

# Student Transition and Orientation Policy and Procedures

## Purpose

This Policy outlines the approach taken by the Central Institute of Technology and Innovation (the Institute) to support students in their transition into higher education courses in Australia, providing both academic and non-academic support tailored to students' diverse needs. The Policy ensures that all students, including domestic, international, returning students, and students from priority equity groups, are equipped to engage successfully with their studies and the broader Institute community. The Policy is informed by and aligns with the requirements of the Higher Education Standards Framework (Threshold Standards) 2021, which stipulate that higher education providers must have clear, accessible, and effective strategies to support student participation, progress, and success. In addition, the Policy supports compliance with the Education Services for Overseas Students (ESOS) Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018, ensuring that international students are fully informed of their rights and responsibilities, including visa conditions, course progress, and access to support services.

## Scope

This Policy applies to all enrolled students.

## Related Documents

This policy should be read in conjunction with the following Institute documents:

- Student Support Policy and Procedures
- Student Representation, Participation, and Feedback Policy and Procedures
- Student Misconduct Policy and Procedures
- English Language Proficiency Policy and Procedures



- English and Mathematics Support Framework
- Student Code of Conduct Policy and Procedures
- Recognition of Prior Learning, Advanced Standing, and Credit Transfer Policy and Procedures
- Admissions and Enrolment Policy and Procedures
- STEERS Strategy

All documents referenced in this policy can be accessed via the CITI website.

## Definitions

For the purpose of this Policy, the following definitions apply:

Term	Definition
<b>Staff Member</b>	Any person who is an employee of the Institute. This includes full-time, part-time, sessional, and casual staff.
<b>Student</b>	Any person enrolled as a student of the Institute. This includes enrolment in all modes of study and at all locations.
<b>Transition</b>	Transition can be defined as the internal process occurring when students move to the unfamiliar while adjusting to higher education (Perry & Allard, 2003) <sup>1</sup> .
<b>Orientation</b>	Orientation is a program of activities designed to provide students who are new to the Institute with the information and support they need to become familiar with, and confident about their studies.

<sup>1</sup> Perry, C. & Allard, A. (2003). Making the connections: Transition experiences for first year education students. *Journal of Educational Enquiry* 4(2), 74-89.

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Term	Definition
<b>Academic Success Hub</b>	The Academic Success Hub provides academic learning support to students.
<b>Peer-Assisted Learning (PAL) Program</b>	PAL sessions are structured weekly study groups facilitated by PAL Leaders. PAL Leaders are trained students who have successfully completed the subject.

## Policy Principles

1. **Regulatory Compliance and Quality Assurance:** The Institute is committed to delivering orientation and transition activities that are fully compliant with the Higher Education Standards Framework (Threshold Standards) 2021, the ESOS Act 2000, and the National Code of Practice for Providers of Education and Training to Overseas Students. Orientation and transition processes are designed to support informed decision-making, academic preparedness, and student wellbeing, and are subject to regular review as part of the Institute's quality assurance framework.
2. **Equitable Access and Inclusion:** Orientation and transition programs are inclusive, accessible, and responsive to the diverse needs of the student cohort. The Institute ensures equitable access to information, services, and support for domestic and international students, students returning to study after an extended period, and students from priority equity groups, including but not limited to students from low socio-economic backgrounds, regional and remote areas, Aboriginal and Torres Strait Islander students, and students with disability.
3. **Early Engagement and Informed Participation:** The Institute provides timely, accurate, and clear information prior to enrolment and commencement to support students' transition into higher education. This includes information about course requirements, academic expectations, assessment practices, student responsibilities, support services, and available pathways for assistance, consistent with the Threshold Standards relating to student participation and success.

4. **Targeted Transition Support:** Orientation and transition activities are structured to recognise differing levels of preparedness and prior experience. Tailored support is provided for students who may face additional transition challenges, including international students adjusting to a new cultural and regulatory environment, students returning to study, and students from priority cohorts. This support is embedded across academic, administrative, and wellbeing services.
5. **International Student Welfare and Compliance:** In accordance with the ESOS Act and the National Code, the Institute ensures that international students receive comprehensive orientation addressing visa conditions, academic integrity, attendance requirements, support services, health and wellbeing, and living in Australia. Orientation activities are designed to promote student safety, engagement, and retention, and to support international students' successful adjustment to study and life in Australia.
6. **Whole-of-Institute Responsibility:** Student orientation and transition are shared responsibilities across academic and professional areas of the Institute. Faculties, support services, and governance bodies collaborate to ensure a coordinated and coherent transition experience that promotes academic success, student wellbeing, and ongoing engagement.
7. **Continuous Improvement and Student Feedback:** Orientation and transition programs are informed by student feedback, participation data, and outcomes analysis. The Institute uses this evidence to continuously improve the effectiveness, relevance, and inclusivity of transition activities, consistent with the Threshold Standards relating to monitoring, review, and continuous improvement.
8. **Student Wellbeing and Belonging:** The Institute recognises that a successful transition is critical to student wellbeing, retention, and success. Orientation and transition activities are designed to foster a sense of belonging, connection to the Institute community, and awareness of support mechanisms that promote personal, academic, and professional development.

