Program Design and Review Procedure

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Related Documents	**Australian Government and other Agencies** Australian Qualifications Framework (2013 and updates) Tertiary Education Quality and Standards Agency (TEQSA) **AIPM** Admission, Enrolment and Credit Procedure Assessment Procedure Program and Unit Policy Records Management Policy and associated Procedure

1.   Purpose

1.1   This procedure supports the Program and Unit Policy of the Australian Institute of Police Management (AIPM). The procedure sets out the requirements for the design of programs leading to the conferral of an AIPM higher education award and the ongoing evaluation and review of these programs.

2.   Scope

2.1   This procedure applies to all higher education programs offered by the AIPM.

3.   Program Design - Key Requirements

Program Nomenclature

3.1   The AIPM offer two categories of academic awards:

- Higher education awards which lead to an Australian Qualifications Framework (AQF) qualification and are registered with the Tertiary Education Quality and Standards Agency (TEQSA).

- Non-AQF qualifications for the purpose of executive education, professional development and continuing education.

3.2 The requirements and structure of programs leading to an AIPM higher education award are established in accordance with the AIPM's Program and Unit Policy. Program titles and award nomenclature require the approval of Academic Governance Board and are endorsed by the Executive Leadership Capability Advisory Committee (ELCAC).

Program Structure

3.3 The higher education programs offered by the AIPM will be aligned to the requirements of the AQF and require an appropriate volume of learning commensurate with their qualification.

3.4 The Graduate Certificate is an AQF level 8 program and will comprise 4 units, each of 8 credit points, with an indicative full-time equivalent (FTE) of 6 months spread over a ten to 12 month period.

3.5 The Graduate Diploma is an AQF level 8 program and is part of a nested qualification so that entrants will be granted advanced standing on the basis of a prior relevant Graduate Certificate. They will complete a further 4 units, each of 8 credit points, with an indicative FTE of 6 months spread over a ten to twelve month period.

3.6 The Graduate Certificate and the Graduate Diploma currently each comprise two units delivered as distance education and two units that combine distance education and a compulsory two week residential component. Changes to this structure may, however, be made as a result of evaluation and review subject to the appropriate approval process.

3.7 Program requirements may be reduced through the awarding of advanced standing or specified credit (refer to Admission, Enrolment and Credit Procedure, Section 5, for more information).

Program Development and Delivery

3.8 AIPM programs may be developed by subject matter experts drawn from a range of public safety disciplines, academia and other relevant organisations. This ensures that the programs reflect current best practice in learning / teaching as well as incorporating international contemporary practice experience.

3.9 The content and learning activities of each program of study will engage with

- Advanced knowledge and inquiry including current knowledge and scholarship in the appropriate fields.
- The underlying theoretical and conceptual frameworks of the academic fields represented in the program.
- Emerging concepts that are informed by recent scholarship, current research and advances in practice.

3.10 Program delivery can take place through many modes and may be synchronous or asynchronous. It may include:

- In person: face-to-face including residential block(s) at the AIPM.
- On-line real time: classes are held via an electronic medium such as Zoom or MS Teams.

- On-line self-paced: students participate in learning activities at times that suit them.
- Hybrid: some delivery may be face-to-face and some learning will be on-line.

3.11   There will be a focus in the delivery of the programs on inquiry based learning and authentic assessment tasks.

3.12   The design for each program of study will include:

- the qualification to be awarded on completion
- structure, duration and modes of delivery
- the units of study that comprise the program of study
- entry requirements and pathways
- expected learning outcomes
- methods of assessment and indicative student workload
- compulsory requirements for completion
- exit pathways, articulation arrangements and pathways to further learning.

3.13   For each cohort of a higher education program, including the residential component, a designated program manager will be responsible for joining instructions, administration, logistical coordination and day-to-day monitoring during the program.

3.14   Client Services is responsible for overall administrative program management. They will maintain clear lines of communication with the students, monitor student progression and work collaboratively with staff.

3.15   In order to retrieve electronic learning resources, all users will have timely access to the learning management system and will be oriented to the use of the system.

3.16   In the development of a new program or unit, staff responsible for the development will liaise with Library staff to identify suitable resources to support student learning.

3.17   Library staff will proactively search and evaluate material that is likely to benefit staff and students.

3.18   In accordance with Records Management Procedure, the program manager and Client Services are responsible for keeping updated master copies of all program materials.

4.   New Program Approval Processes

4.1   The Director of Academic Programs is responsible for the development of new programs or unit content including the development of the initial business case and detailed program design and learning outcomes. Client Services will work with the Director of Academic Programs to ensure incorporation of best practice and adherence to the aims and proposed learning outcomes of the program.

4.2   Subject matter experts may be appointed to develop units or sub units that comprise the new programs or units. Each unit must have specific learning outcomes that relate to the program learning outcomes.

