



Orientation Programme Policy

Advisory Board Approved Policy

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Version Control

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Policy owner	Advisory Board
Policy contact	Dean
Related Documents	Academic Progression Exclusion and Graduation Policy Advanced Standing and Credit Transfer Policy and Procedure Glossary of Terms Records Management Policy Student Admissions Policy and Procedure
Related Legislations	Education and Training Act 2020 Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 Human Rights Act 1993 Privacy Act 2020

1. Preamble

1.1 Purpose

The Orientation Programme Policy ('the Policy') is designed to outline the requirements regarding orientation for all new students including international and late-arriving students, in accordance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and NZQA's Quality Assurance Framework.

1.2 Policy Principle

The Institute aims to facilitate a positive and successful transition for all commencing students to their Programme of study and campus through orientation processes which provide information on academic pastoral and administrative matters including information on the Institute's facilities and resources. In addition, CIM undertake learning transitions over time which may involve large-scale academic, social and environmental change. The orientation process can assist with this.

1.3 Definitions

For definitions, refer to *Glossary of Terms*.

2. Scope

This Policy covers all prospective and current students including undergraduate, postgraduate and research students at the Institute.

3. Student Orientation

3.1 Requirements (domestic and international students)

- a. New Student Orientation Sessions are compulsory for all new students to attend, regardless of their Programme of study. The sessions help ensure that students are provided with necessary information prior to the formal start of their study.
- b. New Student Orientation Sessions occur prior to the start of formal teaching.
- c. Students enrolled in a Programme must arrange to be at the Institute in the week prior to the start of their intended Programme of study to take part in the New Student Orientation Programme.
- d. Students who arrive after the second day of New Student Orientation Programme are expected to attend a Late Orientation Session.

3.2 Requirements (international students)

- a. International students must organise their travel to ensure they arrive in sufficient time to attend the New Student Orientation Sessions.
- b. International students are expected to maintain regular attendance and academic engagement, in accordance with their student visa conditions and CIM's attendance and engagement policy. Attendance is monitored to ensure early intervention and learner wellbeing. Attendance is monitored and recorded at the Institute. Students whose attendance falls below 90% are contacted by the Institute and reminded of this important obligation.
- c. International students must fulfil their student visa requirements to complete their course within the allowed course duration, as well as meeting the ongoing requirements for course

progression.

3.3 Student Support and Resources Available to Students

Students are provided with wide range of support services throughout their study at the Institute. These services include but are not limited to:

- i. Academic Support – students are provided with academic support through direct contact with their lecturers, tutors, Programme Leaders, and/or the Student Support Manager & Support Officer.
- ii. Personal support is provided to students through the Institute's staff. Additional counselling support may also be made available through external resources if/when required.
- iii. The Institute does not offer legal information. However, basic information regarding available legal services in the area is outlined to students. Detailed information about available legal services in the area is in Student Handbook and in Student Orientation presentation.
- iv. Students in need of additional English language support and/or study skills should attend the learning support sessions offered regularly by the Student Support Manager who could, with the help of Programme Leaders and/or Academic director/Dean, arrange further support if/when required.

4. Late Arriving Students

4.1 Late arrivals (all students)

- a. Students who intend to arrive after the commencement of their first semester, must seek and obtain approval from the Academic director/Dean on recommendation of the Student Support Manager 4 weeks prior to start of the semester.
- b. Late Arrival Approval is only granted to students if they are able to prove compassionate and compelling circumstances exist, and there are reasons to believe that the students will be successful with their studies.
- c. Students intending to arrive after the commencement of the semester must advise of an expected date of arrival in their application.

4.2 Non-arrivals (international students)

- a. Students who are not contactable or who do not arrive to commence a Programme of study will have their enrolment status amended and the Immigration New Zealand (INZ) will be notified of the non-commencement of studies.
- b. Students who wish to defer their Programme of study to the next available semester, may be issued with an amended Letter of Offer and updated Offer of Place (OOP) or enrolment documentation issued through CIM's Student Management System (SMS) Confirmation of Enrolment.

4.3 Non-arrivals (domestic students)

Non-arriving students will have their enrolments cancelled.

5. Complaints and Appeals

- 5.1 The Institute encourages students to express any concerns they may have about study-related or other issues to the Academic director/Dean and or Student Support Manager.

5.2 Students should familiarise themselves with the Student Grievance Management Policy available in the Policy Library on CIM Website. Students wishing to make a complaint or lodge an appeal may do so by filling out the Student Grievance Form available on the Institute's website and at Reception.

