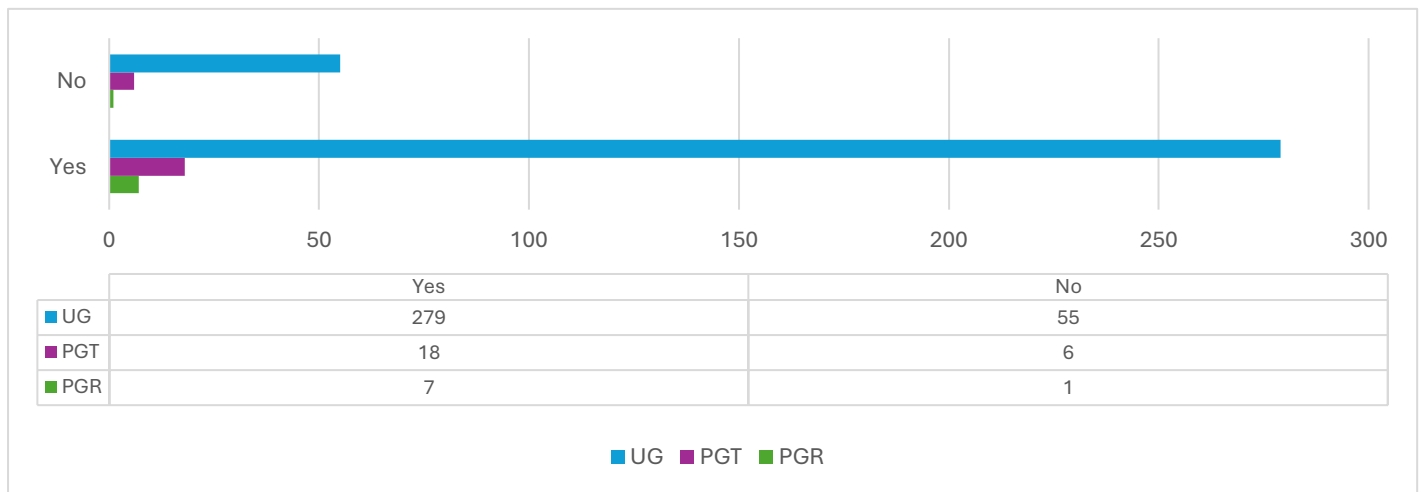
Additionally, requests were again made for Moodle guides, '*information about how the health system works, as well as accommodation options*', the '*location of support buildings*', and an overall '*slower pace*' as '*it felt like it wasn't taken into account that some people may struggle with all that information.*'

From a distance perspective, one student reiterated: '*Having the information about the induction week programme for my department earlier as I had to arrange travel and stay a few weeks before induction week.*'

Time off campus

Important to note: only those who live on campus were asked the following two questions about spending time in town, commuting students were not asked.

‘Have you spent any time off campus so far?’

