



Quality Assurance Code of Practice

Induction of Students

This document is primarily intended for:

Directors of Studies
 Assistant Registrars or equivalents
 Designated Administrators
 Academic Advisors
 Director of Student Support
 Student Experience Officers
 Student Engagement (and/or Experience) Managers/Department Operations Manager

Queries:

First point of contact:

Undergraduate/Postgraduate Taught Managers

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1. Purpose and Scope

- 1.1 This statement sets out arrangements for the induction of students on taught courses, including:
 - new students studying a course leading to an award of the University of Bath including students studying at partner institutions
 - students returning to the University following a work placement, year abroad, a break in study and
 - new students joining the University as part of a formal visiting or exchange scheme.
- 1.2 The details of this document may be varied under the terms of an institutional agreement where a course of study is delivered as a collaborative initiative with a partner institution.
- 1.3 Induction arrangements for Postgraduate Research Students are set out in [QA7 Research Students](#).
- 1.4 Induction arrangements for Student Apprentices are set out in [QA38\(A\)](#).
- 1.5 Additional arrangements for the induction of international students and visiting exchange students are set out in [QA31 Support of International Students](#).
- 1.6 This statement should be read in conjunction with:
 - [QA33 Academic Advising](#)
 - [QA31 Support of International Students](#)
 - [QA44 Course Handbooks and Course Specifications](#)
- 1.7 The purpose of induction is to introduce students to different aspects of university life - academic, social and pastoral - and to create a sense of belonging to the University community. The induction period might also be used as an opportunity to help students to identify individual learning development goals and plan how to make the best use of their student experience. This statement covers the general aspects of induction that familiarise students 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, working and studying with other students, are set out in Appendix 1.
- 1.8 The induction period spans the whole of the first year of study and has three distinct phases
 - a) Pre-arrival, (i.e., before students arrive on campus)
 - b) Welcome Week
 - c) Extended Induction.

2. Principles

- 2.1 Induction should ease the transition of students to higher education or to 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 students throughout their time at University.
- 2.3 The diversity of students taking part in induction should be taken into consideration and the specific needs of part-time students, mature learners, those returning to study, distance learners, students in continuing professional development should be catered for in induction arrangements. In particular, postgraduate taught students often have a limited period of time to become members of the University community and assimilate information. Induction arrangements for this group should reflect this. Arrangements for enrolment, registration and induction of new entrants should meet the needs of disabled students and others who may face barriers to their success.

3. Roles and Responsibilities

Induction Working Groups

- 3.1 The Student Experience Advisory Board 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 Education, Quality and Standards Committee (EQSC).
- 3.2 The Induction Operations Group (IOG) is responsible for operational planning of student induction across the University.
- 3.3 The Director, Student Support and Safeguarding 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.

Recruitment & Admissions

- 3.5 The Head of UK and International Undergraduate Student Recruitment and the Head of UK & International PGT Recruitment are responsible for providing pre-entry information about the University to undergraduate and postgraduate applicants through the Applicant Portal.

Academic Registry

- 3.6 Academic Registry is responsible for preparing and providing facilities and instructions required for the completion of registration.

Student Support and Safeguarding

- 3.7 Student Support and Safeguarding provides a point of contact and referral for new students seeking guidance and information throughout induction.
- 3.8 As set out in [QA31 Support of International Students](#), the Student Support and Safeguarding is responsible for working with Faculties, School, Learning Partnerships

Office and Students' Union to support the induction and integration of EU and other international students.

International Relations Office

- 3.9 As set out in [QA31 Support of International Students](#), the International Mobility Manager, working with Student Services, is responsible for ensuring that an induction course is available to all new visiting and exchange students, whether they join in the first or second semester.

The Students' Union

- 3.10 The Students' Union provides an induction for its services and activities which is delivered through its Welcome Week talks, website and its "Freshers' Week" events.

Head of Department

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

Learning Partnerships Office

- 3.12 The Learning Partnerships Office is responsible for:
- co-ordinating and providing induction activities for students studying on franchised University of Bath courses in partner institutions
 - ensuring that the partner organisations coordinate and provide induction for students studying on licensed and validated courses.

Directors of Studies

- 3.13 Directors of Studies are responsible for:
- providing induction activities and information specific to the needs of the students undertaking a particular course of study
 - ensuring that reading lists are available to students and submitted to the Library
 - ensuring that a re-induction is organised for students returning from placement and year abroad, or a break from study.

Academic Advisors

- 3.14 As set out in [QA33 Academic Advising](#), Academic Advisors are responsible for offering guidance and support to their students on how to function effectively in the University environment, and for referring students to the appropriate sources of academic or welfare advice when necessary.

