Barking & Dagenham College

Student Induction Policy & Procedures

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Approved By:	SLT Policy Committee	Reviewed:	Annually

OUR VISION

To be an exceptional college

OUR MISSION

Empowering futures, transforming lives

OUR CULTURE AND VALUES

Barking & Dagenham College is a unique, diverse and inclusive environment in which everyone is supported to grow, develop and really flourish.

We treat each student as an individual because we know that everyone is different. Every individual has their own unique talents, circumstances, challenges and aspirations. Every student brings something special and it is this diversity and richness of ideas that makes College life interesting, fun and vibrant. Our culture is such that all students, staff and visitors should feel welcome, safe and valued. Guided by our principles of honesty, integrity and transparency, we treat each other respectfully and seek to establish trust. By building resilience and confidence, we encourage students and staff to rise above challenges with determination and a positive mindset.

Whilst we are rightly proud of our unique internal culture, Barking & Dagenham College is an outward facing organisation that recognises the critical importance of working through networks and collaboration to lead change and influence local agendas. By partnering with industry-leading employers and embracing innovation, digital technologies and new ways of thinking, we strive to push the boundaries of learning and ensure that our students are ahead of the curve. Our many stakeholder partnerships mean that we have established our place at the heart of our community and as a key partner in the regeneration of the London Borough of Barking and Dagenham.

At Barking & Dagenham College, we are dedicated to inspiring students and staff to embrace challenges and pursue their dreams with confidence. Most of all, we are ambitious and we expect excellence - from ourselves and from our students.

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Induction Policy

1 Scope

This policy applies to all new learners enrolled with the College.

2 Policy Statement

The College is committed to helping learners settle into College life and their programme of study, to
become effective learners focused on achievement, that are aware of their responsibilities and own their progress and learning.

3 General Purpose

In pursuit of the policy, the College will Aim to:

1. Provide all learners with an effective induction at the start of the course. Because of its scope this will be a programme rather than a single session for full time, substantive long courses and apprenticeships.
2. Ensure the content and length of induction is appropriate for the programme and to provide an opportunity to build relationships with staff and other students
3. Provide all learners enrolling on courses with sufficient information during the induction to enable them to complete their induction.
4. Undertake some form of initial and diagnostic assessment with all learners (core skills, and vocational / technical aptitude) prior to or during induction and identify and follow up additional support requirements.
5. Complete an Individual Learning or Training Plan with appropriate targets at the end of induction, based on prior attainment and initial assessment.
6. Allocate all learners with a student learning mentor, personal tutor or apprenticeship officer during the first week of their programme.
7. Gain learner voice feedback through forums and surveys
8. Ensure each induction programme is fair and respectful, taking account of the needs of individuals within the group

4 Formal procedures which apply to inductions

4.1 Purpose

The purpose of these procedures is to ensure that all new learners have an induction which is planned and carried out in a consistent manner and to prepare students for their programme of study and ensure a smooth transition into college life. Supporting appendices can be found at the end of this document.

4.2 Scope

This procedure applies to all staff who contribute to the induction of new learners.

4.3 Procedures

4.3.1 All new learners will receive an induction led by the Heads of Departments or an appointed representative.

4.3.2 Induction will comprise of a 4-week programme aligned to assessment criteria, professional aspirations and the setting of high expectations. It will also ensure the statutory elements are delivered and tracked.

4.3.3 The induction programme will provide information regarding the programme, the college and learner attitudes, behaviours and personal supplemented by any departmental specific information judged appropriate. A planned programme of activities will be integrated into the main programme where possible, complemented blended learning and the following activities and events:

- Meet staff, support staff, tutors, the Principal, Executive Directors, Heads of Department and Curriculum Managers
- Headline Safeguarding, Prevent and British Values
- Introduction to courses including English and Maths and tutorial
- Campus orientation and Health & Safety matters
- Team building activities and study skills
- Setting expectations as in the student pledge
- Introduction to vocational, technical, delivery models and assessment
- Timetable checks
- Induction assignment
- Induction qualification

Learners on non-substantive, part time courses and short courses will complete an induction programme, within the first week of the course. A planned induction programme will include activities integrated into the main programme where possible, complemented by blended learning and the following documentation: Meet staff, Executive Directors, Heads of Department and Curriculum Managers

- Meet staff
- Headline Safeguarding, Prevent and British Values
- Introduction to courses including English and Maths and tutorial where appropriate
- Campus orientation and Health & Safety matters

- Introduction to vocational subject
- Timetable checks

4.3.4 All learners will be offered initial assessment and, in some cases, followed up with assessment checks.

4.3.5 The induction programme and any additional support material will be agreed in advance by the Chief Operating Officer.

