


POLICY		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 1 / 3 / 5 / 6.3 / 7.2</p> <p>National Code 2018: Standard 11</p>	Course Review and Reaccreditation	
Version: 4.3	Approved by: Academic Board	Approved on: 26/09/2024 Review by: 26/09/2026

Revision History

Current Version	Description of Change	Policy Developer	Effective Date
4.3	Inclusion of Annual Course Performance Review within the Continuous Improvement Reviews. Added definition of both course reviews.	Compliance Manager and Academic Dean	26/09/2024
4.2	Updated to HESF 2021; Updated title; Updated References; Inclusion of one additional responsibility for Academic Board; Update on Course Review section in policy principle 3.	Compliance Manager and Academic Dean	17/03/2023
4.1	Inclusion of Transition planning principles	Chief Executive Officer and Associate Academic Dean	07/01/2020
4.0	Separated Course Development from Course Review into two different sets of policies and procedures. Aligned the policies and procedures to the amended Course Development, Review and Approvals Framework and Institutional Quality Assurance	Academic Dean	09/10/2017

	Framework published in late September 2017		
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PURPOSE

This policy explains the sequences of activities required in the review and reaccreditation or discontinuation/teach out of a higher education course developed by Academies Australasia Polytechnic (AAPoly) and accredited by Tertiary Education Quality and Standards Authority (TEQSA).

POLICY STATEMENT

1. An accredited course must undergo periodical comprehensive reviews (once every seven years, as a minimum) overseen by the Academic Board and in line with the academic governance processes which include benchmarking.
2. The overarching scrutiny of the course of study, including course review, is by the Academic Board and is independent of the staff directly involved in the design, delivery and assessment of the course.

SCOPE

This policy applies to the review of an AAPoly higher education course that has been accredited by TEQSA.

DEFINITIONS

Academic Quality Assurance Framework	A system that monitors students' performance and evaluations to provide feedback that informs teaching and learning quality.
Australian Qualifications Framework	The national policy for regulated qualifications in Australian education and training.
Higher Education Standards Framework (HESF) (Threshold Standards) 2021	The national framework comprising the requirements that a higher education provider must meet – and continue to meet – in order to be registered by the Australia's Tertiary Education and Quality Standards Agency (TEQSA) to operate in Australia as a provider of higher education.
Comprehensive Course Review	A review of all aspects of the course at least once every seven (7) years. ¹ This may include several internal audits and performance reviews, independent reviews by external reviewers and cross-institutional benchmarking.
Continuous Improvement Reviews	Include summary reports after each semester and a detailed course performance review annually.

¹ TEQSA Guidance note: Academic Quality Assurance, available at <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-quality-assurance>

POLICY PRINCIPLES

1. Course Review and the subsequent approval to renew its accreditation or discontinue it are guided by the Board of Directors. The Course Review is integral to a typical Course Lifecycle consisting of four phases, namely:
 - Phase 1 - Initial Course Proposal
 - Phase 2 - Course Development
 - Phase 3 - Course Review
 - Phase 4 - Course Reaccreditation or Discontinuation
2. The process of reviewing courses and constituent subjects accords with review and improvement activities consistent with Standard 5.3.1 of the HESF 2021, and in accordance with the Academic Board Charter.
3. There are two types of Course Reviews applied to an AAPoly higher education course:
 - a. Comprehensive Course Review – a review of all aspects of the course at least once every seven (7) years. This may include several internal audits and performance reviews, independent reviews by external reviewers and cross-institutional benchmarking.
 - b. Continuous Improvement Reviews – include summary reports after each semester and a detailed course performance review annually.
4. If there are students who need to transition from an old course to a new course or a teach-out (because of major course review or the retirement of an old course), the transition or teach-out plan must be included in the Course Design and approved by the Academic Board.
5. The Academic Dean justifies, and the Academic Board approves any enrolment variations to standard course requirements with respect to course rules of progression and completion.

RESPONSIBILITIES

The CEO is accountable to the Board of Directors for:

- Conducting effective business management of AAPoly higher education courses and related matters; including the financial viability of courses and prudent resources management;
- Ensuring courses are aligned with strategic directions of AAPoly; relevant and compliant with all regulatory standards;
- Managing relevant risks.

The Academic Dean has the responsibility for the maintenance of the quality processes and for sponsoring the development, change and approval of higher education courses as may be required by:

- Ensuring existing and new courses are aligned with AAPoly's strategic direction;
- Ensuring an existing or reaccredited course meets all relevant Australian quality standards;
- Demonstrating how changes to the current courses may facilitate achievement of the necessary graduate attributes and employability skills;
- Engaging the necessary external industry accreditation or registration approvals;
- Reporting the course performance matters via the AAPoly Academic Board;
- Plan and execute any transition or teach-out plans approved by the Academic Board;
- Overseeing that changes to arrangements are implemented organisation-wide;
- Managing academic risks to quality.

The Associate Dean (Education) responsibilities include but are not limited to:

- Reporting on existing course performance;
- Monitoring and undertaking existing subject and course reviews;
- Conducting internal, external, academic and industry consultations to generate feedback that contributes to course development;
- Collecting, analysing and responding to feedback from students and teaching staff about the existing course;
- Maintaining course quality and academic integrity.

The Academic Board is responsible for:

- Formulating and reviewing policies, rules, guidelines and procedures in relation to course development, review and approval;
- Assuring consistently high-quality course delivery, teaching and scholarly activities
- Approving the reaccreditation or discontinuation/teach-out of a course of study.
- Overseeing the development and review of existing and proposed HE courses and programs and recommending these to the BOD for approval.

FEEDBACK

Feedback about this policy should be directed to the Academic Dean through academicdean@aapoly.edu.au. The Academic Dean will respond to the written question or feedback within two (2) weeks from the receipt, unless an extenuating circumstance requires an immediate response or action. The subsequent outcome will be documented in the version register which will form a part of quality assurance and continuous improvement of AAPoly.

REFERENCES

Source	Document Title
Internal	AAPoly Academic Board Charter
	Course Development, Review and Approval Framework
	Course Development and Approval Policy and Procedure
	AAPoly Institutional Quality Assurance Framework
	AAPoly Quality Assurance Policy and Procedure
	Course Review and Reaccreditation Procedure
External	Higher Education Standards Framework (Threshold Standards) 2021
	National Code of Practice for Providers of Education and Training to Overseas Students 2018
	TEQSA Guidance Note: Academic Governance
	TEQSA Guidance Note: Academic Quality Assurance
	TEQSA Guidance Note: Course design (including learning outcomes and assessment)
	TEQSA Renewing Course Accreditation