1. Purpose

1.1 The purpose of this policy is to establish a structured and systematic framework for course review, benchmarking, and continuous improvement at Central Australian Institute of Technology Higher Education (CAIT Hi-Ed). This framework will ensure that all academic programs remain relevant, high-quality, and aligned with national and international standards, industry expectations, and regulatory requirements, including those set by TEQSA and the Higher Education Standards Framework (HESF).

1.2 CAIT Hi-Ed is committed to maintaining academic excellence, enhancing student learning experiences, and fostering a culture of continuous quality improvement. This policy provides the guiding principles for evaluating course effectiveness, comparing institutional performance against sector benchmarks, and implementing evidence-based improvements.

1.3 Through course review, CAIT Hi-Ed will systematically assess the quality, relevance, and effectiveness of its courses, ensuring alignment with student needs, industry developments, and accreditation standards. Benchmarking will be used to compare CAIT Hi-Ed's performance with peer institutions, industry best practices, and regulatory standards, helping to identify strengths, gaps, and opportunities for innovation. Continuous improvement will ensure that all identified enhancements are effectively implemented, monitored, and reviewed to support student success and institutional growth.

2. Scope

2.1 This policy applies to all individuals and governance bodies responsible for the design, delivery, review, evaluation, and continuous improvement of academic programs at CAIT Hi-Ed. It covers all accredited courses and applies to academic and professional staff, students, industry stakeholders, and regulatory bodies involved in ensuring course quality and institutional effectiveness.

2.2 The policy is applicable to the Governance Board (GB), Academic Board (AB), Learning and Teaching Committee (LTC), and Course Advisory Committee (CAC), who oversee and implement course review, benchmarking, and improvement processes. It also extends to academic staff, course coordinators, students, and external industry partners, who contribute feedback and insights to enhance curriculum relevance, teaching effectiveness, and graduate employability.

3. Policy

3.1 CAIT Hi-Ed is committed to delivering high-quality higher education programs through a structured approach to course review, benchmarking, and continuous improvement. This policy ensures that all courses remain relevant, academically rigorous, and aligned with student needs, industry expectations, and regulatory requirements, including those set by TEQSA and the Higher Education Standards Framework (HESF). Regular internal and external course reviews will be conducted to evaluate curriculum effectiveness, teaching methodologies, assessment practices, and student outcomes. These reviews will be data-driven and evidence-based, incorporating feedback from students, staff, industry professionals, and accreditation bodies to support informed decision-making and course enhancements.

3.2 Benchmarking will be a critical part of CAIT Hi-Ed's quality assurance processes, enabling the institution to compare its courses, student outcomes, and teaching practices with peer institutions, national standards, and global best practices. Through strategic partnerships and comparative analyses, CAIT Hi-Ed will identify strengths, areas for improvement, and emerging trends in higher education. Benchmarking will be applied at both academic and institutional levels, ensuring that CAIT Hi-Ed maintains competitive and innovative programs that equip students with the knowledge and skills required for future career success.

3.3 Continuous improvement will underpin all course review and benchmarking activities, fostering a culture of excellence, innovation, and ongoing enhancement. CAIT Hi-Ed will proactively implement

improvements based on course evaluations, benchmarking findings, and stakeholder feedback, ensuring that changes lead to measurable enhancements in student experience, graduate employability, teaching effectiveness, and institutional performance. All improvement initiatives will be systematically monitored and evaluated to ensure they achieve intended outcomes, and findings will be reported to governance bodies to maintain accountability and compliance. This policy reaffirms CAIT Hi-Ed's commitment to delivering high-quality, industry-aligned education and ensuring continuous academic and operational excellence.

4. Principles

4.1 This policy is guided by the principle that academic quality must be actively maintained and enhanced through regular, structured, and evidence-based course review processes. Course reviews—both internal and external—will be conducted to evaluate curriculum relevance, teaching effectiveness, assessment practices, and student outcomes. These reviews will be informed by data, feedback, and sector standards to ensure continuous alignment with academic and professional expectations.

4.2 Benchmarking is recognised as a vital mechanism for maintaining academic excellence and institutional competitiveness. CAIT Hi-Ed will benchmark its programs, outcomes, and practices against those of peer institutions, industry standards, and national frameworks. This will support informed decision-making, highlight areas for improvement, and promote the adoption of best practices across the institution.

