



Student Induction Guidelines

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1. Introduction

At William College, induction marks the beginning of each student's academic and personal development journey. It is a key opportunity to introduce students to our learning community, institutional values, and the resources available to them during their academic journey.

The induction process supports a smooth transition into college life, ensuring that every student feels welcomed, prepared, and empowered to succeed. It aims to:

- Facilitate a confident and informed transition into higher education.
- Introduce students to their programme, academic expectations, and key support services.
- Foster a sense of belonging and inclusion
- Build awareness of student responsibilities, well-being, and engagement requirements.
- Ensure accessibility and inclusivity for all students, including international, mature, and disabled learners

2. Purpose

The purpose of this policy is to ensure that all new and returning students at William College, receive a consistent, inclusive, and supportive induction experience.

This framework establishes the procedures for delivering an induction that:

- Promotes student belonging and engagement.
- Facilitates a smooth transition into higher education and the William College community.
- Aligns with partnered values of creativity, inclusivity, and collaboration while being adaptable to William College's scale and local context.
- Ensures all students, regardless of background, have equitable access to resources and opportunities from their first day.

3. Scope

This framework applies to:

- All new and returning students enrolled on William College programmes.
- All staff members contributing to the induction process, including academic, professional services, and student support teams.

It encompasses both on-campus and digital induction activities, including any hybrid or distance learning programmes.

4. Definitions:

Term	Definition
Student Engagement	Active participation by students in their learning, community, and feedback processes.
Accessibility	The design and delivery of materials and activities that can be used and understood by all students, regardless of ability or background.
Inclusivity	The practice of creating an environment that values and respects diversity in all forms, ensuring equitable participation for all students.
Virtual Learning Environment (VLE)	The digital platform (e.g., Moodle, Canvas) used by William College and Partnership institution to deliver learning materials and assessments.
Student Voice	Mechanisms for students to express their opinions, provide feedback, and influence college policies and practices.
Reasonable Adjustments	Modifications or accommodations made to ensure students with disabilities or impairments can participate equally.
Partnership Alignment	Ensuring that William College procedures and content meet Partnership institution expectations for academic quality and student support.

5. Guideline Statement

William College is committed to ensuring every student experiences a welcoming, inclusive, and informative induction that lays the foundation for academic and personal success and gives the student a sense of belonging in our community.

The induction process is designed to align with our Partner University values of creativity, inclusivity, and collaboration, while reflecting William College's own mission of fostering accessible, student-centred learning within a diverse community.

All induction activities will be delivered in a supportive environment that celebrates equality, diversity, and respect, providing all students with the resources they need to thrive from the very beginning of their academic journey.

William College induction is designed to foster a sense of belonging and create a welcoming environment. Our induction moves beyond information-heavy lectures to focus on human connection, inclusivity, and community-building from day one. Content heavy inductions can leave students feeling overwhelmed and

make information difficult to retain. Our induction focusses on what students need help *doing* in their first week, rather than what they need to be told¹.

6. Responsibilities:

Department/ Individual	Responsibilities
Senior Leadership and Management Team (SLMT)	Provides strategic oversight, ensures alignment with partnership standards, and allocates resources for induction delivery.
Head of Student Experience and Engagement	Leads operational planning and delivery of the induction; monitors feedback, accessibility, and quality of induction activities.
Student Support and Wellbeing Team	Introduce support systems, accessibility services, and wellbeing initiatives. Ensure induction is inclusive for students with additional needs.
Information and Digital Learning Team	Deliver training on the Virtual Learning Environment (VLE), email systems, and online communication tools.
Student Representatives / Ambassadors	Support peer-to-peer engagement during induction and assist in delivering welcome events.
All Staff	Ensure inclusivity, accessibility, and cultural sensitivity throughout induction activities.

7. Guiding Principles

1. Induction should not be a single one-off event; it should be spread over the first few weeks of the students' time at the College.
2. Content heavy sessions with long PowerPoint presentations should be avoided.
3. Wherever possible, students should 'discover' the information they require themselves, rather than be told it. For example, have an interactive fair type event where students went to different stations to learn about different teams (this could include a quiz to gain essential information from each 'stall').
4. Key information should be available pre-, during, and post induction, and in different formats. For example, students receive a digital Induction Pack with guides, contact lists, and video introductions to key staff.
5. Priority should be given to connection and belonging, so activities that bring students together to explore their time ahead at university should feature highly. For example, in groups draw up a list of the 5 most important things you want to gain from your studies.

