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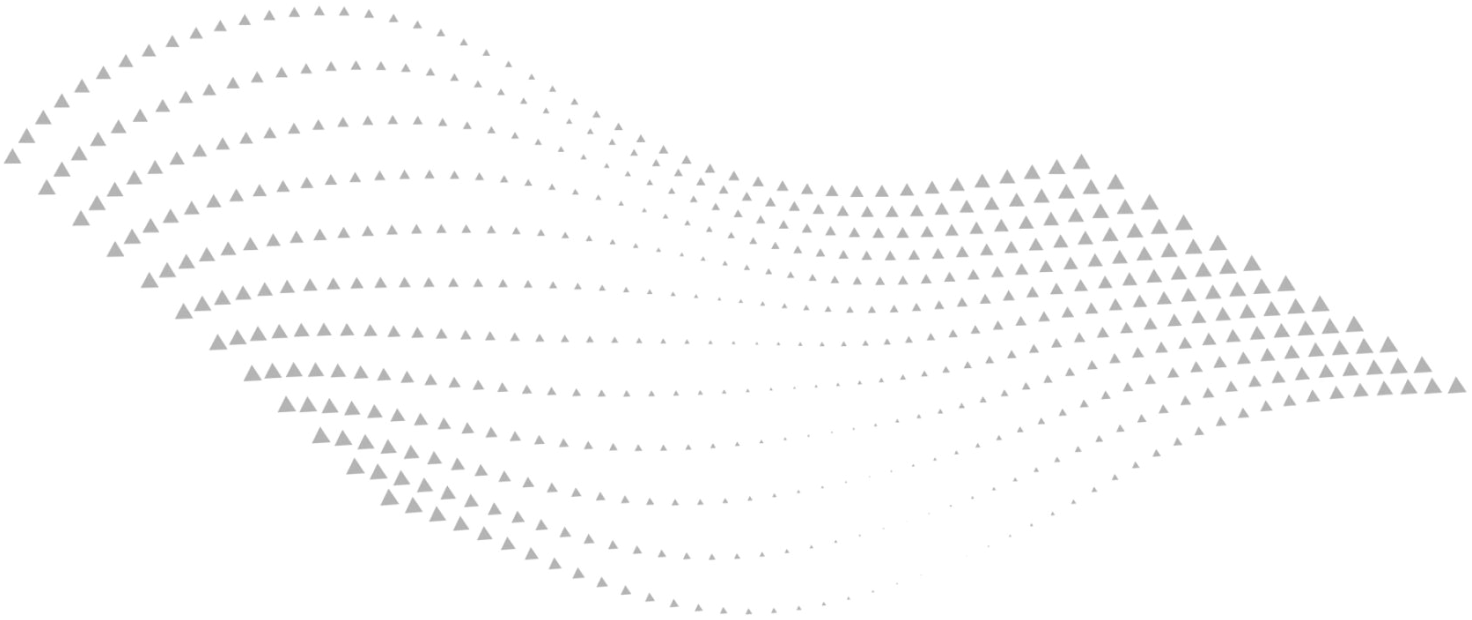
Induction and Transition Policy



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Introduction

Scope of Policy and Reporting

- This policy applies to all students registered on a course at BIMM University, where effective pre-induction, induction, enrolment, transition, and engagement activities are essential elements supporting student success and retention.
- Deans of Faculty are accountable for induction and transition reporting to Academic Board. Heads of School are responsible for using the evaluative mechanisms outlined below to inform this reporting.

Rationale and Context

- The University is committed to ensuring that all students are set up to benefit from their educational experience. Induction and transition are foundational to student success.
- Effective enrolment, pre-induction, induction, extended induction, and transition activities enable student success and retention at BIMM University. By implementing evidence-based practices, we can create a supportive and engaging learning environment that meets our students' diverse needs and aspirations.
- Successful induction and transition procedures benefit students' sense of belonging: the sense of connectedness and engagement that students feel with their university, peers, and academic community. A sense of belonging, in turn, supports students' progression and success.
    - When students feel like they belong, they are more likely to be engaged in their studies, attend classes regularly, participate in extracurricular activities, and seek help when needed. These are all factors that correlate with positive student outcomes.
- Transitioning to the independent and autonomous forms of learning necessary at the University can prove challenging. International students and those from historically under-represented or marginalised backgrounds may need different kinds of support.