4.3 The policy is grounded in the belief that continuous improvement is a core institutional responsibility. Improvement initiatives will be driven by the outcomes of course reviews and benchmarking exercises, ensuring that all enhancements are targeted, achievable, and responsive to student and stakeholder needs. These improvements will be regularly monitored and evaluated for effectiveness.

4.4 Collaboration and stakeholder engagement are essential to the success of course quality processes. Academic staff, students, alumni, industry partners, and professional bodies will be actively involved in providing feedback and contributing to the review and improvement of courses. Their input ensures programs remain relevant, rigorous, and student-centred.

4.5 Finally, the policy promotes transparent governance and accountability. Roles and responsibilities for course review, benchmarking, and improvement activities will be clearly defined across institutional governance structures. Decisions and outcomes will be documented, communicated, and reviewed to ensure ongoing compliance with regulatory standards and alignment with CAIT Hi-Ed's strategic goals.

5. Course Review

5.1 Internal Course Review

5.1.1 The internal course review at CAIT Hi-Ed will be a structured and systematic process aimed at ensuring that all courses meet academic quality standards, regulatory requirements, and industry expectations. It will focus on evaluating the effectiveness of course content, learning outcomes, assessment methods, and student performance. The review will also incorporate feedback from students, staff, and industry stakeholders to identify areas for improvement and ensure the curriculum remains relevant and aligned with best practices in higher education.

5.1.2 Conducted on a regular basis, the internal course review will involve the collection and analysis of key data, including student progression and completion rates, graduate outcomes, and benchmarking comparisons with similar institutions. It will inform decisions on curriculum enhancements, teaching and learning strategies, and resource allocation. The review process will be overseen by the Academic Board, with input from the LTC and the CAC, ensuring that all changes support continuous improvement and maintain compliance with TEQSA and the Higher Education Standards Framework.

5.2 External Course Review

5.2.1 The external course review at CAIT Hi-Ed will be an independent evaluation process conducted by external academics, industry experts, and relevant professional bodies to ensure that courses meet national and international quality standards. This review will provide an objective assessment of the curriculum, learning outcomes, teaching methodologies, and assessment practices, ensuring they remain relevant, rigorous, and aligned with industry and regulatory expectations. It will also serve as a benchmarking tool, comparing CAIT Hi-Ed's courses with similar programs at other institutions to identify areas for improvement and best practices in higher education.

5.2.2 The review will typically occur as part of the comprehensive course review cycle, which takes place every five years or as required for re-accreditation by TEQSA. External reviewers will examine course documentation, student performance data, and feedback from stakeholders to assess the overall quality and effectiveness of the program. Their recommendations will help refine course content, improve graduate employability outcomes, and enhance the institution's reputation for academic excellence. The external course review will play a crucial role in maintaining compliance with the Higher Education Standards Framework while ensuring that CAIT Hi-Ed delivers high-quality, future-focused education.

5.3 Course Changes – Minor and Major

5.3.1 Following a course review, CAIT Hi-Ed may implement changes to ensure continuous improvement, maintain academic quality, and align programs with evolving industry and regulatory standards. These changes may be classified as major or minor, depending on the scope and impact of the modifications. Minor changes will typically involve adjustments that do not significantly alter the structure or intent of a course, such as updating learning materials, refining assessment tasks, modifying subject descriptions, or incorporating new teaching strategies. These changes will generally be approved internally by the LTC and the Academic Board and implemented without requiring external accreditation or regulatory approval.

5.3.2 Major course changes, on the other hand, will involve significant modifications that affect the structure, delivery, or learning outcomes of a course. Examples may include adding or removing core subjects, changing the duration or mode of delivery (e.g., transitioning from in-person to online learning), introducing new specialisations, or revising admission requirements. Such changes may require approval from the Governance Board and, in some cases, re-accreditation by TEQSA. Major changes will be carefully considered to ensure they enhance the student learning experience, meet industry and employer expectations, and comply with regulatory obligations. The process for approving and implementing these changes will be guided by CAIT Hi-Ed's governance framework to ensure transparency, quality assurance, and strategic alignment.