4.3.6 Briefing sessions on induction for will be provided annually for all tutors and student support staff.

4.3.7 A timetable will be drawn up for induction and communicated to learners by delivery teams either prior to or during the first session.

4.3.8 On completion of the induction programme, delivery teams will complete an Induction Checklist with each Learner which will be maintained. within eTracker. Copies of induction programmes will be maintained within the Curriculum Quality folder on Microsoft SharePoint. Induction Checklists will be completed by each learner and maintained within the eTracker system.

4.3.9 For students who enrol at college after the original start date, an online tutorial package will be provided alongside support from a designated learning mentor

4.4 Monitoring and Evaluation of Induction

Copies of induction programmes will be maintained within the Curriculum Quality folder on Microsoft Sharepoint. Induction Checklists will be completed by each learner and maintained within the eTracker system.

The College Leadership Forum and the Quality Team are responsible for evaluating inductions along with learner voice following induction survey completion. Curriculum staff will respond to feedback from surveys and forums, addressing issues arising from induction prior to the end of the Autumn term and to inform future induction planning.

5 5 Review

This policy will be periodically monitored in light of legislative, regulatory, codifiable of necessary changes, and in any event formally reviewed, and revised if necessary, on an annual basis in July/August.

6 Appendix 1

6.1 Key Features

- Programme & College
- Course Information
- Meet staff and ma
- College Orientation
- Equal Opportunities
- Student Union/Forum
- Student Services in
- Health & Safety
- Equal Opportunities
- Team building active skills
- Initial& diagnostic a
- Learning Styles Ana
- Goals and target setting

6.2 Key documentation

- Headline Safeguarding Information
- Prevent Induction
- Induction support Documents
- Student In Powerpoint
- Campus Maps
- Health & Saftey Req
- Student Code of conduct

6.3 Monitoring

- Timetable checks
- E Tracker
- My Portal
- Curriculum Quality
- Folder
- Learner surveys
- Learning walks

6.4 Appendix 2

Planning	√ / X
Have you:	
Devised a balanced, varied programme?	
Take account of the needs of learners?	
Tailored activities to the time available?	
Booked access to specialist space and facilities e.g. IT?	
Created induction materials?	
Will the learners:	
Learn more about their chosen vocational / technical area?	
Meet relevant staff?	
Have their immediate questions answered?	
Gain a sense of the ethos of the programme?	
Undertake appropriate initial and diagnostic assessment?	
Will staff:	
Know the rationale and contents of the induction programme?	
Be aware of their own roles and responsibilities in induction?	
Resourcing and delivering the programme?	
Have you:	
Introduced the resources in college which will be used as part of the courses?	
Involved local employers and community links?	
Produced useful course information and made it available to learners? (Physical or on Google classroom)	
Devised stimulating and demanding activities which learners will enjoy?	
Are learners:	
Actively engaged and involved in practical task?	
Working in teams as well on individual activities?	
Encountering vocational / technical situations?	
Learning about the subjects?	
Are staff:	

Clear about their involvement in delivering the induction?	
Evaluating the induction process	
How will you:	
Collect / assess the information you want?	
Analyse the various types of response	
Share and use the results with colleagues and learners?	
Use the results to contribute to programme review?	

