

Academic Progress and Intervention Policy

1. POLICY STATUS AND DETAILS

Policy Number	NAP_002
Approving Authority	Academic Board
Date Implemented	August 2022
Current Version	NAP_002_03_AB_08_2022
Date of Review	August 2024
Contact Officer	Manager Student Services and Quality Assurance
Related Policies, Procedures and Documents	Admission Policy and Procedure Attendance Policy and Procedure Student Handbook Assessment Sheets and Marking Rubrics NIDA Student Charter, including the NIDA Code of Conduct Grievances, Complaints, Misconduct and Appeals Procedure – Academic Fee Policy (Domestic Students) Fee Policy (International Students) NIDA Policy of Re-crediting Fee Help Balance Grievance, Complaints and Appeals Policy– Academic Matters Credit Transfer and Recognition of Prior Learning Policy and Procedure Course Regulation Documents Misconduct Policy

2. DEFINITIONS

Term	Definition
Accredited Program	A program that is recognised under the Australian Quality Framework (AQF) and is registered with one of the two main regulatory agencies, being TEQSA (Tertiary Education Quality Standards Authority) for Higher Education and ASQA (Australian Skills Quality Authority) for Vocational programs. An accredited course is one that leads to the conferral of a degree or the award of a certificate or diploma.
Assessment	A systematic process for evaluating student learning. It may be formative or summative, graded, or ungraded and includes the design, development and implementation of tasks and the evaluation and recording of a student's performance against the set criteria.
Day	24-hour period, or any part thereof.
Due date	The time and date nominated for the final submission point on the assessment task.
Compassionate or Compelling Circumstances	Compassionate or compelling circumstances are those that are outside of the control of the student, and which have an impact on the student's course progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes.
- Bereavement of close family members such as parents or grandparents.
- Major political upheaval or natural disaster in the student's home country requiring emergency travel and this has impacted on the student's studies; or
- A traumatic experience; or
- Inability to begin study on the course commencement date due to the delay in receiving a student visa.

Medical certificate A certificate from a Medicare registered health care provider. The certificate must indicate the student is unfit for work/study and the dates for which the certificate is valid. Please note that backdated certificates are not able to be accepted.

Reasonable Adjustment An adjustment is **reasonable** in relation to a student with a disability if it balances the interests of all parties affected.

Note Judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time.

In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:

- (a) the student's disability;
- (b) the views of the student or the student's associate, given under section;
- (c) the effect of the adjustment on the student, including the ability to achieve learning outcomes; and
- (ii) ability to participate in courses or programs; and
- (iii) independence;
- (d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
- (e) the costs and benefits of making the adjustment.

(From *Commonwealth Disability Standards for Education 2005*)

Working day Monday to Friday, inclusive of public holidays and holiday periods.

Show Cause The student is given the opportunity to provide an explanation and provide any supporting evidence they feel is required to explain why they should be given an opportunity to continue their studies or in the case of exclusion to explain how they are ready to return to NIDA studies.

Special Consideration An application that can be submitted by students who are experiencing circumstances or problems that are seriously impacting their ability to attend and perform in assessments. Special Consideration applications must be completed online and must be supported with documentary evidence unless extenuating circumstances apply.

3. SCOPE OF POLICY

NIDA has an obligation to maintain the credibility and integrity of its academic programs by insisting on appropriate levels of achievement. NIDA has an obligation to provide structured opportunities for students who are demonstrating unsatisfactory academic progress to access support, develop strategies that will assist them to succeed, and ultimately make informed decisions regarding their studies.

This policy applies to all students who are identified as at risk of not making satisfactory progress for academic or non-academic reasons in accredited higher education NIDA courses.

This policy and procedure has rights and responsibilities as follows:

Director Learning and Innovation is responsible for:

- Ensuring the accessibility of this policy by staff and students.
- Implementation of this policy.

All staff are responsible for supporting this policy and the following procedure if they are aware of student breaches.

Students are responsible for:

- Being aware of and following the policy and procedure and accessing appropriate NIDA learning support systems as soon as they become aware of their inability to achieve the required results.

4. PURPOSE

The primary goal of the policy is to provide students who are at risk of or are not maintaining satisfactory academic progress with knowledge of and access to appropriate learning and other specified support and resources that are available to assist them improve their academic performance.

The purpose of this policy is to ensure that intervention strategies are in place to:

- Support students who are at risk of failing to achieve satisfactory course progress to ensure such students are provided with suitable advice and assistance to improve their performance and results to ensure successful course completion.
- Remove student from collaborations and seek alternate assessments for any student who, through illness, misadventure or misconduct is not performing to standard on a collaborative project to ensure that their issues do not adversely impact the learning of others.

5. PRINCIPLES

NIDA is committed to identifying and supporting students at risk of not making satisfactory progress.

The principles that underpin academic support and interventions are:

5.1 The assessment process is:

- a) Evidence and outcome based.
- b) Valid, fair, consistent, equitable, transparent, and accountable.
- c) Based on processes of comparable standard and integrity to those used to assess the relevant subject.
- d) Subject to the same quality assurance processes as all assessment practices at NIDA.

5.2 Personal issues being faced by one student should not negatively impact the learning experiences of other students.

6. POLICY

6.1 Monitoring Academic Progress

NIDA monitors academic progression and engagement to ensure:

- Students at academic risk are supported through several strategies.
- Students engaged in collaborations who are at academic risk do not impact the learning opportunities and experiences of those with whom they are collaborating.

6.2 Supporting Students at Academic Risk

6.2.1 Students enrolled in an accredited course at NIDA who are deemed at risk of not making satisfactory progress are identified by the relevant teaching staff and asked to meet with the Manager of Student Services and Quality Assurance and the relevant Course Leader to discuss the remedial action that may be taken and to develop a Performance Management Plan (PMP).