Student (Engagement and) Experience Managers/ Operations Managers

- 3.15 Student (Engagement and) Experience Managers/ Operations Managers are responsible for:

- Attending IOG and sharing with academic colleagues' best practice and requirements for each induction round.
- Coordination of the delivery of departmental welcome activities, supporting Heads of Department, Director of Studies or equivalent
- Ensuring delivery of departmental welcome timetables by the required deadline and coordinating departmental welcome communications
- Monitoring and reporting of the effectiveness of departmental welcome activities
- Analysis of relevant data and communication of findings within departments to inform ongoing improvements.

4. Phase 1 (Pre-arrival Support)

- 4.1 Phase 1 induction relates to the provision of support and information during the period leading up to Welcome Week to applicants who have confirmed their offer.
- 4.2 Students will receive useful pre-entry information and information regarding registration prior to arrival. These communications will be sent to students via the 'Applicant Portal' email and Student Welcome. The portal will also provide links to the University Induction web pages which draw together information on learning support facilities, information for students with disabilities or additional needs, the range of student services available, confirmation of places, fees and finance, the booking of accommodation and other 'need to know' issues. Students registering with the University mid-year (i.e., students on some Distance Learning courses) will be provided with pre-entry information and information regarding registration by their Department/School.
- 4.3 Departments/the School are expected to contact students during the pre-arrival period to provide them with information relating to their course of study and provision for induction. As set out in 5.1, arrangements for Department/course induction should take into consideration activities taking place across the institution.
- 4.4 The University's undergraduate induction web pages will provide information for all new students including details of what actions students should complete before and after arrival on campus.
- 4.5 The Students Union website outlines its services and activities which is highlighted to all new students. The Students' Union provides additional social activity for various diversity and support groups during the pre-sessional period to facilitate the forming of friendships and peer support groups.

Good Practice

Social Networking sites and discussion forums give students the opportunity to make contact in advance of joining the University and also provide Departments with an informal platform to deliver information on the course. The communities established online at this stage often continue to provide support throughout the induction period.

Peer mentoring is an effective way of providing support throughout the induction period. Mentors make contact with their mentees prior to their arrival and help ease their transition into Higher Education. Students are often much better placed to provide support to their fellow students as they are able to empathise with their situation. Further information on Peer Mentoring is available from: <https://www.thesubath.com/peer-support/>. Students will be particularly receptive to information delivered early in the induction process.

5. Phase 2 (Welcome Week)

- 5.1 The week prior to the start of their course (week zero for courses commencing at the start of the University's academic year) students will be provided with an induction introducing them to their course of study, and services offered by the University and the Students' Union. Academic Departments are responsible for providing their students with a timetable of events which must include and be scheduled alongside induction activities offered by central services and the Students' Union.
- 5.2 A timetable of central induction events is compiled by the Induction Operations Group. This timetable will be provided to Departments and made available online. Events organised by central services will introduce students to a range of services offered by the University including the Academic Skills, Foreign Languages, Centre for Learning and Teaching, Student Support, Department of Sports Development and Recreation, Students' Union, the Library and Computing Services. The Students' Union provides details of its Freshers' Week events on its [website](#). Students will also have the opportunity to attend Freshers' Week events organised by the Students' Union.
- 5.3 All students will have access to Student Support Advisers who can provide additional guidance and support.. Students in University residences will also have the opportunity to meet ResLife Ambassadors. There is also the opportunity to meet existing students in 'kitchen groups' arranged by the Students' Union. These provide a more social and informal introduction to University life. In addition the Students' Union co-ordinate the 'Hall Rep' scheme for each of the accommodation areas.
- 5.4 The following course induction should be provided to students as part of their department induction. Ideally these activities should happen in Welcome Week, but departments may make individual decisions to include them in Week 1 or as part of

extended induction, if the evidence supports that this is more effective for their students. While presented as separate activities, these can be merged. For example a Director of Studies talk could be framed as an example lecture, or a campus tour could also be a social activity.