¹ Jones, M. (2026) *Welcome new university students with inclusive events*. At: <https://www.timeshighereducation.com/campus/welcome-new-university-students-inclusive-events> (Accessed 10/05/2026).

6. Student helpers/mentors should be present at all stages.

8. Procedures

Induction includes both general and programme-specific sessions designed to integrate them into the academic, digital, and social life of William College.

8.1 The New Student Induction

Induction Day

- Welcome address by the Director and academic leads, introducing the mission, and college values.
- Overview of William College student community, culture, and code of conduct.
- Overview of Partnership.
- Introduction to academic departments, personal tutors, and support staff.
- Essential 'log-ins' information.
- ID card information.
- Brief overview of key policies: Engagement, Code of Conduct, Safeguarding (to include harassment and Prevent).
- Introduction to Student Voice Lead and feedback channels.
- Campus tour, including accessibility guidance, health & safety briefing, and wellbeing support overview.

By end of Week 2

- Overview of programme regulations, curriculum structure, and assessment expectations.
- Introduction to the Virtual Learning Environment (VLE), digital tools, and library systems.
- Workshop on academic integrity, plagiarism avoidance, and referencing.
- Health and Safety Matters
- Full orientation to support services: wellbeing, financial advice, study skills, and accessibility support.
- Social and networking sessions designed to build community and connection.
- Inclusive information sessions for:
 - Mature students
 - International students
 - Students with disabilities or impairments
 - Commuting or specific learning needs

8.2 Induction for Returning Students

Returning students are required to complete re-enrolment each academic year and attend a refresher induction to ensure continuity of engagement and awareness of institutional updates.

The Returning Student Induction includes:

- Welcome back address and college updates from the Senior Management Team.
- Refresher on attendance, engagement, academic integrity, and health & safety policies.
- Overview of new or updated support services and academic procedures.
- SEAG and student representation updates — including opportunities for participation in policy development.
- Optional refresher sessions for accessibility, digital learning, and mentoring.
- Social and networking events to rebuild community and belonging.

8.3 Accessibility and Inclusion Provisions

William College ensures all induction activities are fully inclusive and accessible, offering:

- Text enlargement and screen reader-compatible materials.
- Captioned and transcribed videos for all online induction content.
- Braille materials and tactile campus maps available upon request.
- Quiet or sensory-friendly spaces during induction week.
- Alternative digital access for students unable to attend in person.
- Interpreter or assistive technology support for students with impairments.
- Optional *short preparatory videos* for commuting students to introduce the day's focus.
- Accessibility assistance desk during induction week.

9. Compliance and Monitoring

William College is committed to ensuring that our Inductions are implemented effectively, monitored for compliance, and continuously improved.

9.1 Compliance

- All staff involved in induction must adhere to the principles outlined in this policy, including inclusivity, and accessibility
- Programme Leaders, Student Support Teams, and digital learning staff are responsible for ensuring that induction materials and sessions comply with accessibility requirements and institutional regulations.
- Any deviations from policy, incidents of non-compliance, or accessibility concerns must be reported immediately to the Head of Student Experience and Engagement.

9.2 Monitoring

- The Head of Student Experience and Engagement will track and evaluate the effectiveness of induction programmes through:
 - Attendance records at induction sessions.
 - Student feedback surveys and focus groups.
 - Staff feedback on the delivery and accessibility of induction content.
- Reports will be compiled annually and submitted to the Principal and Academic Board, highlighting compliance, successes, and areas for improvement.
- The Student Experience Advisory Group (SEAG) will be consulted to provide student perspectives on induction effectiveness, accessibility, and engagement.

9.3 Continuous Improvement

- Data from compliance and monitoring activities will inform updates to induction content, training, and delivery methods.
- Annual policy review meetings will include evaluation of:
 - Inclusivity and accessibility provisions.
 - Alignment with partnership expectations.
 - Feedback from students, staff, and other stakeholders.
- Revised policies and procedures will be communicated promptly to all staff and students in accordance with the Policy Responsibility Matrix.

10. Review and Revision

- This policy will be reviewed annually by the Student Experience Team every 12 months in consultation with Partnership representatives.
- Revisions will consider feedback from students, staff, and regulatory updates and must be approved by the Academic Board.
- Updated versions will be communicated through staff briefings, student newsletters, and the William College website.