National Academy of Professional Studies (NAPS) Students at Risk: Early Intervention Policy

Related documents	A004 Assessment Policy HR002 Access and Equity Policy SS012 Student at Risk: Early Intervention Procedure SS010 Skills Framework SS013 Student Progression and Exclusion Policy SS014 Student Progression and Exclusion Procedure SS007 Student Orientation Policy and Procedure NAPS Orientation Program
HE Standards Framework 2015	HESF Domain 1: Student participation and attainment 1.3 Orientation and Progression 1.5 Qualifications and Certification 2.2 Diversity and Equity 2.4 Student Grievances and Complaints 5.2 Academic and Research Integrity 6.2 Corporate Monitoring and Accountability 6.3 Academic Governance 7.2 Information for Prospective and Current Students 7.3 Information Management

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1. Rationale

The aim of this Policy and the associated Procedure is to optimise the opportunity for all students at NAPS to achieve their academic goals, reach their potential and successfully complete their course. This Policy has been developed to complement and extend SS013 Student Progression and Exclusion Policy and SS014 Student Progression and Exclusion Procedure.

2. Overview – Guiding Principles

This Policy applies to all students at NAPS. It is informed by the NAPS' commitment to facilitating the successful course completion of all students by providing appropriate, adequate and timely support and advice as needed.

The Guiding Principles informing this Policy and the associated Procedure are:

- all students are ultimately responsible for their own academic progress;
- all students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including avenues of appeal against significant decisions;
- NAPS will monitor students' academic progress throughout their time at NAPS via a range of methods, and utilise a diversity of approaches to facilitate engagement with students;
- student progress is facilitated through the provision of reasonable access to academic staff and student support services, which consider students' personal and academic development;
- intervention will be employed at any time that a student is deemed as being at risk; and
- NAPS is committed to providing early feedback to students to ensure that they are given every chance of success, starting with the NAPS Orientation process.

3. Policy Details

The Academy recognises that some students will need additional support. Some will face especial challenges as they progress through their course. This may be particularly the case for adult learners, international students, students in their first year of study, students from a low socioeconomic background, potentially disadvantaged students such as students of an Aboriginal or Torres Strait Islander background, students studying in a language other than their first language, and students with significant family responsibilities and/or financial difficulties and students who are the first in their families to undertake higher education study.

In order to minimise the risk to these students, NAPS will adopt (or continue to practice) strategies to ensure all students are provided with:

- sufficient information on which to make an informed decision about their ability to undertake and complete a course;
- a comprehensive orientation to NAPS and, in the case of international students, Australia generally;
- all relevant details about enrolment and progression, including withdrawal dates and submission dates;
- sufficient training in technologies, research methods and study skills;
- adequate access to a range of student support services and academic advice as outlined in the Student Handbook and elsewhere.

Further details on strategies to support students identified early as at risk are outlined in the Student at Risk/Early Intervention Procedure.

4. Legislation

This Policy complies with Higher Education Standards Framework Standard 1.3 (Orientation and Progression), which specifies that:

"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. 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." and: "Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study."

This Policy also aims to ensure that NAPS complies with Higher Education Standards Framework 2015 Standard 2.2 (Diversity and Equity), which specifies that:

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

5. Policy Review

NAPS may make changes to this policy and procedures from time to time to improve the effectiveness of its operation. In this regard, any staff member who wishes to make any comments about this policy may forward their suggestions to their supervisor or to the NAPS' Student Services Manager.

6. Further Assistance

Any staff member who requires assistance in understanding this policy should first consult their nominated supervisor who is responsible for the implementation and operation of these arrangements in their work area. Should further advice be required, staff should contact NAPS' Student Services Manager.

7. Additional Resources

TEQSA Guidance Note: Staffing, Learning Resources and Educational Support, Version 1.3, 22 November 2017: https://www.teqsa.gov.au/latest-news/publications/guidance-note-staffing-learning-resources-and-educational-support

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