UHI Moray

Student Induction Policy

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Approved by	LTQC
Responsibility for Policy	Director of Information, Planning and Student Support
Responsibility for Implementation	Student Support Services Manager
Responsibility for Review	Director of Information, Planning and Student Support
Date for Review	05/2026

Please ask if you, or someone you know, would like this document in a different format or language.

Revision Date & Change Log

Date of Revision	Brief Description of Change	Date Approved
V1	First version	2016
V1.1	Updated in line with new structure and responsibilities, including the LDW role.	21/03/22
V1.2 19/5/23	Updated to include the optional 10-step pre-induction online modules developed and piloted by the UNITED team in session 2022/23.	
V1.3 12/06/23	Updated wording on the 10 step pre-induction on-line modules implementation which will be discipline specific and only use content relevant to each subject area.	

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1. Introduction

Student induction encompasses the initial stages of the guidance and support services provided to students from before they enter College and continues throughout their course and beyond.

It is College policy that all students from a variety of backgrounds, with a wide range of learning experiences are entitled to receive an induction that aims to:

- Ease the transition to studying in College.

- Introduce students to the skills, knowledge and demands of their programme and includes transition between levels.

- Establish students as part of the College Community.

For session 2023/24, good practice developed within the UNITED course team to establish 10 steps of pre-induction in Brightspace is incorporated into this policy. The implementation by course teams should be done on a discipline specific manner and consider which of the steps are most relevant to their subject area. It's expected that all course teams will implement some elements of the on-line pre-induction process to aid student engagement with key areas such as ICT systems and course content prior to arriving on-campus during induction week.

2. Key Principles

It is essential that students are provided with all relevant and current information before and during induction with particular reference to their course/unit. It is also a vital aspect of the induction programme that the range of services on offer are made known to students and that they are made aware of how they can obtain access to these. They should complete their programme of induction considering that it has been well organised and of clear benefit to them.

Having access to resources as early as possible will help learners engage with their studies at the start of the session.

3. Scope

Induction shall welcome all students to the college, by creating a friendly atmosphere, help familiarise the students with their surroundings and ensure that students are supported to prepare effectively to meet the demands of their chosen course/unit of study and eventual career path.

This policy has several related policies listed in Appendix 1 which provide specific detail on key aspects of a student's life in college.

4. Responsibilities

The Director of Information and Student Support has overall responsibility for review and update of this policy.

The Student Support Services Manager is responsible for:

- Ensuring Student Services provides an induction service.

- Ensuring LDWs have in place effective arrangements to deliver the extended induction activities outlined in this policy.

The Administration Services Centre Manager is responsible for:

- Scheduling the centralised parts of induction via the CELCAT timetabling system, liaising academic line managers in sufficient time to allow them to build these elements into the course induction programme for their students.

- Sending the induction programme to all applicants and communicating with applicants on a regular basis leading up to induction.

- Identifying any students who have disclosed they are currently a " looked after person" or have been, as well as students who have disclosed they have a caring responsibility.

- Identifying those students who require a Disclosure Scotland check as part of their course and during enrolment and liaising with the Student Support Services Manager to ensure that all relevant students have completed the necessary application.

Heads and Deputy Heads of Curriculum have responsibility to ensure effective arrangements are in place for teaching staff to deliver a comprehensive student induction week to fully prepare students for the start of semester 1 and that pre-induction activities are relevant to each course area.

Learner Development Workers have responsibility to provide an extended induction programme throughout the first weeks of semester 1, liaising with course areas to ensure a well-planned set of activities takes place alongside planned timetabled activities.

4.1 Learner Development Worker (LDW) Engagement

Over the first few weeks of the session, the LDWs will ensure students:

- Are introduced to their named LDW during induction week.

- Have the right student funding in place and provide support to help students complete the funding application.

- Have applied for the right bursary (in the case of care experienced students).

- Submit the EMA Learner Agreement Form (for EMA eligible students).

- Are taken through their MyDay page, explaining all the different tiles, including Outlook, BrightSpace and Absence Reporting.

- Are provided with an IT induction and are shown how to access Office 365 applications on their own devices.

- Are provided with support information available for Care Experienced young People and for Carers.

- Informed of all the support available in College, Guidance Team, Wellbeing Team, Extended Learning Support and the Study Bar.

- Are aware of the Personal Learning Support Plan (PLSP) process and signpost the ELS team if they have not declared a disability on their application form.

- Are provided with an overview of Safeguarding arrangements - Protect, Prevent, Parent.

- Engage with a session run by the Study Bar to introduce the service to students.

- Attend a session on HISA and organise student voice reps for the group.

- Are provided with guidance on the importance of attendance, it's importance in relation to achievement and how it can affect funding.

- Complete a personal development questionnaire in preparation for individual interviews.

- Receive guidance on the importance of the Early Experience Survey and ensure students complete it.

- Have made the right choice of course and where concerns are raised, refer them to Student Guidance for further advice.

- Signpost pre-achieved credits to the relevant course team.