6.2.2 A Performance Management Plan may include a variety of support strategies including, but not limited to:

- Attending academic skills workshops;

- Attending additional tutorial sessions;
- Attending counselling;
- Receiving assistance with personal issues impacting progress; special consideration providing additional time in situations where exceptional circumstances beyond their control, serious illness or misadventure have adversely affected their ability to undertake an assessment or their performance in an assessment (see Assessment Policy).
- Additional English language tuition.
- If relevant, reasonable adjustments can be made to an assessment to support a student with a disability or to support a student who has been granted Special Consideration. It is a requirement that the learning outcomes of the course are still met once a reasonable adjustment process has been undertaken;
- Reasonable adjustment of assessments, change of assessment and provision of alternate assessment opportunities, including removal from assessment projects;
- Mentoring; or
- A combination of the above and in some cases a reduction in course load.

6.2.3 A Performance Management Plan establishes a timeframe for regular meetings between the student and relevant academic staff to review progress against the identified goals and if required to amend the plan or discuss any additional support strategies that may be needed.

6.3 Warning letters and Show Cause

6.3.1 Following the implementation of a PMP if a student does not improve either their engagement and /or make satisfactory academic progress, they may be issued two Academic Warning Letters within six months (or two terms) and then a Show Cause letter. The receipt of a Show Cause letter will mean a student is required to show cause as to why their enrolment should not be cancelled.

6.3.2 A student submits a Show Cause by completing the Academic Complaints and Appeals Form and selecting The Show Cause option.

6.3.3 The Examination Committee reviews the Show Cause and makes a recommendation to the Academic Board. The Academic Board review the Show Cause and the recommendation from the Examination Committee and make a decision as to whether the Show Cause is upheld.

6.4.4 Students who have a Show Cause denied have the right to appeal the decision and may lodge an appeal by submitting an Academic Complaints and Appeal Form. This would be an external appeal.

6.4 Maximum Course Length

6.4.1 Students must meet the requirements of a course within the prescribed number of years from the date of the first enrolment. The maximum length of any course is outlined in the relevant Course Regulations.

6.4.2 Applications for an extension of time to complete the course are made via the Extension Application form outlining the reasons for compelling or special circumstance consideration and providing documentary evidence to support their application. This application must be submitted prior to the original course end date.

6.4.3 The Manager Student Services and Quality Assurance will respond within 10 working days outlining the reason for the decision and the student's right to appeal the decision.

6.5 Academic Progress and International Students

6.5.1 International students on a student visa must achieve satisfactory academic progress to meet their visa requirements. It is expected that international students will complete their relevant degree in the standard time frame allocated to the full-time degree program in which they are enrolled and as identified under CRICOS and as noted on the student's Confirmation of Enrolment (CoE).

6.5.2 International students' academic progress is reviewed as with all NIDA students on an ongoing formal and

informal basis to determine if the student has met the minimum academic standards and is able to complete their studies within the registered course duration. Where necessary, an intervention strategy is put in place – see 5.2.

6.5.3 A course duration extension of an international student on a student visa can only be done if:

- The student has provided evidence of compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student was unable to attend classes); and/or
- A Performance Management Plan (PMP) has been implemented or is in the process of being implemented for the student.

6.5.4 Following the implementation of a PMP, if an international student on a student visa fails to meet the minimum academic standards in a second consecutive study period, the Manager of Student Services and Quality Assurance will advise the student that they have a right to appeal the decision within ten (10) working days in accordance with NIDA’s Grievances, Complaints and Appeals Policy.

If the international student is not satisfied with the outcome of NIDA’s internal Grievance, Complaints and Appeals policy, the student will be advised within ten working days of their right to access an external appeals process and will be provided with contact details.

6.5.5 An international student on a student visa will only be reported to Department of Home Affairs (via PRISMS) for unsatisfactory academic progress when:

- All grievances and appeals are completed, and where the decision to report a student is upheld; or
- Where the student has chosen not to access the grievances and appeals process; or
- Where the student withdraws from the internal or external appeals processes by notifying NIDA in writing.

6.6 Appeals

Students have the right to lodge an appeal regarding an intervention/support strategy. Applications must be in writing and follow the Academic Grievance, Complaints and Appeals Policy and Procedure.

7. CHANGE HISTORY

Date	Change Description	Reason for Change	Author	Version
May 2022	Changed	Updated in light of changes to NIDA’s Assessment policy and to specify processes more clearly for International Students	Student Services & Quality Assurance	NAP_002_03_AB_08_2022
June 2020	Changed Name, added detail around satisfactory progress for international students, appeals, warning letters etc	Review	SELQA	
March 2011		Created	Director Education	TrIm Record 14/06487

8. CONSULTATION/BENCHMARKING

Benchmarked against policies and practice from a number of higher education providers and other sources.

Relevant policy documents from the following are gratefully acknowledged:

- Australian Film, Television and Radio School (AFTRS)

- Edith Cowan University Western Australian Academy of Performing Arts (WAAAPA)
- University of Sydney
- University of New South Wales (UNSW)
- The Juilliard School

Consultation: Academic Heads of Courses, students

Legislation and Regulatory Frameworks	Australian Qualifications Framework HE Threshold Standards 2015 TEQSA Guidance Notes HE Support Act 2003 Education Services for Overseas Students (ESOS) Act 2000 National Code 2108 Privacy and Personal Information Protection Act 1998 Disability Discrimination Act 1992 Disability Standards for Education 2005 Standards for RTOs 2015 ASQA Directions
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