5.4 Impact of discontinuation.

5.4.1 If a course or unit is identified for discontinuation following a review, CAIT Hi-Ed will implement a structured process to ensure a smooth transition for current students and maintain compliance with regulatory requirements. Discontinuation may occur due to various factors, including low enrolment numbers, changing industry demands, accreditation changes, or strategic realignment of the institution's academic offerings. The decision to discontinue a course will be based on a thorough evaluation by the Academic Board, with final approval from the Governance Board. Additionally, TEQSA and other relevant regulatory bodies will be notified as required under the Higher Education Standards Framework.

5.4.2 To minimise disruption, a teach-out plan will be developed to support students currently enrolled in the course or affected by the discontinuation of a unit. For courses, this plan will outline how students can complete their studies within a reasonable timeframe or transition to alternative programs where applicable. If a unit is discontinued, students will be provided with

suitable alternatives, such as an equivalent replacement unit or another elective that meets their course requirements. In cases where a core unit is discontinued, appropriate curriculum adjustments will be made to ensure students can still achieve the intended learning outcomes of their course.

5.4.3 Academic and student support services will provide guidance on credit transfer options, pathways to related qualifications, and alternative study options. Teaching staff will also be consulted to ensure academic continuity and the effective management of resources. Throughout the process, clear communication will be provided to all stakeholders, ensuring transparency and assisting students in making informed decisions about their education and future career pathways.

5.5 Material Changes

5.5.1 Material changes at CAIT Hi-Ed refer to significant modifications that may impact the accreditation status, delivery, or overall structure of a course or institution. These changes may include alterations to course duration, mode of delivery (such as shifting from in-person to online learning), changes to campus locations, adjustments to admission requirements, or major revisions to course content that affect learning outcomes. Material changes may also involve changes in institutional ownership, governance, or strategic direction, all of which require careful evaluation and regulatory oversight.

5.5.2 If a material change is proposed, CAIT Hi-Ed will undertake a structured approval process to assess the potential impact on students, staff, and regulatory compliance. The Academic Board will conduct a thorough review before submitting the proposal to the Governance Board for final approval. TEQSA and other relevant regulatory bodies will be notified, as material changes may require re-accreditation or formal approval under the Higher Education Standards Framework. CAIT Hi-Ed will ensure that students affected by material changes receive adequate support, including clear communication on transition arrangements, student advisory services, and, where applicable, options for course completion or transfer to an alternative program. Throughout the process, stakeholder engagement will be prioritised to uphold transparency, maintain quality assurance, and ensure the best possible outcomes for students and the institution.

5.6 Frequency

5.6.1 The course review at CAIT Hi-Ed will be conducted at different intervals to ensure continuous improvement, compliance with regulatory requirements, and alignment with industry and academic standards. To supplement the scheduled course reviews, CAIT Hi-Ed will also implement interim monitoring strategies to ensure quality assurance between full review cycles. The frequency of course review will be structured as follows:

- **Annual Course Monitoring:** This will be conducted every year to assess student performance, feedback, retention and completion rates, and minor curriculum adjustments. It will focus on identifying immediate areas for improvement and ensuring that the course remains relevant and effective in delivering intended learning outcomes.
- **Mid-cycle academic performance review:** This will serve as structured interim evaluations conducted between scheduled course review cycles to maintain academic quality and identify emerging issues early. Led by the LTC, these reviews will assess key indicators such as student academic performance, retention and progression rates, student and staff feedback, consistency of assessment practices, and the effectiveness of delivery modes. Typically occurring every two to three years, or triggered by specific concerns, the process will involve the collection of relevant data, engagement with stakeholders, and a focused review meeting to identify risks and propose responsive actions. The outcomes

will be documented in a Mid-Cycle Performance Report, with the implementation of recommended actions monitored over time.

- **Comprehensive Course Review (CCR):** A full review of the course will take place every five years. This review will involve a detailed evaluation of curriculum structure, learning outcomes, assessment methods, benchmarking against other institutions, and alignment with industry and professional standards. It will also incorporate an external review to ensure objectivity and compliance with TEQSA and the Higher Education Standards Framework.
- **External Course Review:** This will typically occur as part of the comprehensive course review cycle or when required for accreditation or significant course modifications. External experts, including industry professionals and academics from other institutions, will assess the course's quality, relevance, and effectiveness.
- **Course Discontinuation Review:** This will be conducted as needed when a course is under consideration for discontinuation. It will include an assessment of student enrolments, industry demand, and academic viability. If a course is discontinued, a teach-out plan will be developed to support enrolled students.