4.3   New program proposals should include a rationale and business plan, including:

- Analysis of opportunities and risks including evidence of market research and relevant regional and global contexts.

- Consultation with relevant stakeholders.
- Marketing and/or communication requirements.
- Teaching and learning resource requirements.

4.4   Approval to develop a new (or substantially revise) a program and the subsequent developed proposal must be approved by the Academic Governance Board and have the endorsement of ELCAC.

5.   Program and Unit Discontinuation

5.1   Where a unit is being discontinued or replaced, details of any impact on students must be considered and arrangements made for students to complete their program.

5.2   Discontinuation of a unit or a program must be endorsed by the Head of School and the Academic Governance Board.

5.3   Where a program is to be discontinued and still has enrolled students, a phase-out plan must be approved by the Academic Governance Board. The phase-out plan must:

- Include transitional arrangements for students and associated time-limits for these to be completed.
- Confirm that program and unit learning outcomes will be met.
- Detail any time limits on the teaching-out period.
- Include a phasing-out schedule.

5.4   The default period for teaching out a program is one year.

5.5   All students enrolled in a program that is to be discontinued must be notified of:

- The plans for discontinuation.
- The phase-out schedule.
- Transitional arrangements or other changes in study options available.

6.   Program Evaluation and Review

Cohort Evaluation

6.1   The quality of a program is monitored during each cohort's participation to inform improvements to teaching, learning and support based on feedback, student outcomes and any other observations/ reflections deriving from other sources.

Annual Review

6.2   The annual evidence-based review of higher education programs offered by the AIPM is part of the Institute's quality assurance processes and provides opportunities for reflection and feedback on teaching, the curriculum, assessment design and integrity, student outcomes, and stakeholder satisfaction with the relevant program.

6.3   The annual review is prepared by the Director of Academic Programs for endorsement by the Head of School and referral to the Academic Governance Board for comment before referring for approval by ELCAC. The review and any recommendations for action are reported to the AIPM Board.

6.4   The review is informed by defined quality assurance indicators and contextual data, as follows:

- Changes made in the program since the last annual report (content, constituent units, assessment).
- Attrition/retention rates.
- Number of students successfully completing the program.
- Pass rates in constituent units.
- Grade distributions.
- Academic integrity issues.
- External benchmarking activities and results.
- Student feedback data from constituent units and the program overall.
- Data on graduate and employer satisfaction (from own or nationally administered survey tools).
- Stakeholder feedback.
- Outcomes from cohort evaluations.

6.5   Recommendations for action that have been endorsed by the Academic Governance Board and ELCAC will be referred for action by the Head of School who will oversee their implementation.

Five Yearly Program Review

6.6   The purpose of the five yearly program review is to undertake an evidence-based evaluation of the design, viability, ongoing relevance, student satisfaction and market appeal of the program, and the extent to which it continues to meet stakeholder needs.

6.7   The five yearly program review is prepared by the Director of Academic Programs for endorsement by the Head of School (and referral to higher bodies, refer clause 6.9 below). The review process is informed by the AIPM strategic plan, defined quality assurance indicators and contextual data, and input on future directions from the AIPM Academic Governance Board and ELCAC. It will include external benchmarking and stakeholder input.

6.8   Five-yearly program review reports contain information such as:

- Structure and content of the program and the units from which it is comprised.
- Mapping of graduate attributes and learning outcomes.
- Student demand.
- Comparative student performance data referring to annual review data.
- Student feedback through local and any available nationally administered student and graduate surveys.
- Stakeholder feedback on graduates.
- External referencing and benchmarking activities.
- Evaluation of identified risks to the quality of the program.
- Any issues affecting viability of the program.
- Alignment with the AIPM strategic plan for the next five years.
- Directions received from the Academic Governance Board and ELCAC.
- Any implications for admission criteria.
- Recommendations for change.

6.9   The review is considered at a meeting of the Academic Governance Board who will forward it together with any recommendations as to the ongoing offering of the program, discontinuation, or changes that will be required, for endorsement by ELCAC. The review and any recommendations for action are reported to the AIPM Board.

6.10   The preceding annual review reports and action plans for the relevant program and/or its units may also be considered by the Academic Governance Board as part of its deliberations.

6.11   Recommendations for action that have been endorsed by the Academic Governance Board and ELCAC will be referred for action by the Head of School who will oversee their implementation.

6.12   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, significant changes to public safety and security contexts, or student outcomes or experience (refer Program and Unit Policy, clause 4.22).

7.   Definitions

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

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 continuing, fixed-term, casual, affiliate and visiting staff associated with the learning, teaching and scholarly activities of the AIPM.

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 Standard Agency (TEQSA) is the Australian Government authorised independent national quality assurance and regulatory agency for higher education. The body is responsible for regulating and assuring the quality of all providers of higher education in Australia.

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	Head of School	DAP	4.8.23	New document.
1.1	Head of School	DAP	31.10.23	Minor revisions to clarify processes