
National Academy of Professional Studies (NAPS)

Course Teach-Out Policy and Procedure

Related Documents	001 NAPS Company Constitution 024 Teaching and Learning Operational Plan 2020-2023
HE Standards Framework (Threshold Standards) 2021	6.3 Academic Governance

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1. Policy Rationale

NAPS is committed to enabling students to complete their studies. However, in these times of rapid change and disruption, there may be extraordinary circumstances where NAPS must discontinue a program of studies for students. In the unlikely event of this occurring, NAPS has an obligation to make “transition and teach-out” (TTO) arrangements for students. In these circumstances, NAPS will implement a transparent and equitable plan in compliance with Section 6.2 of the TEQSA Provider Course Accreditation Standards.

2. Overview and Application

This policy aims to ensure that irrespective of the reasons that a course needs to be placed into transition and teach-out mode, that there is an effective and efficient transition and teach-out plan which will ensure that every effort is made to prevent disadvantage to any student by the decision to terminate a course.

The procedures aim to ensure that all relevant parties are consulted and informed promptly. It includes providing extra assistance and encouragement to students to help them to complete the course within the timeframes set or providing them with viable alternatives.

3. Procedures

Course Discontinuation

The decision for discontinuation of a course will only be made after thorough consultation and exploration of all options. A course may need to be discontinued in response to significant changes either in the market or to Government requirements. Market changes include issues such as changes in student demand or employer and industry requirements.

Government requirements include a TEQSA decision:

- not renew a course; or
- to cancel an accredited course; or
- not to accredit a course that is meant to replace an existing course.

A TTO Plan will be developed to ensure that proper procedures are followed and the needs of all students, related staff and stakeholders are catered for as much as possible.

The Transition and Teach-Out (TTO) Plan

NAPS’ Board of Directors, Executive and Academic Board will ensure that any TTO Plan will:

1. ensure a reasonable opportunity for students to complete the course that has been discontinued within a reasonable timeframe;
2. ensure that students are kept informed and assisted with regards to any relevant activities necessary to enable them in the transition to complete the course that has been discontinued;
3. involve consultation with all major stakeholders, including impacted students and teaching staff;
4. include a list of students impacted and identify and proactively offer additional assistance to those who may be at risk of not being able to complete the course in the TTO period; and

5. include a schedule of delivery of the affected course units across and throughout the transition period, which is based on estimated student enrolment patterns and includes provision for part-time students.

The plan will aim to balance the need for students to complete on time with the possibility of minimising unit offerings to keep costs reasonable. However, NAPS will also ensure that all necessary provisions are made for to provide support to students, and to ensure resourcing for the affected course. NAPS will also ensure that course outcomes are maintained as originally scheduled and meet the HE Threshold Standards although renewal of accreditation for a course in 'Teach Out' mode cannot exceed two years.

Relevant Procedures

The President and CEO is responsible for managing a course considered for discontinuation. He or she will ensure that all relevant academic and professional staff, and a student representative if possible, are consulted at the early stages.

6. The President and CEO will forward a proposal to the Academic Board which will include:
 - a. academic, strategic and financial reasons and implications of the discontinuation;
 - b. status of a replacement course or plan not to offer such a course;
 - c. student enrolments, level of progression and forecast;
 - d. outline of the student assistance to be provided;
 - e. any other impact for NAPS; and
 - f. consultation and/or communication strategy for key stakeholders.
7. If the Academic Board approves the proposal to discontinue a course, the proposal will be sent to the Board of Directors and Council for their consideration.
8. Upon the Board of Directors and Council's approval to discontinue the course, the President and CEO shall develop a Course Teach-Out Plan, including student transition, in conjunction with the Dean. This plan will be presented for amendment and/or approval to the Academic Board.
9. The President and CEO will be responsible for monitoring and reporting the implementation of the Plan to both the Academic Board and the Board of Directors and Council.
10. Student Services will be advised about implications to students and if any to other courses. The Human Resources Manager will prepare for implications on staff in conjunction with the Dean.
11. The Marketing and Communications Director will ensure all references to the discontinued course are removed from all NAPS media and publications including the website. All Agents will be informed promptly of the discontinuation of the course.

Counselling

NAPS shall offer students who are affected offered tailored mentoring on options for completing the discontinued course within the allocated time if possible. They will also be offered support to review their 'individual course maps'. Individual course maps enable students to work out the units needed in their circumstances for graduation.

The Dean or nominee shall review the map of each impacted student each trimester to see if they are progressing on track or if they need assistance resolving issues.

When informed of the discontinuation of the course, students will also be given a contact person to assist them with any inquiries. They will also be advised of alternative course options and that options may be limited if they do not plan in advance. Final intake students will be advised that they cannot defer commencement of the course.

Anticipated Completion Dates

The anticipated duration of a discontinued will be the full-time equivalent period in the course plus one year. Students will be provided with a reasonable time to complete the course within that period. Therefore, if the course has part-time students, the projected end date will typically be at their anticipated completion date plus one year, unless other arrangement can be made.

If students are unable to complete the course during the TTO period, NASPS will assist them to find alternative ways to complete their course.

Alternative Units and Cross-Institutional Enrolment

Where students are not able to complete the course during TTO period, they may request to take an alternative course to complete their course through cross-institutional enrolment. Assistance provided to students will accordingly include advising on options for cross-institutional enrolments and alternative courses. The Dean or nominee will assist students on an individual basis and will advise students on the implications of the choices and alternatives available to them.

The following students are expected to need additional assistance:

- students already under exceptional circumstances provisions (eg serious illness);
- students who request a deferment or request an extension to a deferment.
- students on academic suspension;
- students who planned to complete the course, but were not able to do so due to exceptional circumstances close to the competition date; or
- students who did not successfully complete their units in the final trimester.

These students will be contacted by the Office of the Dean and proactively offered assistance.

Forms

Forms to be completed in relation to the proposal, planning and management of a course teach-out and course discontinuation are found in NAPS forms under NAPS A008F Course Teach-Out Forms.

4. Policy Review

NAPS is committed to good Governance so will be reviewing this policy at least every three years to ensure it is still relevant and promoting best practice in this area. Inquiries and suggestions relating to this policy may be directed to the NAPS Registrar.

5. Additional Resources

Christopher C Morpew, "The Realities of Strategic Planning: Program Termination at East Central University", *The Review of Higher Education* 23.3 (2000) 257-280.

Other relevant sources include:

- Affirmative Action (Equal Employment Opportunity for Women) Act 1986 (C'wealth)
- Disability Discrimination Act 1992 (C'wealth)
- Racial Discrimination Act 1975 (C'wealth)
- Australian Qualifications Framework (AQF) 2nd edn. (Jan 2013)
- Disability Standards for Education 2005
- Higher Education Standards Framework (Threshold Standards) 2015 TEQSA Guidance Note: Course Design ACER Student Policies