

Academic Continuous Improvement Policy and Procedure

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Policy Owner	Dean
Responsible Officer	Associate Dean (Academic Quality)
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Related Documents	<p>Quality Assurance Framework</p> <p>Strategic Business Plan</p> <p>Higher Education Threshold Standards</p> <p>Student Academic Misconduct Policy and Procedure</p> <p>Student Assessment Policy and Procedure</p> <p>Student Progression and Exclusion Policy and Procedure</p> <p>Student Admission Policy and Procedure</p> <p>International Student Transfer between Registered Providers Policy and Procedure</p> <p>International Student Deferment, Suspension and Cancellation of Study Policy and Procedure</p> <p>Staff Scholarly Activity and Professional Development Policy and Procedure</p> <p>Student Complaint and Appeal Policy and Procedure</p> <p>Advanced Standing Policy and Procedure</p> <p>Support for Students Policy and Procedure</p> <p>Critical Incident Management Plan</p> <p>Refund Policy and Procedure for International and Domestic Students</p>
HESF (Threshold Standards) 2021	5.3.5; 5.3.6; 5.3.7
Policy Visibility	Public

1. Purpose

The purpose of this Policy and Procedure is to outline the governance, processes and implementation, and feedback mechanisms that will be undertaken 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. Principles

Key principles informing this Policy and Procedure are:

- Collecting and responding to student feedback is an important means of enhancing the quality of teaching, learning and the student experience.
- The Institute will gather and report on student feedback using ethical, systematic and rigorous processes, consistent with the Higher Education Threshold Standards.
- Student feedback is used in conjunction with other sources of data to inform education-related decision-making.

3. Context

This Policy and Procedure has been developed to address the Institute's ongoing commitment to Academic continuous improvement.

4. Scope

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

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Policy details

This Academic Continuous Improvement Policy and Procedure aims to engage every member of academic and administrative staff in the process of quality assurance and continuous improvement. Academic quality assurance refers to the process of demonstrating that an academic activity (i.e., teaching, learning, scholarship, research and research training) has achieved, is maintaining, or is highly likely to achieve and maintain, a desired level of quality. Continuous improvement is the ongoing reflective feedback cycle involving monitoring, review and consequent evidence-based improvements, both of courses and other indicators of academic quality.

This Policy is to be read in conjunction with the Institute's Quality Assurance Framework and Strategic Business Plan. The areas of differentiation of the Institute's cultural intelligence, close industry networking and relationships, as well as embedded international aspects in its curriculum will continue to be developed and strengthened over time. Adherence to the Australian Qualifications Framework (AQF), professional bodies and industry benchmarks will also serve to guide and continuously improve the performance of the Institute.

6.1 Governance

The Academic Board has ultimate responsibility for the quality of teaching and learning and will review both the procedures and performance indicators at the end of each study period, with a formal review of teaching and learning biennially, and a formal review of each course triennially.

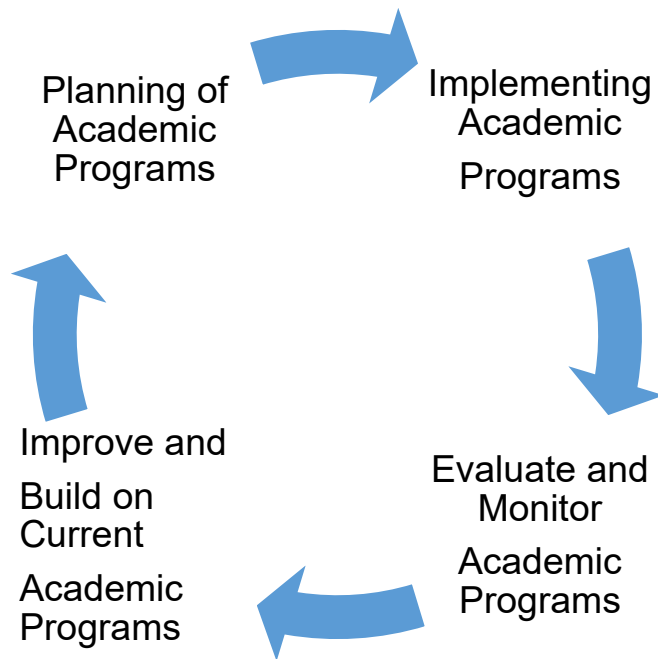
The Dean and the Teaching and Learning Committee will be accountable to the Academic Board for continuous improvement of the processes associated with teaching and learning. The Dean and Course Advisory and Review Committees will be accountable to the Academic Board for the continuous review of curriculum to maintain relevance and rigor.

The Executive Leadership Team has responsibility for the quality of the operations of the Institute and compliance with the regulatory framework and will review procedures and performance each study period with a formal review of facilities and services annually. This is to be done with a view to implementing performance improvements strategies for students and staff.

