

FE Induction Policy 2023

APPROVED BY SELT ON 13 JUNE 2023

| Applies to: | |
|--|---|
| Harrogate College | X |
| Keighley College | X |
| Leeds City College | X |
| Leeds Conservatoire | |
| Leeds Sixth Form College / Pudsey Sixth Form College | X |
| Luminate Group Services | |
| University Centre | |

CHANGE CONTROL

| | | |
|--|---|----------------|
| Version: | Version 2 | |
| Approval route | | |
| Approval committee (ELT, SELT, Board) | Date approved | Version |
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| Name of author: | Alison Purver | |
| Name of responsible committee: | SELT | |
| Related policies: (list) | <ul style="list-style-type: none"> Attendance Policy Promoting Positive Relationships and Supporting Behaviour E safety/Use of Internet/Social Media Safeguarding Policy Equality and Diversity Policy Visual Identification Policy Assessment and appeals | |
| Equality impact assessment completed | Date: | 8/6/23 |
| | Assessment type <input type="checkbox"/> Full <input checked="" type="checkbox"/> Part <input type="checkbox"/> Not required | |
| Environmental Impact Assessment Completed | Date: | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not required | |
| Policy will be communicated via: | Training to relevant staff, Hods, meting, Pastoral network, Student Life Site | |
| Next review date: | June 24 | |

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1. POLICY STATEMENT

'The single greatest predictor of subsequent success is whether the student makes a friend in the first month'
(Professor John Hattie)

Induction is an integral part of the student experience for ensuring that their transition into college is smooth and the college's expectations and standards are set. The ethos of right learner/right pathway/right course is central to the student experience and appropriate induction should be provided for all students, fully implemented by all staff. As we move away from the direct impact of Covid-19 on our students, we still need to be mindful of the legacy it has left on young people and issues of integration into college a stronger focus should be made on the I'm In values and for the staff ease of access to quality resources.

The College expects students and staff to foster a culture of respect and well-being, high expectations and aspirations. The standards of behaviour expected from students are based on these values. Our Promoting Positive Relationships and Supporting Behaviour policy underpins our high expectations for students which lead to success on their chosen pathway.

2. POLICY AIMS

2.1. The college induction will (as a minimum):

- Promote a culture of I'm In or campus specific initiatives where excellent attendance, punctuality and behaviour is the norm.
- Assess the students and offer support to remove any barriers to learning and access appropriate support
- Discuss rights, responsibilities, and opportunities with students.
- Develop communities through restorative and relational practice.
- Discuss how to stay safe, including online and to ensure the safety of others.
- Support in the development of digital skills for employability skills through STEAM (STEM and inclusive of Arts provision)
- Inform about how to access opportunities to develop skills to support them on their pathway.
- Raise awareness of all college facilities, resources, and support systems.
- Embed an awareness of all Equality and Diversity Policies and commitment to equality and its values
- To start the journey of supporting students to make informed life choices about their career pathway and intended destinations.
- Provide an inclusive induction with activities which provide the opportunity to get to know their tutor(s) and other students and feel settled in new groups.
- College induction will include coverage appropriate to the individual and their place and programme of study.
- All learners are entitled to a college induction – particular attention should be paid to ensure late starters and students on multi starts are fully engaged and monitored.

3. OUTPUTS OF THE INDUCTION POLICY

A creative, inspirational, and welcoming environment in college will be set up which promotes a culture of learning and aspiration

All departments will have a detailed induction plan which will ensure that:

An overall plan to ensure all students will have:

- Access to a high-quality curriculum induction that reflects local need, current working practices, and college priorities
- All students will have access to a high-quality college induction which is active, engaging, and inclusive.
- 6 week Induction Framework - transferable for multi starts and flexible to meet curriculum needs
- Students are to receive the best possible, consistent student experience linked to entitlement with a framework to support planning and implementation for induction within each campus/department
- Led by departments, supported by service teams
- Links to EIF: PD and BA aspects (See EIF Mapping Doc in Appendix)
- Checklist to guide them through
- Bespoke Staff Induction Site with all relevant resources
- Student Induction Site for late or multi starts and the offer of bespoke for different groups of students

