



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION
Online Course Delivery Policy

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Policy owner	Principal Executive Officer
Responsible Officer	Dean
Approving authority	Academic Board
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Related Documents	AIH Student Code of Conduct Course Design Policy Course Design Procedure Discrimination, Bullying and Harassment Policy Discrimination, Bullying and Harassment Procedure (Students) Internal Assessment Moderation Policy and Procedure Sexual Harassment and Sexual Assault Policy and Procedure Student Assessment Policy Student Assessment Procedure Student Complaint and Appeal Policy Student Complaint and Appeal Procedure Student Progression and Exclusion Policy Student Progression and Exclusion Procedure Student Support Framework Artificial Intelligence (AI) Policy Communication and Usage of ICT Policy
HESF (Threshold Standards) 2021	1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 5.2, 5.3
Visibility	Public

1. Purpose

The purpose of this policy is to articulate AIH's educationally strategic approach to contemporary course delivery, including digital, blended, hybrid, and online learning, in a way that supports high-quality learning, student engagement, academic integrity, and assurance of learning outcomes.

This policy establishes clear principles for the design and delivery of learning experiences that:

- Are intentionally designed, not mode-substituted
- Support student engagement, progression, and success
- Maintain confidence in academic standards and graduate capability

- Align with the Higher Education Standards Framework (Threshold Standards) 2021 and TEQSA expectations

AIH recognises that online, digital and blended learning are now core, enduring features of higher education, rather than exceptional or emergency delivery modes.

2. Scope

This policy applies to:

- All academic and administrative staff involved in the design, delivery, assessment and administration of online courses and units; and
- All students enrolled in, or intending to enrol in, online units or courses offered by the Institute.
- All units delivered by AIH using:
 - Online delivery
 - Hybrid or blended delivery
 - Digital and technology-enabled delivery
 - Capstone and experiential learning models incorporating online and asynchronous components

This includes units that combine online delivery with face-to-face, synchronous, asynchronous, or technology-enabled learning components, where approved as part of course design.

3. Context

Digital and blended learning delivery has evolved beyond its initial use as a response to disruption. Contemporary higher education requires intentional, well-designed learning experiences that combine synchronous, asynchronous, face-to-face, and technology-mediated engagement in ways that enhance learning, accessibility, and graduate readiness.

AIH's approach to digital and blended delivery is guided by:

- A commitment to educational quality and assurance of learning
- Recognition that engagement, interaction, and feedback are critical to student success
- The need for delivery models that reflect contemporary professional and workplace practices
- Regulatory expectations that learning outcomes are demonstrably achieved, regardless of delivery mode

This policy affirms that delivery mode does not diminish academic standards, and that all approved delivery approaches must support students to achieve course and unit learning outcomes.

4. Definitions

See the AIH Glossary of Terms for definitions.

5. Principles

The following principles underpin digital and blended learning delivery at AIH.

5.1 Educational Intentionality

Digital and blended learning must be intentionally designed, with learning activities, assessment, and engagement strategies aligned to learning outcomes, rather than adapted from face-to-face delivery without redesign.

5.2 Assurance of Learning

All delivery modes must provide confidence that:

- Students have achieved stated unit and course learning outcomes
- Assessment approaches are appropriate to the delivery context
- Academic standards are maintained consistently across modes

5.3 Engagement and Interaction

Digital and blended delivery must support:

- Meaningful staff-to-student and student-to-student interaction
- Active participation in learning activities
- Opportunities for feedback, discussion, and collaborative learning

5.4 Program-Level Coherence

Digital and blended learning is designed programmatically, recognising that:

- Learning outcomes are designed and assured programmatically, recognising that assurance of course learning outcomes may occur across multiple units rather than within a single unit.
- A combination of delivery approaches across a course contributes to graduate capability
- Capstone and experiential learning play a key role in integration and application of learning

5.5 Equity and Accessibility

Digital and blended delivery must be:

- Accessible to students regardless of location
- Supported by appropriate learning technologies and student services
- Designed to minimise unnecessary barriers to participation

5.6 Graduate Readiness

Digital and blended learning experiences should reflect contemporary professional practice, supporting students to develop:

- Digital communication and collaboration skills
- Self-directed learning capability
- Professional behaviours appropriate to online and hybrid environments

6. Policy Details

AIH delivers learning through a range of approved delivery models, which may be combined within a course.

These include:

6.1 Online Delivery

Online delivery includes:

- Scheduled synchronous learning activities conducted via institutionally approved platforms
- Asynchronous, self-directed learning activities designed as an integral part of the unit
- Structured opportunities for interaction, feedback, and engagement

Recordings of live sessions are provided to support learning and revision but do not substitute for required participation, as specified in unit outlines.

6.2 Blended and Hybrid Delivery

Blended and hybrid delivery combines:

- Face-to-face learning activities
- Online synchronous engagement
- Asynchronous independent learning

These modes are designed to complement one another and support achievement of learning outcomes.

6.3 Capstone and Experiential Learning Delivery

Capstone units and experiential learning include:

- Face-to-face and online engagement
- Team-based collaboration
- Structured interaction with external partners through approved third-party experiential learning platforms
- Asynchronous and self-managed learning activities aligned to project-based outcomes

These delivery models are intentionally designed to support integration, application, and demonstration of learning at course level.

