



Academic Continuous Improvement Procedure

Policy supported	Academic Continuous Improvement Policy
Procedure Code	ACA-HE-09
Procedure owner	Dean
Responsible Officer	Dean
Approving authority	Academic Board
Contact Officer	Registrar
Approval date	02 June 2023
Commencement date	29 June 2023
Review Date	3 years
Version	2023.1
Related Documents	Student Academic Misconduct Policy Student Assessment Policy Student Progression and Exclusion Policy Student Admission Policy International Student Transfer between Registered Providers Policy International Student Deferment, Suspension and Cancellation of Study Policy Scholarly Activity Policy Staff Professional Development Policy Management of Personal Information Policy Records Management Policy Staff Recruitment and Selection Policy Student Complaint and Appeal Policy Advanced Standing Policy Student Support Framework Critical Incident Management Plan Refund Policy for International and Domestic Students Refund Procedure for International and Domestic Students Quality Assurance Framework
HESF (Threshold Standards) 2021	5.3.5; 5.3.6; 5.3.7

1. Purpose

The purpose of this Procedure is to outline the protocols and indicators of the Academic Continuous Improvement Policy, which seeks to assure continuous improvement in the quality of teaching and learning, as well as improvement in, the academic and administration framework that supports teaching and learning within the Australian Institute of Higher Education Pty Ltd ('the Institute').

2. Scope

This Procedure applies to all relevant staff across the Institute, and to all courses and units of study.



3. Definitions

See the AIH Glossary of Terms for definitions.

4. Actions and Responsibilities

4.1 Key Sources of Data

4.1.1 Formative and summative evaluation:

Key sources of data for the purposes of formative and summative evaluation include, but are not limited to:

- a. Student evaluation (surveys) pertaining to facilities, student services and resources
- b. Student evaluation (surveys) of the academic experience
- c. Focus groups for collecting information of subjective experience of students from time to time to investigate particular themes, including the social life of the campus, student relations with staff and the use of support services
- d. Data collected on graduate satisfaction and the attainment of employment
- e. Exit Interviews conducted with students who leave the Australian Institute of Higher Education Pty Ltd ('the Institute') without reason prior to the completion of their course
- f. Grade distributions, course completions and graduation rate
- g. Database of student grievances, appeals, and academic misconduct
- h. Student attrition rate and progress each Study Period and annually
- i. Relevant feedback from industry partners, employers of graduates, and alumni

Policies pertaining to the area of teaching and learning by students include:

- Academic Continuous Improvement Policy

Policies pertaining to the area of monitoring and improving on student progress include:

- Student Academic Misconduct Policy
- Student Assessment Policy
- Student Progression and Exclusion Policy
- Student Admission Policy
- International Student Transfer between Registered Providers Policy
- International Student Deferral, Suspension and Cancellation of Study Policy

4.1.2 Quality of Academic and Support Services:

- a. Welfare and counselling support
- b. Library services, quality of software, and information technology support
- c. Career advising and support
- d. Literacy support services

Policies and plans pertaining to the area of quality of academic and support services include:

- Student Complaint and Appeal Policy
- Advanced Standing Policy



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

- Student Support Framework
- Critical Incident Management Plan
- Refund Policy for International and Domestic Students

4.2 Student Feedback

The form for evaluation and feedback by students of each unit of study and its delivery is attached at Schedule 1. Student feedback forms will be completed by students at the end of delivery of each unit of study. The unit lecturer must leave the room while students are filling out the form, and a staff member or delegated nominee will collect the forms and seal them in an envelope before signing and printing his/her name across the sealed flap. Quantitative data will be collated and returned to the both the lecturer and the lecturer's supervisors after the results for the students in that unit of study have been published.

The data will be given to staff as a means of informing their own identification of target areas for individual improvement. Data drawn from the student evaluations on all unit deliveries will be aggregated and de-identified for use in institutional development. Variances in the data should be investigated to identify benchmarks of best practice and means of wider adoption of the best practice so identified.

4.3 Other Relevant Documents

This Procedure operates in conjunction with the Quality Assurance Framework, as well as the Academic and Administrative Policies, Procedures and Plans of the Institute as outlined in Section 4.1 above.