For every student, all students will have;

- A named tutor with responsibility for ensuring the student receives an appropriate induction and support continuing through the year.
- Two named emergency contacts recorded on the ProMonitor
- Their qualifications on entry recorded on ProMonitor
- The retention of students "at risk" will be at least the same as those that are not.
- All students will have engaged in Progress Review 1 in the first six weeks with all conversations and outcomes recorded on ProMonitor
- All students will be asked whether there are any barriers to learning that the college can mitigate. This is recorded on ProMonitor.
- All students identified as 'At Risk' will be offered regular 1:1s as appropriate to their need with the conversation and outcomes recorded on ProMonitor.
- All students identified as 'vulnerable' will be offered regular 1:1s as appropriate to their need with the conversation and outcomes recorded on ProMonitor (for example; care leavers, looked after children, young carers and parents, young people living independently, emotional, or behavioural difficulties).
- Vulnerable students (vulnerability flag) will not be excluded until the campus principal or director and a senior member of the SEND team for that campus has been consulted)
- All staff will record for each student, as appropriate;
 - career aspiration pathway
 - target grade,
 - learning conversations including feedback to ensure the student is on the right course on ProMonitor
 - 'At risk' and planned support interventions including vulnerable individuals.

Developments for this year 2023 will include:

- Refocus on campus specific initiatives linking to I'm In with a key target of driving attendance through our students connecting and wanting to engagement in all aspects of college life.
- Stronger focus on the safety of our students
- Strong focus on wellbeing and relational practice to create strong communities
- Focus on Skills development and in particular STEAM (STEM and inclusive of Arts provision)
- Driving early interventions to remove barriers to learning and establish a ready to learn attitude

Initial Key Components of Programme for 2023 start:

- Expectations: I'm In Building strong relationships from the start
- How will barriers to learning be removed?
- Mental health and wellbeing initiatives
- Getting connected to others
- Having fun and developing new skills
- New focus on digital and STEAM skills
- Aspirations and skill development opportunities
- E & M assessments
- Right course
- Career pathway and progression plans
- Parents / carers welcome events
- Study skills - learning to learn
- Food on campus

At Performance Reviews there will still be the integrated Checklist to highlight and act on any identified vulnerable students and remove barriers to learning. It will include:

- Emergency Contacts
- Learner Support Fund
- Safeguarding
- SEND
- EHCP

- Peeps
- Medical needs
- Exam Access
- Housing Concerns
- Young Carer
- Digital Access
- Young Parents

4. IMPACT MEASURES AND MONITORING

Monitoring at Department and Course level will focus on the following:

- Attendance
- Students on right course (transfer rates)
- Retention rates of all student groups
- Support of High Needs students
- Support and progress of 'at risk' students
- Support and progress of 'vulnerable' students
- High levels of satisfaction (above benchmark) in Student Surveys in relation to induction
- High level of engagement with cross college initiatives and services (including areas such as Campaigns, Employer Engagement, Enterprise, Student Enrichment, Volunteering, and Careers)
- Reduction in withdrawals (retention to 42 days and beyond)
- Induction themed learning walks
- Student and Apprentice Survey (induction survey)
- Student voice and pulse surveys (Student Union)
- Department evaluation of Induction programme
- Pastoral Meetings to discuss Induction in Term 1

5. INDUCTION RESOURCES

[Induction Resource Pack](#)

PDBA Document linking EIF to PDBA

[Mapping PDBA from EIF to Curriculum 23-24](#)

Appendix 1

[Induction Checklist 23-24](#)

Checklist for all students to be done and kept by Course Leader in appropriate file

Appendix 2

[Staff Induction Site](#)

Appendix 3

[Student Induction Site](#)

6. REVIEW

This policy will be reviewed annually by Head of Student Engagement