



# Oakswood College

Empowering Through Education



## Student Induction

### *Framework*

PROMOTING EXCELLENCE • ENSURING COMPLIANCE  
SUPPORTING OUR COMMUNITY



GOVERNANCE



QUALITY



COMPLIANCE



EXCELLENCE



## Student Induction Framework

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## **Preface**

This document sets out Oakwood College's Student Induction Framework. It has been designed in line with Office for Students (OfS) expectations (in particular the B and C Conditions along with Condition E6 and requirements regarding Freedom of Speech and the Prevent Duty) along with current sector good practice to ensure that every student receives a consistent, supportive, and well-structured introduction to college life.

Oakwood College is a small further and higher education provider delivering programmes at Levels 3 to 7 across IT, Business, Health and Social Care, and Travel and Tourism. Our students are predominantly aged 18 and above, and a significant proportion are from widening participation backgrounds. This Framework reflects our commitment to ensuring that every student has the information, support, and confidence they need to succeed.

The College's Student Induction Framework is designed around and aligned with our core values as are set out in our Ethics and Values Policy, and reproduced below for ease of reference:

- Empowerment Through Education
- Academic Excellence and Research Integrity
- Student-Centred Commitment
- Accountability and Good Governance
- Financial Responsibility and Sustainability
- Integrity, Ethics and Transparency
- Equality, Diversity and Inclusion
- Continuous Quality Enhancement
- Professionalism
- Innovation and Future Readiness
- Safeguarding and Student Protection
- Community Engagement and Social Responsibility, and
- Respect and Dignity

The Framework is also aligned with our obligations under OfS Conditions B1 to B5, C2, E1, E6, and E7.

This Framework applies to all students enrolled on higher education programmes at Oakwood College. This Framework speaks to relevant College policies and documents, including in particular:

- the Student Handbook

- Student Code of Conduct and Non-Academic Misconduct Policy
- Policy on Sexual Misconduct, Harassment and Unacceptable Behaviours
- Prevent & Safeguarding Policy
- the Code of Practice on Freedom of Speech (including the Freedom of Speech Complaints Procedure)
- Equality, Diversity & Inclusion Policy
- Student Engagement & Representation Policy
- Student Complaints Procedure

## **PART A — Key Principles Underpinning Student Induction**

The following principles reflect OfS expectations and inform the design and delivery of induction at Oakwood College.

### **A1 Transition and Belonging**

- Support all students in their transition to higher or further education, recognising the diversity of our student body, including widening participation students, students with disabilities, mature students, and those for whom English is an additional language.
- Create a genuine sense of community, inclusion, and belonging from the very first point of contact.

### **A2 Rights, Responsibilities, and Student Protection**

- Ensure students are clearly informed of their rights and responsibilities, including the Student Code of Conduct and expected standards of behaviour.
- Explain key institutional policies, including those on harassment and sexual misconduct, freedom of speech and academic freedom, equity, diversity and inclusion, Support Through Studies, Student Attendance and Engagement, Prevent and Safeguarding, and the Student Complaints Procedure.
- Inform students at the College's requirements for completion of Consent Training and Bystander Intervention Training

### **A3 Information and Awareness**

- Provide clear information about academic expectations: attendance, assessment, academic integrity, and progression routes.
- Introduce students to the Single Comprehensive Source of Information (SCSI), its purposes, its content, and ensure they know how to access it.
- Explain how students can safely and lawfully express views, raise concerns, and report incidents, issues and concerns.

#### **A4 Support Services**

- Ensure students know how to access key support services including wellbeing, mental health support, financial guidance, personal tutoring, learning resources, and IT.
- Explain the Support Through Studies policy and processes
- Signpost students to appropriate help for crisis situations, reasonable adjustments, and additional learning needs.

#### **A5 Engagement and Student Voice**

- Encourage active participation in student representation, student surveys, and institutional quality assurance processes.
- Explain how students can contribute to college governance and continuous improvement.

#### **A6 Safety and Safeguarding**

- Deliver essential health, safety, and safeguarding information, including emergency procedures and how to raise concerns.
- Ensure students understand the college's Prevent duties and know how to report concerns about radicalisation or extremism.
- Ensure students understand they do not hold personal responsibility for managing other students' wellbeing or welfare, and are informed about what to do if they are worried about another student

#### **A7 Practical Orientation**

- Provide guidance on registration, accessing college facilities, using Blackboard (the college's Virtual Learning Environment), and resolving common practical matters.

