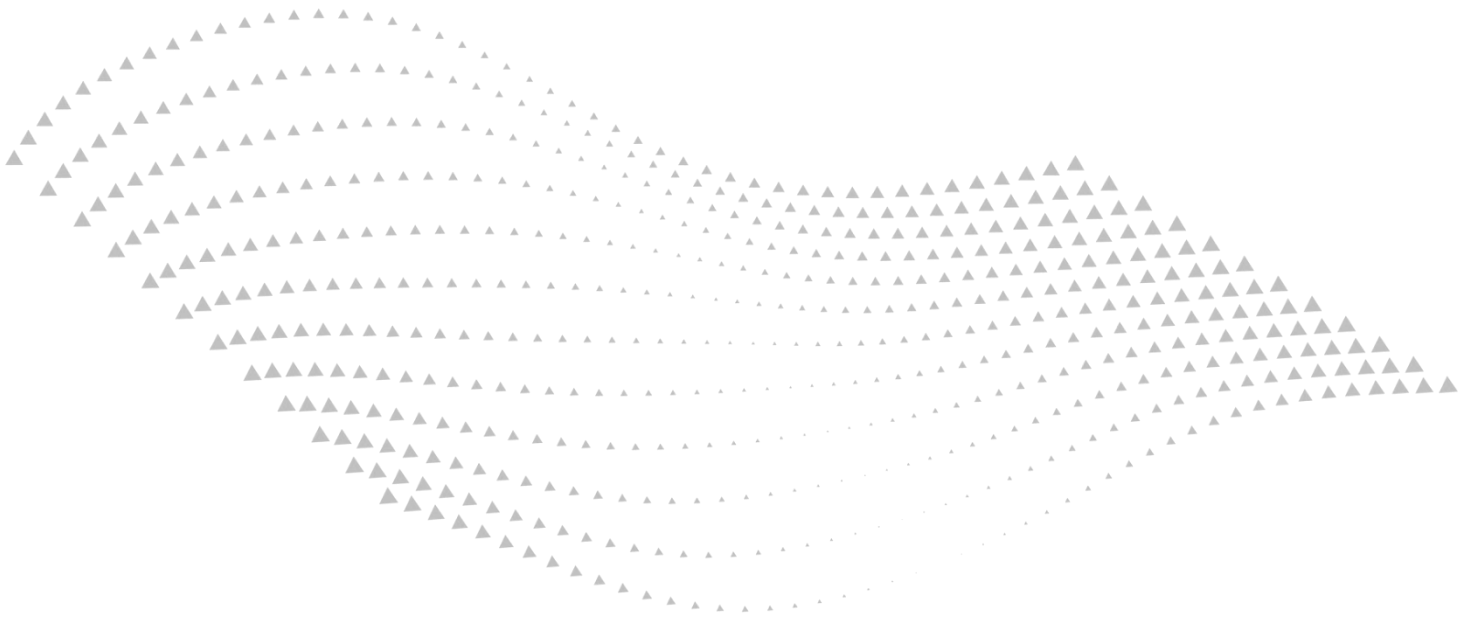


## Induction and Transition Policy



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Academic Board

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## Induction and Transition Policy

### 1. Introduction

1.1 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.

1.2 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.

1.3 The University is committed to ensuring that all students are set up to benefit from their educational experience and understands that induction and transition are foundational to student success.

1.4 Effective pre-induction, induction, enrolment, and transition activities are essential to supporting 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.

1.4 The University is committed to successful induction and transition procedures to impact students' sense of belonging positively - the sense of connectedness and engagement that students feel with their academic institution, peers, and academic community - which is a crucial factor in improving student progression and academic 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.

1.5 Transitioning to the independent and autonomous forms of learning necessary at the University can prove challenging. International students and those from non-traditional backgrounds may need particular support adjusting to the expectations of academic study due to differences in academic systems, language barriers and cultural differences.

### 2. Enrolment

2.1 Enrolment activities refer to activities related to the formal enrolment process, such as registration and payment of tuition fees.

2.2 Effective activities may include online enrolment systems, clear instructions and support materials, and personalised communication with students. Research has shown that a positive enrolment experience can improve students' satisfaction and retention.

2.3 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 3 of Semester/Trimester 1**

### 3. Pre-induction and induction

3.1 Pre-induction activities refer 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.

3.2 Induction activities refer to activities at the beginning of the academic year to welcome students and introduce them to University life.

3.3 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 the opportunities they will be provided with to network within the local and wider industry.

3.4 Effective induction activities may include welcome events, orientation sessions, and social activities. Research has shown that induction activities can improve students' sense of belonging and motivation and reduce attrition rates. Induction activities should be inclusive and cater to the unique needs of different student types; these include:

- International student
- Vulnerable domestic student
- Late enrolling student
- Late-year entry student
- Postgraduate student

3.5 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, and the campus teams will contact students directly to inform them of these events.

3.6 Induction activities should:

- i. Aid student belonging and create a welcoming environment.
- ii. Offer appropriate, personalised opportunities for campus orientation in ways that support diverse student requirements.
- iii. Create opportunities for students to connect with their peers and University community.
- iv. Introduce students to the University's Education Strategy, which describes the Universities educational and core values and our priorities, to prepare them for their studies at BIMM University.
- v. Introduce students to digital resources and platforms they will need to succeed.
- vi. Introduce students to their course, course leader and key members of the Campus team.
- vii. Introduce and provide opportunities for students to engage in extracurricular activities.
- viii. Provide opportunities for student questions and feedback.

#### 4. Transition

4.1 Transition activities refer to activities that support students' transition from one stage of their studies to another, such as from Level 4 to Level 5.

4.2 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.*

#### 5. Essential induction activities

5.1 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

5.2 The induction period will differ for some students, including late enrolling students. However, **all students require an induction at the start of their journey.**

Activity Type	Domestic Student	International Student	Late Enrolling Student	Other High-Risk Students
Campus tour & orientation	✓	✓	✓	✓
Course introduction	✓	✓	✓	✓
Disseminating key information	✓	✓	✓	✓
Digital induction course	✓	✓	✓	✓
Student satisfaction survey	✓	✓	✓	✓

*See the Induction and Transition Handbook for details of the activities recommended to inform these components of induction.*

## 6. 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:

- i. Student satisfaction surveys
- ii. Attendance rates
- iii. Withdrawal rates
- iv. Submission rates
- v. Engagement with curriculum resources.
- vi. Student outcomes
- vii. Retention rates
- viii. Student feedback

*See the Staff Induction and Transition Handbook for more details.*