

# Policy

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**Title:** INDUCTION

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## **Introduction**

The first few weeks of employment are vital to the success of any appointment and the arrangements made for introducing a new employee to the duties of their post and to the organisation as a whole provide the foundation for the future development of the member of staff. Employees who do not receive appropriate induction are more likely to leave in the early stages of their employment or may not achieve their full potential if they stay.

The Induction Programme is designed to help new employees become familiar with the requirements of their post and adapt to their new working environment as quickly as possible so that they become an effective member of staff and soon feel they are part of their Faculty/Academic Unit/Professional Service and of the University as a whole.

The Induction Programme covers several aspects:

- a planned introduction to the post and a development period which helps the employee to become competent in the duties of their post
- support for the employee in developing the contacts that are important in relation to the performance of their role
- making them aware of how their post relates to the work of the Faculty/Academic Unit/Professional Service as a whole
- providing them with an overview of how the University works and an understanding of its Mission

Most of the induction needs to take place in the Faculty/Academic Unit/Professional Service. This is to make sure that the new member of staff is aware of what is expected of them in their post, that they are introduced to their colleagues in their Faculty/Academic Unit/Professional Service, and that they are familiarised with specific procedures and expected ways of working.

The length of the induction process will depend on the type of post, the complexity of the duties and the skills and previous experience of the new employee.

## **Temporary staff**

Temporary staff and those appointed on a fixed term contract of three months or less should receive the following:

- introduction to the specific duties of the post
- information on health and safety issues
- details of Faculty/Academic Unit/Professional Service procedures and location of facilities

If the appointment continues for longer than initially expected, then the induction programme should be extended as appropriate. Those employed for more than three months should receive the normal induction appropriate to their post.

Staff moving into a new post from elsewhere in the University also require induction into the duties of their post and specific Faculty/Academic Unit/Professional Service procedures. Staff moving internally within the University should be consulted about their specific induction requirements before drawing up a detailed Induction Programme.

These notes of guidance provide a brief introduction to the induction process and outline the stages in the procedure.

## **The Induction Process**

### **The Induction Coordinator**

The Head of Faculty/Academic Unit/Professional Service is ultimately responsible for the induction of a new employee. It is appropriate however for them to nominate a specific member of staff with detailed knowledge of the areas which need to be covered during the Induction, to act as the Induction Co-ordinator for a new member of staff. The Induction Co-ordinator will therefore have overall responsibility for ensuring that the complete induction programme is carried out, and may also delegate certain aspects of the programme to other staff with specific skills and expertise. The responsibilities of the Induction Co-ordinator include:

- Making arrangements for the arrival of the new member of staff
- Providing a detailed induction programme based on the Induction Checklist as well as specific Faculty/Academic Unit/Professional Service requirements. It is important that the new employee takes some responsibility for their own induction and so the final induction programme should be agreed after discussion and consultation with the new employee
- Meeting regularly with the new employee to review progress and identify outstanding areas
- Reporting on progress in relation to the completion of the Induction Programme to the person responsible for the probationary procedures for the new member of staff (if the Induction Co-ordinator is not responsible for probationary arrangements as well as induction).

### **Senior Colleague/Mentor**

A Senior Colleague/Mentor should be nominated by the Head of Faculty/Academic Unit/Professional Service for academic and related staff, as laid down in their Probation guidelines. This person may also act as the Induction Co-ordinator if it is appropriate to do so.

A mentor should be appointed for other groups of staff from their peer group by the Head of Faculty/Academic Unit/Professional Service in consultation with the Induction Co-ordinator. Mentors provide informal guidance and support and may also be delegated responsibility for carrying out specific aspects of the Induction Programme.

### **The Induction Checklist**

Checklists are provided for Induction Co-ordinators and employees, together with notes of guidance for each. These provide a guidance framework which complements arrangements in Faculty/Academic Units/Professional Services by offering a structure and suggested timescales for the induction process.

The documents are designed to be used flexibly, depending on the nature of the post and the extent to which the new member of staff is able to undertake a degree of independent learning. Some staff will require more support and guidance during the Induction Process than others. All new staff should be informed of what needs to be covered during their induction and the arrangements for dealing with these.

Common elements can be used as the basis for individual programmes however an induction needs to be drawn up which meets the needs of each new member of staff, relative to type of post and their existing skills and experience.

The Individual Induction Plan and the Individual Staff Development Plan Forms have been provided as separate sheets, so that if the Faculty/Academic Unit/Professional Service has already drawn up pro-formas detailing specific Induction arrangements and training needs for particular types of posts then these can be substituted for the generic forms.

It is important to involve new employees in the design of their Induction programme, and the identification of training and development needs. By the end of the first week the new employee should be starting to understand the requirements of their post and to identify areas where further training might be required.

### **Link with Probationary Procedures**

It is important that the Induction Co-ordinator liaises with the person in the Faculty/Academic Unit/Professional Service who is responsible for monitoring the employee's probationary period if the Induction Co-ordinator is not fulfilling both roles. For Academic and Related Staff, the Induction Co-ordinator should ensure a training and development letter has been issued within three months.

The induction programme should be linked to the probationary period. At the end of the probationary period, the person responsible for monitoring probation should check whether all the items on the induction programme have been covered. If the outstanding item(s) are not considered to have a significant impact on the postholder's ability to carry out the full range of duties of the post and the postholder is performing satisfactorily then the appointment should be confirmed on the understanding that the postholder will cover the outstanding item(s) as soon as possible.

### **Support for Induction Coordinators**

The Professional Development Unit (PDU) would be happy to discuss any part of the Induction Process with Induction Co-ordinators.