#### **A8 Continuous Support**

- Induction is not a one-off event. Follow-up sessions, refreshers, and ongoing pastoral support are built into the academic calendar to ensure sustained engagement and student success.

### **PART B — Student Induction Framework**

The sections below form the operational framework for student induction at Oakwood College. This framework applies to all programmes and levels (Levels 3–7) delivered at the college. Where relevant, programme teams should supplement this framework with programme-specific induction materials.

#### **1. Purpose and Principles**

- Orientate new students to Oakwood College, its programmes, staff, facilities, and ways of working.
- Foster a sense of belonging, community, and academic readiness from the outset.
- Ensure students understand their rights, responsibilities, support options, and key policies before their studies begin.
- Meet our regulatory obligations to the Office for Students, in particular Conditions B1–B5, C2, E1, E6, and E7, as well as our obligations under the Counterterrorism and Security Act 2015 (Prevent).
- Reflect the college's core values in the way induction is designed and delivered.

## **2. Pre-Arrival Support**

Oakwood College will ensure that students receive the information they need before their first day, so that practical barriers are minimised and students arrive prepared.

### **2.1 Communications and Access**

- A welcome communication (email) will be sent to all confirmed students prior to their start date, including practical information about attending the college and who to contact with queries.
- Students will receive instructions for activating their Oakwood College email account and accessing Blackboard, the college's Virtual Learning Environment.
- Enrolment instructions, including documentation requirements, will be provided in advance.
- Students with declared disabilities, additional learning needs, or other support requirements will be contacted individually to ensure appropriate arrangements are in place before the programme begins.

### **2.2 Pre-Arrival Information Pack**

The pre-arrival information pack (distributed electronically) will include:

- Programme timetable and key dates for the academic year.
- Contact details for the student's programme team and personal tutor.
- Instructions for accessing Blackboard and the college's digital resources.
- Location and access information for Tricorn House, including transport links and building access arrangements.
- Guidance on practical matters: budgeting advice, local transport, and relevant local services.
- A pre-arrival checklist to support students in preparing for their first weeks.

## **3. Induction Currency and Planning**

It is essential that student induction at Oakwood College is not only reviewed after delivery in light of feedback and staff and student experiences, but that planning takes

place ahead of each induction period in order to ensure induction remains up to date and reflects current requirements and circumstances.

To ensure that student induction is informed by input and oversight from the highest management level of the College, Induction Planning will be led by a member of the College's Senior Management Team, with input from other SMT members into specific areas as required.

### **3.1 Induction Planning may involve, as necessary:**

- One or more staff meetings to determine structure, content and schedule
- Meetings with student representatives and other students to gather insights and consult on ideas
- Review and updating of previous induction materials
- Liaison with Awarding Bodies
- The production or procurement (or planned production/procurement) of specific materials (eg printed or digital materials relevant to student enrolment, 'goody bags', TOTUM cards)
- Events or activities involving staff and/or students to inform future induction delivery, content, structure etc
- Completion of an Equality Impact Assessment to identify/mitigate barriers and secure accessibility

## **4. Welcome and Initial Induction**

The formal induction programme is structured across three phases during the first two weeks of the academic year and is mandatory for all new students. It combines whole-college sessions with programme-specific induction activities. The precise scheduling of each element will be set out in the accompanying Induction Schedule.

### **Phase A — Welcome and Orientation**

#### **4.1 Welcome Session**

- A formal welcome will be delivered by the Chief Executive Officer and senior leadership, setting out the College's mission, values, and commitment to student success.
- Elected Student Representatives will be introduced to provide a peer perspective on college life and the formal student representation structure.
- Student ambassadors — including returning students identified for their enthusiasm and experience — may also contribute to welcome activities, offering a broader cross-section of peer perspectives.

- The College's widening participation mission and commitment to equality, diversity, and inclusion will be articulated clearly at this stage.

#### **4.2 Building and Facilities Orientation**

- A guided tour of Tricorn House, 7th Floor, will be provided, covering all student-accessible areas, emergency exits, fire assembly points, and accessible facilities.
- Students will be introduced to the building's health and safety arrangements, including fire evacuation procedures.
- IT facilities, learning spaces, and the student support areas within the building will be identified.
- Additional facilities in Tricorn House that are available to students will be drawn to their attention.

#### **4.3 Safety and Safeguarding Briefing**

- Health and safety responsibilities for students will be explained, including reporting procedures for accidents and near misses.
- Safeguarding arrangements at the college will be introduced. The Designated Safeguarding Lead (CEO) and Deputy DSL (Head of Academic Affairs) will be identified.
- Emergency procedures, including fire evacuation and first aid contacts, will be covered.

