



## Induction Policy

### **1 Introduction**

- 1.1 We are committed to ensuring that all of our new staff experience an induction programme that is tailored to their needs, of an excellent standard and one that allows their effective and timely integration into their role, team, school/service and University.

### **2 Purpose of Induction**

- 2.1 A successful induction programme should:
- Meet the needs of the new member of staff and give them the best possible support so that they settle into the organisation
  - Ensure new staff understand our history, vision and values and how this relates to our strategic direction and that of the school/service and team
  - Allow new staff to know what is expected of them
  - Give the individual the tools they need to do their job efficiently
  - Engage new staff and encourage retention
- 2.2 To enable this to happen, we have created an integrated induction programme that will enable all new staff ('inductees') to enjoy a welcoming and informative introduction, through a combination of corporate events, essential training and, most importantly, robust local arrangements.

### **3 Benefits of Induction**

- 3.1 Having an induction programme embedded within our University will:
- Allow inductees to settle into their roles quickly
  - Ensure new starters know what is expected of them
  - Alleviate the pressure on existing members of staff who may have been covering elements of the vacated role
  - Help new staff to align their efforts with our vision and values
  - Boost retention figures

## 4 General Principles of Induction

- 4.1 All new staff – regardless of profession, role, grade, tenure of post, hours worked or previous experience elsewhere – need to have a structured induction programme. The induction arrangements described in this Policy apply to all of our staff.
- 4.2 The aim of this policy is to ensure that all new starters receive the same level of induction, irrespective of the school/service or team in which they work.
- 4.3 This Policy complements and supports the provision and operation of other key areas including:
- The Performance and Development Review (PDR) Scheme
  - Appropriate Service Level Agreements/Key Performance Indicators, where applicable
  - Employee Probation, where applicable
- 4.4 The inductee's manager/supervisor has overall responsibility for induction and ensuring that it is carried out to the required standard, including:
- Informing HR of the appointment
  - Planning the induction, tailoring it to the inductee's role, needs and experience
  - Selecting and briefing a peer-level colleague to act as buddy
  - Leading regular induction meetings with the new member of staff
  - Agreeing measurable objectives within one month of the inductee commencing work
  - Ensuring that any immediate and emerging development needs are addressed at the earliest opportunity
  - Carrying out their responsibilities with regard to the Probationary Policy and Procedure, where applicable

Other key people include:

### **Responsibilities**

#### *Inductee*

- Taking active responsibility for their own learning and development
- Agreeing measurable objectives with their manager/supervisor within one month of commencing work

#### *Buddy*

- Supporting the inductee with general help and advice throughout the induction period
- Assisting the manager/supervisor with preparation for the inductee's arrival
- Liaising with HR, People and Organisational Development and the manager/supervisor as appropriate

### *Human Resources*

- Issuing the offer letter and new starter information pack
- Carrying out HR inductions with all new starters

### *People and Organisational Development*

- Facilitating the Welcome to Leeds Beckett induction session
- Ensuring schools/services have the tools they need to carry out their induction duties
- Responding to the inductee's development needs as they are identified

- 4.5 The induction period should last for around 3 months, although this could be lengthened or shortened according to the inductee's needs.
- 4.6 All inductees must receive mandatory Safety, Health & Wellbeing training relevant to their role in order to ensure safe working practices.
- 4.7 Inductees are required to attend our Welcome to Leeds Beckett induction event, preferably within 3 months of commencing work. This also applies to new academic staff appointed on a 0.5FTE and above basis.
- 4.8 New academic staff appointed on a 0.5FTE and above basis, who are new to teaching at HE level are required to enrol upon the Postgraduate Certificate in Higher Education (PGCHE) within 12 months of commencing their employment and successfully complete the programme within two years of enrolment.

## 5 Induction Stages

5.1 The induction programme comprises three main elements:

Pre-arrival	<p>Induction effectively begins once an individual has accepted the post offered to them. Before their first day, they will need to be assured that their school/service will have an induction programme prepared.</p> <p>The inductee's manager/supervisor and buddy can use the time before the start date to prepare the induction programme.</p>
Local Induction	<p>The purpose of Local Induction is to provide inductees with the relevant information they need to be able to perform their duties effectively, make them feel comfortable in their new environment and understand the local working arrangements.</p> <p>Details of what should be covered within Local Induction are given within our example induction checklist, which can be tailored by the inductee's manager/supervisor and the buddy to ensure that the induction experience meets the needs of the new member of staff.</p> <p>A key relationship is that between the inductee and buddy; the latter should schedule regular meetings with the inductee throughout their induction to cover the relevant points within the checklists and also answer any questions.</p>
Corporate induction	<p>There are several different strands to the Corporate Induction experience:</p> <ul style="list-style-type: none"><li>• Welcome to Leeds Beckett induction</li><li>• H&amp;S Essentials (E-learning module)</li><li>• Data Protection (E-learning module)</li><li>• Equality and Diversity (E-learning module)</li><li>• PDR Reviewer (for staff with line management responsibilities) or Reviewee training (E-learning modules)</li></ul>

## 6 Staff with specific needs

- 6.1 Staff with disabilities should be given the opportunity to discuss how we can support them within their role. In the vast majority of cases, discussions around reasonable adjustments would be held before the inductee starts work.
- 6.2 Part time staff will need as rigorous an induction programme as full time staff. It is expected that part time staff appointed on a 0.5FTE and above basis receive the 'full' induction package; however, the induction period may need to be lengthened to take into account the fact that they are working fewer hours. Wherever possible, induction should be planned to suit their working hours.
- 6.3 Temporary employees will need some form of induction programme, although it is likely to focus on practical matters such as:
  - Their immediate physical environment
  - Safety, health & wellbeing issues
  - Details of their role and responsibilities
  - How their role fits within the team
  - How their team fits within the school/service
  - How their school/service fits within the University
  - How we as a university fit within the HEI sector
- 6.4 Staff who are already employed by the University but moving to another school/service or team will need an induction programme that is focused upon local arrangements, expectations of them in their new role, objectives of their team/school/service and time to engage with their new colleagues.
- 6.5 Staff returning to work after a break, such as Maternity Leave or long-term Sickness Absence, may require a programme to bring them up to speed with any changes that have occurred whilst they have been away. Team members may also have changed and they will need the time and opportunity to integrate into their new environment.