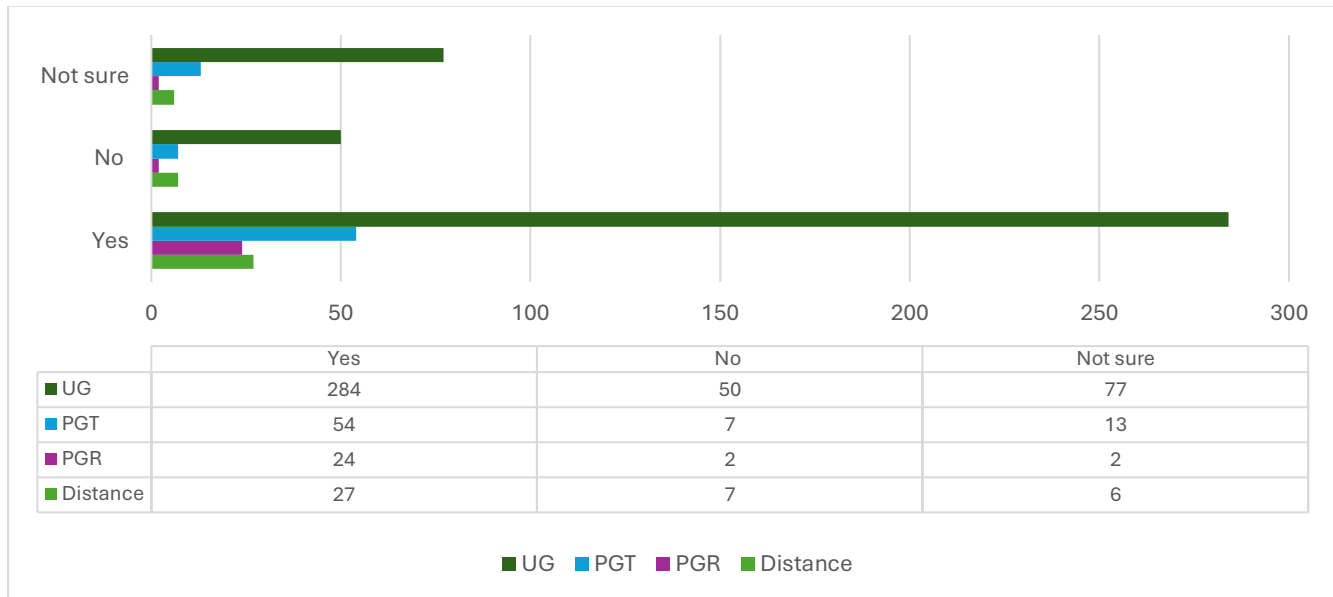


A total of 304 (83%) stated ‘Yes’ and a total of 62 (17%) stated ‘No’. In the previous year, 87% stated ‘Yes’ and 13% stated ‘No’ – this decline likely relates to the distribution time of the survey being earlier this year than last. Those who responded yes were then asked, ‘**what have you spent time doing off campus so far?**’ and responses have been collated in the following chart. By and large, the most popular activity in town was shopping (both of groceries and non-essential items) and visiting local pubs, bars, and nightclubs. These are the same top three as the previous year. The least popular activities in town related to ‘Work’ and ‘Observing your faith (such as attending church or mosque)’. This is the same bottom two results as last year.



Wellbeing Support

‘Do you know how to access wellbeing support at Lancaster University?’



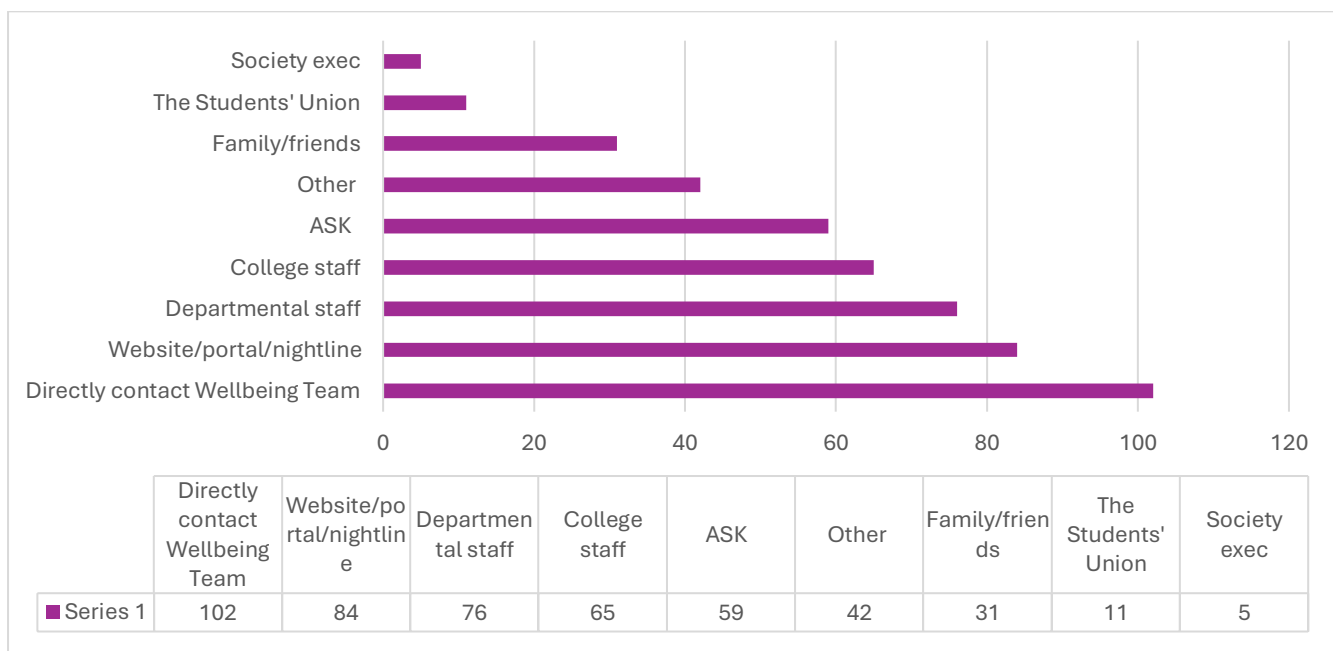
There were 553 respondents total for this question. For clarity, the specific distance divides were: ‘Yes’ (6 UG, 15 PGT, 4 PGR, 2 Other), ‘No’ (1 UG, 2 PGT, 2 PGR, 2 Other), and ‘Not sure’ (1 UG, 3 PGT, 2 PGR).

