LONDON SCHOOL
OF SCIENCE & TECHNOLOGY

Student Induction Policy

Version 4.0

Approved by the Board of Governors

Last Amendment: September 2025

The following policy outlines how the School will ensure new students receive an appropriate and comprehensive induction programme before they begin their studies.

This policy is aligned to the expectations and core practices of Office for Students (OfS) regulatory framework; regard is given to the Code's accompanying guidance themes of:

i. *Enabling Student Development and Achievement*
ii. *Quality Monitoring and Evaluation*
iii. *Student Engagement*

England's Regulatory Framework is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained and how the quality of learning opportunities is assured and enhanced.

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*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

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1. The Importance and Purpose of Student Induction

1.1. The London School of Science and Technology (LSST) will provide a comprehensive and informative induction to all new students to familiarise them with the School's regulations and services and provide a general orientation to their course.

1.2. The School understands the importance of inductions in enabling student achievement by ensuring students are confident about commencing their studies and are aware of the support available to them from the outset of their course.

1.3. The purpose of induction to study programmes is primarily to:

i. Prepare students for the rigors of study and adjusting to academic life.

ii. Familiarise them with the School's campus layout, facilities, Student Union, support services and its Virtual Learning Environment.

iii. Provide students with the information and resources they need to begin their studies (such as handbooks and reading lists).

iv. Introduce students to key staff members and support services.

v. Provide opportunity to develop friendship groups and support networks at an early stage.

vi. Make students aware of social and extracurricular events available to them.

vii. Ensure students are aware of key policies and procedures and understand what is expected from them to successfully complete their studies.

viii. Explain the assessment process.

ix. Receive feedback from students about the student recruitment and admissions process to promote continuous enhancement.

x. Make initial arrangements for representation of the collective student voice in the governance of the School.

xi. Provide a basic health and safety briefing and ensure students are aware of what to do in an emergency.

xii. Explain to students about academic integrity and the significant consequences and effects of academic misconduct on their studies and course outcomes.

1.4. The School is aware that students' experience at induction will shape their first impressions of the School and plays a crucial role in encouraging early-stage continuation and active participation. The School will design its induction events in a way that is mindful of students' academic readiness and diverse needs.

2. Protocol for Running Inductions

2.1. Course timetables will normally be provided to students upon enrolment.

2.2. The School will normally notify students of their induction details at least 14 days prior to the induction date, except where students enrol to programmes late, in which case they will be notified as soon as possible.

2.3. Students' attendance at inductions is a mandatory requirement for studying a course with LSST and the School will inform students of this.

2.4. Every student will be required to read and sign the School's *Enrolment Terms and* Conditions prior to commencing their induction; this agreement sets out clearly the School's expectations of its students, as well as its obligations to them.

2.5. During the induction, the School will distribute general and course -specific information resources, including the Student Handbook, programme handbooks and any other course materials that need to be provided at this stage (e.g., lists of key staff contacts).

2.6. The School will ensure that all students, including those joining late, receive the benefit of a full induction; this will be held as soon as possible but within one week of their enrolment on the course.

2.7. Continuing students will be provided with a refresher induction on commencing their second year of studies; to recap their initial induction and ensure they are up to date with the latest support, guidance, and policies applicable to them.

2.8. Where required, induction activities may extend into early teaching weeks to allow students to absorb the information they need without being overwhelmed; themes given in the initial stages of induction may be reinforced or expanded upon.

2.9. As part of their induction, each student will have a one-to-one session with a Personal Academic Tutor during the first four weeks of the course to aid in the compilation of a personal learning and development plan; the plan will identify support mechanisms that may benefit academic and personal progression, as well as identifying key skills gaps.

2.10. The induction will provide an opportunity for staff to engage with new students on their experience of the School throughout recruitment, admission, and enrolment, as well as ascertaining and responding to their expectations of the course they are studying. .

2.11. During induction, students will begin the process of selecting their representatives, who will participate in the School's governance committees. Students in representative roles will benefit from additional induction to prepare them in undertaking the duty of conveying the views and concerns of the wider student body to the School's management body.

2.12. Registers will be taken during induction events; a list of new students who are not present at induction events will be provided to the Registry who will contact absentees to arrange for them to attend another session.

3. Responsibility for Inductions

3.1. Ultimate responsibility for the development of clear and effective processes and procedures associated with the quality assurance and maintenance of standards of academic provision and overseeing their application lies with the Academic Board.

3.2. Campus Deans, Course Leaders, and Student Wellbeing Support Service Co-ordinators will be responsible for designing the content and structure of students' inductions in such a way that supports the objectives in 1.3, as well as the delivery of inductions.

3.3. The Registry will be responsible for scheduling inductions around core teaching activities in a manner that is not disruptive to core teaching and learning activities.

3.4. The Registry will additionally be responsible for ensuring that students are notified about their induction within the specified time, as well as contacting students who cannot attend or miss their inductions to make alternate arrangements.

3.5. New students will be responsible for attending all induction events as directed by the Registry.

4. Quality Assurance of Induction Experience

4.1. Campus Deans will collect and consider feedback from students on their induction experiences. All students will be invited to participate in a survey. This activity will form part of the School's wider quality monitoring structure.

4.2. Campus Deans should ensure that early student experience, and in particular course induction, is evaluated and discussed at Course Committee meetings; reports on the effectiveness of inductions are provided to the Academic Board as part of the School's internal self-assessment reporting protocol. Nominated student representatives will be included in these discussions.

5. The Prevent Duty

5.1. As a Recognised Higher Education Body, the School has a duty to preserve a learning environment which is characterised by the principles of academic freedom and freedom of speech, as well as the need to prevent people from being radicalised or drawn into terrorism.

5.2. The School is committed to upholding the following shared values, which are the British values of:

- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for the equality of opportunity for all.

- Support and respect for the liberties of all within the law.

- Respect for and tolerance of different faiths and religious and other beliefs.

5.3. The School will use student inductions as an opportunity to impart these values and make students aware of the Prevent Duty; students will also be informed about the School's Safeguarding and Prevent duty policies, and how and when to report a concern.

5.4. Students will also be consulted on the School's approach to upholding the Prevent Duty during induction, and in particular the means by which it manages is obligations to preserve academic freedom with the need to ensure a safe learning environment for its students; such consultations will inform the ongoing development of the School's policies and procedures for upholding the Prevent Duty.

6. Review and Update

6.1. This policy will be reviewed and updated annually by the Academic Board, changes to it will be reported to the School's Board of Governors.

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