

Regent College London

Induction Policy

1 Purpose

- 1.1 The purpose of this document is to detail Regent College London's induction policy for both new and returning students

2 Context

- 2.1 Induction at the start of a term is an important and informative event for students. Students new to Regent College London (the College) need to understand the rules, regulations and policies that apply to them whilst undertaking their programme of study. Information about the College generally, policies to do with, for example, attendance, academic misconduct and requesting an extension to a deadline for submitting coursework, are of direct importance and ensure all students are treated fairly. New students also require information about their programme of study and the requirements of the awarding body for the programme they are undertaking. Overseas students and students not familiar with living in London also find it helpful to be provided with general information to help them settle into new living arrangements.
- 2.2 Returning students starting a new term of study on their programme find it helpful to be reminded on College policies and procedures. Importantly, returning students need to know if they have been any changes in, for example, awarding body requirements, College policies and procedures, and any new policies which need to be brought to their attention.
- 2.3 Whilst much of the information about College policies and procedures is available in the Student Handbook and the College's virtual learning environment (HELP) it is nevertheless essential that this information is presented to them in induction sessions. This permits students to ask questions, seek clarification and understand the policies and procedures, as they apply directly to them, more fully.
- 2.4 The QAA UK Quality Code

This Policy aligns with the UK Quality Code core and common practices in

Expectation for Standards:

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for Quality:

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider has a reliable, fair and inclusive admissions system.

- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Admissions, Recruitment and Widening Access:

- 3. Higher education providers reduce or remove unnecessary barriers for prospective students.
- 4. Information provided to prospective students for recruitment and widening access purposes supports students in making informed decisions.
- 5. All staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.
- 6. Providers continually develop widening access strategies and policies in line with local and national guidance.

3 Induction policy for new students

- 3.1 All new students will be provided with an induction programme during the first week of the first term of their programme of study. The induction programme should be timetabled to take place during the first week of the term and be an opportunity for students to meet senior staff of Regent College London, including the Principal, Academic Dean, Director(s) of Studies, Programme Leader(s) and (where applicable) their Cohort Leader.
- 3.2 The induction programme should cover the following:
- General context of the College including its aims and values
 - Expectations of students whilst formally enrolled on a programme of study at the College and the Student Charter
 - Information about the external environment in which the College is located and key facilities that students can use, including public libraries, sport and leisure facilities and other facilities students may wish to use
 - The College's Equality and Diversity Policy and Prevent Policy
 - The College's Anti-Harassment and Anti-Bullying Policy and Procedure
 - The College's Freedom of Speech Code of Practice
 - The College's Student Protection Plan
 - The College's Tuition Fee Refund and Compensation Policy, and Terms and Conditions
 - Student Pastoral Care Policy and Student Pastoral Care Handbook
 - Requirements of the awarding body responsible for the course/programme enrolled on and the roles of Internal and External Verifiers/Examiners and the Quality Nominee

- Assessment Regulations for the course/programme enrolled on
- The College's Attendance & Engagement policy, procedures used for non-attendance and actions taken by the College with students who do not attend regularly
- The College's Academic Misconduct Policy and procedures, using Turnitin and interpreting Turnitin similarity reports
- Policy and procedure for making an academic appeal
- Policy and procedure for making a complaint about any service of Regent College (not an academic appeal)
- The Student Representative system, election of Student Representative, the role of Student Representatives (handbook)
- Committee structure and engagement of students with the quality assurance processes of the College
- Library and learning resources provided by the College in respect of the students' programme of study
- For overseas students, UKVI requirements for Tier 4 visa students studying in the UK
- Tutorial policy, academic support and welfare support facilities at the College
- Information about assessed work, including when Assessment Boards are scheduled to meet, when students can expect return of course work and the provision of feedback on student work
- Introduction to the virtual learning environment, HELP (degree students also have access to the University web portals)
- Pearson Edexcel Registration fee (Higher National courses only)
- Any other information that may be valuable to students

4 Induction policy for returning students

4.1 All returning students should have one session allocated for induction at the start of the second (and third where relevant) year of their programme of studies. This will be covered in class by the Directors of Studies, Programme and Cohort Leaders and students will be required to attend. This induction is to remind returning students of important policies and introduce them to new or significantly revised policies. The induction session for returning students should cover the following areas:

- The Student Charter and the responsibilities of students whilst enrolled at the College
- The College's academic misconduct policy and procedure, using Turnitin and interpreting Turnitin similarity reports
- Any significant changes in existing policies and procedures
- Any significant changes in awarding body requirements
- Any new policies or procedures that have been introduced and are effective from the start of the new term
- Student Representatives – who they are and what they do, referring to the Student Representative Handbook
- Information about assessed work, return of course work for the previous term and the provision of feedback on student work

- Any other information that may be valuable to students

5 Student feedback on induction

- 5.1 Following the induction programmes, feedback from students should be obtained in order to assess their experience, what was most valuable and what changes could be introduced to enhance induction. A short questionnaire which will result in both quantitative and qualitative data should be used. A suggested questionnaire is provided in Annex 1.
- 5.2 The Academic Dean, or nominee, should write a short report using data from the questionnaire and any feedback from staff who delivered the induction programme. The report should identify both good practice and strengths of induction, together with recommendations for enhancement for the next term. This report should be considered at the next meeting of Academic Board and the Senior Leadership Team.

6 Concluding comments

- 6.1 Induction is important for students and all staff at Regent College London. It enables students to understand the policies and procedures that are associated with their programme of study and provides a critical point of communication between the College and its students. Well-conducted and well-structured induction sessions ensure students make the best start to the new term.

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Annex 1: Induction questionnaire

Regent College plans its induction programme for students carefully to ensure that important and essential information about your programme of study, College policies and procedures and the requirements of the awarding body are clearly and concisely communicated to you. This information is available from various sources, such as the College website and your Student Handbook

We would like to obtain feedback about your experience of the recent induction programme to identify what worked well for you and where improvements can be made.

Please complete respond to each statement provided and write some comments in the two boxes provided. Thank you.

Programme of study Date

1. **I found the induction programme very helpful to my understanding of the College's policies and procedures**

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

2. **Information received before enrolling helped me understand the course requirements and my rights and responsibilities**

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

3. **The induction programme helped me understand my responsibilities as a student enrolled at Regent College**

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|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

4. **The induction programme helped me to better understand the role of Student Representative**

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

5. **The induction programme helped me to understand issues about plagiarism and the penalties for submitting plagiarized work**

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

6. The induction programme helped me understand how to use Turnitin for my assessed work and how to interpret the Similarity Report

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

7. The induction programme made clear to me Regent College's attendance policies and what I must do if I am prevented from attending a timetable session

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

8. The induction programme helped me understand the requirements of the awarding body (Pearson/Edexcel) for my programme of study

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

9. The induction programme helped me understand how grades for my assessed work is formally approved at an Assessment Board and the feedback I can expect

| | | | | |
|----------------|-------|---------------------------|----------|-------------------|
| Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree |
|----------------|-------|---------------------------|----------|-------------------|

Please provide written comments in each of the boxes provided below

10. Please indicate which aspects of the induction programme you found the most useful

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11. Please indicate how you think the induction programme could be improved

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