



The Youth Development Academy

Learner Induction Policy

Policy Overview

Learner induction is the initial stage of the guidance and support services which are provided to learners from before they enter The Youth Development Academy and continue throughout their course and beyond. It is The Youth Development Academy policy that all learners from a variety of backgrounds, with a wide range of learning experiences are entitled to receive an induction that aims to:

- ease the transition to studying in The Youth Development Academy
- introduce learners to the skills, knowledge and demands of their programme and includes transition between levels
- establish learners as part of The Youth Development Academy's Community

Key Principles

It is essential that learners are provided with all relevant and current information before and during induction with particular reference to their course of study. It is also a vital aspect of the induction programme that the range of services on offer are made known to learners and that they are made aware of how they can obtain access to these. They should complete their programme of induction considering that it has been well organised and of clear benefit to them.

Scope

Induction shall welcome all learners to The Youth Development Academy, by creating a friendly atmosphere, help familiarise the learners with their surroundings and ensure that learners are supported to prepare effectively to meet the demands of their chosen course/unit of study and eventual career path.

Responsibilities

The Principal has overall responsibility for the delivery and review of learner induction. Responsibility for the content and effectiveness of the learner induction experience will primarily lie with the Principal. The Lead IQA will be responsible for conducting impact assessments relating to equal opportunities issues, specifically gender, race, disability, age, sexual orientation and religious beliefs.

The Principal will be responsible for scheduling the parts of the induction programme that are delivered centrally and for the liaison with learner advisors in sufficient time to allow them to build these elements into the induction programme for their learners. The Assessors/Training Coordinators will be responsible for sending the induction programme to all applicants and communicating with applicants on a regular basis leading up to induction.

Content of Induction Programme Pre-Induction

All Students:

- have the opportunity to meet members of staff who will play a key role during their course
- will learn about the services and facilities available to them including guidance, learning support and the library.
- are informed about the procedures for reporting their absence to TYDA and the implications of absence.
- have ready access to all necessary information and advice.
- are made aware of relevant key policies.

- are made aware of the importance of consulting with relevant staff if considering withdrawing from their course.
- will be provided with an IT Induction.

Assessing/Teaching Staff

Assessing/Teaching staff are responsible for ensuring that learners:

- are made aware of the aims of their course structure and booked on appropriate modules including the relevant core skill modules.
- find out about the different learning and teaching approaches that will be taken and are able to identify their own learning style.
- receive initial advice on study skills and are aware of support provided.
- initiate an Individual Learning Plan
- are informed about the key assessment regulations and other associated information which apply to them.

Delivery and Format

Communication with applicants shall continue on a regular basis leading up to the induction week, for example, VLE access pre start of Academy, letters providing detailed pre entry and induction information including any scheduled summer programmes, pre-start days, open days, emails and text messages.

The induction programme will be scheduled and delivered in such a way so as to make for a coherent and effective introduction to Academy life. For example, it is important that Induction activities are not so spread out that students experience long gaps between activities, nor should students be expected to come into the Academy on any day for only a small amount of activity which students are likely to deem a waste of their time and transport costs.

It is essential that, once published, any changes to the induction programme are kept to an absolute minimum and are communicated effectively with all concerned. The programme should contain social activities that encourage students to get to know each other and to become acquainted with the Academy's key staff, facilities and services.

It may be deemed preferable to schedule aspects of induction over a longer period.

- Student Welcome Pack
- List of relevant staff and contact details
- Key Health and Safety information

Evaluation of Induction Programme

The Tutor, during their meetings with learners, will ascertain their views on their induction experience.

Learners shall be invited to participate in an online survey where possible, or a complete a learner survey to complete their programme.

The induction experience shall be evaluated and reviewed to improve future implementation. The Quality Team will review the effectiveness of student induction.

Policy Review

This policy will be reviewed on an annual basis, or if there is a change in legal or other business related requirement.

Review date	Description	Reviewed by	Next Review date
10 July 2019	Learners Induction Policy	SMT Team	13 July 2020