

CIT SUPPORT SERVICES FOR STUDENTS TRANSITIONING FROM SECONDARY SCHOOL



How is CIT different to school?

The Canberra Institute of Technology (CIT) is a tertiary or post-secondary education provider. CIT is the ACT's public technical and further education (TAFE) provider of adult learning, vocational education and training (VET).

CIT supports the mandatory participation in schooling until completion of Year 10, and the continuation of full-time schooling to completion of year 12 or equivalent, or training, or employment until aged 17 in line with Education Act 2004 (ACT).

CIT focuses on admitting individuals who demonstrate suitability in an adult learning environment, wanting to:

- acquire knowledge, skills and competencies
- refresh or update their knowledge in a particular field
- enrich their knowledge with the purpose to complete a level of formal education
- improve their technical or professional qualifications
- further develop their abilities.

Education and training at CIT is based on recognised principles of adult learning:

- self-motivated and self-directed (students take responsibility for their own learning)
- knowledge that is contextualised to their immediate needs
- using personal experience as a resource (drawing on past experiences).

How is support at CIT different to school?

- Most CIT students are over 18 and CIT communicates directly with students. CIT cannot communicate with parents and other parties without written consent, and it is expected that the student will be involved in all discussions about their studies. Students can give consent for contact with third parties, however contact with third parties will not replace the student in any decision making or decisions about their study.
- Students are expected to have the physical and cognitive capacity (including the ability to learn and retain new knowledge and skills) for the course they wish to study.
- Courses may require students to demonstrate specific language, literacy and numeracy skills.
- Digital literacy skills are required. All CIT students use the Microsoft suite of packages and eLearn, our learning management system. Courses will also have their preferred software packages.
- Some courses have specific entry requirements and students may need to provide evidence prior to enrolling. Pre-requisites may include specific skills, knowledge, or qualifications. Students should check the course information page prior to enrolling.
- CIT delivers courses from nationally recognised training packages. All courses have core requirements that students must meet to be deemed competent.
- Classes may be delivered online, flexibly, or face-to-face, sometimes delivery is combination of all modes.
- Assessment is the term used at CIT to describe the process through which a student demonstrates that they have met the learning outcomes of each subject/competency. Assessment tasks may include practical tasks, reports, quizzes, tests, exams, assignments, exercises, group work, oral presentations, structured questions as part of a conversation, mandatory industry placement, observations, and/or practical demonstrations.
- A general guide for independent study is that for every hour of class time, the equivalent amount of time should be allocated.
- Between classes, students are not supervised and are free to leave the campus. It is the student's responsibility to attend class on time, communicate with their educators, and manage their study load.
- CIT is an adult learning environment and does not provide the same level of support as primary and secondary schools, who are specifically resourced to provide support such as, learning support assistants (LSAs) in classrooms. At CIT, students with disability can bring a support worker for non-academic support such as personal care and physical assistance.

Support service offerings for CIT students

Pre-study and during study	<ul style="list-style-type: none">• Career advice• CIT Yurauna• Disability support• Migrant and refugee support
Once enrolled	<p>CIT Student Support</p> <ul style="list-style-type: none">• Counselling (personal and study issues)• Youth support• Student equity• LGBTIQ+ support <p>CIT Yurauna for culturally safe environment and support for Aboriginal and/or Torres Strait Islander students</p> <p>CIT Student Services</p> <ul style="list-style-type: none">• Fee and financial assistance• Access to 'study ready quiz'• Assistance with logging in to systems• Enrolment support• General advice regarding CIT <p>CIT study and learning support</p> <ul style="list-style-type: none">• General academic support• Understanding and responding to assignments, writing reports, literacy and numeracy• English communication skills and preparing for oral presentations• Research and study skills• Using computers, computing basics, the internet and eLearn• Job seeking skills including resume, applications and interview skills <p>CIT Student Association (CITSA)</p> <ul style="list-style-type: none">• Low-cost refurbished desktop or laptop computers to CIT students• Advocacy and mediation services• Accommodation guidance• External job advertisement board

For more information on all available CIT support visit cit.edu.au/study/cit_support

Preparing students with disability for transition to study at CIT

CIT is committed to providing suitable and reasonable adjustments and advice for students with disability, including health/medical conditions. Many students have a personalised Disability Access Plan (DAP) which details any reasonable adjustments. A DAP cannot overturn essential core requirements of the training package. Where reasonable adjustments have been applied and the student is unable to demonstrate they meet the core requirements of the subject or competency, they may receive a modified (fail) grade.

DAPs are created with an Education Advisor – Disability and the student, and are provided to educators, to ensure the student can study on an equal basis with others. CIT students are expected to be proactive in contacting CIT Student Support for any updates to their DAP, other support or assistance required during their study.

What kind of support is available?

Examples of supports might include, but are not limited to:

- advice and assistance to make informed choices about a study plan
- Disability Access Plan (DAP) to inform educators of reasonable adjustment needs
- AUSLAN interpreters
- advice on assistive technology
- assessment support
- tutorial support
- individual assistance for students on the Autism Spectrum
- advocacy for students with a disability
- advice to educators on implementing reasonable adjustments.

What are some examples of reasonable adjustments?

Reasonable adjustments are identified based on the student's needs. They might include, but are not limited to:

- additional time for assessments
- digital or hard copies of course materials
- assistive technology advice, such as text-to-speech or magnifier software
- reading or scribing services for exams
- additional breaks during classes
- alternative assessment arrangements, depending on core requirements
- adjustments for students with sensory disability such as vision or hearing impairment.

Is evidence of a disability, psychosocial disability, or medical condition required?

Yes. Students who require reasonable adjustments need to provide evidence of a diagnosed condition.

Evidence can take many forms but needs to be from a medical practitioner. Evidence may include:

- a letter from the student's GP, psychologist, or other medical practitioner
- a diagnostic report from a medical practitioner
- a letter or report from an Allied Health Professional. For example, a physiotherapist, speech therapist, or occupational therapist.

Evidence that is not accepted as diagnoses includes:

- an Individual Learning Plan (ILP), report, or similar document from the student's school
- letters or documents from non-medical personnel
- letters or documents from Allied Health Assistants
- letters or documents from disability support agencies or a support worker
- verbal disclosure of a disability.

When should students register for disability support?

Students are encouraged to register for support before enrolling in their course, or as soon as possible after enrolment. Advance contact to discuss required adjustments or support is so CIT can implement the adjustments and supports in time for the student to start classes.

For more information on how to register for disability support visit cit.edu.au/disabilitysupport

Can students bring a support worker to CIT?

Yes. Students sometimes bring external support workers to CIT for non-academic support such as personal care and physical assistance. CIT does not provide support workers or learning support assistants. Support workers cannot adjust, adapt, or complete class content for the student. If a student is intending to bring a support worker to CIT, they need to contact CIT Student Support as there is a registration process to complete that includes a Working with Vulnerable People (WWVP) verification.

Can students bring assistance dogs to CIT?

Yes. Students can bring assistance dogs to CIT in some circumstances. Students wishing to bring their assistance dogs to CIT need to contact CIT Student Support.

How do students contact a Disability Advisor to register for support?

Students can phone CIT Student Support on **(02) 6207 3290** to make an appointment, or email at CIT.Student.Support@cit.edu.au

Appointment types include phone, online video call (Teams Telehealth) or face to face. Services are free and confidential within the CIT Student Support team, which means information may be shared within the team to ensure you are provided with the best possible service.

