

PROCEDURE		
Ref. to Legislative Frameworks: HESF2021: Standard 1 / 3 / 5.1 / 5.3 National Code 2018: Standard 11	Course Review and Reaccreditation	
Version: 5.0	Approved by: Academic Dean	Approved on: 03/09/2026 Review by: 03/09/2028

Revision History

Current Version	Description of Change	Procedure Developer	Effective Date
5.0	Included references to Course Review Committees (CRC) and their responsibilities during the review of courses. Updated procedural sections 2 and 3. Included responsibilities of Program Coordinator. Included definitions for CRC and external benchmarking.	Academic Dean and Compliance Manager	03/09/2026
4.4	Inclusion of Annual Course Performance Review within the Continuous Improvement Reviews along with semester reports. Added definition of both course course reviews.	Compliance Manager and Academic Dean	26/09/2024
4.3	Clause 3.2.3 has been rephrased to avoid the duplication of formal reporting to the Academic Board.	Compliance Manager and Academic Dean	22/01/2024
4.2	Updated to HESF 2021; Updated title; Updated References; Inclusion of one additional responsibility for Academic Board.	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 Framework published in late September 2017	Academic Dean	09/10/2017

PURPOSE

This procedure 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).

SCOPE

This procedure applies to the review of an AAPoly Higher Education course that has been accredited by TEQSA, and sets out the operational processes for:

- Continuous Improvement Reviews (annual course performance reviews);
- Comprehensive Course Reviews conducted at least every seven years;
- Renewal of course accreditation with TEQSA; and
- Course discontinuation, teach-out, and student transition arrangements.

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 framework governing qualification types, level descriptors, and volume of learning requirements applicable to higher education awards.
Higher Education Standards Framework (HESF) (Threshold Standards) 2021	The national standards governing higher education providers in Australia, including requirements for course design, monitoring, review, academic governance and renewal of course accreditation.
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.
Course Review Committee (CRC)	A committee formed to report to the AB for the comprehensive review of courses. Its composition, terms of reference, and reporting lines are approved by the AB for each review cycle, for each course.
External benchmarking activities	Activity that aims to compare AAPoly's course design, learning outcomes, assessments, and student performance data against similar courses offered by other Australian higher education providers (and where relevant, international providers) to help AAPoly to identify performance gaps, identify good practice, and drive improvement.

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

PROCEDURE

1. Course Review and the subsequent approval to renew its accreditation or discontinue it are guided by the Board of Directors (BOD) and overseen by the Academic Board (AB). 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 (Continuous Improvement Reviews and Comprehensive review conducted through a Course Review Committee (CRC))

Phase 4 - Renewal of course accreditation or Discontinuation, Teach-out or Transition Arrangements

2. The process of reviewing courses and constituent subjects accords with review and improvement activities consistent with HESF 2021, particularly standards relating to course design, monitoring, academic governance and information integrity (standards 1.1-1.4, 3.3, 5.3, 6.3 and 7.2).

Review processes include structured semester reporting, annual course performance reviews, comprehensive course reviews, and external referencing and benchmarking activities, with outcomes reported to and scrutinised by the AB 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. For each such review, the Academic Dean forms a course-specific CRC that reports via the Academic Dean to the AB about the progress of the review. The comprehensive review includes:
 - i. internal audits and analysis of performance data,
 - ii. independent reviews by suitably qualified external reviewers who are independent of the course delivery and assessment,
 - iii. cross-institutional benchmarking and moderation activities including cross-institutional benchmarking and moderation comparisons with higher education providers offering comparable courses.
 - b. Continuous Improvement Reviews - include summary reports after each semester and an annual course performance review. These reviews must draw on evidence including student performance outcomes, progression and attrition trends, student feedback, assessment moderation and integrity patterns, and benchmarking or external referencing outcomes where relevant.