6. Course Review Procedure

6.1 Governance Board Initiates Course Review.

6.1.1 The Governance Board will instruct the Academic Board to conduct a course review based on scheduled timelines or identified needs.

6.1.2 The review may be initiated due to routine quality assurance cycles, student performance concerns, industry feedback, accreditation requirements, or significant curriculum developments.

6.2 Academic Board Directs the Review Process

6.2.1 The AB will oversee the course review and delegate responsibilities to LTC and the CAC.

6.2.2 The LTC and CAC will develop a plan for conducting the course review, including data collection, stakeholder consultation, and external benchmarking.

6.3 Data Collection and Analysis

6.3.1 The LTC and CAC will collect relevant data, including:

- Student feedback from course evaluations, satisfaction surveys, and focus groups.
- Graduate outcomes, including employment rates and employer feedback.
- Academic performance metrics such as completion rates, progression rates, and attrition data.
- Benchmarking data comparing CAIT Hi-Ed courses with similar programs at other institutions.
- Feedback from academic staff, industry partners, and professional accreditation bodies.

6.4 Stakeholder Consultation

6.4.1 Students will be engaged through surveys, focus groups, and student representatives to provide insights on course content, delivery, and assessments.

6.4.2 Academic staff will provide feedback on teaching effectiveness, curriculum structure, and student engagement.

6.4.3 Industry partners and employers will be consulted to ensure course content aligns with current professional and industry standards.

6.4.4 Alumni will be surveyed to assess the course's relevance to career development and employability.

6.5 Internal Course Review and Recommendations

6.5.1 The LTC and CAC will review all collected data and stakeholder feedback to identify areas for improvement.

6.5.2 The committees will assess:

- The relevance of learning outcomes and whether they align with industry and academic expectations.
- The effectiveness of assessment methods in measuring student competencies.
- The quality and effectiveness of teaching methods, materials, and digital learning resources.
- The adequacy of student support services in ensuring retention and academic success.

6.5.3 Based on the findings, the LTC and CAC will draft recommendations for course modifications, which may include minor or major changes, discontinuation of units, or curriculum enhancements.

6.6 Course Review Document Development

6.6.1 The LTC will compile a detailed Course Review Document, which will outline:

- A summary of key findings from the internal review.
- Benchmarking comparisons with other institutions.
- Proposed course changes (minor or major) with justifications.
- Recommendations for improvements in teaching, assessment, and student support.
- Implementation strategies and timelines for approved changes.

6.7 External Review and Validation

6.7.1 The draft Course Review Document will be reviewed by external academic peers, industry representatives, or professional accreditation bodies.

6.7.2 The external review will assess the academic quality, industry alignment, and overall course effectiveness.

6.7.3 Any feedback or recommendations from external reviewers will be incorporated into the final version of the document.

6.8 Finalisation and Approval of Course Review Document

6.8.1 The LTC will finalise the Course Review Document based on external feedback and submit it to the Academic Board for approval.

6.8.2 The AB will review the document and approve minor course changes.

6.8.3 If major or material changes are proposed, the Academic Board will submit the document to the Governance Board for final approval.

6.9 Implementation of Course Changes

6.9.1 Minor changes (such as assessment modifications, content updates, and minor curriculum enhancements) will be implemented by the relevant course coordinators and academic staff upon approval by the Academic Board.

6.9.2 Major changes (such as significant curriculum restructuring, introduction of new units, or changes to course duration and delivery mode) will require final approval from the Governance Board and may require TEQSA re-accreditation.

6.9.3 Any material changes (such as changes to the delivery mode, campus location, or professional accreditation status) will be formally submitted to TEQSA for approval before implementation.

6.10 Submission for Re-accreditation (if required)

6.10.1 If the course modifications meet the threshold for re-accreditation, CAIT Hi-Ed's management will submit the course for TEQSA approval.

6.10.2 This submission will include the updated curriculum, revised learning outcomes, and supporting documentation outlining how the changes align with HESF requirements.