Appendix A: Orientation Guidelines

1. Aim of Orientation

The Canterbury Institute of Management's ('the Institute' or 'CIM') New Student Orientation Programme facilitates a smooth and successful transition into a degree Programme for commencing students. Orientation activities and resources are available in a timely manner and are accessible, relevant and accurate regardless of students' educational background, geographical location or study mode. The Institute's orientation Programme encourages students to fully engage with their learning experience and become successful and independent learners.

2. Student Experience

CIM is committed to creating a unified, integrated, student-centred experience by improving the quality of our students' engagement with the Institute regardless of who they are, where they are, or what stage they are in their Programme. An orientation process that supports a successful transition into a degree Programme is central to a quality student experience.

3. Learning Transitions

All students regardless of their age, educational background, location or study mode, experience a period of transition or adjustment when commencing study.

Orientation Programmes and activities have an important role to play in ensuring these transitions are as smooth as possible. The Institute recognises that the transition process is one which is mediated over time and planning, and delivery of orientation activities and strategies reflects this. The 'official' orientation period extends from the time of the 'letter of offer' through until the end of the first session of study and includes strategies embedded within and outside the Programme.

4. Objectives of New Student Orientation Programme

The main objectives of the Institute's orientation Programme include provision of information to assist students make their transition successfully to support academic achievement.,

4.1 CIM Orientation encourages and supports academic achievement by:

- a. Explaining and clarifying academic culture and the expectations of academic study;
- b. Promoting a clear understanding of the aims, objectives, learning and teaching approaches and assessment requirements for each degree Programme and how each course links to the overall Programme;
- c. Identifying academic skills necessary for success and providing support to develop these skills;
- d. Encouraging the development of independent study habits and learner responsibility;
- e. Providing opportunities for students to meet academic staff in both formal and informal settings;
- f. Providing opportunities and mechanisms for students to connect with peers in their cohort to better support their learning;
- g. Highlighting the importance of student engagement with their learning experience and designing experiences to actively support and promote such engagement;

4.2 CIM orientation supports student development by:

- a. Ensuring students understand their rights and responsibilities as a student (as per the *Student Code of Conduct*), and avenues for student representation.
- b. Providing appropriate opportunities for participation in social activities.
- c. Modelling behaviour encourages and promotes social and environmental responsibility and acknowledges cultural diversity.
- d. Promoting the importance of engaging with the Institute and broader communities.
- e. Providing an environment that promotes well-being, safety and inclusion.
- f. Providing opportunities for peer support and mentoring.

4.3 CIM Orientation supports student attainment and retention by:

- a. Avoiding 'information overload' by ensuring information provision is limited to what is immediately relevant and/or necessary and is conveyed in a way that is supportive and welcoming of students during their orientation Programme.
- b. Assisting with any concerns or anxiety about Programme/career choice as early as possible.
- c. Ensuring students are aware of the broad range of support services available to them at appropriate stages of the transition period and how to access them.
- d. Promoting involvement in Institute life including engagement with peers and staff particularly within the same Programme.
- e. Supporting social transition by providing appropriate activities.
- f. Facilitating interactions with appropriate contact points within the administrative environment.
- g. Following up students who show signs of disengagement with support and referral to appropriate services.
- h. Recognising the diversity of student skills and needs according to their different stages of life and/or study.

4.4 CIM Orientation for Research and Higher Degree Students

Research and higher degree students' induction will be conducted by the Academic Director and will include the following.

- a. Introduction to the Supervisory Panel and details of their responsibilities.
- b. Introduction and overview of the Graduate Research Framework, Intellectual Property Policy, Academic Integrity Policy, Student Code of Conduct and other relevant policies and procedures.
- c. Introduction to compulsory self-paced e-learning module accessible via LMS that provides a brief overview of the New Zealand Code for Responsible Conduct of Research and an understanding of the student's obligations when undertaking research.
- d. Introduction to relevant procedures, health and safety practices and, training and research practices.
- e. Training students in building effective supervisory relationships through communication.

4.5 CIM orientation principles

- a. *CIM values its students* – all our dealings with new students demonstrates that they are welcomed and valued by the entire Institute.
- b. *An ongoing process* – we recognize that every educational transition involves a period of

adjustment and orientation is an important part of that transition. The Institute treats orientation as a process, rather than a one off 'event'. Targeted orientation occurs between the letter of offer and the end of the first session of study.

