

FE Induction Policy 2025-26

APPROVED BY SELT ON June 2025

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
SELT	12 June 2025	2
Name of author:	Alison Purver	
Name of responsible committee:	SELT	
Related policies: (list)	<ul style="list-style-type: none"> Attendance and Punctuality Handbook 24-26 Relationships and Behaviour Policy E safety/Use of Internet/Social Media Safeguarding Policy Equality and Diversity Policy Visual Identification Policy Assessment and appeals 	
Equality impact assessment completed	Date: 5 June 2025	
	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, meeting, Pastoral network, Student Life Site	
Next review date:	June 2026	

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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. We need to be mindful of the issues of integration into college and a stronger focus should be made on relational practice values and for the staff ease of access to quality resources.

The College expects students and staff to foster a culture of inclusivity, 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. Creating a sense of belonging is at the heart of Induction.

2. POLICY AIMS

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

- Promote a culture 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.
- Develop communities through restorative and relational practice.
- Discuss rights, responsibilities, and opportunities with students.
- Discuss how to stay safe, including online and to ensure the safety of others.
- Promote a culture of inclusivity and development of a sense of belonging for all students making sure that all students are welcomed in a way that shows we have thought about differentiation.
- 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 meets the needs of their own students which will ensure that 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.
- 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 current EIF: PD and BA aspects (See EIF Mapping Doc in Appendix) but be prepared to make adjustments for any changes added throughout the year 25/26 for multi starts.
- Checklist to guide them through with easy to use links to all relevant resources.

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 if there are any learning barriers 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.

Initial Key Components of Programme for 2025 start:

- Training offered to all curriculum via slides with links to:
 - Induction information needed by curriculum via a checklist with links.
 - Focus on Restorative Practice and creating a sense of belonging.
 - Focus on how to deliver British Values.
 - Focus on embedding Careers Advice.
- Expectations: Building strong relationships from the start
- How will barriers to learning be removed?
- Strong focus on careers pathways and progression plans
- 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
- Parents / carers welcome events
- Study skills - learning to learn
- Food on campus

At Performance Reviews there will still be an 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 Carers
- Young Parents

4. IMPACT MEASURES AND MONITORING

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

- Attendance data
- 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 inc. Student Union

- Department evaluation of Induction programme
- Pastoral Meetings to discuss Induction in Term 1

5. INDUCTION RESOURCES AVAILABLE ON THE CECIL INDUCTION PAGES

Induction Checklist – with links to all resources to embed

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

Induction Training Slides

Training for all relevant staff sharing resources and opportunities for discussion

Appendix 3

[Student Induction Site](#)

6. REVIEW

This policy will be reviewed annually by Head of Student Engagement.