Suggested Activity	Information	Why this is included
Welcome to the department, talk by Head of Department	• Uni of Bath stats • Dept identity (values, rankings) • Notable alumni, awards, partnerships	Sense of Welcome, excitement to be in the department, build confidence that they have made a wise choice
	• Expectations for engagement in Welcome Week	Increasing chances of engagement, improving early weeks retention
	• Social/Study spaces available to students	Helping students feel comfortable and at home in their department
	• Key contacts (e.g., Academic Advisors, administrative support)	Starting to understand who can help them this week and beyond.
	• Never OK	Setting the departments values expectations that we have for members of our community.
	• Student Support	Ensuring students know where to get support in and beyond the department
	• SU Freshers week	Increasing chances of finding a community. Explain difference with department and SU activities and importance of both
Meet Academic Advisor in Welcome Week or first week	• Two way sharing of information – students background/hopes and how AA can assist	Build relationship, trust and sense of connectedness
Director of Studies talk or other mechanism	• Introduction to the subject and overview • Outline teaching and assessment • Study/attendance expectations. • How Academic Skills will be developed	Understand the learning expectations and how students will be supported to do their best academic work
	• Plagiarism and academic integrity • Preparing for assessment	Understand the assessment expectations and how students

	• Understanding assessment modes • Understanding grading and classification (particularly the differences between classification levels) • The feedback policy of the Department/School/partner organisation • Understanding feedback processes (including recognising feedback that is available) • Alternative routes of receiving feedback (peers, academic advisors, support services).	will be supported to do their best academic work
	• information on how to access to staff (office hours, reception opening times etc)	Know where/when to get departmental support
	• information on the Academic Advising System	Know where to get personal academic support. Set expectations of frequency of meetings
	• importance of student voice at the university • information on forthcoming elections for student representation	Feel a sense of ownership of the student/learning experience
	• Health and safety	Know how to keep safe in the department
	• information on access to Departmental resources – eg lab access times, computer suites, workshops, printing, other specialist equipment	Ensuring students are confident to access all of the resources that will support their study
Campus tours	• Department offices/resources. • Department student spaces • Additional services beyond the department e.g. Careers, Student Support	Build a sense of confidence and belonging. This is particularly important for commuter students or those living in the city

	• Student Life enrichment spaces e.g.: SU, eat and drink spaces, green spaces, STV and quieter spaces. • Transport options and walking routes out of campus to the city	
Digital Skills	• Logging into systems (Moodle, SAMIS, any dept specific tools/software) • How to use Moodle • Choosing Units/Course specialisation choices (or pre arrival if deadline is earlier) • Accessing personal timetable	Ensure students are able/ feel confident to access learning resources from day 1 of teaching
Example Lecture/Seminar/teaching session	• Activity that reflects what students will do once their teaching starts • Cover some of the unspoken etiquette rules of this teaching method (e.g. where to sit, speaking with neighbours, use of recording, when/how to ask questions) • Tips for how to get the most out of the session e.g. effective note taking	Ensure students are able/ feel confident to access learning spaces and sessions. Helps build a sense of capability.
At least two group-based activities	• Eg quiz, treasure hunt, team building activity, group project, global challenge	Build networks, and belonging – important for future group work and retention. Students value this the most
Social opportunities in the department	• Department mixer (new student only) • Opportunity to meet peer mentor or senior students • Social with staff	Build networks, and belonging – important for future group work and retention
A handbook or similar	• Reading lists • Any additional course materials which will need to be purchased	Ensure students have ongoing access to important information that they can refer back to after Welcome Week

	• Written summary of information covered in other sessions • Student Handbook: University Information provides a starting point (See QA44 Course Handbooks and Course Specifications)	
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- 5.5 Departments should be aware that each year a number of students will arrive late due to visa delays, travel issues or personal reasons. As such, thought should be given to recording sessions where possible, and signposting to events later in the semester which provide support and/or social activities.
- 5.6 Up-to-date reading lists will be made available to students during Induction Week. Departments are strongly encouraged to provide information on core texts or prior reading to students and the Department/School/Learning Partnerships Office subject librarians 10 weeks before the start of semester 1 (with full reading lists to be made available to students and the Department/ School/Learning Partnerships Office subject librarians shortly after this deadline). The full list should indicate the importance of the reading materials (core or supplementary). Students should also be made aware if prior reading is not required.
- 5.7 New students will have an opportunity to meet their Academic Advisor (or equivalent) at least three times during the student's first semester on a course. Academic Advisors provide a first point of contact and referral service for students who have specific needs not addressed by the general induction activities. Full details of the Academic Advising System are provided in [QA33](#).
- 5.8 General Information, support and advice will be available throughout induction from the following sources:
- the induction website (first year UG/PGT)
 - Student Support in 4 West and online

Good Practice

Students 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 amongst students and will impact positively on their learning experience.

Active sessions such as small group exercises are most effective at building a sense of belonging than more passive, larger, introductory lectures.

New students often benefit from the involvement of second year students in induction talks and events.