7. Benchmarking

7.1 The different types of benchmarking that CAIT Hi-Ed will use include:

7.1.1 Internal Benchmarking

CAIT Hi-Ed will conduct internal benchmarking to compare performance across its courses, faculties, and campuses. This process will:

- Identify strengths and areas for improvement in teaching, assessment, student support, and curriculum delivery.
- Use internal data, such as student retention rates, completion rates, and graduate outcomes, to ensure consistency and uphold quality standards.
- Assess academic and administrative functions (e.g. student services, assessment policies, and learning technologies) to enhance operational efficiency and student experience.

7.1.2 External Benchmarking

CAIT Hi-Ed will engage in comprehensive external benchmarking to maintain competitive standards and align with best practices across the higher education sector. This will include:

- Comparing course content, learning outcomes, and student performance with national and international higher education institutions.
- Reviewing competitor offerings to assess curriculum design, tuition fees, employability outcomes, and industry partnerships.
- Ensuring alignment with industry standards by consulting employer surveys, accreditation requirements, and professional bodies.
- Benchmarking academic and administrative functions (e.g. online learning delivery, support services) against those of peer institutions to identify operational best practices.
- Drawing on successful practices from other sectors (e.g. corporate training, technology, and leadership) to adopt innovative approaches in teaching and institutional governance.
- Evaluating and refining specific processes, such as curriculum development and assessment moderation, by comparing methodologies used by leading institutions.

7.2 Benchmarking Standards and Indicators for CAIT Hi-Ed:

7.2.1 Academic Quality Indicators

- Course Learning Outcomes: Alignment with national qualification frameworks and industry expectations.
- Assessment Effectiveness: Validity and reliability of assessment methods in measuring student competencies.
- Curriculum Relevance: Comparison with similar programs in terms of content, structure, and industry alignment.
- Graduate Attributes: Benchmarking the skills and competencies developed by students against employer expectations.

7.2.2 Student Performance Indicators

- Student Retention Rates: Comparing retention levels with sector-wide benchmarks.
- Progression and Completion Rates: Monitoring student success in completing courses within expected timeframes.
- Grade Distribution and Pass Rates: Analysing assessment outcomes against similar institutions.
- Graduate Employment Outcomes: Measuring job placement rates, starting salaries, and relevance of employment to the field of study.

7.2.3 Teaching and Learning Indicators

- Student Satisfaction Scores: Benchmarking student feedback on teaching quality, learning resources, and academic support.
- Teaching Workload and Faculty Qualifications: Comparing staff-to-student ratios, qualifications of academic staff, and faculty engagement in professional development.
- Use of Technology in Learning: Evaluating the integration of digital tools, online learning platforms, and innovative teaching methodologies.

7.2.4 Industry and Employer Indicators

- Industry Accreditation and Recognition: Ensuring programs meet professional accreditation standards.
- Work-Integrated Learning (WIL) Opportunities: Comparing internship, placement, and industry project availability.
- Employer Satisfaction: Gathering feedback on graduate readiness and skill applicability in the workplace.
- Graduate Entrepreneurship and Start-up Engagement: Assessing graduates' ability to create and innovate in industry settings.

7.2.5 Institutional Performance Indicators

- Academic Governance and Compliance: Benchmarking against TEQSA and Higher Education Standards Framework (HESF) requirements.
- Research and Innovation Output: Comparing faculty research impact, publications, and external funding.
- Student Support Services: Evaluating academic advising, counselling, and learning support services.

- Infrastructure and Facilities: Assessing the availability of modern classrooms, laboratories, libraries, and digital learning resources.

8. Benchmarking Procedure

8.1 Initiating the Benchmarking Process

8.1.1 Benchmarking will be initiated based on the following triggers:

- Scheduled course review cycles (e.g., annual monitoring or five-year comprehensive course review).
- Identification of gaps in academic quality, student performance, or graduate employability.
- Recommendations from external accreditation bodies or regulatory agencies such as TEQSA.
- Strategic initiatives to enhance teaching practices, assessment methods, or industry engagement.
- Institutional performance benchmarking required for ranking or funding applications.