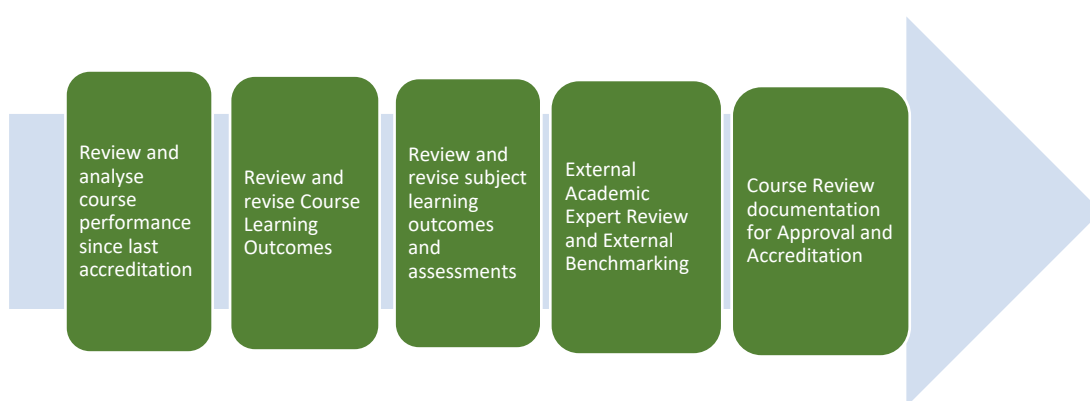
3.1 Comprehensive Course Review

At least once every seven (7) years, each higher education course undergoes a Comprehensive Review. In line with HESF 2021 requirements, a comprehensive course review includes the curriculum and content of each course, the expected learning outcomes, the degree by which students achieve those outcomes, and

potential changes due to emerging developments in the respective academic discipline, modes of delivery, students' needs and identified as well as anticipated risks that can affect the course quality.

The Academic Dean has oversight responsibility for Academic Quality of courses and initiates Comprehensive Course Reviews. The Academic Dean forms a Course Review Committee (CRC) as a departmental committee for the purpose of conducting Comprehensive Course Reviews of academic programs. The Academic Dean is responsible for presenting CRC outcomes, proposed course revisions, external review responses and the implementation actions to the AB for consideration, endorsement and approval. The CRC will ensure that the comprehensive review process of the assigned course runs in accordance with this policy and HES framework.

A Comprehensive Course Review may result in a determination to re-accredit the course. The following schema illustrates the major steps in a Comprehensive Course Review:



The activity involved in the steps of the Comprehensive Course Review is as follows:

- Review and analyse course performance since last accreditation.**
Inputs to this step include student progress data, student evaluations of teaching and the course, lecturer feedback and academic quality indicators. The outcomes of interim improvements are reviewed for their effectiveness.
- Review and revise Course Learning Outcomes**
Inputs to this step can include an external environmental scan, current research in the relevant discipline areas, similar courses offered elsewhere, a review of AAPoly's Graduate Attributes, graduate satisfaction surveys and industry consultations. Enhancements to Course Learning Outcomes will be presented to the AB for discussion and approval.
- Review and revise Subject Learning Outcomes and Assessments**
Modified Subject Learning Outcomes that better reflect emerging concepts and contemporary developments. Using the student progress data and with reference to contemporary assessment methodologies, existing assessment frameworks may be revised.
- Cross-Institutional Benchmarking and Moderation**
External benchmarking and moderation activities are required to validate course design decisions, including course learning outcomes, assessments, and student performance standards. Benchmarking includes

comparison with external comparators offering similar courses in Australia. Benchmarking activities may include peer review of unit materials, moderation of assessment and marking and feedback on the learning outcomes.

Outcomes of the External Benchmarking are documented and tabled at the AB for discussion. Recommendations for minor enhancements are presented to the AB for information as continuous improvement. Recommendations relating to learning outcomes, course design, assessment framework, are presented to the AB for consideration and approval.

- e. Engage experts to conduct an External Course Review
The Course Learning Outcomes, Subject Learning Outcomes and Assessments are reviewed by external qualified academics or industry experts, not associated with the development of these instruments. At least two (2) academics produce an External Course Review which serve as inputs into the Comprehensive Course Review. The external reviewers must have current academic course development experience.