Clear from these results is that the majority of respondents (70%), both campus-based and distance, and across all levels of study feel they know how to access wellbeing support at Lancaster University (389 total). This is down from 74% last year among a smaller sample size.

As ‘Not sure’ was the second most common response (17%) among all levels of study within both campus-based and distance learners, it is pivotal that signposting of wellbeing support continues to be proactive (98 total).

‘Where would you go if you needed wellbeing support for yourself or a friend?’

The 415 qualitative responses for this question were analysed and categorised into the themes that came up most frequently and put into the following table for visual aid. Important to note: some comments mentioned more than one place they would go for support; the numbers used in the table therefore are indicative of the amount of mentions each theme had across all comments.



Of the 389 campus-based responses, 275 came from those who answered 'Yes' previously, with the majority stating they would be most likely to contact the Wellbeing Team directly with 89 of the total 102 on this option being from this group. Notably, several comments referenced that 'all the appointment slots are booked' which could mean that additional signposting is needed for those who try to use the wellbeing service and then need an alternative.

Of the 389 campus-based responses, 71 comments came from those who answered 'Not sure' previously with the majority of this group stating they would be most likely to consult the University website, learning portal, or the nightline specifically (with 19 mentions of this). The difference between those who responded 'Yes' to the previous question is clear here, as those who selected 'Not sure' were more likely to try searching online for the resources first, rather than knowing directly who to contact straight away. This could demonstrate that while many do feel confident in who to contact for wellbeing support, the pathways to who to contact for what could be clearer. These results also mirror those from the previous year, showing a continuation.

Of the 389 campus-based responses, 41 comments came from those who answered 'No' previously with the majority of this group stating they did not know or would not do anything, with 16 mentioning this. These responses were compiled in the 'Other' section of the graph and clearly show that there is still more that could be done to highlight clearly what help is available for specific issues.

For clarity, the 'Other' section specifically consisted of the following breakdown: 34 stating 'unsure/would not use', 4 stating private therapists/GP's, 3 stating the Chaplaincy, 1 stating 'AI'.

Distance

Distance learners specifically had 26 responses, of which the majority (9) stated they would also use the website to look for information. There were also 6 mentions for 'unsure/would not use', 5 mentions for 'departmental staff', 4 mentions for 'Wellbeing Team', and 3 mentions for 'Family/friends'.

