

Student Support and Academic Intervention Policy



Policy Number	AC17
Approving Authority	NIDA Academic Board
Date Implemented	November 2024
Current Version	2.0
Date of Review	01 November 2026
Contact Officer	Director Learning and Innovation
Related Policies, Procedures and Documents	Academic Integrity and Plagiarism Policy Assessment Policy Attendance Policy NIDA Code of Conduct Course Regulations Critical Incident Policy Deferral, Suspension and Cancellation of Study Policy (Domestic Students) Fee Policy Misconduct Policies Privacy Policy Sexual Misconduct policy Student Handbook Subject Outlines WHS Policy Fitness to Study Policy (pending)

1. PURPOSE




1.1 This policy documents NIDA’s commitment and approach to supporting students to successfully progress through their studies. The policy takes a holistic approach to students’ learning and wellbeing needs through early monitoring and outreach to support achievement.

1.2. It also seeks to ensure that staff are proactive in:

- a. identifying students who are at risk of failing and providing tailored and appropriate support to assist them to successfully complete the subjects of study they are enrolled in;
- b. referring students to additional academic or non-academic support where required; and

identifying disengaged students for targeted outreach intervention.

2. SCOPE

Undergraduate Courses (BFAs)	Postgraduate Courses (MFAs)	Vocational Studies
		

2.1 This policy applies to students currently enrolled in an accredited program and all staff teaching into those programs.

2.2 This Policy is published in accordance with NIDA's obligations under the [Higher Education Support Act 2003](#)., Standards for RTOS 2015 and the Higher Education Threshold Standards 2022

2.3 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.

3. PRINCIPLES

The principles underlying the Support for Students Policy are:

1. NIDA is committed to ensuring timely identification of students at academic risk and providing students at academic risk with relevant and reasonable support to enable success.
2. NIDA recognises that academic success can be affected by personal circumstances. As a result, NIDA provides students with a range of academic and personal support guidance and services.
3. NIDA is committed to supporting the agency of students to make informed decisions about their learning.
4. 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.

5. NIDA expects students to familiarise themselves with NIDA's policies and procedures relevant to their studies. These can be accessed on the NIDA website at ...

6. NIDA will ensure that the approaches to identify and support students at academic risk are regularly monitored and evaluated to enable continuous improvement.
7. NIDA is committed to ensuring the approach to academic risk is compliant with relevant legislative requirements.

4. POLICY

4.1 Planning and resourcing for success

4.1.1 NIDA recognises that the success of its students is supported by having appropriate course requirements, clear admissions standards, and effective assessment strategies. These processes are outlined in the:

- a. Course Regulations
- b. Admissions Policy
- c. Credit Transfer and Recognition of Prior Learning Policy
- d. Assessment Policy
- e. Attendance Policy, and
- f. Subject Outlines
- g. Pre-enrolment information

4.1.2 NIDA ensures that a continuous improvement approach is taken to the support available to students to assist them with successfully completing their subjects and meeting the course requirements.

4.1.3 NIDA reviews the resourcing allocated to the academic and personal support services for NIDA students as part of the annual budget review process to ensure it is adjusted to meet demand and respond to identified gaps.

4.2: Information about Support Services

NIDA provides information on support services through a variety of channels throughout a student's enrolment, including but not limited to:

- Student handbook
- Student services
- Counselling service
- In class advice
- Census date reminders
- Email reminders about services
- The NIDA intranet and Learning Management System (CANVAS)
- NIDA website

4.3 Support for Commencing Students

Commencing students are provided with clear guidance on how to prepare for, and what to expect from, their first weeks at NIDA. This includes:

- A week-long, in-person orientation
- Library induction
- IT/AV induction
- Theatre etiquette briefing
- Meetings with course heads
- Campus tours
- Workshop inductions
- Counselling service briefings
- Academic integrity modules
- Diagnostic English language assessment (DELNA) for all undergraduates
- Study Access Plans as required

4.4 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.