The Board of Directors has ultimate responsibility for the business performance and compliance with the regulatory framework. Reports on quality improvements are provided to the Board of Directors by the Academic Board and Executive Leadership Team. These reports provide the basis for informing and/or changing the current Strategic Plan of the Institute with a view to improving upon the current processes and procedures.

The diagram and explanation below illustrate how the PIER (planning, implementation, evaluation and review) framework works between the various governance committees.

- The Course Advisory and Review Committee gives advice and recommendations in the development and planning of courses. The Dean and the Teaching and Learning Committee are responsible for implementing courses and then providing performance and benchmarking data to the Academic Board concerning the course.
- Data pertaining to academic issues from the Teaching and Learning Committee and the Course Advisory and Review Committees are presented to the Academic Board, which evaluates and reviews the information. If necessary, the Board of Directors is notified. Data pertaining to administrative matters from the Executive Leadership Team is presented to the Board of Directors.
- Depending on the issue, the Board of Directors and/or the Academic Board will evaluate and review the data with a view to providing recommendations for quality improvement. These recommendations will be passed down to the other Committees for implementation. Teaching evaluations will be considered at Academic Board Level only, and not at the Teaching and Learning Committee, where other staff are present.



6.2 Implementation

The Academic Board, Teaching and Learning Committee, or the Course Advisory and Review Committees may direct that particular issues be addressed and that specific data be gathered to inform these issues pertinent to quality management, monitoring, and continuous improvement. Upon receiving a report, the Academic Board in consultation with the Course Advisory and Review Committees will, if necessary, alter a policy or practice within the academic environment of the Institute.

Organisational development processes will be led by fostering collaboration and be based on the assumption that all staff members have a desire and a capacity to contribute to improvement in teaching and learning. Typically, initiatives will be conceived, planned, executed and reviewed by teams.

6.3 Key Sources of Data

The Academic Board and its subordinate committees have an interest in both formative and summative evaluation. Formative evaluation informs the design of measures for improvement, while summative evaluation provides a scorecard against which to judge past performance. Details of key sources of data are listed in the Actions and Responsibilities section below.

7. Actions and Responsibilities

7.1 Key Sources of Data

7.1.1 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. Student evaluation (surveys) of delivery with other parties, such as work-integrated learning and research training arrangements
- d. 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
- e. Data collected on graduate satisfaction and the attainment of employment
- f. Exit Interviews conducted with students who leave the Institute without reason, prior to the completion of their course
- g. Grade distributions, course completions and graduation rate
- h. Database of student grievances, appeals, and academic misconduct
- i. Student attrition rate and progress each study period, and annually
- j. Relevant feedback from industry partners, employers of graduates, and alumni
- k. Feedback obtained from the Student Representative Council

In conjunction with this policy, policies pertaining to the areas of teaching and learning improvement, and of monitoring student progress include:

- Student Academic Misconduct Policy and Procedure
- Student Assessment Policy and Procedure
- Student Progression and Exclusion Policy and Procedure
- Student Admission Policy and Procedure
- International Student Transfer between Registered Providers Policy and Procedure
- International Student Deferment, Suspension and Cancellation of Study Policy and Procedure
- Staff Scholarly Activity and Professional Development Policy and Procedure

7.1.2 Quality of Academic and Support Services:

Academic and Support Services at the Institute include, but are not limited to, the following:

- a. Welfare and counselling support
- b. Library services
- c. Information Technology support
- d. Career advising and support
- e. Literacy support services

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

- Student Complaint and Appeal Policy and Procedure
- Advanced Standing Policy and Procedure
- Support for Students Policy and Procedure
- Critical Incident Management Plan
- Refund Policy and Procedure for International and Domestic Students

7.2 Student Feedback

Student feedback surveys will be completed by students at the end of delivery of each unit of study. 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 will be investigated to identify benchmarks of best practice and means of wider adoption of the best practice, as well as inform continuous improvements to units, and teaching and learning practices.

8. Legislation

This Policy complies with Higher Education Standards Framework standard 5.3 (Monitoring, Review and Improvement) and standard 5.4 (Delivery with Other Parties) which specify that:

5.3.5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

5.3.6. All teachers and Unit Coordinators and Program Directors have opportunities to review feedback on their teaching and are supported in enhancing their teaching through scholarly activity

5.3.7. 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.

5.4.1 Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

9. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at October 2025 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.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	General update	2 December 2020	3 December 2020
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	Program Manager Business	Reviewed as per 3-year Review Cycle	30 November 2022	30 November 2022
2025.1	Associate Dean (Academic Quality)	Merged Policy and Procedure; minor updates for currency, such as policy names; update section 7.2; updated terms in Policy Details;	8 October 2025	13 October 2025