Suggested Improvements

Theme	Qualitative analysis main concerns	Suggested recommendations
Pre-arrival	<ul style="list-style-type: none"> • Students feeling as though they don't have enough information surrounding accommodation before selecting it • Students would like to know accommodation before move-in day or be able to contact their flatmates before arriving • Students feeling their academic and Welcome Week timetables arrive too late and don't allow for planning in advance • Students feeling there is not enough contact over the summer before arrival and that more could be sent in advance to prepare them 	<ul style="list-style-type: none"> • More information surrounding what the colleges/types of accommodation available are known for to help students pick what suits them best – potentially leaning in to curating a College identity. • Earlier information on which accommodation has been assigned before arrival • Potentially informing students who their flatmates will be, allowing option of earlier contact and lessen overwhelming feelings • Earlier circulation of not only academic timetables but also Welcome Week timetables to allow planning • Suggestions of additional contact that would have been appreciated before arriving included emails/online content containing information on: packing lists, what a typical day looks like for specific courses, tips on financial advice, academic writing, notetaking, and preparing for feelings of homesickness • Information to be delivered at a slower pace over a longer period of time before arriving
Welcome Week	<ul style="list-style-type: none"> • Freshers fair and other events feeling overwhelming and taking too much time to queue for • Lack of consideration for commuting students in Welcome Week event timings/scheduling • Students finding welcome activities too alcohol focused and too many in the evening • Some students seemingly unaware of college JCR executive's role as they were selected least frequently for making respondents feel welcomed and for being the source of information on welcome events • Students finding a lot of overlap between welcome events and being unsure of what was happening and when, often missing some events due to last minute cancellations too. • Reliance on Instagram for delivering information about events • Events seeming daunting for those who may end up going alone 	<ul style="list-style-type: none"> • Spreading Freshers Fair across campus or implementing a timed access to the event to avoid the mass of queuing • More helpful freebies at events such as USB sticks, or food • Better scheduling/consideration of commuting students off-campus including for transport, event timings, type of events, potentially including online options for induction workshops/taster lectures to help scheduling or events in town/other locations to make travel easier • More sober welcome activities both during the day and evening so those who don't drink don't feel left behind while others go out or potentially reps that are specifically for including non-drinkers • More signposting of what the college JCR can offer to both campus-based and distance learners • A unified calendar, all information in one clearly signposted place, possibly given out earlier to allow planning and including information on what is compulsory or not

	<ul style="list-style-type: none"> • Students unsure how to use university facilities such as laundromats 	<ul style="list-style-type: none"> • Clearer and more timely notification of events (and cancellations) in places that are not just Instagram stories, potentially physical information sheets left in dorm rooms or around campus. • More accommodation for people who want to or end up going to events alone, potentially smaller groups to make it less daunting and provide more 1:1 experience • Socials that can be attended remotely to be accessible for introverts e.g. streaming a film online, having group chats where people can get to know each other first • Short walkthrough guides on how to use facilities across campus e.g. laundromats
<p>UG Specific</p>	<ul style="list-style-type: none"> • Lack of consideration for commuting students in Welcome Week event timings/scheduling • Freshers feeling overwhelmed and confused about housing after their first year • New students feeling that they have missed certain advice in welcome week • Students feeling left behind if they don't drink • Students finding some colleges had more events than others • Students requesting more departmental/course specific socialisation events • 2nd and 3rd year students feeling as though they are not being welcomed back and that there are no events for them • Students being confused as to how bus routes work 	<ul style="list-style-type: none"> • More focus on finding ways to include commuting students in societies and other events – consideration of the buses available not just to town but to Preston and surrounding areas • Information about expectations on how and when to get off-campus accommodation or less rush when it comes to needing to find future accommodation • A buddy system/someone to go to for advice other than a welcome rep for those who didn't get on with flat but still wanted to go out • Talks/Q&A's with previous students for those who still have questions, rep roles to go on for longer, or a physically centralised place to go for advice/information • More daytime events and sober events in evening, suggestions for types of activities: team building, faith-friendly, academic, town-based, tours, crafts, speed friending • More uniformity between college events so make sure experiences are equal or more advertisement that anyone can join other big college events • Fewer bar crawls and more variety in drinking socials for college and departmental events in evenings • Increase in course specific socialisation events • An event specifically dedicated to 2nd and 3rd year students welcoming in new students, creating a community feel within colleges and allowing upper years to reintegrate themselves where they may have also struggled in first year

