



## Quality Assurance Code of Practice

### Induction of Student Apprentices

This document is primarily intended for:

Directors of Studies  
 Assistant Registrars or equivalents  
 Designated Administrators  
 Personal Tutors  
 Director of Student Services  
 Student Experience Officers

**Queries/ First point of contact:** Undergraduate/Postgraduate Taught Managers

1. Purpose and Scope.....	1
2. Principles.....	2
3. Roles and Responsibilities .....	3
4. Phase 1 (Pre-arrival) .....	4
5. Phase 2 (Induction Day).....	4
6. Phase 3 (Extended Induction) .....	6
7. Re-Induction following a Break in Learning (Suspension) .....	6
8. Monitoring and Review.....	7
Appendix 1 Academic Induction.....	8

#### 1. Purpose and Scope

- 1.1 This statement sets out arrangements for the induction of Student Apprentices on taught courses, including:
  - new Student Apprentices studying on an apprenticeship course leading to an award of the University of Bath
  - Student Apprentices returning to the University following a break in learning (suspension)
- 1.2 The details of this document may be varied under the terms of a [Subcontractor Agreement](#) where a course of study is delivered as subcontracted provision with a

partner

organisation.

1.3 This statement should be read in conjunction with:

- [QA22\(A\) Recruitment, Selection and Admissions of Student Apprentices](#)
- [QA33\(A\) Personal Tutoring \(Apprenticeship Courses\)](#)
- [QA44 Course Handbooks and Course Specifications](#)

1.4 Induction arrangements for students on other taught courses are set out in [QA38 Induction of Students](#).

1.5 The purpose of induction is to introduce Student Apprentices to different aspects of university life - academic, social, and pastoral - and to create a sense of belonging to the University community. The induction might also be used as an opportunity to help Student Apprentices identify individual learning development goals and plan how to make the best use of their apprenticeship experience. This statement covers the general aspects of induction that familiarise Student Apprentices with their course, and services on offer at the University. The specific requirements of Academic Induction, which covers general study skills, information on assessment and feedback, and working and studying with others, are set out in Appendix 1.

1.6 The induction period spans the whole of the first year of study and has three distinct phases:

- a) Pre-arrival, (i.e., before Student Apprentices start their apprenticeship)
- b) Induction Day
- c) Extended Induction.

## **2. Principles**

2.1 Induction should ease the transition of Student Apprentices into higher education or postgraduate study as appropriate and support their personal and academic development.

2.2 Induction should not be a one-off event but an ongoing process of familiarisation, assimilation and development which engages Student Apprentices throughout their time at university.

2.3 The diversity of Student Apprentices taking part in induction should be taken into consideration and the specific needs of mature learners, distance learners and those returning to study should be catered for in induction arrangements. Student Apprentices often have a limited period to become members of the University community and assimilate information. Induction arrangements for this group should reflect this. Arrangements for induction should meet the needs of disabled Student Apprentices and others who may face barriers to their success.

### 3. Roles and Responsibilities

#### **Induction Working Groups**

- 3.1 The Student Experience Advisory Group is responsible for setting the strategic context for the development and delivery of student induction across the University. This includes monitoring the effectiveness of university induction activities and making recommendations to the University Education, Quality and Standards Committee.
- 3.2 The Induction Operations Group (IOG) is responsible for operational planning of student induction across the University.
- 3.3 The Director of Studies is responsible for coordinating the development and delivery of student induction across the University.
- 3.4 IOG is responsible for ensuring the maintenance of webpages covering general aspects of induction, for students joining courses of study at any time.

#### **Academic Registry**

- 3.5 Academic Registry is responsible for preparing and providing guidance and information required for the completion of registration.

#### **Student Support and Safeguarding**

- 3.6 Student Support and Safeguarding provides a point of contact and referral for new Student Apprentices seeking guidance and information during induction.

#### **The Students' Union**

- 3.7 The Students' Union provides information regarding its services and activities as part of the induction arrangements.

#### **Head of Department**

- 3.8 The Head of Department is responsible for ensuring that induction activities and arrangements are made for all Student Apprentices registering at the start of the academic year or at different times throughout the calendar year. Heads of Departments are responsible for ensuring that a process for delivering induction is established, as set out in Appendix 1.

