

STUDENT ORIENTATION POLICY AND PROCEDURE

Policy Code	STU08
Policy Lead	CEO
Approving Authority	Board of Directors
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Version	2025.1
Relevant legislation or external requirements	<p>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (NC: 3.5, 6, 8.15, 9.2, 10.1) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.3, 2.1.3, 2.2, 2.3, 2.4, 3.3, 5.3.5, 7.2)</p> <p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations)</p>
Related ASA Documents	<p>Student Support Framework Mental Health Framework Student Enrolment and Attendance Policy and Procedure Student Code of Conduct Student Support, Wellbeing, and Health Policy and Procedure Diversity and Equity Policy and Procedure Sexual Assault and Sexual Harassment Policy and Procedure Learning Resources Policy and Procedure</p>

1. Purpose

The ASA Institute of Higher Education (**ASA**) will support students in adjusting to study and life in Australia, to achieve their learning goals, and to achieve satisfactory progress towards meeting learning outcomes. This Policy sets out the process for the provision of an age and culturally appropriate orientation sessions.

ASA understands the crucial role the orientation program plays in facilitating a seamless transition for students entering new courses. These sessions offer a chance for new students to familiarise themselves with ASA, gather essential information about services, facilities, expectations and confidently embark on their academic endeavours.

This document has been carefully developed to ensure that students are comprehensively prepared for their education at ASA. Additionally, the policy covers attendance requirements and establishes a systematic process for continuously reviewing and improving ASA's orientation services.

Importantly, this program is designed to accommodate late arrivals and international students entering at different points in time. The Orientation materials, including key takeaways, are conveniently accessible on the Learning Management System (**LMS**), providing students with the flexibility to refer back to essential information at their convenience. This reflects our commitment to supporting students throughout their academic journey at ASA.

2. Scope

This policy is applicable to all ASA applicants and students, along with academic and student-facing support staff who play a key role in ensuring its implementation.

3. Principles

3.1 ASA's orientation approach aims to:

Fast-track Comfort and Confidence:

Foster a swift adjustment for new learners by proactively communicating crucial information both before and upon their arrival, ensuring a quick and confident transition into the new environment.

Structured Orientation Program:

Implement a well-defined orientation program that presents clear tasks and timelines to commencing students. This program delivers essential information to international students, facilitating a successful transition to academic and personal aspects of their studies.

Pre-arrival Information Dissemination:

Disseminate vital information before students arrive through a pre-arrival welcome email and the website, ensuring that they are well-prepared for their upcoming educational journey.

Inspiring and Inclusive First Impression:

Create an inspiring, inclusive, and welcoming first impression of the organisation, facilities, and staff. This approach aims to establish a sense of belonging, safety, and welcome for commencing students in their learning environments during the orientation program.

Adapted Orientation for Late Arrivals:

Provide an equivalent orientation program for late arrivals and students not commencing at the beginning of a course, ensuring that all students have access to a comprehensive introduction.

Continuous Improvement Process:

Establish a continuous improvement process where ASA regularly evaluates the effectiveness of its orientation program. This evaluation is conducted through the collection of feedback from both staff and students, ensuring ongoing enhancement and refinement.

International Student Connection Opportunities:

Organise opportunities for international students to connect with each other and ASA staff from their home countries, fostering a supportive network and facilitating a smoother integration into the academic and social aspects of their new environment.

4. Definitions

Term	Definition
appeal	A formal request that a decision be changed.
commence	To start a course. The commencement date is the first day of the study period that a student is enrolled in a unit. This does not include units that have been granted Advanced Standing or exemption.