External Course Reviews comprise a written report addressing:

- The appropriateness and rigour of the Course Learning Outcomes
- The alignment between learning outcomes, assessment methods, and qualification level
- The currency and relevance of subject content
- Any gaps or areas for improvement

Outcomes of External Course Reviews are tabled at the AB for discussion, and a response is approved for implementation.

3.2. Continuous Improvement Review

Continuous Improvement Review includes Annual Course Performance Reviews and Semester Summary Reports.

Annual Course Performance Reviews present detailed and granular information on student and course/subject performance. This reporting provides opportunities to identify performance trends through a consideration of variables such as student cohorts, delivery modes, and locations.

Semester Summary Reports review progression rates, student and risk, and student feedback findings at the end of each semester to identify opportunities to implement actions in the following semester that will strengthen and enhance programs and support provisions.

Both Course Performance Reports and Summary Reports aim to identify issues pertaining to subject content and the quality of teaching and learning. Their purpose is to identify and mitigate risks and to identify enhancements that can be implemented to improve students' learning or strengthen course design, teaching and academic support.

These reports must draw on evidence including student performance outcomes, progression and attrition trends, student feedback, lecturer feedback, assessment

moderation and integrity patterns, and benchmarking or external referencing outcomes where relevant.

This regular reporting by the Academic Dean to the AB provides opportunities to monitor academic indicators and safeguard quality.

3.2.1. Formal Reporting to the AB.

Semester Summary Reports are formally communicated to the AB at the end of each semester, and Annual Course Performance Reviews assist with academic risk management, and to support ongoing quality assurance through independent oversight and scrutiny". The AB may give specific feedback and/or request additional information.

- 3.3 Present course review documentation to the AB for approval. Upon AB endorsement, the renewal submission is recommended to the BOD for institutional approval prior to submission to TEQSA.

3.4 Course discontinuation/ Teach-out/Transition.

A course may be discontinued for a number of reasons, such as:

- A persistent and steep decline in student demand;
- A change in business priorities by the AAPoly BOD, or
- Course accreditation or Institutional registration outcomes.

Course discontinuations are approved by the AB (from an academic perspective) and by the BOD (from a business perspective). Course closure occurs in two stages:

- Stage 1
 - Where a course is closed to new admissions, but the course is continued in a teach-out mode; or
 - Temporary closure to new admissions, for the maximum period of three (3) years – during which a review will be required.
- Stage 2
 - The formal discontinuation of a course;
 - The course is removed from Higher Education offerings.

Any course closure must consider the impact on students and seek to protect their interests. Any proposal for a course closure must have a holistic teach-out strategy or transition plan and regard to relevant regulations and legislation (e.g. the *Education Services for Overseas Students Act, 2000, as amended and the National Code 2018*). Further, AAPoly will ensure appropriate management and resourcing of the final student cohort in any course or constituent subject(s) to be discontinued.

RESPONSIBILITIES

The **CEO** is accountable to the BOD 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 including risks identified through course reviews;
- Ensuring appropriate resourcing is available to support Comprehensive Course Reviews, Continuous Improvement Reviews, external benchmarking and renewal activities.

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:

- Maintenance of the quality processes and for sponsoring the development, change and approval of higher education courses;
- Recommending to the AB the formation, membership, and terms of reference for each course-specific CRC;
- Ensuring existing and new courses are aligned with AAPoly's strategic direction, and the Higher Education Assessment Framework;
- 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;
- Plan and execute any transition or teach-out plans approved by the AB;
- Overseeing that changes to arrangements, including course discontinuation/teach out, are implemented organization-wide;
- Managing relevant risks.
- Proposing CRC endorsed external reviewers to the AB to conduct independent reviews.

