



## Program and Unit Policy

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| <b>Policy Contact</b>      | Director of Academic Programs                              |
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| <b>Related Documents</b>   | Program Design and Review Procedure                        |

### 1. Purpose

- 1.1 This Policy provides a quality assurance framework that informs the structure, design, approval, delivery, evaluation and review of higher education programs and units offered at the Australian Institute of Police Management (AIPM).

### 2. Scope

- 2.1 This policy applies to all higher education programs offered by the AIPM.
- 2.2 The AIPM may also offer non-Australian Qualifications Framework (AQF) Awards as part of its commitment to providing specialised leadership and management education to the police and emergency service professions. The programs that are registered under the AQF awards will be clearly indicated as such on all marketing material and social media outlets.

### 3. Policy Principles

- 3.1 The AIPM programs will reflect contemporaneous practice in curriculum design, teaching and assessment.
- 3.2 Programs and units will align with and support the AIPM Strategic Plan and strategic priorities.
- 3.3 The design and structure of the AIPM programs will:
- 3.3.1 Contribute to the development of program specific graduate attributes.
  - 3.3.2 Have a defined set of program learning outcomes that support those graduate attributes consistent with the appropriate AQF level criteria.

- 3.3.3 Be designed and developed in consultation with the relevant industries, professions and professional bodies.
- 3.3.4 Align learning activities and assessment tasks to ensure development and attainment of those learning outcomes.
- 3.4 Individual units within the AIPM programs will:
  - 3.4.1 Have a defined set of unit learning outcomes that contribute to program learning outcomes and the development of graduate attributes.
  - 3.4.2 Be designed and developed by subject matter experts where practical.
  - 3.4.3 Build on clearly stated prerequisite knowledge and/or experience where relevant.
  - 3.4.4 Have an appropriate workload for each component.
  - 3.4.5 Incorporate appropriate:
    - learning experiences that foster progressive achievement of learning outcomes
    - teaching methods
    - methods of assessment of learning.
- 3.5 The program approval process will encourage the development of high-quality programs that are sustainable and provide learning outcomes and experiences that equip graduates to contribute to their profession and to the community.
- 3.6 The program approval process shall assist the AIPM in responding to new opportunities and to ensure the delivery of contemporaneous education. Program approval must be based on a thorough assessment of the opportunities, risks, regional and global contexts.
- 3.7 Program approvals are guided by relevant legislation, policies and procedures relevant to the design, delivery, management and quality assurance of award programs. All programs must comply with the relevant provisions of the Higher Education Standards Framework (Threshold Standards) 2021 and the Australian Qualifications Framework 2013.
- 3.8 Program evaluation and review is designed to ensure the adoption of a climate of continuous improvement in the higher education offerings of the AIPM.
- 3.9 The outcomes of program evaluation and review are used to provide evidence of validity of current practice, especially in relation to the accreditation requirements of the Tertiary Education Quality and Standards Agency (TEQSA) and to indicate areas for improvement as well as inform strategic planning and decision-making.
- 3.10 The [Program Design and Review Procedure](#) outlines in more detail the specifications and program requirements applicable to higher education programs offered by the AIPM, and program approval and review procedures.

## 4. Policy Statements

### *Program Purpose*

- 4.1 The AIPM is uniquely placed to design, develop and deliver higher education programs relevant to public safety and security including police and emergency services personnel.

- 4.2 The AIPM programs are designed to enhance organisational leadership knowledge and skills to assist middle to senior level leaders meet the current and future requirements of the community.

### *Program Design and Approval*

- 4.3 The processes of program design, development, delivery, evaluation and review are a collective endeavour between the AIPM, jurisdictional and/or international stakeholders in public safety and security, academia and relevant subject matter experts.
- 4.4 The design for each program of study will include the specifications as set out in the [Program Design and Review Procedure, section 3](#), including appropriate learning experiences and learning outcomes, teaching approaches, assessment and evaluation of student learning.
- 4.5 Program design will ensure students have clarity about expectations.
- 4.6 The AIPM will ensure that the resources required to deliver a program as approved or accredited will be available when needed.
- 4.7 New programs at the AIPM will result from the identification of need for a significant revision of an existing program or the development of a new program, and the business sustainability of the program delivery from an enterprise perspective. The proposal for any new initiative will be developed by the Director of Academic Programs on behalf of the Head of School and referred to the Academic Governance Board for approval in principle and endorsement by the Executive Leadership Capability Advisory Committee (ELCAC).
- 4.8 For each new program, appropriate learning outcomes consistent with the relevant AQF level criteria will be developed and links to the graduate attributes will be explicated. The learning outcomes will encompass discipline-related and generic outcomes, including skills in independent and critical thinking suitable for life-long learning.
- 4.9 The Academic Governance Board subsequently approves the new program proposal with endorsement from ELCAC, before submission to TEQSA.

