

## **Learner Induction Policy**

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This policy sets out the approach to induction into courses with RALSS that learners can expect to experience as a stage in the 'learner journey'.

### **Appendices**

Appendix 1 – Induction Checklist

Appendix 2 – Health and Safety Information & Checklist

### **Purpose of Induction**

Induction to a course of learning is a two-way process that will allow learners to establish that the course they intend to follow is appropriate to their needs and aspirations, and allow RALSS to appropriately advise learner choice and plan for the delivery of courses according to the needs of learners. Accordingly, the following outcomes will be achieved as a result of induction:

- Learners will understand the expectations of them prior to commencing learning, allowing them to prepare for their course in order to achieve their potential
- The suitability of the course in terms of the learner's current capabilities and aspirations will be confirmed or, if the learner is not yet ready to commence the course, there will be appropriate signposting to other provision
- Learners will understand their rights and responsibilities whilst studying with RALSS, and be advised and aware of processes relating but not limited to: health and safety, safeguarding, equality and diversity, complaints and learner support
- Information will be shared to allow learners the opportunity to establish progression opportunities from the course, into other learning.
- Issues relating to learners' personal details and confidentiality will be in line with GDPR requirements.

### **Delivering Induction**

Induction is scheduled to take place at the commencement of learning and is an integral part of the preparation of both learner and teaching practitioner for success. As such, it is a key element of the learner journey and provides valuable opportunities, alongside initial IAG, enrolment and initial assessment activities, to establish learner needs and aspirations. These elements may all be delivered together or separately.

Induction should be carried out for every new course commenced by a learner, regardless of how many previous courses may have been completed, to ensure that in each instance, there is the best possible preparation of and for the learner to commence learning.

Accordingly, the following principles underlie the approach to induction:

- That there is consistency of approach across the whole RALSS provision, to ensure that all learners are aware of universal policies, whilst still addressing any course-specific issues
- Induction takes place and directly informs the planning of all subsequent learning opportunities.
- Induction will be appropriate and proportionate to the nature of the learning taking place, whilst still ensuring that all relevant information is shared. For instance, a one-off taster workshop would require a 'lighter touch' induction than a course that is scheduled to run for a whole year, but learners must still have access to all of the required induction elements
- Those delivering induction will understand the purpose and remit of the approach, and be properly supported to deliver it effectively

## **Responsibilities**

Tutors are responsible for the induction of learners to their courses and the duty is included as part of the expectations around delivery of teaching and learning. Thus where a tutor is delivering a course, it is also expected that they will address the induction of learners as part of the delivery. Particular attention should be given to late starters to ensure they are given a full Induction.

Service management will review the efficacy of the approach to induction as part of the on-going quality management and self-assessment process to ensure that it remains relevant to learners and clearly links into subsequent actions and planning

## **Review**

This policy statement will be reviewed 2 yearly as part of the QA cycle and amended as necessary to ensure that it remains appropriate to learner needs and the requirements of teaching and learning

## **Review History**

<b>Date</b>	<b>Reason for Review</b>	<b>Next Scheduled Review</b>
March 2014	Full review and reissue (v1.0)	March 2015
Oct 14	New 2 year cycle	Aug 16
Aug 16	Scheduled Review	Aug 18
April 2018	Review w GDPR compliance	April 2020
March 2020	Scheduled Review	March 2022
Aug 22	Scheduled Review	Aug 24
Aug 23	End of Sub-C	Aug 24

## Appendix 1

### Class Induction Checklist

Course:

Date completed:

Tutor:

Please discuss the areas outlined in the table at the first session of the course AND with any new learners who join subsequently. Complete and tick in the right hand column to show that this has been completed, then retain in your course file.

Topic	Tick
1. <b>Welcome</b> to the course; introductions	
2. <b>Practical arrangements</b> – toilets, coffee, smoking etc.	
3. <b>Health and safety</b> – fire escape and drills; first aid arrangements; accident and hazard reporting; posture advice	
4. <b>Course details</b> – <ul style="list-style-type: none"> <li>attendance and <u>punctuality</u>;</li> <li>absence <u>e.g.</u> who to contact;</li> <li>start and end times/dates of <u>classes</u>;</li> <li>course outline and any resources <u>needed</u>;</li> <li>learning outcomes, group and <u>individual</u>;</li> <li>observations that may occur</li> </ul>	
5. <b>IAG - Advice and guidance</b> referral service to RALSS advisor, or to National Careers Service for help with CVs, Job Search and finding courses.	
6. <b>Initial Assessment</b> – <b>subject specific is compulsory</b> , and Maths, English and ICT to be offered to all, but only essential for qualification courses.	
7. <b>Promote: Equality and Diversity, Safeguarding and Prevent, British/ Democratic Values, ICT Code of <u>Conduct</u>, GDPR – Data Protection</b> – signpost to RALSS web site or the Learner Handbook for more information	
8. <b>Learner Handbook</b> . Check that everyone has been sent one and has read it.	
9. <b>ILPs</b> – importance of tracking individual progress.	
10. <b>Individual questions</b>	

Dates information repeated for continuing groups or additional learners.


Aug 22

V 4.0

RALSS Manager

## Appendix 2

### Rutland Adult Learning & Skills Service Room 1 OEP

## HEALTH AND SAFETY INFORMATION FOR STUDENTS

*To be completed by the Tutor and read out at the first meeting of all courses, and repeated if circumstances change and for late starters.*

Health and Safety is a matter that must concern everyone. We ask you to help us keep the environment and each other safe by:

- Informing me of any potentially dangerous situation you notice, either in the classroom or its approaches
- Ensuring that your actions do nothing to endanger either yourself or any other class member.
- Informing me of any substance or procedure, which may be used in the class, that could cause you a problem.
- Informing me if you have an accident or incident which has or could have resulted in injury or illness (however minor) whilst on these premises.
- In the event of an emergency evacuation of the premises, proceed to the assembly point as quickly and calmly as possible. Please remain at the assembly point until I tell you that it is alright to leave.

**The main exit route from this classroom is:** through the fire exit in this [room](#)

**The alternative route is:** through Reception

**The assembly point is:** [Old](#) bus shelter/bicycle sheds next to car park entrance

### Rutland Adult Learning & Skills Service Room 1 OEP

Date	Sig	Date	Sig

## ESCAPE ROUTES and ALARM POINTS



## TUTORS

Please keep examples of any health and safety procedures and/or risk assessment materials used in your course file. If any incident or accident occurs, please [complete](#) and return an incident report form, available from reception or in your tutor pack.

In case of fire evacuation – take your register with you and ensure that all your learners are accounted for or inform a Fire Marshall if anyone is missing.

Defibrillators – call 999 and ask for the code. There are 2 on-site.  
On the outside wall of the main site office – unit 23.  
Inside the Active Hub – not available out of hours.

In case of external hazard or intruder – INVACUATION – secure your learners inside your classroom, lock the door, [close](#) and lock the windows. If necessary, use tables as barricades. Inform as many people on site as possible, without endangering yourself.

Emergency contacts – Rose Pusch 07858 945 726. Harborough Lifeline - [01858 464499](#)  
Learner emergency contacts, if given, are on the back of your register.