8.1.2 The Governance Board will instruct the Academic Board to oversee benchmarking activities.

8.1.3 The Academic Board will assign the responsibility for implementation to the LTC and the CAC.

8.2 Defining the Scope and Objectives

8.2.1 The LTC and CAC will define the scope of benchmarking based on institutional priorities and course-specific needs.

8.2.2 Benchmarking objectives will be identified and may include:

- Evaluating curriculum relevance and alignment with industry needs.
- Assessing student performance indicators (e.g., retention, progression, completion rates).
- Comparing assessment methodologies to ensure academic integrity and effectiveness.
- Measuring graduate employability outcomes and employer satisfaction.
- Analysing teaching and learning methodologies against national and global trends.
- Evaluating academic governance, policies, and institutional operations.

8.2.3 Based on these objectives, the appropriate benchmarking type (internal, external, competitor, industry, functional, or process benchmarking) will be selected.

8.3 Identifying Benchmarking Partners and Data Sources

8.3.1 Benchmarking comparisons will be conducted against:

- Internal programs within CAIT Hi-Ed.
- Peer institutions with similar course offerings.
- Industry bodies and accreditation agencies (e.g., professional associations).
- Regulatory agencies (e.g., TEQSA, Australian Government education statistics).
- Employer and graduate networks for workforce benchmarking.

8.3.2 Benchmarking partners may include:

- Other higher education institutions (domestic and international).
- Industry organisations and advisory committees.

- Government bodies and higher education regulators.
- Professional accreditation organisations.

8.3.3 Where external benchmarking partnerships are required, formal agreements (e.g., Memorandums of Understanding - MOUs) may be established to ensure data-sharing confidentiality and ethical considerations.

8.4 Data Collection and Analysis

8.4.1 The LTC and CAC will gather relevant benchmarking data, ensuring compliance with ethical and privacy regulations.

8.4.2 Key data sources may include:

- Student progression and completion rates (compared with national benchmarks).
- Course learning outcomes and assessment practices (compared with peer institutions).
- Graduate employment rates and employer feedback (to assess career readiness).
- Student satisfaction survey results (compared with national student experience benchmarks).
- Teaching staff qualifications and research output (to measure academic staff capability).
- Industry engagement and work-integrated learning opportunities (compared with best practices).

8.4.3 Quantitative and qualitative analysis will be conducted, identifying performance trends, gaps, and strengths.

8.4.4 Where possible, sector-wide benchmarking tools and reports (e.g., TEQSA performance data, QILT survey results) will be used for comparative analysis.

8.5 Interpretation and Benchmarking Analysis

8.5.1 The LTC and CAC will analyse benchmarking data in relation to:

- Institutional performance indicators (student success rates, faculty productivity, research impact).
- Academic quality metrics (curriculum relevance, assessment effectiveness, accreditation standards).
- Graduate outcomes (employment trends, career progression, employer satisfaction).

8.5.2 Strengths and weaknesses will be identified, and key findings will be documented in a Benchmarking Report.

8.5.3 The report will include:

- Comparative data tables and charts summarising benchmarking results.
- Key areas of strength (practices where CAIT Hi-Ed performs above benchmark).
- Identified gaps and challenges (areas requiring improvement).
- Proposed recommendations for enhancements in teaching, curriculum, or governance.

8.6 External Review and Validation (If Required)

8.6.1 If external benchmarking is conducted, results will be shared with:

- Academic peers from benchmarking partner institutions.
- Industry representatives and accreditation bodies.

- External reviewers or consultants who provide independent evaluations.

8.6.2 External feedback will be integrated to ensure benchmarking findings are credible, objective, and aligned with industry and academic standards.

8.7 Approval and Implementation of Benchmarking Findings

8.7.1 The Benchmarking Report will be submitted to the Academic Board for review.

8.7.2 The AB will approve:

- Minor course improvements, such as content updates or assessment adjustments.
- Recommendations for faculty development or student support enhancements.

8.7.3 Major changes (such as curriculum restructuring, changes to accreditation status, or strategic realignment) will be submitted to the Governance Board for final approval.

8.7.4 Approved benchmarking recommendations will be implemented through:

- Course and curriculum development processes.
- Teaching and learning initiatives (faculty training, innovative pedagogies).
- Strengthening industry and employer engagement (internship programs, employer advisory panels).
- Operational improvements in student services and institutional governance.

