

POLICY		
Ref. to Legislative Frameworks: HESF2021: Standard 1 / 3 / 5.1 / 5.3 National Code 2018: Standard 11	Course Review and Reaccreditation	
Version: 5	Approved by: Academic Board	Approved on: 24/07/2026 Review by: 24/07/2028

Revision History

Current Version	Description of Change	Policy Developer	Effective Date
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
4.1	Inclusion of Transition planning principles	Chief Executive Officer and Associate Academic Dean	07/01/2020
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
4.3	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

5.0	Included references to Course Review Committees (CRC) and their responsibilities during the review of courses. Updated policy statement 1 and included policy statement 3. Also updated policy principle 3. Included responsibilities of Program Coordinator. Included definitions for CRC and external benchmarking.	Academic Dean and Compliance Manager	24/07/2026
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PURPOSE

This policy explains the sequences of activities required in the review and renewal of course accreditation 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, and earlier where risk, material change, or performance indicators warrant) overseen by the Academic Board (AB) and in line with the academic governance processes which include external referencing and benchmarking. These reviews are supported by continuous improvement reviews through semester reporting and annual course performance review.
2. The overarching scrutiny of the course of study, including course review, is by the AB and is independent of the staff directly involved in the design, delivery and assessment of the course.
3. The AB delegates to the Academic Dean the formation of a Course Review Committee (CRC) specific to the courses under review. The CRC reports back to the AB.

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.
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.

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

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.
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POLICY PRINCIPLES

1. Course Review and the subsequent approval to renew its accreditation or discontinue it are guided by the Board of Directors (BOD). 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 and Comprehensive reviews)

Phase 4 - Renewal of course accreditation 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 AB Charter. Review activities include semester summary reporting, annual course performance review, and periodic comprehensive course review, with improvement actions documented and reported through AB governance processes.

To deepen course evaluation, the AB integrates structured student and graduate perspectives into the course review process through targeted Student Focus Groups, unit-level design surveys, and strategic alumni employment feedback, with progress reported regularly to the BOD.

3. There are two types of Course Reviews applied to an AAPoly higher education course:

Comprehensive Course Review – The AB provides overarching academic governance and scrutiny of courses and reviews and approves course review outcomes before recommending to the BOD for TEQSA submission. The BOD provides final institutional oversight and approval of course renewal application submissions following recommendation from the AB.

The Academic Dean has oversight responsibility for the academic quality of courses and initiates Comprehensive Course Reviews. The Academic Dean forms a 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 comprehensive review includes:

- i. internal audits and performance reviews,

- 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 a detailed course performance review annually. Semester and annual 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.
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 AB. For further details on transitions and teach-out, refer to the [Teach-out Management \(Higher Education\) policy](#).
 5. The Academic Dean justifies, and the AB approves any enrolment variations to standard course requirements with respect to course rules of progression and completion.

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 to academic quality identified through course reviews.

The **Academic Dean** has the responsibility for

- 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;
- 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 AB;
- Plan and execute any transition or teach-out plans approved by the AB;
- Overseeing that changes to arrangements are implemented organisation-wide;
- Managing academic risks to quality.
- 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;
- 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 **Program Coordinator** is responsible for:

- 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 **Academic Board (AB)** 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
- Forming a CRC and its membership based on the recommendation by the Academic Dean;
- Approving the renewal of course accreditation 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.

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

- Ensuring the comprehensive review process of the assigned course in accordance with this policy and HES framework;
- Ensuring external referencing (including peer review of sample assessments, moderation, professional body input, or industry feedback) is embedded in the review;

- Preparing written reports with findings and recommendations for the AB regarding course changes and improvements.

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
	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
	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