#### **Directors of Studies**

- 3.9 Directors of Studies are responsible for:
  - providing induction activities and information specific to the needs of the Student Apprentices undertaking a particular course of study
  - ensuring that reading lists are available to Student Apprentices and submitted to the library
  - ensuring that a re-induction is organised for Student Apprentices returning from a break in learning (suspension).

### **Personal Tutors**

- 3.10 As set out in [QA33\(A\) Personal Tutoring \(Apprenticeship Courses\)](#), Personal Tutors are responsible for offering guidance and support to their tutees on how to function effectively in the University environment, and for referring Student Apprentices to the appropriate sources of academic or welfare advice when necessary.

## **4. Phase 1 (Pre-arrival)**

- 4.1 Phase 1 induction relates to the provision of support and information to Student Apprentices who have been offered a place on an apprenticeship course during the period leading up to Induction Day.
- 4.2 Student Apprentices will be provided with useful pre-entry information and information regarding registration prior to Induction Day by their Department/School.
- 4.3 Departments/School will contact Student Apprentices during the pre-arrival period to arrange for the Initial Needs Assessment meeting (see [QA22\(A\)](#)) to take place prior to the Student Apprentice registering onto their apprenticeship course, and to provide them with information relating to their induction onto the apprenticeship course. As set out in 5.1, arrangements for induction should take into consideration activities taking place across the institution where possible.
- 4.4 The University's induction web pages will provide information for all Student Apprentices.
- 4.5 The Students' Union highlights its services and activities on its website.

### Good Practice Example:

Social Networking sites and discussion forums give Student Apprentices the opportunity to contact other Student Apprentices joining the same apprenticeship course in advance of starting the course and provide Departments with an informal platform to deliver information on the course prior to induction. The communities established online at this stage often continue to provide support throughout the induction period.

## **5. Phase 2 (Induction Day)**

- 5.1 Prior to, or as part of, the start of their apprenticeship course, Student Apprentices will be provided with an induction introducing them to their course of study and wider services provided by the University and the Students' Union.
- 5.2 Information provided by central services will introduce Student Apprentices to a range of services offered by the University including the Skills Centre, Centre for Learning and Teaching, Student Support, Students' Union, the Library and Computing Services. The

dedicated role of the Student Experience Officers in the School of Management can provide ongoing support to new students during their induction.

- 5.3 All Student Apprentices will have access to Student Support Advisers who can provide additional guidance and support.
- 5.4 Induction information provided to Student Apprentices should include:
- welcome to the department
  - timetabling information
  - course handbooks (see [QA44 Course Handbooks and Course Specifications](#))
  - reading lists
  - list of any additional course materials
  - key contacts (e.g., Personal (Apprenticeship) Tutors, administrative support)
  - information on the Personal Tutorial System
  - information on forthcoming elections for student representation
  - information on health and safety issues
  - campus orientation
  - access to staff and Departmental/School resources
  - study expectations.
- 5.5 Where possible, distance learning students should attend a face-to-face induction.
- 5.6 Up-to-date reading lists will be made available to Student Apprentices during Induction Day. The full list should indicate the importance of the reading materials (core or supplementary).
- 5.7 New Student Apprentices will have an opportunity to meet their Personal (Apprenticeship) Tutor (or equivalent) during the Induction Day. Personal Tutors provide a first point of contact and referral service for Student Apprentices who have specific needs not addressed by the general induction activities. Full details of the Personal Tutorial System are provided in [QA33\(A\)](#).
- 5.8 General Information, support and advice will be available throughout induction from the following sources:
- University induction webpages
  - Academic department
  - Student Support

**Good Practice Example:**

Student Apprentices will benefit from a range of induction activities organised through their academic Department. Team building exercises and social activities can create a sense of belonging.

## 6. Phase 3 (Extended Induction)

- 6.1 Extended induction refers to phasing of induction events throughout a Student Apprentice's first year of study so that topics, of both an academic and a general nature, can be introduced or reinforced at appropriate times during their studies. This is also facilitated through the Tripartite Review meetings between the University, the Student Apprentice and their employer (see [QA33\(A\)](#)).
- 6.2 Personal (Apprenticeship) tutors will provide support in signposting Student Apprentices to the advice and support available to them across the University including careers information, advice and guidance, study skills and a range of wellbeing and disability support services for example.
- 6.3 For apprenticeship courses with a duration of over a year, Student Apprentices will be offered a re-orientation in preparation for their next year of study. This will include information such as an overview of upcoming teaching and assessment, up-to-date reading lists and a reminder of the central support services available.