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

- Reporting on existing course performance;
- Monitoring and undertaking existing subject and course reviews;
- Demonstrating how changes to the current courses may facilitate achievement of the necessary graduate attributes and employability skills
- 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;

- Providing academic governance oversight of course quality, teaching quality, student learning outcomes and scholarly activities;
- Forming a CRC and its membership based on the recommendation by the Academic Dean;
- Overseeing the development and review of existing and proposed HE courses and programs and recommending these to the BOD for approval;
- Discussing and formally approving any proposed enhancements or revisions to Course Learning Outcomes arising from environmental scans or industry consultations;
- Receiving, discussing, and evaluating the written reports produced by at least two (2) independent External Course Reviewers, and approving the institutional response for implementation;
- Discussing and analysing the documented outcomes from cross-institutional benchmarking and peer moderation activities;
- Formally endorsing final course review documentation and re-accreditation packets so they can be recommended to the BOD for institutional approval prior to TEQSA submission;
- Receiving and evaluating Semester Summary Reports and Annual Course Performance Reviews from the Academic Dean to monitor core academic indicators and to manage academic risk;
- Providing independent oversight and governance feedback on student performance outcomes, progression/attrition trends, student feedback, and assessment moderation patterns, with the authority to request additional data from Academic Dean;
- Approving any enrolment variations to standard course requirements in respect to course rules of progression and completion.

The **Course Review Committee (CRC)** is responsible for:

- Ensuring the comprehensive review process of the assigned course in accordance with this policy and HESF 2021;
- Ensuring external referencing (including peer review of sample assessments, moderation, professional body input, and industry feedback) is embedded in the review;
- Proposing any external reviewers to the AB via the Academic Dean for independent reviews;
- Preparing written reports with findings and recommendations for the AB regarding course changes and improvements.

The **Program Coordinator** is responsible for:

- Reporting on existing course performance.
- Coordination of course review activities across continuous improvement reviews and comprehensive course review cycles, including operational support to the CRC (schedules, evidence collation, version control, appendices for AB papers).
- Compilation, maintenance, and retention of course performance evidence (semester summaries, annual reviews, continuous improvement action register with actions, owners, timeframes, progress, closure) ensuring all records are audit-ready, indexed, and retrievable for CRC, AB, and TEQSA renewal purposes.
- Coordination of stakeholder consultation and external referencing, ensuring outcomes are documented and fed into improvements and CRC reporting.

- Ensuring implementation readiness for approved changes (subject outlines, assessments, rubrics, learning resources, LMS shells, delivery updates across campuses).
- Ensuring accuracy and consistency of course information provided to students across official publications and internal systems.
- Support for student transition arrangements (equivalence mapping, transition documentation, communications) where course changes occur.
- Escalation of academic quality risks identified through monitoring and review to the Associate Dean (Education) and Academic Dean.

The **Compliance Manager** is responsible for:

- Monitoring compliance with the Higher Education Standards Framework (Threshold Standards) 2021, National Code 2018, ESOS Act (where applicable), and other relevant regulatory obligations in relation to course review and renewal processes, and escalating material risks to the Academic Dean and AB.
- Advising the Academic Dean and AB on regulatory requirements relating to renewal of course accreditation, course modifications, discontinuation and teach-out arrangements.
- Reviewing and supporting the preparation of course review documentation to ensure regulatory alignment prior to AB endorsement or renewal of course accreditation applications.
- Ensuring documentation and recordkeeping practices for course reviews are audit-ready, traceable, and retrievable for TEQSA regulatory review.
- Monitoring that published course information remains accurate and consistent with approved course documentation in accordance with HESF information integrity requirements.
- Advising on the compliance implications of proposed course changes, including AQF level adjustments, volume of learning variations, or structural amendments.
- Supporting governance processes to ensure independence of academic decision-making from commercial or operational pressures.
- Providing compliance oversight during transition and teach-out planning to ensure student protection obligations are met.
- Coordinating responses to regulatory information requests from TEQSA in relation to course monitoring and review activities.

FEEDBACK

Feedback about this procedure 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
	CRC - Terms of Reference
	Teach-out Management (Higher Education) Policy and Procedure
	Course Development and Approval Policy and Procedure
	AAPoly Quality Assurance Preamble
	Course Review and Reaccreditation Procedure
External	Higher Education Standards Framework (Threshold Standards) 2021
	Australian Qualifications Framework
	Education Services for Overseas Students Act 2000
	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 Guidance Note: Academic Monitoring, Review and Improvement
	TEQSA Application Guide - Renewal of Course Accreditation