


**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

## Quality Assurance Code of Practice

### Induction of Students

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## 1. Purpose and Scope

- 1.1 This statement sets out arrangements for the induction of students on taught programmes, including:
- new students studying a programme 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 programme 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 Additional arrangements for the induction of international students and visiting exchange students are set out in [QA31 Recruitment and Support of International Students](#).
- 1.5 This statement should be read in conjunction with:

- [QA33 Personal Tutoring](#)
- [QA31 Recruitment and Support of International Students](#)
- [QA44 Programme Handbooks and Programme Specifications](#)

- 1.6 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 programme, 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.
- 1.7 The induction period spans the whole of the first year of study and has three distinct phases
- a) Pre-arrival, (ie before students arrive on campus)
  - b) Welcome Week
  - c) Extended Induction.

## 2. Principles

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- 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

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### Induction Working Groups

- 3.1 The Induction Strategy Group (ISG) 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 University Learning, Teaching and Quality Committee.
- 3.2 The Induction Operations Group (IOG) is responsible for operational planning of student induction across the University.
- 3.3 The Director, Student Services 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 programmes of study at any time.

### Recruitment & Admissions

- 3.5 The Head of UK and International Undergraduate Student Recruitment, the Head of UK & International PGT Recruitment and the Head of Doctoral Recruitment & Programmes 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 Services

- 3.7 Student Services provides a point of contact and referral for new students seeking guidance and information throughout induction.
- 3.8 As set out in [QA31 Recruitment and Support for International Students](#), the Student Immigration Service 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 Recruitment and Support of International Students](#), the International Mobility Manager, working with Student Services, is responsible for ensuring that an induction programme 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, 'Union Guide' 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 programmes in partner institutions
  - ensuring that the partner organisations coordinate and provide induction for students studying on licensed and validated programmes.

### 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 programme 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.

### Personal Tutors

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

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

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- 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 programmes) will be provided with pre-entry information and information regarding registration by their Department/School.
- 4.3 Departments/the School are expected to make contact with students during the pre-arrival period to provide them with information relating to their programme of study and provision for induction. As set out in 5.1, arrangements for Department/programme 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 provides UK-based students with a hard copy 'Union Guide' outlining its services and activities. Non-UK based students receive a web link to this guide, a hard copy of which will be made available on arrival. 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 programme. 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)

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- 5.1 The week prior to the start of their programme (week zero for programmes commencing at the start of the University's academic year) students will be provided with an induction introducing them to their programme 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 Centre, the Foreign Languages Centre, Centre for Learning and Teaching, Student Services, Edge Arts, 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. Postgraduate taught and research students can expect to be introduced to services offered by the [Postgraduate Association](#).
- 5.3 All students will have access to Wellbeing Advisers who can provide additional guidance and support. Students have an opportunity to be introduced to and meet the Wellbeing team in groups or individually during their first week on campus. Students in University residences will also have 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 eight accommodation areas.
- 5.4 The following programme induction should be provided to students as part of their department induction:
- welcome to the department
  - timetabling information
  - programme handbooks (see [QA44 Programme Handbooks and Programme Specifications](#))
  - reading lists
  - list of any additional course materials which will need to be purchased
  - key contacts (e.g. Personal 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 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.
- 5.6 New students will have an opportunity to meet their Personal Tutor (or equivalent) at least three times during the student's first semester on a programme. Personal Tutors 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 Personal Tutorial System are provided in [QA33](#).
- 5.7 General Information, support and advice will be available throughout induction from the following sources:
- the induction website (first year UG)
  - Student Services in 4 West and through the Student Services Helpdesk tab in SAMIS.

### **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)**

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- 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 The academic elements of extended induction are set out in [QA33 Personal Tutoring](#). A website to [support skills development](#) is available.

- 6.3 Personal tutors 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 Service](#) 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 Wellbeing team throughout the year.
- 6.4 The Induction Operations Group will organise and promote a timetable of centrally organised, extended induction activity from week 0-4. This will be shared with departments and available on the website.

### **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 Personal Tutors 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 programme 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 Programmes delivered through Collaborative Provision**

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- 8.1 Students on franchised / licensed University of Bath programmes 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 Programme Agreements made between the Partner and the University. Students on a validated programme will receive a programme handbook from the partner organisation.
- 8.2 Students studying on programmes 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**

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- 9.1 A suitable induction package will be provided to distance learning students introducing them to their programme 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**

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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**

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- 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 University Learning, Teaching and Quality 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.



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<b>Related Documentation:</b>	<a href="#">QAA UK Quality Code Advice and Guidance: Admissions, Recruitment and Widening Access</a> <a href="#">QAA UK Quality Code Advice and Guidance: Enabling Student Achievement</a>	
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## Appendix 1 - Academic Induction

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Departments/Schools/partner organisations should address each of the areas of academic induction listed in Appendix 1. These will typically be addressed through the Tutorial System although delivery may be offered through other mechanisms (for example, specific study skills units, programme 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)
- plagiarism and academic integrity
- mathematical skills (where appropriate)
- using e-learning resource
- information retrieval and literature research
- laboratory skills (where appropriate)
- health and safety (lab related and other)
- choosing Units/Programme specialisation choices
- importance of the 'student voice' at the university<sup>1</sup>
- personal development planning (PDP).

### In the context of assessment and feedback:

- preparing for assessment
- 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, personal tutors, support services).

### In the context of working and studying with others:

- team work principles and roles
- resolving conflict and seeking advice
- group work
- diversity and internationalisation
- cultural exchange and learning.

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<sup>1</sup> For further information, visit the Centre for Learning and Teaching's [Student Engagement](#) website.