COURSE DISCONTINUATION AND TEACH OUT POLICY AND PROCEDURE

Policy Code	OPS05
Policy Lead	Academic Dean
Approving Authority	Board Of Directors
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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) NC: 1.1, 3.4, 6.8, 7.2, 8.2, 9.1, 10.1 Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.3.5, 5.3.7, 6.2.1, 6.3.1, 7.3.1(i)) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations) Corporations Act 2001 (Cth) (Corporations Act) Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) requirements
Related ASA Documents	Quality Assurance Framework Student Support Framework Delegations of Authority Policy and Procedure Benchmarking Policy Risk Management Framework Student Grievance Policy Student Grievance Procedure

1. Purpose

This Policy and Procedure sets out the basis for discontinuation of a course and how affected students will be protected.

2. Scope

This document applies to all accredited courses offered ASA Institute of Higher Education (**ASA**) and all staff, directors, officers, external appointees on any ASA board or committee, volunteers, and contractors.

3. Principles

The key principles are that:

- there are effective and equitable course transition plans and/or teach out strategies in place in the event that a course is discontinued;

- such plans are in accordance with the relevant regulatory and legislative requirements;

- academic standards are maintained to when a course is discontinued; and

- students are not disadvantaged by course discontinuation.

4. Definitions

Term	Definition
accredited course	A course that has been accredited by TEQSA.
applicant	A person who has applied to study at ASA.
course	A structured and integrated program of education, usually consisting of a sequence of units leading to the award of a qualification.
intake date	The latest possible date for enrolment in a course with a specific commencement date.
stakeholder	A person with an interest or concern in something. A stakeholder may not have power, but they will be affected by changes in processes or requirements.
student	Includes enrolled students, students who have been accepted for enrolment but who have not yet commenced.
teach out	A situation where no new students can be enrolled in a course of study and arrangements are in place to ensure that all existing enrolled students can either complete the course of study or transition to a mutually agreed course external to ASA.
transition	The state of moving from one type of course or educational experience to another.
undue burden	Unreasonable level of additional work or effort.

5. Policy Statement

A decision to discontinue a course may be prompted by one or more of the following factors:

- the course is no longer viable, and ASA does not consider that the course is of strategic importance warranting its retention;

- interim monitoring and risk mitigation strategies have failed to improve educational outcomes; or

- a decision or direction by TEQSA.

- The endorsement of the Academic Board will be sought prior to requesting approval of the Board of Directors to discontinue a course. The Academic Board may provide guidance and make recommendations to ensure that academic standards are maintained during the decision process and teach out period.

- ASA will fully comply with requirements of the Tuition protection Scheme and ensure that overseas students can either complete their studies in another or course or with another provider or receive a refund of their unspent tuition fees.

An application and/or decision to discontinue a course must be supported by a Teach Out Plan and a Communication Plan.

5.1 Teach Out Plan

A Teach Out Plan will be developed by the Academic Dean and submitted to the Academic Board for endorsement. The plan will include:

1. consideration of the impact on student cohorts;

2. a communication strategy for affected students;

3. developing appropriate transition paths to alternative courses for affected students;

4. consideration of any associated contractual obligations;

5. consideration of student load in connection with the teach out strategy; and

6.   a recommended final intake date.

5.2   Communication Plan

A communication plan will be developed by the Academic Dean and will address all relevant stakeholders.

5.2.1 Applicants

Applicants that have been accepted and returned their Letter of Offer for a course entering teach out will be offered an alternative course or a full refund of tuition fees. Applicants that have not accepted a Letter of Offer will be contacted and offered another course.

5.2.2 Agents

Agents will be informed of changes to course offerings and any students recruited by them that are impacted by a course entering teach out within one (1) month of a decision by the Board of Directors. Alternative courses and arrangements will be provided to ensure that accurate and up to date information is provided to potential applicants.

5.2.3 Current Students

Current students will be advised in writing as soon as practicable that their current course will no longer be offered and is entering a teach out period. This advice will explain the teach out arrangements and include information about available alternative course options (e.g., transition to another higher education provider, or an option to remain for the teach out period), as well as relevant support services.

The Academic Dean or delegate will hold scheduled meetings with students to explain teach out processes and to address any concerns. A contact person will be nominated to deal with student enquiries about the teach out processes. The Academic Dean, or delegate, will prepare and supply individual plans for all students to assist in mapping their progression to completion within the designated teach out period.

5.2.4 Governing bodies

The Learning and Teaching Committee will oversee Teach Out Plan and ensure that:

- Regular, detailed reports are provided to enable oversight;
- Students are not disadvantaged by the teach out; and
- Academic standards are maintained throughout the teach out period.

The Academic Dean will also provide summary reports to the Academic Board.

5.3   Student Support

Students will be supported by ASA throughout the discontinuation and no student will be unreasonably disadvantaged in terms of course duration, cost, or quality of learning experience. Wellbeing support will be provided by the Student Experience team to ensure that all associated administrative requirements that may arise from the teach out decision are managed smoothly and do not place undue burdens on students.

Students choosing to transfer to another accredited higher education provider will be assisted by the Academic Dean.

The Academic Dean, or nominated contact person, will be available for scheduled meetings to explain teach out processes to students and discuss any issues or concerns. Academic staff will prepare and supply individual plans for each student to assist in mapping their progression to completion within the designated teach out period.

6. Relevant HESFs

As a registered education provider, ASA operates under various laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021 which specifies that:

Standard 1.3 Orientation and Progression […]

5   Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

6.   Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Standard 5.3 Monitoring, Review and Improvement […]

7.   The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Standard 6.2 Corporate Monitoring and Accountability

1.   The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

   a.   the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity's constitution or equivalent

   b.   the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance

   c.   the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider's higher education objectives and performance targets and to sustain the quality of higher education that is offered

   d   the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards

   e.   risks to higher education operations have been identified and material risks are being managed and mitigated effectively.

   f   mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered

   g.   educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures

   h   qualifications are awarded legitimately

   i.   there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress

in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study

j. the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and

k. lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.

Standard 6.3 Academic Governance

1. Processes and structures are established and responsibilities are assigned that collectively:
   a. achieve effective academic oversight of the quality of teaching, learning, research and research training
   b. set and monitor institutional benchmarks for academic quality and outcomes
   c. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
   d. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.

Standard 7.3 Information Management

1. There is a repository of publicly-available current information about the higher education provider's operations that includes: […]
   i. a list of all higher education courses of study that are offered, including indicative estimated annual enrolments

7. Version Control

This Policy and Procedure has been reviewed and approved by the ASA Board of Directors as at December 2023 and is reviewed every three years.

This Policy and Procedure, is published and available on the ASA website https://www.asahe.edu.au/policies-and-forms/.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024
2023.1	Director Quality and Compliance	Minor updates to provide additional detail to the existing policy. Mapped to HESFs and benchmarked to 4 other providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
3.0		Updated to ensure compliance with TEQSA Standards.	14/01/2021	
2.0		Addition to ensure compliance with ESOS requirements.		
1.0		Council approval		