4.5 Students at Risk of Not Successfully Completing Subjects

4.5.1 NIDA will undertake the following to identify students who are at risk of not successfully meeting the requirements of a subject:

- Use of low stakes early assessment in subjects to identify students who need academic or other types of support.
- Use of educative approaches to respond to and support students at risk of academic integrity issues, through the Academic Integrity and Plagiarism Policy.
- Assessment of student engagement patterns with subject learning materials to identify disengaged or academically at-risk students.
- Monitoring student progression and providing intervention and support for students who are not maintaining a satisfactory rate of academic progress through their course.

4.5.2 NIDA will communicate with students identified as being academically at risk to ensure they are aware of support services available to assist them in successfully completing their subjects.

4.6 Support Services Available to Students

4.6.1 NIDA offers either directly or through a third-party a range of academic support options for students to assist in successful completion of their units of study, such as:

- a) Academic support and or tutoring

- b) Guidance on academic integrity
- c) Library services
- d) Mentors in production for some courses Student Wellbeing services, including counselling services
- e) Performance Management Plans
- f) Special Consideration and reasonable adjustment
- g) Study Access Plans-including reasonable adjustments and accessibility support for students with a disability, access requirements or additional learning needs

4.6.2 In addition to academic support services NIDA offers support through:

- a) Low staff to student ratio Five day a week counselling service
- b) ii) financial support, including scholarships, payment plans and short-term emergency loans
- c) iii) access to gym and pool at student process and bulk billed medical services through an agreement with UNSW
- d) iv) Elder-in-Residence program and fortnightly access to First Nations counselling service
- e) regular meetings for Students of Colour and First Nations students
- f) Regular Student Council of NIDA (SCON) meetings with the Director of Learning and Innovation

4.6.3 NIDA will publish this Support for Students' policy and more information about support for students on its website and any other internal sites as deemed appropriate.

4.7 Performance Management Plans for Students at Academic Risk

4.7.1 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).

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

- a. Attending academic skills workshops;
- b. Attending additional tutorial sessions;
- c. Attending counselling;
- d. 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).
- e. Additional English language tuition.
- f. 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;
- g. Reasonable adjustment of assessments, change of assessment and provision of alternate assessment opportunities, including removal from assessment projects;
- h. Mentoring; or
- i)• A combination of the above and in some cases a reduction in course load.

4.7.3 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.

4.8 Warning letters and Show Cause

4.8.1 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 submit an argument supported by evidence as to why their enrolment should not be cancelled.

4.8.2 A student submits a Show Cause by completing the Academic Complaints and Appeals Form and selectin The Show Cause option.4.8.3 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.

4.8.4 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.

4.9 Maximum Course Length

4.9.1 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.

4.9.2 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.

4.9.3 The Director Learning and Innovation will respond within 10 working days outlining the reason for the decision and the student's right to appeal the decision.

4.10 Academic Progress and International Students

4.10.1 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).

4.10.2 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

4.10.3 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.

4.10.4 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 Director Learning and Innovation 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.

4.10.5 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.

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

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

4.11 Reporting and Continuous Improvement

4.11.1 Academic and personal support services will be reviewed on an annual basis to:

- a. ensure the services meet demand and are fit-for-purpose (e.g. consistent with the personal learning needs of students)
- b) inform changes to course design (e.g. admissions standard as, assessment design, and approaches to learning and teaching)
- c.) inform changes to this policy and other related policies and procedures
- d.) Continue to comply with relevant legislative requirements.

4.11.2 The annual review of academic and personal support services will consider other information sources including but not limited to appeals, complaints attrition, progression, academic integrity and student's needs.

4.11.3 The annual review of academic and personal support services will inform the annual budget process, and will be reported on to the Board, Academic Board and Executive Team

4.12 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.

4.13. Educational programs to advise students of available resources

4.13.1 NIDA will:

- a) implement educational programs about academic support resources that are available, and
- b) Set the conditions on which such educational programs must be completed

4.13.2 When considering programs and their timing NIDA will consult with staff representatives to target strategic points in learning experiences, including but not limited to student inductions, annual refreshers, pre module delivery and incorporation into curriculum and email reminders.

