

NATIONAL ART SCHOOL

Student Support Policy

STUDENTS IDENTIFIED AS AT RISK OF FAILURE

Factors which may be involved in the identification of a student as being at risk of failure are:

- Low engagement/attendance
- A history of failure of other units
- Poor academic performance
- being identified as having academic and/or non-academic issues which may affect their ability to successfully complete the unit.

Early Intervention

Student engagement with and their capacity to successfully complete a unit of study will be monitored throughout and the student notified and referred to both academic and non-academic support services. Where appropriate, a Learning Action Plan (LAP) may be developed in consultation with the student.

At Risk of Failure students will be identified and reported by teaching staff in week 4 or 5 of semester one.

This identification will be based on:

- attendance
- engagement in the unit of study
- outcome of assessments

Students from other at risk of failure categories (such as previous failure) will be included in the identified as risk register.

Ongoing Monitoring and Review

Academic staff will monitor the progress of students throughout the unit. Full year units of study include scheduled mid-year reviews to provide formal feedback.

Where a student is identified as being at risk the teacher/dept will notify the student, and this will be reported to the At Risk Register. The student will be advised of support available to

them and, where appropriate, a Learning Action Plan (LAP) may be developed in consultation with the student. The LAP will set an agreed course of action aimed at improving the student's academic performance.

Overseas Students Satisfactory Academic Progression

Overseas students must maintain satisfactory academic progression and attendance as a condition of their student visa.

NAS will monitor progression and attendance for overseas students through the application of the Student Support Policy and related processes.

Where overseas students are identified as being at risk of failure or if their attendance is below 80%, then in addition to any measures put in place to monitor and improve their performance, the overseas student will be required to regularly meet with the Head of Undergraduate or Postgraduate Studies to monitor their progress across all units of study.

An overseas student fails to meet satisfactory academic progression if they fail any core or studio unit or if they fail to maintain 80% attendance.

In order to maintain satisfactory academic progress the student needs to pass all core and studio units in each stage of the course.

Where an overseas student fails any core or studio unit of study and therefore fails to meet satisfactory academic progression they will be invited to Show Cause.

The Show Cause process will determine if there are any exceptional circumstances which warrant the opportunity to re-attempt assessment. If no satisfactory exceptional circumstances are evidenced, or the student fails re-assessment, then the decision will be made to cancel their enrolment and they shall be notified of the intent to report.

Notification of Intent to Report

Where a decision has been made to cancel an overseas student enrolment for failing to meet satisfactory academic progression they will be notified of our intention to report the action to the Department of Home Affairs and they will have 20 working days to begin a complaint and/or appeal.

Any such cancellation of enrolment will be notified to the Department of Immigration and will lead to the cancellation of their visa. Notification will occur after avenues for appeals have been completed, or the student has not appealed within the stated deadline.

In some limited circumstances they may not be given the opportunity to appeal if there is evidence that their wellbeing, or that of others, is at risk.

Such circumstances include, but are not limited to

- You are missing;
- Medical concerns which lead us to fear for your wellbeing;
- Evidence of behaviour or threats of behaviour which endanger either yourself or others;
- There is risk of a criminal offence being committed.

Extension to Confirmation of Enrolment (CoE)

NAS will only consider an extension to the expected completion date and CoE where compassionate or compelling circumstances have been evidenced and learning action plans and progress monitoring have been established or after approved deferral or suspension has occurred.

Where required Overseas Students should discuss their expected completion and academic progress with Student Services.

ACADEMIC SKILLS SUPPORT (INCLUDING ENGLISH AS A SECOND LANGUAGE SUPPORT)

The Academic English Coordinator provides one on one consultations to students who have either been referred by other members of staff or whom have self-identified support needs. They also offer targeted skills development workshops throughout the year.

One-on-one consultations are available for students requiring extra support with academic writing. Priority is given to students with learning difficulties, those identified as at risk of failure, and those for whom English is a second language.

Contact details for the Academic English Coordinator are:

Dr Molly Duggins
Academic English Coordinator
Molly.Duggins@nas.edu.au

MENTAL HEALTH SUPPORT

The goal of the National Art School is provide a safe and positive learning environment for all our students, and we recognise that mental health plays a critical role in their success.

We have a dedicated team to support students experiencing mental health difficulties which include the Student Wellbeing Officer and School Counsellor.

NAS offers a free and confidential counselling service to our students. providing individual and group counselling to students on a range of issues affecting educational progress including study difficulties, personal matters and mental health issues.

Contact details for the Student Wellbeing Officer and School Counsellor are:

Emily Boerma
Student Wellbeing Officer
wellbeing@nas.edu.au

Jennifer Puth
School Counsellor
counsellor@nas.edu.au

SUPPORT FOR FIRST PEOPLES STUDENTS

NAS has a dedicated First Peoples Team who provide specific, culturally appropriate guidance and academic support to our First Peoples Students. In 2024 we have opened the First Peoples Centre, Darani Ngalawada, which provides a safe space and resources for our First Peoples Students.

Contact details for First Peoples Team:
Isabella Kennedy
First Peoples Programs Officer
lkennedy@nas.edu.au

John Waight
Head of First Peoples Programs
John.Waight@nas.edu.au

SUPPORT FOR STUDENTS WITH DISABILITIES

NAS recognises the unique challenges experienced by Students with disabilities and offers personalised management strategies to support Students to enable students to study and succeed.

