



Charles Sturt  
University

# Orientation core requirements

Session 202230

Division of Student Success  
Charles Sturt University

# Document control

## Document status and revision history

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0.2	Kirsty Smith, Associate Director Student Skills	5 December 2019	Minor amendments to measurement of objectives form Working Party feedback.
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1.1	Kirsty Smith, Associate Director Student Skills	7 August 2020	Update to on campus and online orientation requirements to include academic integrity, updates to guidelines for pre-recorded sessions.
2.0	Kirsty Smith, Associate Director Student Skills	16 September 2020	Draft revisions to move more content online and provide greater flexibility for Faculties
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## Document authorisation

Date	Approver
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## Document distribution

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# 1. Introduction

As defined in the Orientation Governance document, the goals of Orientation at Charles Sturt are:

1. Providing commencing students with tools and knowledge, ensuring they know about their course, key tasks, services and support, to be successful in their studies. This includes:
  - Course and general orientation sessions
  - Support sessions (services, international, disability etc.)
  - Navigating on-campus and online environments
  - Administration requirements (census, enrolment etc.).
  
2. Providing engagement opportunities for commencing students to connect with Charles Sturt University academics, staff, peers and our campuses. This includes:
  - Course or Faculty engagement/social activities
  - Key contacts and resources
  - Social activities and networking opportunities (online social activities, campus tours etc.).
  
3. Clearly communicating our values and expectations, including academic integrity, and how to interact with the university and peers. This includes:
  - Student Charter
  - Safety and wellbeing
  - Academic Integrity Policy.

The following core requirements for on-campus and online Orientation have been developed to achieve these goals and ensure a consistent experience for students no matter how or where they attend a Charles Sturt Orientation program.

## 2. On-campus Orientation objectives

In addition to the above goals of the entire orientation program, on campus activities are also guided by these additional objectives:

Objective	Evaluation
<p><b>1. We will formally welcome commencing students into the Charles Sturt community through official welcome events involving the most senior member available of the institution’s Executive, a culturally appropriate First Nations welcome and a student leader welcome.</b></p> <p>This will provide commencing students with insight into our values, cultures and expectations. All academic and professional staff are strongly encouraged to attend these events and welcome our commencing students.</p>	<p>This will be measured by delivery of this event on each campus at the commencement of Orientation.</p>
<p><b>2. Commencing students will be provided with sufficient and timely information for them to begin study in their course, and timely delivery of other information during their first period of study.</b></p> <p>This will be achieved by providing programs tailored specifically to each course throughout the Orientation period. Core requirements for these sessions are detailed below.</p>	<p>This will be measured by the number of academic sessions online and on-campus, as well as percentage of students attending these.</p>
<p><b>3. Commencing students will be oriented to who, or which, area to approach for support.</b></p> <p>We will achieve this by providing tours, support services sessions containing key information and referral points which will be delivered throughout the Orientation period. In addition to this, there will be tailored support sessions for specific cohorts.</p> <p>In order to minimise information overload during Orientation, students will be made aware of how they can access this information and be supported post Orientation.</p>	<p>This will be measured by the numbers of opportunities available and the percentage of students in attendance as well as gathering information from surveys.</p>
<p><b>4. Assisting commencing students to become part of the University community and achieve a sense of belonging at Charles Sturt.</b></p> <p>We will achieve this by linking new students with peers, returning students and staff by creating networking and engagement opportunities throughout the Orientation period. We will also provide a calendar of planned, diverse events that will provide students with a safe and inclusive environment to make connections with other students in our community.</p>	<p>This will be measured by the numbers of opportunities available and the percentage of students in attendance.</p>

**5. We will provide opportunities for returning students to develop their leadership skills and be positive role models for the commencing students.**

This will involve employment and volunteer opportunities for these students during the delivery of orientation. We will provide training for the student leaders to develop their leadership skills and help them to be highly approachable sources of advice and support. This will also increase community building within the institution.

We will measure this by feedback from the student leaders and surveys of the commencing students.

# 3. Core requirements for academic sessions

## 3.1. Centralised provision of information

Following consultation with the Faculties, it has been agreed that some of the original core requirements will be provided centrally, for example via the Student Portal, leaving more time in course sessions to concentrate on specific requirements of the course.

From 202130 onwards, information relating to the following will be provided centrally to all commencing students:

### Orientation information to be provided centrally to all commencing students

#### 1. Outline University expectations and objectives

- (i) Academic Integrity policy and academic integrity course
- (ii) Student Charter
- (iii) Research Integrity module (for honours/masters programs)

#### 2. University and subject information

- (i) Session information
- (ii) Important dates
- (iii) Interact2
- (iv) Subject outline
- (v) Subject structure
- (vi) Time expectations
- (vii) Textbooks
- (viii) Weekly content and readings
- (ix) Assessment information
- (x) Marking rubric
- (xi) Timetabling
- (xii) How to add/drop subjects
- (xiii) How to withdraw from or transfer to another course
- (xiv) How to apply for credit
- (xv) How to apply for leave or special consideration

Within course sessions, Faculty staff can refer to and build upon the above resources if desired.



### 3.2. Core requirements for on campus course orientation sessions

The following core requirements are to be used for on campus course orientation sessions.

