

LEARNER INDUCTION POLICY



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BY (Name / Job Title)	Melanie Parr - Student Services Manager

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Purpose

Dv8 Sussex believes that every learner, on every course, is entitled to a full and thorough induction. Good inductions are vital in ensuring learners feel safe, informed and included as well as making sure that accurate information on the expectations, privileges and staff/learner responsibilities are understood.

This policy is agreed by Course Managers and the Senior Management Team as detailing the most important aspects of a learner induction. Following this guide will ensure that all tutors are delivering a standardised induction to students across the organisation and that every learner has access to the correct information at the start of their course, helping them get the best from their time at Dv8 Sussex.

Induction will consist of:

- Introduction to Dv8 powerpoint and session - Day 1
- Behaviour and disciplinary information
- Key timetable for the course with milestones and assessment points
- Other key dates eg. parents evenings, exam week
- Bursary information
- Safeguarding session and task for students - week 2
- Careers session and task - week 3
- Review of student handbook to check understanding
- Student Services and student support information

Memorable and interesting

Inductions are vital for new learners to fully understand the learning commitment they are entering in to. Tutors should make information sharing interesting and enjoyable and create as many

opportunities for group work activities that promote group bonding as possible. A standardised powerpoint presentation will be available to all staff that covers key points. Learners should be able to recall information they were given at week one in week 20...

Clear overview of the curriculum

Learners should be given information on the qualifications and programmes of study they are following across the year. What is required of them to achieve the highest grades and how the qualifications fit into the wider world of employment or further education. Every learner should receive a timeline of the course, with key milestones and assessment points and details of planned events, visitors and trips. If these are not yet confirmed, mention of them without actual dates is sufficient.

Group Contract

An agreement should be created between everyone involved in a programme of study that is signed and displayed and revisited regularly. Everyone should be able to hold each other to account if the agreement is not upheld. This activity should happen in the first week.

Employability Skills / Work experience

Learners should be clear that this course is a step on the way to preparing for work in the creative industries. Explanation should be given on the expectations and standards of their chosen vocational interest area, and given as much information and insight as possible, using and understanding professional terms where appropriate. Inductions should set the tone for purposeful, regular and accurate careers advice and guidance. Details of the

expectations for work experience must be outlined and that students should be starting to think of possible placements themselves. The *Where are you Now?* worksheet should be completed for each student. (See CEIAG guide for more info)

Policies & Procedures

All learners should be made aware of the following policies and where they can be found on the DV8 website.

- Complaints / Grievances
- Attendance
- Disciplinary Action
- Appeals Process
- Safeguarding & Child Protection
- On Line safety
- Harassment & Bullying
- Equality & Diversity
- Health & Safety

Learner Impact / Student Voice

Learners should understand that Dv8 Sussex operates for them and that their input in to how we run, what we offer and how we deliver is vital to us. Learner feedback is encouraged at all times, with structured opportunities throughout the year for capturing learners' views on a number of issues.

Accessible Information

Learners are entitled to have information presented in a way that is clear and easy to understand. Details should be given on where electronic and physical information is stored, accessing virtual learning environments and which staff they can speak to if they have a question or query about something specific.

Consent

All learners must complete a consent / permissions form at the start of their course. This is usually completed at enrollment. Any learner aged 16+ is able to sign the form for themselves. Any learner aged under 16 must seek the signature and consent of a legal guardian. Learner must understand that they are giving or withholding their permission to go on trips, to undertake the full programme of study and have their work, photo and name used in Dv8 Sussex publicity. Staff should be aware of any student in their class who have not given photo permissions and be mindful of this throughout the year.

Safeguarding and child protection

Dv8 Sussex has a 'duty of care' to its learners and they need to understand what safeguarding is, and that it is the responsibility of all staff and **learners** to report anything that may be considered to be a concern or harmful to themselves or others.

Learners should be given the safeguarding session including a quiz and this completed as part of induction programme . It will include scenarios and information on how they should report this and understand the safety implications to themselves and others if this goes unreported. Key explanation is that if a student raises a concern it will have to be passed to Safeguarding Lead and CANNOT be kept secret.

Learners should understand that Dv8 Sussex staff are on hand to support them if they are concerned about any aspect of their welfare and personal and social development.

Bursary & Hardship Funds

Learner should understand whether they are entitled to apply for a guaranteed bursary or to the hardship fund. Clear information

should be supplied by Centre Managers throughout the induction period, but all delivery staff have a duty to understand the criteria. Learners must be made aware in class that their attendance directly impacts on their payments.

Creative Processes

Dv8 Sussex courses are all about following creative processes, problem solving, lateral thinking, enterprise and creating tangible products. Learners should be aware of the different ways of learning at Dv8 Sussex and how they can make the most of on-hand industry professional to help them get to where they want to be.

What does good practice look like at Dv8 Sussex?

Dv8 Sussex should provide a consistent and enjoyable experience for all learners, with the tone and scope of every course set out at induction. The following information is intended to outline what outstanding inductions look like.

Small collaborative projects to help create group dynamics

- Trips / visits in the first week of a course
- Practical, hands on tasks (not always involving computers) at the start of courses
- Having the first few weeks of a course mirroring the wider course (on a smaller scale) to help learners build confidence

Inductions must be exciting and should ensure that learners want to keep coming back week after week. Following tips and sharing ideas with colleagues will help build an induction suitable for each course at Dv8 Sussex and will help improve the quality of experience for all learners.

The ABSOLUTES for **outstanding** inductions

Dv8 Sussex Course Managers have agreed on four things that absolutely have to be present in an induction.

- 1) A series of fun, diverse and enriching activities that foster a positive group dynamic and create a sense of ownership of the course, the centre and resources

- 2) Observations and initial assessments that effectively record a learner's starting point (essentially, how ready are they for learning, where do they want to go and how will they know when they have got there?)

- 3) Methods to ensure that key information and learner policies are understood. Functional Skills assessments can be used to check comprehension

- 4) Inductions must be replicable so that every learner (regardless of start time) can still get everything they need to start the course properly

Induction for Late starters :

It may be that students join the course after the September start date. This could happen any time up to January and staff must ensure that these late starters are equally well supported to have a full induction.

Our own statistics have shown that those who join late, have a higher drop off rate / lower attainment rate than those that start on day one. Induction plays a huge part in retention as it equips

learners with much of the knowledge and information they need to succeed on programme.

Centre Managers will work with Course Managers to ensure that all late starts have access to timetabled building tours and health & safety inductions.

Support Tutors are key in ensuring that new starts are brought up to speed with everyone else as quickly as possible by using some of the following suggested practices:

- Buddy system so new students are paired with other students for their first 2 weeks to help new starts understand certain course related elements will help empower those mentoring and help new learners make friends and gain a peer perspective
- Small tasters / bite sized projects
- Group work activities will help new starts build relationships quickly and help them develop confidence with tasks and new skills
- Peer mentoring

Finally

Inductions are a two-way process of information sharing, a relaxing introduction to Dv8 Sussex and should be exciting, confidence-boosting and memorable.

However a tutor decides to do the induction for their students, they should have fun with it and put their individual stamp on it.