Term	Definition
compassionate or compelling circumstances	Compassionate and compelling circumstances are circumstances that produce a feeling of sympathy for the student's troubles or are powerfully convincing. These circumstances can include, but are not limited to: <ol style="list-style-type: none"> Serious illness or injury, where a medical certificate states that the student was unable to attend classes Bereavement of close family members such as parents or grandparents Major political upheaval or natural disaster in the home country requiring emergency travel which has impacted on the student's studies, A traumatic experience which could include: <ul style="list-style-type: none"> Involvement in, or witnessing of a serious accident; or Witnessing or being the victim of a serious crime and these experiences have impacted on the student
complaint	A formal notification to ASA that something was wrong or unsatisfactory, and usually indicates what actions would resolve the issue.
Confirmation of Enrolment (CoE)	A Confirmation of Enrolment (CoE) is a document issued by ASA to verify the applicant's enrolment in a specified course. This document is required for students that require a Student Visa.
Department of Home Affairs (DHA)	The Department of Home Affairs (DHA) is branch of the Australian Federal Government. The Department is responsible for strategy and policy leadership for a number of areas including immigration.
discrimination	Happens when a person or a group of people: <ol style="list-style-type: none"> is treated less favourably than another person or group because of a particular characteristic or attribute (or because they associate with another person or group with a particular characteristic or attribute) ('direct discrimination'); or where an unreasonable rule or policy, which applies to everyone has an unfair effect on a person or group, because they have a particular characteristic or attribute ('indirect discrimination'). Protected characteristics or attributes include a person's age, breastfeeding, family responsibilities, gender identity or intersex status, impairment or disability, lawful sexual activity, parental status, political belief or activity, pregnancy, race, relationship or marital status, religious belief or activity, sex, sexuality, social origin, trade union activity, and irrelevant criminal or medical record.
feedback	Is information provided to students on the quality of their work, in order to improve it. This information can take various forms including verbal, written, directed to an individual or to a cohort. Feedback may also refer to information provided to staff from students both on and beyond assessment tasks.
international student	An international student is a student who requires a Student Visa to study in Australia
late arrivals	students who arrive after the start of the study period
Letter of Offer (LoO)	A Letter of Offer (LoO) is a document supplied to successful applicants which details the course enrolment that the applicant may accept or decline. Once it has been signed and returned to ASA it is the Written Agreement that constitutes a legal contract between the applicant and ASA.
orientation program	The schedule of activities planned for students to assist them to transition to study at ASA.
satisfactory attendance	Attending at least 75% of the scheduled unit contact hours for the study period.

Term	Definition
satisfactory course progression	Course progression must demonstrate a student fulfilling the academic requirements of their course over time. Students must meet minimum course progression standards by: <ol style="list-style-type: none"> 1. Passing 50% or more of the enrolled units in two consecutive quarters with some or all assessments attempted. 2. Not failing 50% or more of the enrolled units in a quarter without attending any sessions and/or attempting any assessments, resulting in a failure due to non-submission of assessments (FNS). 3. Passing any non-elective unit on their first or second attempt. 4. Ensuring they enrol after an approved study break (Leave of Absence). 5. Being able to complete their course within five (5) years of commencement if an onshore international student.
session	A session at ASA is a scheduled time when formal teaching and learning activities take place. Each session is generally 2-4 hours long, but this may vary based on the unit and/or course. Students should attend all sessions that appear on their timetable for each unit.
sexual harassment	Sexual harassment is any unwelcome behaviour of a sexual nature that makes a person feel offended, humiliated, and/ or intimidated. It may include, but is not limited to, unwelcome sexual advances, persistent questions relating to a person's sexual orientation or sex life, or unwelcome requests for sex or sexual favours. Sexual harassment is a form of sex discrimination, can be obvious or indirect, can be physical or verbal, can be repeated or one-off and can be perpetrated by any gender and towards any gender.
student visa	This is a visa granted by the Australian Federal Government to allow citizens of countries other than Australia to visit Australia to participate in a course of study. Some exemptions apply, all applicants or students should seek advice regarding immigration requirements.

5. Policy Statements

ASA's commitment to non-discrimination and inclusivity is unwavering. ASA has zero tolerance towards any form of discrimination. Further information is in the *Student Code of Conduct*, the *Staff Code of Conduct*, the *Discrimination, Bullying and Harassment Policy and Procedure*, and *Sexual Assault and Sexual Harassment Policy and Procedure*.

5.1 Requirements for International Students:

Mandatory Attendance:

Orientation sessions are compulsory for all students, regardless of their course. These sessions provide valuable information crucial for a successful academic journey.

Timing of Orientation:

Orientation sessions precede the formal commencement of each study period.