9. Continuous Improvement

9.1 Continuous improvement at CAIT Hi-Ed will be a planned, evidence-based, and systematic approach to enhancing the quality of teaching, learning, and overall institutional performance. It will underpin all academic and operational processes, ensuring that the institution not only meets but exceeds the standards set by the Higher Education Standards Framework (HESF) and TEQSA. This approach will focus on proactively identifying areas for enhancement, responding to feedback and performance data, and embedding a culture of reflective practice across the institution.

9.2 Continuous improvement will not be seen as a standalone activity but as a core component that is integrated into every stage of the course lifecycle—from design and delivery to evaluation and renewal. It will draw from insights generated through course reviews, benchmarking activities, student feedback, staff input, academic outcomes, and external regulatory or accreditation requirements

10. Continuous Improvement Procedure

10.1 Identifying Areas for Improvement

Continuous improvement will be an ongoing process, with areas for enhancement identified through multiple sources:

10.1.1 **Course Review and Benchmarking Outcomes**

- Findings from annual course monitoring and five-year comprehensive course reviews.
- Benchmarking comparisons with peer institutions, industry standards, and regulatory frameworks.
- Follow-up assessments from previous improvement initiatives to ensure changes have been effective.

10.1.2 Student and Stakeholder Feedback

- Course evaluations, student satisfaction surveys, and focus groups.

- Graduate destination surveys and employer feedback.
- Academic staff feedback on curriculum, assessment, and teaching effectiveness.

10.1.3 Performance Data and Institutional Metrics

- Student retention, progression, and completion rates.
- Assessment outcomes and grade distributions.
- Student engagement levels, participation in academic support, and learning analytics.

10.1.4 Regulatory and Accreditation Requirements

- Changes in TEQSA standards, Higher Education Standards Framework (HESF), or professional accreditation requirements.
- Compliance audits, institutional self-assessments, and external review recommendations.

10.1.5 Strategic Institutional Priorities

- Alignment with CAIT Hi-Ed's mission, vision, and academic plan.
- Institutional goals for student success, innovation, and industry engagement.

10.2 Prioritising Improvement Initiatives

10.2.1 Once areas for improvement are identified, they will be prioritised based on:

- Impact on student learning and experience – Does the improvement address critical academic or support needs?
- Compliance and accreditation requirements – Is the change necessary to meet TEQSA or professional accreditation standards?
- Feasibility and resource availability – Can the improvement be realistically implemented within current staffing and budget constraints?
- Alignment with institutional goals – Does the change support CAIT Hi-Ed's academic and strategic priorities?
- Urgency and risk mitigation – Does the improvement address an identified gap or risk to institutional performance?

10.2.2 The LTC and the Academic Board will oversee the prioritisation process and develop an Action Plan outlining the proposed initiatives, responsible teams, and timelines for implementation.

10.3 Developing and Approving Improvement Plans

10.3.1 For each identified improvement initiative, a Continuous Improvement Plan will be developed, including:

- Statement of the issue – Description of the identified gap or area for improvement.
- Supporting evidence – Data, feedback, or benchmarking results that justify the need for change.
- Proposed solution – Specific changes or actions to be implemented.
- Implementation strategy – Timeline, key milestones, and responsible personnel or departments.
- Expected outcomes – Anticipated impact on student learning, teaching quality, or institutional performance.
- Resource requirements – Staffing, budget, technology, or training needs.

10.3.2 Approval for improvement plans will follow these steps:

- Minor improvements (e.g., assessment refinements, teaching methodology enhancements) will be approved by the LTC.
- Major improvements (e.g., curriculum redesign, new academic policies, large-scale technology adoption) will require approval from the Academic Board.
- Strategic and institutional-level improvements (e.g., new student support frameworks, infrastructure upgrades) will be referred to the Governance Board for endorsement.

10.4 Implementing Improvement Initiatives

10.4.1 Approved improvement actions will be integrated into relevant processes, including:

- Curriculum development and review cycles.
- Staff professional development and training programs.
- Student support services and institutional operations.
- Assessment and learning resource updates.

10.4.2 The LTC will coordinate implementation, ensuring:

- Stakeholders are informed and engaged in the change process.
- Adequate resources and support are provided to staff and students.
- Implementation progress is monitored against established timelines.

