National Academy of Professional Studies (NAPS)
Support for Students Policy

Contents

1.   Rationale

The purpose of this policy is to outline the processes the Academy has in place for identifying students that are "at risk" of not successfully completing their units of study for any reason, and the appropriate support the Academy provides to assist them to overcome these barriers to optimise their learning experience and meet their academic goals. The policy deals with the responsibilities of NAPS, and of students in ensuring all relevant support services are easily accessed and interventions are appropriate.

This policy should be read in conjunction with the policies listed in section 8, each of which addresses the different types of support available to students.

2.   Scope

This policy applies to all students at the Academy.

3.   Guiding Principles

This policy is informed by the Academy's commitment to facilitating optimal student engagement with their chosen degrees. NAPS recognises that some students need additional support for many reasons. This may be bacause they are from under represented or educationally disadvantaged cohorts, which may include being from culturally and linguistically diverse backgrounds, low socio-economic backgrounds, having difficult personal circumstances, or identifying as Indeginous. Just like students who face no barriers, these students are entitled to have the supports necessary to help them achieve their full academic potential to successfully complete their chosen degree.

 The guiding principles which underpin this policy are as follows:

(1)   NAPS monitors the academic progress of all students using a variety of methods;

(2)   NAPS provides sufficient information for students to make an informed decision about their ability to undertake and complete a course, including all relevant details about enrolment and progression, including withdrawal dates and submission dates;

(3)   NAPS integrates sufficient training in technologies, research methods and study skills in all courses offered;

(4)   Student progress is facilitated through the provision of reasonable access to academic staff and student support services, which consider students' personal and academic development;

(5)   NAPS intervenes any time a student is deemed as being at risk;

(6)   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;

(7)   All students will have access to academic support, health support, crisis support, career and employability support, peer mentoring, other general supports which can be provided by academic staff as part of their teaching;

(8)   Where NAPS is unable to provide particular support in-house, Student Services will facilitate student access to external community-based supports;

(9) All students will have access to clear and equitable processes which transparently handle assessment and academic progress issues. This includes all available avenues of appeal;

(10) Students are responsible for their own academic progress; and

(11) It is a student's responsibility whether to accept the support and assistance that is offered to them, and to put this into action.

4.   Guiding Legislation

This policy is guided by section 19-43 of the Higher Education Support Act 2003. Subsections 1 and 2 are as follows:

(1) A higher education provider must have a policy (a *support for students policy*) that deals with the support provided to the provider's students to assist them to successfully complete the units of study in which they are enrolled.

(2) A higher education provider's support for students policy must:
    (a)   include information on:
        (i) the provider's processes for identifying students that are at risk of not successfully completing their units of study; and
        (j) the supports available from or on behalf of the provider to assist students to successfully complete the units of study in which they are enrolled; and
    (b)   comply with any requirements specified in the Higher Education Provider Guidelines.

5.   Responsibilities

The Academy recognises that academic success is best achieved through partnership with the student, which means that both NAPS and its students have important responsibilities:

What NAPS is responsible for:

(1)   Fostering a safe learning environment, on campus and online;

(2)   Providing appropriate resources and services in house, or where external resources and services are more appropriate, facilitating student access to external resources;

(3)   Rigorously monitoring the academic progress of students and providing them with Unsatisfactory Attendance and Course Progress Notifications in accordance with SS012 Student at Risk: Early Intervention Procedure;

(1)   Where students are found to be "at risk" of unsatisfactory academic progress in accordance with SS011 Students at Risk: Early Intervention Policy and SS012 Student at Risk: Early Intervention Procedure, proactively providing them timely support;

(2)   Ensuring students are aware of the types and availabilities of support services available;

(3)   Preventing misconduct and providing support for students who are subject to bullying, harassment, and other predatory behaviours in accordance with A009 Student Academic Misconduct Policy and Procedure 2020;

(4)   Reviewing the effectiveness of any contracted support services;

(5)   Ensuring this policy is periodically reviewed and made accessible on the NAPS website;

(6) Any other responsibility necessary to enable all students to equitably successfully participate in their chosen degree.

What the student is responsible for:

(1) Reading all NAPS policies, procedures and related documents;

(2) Attending Orientation and completing all Orientation modules and tasks;

(3) Attending all lectures and tutorials, and compete the total recommended self-study time for each unit;

(4) Seeking specific services from Student Services for any special needs as early as possible;

(5) Responding to Student Services requests or concerns regarding academic progress or any other issue;

(6) Maintaining satisfactory academic progress in line with all NAPS academic policies;

(7) Advising Student Services of any disruptions that have occurred or they know will occur, that might affect their ability to achieve satisfactory academic progress; and

(8) Completing any intervention strategies prescribed by NAPS in response to any academic concerns.

(9) Any other responsibility necessary to enable them to equitably successfully participate in their chosen degree.