#### Core requirements for on campus course orientation sessions

##### 1. Welcome by Head of School (or nominee)

##### 2. Faculty and School information

- (i) Introduction of staff (academic and professional)  
NB: Focus on 1st year teaching staff attending

##### 3. Course expectations and objectives

##### 4. Course structure

- (i) Introduction of Interact2 course site
- (ii) Walk-through of course handbook to explain course structure
- (iii) How to structure your course (core subjects, electives, etc.)
- (iv) Special requirements/intensive schools as applicable (e.g. workplace learning, practicum, lab inductions, immunisation, uniforms, police checks, mentoring programs, social media groups, etc.)

##### 5. Faculty-led social interaction

Lunch or other social activity to facilitate social engagement between commencing students and academic staff.

##### 6. Expectations and explanations

- (i) Difference between lectures and tutorials
- (ii) What is compulsory
- (iii) What is recorded
- (iv) The realities of study
- (v) Tips to help get prepared

##### 7. Where to find help (faculty and course-level)

### 3.3. Core requirements for online course orientation sessions

The following core requirements for course Orientation sessions delivered online were developed in conjunction with faculties. These core requirements can be used as a 'checklist' when preparing online course orientation sessions.

#### Core requirements for online course orientation sessions

- 1. Introduction of Course Director** (via webcam)
- 2. Faculty and School information** (via presentation/screenshare)
- 3. Course expectations and objectives** (via presentation/screenshare)
- 4. Course structure and course information** (via presentation/screenshare)
  - (i) Introduction of Interact2 course site
  - (ii) Accessing and using the course handbook
  - (iii) Course structure (core subjects, electives etc.)
  - (iv) Special requirements/intensive schools as applicable (e.g. workplace learning, practicum, lab inductions, immunisation, uniforms, police checks, mentoring programs, social media groups, etc.)
- 5. Expectations and explanations**
  - (i) Difference between lectures and tutorials
  - (ii) What is compulsory
  - (iii) What will be recorded
  - (iv) The realities of study
  - (v) Tips to help get prepared
- 6. Where to find help** (faculty and course-level) (via presentation/screenshare)

The table above outlines the minimum content to be covered in the online course orientation sessions; additional information required by students is encouraged wherever relevant and can be presented in the order most appropriate to students' needs.

### 3.4. Deciding on live or pre-recorded online sessions

Consultation in 2020 with Course Directors and the Associate Deans Academic from all faculties showed live sessions are considered to be the best option for engaging students in discussion and responding to questions. Additionally, analysis of 202030 data showed, on average, students viewed 13 minutes of their course recordings and were more likely to watch for longer if the recording was shorter. Therefore **live sessions should be offered where possible, regardless of the number of students enrolled in the course**. These live sessions should be recorded and a link provided on the course Interact2 site so those students unable to attend the live session can watch later.

It is acknowledged that hosting multiple live sessions is not always possible and Course Directors should use their own judgement as to whether a pre-recorded or live session is the best option given their understanding of the cohorts and their own time commitments.

Previous guidance about deciding between live or pre-recorded sessions referred to the number of student enrolments as a deciding factor; this was necessary to overcome the limitations of the previous platform. The use of Zoom overcomes these limitations and the number of student enrolments is no longer a relevant factor. All students, even in small cohorts, deserve to be welcomed to the university by their Course Director.

Course Directors who wish to offer both live and pre-recorded sessions are welcome to do so.

#### 3.4.1 Guidelines for live sessions

Live sessions are run via Zoom. From 202230 a new Zoom function allows the University Events team to schedule and set up Zoom meetings for live online course orientation sessions on behalf of the Course Director. The Course Director is the host of the Zoom meeting, and the meeting details will appear in the Course Director's Zoom account.

This new function also allows the University Events team to collate student attendance reporting for each session; Course Directors no longer need to record or email attendance details.

Live orientation sessions need to be recorded by the Course Director and posted on the course Interact2 site for students to watch if they are unable to attend. Information about recording Zoom meetings is available on the [Division of Information Technology website](#).

To provide the best student experience and enable Course Directors to focus on presenting their live sessions, it is recommended that a 'buddy' presenter is also involved. A buddy presenter is someone who assists throughout the Zoom session by helping troubleshoot technical issues, testing audio, and managing the live student chat box (supplying relevant links and answering student questions when possible). Any questions that the buddy cannot answer during the presentation will be brought to the attention of the Course Director at an appropriate time during the live session. The buddy system was implemented so that Course Directors can focus on presenting without the distraction of answering student questions as they are asked as it tends to break the flow.

Buddy presenters are required for courses running live sessions with more than 30 students enrolled.

Number of enrolments	Buddy required
Less than 30	Optional
More than 30 students	Yes

### 3.4.2 Guidelines for pre-recorded sessions

CSU Replay (Panopto) is the preferred platform for pre-recording course orientation sessions. Panopto is a dedicated tool to create high quality recordings and allows recordings to be stored on course Interact2 sites.

Ideally, course-based Orientation recordings should be less than 20 minutes long. An analysis of student engagement with pre-recorded course orientation sessions following the 202030 orientation period revealed that students were more likely to remain engaged with, and view shorter recordings for the full duration.

For help with using CSU Replay/Panopto, a recording can be accessed here:

<https://youtu.be/w19sGo0jc90>. The recording runs for approximately 19 minutes and includes information about setting up Panopto folders in Interact2 and how to record a session. Additional CSU Replay/Panopto support resources (e.g. guides and additional video tutorials) are available on the [Division of Information Technology website](#).

If you require further guidance on recordings, please contact [orientation@csu.edu.au](mailto:orientation@csu.edu.au)