### **Phase B — Academic and Support Induction**

#### **4.4 Academic Expectations**

- Attendance requirements and the College's attendance monitoring procedures will be clearly explained.
- Assessment structures, marking and feedback timelines, and academic progression routes will be introduced.
- Academic integrity, including plagiarism, collusion, and the responsible use of AI-generated content, will be covered.
- For students on BNU programmes: students will be directed to BNU's governing regulatory documents, which apply alongside Oakwood's own procedures.
- For students on all other Awarding Body programmes: students will be directed to the relevant Awarding Body requirements and centre-specific procedures.

#### **4.5 Student Support Services**

- The personal tutor system will be explained, including how students are allocated a personal tutor and what support this entails.
- Wellbeing and mental health support arrangements available at the college will be outlined.

- Financial guidance and signposting to external funding support will be provided.
- Support for students with disabilities or additional learning needs, including the process for requesting reasonable adjustments, will be explained.
- English language and academic writing support will be signposted where relevant.

## **Phase C - Systems and Engagement**

### **4.6 Digital Systems and Virtual Learning Environment**

- A facilitated walkthrough of Blackboard will be provided, covering course access, submission of assessments, accessing feedback, and communicating with tutors.
- Students will be shown how to access their university email account, key online resources, and the college's student portal.
- IT acceptable use will be explained, including expectations around AI tools and referencing.

## **5. Rights, Responsibilities, and Conduct**

All students will receive a structured introduction to the College's key policies and their responsibilities as members of the Oakwood community.

### **5.1 Key Policies and Where to Find Them**

Students will be directed to the following documents, all of which can be located from the College's website [Policies & Procedures](#) page:

- Student Handbook- the primary reference document for all student-facing policies and procedures
- Support Through Studies Policy & Procedures
- Student Complaints Procedure
- Student Code of Conduct - expectations of behaviour, professional standards, and respect for others
- Sexual Misconduct, Harassment and Unacceptable Behaviours Policy (in line with OfS Condition E6 – see also 5.2 below)
- Non-Academic Misconduct Policy & Procedure
- Code of Practice on Freedom of Speech and Academic Freedom.
- Freedom of Speech Complaints Procedure
- Equity, Diversity and Inclusion Policy
- Academic Integrity (Misconduct) Policy
- Academic Regulations- programme-specific regulations as appropriate
- Prevent & Safeguarding Policy and related guidance

### **5.2 Single Comprehensive Source of Information (SCSI)**

- Students will be introduced to the Single Comprehensive Source of Information (SCSI), which is the College's designated resource for all information relating to harassment, sexual misconduct, and unacceptable behaviours.
- The SCSI provides students with information on how to report concerns, how disclosures are handled, available internal and external support, and the College's formal processes.
- The SCSI also sets out the College's training requirements for students, covered in Section 10 below.
- In addition, the SCSI covers other key policies and information, such as Freedom of Speech and the Personal Relationships Policy, which will be drawn to the attention of students.
- All students are expected to familiarise themselves with the SCSI as part of induction. (OfS Condition E6.)

### **5.3 Harassment, Sexual Misconduct, and Bystander Awareness**

As part of the induction programme, all students will participate in an awareness session covering:

- The content and purpose of the Sexual Misconduct, Harassment and Unacceptable Behaviours Policy.
- Reporting processes for concerns and incidents, including anonymous reporting options.
- How disclosures are managed and what support is available.
- Consent - expectations and legal framework.
- Bystander intervention - practical guidance on how to respond safely when witnessing unacceptable behaviour.

*A schedule for this session will be provided at the start of the academic year, with a clear deadline for completion. Students who are absent from this session will still be required to undertake it by a specified date, or prior to re-enrolment being permitted.*

### **5.4 Freedom of Speech and Academic Freedom**

- Students will be introduced to the College's Code of Practice on Freedom of Speech, which sets out how Oakwood meets its obligations under the Higher Education (Freedom of Speech) Act 2023.
- Students will be informed of their right and the rights of all others to lawfully express views and of the boundaries of protected speech.
- The principle of 'academic freedom' will be introduced.
- How to report concerns about restrictions on freedom of speech at the college will be explained.