- c. *Shared responsibility* – the orientation of new students to the Institute is a shared responsibility of all staff and should be a priority for all areas. Student transition is explicitly supported through the intentional design of the first-year curriculum as well as the timely and easy access to support services that aid academic, social and administrative orientation.
- d. *Mutual understanding of responsibility* – our interactions and provision of advice and resources to new students highlights the mutual responsibilities of both the Institute and its students, as well as the importance of self-efficacy and responsibility, assisting students to become independent learners.
- e. *Meaningful and appropriate experiences* – our orientation activities and resources are relevant to students' future goals and are evidence based. Orientation activities and processes are continually monitored and enhanced by regular evaluation and student input into the development process.
- f. *An integrated approach* – the Institute takes an approach that ensures communication, activities and resources are delivered in a coherent, integrated and consistent manner.
- g. *Effective delivery of information* – the orientation information provided to students is accurate, relevant and accessible, creating realistic expectations. Direct communication to students is timely and relevant and related to issues of immediate importance within the orientation period.
- h. *Student engagement* – the orientation Programme assists all students to become part of the Institute and encourage cohort engagement by providing opportunities for social and informal interaction between students, their peers and staff to better support their learning.
- i. *Student diversity* – the Institute's orientation Programme recognises and values the diversity of cohorts and unique needs, and study modes of all students. Orientation is inclusive of all students, regardless of Programme, study mode, accommodation arrangements or educational/ personal/ cultural background and includes specific tailored activities where appropriate.

5. Roles and Responsibilities

5.1 Overarching Governance

The Academic Board and the Executive Management Team are responsible for the general oversight of orientation at the Institute.

5.2 Student Association

The Student Association is responsible for the organisation of social activities for students during the orientation period. It is expected that opportunities for social interaction is also organised through Programme specialisation-based events.

5.3 Programme Leaders

The Programme Leaders are responsible for ensuring that the transition needs of students in their Programme are met through the orientation process and for providing necessary and useful information. At a minimum, Programme-based orientation should:

- a. Provide an overview of the Programme.
- b. Outline academic expectations for Programme/course(s) in terms of time commitments, assessments, attendance.
- c. Provide opportunity for students to clarify their expectations and ask questions.
- d. Emphasise the availability of support services.

- e. Provide opportunities for the development of appropriate student-student and student-staff relationships.

Programme Leaders are also responsible for ensuring that the first-year curriculum actively supports student transition.

5.4 The *Student Support Manager* is responsible for the overall coordination of orientation activities including timetabling of activities, liaising between key stakeholders, dissemination of orientation guidelines and the ongoing evaluation and reporting of orientation activities across the Institute. This will occur regardless of location.

5.5 The *Academic director/Dean*, along with the *Student Support Manager* is responsible for the general oversight of on campus orientation activities and the organisation of a commencement ceremony in Semester I each year. This ceremony should be a welcome to the Institute for the new students and their families and should be a positive and motivating occasion that inspires students to strive for success and instils confidence in families that the Institute has been the right choice.

5.6 The reception is the single point of contact for student queries during the orientation process. The academic staff must provide the admin team with copies of all information; timetables and resources provided to students and should be made aware of any special information requirements or advice to be provided to students.

6. Operational guidelines

6.1 Key Dates and Activities

The week immediately preceding Week I of the semester is known as 'O-week' and is the period where activities on campus and online concentrate on the following issues:

- a. Ensuring enrolment is accurate and complete;
- b. Making on campus and online tours available;
- c. Providing activities to facilitate peer to peer /peer to staff engagement within the Programme;
- d. Academic expectations are outlined; and
- e. Students are made aware of support services available at the Institute.

'O Week' activities for international students are aligned with relevant dates suitable for their arrival. While activities are focused on specific dates aligning to the academic calendar, the Institute is mindful that students may enroll before or after the official starting point of session. For this reason, transition - based resources are available on an ongoing basis.

6.2 O week

- a. O week begins with a commencement ceremony and is addressed by the most senior member of academic staff available including the Chairs of the respective Advisory Board.
- b. Organisers should consult with the Marketing Team to ensure appropriate use of the Institute's branding banners and other relevant materials and promotion.

7. NZQA and Code of Practice Alignment

- 7.1 CIM's Orientation Programme supports compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, the Education and Training Act 2020, and NZQA's quality assurance expectations for student experience and learner wellbeing.
- 7.2 Orientation activities are also part of CIM's ongoing self-assessment process and are evaluated for continuous improvement through feedback from students, staff, and stakeholders.
- 7.3 The Orientation Programme acknowledges the bicultural foundations of Aotearoa New Zealand and includes an introduction to Te Tiriti o Waitangi, te reo Māori me ōna tikanga, and culturally responsive learning practices. Orientation materials are inclusive of Māori, Pasifika, and international learner perspectives, supporting a sense of belonging and cultural safety.
- 7.4 Students who are not physically present during O-Week are provided with full access to digital orientation materials, including recorded sessions, student support links, and programme-specific guidance. The Student Support Manager coordinates a virtual orientation follow-up session to ensure equity of access.