- Discuss any non-academic barriers to progress and where appropriate, refer to ELS or Student Guidance.

- Are reminded of their responsibility to follow key College policies and procedures.

4.2 The Role of Teaching Staff

Teaching staff have a key role during induction week to ensure students get the best possible start to their academic year, co-ordinating course-area activities with centralised activities to ensure each student is:

- Enrolled on the correct programme of study and relevant course options, including their core and essential skills.

- Introduced to the LDW assigned to the course.

- Introduced to wider course team.

- Provided with the overall aims of their course, its structure and content

- Informed about the different learning and teaching approaches that will be used on the course.

- Provided with a copy of the assessment regulations which apply to them.

- Provided with an overview of how the course will be assessed and when they are to be assessed.

- Aware of the arrangements that exist for them to be represented and for their views to be heard.

- Provided with relevant Health and Safety arrangements and general arrangements for the operation of classroom and lab-based activities in the course area.

- Introduced to the rest of the students in their group using informal team building activities.

- Able to navigate their way around the College campus and find key services.

- Provided with guidance on the importance of attendance, and its importance in relation to achievement.

- Provided with the timetable for their course.

- Core skills diagnostic where required.

5. Induction Programme

5.1 Pre-Induction

The pre-induction programme ensures students will:

- Be invited to attend mandatory pre start event/interview (FE students only) prior to the coming session. Any students who have declared they have been or are currently a "looked after person" or have caring responsibilities and cannot make the mandatory pre start shall be offered alternative times and dates.

- Be been given the opportunity to participate in the summer Kick Start programme.

- Have been offered support with applying for online funding and enrolment before start of the session.

- Have had access to useful materials i.e. course handbook, funding information, College Guide and general information about College via the Student Portal before the start of the session.

Student services staff will also consider any additional promotional activities targeting those students due to enrol in August/September

5.2 On-Line "10 Steps of Induction" Activities

The good practice developed within the UNITED course area in session 22/23 is adopted as part of this policy, but the implementation will depend on which activities are relevant to each subject area.

The activity is delivered from Brightspace and covers:

- Welcome message.

- Meet the teaching team.
- Course handbook.
- Brightpsace VLE.
- Outlook email.
- Home use software.
- MyDay portal.
- OneDrive.
- Introducing yourself.
- Academic writing.
- UHI referencing guide.
- Accessing on line resources.
- Writing academic work.

5.3 Student Services Induction

The Student Support Services Manager will ensure students:

- Are welcomed by the Principal, or depute if unavailable.

- Have the opportunity to meet members of staff who will play a key role during their time at College.

- Learn about the services and facilities available to them including guidance, learning support and library.

- Are informed about the procedures for reporting their absence from College and the implications of absence.

- Are made aware of the importance of personal development planning.

- Have ready access to information and advice on Student Finance and other Student Services.

- Are informed of the role of the Class Representative.

- Are informed of the role of the Board of Management and its Committee representation.

- Have the opportunity to meet the HISA Depute Presidents.

6. Delivery and Format of Induction Week

The induction programme will be a warm, welcoming and supportive experience for students and will be scheduled and delivered to provide a coherent and effective introduction to College life. For example, it is important that induction activities are not so spread out that students experience long gaps between activities nor should students be expected to come into College on any day for only a small amount of activity which students are likely to deem a waste of their time and cost.

It is essential that, once published, any changes to the induction programme are kept to an absolute minimum and are communicated effectively to all concerned.

The programme should contain social activities that encourage students to get to know each other and to become acquainted with the College layout, the location of key staff, facilities and services.

For full time students the induction programme will extend, as a minimum, over a two day period at the beginning of the session.

For other modes of attendance, the duration of the induction programme will tend to extend only for a short time during the initial meeting of the class.

It may be deemed preferable to schedule aspects of induction over a longer period.

All full time students and their part-time equivalents will be provided with necessary information through the Student Portal, including the following:

- Course Handbook
- Course Timetable
- College Calendar
- Assessment Schedule
- List of Key Staff and Contact Details
- Key Health and Safety Information
- IT Acceptable User Policy

7. Quality Assurance of Induction Experience

The Quality Officer will arrange to ascertain the views of the students on their induction experience by the end of October in each session. All students will be invited to participate in an on-line survey.

Academic line managers should ensure that the early student experience, and in particular course induction, is evaluated and discussed at the first Course Committee Meetings of the session.

Elected Student Voice Representatives (SVR) will be invited to attend course meetings, HISA Student Voice Meetings and, from time to time, cross-College Focus groups with senior management.

To support them in this role, HISA will provide appropriate training for SVRs.

The Quality Officer will develop an evaluation report of Student Early Experience for both the Learning, Teaching and Quality Committee and the Board of Management for review and to support the improvement of future student experience.

8. Related Policies

Student Confidentiality Policy

Student Disclosure Policy

Student Advice, Personal Development Planning and Guidance Policy

Student Bullying and Harassment Policy

Safeguarding Policy