6.5 Appendix 3

Standards	Evidence	Person responsible	Monitored by
All course tutors/course teams are required to prepare, agree and deliver a suitable induction programme which includes all the items on the checklist.	Induction timetable	CM	HoD
All learners are required to undergo an induction programme which incorporates all or the mandatory features induction checklist using appropriate support material.	Induction Timetable/Schedule	CM	HoD
Learners on the second year of a course are required to undergo an introduction in the second year of their programme.	Induction programme	CM	HoD
All full-time courses are required to provide a course handbook Online as part of Google classroom.	Course handbook	CM / CTL	Quality
All courses sampled within the Initial survey are required to action areas identified below college benchmark. All courses are required to review their tutorial programme and implement recommendations in response to the Initial survey.	Initial Survey QIP	CM	HoD/Quality

An induction record verifying that each learner has completed an agreed induction programme must be completed by October half term and uploaded to eTracker	Induction Checklist eTracker	CM / CTL	HoD/Quality
All late full-time enrolments are required to complete the mandatory elements of the induction programme.	Late induction checklist	CM	HoD
As part of the induction programme all parents/carers of full time 16 – 18 learners should be fully informed of their son/daughter's personal tutor, course tutor and have access to a copy of the course handbook and key information.	Induction letter	CM	HoD
All learners are required to be enrolled at the start of the induction programme.	CIS enrolment report Registers	CM/Admissions	HoD/CIS
Transferring learners require all documentation to be completed in full prior to the transfer and the receiving course team notified on completion	Learner transfer documentation eTracker	CM / CTL	HoD/CIS
Early at risk learners would be referred to Course Team Leaders	eTracker Course team minutes	CTL	CM
Learners who are absent for more than 4 consecutive weeks will be automatically withdrawn by CIS.	Learner withdrawal form	CTL/CM/HoD/CIS	CIS/HoD

6.6 Appendix 4 - Induction Standards

6.6.1 Top Tips for induction planning

- Look at induction from the learners' point of view. Make Day 1 fun and active. Don't ask learners to fill forms in on day 1. This can be done throughout the first few weeks.
- Integrate the induction programme into the course, particularly for learners on full time and substantive part time courses.
- Use the same rooms to give learners a sense of continuity.

- Plan a sensible balance of activities to ensure that learners feel welcome and also get the information they need.
- Think creatively about ways of getting information over e.g. let learners devise their own code of be haviour as a way of introducing the learner-college agreement.
- Ensure 1:1 reviews are scheduled and learners are informed of the dates / times.
- Use material covered in induction during the first term to make it more meaningful.

  Design activities to create a group identity and develop a work ethic.
- Use 2nd learners to act as buddies / organise activities.

6.6.2 (Example Timetable - To be adapted for each campus / department)

TIME	ACTIVITY	ROOM	NOTES
8:30 – 9:45 am	Staff to be ready to meet students Curriculum area banners to be on display so that students can identify where to wait in groups Curriculum staff in place near the area banners Rooms / timetables available for all support teams so that students who are late can be escorted to the correct area.		8.50 Staff to take the first cohort of students to the classrooms. Each curriculum area to identify runners to take late individuals to curriculum areas.
MORNING SESSION	Students to complete vocational inductions as per departmental plan by end of day to include: Health & Safety Tour of Campus (Adapt list per campus as appropriate) AP Welcome Subject/ Department Welcome	As per area plan	Voc Managers to liaise with E&M managers to organise a schedule for students to be taken to E&M classrooms to meet their teachers. AP's to arrange schedule of campus Welcomes in apporpaite spaces. Schedule by directorate / department areas.
STAGGERE D LUNCH 1 12:00 –12:45	Amend to fit campus offer – List Curriculum areas		
STAGGERE D LUNCH 2 12.30- 13.15	Amend to fit campus offer – List Curriculum areas		

After lunch – 3.30pm	Students to complete vocational inductions as per plan		Curriculum Managers to liaise with E&M managers to organise a schedule for students to be taken to E&M classrooms to meet their teachers.
3.30pm	Activity 7 - timetable check		
4.00 pm	Students to finish for the day – once they have their individual timetabled confirmed.		

6.6.3 Induction Plan

The following key themes must be planned and delivered via a 4 week Induction. Activities with a * must be undertaken on the first two days.

