

# Student Transition Policy

## Section 1 - Key Information

<b>Policy Type and Approval Body</b>	Academic – Academic Board
<b>Accountable Executive - Policy</b>	Deputy Vice-Chancellor (Academic)
<b>Responsible Manager - Policy</b>	Director, Student Engagement and Inclusion
<b>Review Date</b>	20 February 2028

## Section 2 - Purpose

(1) La Trobe University is committed to supporting effective transition into and throughout all stages of higher education for all students. This Policy outlines the principles through which this is achieved and ensures the University is compliant with the [Higher Education Standards \(Threshold Standards\) 2021](#), Education Services for Overseas Students (ESOS) Framework and aligned with the relevant principles of the Australian Universities Accord.

## Section 3 - Scope

(2) This Policy applies to all enrolled students, including students enrolled in La Trobe courses through third-party teaching partners.

(3) For provisions outlining research training induction for graduate research students see the [Graduate Research Candidature Policy](#).

## Section 4 - Key Decisions

Key Decisions	Role
N/A	

## Section 5 - Policy Statement

(4) The University takes a coordinated, coherent and student-centred approach to supporting students' transition to higher education, and their ongoing transitions throughout their course. This means that:

- transition programs are designed to support student transition and success and student input is consistently utilised in the design and continuous improvement of programs;
- data on the preparedness, experience and success of student cohorts, including that of individuals and sub-groups, is regularly evaluated and used to identify and implement tailored transition programs;
- the scholarship on student transition, national and international benchmarking, and key elements of the Australian Universities Accord, inform transition program development. This includes designing programs to

ensure equitable access for remote students, through both online and hybrid offerings.

- d. all areas of the University work closely together to ensure a coordinated and seamless student experience in the delivery of transition programs;
- e. curricular and co-curricular transition experiences are mutually reinforcing;
- f. transition and support programs undergo annual review and evaluation, with outcomes and action plans reported to Education Committee and Academic Board.

(5) The University caters to the diverse needs of all students and students from under-represented groups, including the needs of students studying in Australia or in higher education for the first time. This means that:

- a. a variety of academic and non-academic support services, programs and activities are used to support transition into and through higher education. This includes but is not limited to:
  - i. peer and student mentoring programs;
  - ii. careers and employability services;
  - iii. academic and academic skills support;
  - iv. student advising and general support services;
  - v. counselling (financial, crisis, mental health and personal);
  - vi. legal services;
  - vii. accessibility support and advice;
- b. specific trauma-related services and support are promoted and available for students;
- c. all services, programs and activities are tailored to meet the needs of diverse student cohorts and informed by specialist staff and divisions across the University.

(6) Orientation programs are overseen by the Orientation and Transition Committee. The Committee is comprised of key institutional stakeholders, including current students, and represents all schools, campuses, regions and relevant service areas in working to provide a consistent, equitable, high-quality orientation and early transition experience for all students.

(7) The Orientation and Transition Committee, with schools, Student Life and Student Advising, ensures that:

- a. transition events, programs and experiences are delivered consistently and to the same quality across campuses;
- b. students are provided with equivalent opportunities for a successful transition regardless of their educational background, entry pathway, location or mode of study.

(8) Services and programs to support transition are designed to foster students' sense of wellbeing, belonging and engagement with the University. This means that:

- a. orientation and other transition programs are designed to ensure that both domestic and international students have the necessary study, planning and communication skills required to successfully navigate university life;
- b. information and guidance for students regarding all aspects of their university experience is accessible, consistent, accurate, timely and relevant;
- c. information and transition programs are provided in a mix of delivery formats (where possible) to support different student cohorts and study modes;
- d. students are provided with reasonable access to teaching staff for individual assistance with their studies to promote their transition and success, at a level consistent with the learning needs of the student cohort;
- e. additional support is available for students who have been admitted to their course via the La Trobe [Special Entry Access Scheme](#);

- f. a range of study pathways are made available. These are underpinned by La Trobe's commitment to equity and access and are aligned with the Australian Universities Accord in their focus on increasing participation and attainment, vocational upskilling and regional communities.
- g. students are provided with regular opportunities to develop relationships with peers and staff, and to foster feelings of identification or affiliation with their course, school and the University;
- h. academic and personal support services, including peer support services and programs, are accessible, timely and relevant to student needs.

(9) The University ensures all students are provided with skills and knowledge to develop a sense of purpose and capability as higher education students to support their successful transition into and throughout study. This means that:

- a. students are provided with clear guidance regarding their role as part of a learning and research community, and given opportunities to develop an understanding of the core values and ethical principles of the University;
- b. strategies and processes are in place for the early identification and support of students who are in need of targeted individual literacy, numeracy and other academic supports. This includes but is not limited to the use of predictive data modelling and outcomes of early assessment.
- c. students have access to informed advice and timely referral to academic, peer or other non-academic support relevant to their needs prior to Census Date and throughout their studies;
- d. students who request support prior to Census Date are informed that the Census Date is when they incur HELP debt;
- e. students are provided with effective personal guidance, course and careers advice, including the provision of resources, services and opportunities to develop discipline-based and transferrable employability and career readiness skills.

## Section 6 - Procedures

(10) Nil.

## Section 7 - Definitions

(11) For the purpose of this Policy:

- a. orientation programs: informational, academic and social activities that normally occur in the week prior to commencement of classes each semester, designed to facilitate students' transition to La Trobe via engagement with their courses, their peers and their learning communities;
- b. student transition: an ongoing process of integration and engagement with university life, both academic and social, that occurs for students on the commencement of study, throughout their studies and as they complete and graduate from study;
- c. transition program: any event, program, resource or service that facilitates and supports student transition;
- d. under-represented groups: student groups that historically have been under-represented at university, such as students with a disability, Indigenous Australians, students from a low socioeconomic status, or students who are the first in their family to attend university.

## Section 8 - Authority and Associated Information

(12) This Policy is made under the [La Trobe University Act 2009](#).

(13) Associated information includes:

- a. [Student Support Policy](#);
- b. [Graduate Research Candidature Policy](#);
- c. [Safer Community](#);
- d. [Student Support Services](#).

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	20th February 2025
<b>Review Date</b>	20th February 2028
<b>Approval Authority</b>	Academic Board
<b>Approval Date</b>	20th February 2025
<b>Expiry Date</b>	Not Applicable
<b>Responsible Manager - Policy</b>	Darren Holland Director, Student Engagement and Inclusion
<b>Enquiries Contact</b>	Office of the Deputy Vice-Chancellor (Academic)