Enrolment

- 'Enrolment' refers to activities related to the formal enrolment process, such as registration and payment of tuition fees.
- Research has shown that a positive enrolment experience can improve students' satisfaction and retention. Effective activities in this respect may include online enrolment systems, clear instructions and support materials, and personalised communication with students.
- Enrolment activities are scheduled in the late summer, generally from July onwards, and the University has a dedicated team who support students in completing enrolment requirements.
- The enrolment period closes at the end of week 5 of Semester/Trimester 1

Pre-induction, Induction, and Extended Induction

Pre-Induction

- 'Pre-induction' refers to activities that take place before students' official induction. These activities can help students prepare for life at BIMM University and navigate the transition from secondary school or college.

Induction

- 'Induction' refers to activities at the beginning of the academic year to welcome students and introduce them to University life.
- The purpose of induction is to welcome new students and help them to feel part of the University community.
    - It is also an opportunity to outline students' responsibilities as part of this community and introduce them to University facilities and policies.
    - It may also highlight opportunities they will be provided with to network within the local area and the wider industry.
- Research has shown that induction activities can improve students' sense of belonging and motivation and reduce attrition rates. Effective induction activities may include welcome events, orientation sessions, and social activities.
- Induction activities should be inclusive and cater to the unique needs of different student types; these include but are not limited to:
    - International students
    - Care leaver, care experienced, or estranged students
    - Disabled students
    - Students in the first generation of their family to access higher education
    - Late enrolling students
    - Late-year entry students
    - Postgraduate students
- Induction events are typically scheduled 1-2 weeks before the first Semester/Trimester begins.
- Each campus will plan, deliver and evaluate these events locally to ensure that all necessary information and resources are provided, in line with the Welcome Week Framework and the Induction and Transition Handbook.
    - The campus teams will contact students directly to inform them of the relevant events.
- Induction activities should:
    - Aid student belonging and create a welcoming environment.
    - Offer appropriate, personalised opportunities for campus orientation in ways that support diverse student needs.
    - Create opportunities for students to connect with their peers and University community.
    - Introduce students to the University's Education Strategy, which describes the University's educational and core values, and our academic priorities, to prepare them for their studies.
    - Introduce our Graduate Attributes, which describe the 'soft skills' that we aim to equip students with by the time they graduate.
    - Introduce students to the digital resources, platforms, and tools they will need to succeed.
    - Introduce students to their course, course leader and key members of the campus team.
    - Introduce and provide opportunities for students to engage in extracurricular activities.
    - Provide opportunities for student questions and feedback.

Extended Induction

- While it is important that students are given all the key information they will need during the standard induction before the start of the semester, extended induction acknowledges that the cognitive load for students is exceptionally high during induction.
    - Research shows that it can be difficult for students to recall key information at the time when it is needed, later in the semester.
- The purpose of extended induction is therefore to:
    - support students with reminders of key policies and procedures;
    - build students' sense of belonging, confidence, and independence; and
    - provide structured opportunities for students to revisit topics from their induction.
- Extended induction typically takes place throughout Semester 1 and should be integrated into the classroom where possible.
- Extended induction activities may include:
    - classroom activities that help students understand relevant regulations, such as the Higher Education (Freedom of Speech) Act 2023, or the Equality Act 2010 in more detail;
    - drop-in events with Student Services staff in the middle of the semester to address questions about assessment policies;
    - time in class to practise navigating assessment submissions on Canvas; or
    - exercises designed to support students' academic goal-setting and independent learning skills.
- Resources to support key Extended Induction activities are available on the Extended Induction Sharepoint and are reviewed and updated annually.

Essential induction activities

- The induction period will differ for some students, including late enrolling students. However, all students require an induction at the start of their journey.
- The essential components of all inductions are:
    - Campus tour and orientation
    - Buildings and technical services induction
    - Course Introduction
    - Meeting course leader
    - Meeting peers
    - Consent workshop
    - Disseminating essential information
    - Access to the online portal
    - Digital induction course
    - Student satisfaction survey
- See the Induction and Transition Handbook for details of the activities recommended to inform these components of induction.

Transition

- Transition activities refer to activities that support students' transitions from one stage of their studies to another, such as from Level 4 to Level 5.
- Effective transition activities may include academic support, peer mentoring, and targeted support for specific student groups (e.g., international students, late-year entry students).
    - Research has shown that effective transition programs can improve student success and retention.
- See the Induction and Transition Handbook for more information.

Evaluative Mechanisms

- The following evaluative mechanisms and data should be used in combination to provide a comprehensive understanding of the success of induction and transition activities at BIMM University at a campus/school (where applicable) level and inform induction and transition reporting, enhancement and planning:
    - Student satisfaction surveys
    - Attendance rates
    - Withdrawal rates
    - Submission rates
    - Engagement with curriculum resources.
    - Student outcomes
    - Retention rates
    - Student feedback