		<ul style="list-style-type: none"> Using inclusive language on posts promoting welcome week events so that 2nd and 3rd year students know they can take part too Accessible guides on the local bus routes
PGT and PGR Specific	<ul style="list-style-type: none"> Lack of consideration for commuting students in Welcome Week event timings/scheduling Feeling uncomfortable in societies Mature students particularly feeling isolated Part-time specifically feeling distant/less considered than their full-time counterparts Lack of events for those who don't drink Lack of socialisation opportunities among PG students generally and for those living off campus Lack of information specifically for those returning to education after time away PG students feeling as though they are not being welcomed to the university as they are not 'freshers' and that there are no events for them Difficulty knowing where to access relevant information past Welcome Week 	<ul style="list-style-type: none"> Better scheduling, consideration and inclusion of commuting students off campus More effort to include PGT and PGR students in societies, potentially through more inclusive timings of events/society sessions, more taster sessions/encouragement to join, or mature/PG specific events within societies or in general More information for part-time students that is specific to their course such as course structure, deadlines, expectations More opportunities to learn additional skills e.g. critical writing/referencing/statistics/career workshops More sober activities More effort to ensure PG students feel included socially - more events in town to include commuting students or potentially a group chat specific for grad college Some kind of orientation to PhD processes e.g. what is expected, how to work with supervisors etc Using inclusive language on posts promoting welcome week events so that PG students know they can take part too Clearer information regarding where to find timetables for courses in advance
International Student Specific	<ul style="list-style-type: none"> Cultural differences Lack of advice and support on specific areas such as finance, health services, visas, campus facilities and what they are for Struggles on move in day 	<ul style="list-style-type: none"> More support for international students specifically regarding integration More advice and support such as on visa processes, where to shop, health services, facilities on campus, etc More support on move in day to ensure international students do not feel alone
Distance Specific	<ul style="list-style-type: none"> Students feeling left behind and uncertain about expectations in scheduling and course structure Mature students needing more information Need for clarity on where to access resources online, how to use certain online systems, and who contact for specific issues 	<ul style="list-style-type: none"> Earlier circulation of timetables and module choice documents generally More and earlier information specifically on part-time course/module structures to allow planning around other work and family commitments Specific considerations for mature students in explaining areas such as fee paying and general education expectations

	<ul style="list-style-type: none"> Distance students wanting to take part in more welcome activities but not, also feeling they mainly miss the socialisation aspect of them 	<p>for those who may have been away from education for a while</p> <ul style="list-style-type: none"> Potentially a form of emergency contact sheet/cheat sheet filled with useful contacts and resource links, explaining what they are for or providing tutorials on how to use online resources More online spaces/opportunities to meet departmental staff and other distance students – team meetings, check-ins, or group chats to encourage socialisation
<p>Socialisation</p>	<ul style="list-style-type: none"> Lack of sober activities particularly in evenings with some feeling left behind while others went out Lack of daytime activities Students who couldn't take part in certain Welcome Week activities for any reason feeling they have missed their chance to make friends Students feeling like societies are closed off to them if they don't join in the first week PG and mature students feeling as though they cannot socialise at freshers' events and feeling isolated 	<ul style="list-style-type: none"> More sober activities across daytime and evening Reps that are specifically for non-drinkers, so people don't feel left behind or lonely Suggestions for more teambuilding style activities during the day to make friends outside of college or flatmates More events following Welcome Week or extending the week to include those who missed out, suggestions of regular activities included: more trips/hikes, boardgame and craft nights, mindfulness activities, leisure activities such as film screenings, and teambuilding exercises Regular taster sessions and reintroductions for societies Socialisation sessions specifically for PG and mature students or more inclusivity surrounding these groups in preexisting welcome week events
<p>Accessibility, Wellbeing, and Inclusion</p>	<ul style="list-style-type: none"> Those living off-campus feeling isolated and struggling with event scheduling and travel safety at night Those who don't use social media feeling as though they don't have as much access to information Welcome Week events feeling overwhelming for those who are shy or anxious or don't get on with their flatmates so go alone Students requesting more skill-based induction activities to aid their transition Students finding information buried in emails and getting confused about what is important and not Students feeling confused over how to use Moodle/other resources online Students with disabilities struggling with move in day 	<ul style="list-style-type: none"> Better scheduling/consideration of commuting students off campus, particularly increased bus travel at night to increase safety Offering online and offline events for those who cannot attend More direct contact surrounding events and scheduling for those who don't have social media Smaller groups for socialisation for those who are more anxious or who don't get on with their flatmates More skill-based activities such as workshops on: essay writing, time management and organisation, online help, cultural differences, career and finance help More opportunities available to learn skills not directly related to your course Clear signposting of what help is available and for what issues i.e. what is available

		<p>for mental health/personal issues and what is available for more academic issues</p> <ul style="list-style-type: none">• Potentially QR codes or posters advertising support around the campus and specific signposting of in-person support available such as drop-in sessions• A physical guide on how to use websites/Moodle/tech left in dorm rooms so it is easy to find• A specific guide for moving day that considers students with disabilities
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