Identifying students who are "at risk" of not completing their units

The complete procedure for identifying students who are "at risk" of not completing their units is in NAPS' SS012 Student at Risk: Early Intervention Procedure. An overview of the procedure is provided in this section.

Detection of Students Requiring Early Intervention

A student is classified as potentially at risk of inadequate course progress when it is noted by the lecturer that a student is:

- Not attending lectures and/or tutorials regularly;

- Not performing adequately in assessment tasks, which means achieving a fail mark in the required assessment task in a unit(s) of study;

- Not submitting assessment tasks; and/or

- Not logging into or subsequently not engaging with the Learning Management System (Moodle) or not accessing the prescribed ebook.

Early Intervention Support Strategies

The Dean or delegated nominee will be notified of the academic risk situation through Lecturers, Course Coordinators or Student Services staff. Academic staff, Student Services or a nominated delegate will contact the student and counsel them to either:

- Attend academic skills sessions;

- Attend English language support sessions;

- Attend additional lectures, seminars, workshops, or other educational fora;

- Attend counselling or obtain a referral to other support services;   review accommodation and other supports;

- Seek mentoring;

- Revise enrolment patterns, study load or course of enrolment;

- Any other strategy, depending upon the circumstances involved or a combination of the above.

Intervention Procedures

To facilitate early detection of students at risk it is recommended that in week four (4) of a standard trimester an early assessment task is established to allow early review of student progress and engagement.

The Student Services team is required to complete a SS012F Students at Risk Interview Form for any student identified to be at risk. The student also needs to be entered into the SS012R Students at Risk Register.

Students with low attendance will be contacted by Student Services either by text message, email or phone and asked to explain the reason behind the absence. Students will be reminded of their responsibilities, including those outlined in SS0019 Student Code of Conduct, and if there are extenuating circumstances for the absence, the student will be advised of support strategies on offer.

If these measures do not result in satisfactory course progress and the student has failed to achieve a minimum pass rate of course requirements, NAPS will implement an intervention strategy in accordance with SS013 Student Progression and Exclusion Policy and SS014 Student Progression and Exclusion Procedure.

Unsatisfactory Course Progress is when a student fails over half of their units in one trimester and then does so again in their next trimester. When an international student does not meet the course requirements for two consecutive trimesters, they will be reported to Department of Home Affairs via PRISMS as required under section 19 of the ESOS Act 2000 and this may result in their visa being cancelled. Here are the steps we follow to notify students at risk of not maintaining their course progress:

1. Notification to the student of their situation via email and to offer to help to develop an intervention plan;

2. NAPS will inform the student of their mutually agreed intervention plan via the student's email on record; then

3. Where a student falls below the minimum satisfactory requirements for the subject, a second Warning Letter outlining NAPS intervention strategy will be sent (SS014L2). It will ask the student to arrange an intervention action plan interview.

6. Procedures for Accessing Supports

The following section outlines where and how students can access academic and non-academic supports. Students should refer to the relevant policies in section 7 for a comprehensive outline of all the supports available.

Accessing Support

The kinds of supports available to students can be found in policies here, and in the NAPS Student Handbook. The Handbook lists all the wellbeing supports available. Students can also email Student Services at student.services@naps.edu.au if they are unsure about how to access support or have difficulty understanding any policy.

Transitioning to Study at NAPS

NAPS has a comprehensive orientation progress to help students transition into studying. The program is designed to introduce students to key staff and help them become familiar with the academic skills they require for their degree. The orientation program will provide information about:

- Support services available to assist overseas students to help you adjust to study and life in Australia;

- English language and study assistance programs;

- Access to legal services;

- Emergency and health services;

- NAPS' facilities and resources;

- Complaints and appeals processes;

- Requirements for course attendance and progress;

- The support services available to assist overseas students with general or personal circumstances that are adversely affecting their education in Australia; and

- Services overseas students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman

Accessing Academic Support

There are a variety of ways in which NAPS facilitates academic supports for students:

- Students have access to learning skills guides including study skills, English language skills, soft skills, through the NAPS Skills Hub, which is accessible through the online platform Moodle. These resources, which include guides and webinars , are available throughout the duration of the students' enrolment; The Hub will also have a special focus on e-Leadership, preparing students for the role of technology in enabling transformational change and coping with disruption in traditional models of employment, in institutions and in society itself.