4.14 Records Management

Staff involved in identifying, communicating with and supporting students must ensure that records are managed in line with the Privacy Policy. Information will be accessible on an as-needed basis to provide the appropriate support, and/or as required by law.

5. DEFINITIONS

Term	Definition
Academic Risk	<p>.Academic Risk encompasses the following:</p> <ul style="list-style-type: none">a. monitoring suggests a level of disengagement with their studies including absenteeism;b. there are concerns regarding their academic progress or the level of skills acquisition demonstrated; or <p>concerns for student wellbeing are reasonably considered to warrant some form of intervention.</p> <p>A student at academic risk has not met one or more course level or subject level requirements to progress in their course and they may be allocated a Risk Category.</p> <p>Academic Standing Categories are:</p> <p>Good – Student is making good progress and there are no concerns, No further action by the student is required. Good progress is when students attend classes regularly, complete all of the work of their program of study, achieve a minimum pass mark on all assessment requirements to the satisfaction of the Examination Committee.</p> <p>Academic Risk 1 – There is concern about your progress. It may be that attendance is variable, some work has been submitted late and has been penalized. Students are required to contact student services to discuss ways to improve their academic performance.</p> <p>Academic Risk 2- we are very concerned about your academic progress and you have made no attempts to address any concerns raised when you were allocated a Category 1 risk rating. As you move through the risk levels, students increase their chances being asked to Show Cause, of suspension, failure or course withdrawal.</p>

Accredited program	A program that is recognised under the Australian Qualifications 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.
Compassionate or Compelling Circumstances	<p>Compassionate or compelling circumstances are those outside the student's control and which impact the student's course progress or well-being. These could include, but are not limited to:</p> <ul style="list-style-type: none"> • Serious illness or injury, where a medical certificate states that the student was unable to undertake their studies. • 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.
Performance Management Plan (PMP)	A negotiated plan in which the student is asked to identify the areas they need to improve and the kind of support they believe would be useful. In turn, NIDA staff also outline the changes in performance they wish to see from the student and identify how such improvement might be achieved.
Reasonable Adjustment	<p>An adjustment is reasonable in relation to a student with a disability if it balances the interests of all the affected parties.</p> <p>Please note that judgements about what is reasonable for a particular student, or a group of students with a particular disability may change over time.</p> <p>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:</p> <ul style="list-style-type: none"> (a) the student's disability; (b) the views of the student or the student's associate, (c) the effect of the adjustment on the student, including <ul style="list-style-type: none"> (i) the ability to achieve learning outcomes; and (ii) the 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 <p>(From <i>Commonwealth Disability Standards for Education 2005</i>)</p>

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 a student who is 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.
Student	An individual who is enrolled in an accredited program.
Study Access Plan (SAP)	A structured plan of support and or reasonable adjustment developed with the student and their health care provider where there is a health or learning need requiring additional support for successful engagement.

6. CHANGE HISTORY

Date	Change Description	Reason for Change	Author	TRIM/CM
May 2024	Incorporated the Academic Progress and Intervention Policy into the Support Policy and changed the title to reflect this. Expanded the definitions.	Policy Review and legislative requirements	Student Services	
Jan 2024	Developed from template provided by the Department of Education	Legislative Change	SSQA	

7CONSULTATION/BENCHMARKING

This policy is published in accordance NIDA's commitment to Support students and in accordance with the [NIDA's](#) obligations under the *Higher Education Support Act 2003 (Cth)*.

Benchmarked against policies and practice from several higher education providers and other sources.

Relevant policy documents from the following are gratefully acknowledged:

- AFTRS
- Charles Sturt University

- University of Technology Sydney (UTS)
- University of Wollongong
- Edith Cowan University
- University of NSW (UNSW)
- The Julliard School
- University of Sydney

Consultation: NIDA academic and administrative staff and NIDA students.

This Policy and Procedures document should be read in conjunction with:

Legislation and Regulatory Frameworks	Higher Education Threshold Standards 2021 Higher Education Support Act 2003 Higher Education Provider Guidelines (HEPG) 2023 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Privacy and Personal Information Protection Act 1998 Standards for Registered Training Organisations (RTOs) 2015 ASQA General Directions
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