### **5.6 Prevent and Safeguarding**

- Students will be provided with an introduction to the college's Prevent obligations under the Counterterrorism and Security Act 2015.
- The Prevent Single Point of Contact (SPOC) is the Head of Governance, Quality, Compliance and Information Systems. Contact details will be provided.
- Students will be informed of how to raise concerns if they are worried about themselves or someone else being at risk of radicalisation.
- Students will have the Personal Relationships Policy explained so that they are informed about how it applies to them.

## **6. Student Life and Engagement**

### **6.1 Student Representation**

- Oakwood College operates a student representative system, through which elected programme representatives at each level of study act as a voice for their cohort.
- The election process for programme representatives will be explained during induction, and elections will be held in the first two weeks of term.
- Students will be informed of how to raise concerns, suggestions, or feedback through their class representative, and how representatives feed into the College's quality assurance processes.

### **6.2 Student Voice and Surveys**

- Students will be introduced to the College's student survey processes, including mid-year and end-of-year surveys.
- The College's commitment to acting on student feedback and communicating outcomes ("You Said, We Did") will be explained.

### **6.3 Extracurricular and Community**

- Information about College-organised social and community events will be provided.
- Opportunities for peer support, peer mentoring, and student ambassador roles will be signposted.
- Information on local community resources in Birmingham and civic involvement opportunities will be made available.

### **6.4 Progression and Careers**

- Students will be introduced to the support available from personal tutors and programme teams for UCAS applications, university progression planning, and career development.
- Information on relevant professional and industry bodies for IT, Business, Health and Social Care, and Travel and Tourism will be provided within programme-specific induction.

- Students will be introduced to the College's Student Employability Policy and Framework, which sets out the support available to develop employability skills, work readiness, and career progression throughout their studies.

### **6.5 Support Through Studies Policy**

- Students will be introduced to the Support Through Studies Policy, which sets out how the College responds when a student's circumstances may be affecting their studies.
- The purpose of the policy will be explained positively. It exists to support students through a collaborative approach tailored to individual circumstances, not to penalise them. It has both informal and formal processes to best support this tailoring, and students will be encouraged to always seek help early so that the College can support them to manage their studies.

## **7. Academic Skills and Development**

### **7.1 Study Skills and Academic Preparation**

- A study skills induction session will be provided for all new students, covering time management, note-taking, independent study, and assessment preparation.
- Group work expectations and academic communication will be addressed.
- Students will be directed to learning resources available via Blackboard.

### **7.2 Academic Writing and Language Support**

- Support for academic writing and, where applicable, English language development will be signposted.
- Students for whom English is not a first language will be made aware of additional support available to them.

### **7.3 Academic Integrity and AI**

- The college's Academic Integrity Policy will be introduced, covering plagiarism, collusion, contract cheating, and citation standards.
- The appropriate and inappropriate use of AI tools in academic work will be explained clearly, including programme-specific guidance where applicable.

## **8. Personal Development and Wellbeing**

### **8.1 Mental Health and Wellbeing**

- An overview of mental health and wellbeing support available at and through the College will be provided, including how to access support confidentially.
- Students will be signposted to the college's Suicide Prevention and Response Policy and to external crisis resources.

- The importance of self-care, maintaining balance, and seeking help early will be emphasised throughout induction.

## **8.2 Physical Health**

- Students will be encouraged to register with a local GP if they have not already done so.
- Information on local health services and emergency contacts relevant to the Birmingham area will be provided.

## **8.3 Reasonable Adjustments and Disability Support**

- Reasonable adjustments and additional support needs will normally be managed under the Support Through Studies Policy and its processes, to ensure that there is clarity for both the student and the College about what is required and what is put in place.
- The process for declaring a disability or additional learning need and requesting a reasonable adjustment will be clearly explained. Students will be reminded that declarations can be made at any point during their studies and will be treated confidentially.
- Students will also be assured that sensitive information regarding any health or other conditions will not be disclosed without consent, and that staff do not need to know the specific diagnosis/condition in order to be aware of reasonable adjustments.

## **9. Representation and Student Voice**

- The College's student representation structure will be explained in detail, including class representative roles and how feedback reaches senior management and the Board of Governors.
- Students will be informed of the value that Oakwood College places upon their Student Voice and how they can contribute to the College's quality assurance processes, including module evaluations, annual programme monitoring, and periodic review.
- The Student Liaison Forum (or equivalent student consultation mechanism) and its terms of reference will be explained.
- Students will be informed of their right to raise formal complaints or academic appeals, and the processes for doing so.