5. Version Control

This Procedure has been endorsed by the Australia Institute of Higher Education Academic Board as at June 2023 and is reviewed every 3 years. The Procedure is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-1	Registrar	Updated template.	6 July 2016	6 August 2016
2017-1	Ms. McCoy	Revised rules.	22 February 2017	6 March 2017
2020.1	Dean	Minor Updates	2 December 2020	3 December 2020
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021 Approving authority corrected from Dean to Academic Board	25 May 2022	26 May 2022
2023.1	Registrar	Changed Approving Authority to Academic Board from Dean.	02 June 2023	29 June 2023



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

Schedule 1 – Student Evaluation of Teaching and Learning Survey (SELTS)

Answer Selection: Correct = ● Incorrect = ✕ ☑ ⊖

SECTION 1: GENERAL INFORMATION

Which course are you enrolled in?

ODiploma, Associate Degree OR Bachelor of Business Information Systems

O Bachelor of Business

O Bachelor of Accounting

Are you a domestic or international student?

ODomestic

OInternational

Which country of origin are you from? _

SECTION 2: STUDENT OUTCOMES

As a result of completing this subject, you have:

Table with 7 columns: Strongly, Agree, Slightly Agree, Slightly Disagree, Disagree, Strongly. Rows include: Further developed your analytical skills, Further developed your problem solving, Further developed your critical thinking, Further developed your communication, Improved your technical skills, Been equipped with skills that assist your current / future career.



**AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION**

SECTION 3: SUBJECT STRUCTURE AND ORGANISATION

In relation to the structure of the subject:

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
-----------------------	--------------	-----------------------	--------------------------	-----------------	--------------------------

You understood what was expected of you	?	?	?	?	?	?
The workload in this subject was manageable	?	?	?	?	?	?
Your English language was complete the subject	?	?	?	?	?	?
You were able to achieve the learning outcomes for this	?	?	?	?	?	?

SECTION 4: ASSESSMENT AND FEEDBACK						
6. The assessments for this subject:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Allowed you to demonstrate what you had learned	?	?	?	?	?	?
Were well paced throughout the Study Period	?	?	?	?	?	?
Helped you to identify areas that you needed to work on	?	?	?	?	?	?
Were linked to the subject outcomes	?	?	?	?	?	?
SECTION 5: LEARNING COMMUNITY						



**AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION**

7. In relation to the learning community for this subject:

	Strongly v	Agree	Slightl v	Slightly Disagre	Disagree	Strongl v
You learnt from the experience of other students Students were encouraged to share and	?	?	?	?	?	?
exchange ideas						
You felt comfortable approaching staff when you needed to	?	?	?	?	?	?
You participated actively in this subject	?	?	?	?	?	?
You put a lot of effort into this subject	?	?	?	?	?	?
SECTION 6: TEACHING STAFF						
8. The lecturer / tutor for this subject:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Was well prepared	?	?	?	?	?	?
Was enthusiastic about their teaching	?	?	?	?	?	?
Had a good understanding of the subject	?	?	?	?	?	?
Presented the content of the subject clearly	?	?	?	?	?	?
Encouraged participation and learning	?	?	?	?	?	?
Treated you fairly and with respect	?	?	?	?	?	?
Encouraged students to take responsibility for their own learning	?	?	?	?	?	?
Provided assistance to you when it was needed	?	?	?	?	?	?
Provided feedback in a timely manner	?	?	?	?	?	?

SECTION 7: TEACHING RESOURCES AND SUPPORT

9. In relation to the resources provided for this subject:

	Strongly	Agree	Slightly	Slightly	Disagree	Strongly
	y		y	Disagre		Disagree
It was clear what resources were available to help you learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subject content was accurate and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were little or no spelling errors in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The required text book was a useful resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library resources were useful and assisted Your learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultations with your teacher were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 8: DELIVERY OF SUBJECT

10. In relation to the delivery of the subject:

	Strongly	Agree	Slightly	Slightly	Disagree	Strongly
	v		v	Disagre		Disagree
The lectures were well presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lectures were a valuable resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutorials were well presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutorials were a valuable resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The online student portal was a useful resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to find my way around the online student portal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 9: OVERALL

11. Overall how well did this subject meet your expectations?

- Exceeded expectations
- Mostly met expectations
- Partly met expectations
- Below expectations. Please provide additional information:

12. Please identify one thing that you most liked about the subject.

13. Please identify one thing you would like to see changed in the subject.

14. Based on your experience, this subject was good value for money

Strongl v	Agree	Slightl v	Slightly Disagre	Disagree	Strongl v
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. You would recommend this subject to other students

Strongl v	Agree	Slightl v	Slightly Disaere	Disagree	Strongl v
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your participation!