# Policy Statement

## 1. Orientation

- 1.1 The Institute requires all students commencing a course to attend a comprehensive Orientation session at the start of each teaching block.
- 1.2 Orientation provides detailed information about the full range of support services available to students, including the Library, Academic Success Hub, Learning Management System (LMS), Information Technology services, and, where relevant, the English and Mathematics Support Framework.
- 1.3 Orientation also familiarises students with the Institute's policies, procedures, academic expectations, and avenues for providing feedback. Students are introduced to key administrative and academic contacts and are guided on how to access teaching staff through scheduled consultations for advice and support relating to their studies.
- 1.4 Students are encouraged to actively participate in the broader life of the Institute, including engagement with student-led initiatives and nominating for Committees as outlined in the Student Representation, Participation, and Feedback Policy and Procedures. These opportunities foster a sense of belonging, build social and academic networks, and enhance engagement with the Institute community from the outset of their studies.

## 2. International Student Orientation

- 2.1 The Institute provides a comprehensive International Student Orientation program to ensure that international students are fully informed, supported, and prepared for their studies in Australia. Orientation is delivered at the start of each teaching block and is a mandatory component of the student experience.
- 2.2 **Regulatory and Academic Information:** Orientation provides students with clear guidance on their rights and responsibilities under the ESOS Act 2000 and the National Code 2018, including information about:
  - 2.2.1 Visa conditions, including attendance and course progress requirements.



- 2.2.2 The Institute's policies on refunds, fees, complaints, grievances, and appeals.
- 2.2.3 Academic expectations, assessment procedures, and academic integrity requirements.
- 2.2.4 Access to teaching staff through scheduled consultations for individual academic advice and support.
- 2.3 **Practical Support for Living in Australia:** Orientation provides essential information to support students' transition to life in Sydney and Australia, including:
  - 2.3.1 Understanding the cost of living, budgeting, and financial management.
  - 2.3.2 Accommodation options, including on-campus and private rental information. Local transport options, including public transport, cycling, and walking routes.
  - 2.3.3 An introduction to the local area, including shops, services, and community facilities.
  - 2.3.4 Health care services, including Overseas Student Health Cover (OSHC) and accessing local medical services.
  - 2.3.5 Safety, legal obligations, and emergency contacts.
- 2.4 **Academic and Learning Support:** International students are introduced to key academic support services to help them successfully engage with their studies, including:
  - 2.4.1 The Library and digital resources, including the Learning Management System;
  - 2.4.2 The Academic Success Hub and embedded transition programs, including English and Mathematics support where applicable;
  - 2.4.3 Peer-Assisted Learning (PAL) programs and other mentoring initiatives;
  - 2.4.4 Access to consultations with teaching staff to discuss course pathways, academic progress, and study strategies.
- 2.5 **Social and Cultural Integration:** Orientation provides opportunities for international students to engage socially and culturally, helping them build connections with peers, staff, and the wider Institute community. Activities include



campus tours, networking events, cultural briefings, and information on student clubs and societies.

- 2.6 **Continuous Access to Support:** Students are encouraged to use orientation as the starting point for ongoing engagement with support services throughout their studies. The Institute ensures that international students are aware of how to access advice, counselling, and assistance at any point during their enrolment to promote wellbeing, academic success, and retention.

### **3. Student Advising (Student Services)**

- 3.1 Individualised student advising is available to all commencing students, with sessions scheduled at the start of each block and throughout the teaching period.
- 3.2 Advising is designed to support informed academic decision-making and smooth transitions into higher education study.
- 3.3 Advising sessions cover a wide range of course-related matters, including credit transfer, advanced standing options, study pathways, and accommodations for students who require adjustments due to personal circumstances, disability, or other factors.
- 3.4 Teaching staff are accessible through scheduled consultations, providing students with opportunities to discuss academic progress, clarify course requirements, and seek guidance on learning strategies. This ensures students receive timely, personalised support, particularly during the critical early stages of their studies.

### **4. Academic Success Hub**

- 4.1 The Institute operates an Academic Success Hub that provides targeted support to students through both embedded and standalone transition programs.
- 4.2 These programs are offered at the start of each teaching block to equip students with the skills and knowledge necessary for successful engagement in their courses.
- 4.3 The Academic Success Hub provides ongoing academic consultation opportunities during and between teaching sessions, enabling students to seek



- guidance from academic staff on course content, assessment preparation, and the development of study and research skills.
- 4.4 First-year students are particularly encouraged to utilise these consultations to address any questions or challenges relating to their study program, academic skills development, or engagement with learning resources.
  - 4.5 Early engagement with teaching staff and support services ensures students are better prepared to achieve academic success and navigate the expectations of higher education.