### Good Practice Example:

Alumni are also a good source of guidance and support. Recent graduates might be invited back to the department to discuss how their apprenticeship has enabled them to make a positive contribution to the business where they work and supported them in achieving their career goals, such as a new job, promotion etc.

## 7. Re-Induction following a Break in Learning (Suspension)

- 7.1 Student Apprentices can expect to meet with their Directors of Studies and/or Personal (Apprenticeship) Tutor shortly before or on their return from a break in learning (suspension).
- 7.2 This meeting will provide an opportunity for the Student Apprentice to re-familiarise themselves with the apprenticeship course and other appropriate advice and guidance to ensure a smooth transition back onto the apprenticeship.

### Good Practice Example:

Moodle is used by some Departments to provide revision activities for Student Apprentices prior to and on return from a break in learning.

## 8. Monitoring and Review

- 8.1 The Degree Apprenticeship Quality and Standards Group, reporting to the University Education, Quality and Standards Committee, will consider institutional or strategic issues raised concerning induction practices for Student Apprentices.

### Statement Details

<b>Issue Version:</b>	<b>3.2</b>
<b>Date:</b>	<b>August 2025</b>
<b>Antecedents:</b>	QA38 Induction of Students
	<i>Education, Quality and Standards Committee</i> 19 October 2023 Minute 296 14 May 2025
<b>Related Documentation:</b>	<u>QAA UK Quality Code Advice and Guidance: Admissions, Recruitment and Widening Access</u> <u>QAA UK Quality Code Advice and Guidance: Enabling Student Achievement</u>
<b>Author:</b>	Academic Registry

## Appendix 1 - Induction

Departments/Schools should address each of the areas of induction listed in Appendix 1. These may be addressed at Induction Day, through the Tutorial System (Tripartite Reviews) or other mechanisms such as specific study skills units, course handbooks, Regulations for Student Apprentices and Moodle.

### Study Skills:

- campus orientation, where applicable
- independent learning, including taking responsibility for own learning
- getting organised and time management
- writing skills for the discipline (essays, reports, assignments)
- plagiarism and academic integrity
- mathematical skills (where appropriate)
- using e-learning resources
- information retrieval and literature research
- laboratory skills (where appropriate)
- health and safety (lab related and other)
- choosing optional Units
- personal development planning (PDP)

### Academic Induction:

- welcome to the department
- introduction to course academic team and key contact information
- Apprenticeship Standard and End Point Assessment (EPA) Assessment Plan
- management of progress towards the Knowledge, skills and behaviours (KSBs)
- course structure/lifecycle
- timetabling information
- study expectations
- on- and off-the-job learning (OTJ)
- logging learning (OTJ Tracker)
- course handbooks
- reading lists and other additional course materials
- information on the personal (apprenticeship) tutorial system
- importance of Tripartite Review meetings, and the roles and responsibilities of those involved
- gateway review and EPA
- break-in-learning guidance
- communication channels (e.g., Moodle)
- key policies and procedures (to include [regulations for Student Apprentices](#))

### Working and studying with others:

- teamworking principles



- resolving conflict and seeking advice
- group work
- diversity
- British values (Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance)
- conduct expectations

**Assessment and Feedback:**

- on-programme assessment methods
- EPA assessment methods (set out in EPA Assessment Plan)
- understanding grading and classification (for on-programme assessment and EPA)
- feedback policy of the Department/School
- feedback processes
- alternative routes of receiving feedback (peers, personal tutors, support services).

**Central services provided by the University:**

- health and wellbeing
- disability support
- study skills
- careers information, advice and guidance
- student complaints and appeals procedures
- student safeguarding and Prevent
- Student's Union

**Student Voice and Feedback:**

- importance of the 'student voice' at the University
- SSLCs and OUEs
- Student feedback surveys
- Complaints and appeals procedure