- Lecturers and tutors must support students in their classes, monitor and answer all queries on online forums on Moodle, and respond to student emails within 5 business days. Lecturers and tutors are required to provide students with their NAPS email addresses on the first tutorial. These details will also be available for students on Moodle. Students can seek assistance from their lecturers and tutors during and outside of tutorials;

- Students have access to "AIM", an Academic Integrity Module which is run by an Academic Skills Support Team. AIM focuses teaching students writing and referencing skills they need for their degree;

- Students have access to NAPS' English Language Support Program. This program is focused on developing foundational skills and understanding of the rules and conventions that form the basis of academic work, particularly Business English. The program includes: individual consultations with the NAPS English Language Coach of up to three hours per week by appointment; Academic English and Study Skills workshops held throughout the trimester; Academic English Guide (available via the online Library); and access to additional free online resources to enhance academic and business English skills on the NAPS Skills Hub. Students can book a consultation with the English Language Coach through Student Services.

- Students have access to a Moodle page for each of their units, which includes all the information and learning resources they need to effectively participate in the unit and achieve its learning outcomes. These resources include:
    - Unit content (weekly lecture and tutorial topics);
    - All prescribed and recommended readings;
    - Assessment specifications and due dates; and
    - Other relevant learning resources such as online activities and quizzes, webinars and information videos.

- NAPS Online Library is accessible to all students with access to all the subscriptions to journal databases students need for their degrees. The Library and Resources Officer is available to help students find resources and assist with reference.

Accessing Non-Academic Support

- Academic and non-academic staff can flag any concerns they have for student welfare to the Unit Coordinator.

- Students can report any concerns for their own safety or welfare to Student Services, their tutors or lecturers, or their Unit Coordinator. Any reports made are completely confidential. All reports will be referred to Student Services who will assist students based on the nature of their issue. This can involve making an appointment with the NAPS in-house counsellor at no fee. If external services are more appropriate, Student Services can provide the relevant referrals and links. These services cover issues such as harassment, bullying or cyberbullying, and mental health.

- Students can also seek specialised confidential advice from Student Services about:
    - any personal or cultural stressful circumstances which interfere with their studies;
    - advice on selecting units or changing courses;
    - improving decision-making or interpersonal skills or developing better study habits;
    - dealing with incidents of harassment or discrimination;
    - improving attendance;
    - fixing administrative problems or submitting complaints;
    - advice on careers and academic direction; and
    - finding resources or extra guidance on mental health and life coaching.

- NAPS regularly undertakes risk assessment by monitoring the responses to compulsory course surveys which students have to complete at the beginning and end of each unit, as well as appeals and complains handling processes.

- Students can advise NAPS during the application process or at any time during their enrolment of any special needs they have and any additional support they may need. NAPS will make all necessary and reasonable arrangements and provide additional resources as soon as possible. NAPS must consider the resources needed to make arrangements when determining what is "reasonable".

7. Relevant Policies

All policies can be found here.

The Student Handbook can be found here.

Information	Where it can be found
Early and accurate feedback on assessments	A004 Assessment Policy A005 Examination Policy and Procedures A006 Moderation Policy and Procedures
Entry and admissions information	SS015 Student Selection and Admissions Policy and Procedure
Privacy	Privacy Policy
Information about satisfactory progression, including identifying 'at risk' students and notifying students of concerns regarding their academic progress, including supports available to them	SS011 Students at Risk: Early Intervention Policy SS012 Student at Risk: Early Intervention Procedure SS013 Student Progression and Exclusion Policy SS014 Student Progression and Exclusion Procedure SS013 Student Progression and Exclusion Policy SS014 Student Progression and Exclusion Procedure
Peer supports	NAPS SS000 Student Handbook
Information about census dates	NAPS SS000 Student Handbook
Academic support services	NAPS SS000 Student Handbook
Maintaining academic integrity and preventing/managing breaches	SS019 Student Code of Conduct Framework SS019C Student Code of Conduct
Preventing/managing academic misconduct	A009 Student Academic Misconduct Policy and Procedure 2020 A010 Academic Integrity Policy and Procedure
Complaints processes	SS001 Student Grievance and Academic Appeals Policy and Procedure
Appeals processes	SS001 Student Grievance and Academic Appeals Policy and Procedure
Non-academic support	NAPS SS000 Student Handbook
English language support	SS010 Skills Framework and Skills Hub

8. 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.

Document Details

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Policy Owner	Board of Directors and Council
Policy Contact	Registrar
Delegated Actor (include if applicable)	Student Services
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 SS001 Student Grievance and Academic Appeals Policy SS000 Student Handbook HR028 Employee Handbook A004 Assessment Policy SS012F Students at Risk Referral Form SS012R Students at Risk Referral Register SS019 Student Code of Conduct SS014L1 Course Progress Warning #1 SS014L2 Course Progress Warning #2 SS014L3 Course Progress Warning #3 SS014L4 Course Progress Warning #4
Applicability to Higher Education Standards Framework (Threshold Standards) 2015 (Cth	HESA s 19-43 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

Document History

Version	Author	Changes	Approval Date
1.0	Board of Directors and Council	Original Version	30 March 2024
2.0	Registrar	Delegations section ad	13 May 2025