Pre- Course Orientation:

Students enrolled in an ASA course must be present at ASA prior to the commencement of their course of study to participate in the orientation session.

Partial Attendance:

Students unavoidably arriving after the first day will receive relevant information before being directed to their class on their first morning of attendance.

International Student Travel Arrangements:

International students are responsible for organising their travel to ensure they are in the country in time for the orientation session.

ASA believes that these orientation requirements significantly contribute to the overall success and positive experience of our diverse student body.

Updating contact details as an international student

International students studying in Australia must comply with the regulations outlined in their student visa. One such requirement is the prompt notification of a student's current Australian address and contact details to ASA. This notification must be made within 7 days of a student's arrival or any subsequent change of address.

It is crucial that applicants and students provide ASA with their current address in Australia, once known, as soon as possible.

Additionally, students must update their contact details promptly whenever there is a change. This ensures that ASA has accurate and up-to-date information to comply with visa regulations.

5.2 Late and non-arrivals

Late arrivals

- a. Students planning to arrive after the study period begins at ASA must obtain approval from Admissions before their arrival.
- b. Approval for late arrival will be granted to ASA students who can substantiate the existence of compassionate and/or compelling circumstances.
- c. ASA students arriving after the study period starts are required to inform ASA of their expected date of arrival.

Non-arrivals

International students who do not make contact or fail to arrive to commence their study will have their enrolment status modified, and the Department of Home Affairs (**DHA**) will be informed of the non-commencement of studies. Students wishing to defer their course to the next available study period need to submit a Course Deferral Request Form. The approved request along with updated Letter of Offer and Confirmation of Enrolment will be provided to students. The procedure of deferral is detailed in *Deferral, Suspension, and Cancellation Policy and Procedure*.

6. Orientation Program

ASA is committed to providing a thorough, unified, and coordinated approach to student orientation and transition, aiding students in adapting to the academic and social aspects of their new environment.

- 6.1** Students are encouraged to contact ASA to clarify their understanding of any information or to request additional assistance and support. The Student Services team at ASA is readily available to help address any inquiries or difficulties students may encounter during their academic journey.
- 6.2** The orientation program is designed to be suitable for various age groups and cultural backgrounds. All programs will cover essential information on the following topics, presented either during the orientation session or within the relevant student handbook, without any cost to the student.

The orientation program will provide information about:

- support services available to assist overseas students to help them adjust to study and life

- in Australia;
- English language and study assistance programs;
 - any relevant legal services;
 - emergency and health services;
 - the registered provider's facilities and resources;
 - complaints and appeals processes;
 - requirements for course attendance and progress, as appropriate;
 - the support services available to assist overseas students with general or personal circumstances that are adversely affecting their education in Australia; and
 - services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.¹

Additionally, the orientation process will undergo a comprehensive review at least once annually.

7. Relevant HESFs

This Policy comply with Higher Education Standards Framework (2021) which specifies that:

Standard 1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
2. Specific strategies support transition, including:
 - a. assessing the needs and preparedness of individual students and cohorts
 - b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
 - c. providing access to informed advice and timely referral to academic or other support.
3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Standard 2.1 Facilities and Infrastructure [...]

3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

Standard 2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage

¹National Code 2018 (Cth) Standard 6.1.1-9.

- experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
 3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Standard 2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
4. Students have access to learning support services that are consistent with the

requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Standard 5.3 Monitoring, Review and Improvement [...]

- 5 All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities. [...]

Standard 7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
 - a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
 - b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
 - c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
 - d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment
 - e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable
 - f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and
 - g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).
3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

4. Students are given reasonable notice of changes to a higher education provider's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

8. Version Control

This Policy and Procedure has been reviewed and approved by the ASA Board of Directors as of February 2025 and is reviewed every three years.

The Policy and Procedure is published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.1	Director Quality and Compliance	Minor amendments to ensure suitability for all courses and updates to definitions.	18/02/2025	06/03/2025
2024.2	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024
2024.1	Director Student Experience	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	26/04/2024	08/05/2024
Previous version archived. New Policy code and numbering system implemented.				
2.1		Board of Directors approval	04/09/2020	