## **10. Ongoing and Extended Induction**

Induction at Oakwood College is understood as an extended process that continues beyond the first week. The following activities form part of the extended induction programme:

- A mid-induction check-in session during Week 3 of the first term, to address questions arising from initial study and any support needs identified.
- Personal tutor meetings, scheduled within the first four weeks, for each new student.
- Follow-up academic skills workshops offered in the first half-term.
- An end-of-induction student feedback exercise, to inform continuous improvement of the induction programme.
- A re-orientation session at the start of each subsequent academic year for returning students, covering any policy or regulatory updates.
- Questions regarding induction in end of year surveys, to assess effectiveness and identify any gaps/areas for improvement.
- Mandatory student training (e.g. Consent Training; Bystander Intervention Training), including catch-up sessions for students who were unable to attend during initial induction.

## **11. Practical Matters**

### **11.1 Student ID and Access**

- Students will be advised of the process for obtaining their student ID card, which provides access to college facilities.
- Building access arrangements and security protocols for Tricorn House will be explained.

### **11.2 IT Access and Systems**

- Students will receive their Oakwood College email address and login credentials at the point of enrolment.
- Activation of Blackboard access will be supported during induction.
- IT support contact details and procedures for reporting technical issues will be provided.

### **11.3 Registration and Enrolment**

- Enrolment formalities, including confirmation of personal details and programme registration, will be completed during the first week.
- Students will be advised of important dates in the academic calendar: assessment submission deadlines, holiday periods, and key college events.

### **11.4 Help and Signposting**

- A clear guide to "who to contact for what" will be provided to all students at induction, covering academic, pastoral, administrative, and welfare queries.

- Students will be provided with the college's main contact details: Tricorn House, 7th Floor, 51–53 Hagley Road, Birmingham B16 8TP; telephone 0121 805 2002; general enquiries via the college's designated email address.

## 12. International Student Orientation

Where Oakwood College has students who have entered the UK on a Student visa, a supplementary international student orientation will be provided, covering:

- Visa compliance obligations, including attendance monitoring requirements and the responsibilities of both the student and the college as a Home Office sponsor.
- Rights and entitlements in the UK, including access to healthcare and local services.
- The relevant Attendance and Engagement Policy will be covered in a specific session, allowing for Q&A
- Contact details for specialist immigration and visa advice, students will be directed to UKCISA (UK Council for International Student Affairs) for independent guidance.
- Practical information on living and studying in Birmingham.
- Peer support networks for international students within the college community.
- A clear point of contact for ongoing immigration-related queries.

## 13. Student Induction Roles and Responsibilities

| <b>Role</b>   | <b>Responsibility</b>   |
|---|---|
| <b>Chief Executive Officer (Accountable Officer and Designated Safeguarding Lead (DSL))</b> | Overall accountability for the delivery of a compliant and effective induction programme. Delivers the formal welcome session.  |
| <b>Head of Governance, Quality, Compliance &amp; Information Systems (Prevent SPOC)</b>     | Policy ownership of this Framework. Ensures induction content meets OfS regulatory requirements, including E6 (SCSI, harassment and sexual misconduct awareness, and Freedom of Speech). Oversees Prevent briefing content. |
| <b>Head of Academic Affairs (Deputy DSL)</b>  | Coordinates the academic elements of induction, including academic expectations, assessment, and academic integrity briefings. Supports safeguarding induction content.   |
| <b>Head of Operations and HR</b>  | Coordinates building orientation, health and safety briefings, and practical logistics of induction delivery.   |

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| <b>Programme Teams / Academic Staff</b> | Deliver programme-specific induction, introduce module content, assessment structures, and academic support available within the programme.  |
| <b>Personal Tutors</b>                  | Conduct first personal tutor meetings within four weeks of programme start. Support students with individual queries arising from induction. |
| <b>Student Representatives</b>          | Participate in the welcome session and extended induction activities. Provide a peer perspective on college life and signpost support.       |

#### **14. Monitoring, Evaluation, and Review**

- The effectiveness of the student induction programme will be evaluated each year through a student feedback exercise conducted at the end of the induction period.
- Outcomes will be reviewed by the Head of Governance, Quality, Compliance and Information Systems and reported to the Senior Leadership Team.
- Additional annual monitoring on induction will take place by Academic Board and/or one of its sub-Committees.
- Significant changes to induction content or delivery, particularly those affecting OfS compliance will be approved by Academic Board and, where appropriate, the Board of Governors.
- This Framework will be reviewed in full every two years, or sooner if there are material changes to OfS requirements, the college's regulatory conditions, or feedback indicating a need for revision.

### **Appendix-A**

#### **Student Induction Process Flowchart**