### *Program Delivery*

- 4.10 Staff with responsibilities for academic oversight and those with teaching and supervisory roles will have:
- 4.10.1 Knowledge of contemporary developments in the discipline or field which is informed by continuing scholarship, and/or research, and/or advances in practice.
  - 4.10.2 Skills in contemporary teaching learning and assessment principles relevant to the discipline.
  - 4.10.3 A qualification in a relevant discipline at least one level higher than that awarded for the program of study, or equivalent relevant experience.
- 4.11 Staff who teach specialised components of a program of study, such as experienced practitioners, who may not meet the standards in 4.10 above, will have their teaching guided and overseen by staff who meet the standard.
- 4.12 Program design, learning outcomes and program materials will be benchmarked against information provided by national and international partners in public safety leadership, academia and/or subject matter expertise.

- 4.13 Students will reasonably be able to achieve program learning outcomes regardless of place of study or mode of delivery.
- 4.14 The learning environment and associated learning activities will be designed to support academic interactions among students outside of formal learning.

#### *Delivery with Other Parties*

- 4.15 In the case where the AIPM arranges with another party to deliver parts of a program or unit, the AIPM remains accountable for the program of study and will verify continuing compliance of the program of study with the standards in the Higher Education Standards Framework.
- 4.16 The AIPM will ensure that academic integrity is maintained in arrangements with any other party involved in the delivery of a program or parts of a program.

#### *Program Materials*

- 4.17 The AIPM has established and maintains a library of learning and information resources relevant to the programs offered by the Institute. Holdings are reviewed regularly as part of the annual review process to ensure the currency of information and relevance of subject matter.

#### *Program Evaluation and Review*

- 4.18 All AIPM programs will be subject to an annual review reported to the Academic Governance Board and ELCAC, involving systematic monitoring of units and teaching after each period of study, and a full program review every five years. Refer [Program Design and Review Procedures, Section 6](#).
- 4.19 Each program cohort (of which there is more than one per annum) will also be monitored in order to make improvements based on feedback and student outcomes and any other observations/reflections deriving from other sources.
- 4.20 The focus of all reviews is continuous monitoring and improvement in which the findings and recommendations from the review directly inform actions such as changes to units or programs.
- 4.21 Staff have opportunities to review feedback on their teaching and are supported in enhancing their performance.
- 4.22 A shorter review cycle may be approved by the Head of School and/or the Academic Governance Board and ELCAC if deemed necessary as a result of issues relating to viability, quality assurance or student outcomes or experience.

#### *Program Changes and Discontinuation*

- 4.23 The AIPM undertakes to give students reasonable notice of changes to its operations including changes that may affect their choice of or ability to participate in, an intended program or unit of study.
- 4.24 Under certain circumstances, including reviews and program updates, an approved higher education program offered by the AIPM may be discontinued. Discontinuation of a program or unit must be endorsed by the Head of School and the Academic Governance Board.

- 4.25 A phase-out plan must be approved by the Academic Governance Board for any program that is to be discontinued and still has enrolled students (refer [Program Discontinuation, Section 5](#) in Program Design and Review Procedure).
- 4.26 The default period for teaching out a program is one year.

## 5. Definitions

**Australian Qualifications Framework 2013** (and updates) is the Australian Government national policy for regulating qualifications in Australian education and training.

**Higher Education Standards Framework (Threshold Standards) 2021** set out the minimum acceptable requirements and standards for the provision of higher education in or from Australian registered higher education providers.

**Program** is a sequence of study leading to the award of a qualification such as a postgraduate certificate or diploma (also sometimes referred to as a course).

**Staff** includes all those involved in the design and delivery of a program, such as Visiting Fellows, affiliates and guest lecturers; however, different categories of staff may be involved in different aspects of the design or delivery of the program.

**Teaching out** refers to a program that is being discontinued and has a date after which no commencing students can be enrolled, with arrangements in place to ensure that all existing enrolled students can either complete the program of study within a specified timeframe or transition to a replacement program.

**Tertiary Education Quality and Standards Agency (TEQSA)** is a body that regulates and assures the quality of Australia’s large, diverse and complex higher education sector. Since 2012 TEQSA has registered and evaluated the performance of higher education providers against the Higher Education Standards Framework.

**Unit** is a distinct unit of study within a program, for which a grade is given (also sometimes referred to as a subject).

| REVISION HISTORY |             |             |               |                        |
|------------------|-------------|-------------|---------------|------------------------|
| Version          | Endorsed By | Approved By | Approval Date | Description of changes |
| 1.0              | ELCAC       | AGB         | 1.7.23        | New document.          |