We work with external agencies and disability support providers, where appropriate.

Students with Disabilities should contact Student Wellbeing Officer to discuss their support needs.

Emily Boerma
Student Wellbeing Officer
wellbeing@nas.edu.au

SUPPORT FOR STUDENTS WHO HAVE EXPERIENCED TRAUMA

A history of trauma can impact the ability of students to engage in study in various ways and may be associated with other support needs. Where students have experienced trauma and this is impacting their ability to study whether in general terms or with regard to specific areas of study, they are encouraged to discuss this with either the Student Wellbeing Officer or School Counsellor. Where appropriate NAS will provide direct support, refer to appropriate external services and may make reasonable adjustment to academic arrangements.

Students who have experienced trauma should contact Student Wellbeing Officer to discuss their support needs.

Emily Boerma
Student Wellbeing Officer
wellbeing@nas.edu.au

SUPPORT FOR STUDENTS WHO EXPERIENCED AGGRAVATED OR SEXUAL ASSAULT

Students who have a history of aggravated or sexual assault are encouraged to disclose this with the Student Wellbeing Officer or School Counsellor who can

provide guidance and support to the student in their study. Student who experience either aggravated or sexual assault whilst studying are encouraged to disclose this with trusted members of staff who can refer to appropriate support services either within or external to NAS. The NAS Sexual Assault & Sexual Harassment Policy for further details on our systems and processes for providing support to affected students.

Students who have experienced aggravated or sexual assault should contact Student Wellbeing Officer to discuss their support needs.

Emily Boerma
Student Wellbeing Officer
wellbeing@nas.edu.au

SUPPORT FOR STUDENTS WHO HAVE EXPERIENCED FAMILY OR DOMESTIC VIOLENCE

Students who have experienced, or are experiencing, family or domestic violence are encouraged to disclose this with NAS wellbeing staff in order to receive either direct support, advice or referral to external support agencies. Where appropriate NAS will make reasonable adjustments to academic arrangements.

Students who have experienced family or Domestic Violence should contact Student Wellbeing Officer to discuss their support needs.

Emily Boerma
Student Wellbeing Officer
wellbeing@nas.edu.au

STUDENT SUPPORT TOOLS

In our response to student support needs NAS may utilise some of the following tools:

Learning Action Plans

Where appropriate, Academic staff may institute a Learning Action Plan (LAP) with students whom they have identified as being at risk of failure. Where possible these plans should be completed in consultation with the student. They should clearly set out strategies for the student to address their performance, taking into account their situation and provide goals for the student to achieve in order to improve their performance. Referrals to internal support should also be included. (It should be noted that provision of and adherence to a LAP does not guarantee that the student will pass the unit of study.)

Individual Requirements Reports

Where Students have circumstances that will affect their study appropriate staff may complete and Individual Requirements Report (IRR) with the Student in order to agree a strategy for the student and the School to manage the impact on their studies. IRR may recommend adjustments to academic arrangements. For any questions regarding IRRs, or to set up an IRR, please contact the Student Wellbeing Officer.

Special Consideration Process

Where students have circumstances that directly affect their ability to study and complete assessments they may apply for special consideration.

The objective of special consideration is to help students who, through no fault of their own, need some assistance to meet the learning objectives of the unit(s) in question. It cannot override the requirement of students to meet the learning objectives of the unit(s) as evidenced by assessment.

There are two kinds of special consideration at NAS: extension and variation.

Extension to Assessment deadline

Where a student is not be able to complete an assessment by the deadline or they will miss or have missed significant time in which to have completed their assessment, due to exceptional circumstances, they may apply for an extension to the deadline from the teacher/department.

In AHT requests for extension to deadlines of more than two weeks should be directed to the unit coordinator or Student Services.

Where the assessment item is the final assessment for a unit the department concerned will issue a deferred result, until the assessment has been completed.

Where extensions are granted, assessments must be submitted by the extended deadline or the student risks failing the assessment item.

How to apply for an extension

You can apply either by direct communication with your teacher or via a special consideration application lodged with Student Services.

Variation to assessment requirements

Where a student has exceptional circumstances which affect their ability to complete an assessment in the prescribed format, an alternative format may be negotiated.

Alternative assessment arrangements are normally reserved for evidenced disabilities and illness' which directly and significantly affect the student's ability to complete assessment in the prescribed format. Students with disabilities or illnesses that affect their study are recommended to discuss an Individual Requirement Report (IRR) with Student Services.

In units which have a rotation system (STU100, STU120), students who miss a rotation through (or are adversely affected by) their circumstances may apply to be exempt from the affected rotation(s).

Students must successfully complete 50% of the rotation(s) for progression and their overall unit mark will be aggregated from the remaining completed rotations. Rotations from which a student has been exempt cannot be used as a pre-requisite for future study.

How to apply for variation to assessment requirements

Variation to assessment can only be applied for via Student Services and students must provide documentary evidence of their circumstances for exemption to be approved.

For Further Information please read the Special Consideration Policy available via the NAS Student Portal.

CONFIDENTIALITY & REPORTING

Your interactions with NAS student provision will remain confidential and will only be used or shared with other staff with your permission, unless there is material risk of harm to yourself or others.

De-identified data will be collected and shared with NAS leadership, Australian Government Departments and other institution with which we hold a memorandum of understanding for benchmarking. This is strictly for the purposes of monitoring and improving our provision of student support services.