Wks	Topic	Activity	Organised By	Delivered By
1	Health & Safety	• Role of Security Team • No ID – No Entry • First Aid • Evacuation Procedure • Workshop health and safety	CL & CM	Induction Teacher
1	Tour of Campus (Adapt list per campus as appropriate based on online tutorial)	• Refectory, Reception, Security • Careers Office • Student Union • Exams • Curriculum Administration • Library and Learning Centre • ALS • Student Services • Who's who pictures in entrance • Departmental Staff Room • English & Maths Staff Room	CM & CTL	Induction Teacher

1	Welcome Meetings Presentation	• Meet the HoD • Welcome and Expectations • Safeguarding and Prevent headline information • Student pledge and student charter • Course information handbooks or online guides	ED	HoD / ED / / COO
1	Subject/ Department Welcome	• Introduction to Department, HoD Curriculum Manager / CTL, tutor & Course Lead • Importance of all aspects of the • Programme of Study (WEX, IP T Shaped E & M VOC) • Introduction to career aspiration • and industry links • Online induction - check all students have accessed and completed. • Completion report can be obtained via Dashboard via digital team • Digital survey completed distributed via Digital team	HoD & digital Teams Resources https://www.digitallearning.bdc.ac.uk/studentinduction	Team
1	Enrichment	• All students are invited / made aware of activities taking place.	Head of Learner Experience	Enrichment Team
1	English & Maths introduction	• Students meet with maths and English team - Intro to iCreate.	E & M CMs	Induction Tutor / E & M
1	Initial assessment and diagnostics	• Undertake initial and diagnostic • assessment with all learners (core • skills, and vocational / technical • aptitude) prior to or during induction • and identify and follow up additional • support requirements where necessary.	CMs	Curriculum Teams
1 & 2	Timetable Issue and Check	• Download timetable software and check it's working. • Explain and check timetables • ID Badge check • Check English and Maths re-sit enrolments are correct and on timetables where required.	CM's, CLs	Induction Tutor

		• Identify and resolve any clashes		
1,2,3,4 +	Establish High Expectations and Appropriate Behaviour for Learning **A whole team approach**	• Student, Parent & College Study programme contract • Code of Conduct & Disciplinary Process • Attendance Expectations 95% and no lateness. Explain absence reporting process. • Study skills and independence • Organise folders, labelling sections aligned to units if required / portfolios. • Set expectations with coats off, hats off, be appropriately equipped and ready for learning • The importance of meeting deadlines and potential impact on grades if work is late. • Plagiarism policy • Appoint class representative • Introduce student Ambassador and Course Rep initiatives	CM's	Team: Tutors, Coaches
1-2	Ice Breaker/Team Building Activities	• Designed and delivered by individual teams aligned to industry or progression. • Lots of small group work – mix up student groups • At least one trip out to an industry setting or a visit from an employer for vocational students • Make it fun, exciting and aspirational to retain as many students as possible	CM's and Team	Induction tutor
1-2	T Shaped Skills and Skills Week	• Promotion of T shaped skills and how delivery and assessment align to the preparation of work readiness • Explanation of skills week and inspiration day • Promotion of WorldSkills and have a go competition	CM's and Team	Induction tutor

1-3	Switch it, don't ditch it Transfer window for learners to transfer courses	• Curriculum to rota staff between 10am - 4pm for their areas to discuss	HoDs and Head of Admissions to arrange	Curriculum teams
1-4	First Assignment or Assessment Diagnostic for: Study Skills, Vocational, ALS needs, Behaviour for Learning	• Ensure assignment / assessment addresses one or more assessment criteria from the main qualification • Design an assignment/ assessment which challenges and requires, writing, research, some independence etc., • Review progress and organise ALS where necessary • Signpost links to industry, progression, achievement. • Introduce professional behaviours to ensure students are placement ready.	Course Lead with team	Induction Tutor / Course Team
2	Introduction to e-Tracker	• How to Access e Tracker • View timetable • Complete the ILP • Confirm contact details and Next of Kin details are on the system and correct.	Course Lead with team	Induction Tutor / Course Team
2	IT Systems & eSafety	• How to Log on to College Systems • How to log onto Google Classroom • How to use Google Drive, how to save work • How to access College Emails • eSafety - How to keep safe on-line	Course Lead with team	Induction Tutor / Course Team
4	'Right Start' Online Survey	• Complete in Tutorial	Quality Team	Tutors