6. Phase 3 (Extended Induction)

- 6.1 Extended induction is a longer-term assimilation process rather than a set of events. Induction needs to be phased so that topics, of both an academic and a general nature, can be introduced to students or reinforced at appropriate times during their studies.
- 6.2 Academic Advisors are expected to keep in regular contact with their students throughout their time on the course, as set out in QA33 Academic Advising. This includes a minimum of three times in Semester 1 in order to provide additional advice not addressed by the general induction activities. Academic Advisors direct students to other sources of support such as Skills and Student Support advice as required.
- 6.3 Academic Advisors will provide support in signposting students to the advice and support available to them across the University including information on how to access the [Careers](#) and the extent of careers education information, advice and guidance services available to them. There are further [sources of support](#) available to students. Students with University accommodation will continue to receive social and pastoral care and a range of other services from the ResLife and Accommodation teams team throughout the year.
- 6.4 Student communications through e mail, social media and digital signage will remind students of key messages throughout their first year, at appropriate points in their student journey.

Good Practice

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

Alumni are a good source of information on employability. Recent graduates might be invited back to Departments to present to current students their career milestones, current responsibilities, and aspects of their studies that have been most useful in employment.

7. Re-Induction following Placement, Work-based Learning or Study Abroad

- 7.1 Students can expect to meet with their Directors of Studies and Academic Advisors shortly after their return from periods of placement, work-based learning or study abroad.
- 7.2 This meeting will provide an opportunity for the student to re-familiarise themselves with the academic environment, receive guidance and support on any domestic, procedural, or academic course changes.

Good Practice

A social event following placement periods helps students to share experiences on placement and catch up with staff and students in the Department. Some Departments provide their students with a newsletter whilst they are on placement to keep them up to date with events in the Department and the University.

Moodle is used by some Departments to provide revision activities for students during and following placement.

Peer mentoring can help to support students on return from placement and in addition provide useful advice to those students about to go out on placement.

8. Induction for Courses delivered through Collaborative Provision

- 8.1 Students on franchised / licensed University of Bath courses at partner organisations will receive a student handbook from the Learning Partnerships Office in addition to that provided by the partner/college in accordance with the Institutional (Partner) and relevant Course Agreements made between the Partner and the University. Students on a validated course will receive a course handbook from the partner organisation.
- 8.2 Students studying on courses franchised by the University of Bath will receive an induction that will include their privileges and opportunities as members of the University of Bath Students' Union.

9. Distance Learning Students

- 9.1 A suitable induction package will be provided to distance learning students introducing them to their course of study and the range of services available at the University. Where possible, Distance Learning students should attend a face-to-face residential induction.

10. Continuing Professional Development Students

- 10.1 All students registered for credit-bearing CPD provision are allocated a "home" department based on their main subject. Departments are responsible for the student experience including induction of those students for whom they are identified as the "home" department.

11. Monitoring and Review

- 11.1 The Induction Operations Group will monitor the broad content and effectiveness of the induction activities to ascertain their viability and fitness for purpose.

- 11.2 The Education, Quality and Standards Committee will consider institutional or strategic issues raised by the Induction Operations Group, or others, including recommendations for revisions to this statement or other centrally determined induction practice.

Statement Details		
Issue Version:	3.11	
Date:	August 2026	
Antecedents:	<i>Academic Audit Group</i>	
	<i>Quality Assurance Committee</i>	6 September 2002, Minute 318
		5 June 2006, Minute 623(1)
		1 July 2008, Minute 857(8)
		3 July 2009, Minute 976(7)
		13 July 2010, Minute 1095(7)
	<i>University Learning Teaching and Quality Committee</i>	13 July 2011 Minute 119 10 July 2012 Minute 279 9 July 2013 Minute 428 8 July 2014 Minute 552 7 July 2015 Minute 671 5 July 2016 Minute 807 11 July 2017 Minute 940 17 July 2018 Minute 1070 16 July 2019 Minute 1197
	<i>Education, Quality and Standards Committee</i>	22 September 2023 (via circulation) 15 May 2024 Minute 352 25 June 2026 30 July 2026 25/26 CA-17
Related Documentation:	QAA UK Quality Code Advice and Guidance: Admissions, Recruitment and Widening Access QAA UK Quality Code Advice and Guidance: Enabling Student Achievement	
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Appendix 1 - Academic Induction

Departments/Schools/partner organisations should address each of the areas of academic induction listed in Appendix 1. These will typically be addressed through the Academic Advising System although delivery may be offered through other mechanisms (for example, specific study skills units, course handbooks and Moodle).

In the context of studying in general:

- independent learning, including taking responsibility for own learning
- getting organised and time management
- writing skills for the discipline (essays, reports, assignments)
- mathematical skills (where appropriate)
- using e-learning resource
- information retrieval and literature research
- laboratory skills (where appropriate)
- personal development planning (PDP).
- team work principles and roles
- resolving conflict and seeking advice
- group work
- diversity and internationalisation
- cultural exchange and learning.