7. Learning Design and Delivery Expectations

7.1 Synchronous Engagement

Where synchronous online learning is used:

- Learning activities are designed to encourage interaction and engagement
- Participation analytics may be reviewed to monitor engagement and support student success

7.2 Asynchronous Learning

Asynchronous learning is a designed and intentional component of contemporary delivery and may include:

- Guided independent study
- Digital learning activities
- Preparatory and reflective tasks
- Applied or practice-based learning

Asynchronous activities are aligned with learning outcomes and integrated with synchronous and face-to-face components.

7.3 Learning Technologies

Digital and blended learning is supported through:

- An institutional Learning Management System
- Approved synchronous communication platforms
- Interactive and digital learning tools
- Approved third-party platforms where pedagogically appropriate

8. Assessment and Academic Integrity

Assessment in digital and blended delivery must:

- Align with the Student Assessment Policy and Procedure
- Be designed to support assurance of learning outcomes in the delivery context
- Reflect principles of secure, authentic, and fit-for-purpose assessment

Expectations regarding assessment integrity, including the responsible use of artificial intelligence, are governed by the Assessment Policy and Procedure, and the Artificial Intelligence (AI) Policy.

9. Student Experience and Support

AIH is committed to ensuring that students engaged in digital and blended learning have access to:

- Academic, language, and wellbeing support services
- Clear guidance on expectations for online engagement and professional conduct
- Orientation resources addressing online participation and netiquette
- Opportunities to provide feedback on learning and teaching experiences in student surveys

10. Actions and Responsibilities

Academic Board

- Provides oversight of academic quality, standards, and policy alignment.
- **Teaching and Learning Committee**
 - Monitors the effectiveness of digital and blended delivery approaches.

Academic Staff

- Design and deliver learning experiences aligned with this policy.
- Communicate expectations clearly to students.

Professional Staff

- Support learning technologies, student services, and quality assurance processes.

Students

- Engage actively and professionally in learning activities as outlined in unit documentation.

11. Legislation

This Policy is informed by and aligned with the following legislation and standards:

- Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students Act 2000 (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

These legislative and regulatory frameworks inform the Institute's approach to the design, delivery, assurance, and review of online learning.

Higher Education Standards Framework (Threshold Standards) 2021 - Alignment

This Policy supports compliance with the following standards:

Standard 1.3 – Orientation and Progression

Supporting student transition, engagement, and progression in online learning environments through structured learning activities, early assessment and feedback, monitoring of student progress, and timely access to academic and support services.

Standard 1.4 – Learning Outcomes and Assessment

Ensuring that assessment in online delivery modes is designed to validly and reliably demonstrate student learning, maintains equivalence with on-campus delivery, and is supported by appropriate assessment design, moderation, and quality assurance processes.

Standard 2.1 – Facilities and Infrastructure

Ensuring that the online learning environment is supported by appropriate, accessible, and reliable digital infrastructure, including secure access to learning management systems, communication platforms, and learning technologies that enable equitable participation and engagement for all students.

Standard 2.3 – Wellbeing and Safety

Ensuring that students engaged in online and blended learning have access to appropriate wellbeing, safety, and support services, including mechanisms to identify and respond to students at risk, provision of safe and respectful online learning environments, and access to support services regardless of mode or location of study.

Standard 3.1 – Course Design

Ensuring that online courses are intentionally designed with clearly specified structure, learning outcomes, assessment, and modes of delivery, and enable students to achieve expected learning outcomes regardless of their mode or place of study.

Standard 3.2 – Staffing

Ensuring that academic and professional staff involved in online course delivery are appropriately qualified, supported, and provided with professional development to effectively design, deliver, and assess learning in online environments.

Standard 3.3 – Learning Resources and Educational Support

Ensuring that students have access to appropriate, current, and accessible learning resources and educational support services that are aligned with learning outcomes and support participation and success in online study.

Standard 5.2 – Academic and Research Integrity

Promoting and upholding academic integrity in online course delivery through institutional expectations, assessment of integrity measures, monitoring integrity risks, and consistent management of academic misconduct in accordance with approved policies and procedures.

Standard 5.3 – Monitoring, Review and Improvement

Supporting systematic monitoring, review, and continuous improvement of online course delivery through governance oversight, evaluation of student outcomes and feedback, review of assessment and engagement practices, and evidence-based enhancement of online learning quality.

Other Relevant Legislation

This Policy also aligns with relevant Commonwealth, New South Wales, and Victorian legislation, including but not limited to:

- Fair Work Act 2009 (Cth)
- Work Health and Safety Act 2011 (NSW)
- Occupational Health and Safety Act 2004 (Vic)
- Anti-Discrimination Act 1977 (NSW)
- Equal Opportunity Act 2010 (Vic)
- Privacy and Personal Information Protection Act 1998 (NSW)
- Privacy and Data Protection Act 2014 (Vic)

6. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at September 2020 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:
2020.1	CEO	Creation date.	24 September 2020	25 September 2020
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2023.1	Dean and Program Managers	Minor updates following policy review	5 April 2023	6 April 2023
2026.1	Head of Learning Experience and Design and Quality and Compliance Coordinator	Major update and restructure of the policy, including delivery modes, principles, learning design, assessment, and responsibilities. Legislative alignment updated (HESF 2021).	6 May 2026	7 May 2026