6.7 Appendix 5 - Induction Checklist

(to be completed by each student and uploaded to eTracker)

6.7.1 By the end of week 1

- Received the course handbook
- Issued with course timetable / rooms / staffing
- Completed college orientation

- Complete online tutorial
- Know course team and staff room location
- Completed the initial and diagnostics assessment
- Completed an initial Health & Safety induction

6.7.2 Induction: By the end of September

- Completed an IT / eLearning induction
- Completed an LRC induction
- Awareness of equality and diversity and safeguarding
- Received information on the Student Union, Student Forums and student reps

6.7.3 Induction: By the end of the first half term

- Completed Initial 1:1 Review
- First term assessments
- Agreed targets and goals

6.8 Appendix 6

Guidelines for the Early Absence, Withdrawal and Change of Course during Induction

The first few weeks in college have been shown to be crucial for learner's retention. As in previous years we need to monitor the attendance of new learners very carefully.

An important feature of this will be establishing early communication with learners and parents/carers. Course teams are asked to help implement this enhanced system by following the procedures outlined below.

All tutors involved in the induction programme will be required to complete the register of learners expected at their session. Any additional learners present within their lesson must be added to the register.

Course tutors are required to telephone any learner who does not arrive for induction or is absent at any time during induction. Course tutors should note the outcome of these calls using the eTracker.

The Curriculum Manager should be notified of missing learners using eTracker to ensure every missing learner is followed up. Curriculum Managers will be required to update the Assistant Principals daily regarding enrolments during this period.

6.8.1 Change of Course

Learners wishing to change any element of their study programme or T Level must discuss this first with the Course Team Leader or a course Tutor. A guidance meeting

may need to be booked with the Student Services team or alternatively a referral to the careers and
admissions to discuss any changes with the student and record this discussion and the outcome on eTracker.

The Course Team Leader is responsible for ensuring the online transfer from
is completed if the change is acceptable to both parties and for ensuring that the appropriate Course Team Leader receives all documentation completed to date. The online transfer form should
be returned to CIS and a copy retained by the Course Team Leader

6.8.2 Early Withdrawals

Where learners
wish to withdraw from college every effort should be made to ensure they are referred to the appropriate support prior to withdrawal and if unsuccessful, an early exit guidance interview which should be booked with Student Services.

Student Services will complete the exit guidance interview with the learner and the outcomes of this
recorded on eTracker. The Course Team Leader is responsible for actioning the withdrawal and checking any additional information is documented on the appropriate systems (if applicable). All documentation relating to learners who have withdrawn should be returned to Student Services.

6.8.3 Don't Knows / Late Enrolments

During the summer enrolment and induction period, the following learners should be referred to Student Services for further guidance:

- Learners who are undecided (don't knows)
- Learners who have not met the entry criteria and are not able to be placed on a lower level course

Late enrolments should complete an induction programme. To ensure all new students are aware of the College and its provision, learners maybe allocated a student buddie/mentor to provide support and information. They should also be given an enrolment checklist with the dates and times of college induction sessions for latecomers e.g. LRC induction, Student Service induction, etc. Student mentors will be responsible for supporting and monitoring the learner to ensure they complete the college and course induction programme.

6.8.4 Contacting Parents and Carers

Course teams should establish early and close links with parents/carers by making contact at the start of term e.g. holding induction evenings for parents, etc. To ensure that minimum standards are maintained for 16-18 learners, course teams should ensure that parents/carers are fully informed of the young person's programme and are provided with contact names. To achieve this, course tutors are required to contact parent/carers outlining the contact names of the appropriate Student Mentor and other relevant staff.

Each course is required to provide an opportunity for parents/carers to meet the course team in the first half term. This can occur at the new starter welcome evening or outside of this event.

7 Amendments

Complete table below showing any amendments made from the previous policy

Amendments Made	Page Number	Line/Section Number	Made by	Date
Document Formatting Updated to meet Accessibility Standards	All Pages	All Sections	Martyn Merridew	06.08.2026