## **5. Peer-Assisted Learning (PAL Program)**

- 5.1 The Academic Success Hub provides students with access to a Peer-Assisted Learning (PAL) Program, designed to facilitate a smooth transition into higher education and foster a collaborative learning environment.
- 5.2 The PAL Program involves final-year undergraduate students volunteering to mentor and support first-year students.
- 5.3 Peer mentors provide guidance on academic expectations, study strategies, assessment preparation, and engagement with Institute resources, offering a unique perspective on successfully navigating university life.
- 5.4 First-year undergraduate students are strongly encouraged to participate in the PAL Program, particularly within targeted first-year units, where structured peer support is embedded.
- 5.5 Participation in the program is introduced during orientation at the start of each teaching block, with opportunities for students to engage with both peer mentors and teaching staff via scheduled consultations.

## **6. English and Mathematics Support Framework**

- 6.1 The Institute provides additional English language and Mathematics support for students identified as being at risk of unsatisfactory academic progress.





- 6.2 Support includes targeted workshops, one-on-one consultations, and access to online resources designed to build competence and confidence in essential academic skills.
- 6.3 First-year students are encouraged to discuss English and Mathematics challenges with the Academic Success Hub, particularly during the orientation sessions at the start of each block, and through ongoing consultations with academic staff. This early intervention ensures students receive timely assistance to address gaps in skills that may impact their academic success.

## **7. Post Entry Language Assessment**

- 7.1 All commencing first-year students undertake a diagnostic Post Entry Language Assessment (PELA) at the start of their course.
- 7.2 The PELA assesses students' academic language proficiency and identifies areas requiring targeted support.
- 7.3 Results of the PELA are used by the Academic Success Hub to provide both individualised support and cohort-based interventions, including workshops, consultations with teaching staff, and tailored learning resources.
- 7.4 Students are encouraged to review their assessment outcomes with academic staff during scheduled consultations to develop personalised action plans that support ongoing academic success.

## **8. Academic Integrity Support**

- 8.1 Students transitioning to study at the Institute receive structured support in developing a clear understanding of Academic Integrity principles, including referencing, plagiarism avoidance, and responsible academic conduct.
- 8.2 This support is provided through the Academic Success Hub, Library resources, and embedded in targeted first-year units. Students are introduced to academic integrity expectations during orientation at the start of each block and can access ongoing guidance through consultations with academic staff to resolve queries and reinforce good practice throughout their studies.

## **9. Personal Support**

- 9.1 The Institute is committed to supporting students' personal wellbeing and capacity to engage successfully in their studies throughout their transition into higher education.
- 9.2 As part of orientation and ongoing transition support, the Institute provides clear, accurate, and timely information and referrals relating to the practical aspects of living and studying in Australia.
- 9.3 This includes information on the cost of living, budgeting, accommodation options, transport, health care services, Overseas Student Health Cover (where applicable), and access to community and government services.
- 9.4 Students are also provided with information and referrals relating to schooling obligations for school-aged dependents, childcare options, and support services for students with caring responsibilities.
- 9.5 The Institute recognises that some students may experience additional personal or financial pressures, including students returning to study, international students, and students from priority equity groups.
- 9.6 Where appropriate, students are referred to internal support services or external agencies for specialised assistance and are encouraged to seek support early to minimise the impact of personal circumstances on their academic progress and wellbeing.

## **10. Social and Cultural Support**

- 10.1 The Institute provides social and cultural support opportunities to assist students in building connections, developing a sense of belonging, and transitioning effectively into the Institute community and, where relevant, Australian society.
- 10.2 Orientation and transition activities include opportunities for students to engage with peers, academic staff, and professional staff through structured and informal activities, events, and online platforms.



- 10.3 These activities are designed to support cross-cultural understanding, promote inclusivity, and assist international students in adjusting to Australian cultural, social, and academic expectations.
- 10.4 The Institute encourages participation in student-led initiatives, networking activities, and community engagement opportunities that support social integration and personal development.
- 10.5 Social and cultural support initiatives are inclusive of domestic students, international students, students returning to study, and students from diverse cultural and linguistic backgrounds.

## **11. Grievances, Complaints, and Appeals**

- 11.1 The Institute is committed to providing students with fair, transparent, and accessible processes for raising and resolving concerns.
- 11.2 The Student Grievances, Complaints, and Appeals Policy sets out the framework for the resolution of academic and non-academic issues that students may experience during their studies.
- 11.3 As part of orientation and transition activities, students are informed of their rights and responsibilities, the available grievance, complaint, and appeal mechanisms, and the procedures for accessing these processes. Information is provided in a clear and accessible manner, ensuring that students understand how to raise concerns without fear of disadvantage or reprisal.
- 11.4 The Institute ensures that grievance, complaint, and appeal processes are conducted in a timely, confidential, and impartial manner, consistent with the principles of procedural fairness and natural justice, and in accordance with relevant legislative and regulatory requirements, including the Threshold Standards and, where applicable, the ESOS Act and the National Code.

## **Procedures**

Nil



## Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Australian Qualifications Framework](#)
- [The Tertiary Education Quality and Standards Agency Act 2011 \(TEQSA Act\)](#)
- [Education Services for Overseas Students Act 2000](#)
- [National Code of Practice for Providers of Education and Training for Overseas Students 2018](#)
- [Privacy & Data Protection Act 2014](#)

## Change and Version Control

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## Policy Information

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