10.5 Step 5: Monitoring and Evaluating the Impact of Changes

10.5.1 Once changes are implemented, ongoing monitoring and evaluation will take place to assess their effectiveness.

10.5.2 Key methods of evaluation include:

- Student feedback surveys to gauge satisfaction with course or service changes.
- Academic performance analysis to measure improvements in student outcomes.
- Staff feedback to assess the impact of changes on teaching and workload.
- Comparative benchmarking to track progress relative to peer institutions.
- Regular review meetings within LTC and Academic Board to assess progress.

10.5.3 Follow-up reviews will be conducted to track the impact of course review and benchmarking recommendations and ensure continuous quality improvement.

10.5.4 A Post-Implementation Review Report will be prepared, including:

- Evaluation of whether expected outcomes were achieved.
- Identification of any unintended consequences or additional support needed.
- Recommendations for further refinements or additional improvements.

10.5.5 The LTC and CAC will monitor the effectiveness of the implemented changes by:

- Collecting feedback from students and staff in the following academic term.
- Reviewing updated performance metrics (such as student retention and completion rates).
- Conducting a follow-up assessment to ensure the intended improvements have been achieved.

10.5.6 Findings from the monitoring phase will inform future course review cycles and contribute to CAIT Hi-Ed's ongoing quality assurance processes.

10.6 Embedding Continuous Improvement into Institutional Practice

10.6.1 Successful improvement initiatives will be institutionalised through:

- Updates to course design frameworks, assessment policies, and learning strategies.
- Integration of best practices into staff training and academic development programs.
- Development of standard operating procedures (SOPs) for ongoing quality enhancement.

10.6.2 Continuous improvement activities will be documented for internal reporting and external compliance purposes (e.g., TEQSA audits, accreditation renewals).

10.6.3 Benchmarking results will be integrated into future course reviews and institutional strategic planning.

10.6.4 Findings and best practices will be shared across the institution through:

- Internal workshops and academic forums.
- Staff development programs.
- Institutional newsletters and reports.

10.7 Reporting and Governance Oversight

10.7.1 The LTC will provide regular updates on continuous improvement initiatives to the Academic Board.

10.7.2 A Continuous Improvement Report will be prepared annually for the Governance Board, summarising:

- Key improvement initiatives undertaken.
- Measurable outcomes achieved.
- Lessons learned and future recommendations.

10.7.3 TEQSA compliance requirements will be monitored to ensure that improvements align with regulatory expectations.

11. Record Keeping

CAIT Hi-Ed will maintain comprehensive and secure records of all course review, benchmarking, and improvement activities.

The following documentation will be recorded and retained:

- Course Review Reports and supporting evidence
- Annual monitoring summaries and action logs
- Benchmarking reports, data sets, partner communications, and analysis outcomes
- External reviewer feedback and validations
- Continuous Improvement Registers
- Meeting minutes of LTC, CAC, and Academic Board where relevant decisions were made
- Teach-out plans and change logs for discontinued or modified courses
- All student and stakeholder feedback collected and used in decision-making

Records will be stored securely in the institution's central Quality Assurance and Academic Governance system, with access governed by user roles. Records will be retained for a minimum of seven (7) years (or as required by TEQSA and other relevant legislation).

12. Roles and Responsibilities

12.1 Governance Board (GB)

- Provides overall strategic oversight for academic quality and institutional performance.
- Endorses major course changes, discontinuations, and material changes following recommendations from the Academic Board.
- Approves re-accreditation submissions and significant improvement initiatives.
- Receives and reviews high-level reports on course quality, benchmarking outcomes, and continuous improvement.

12.2 Academic Board (AB)

- Oversees the academic integrity and quality of all higher education courses.
- Initiates comprehensive course reviews and approves review schedules.
- Reviews and approves course changes, including those resulting from benchmarking or improvement plans.
- Receives and evaluates reports and recommendations from the LTC.
- Endorses continuous improvement priorities and monitors the implementation of quality enhancement initiatives.

12.3 Learning and Teaching Committee (LTC)

- Coordinates the development and implementation of course reviews (annual and comprehensive).
- Leads the benchmarking process, including the selection of partners, data collection, and comparative analysis.
- Develops course review documentation, incorporating benchmarking findings and feedback from stakeholders.
- Identifies areas for improvement and prepares detailed continuous improvement plans.
- Oversees the implementation and monitoring of improvements related to teaching, learning, and curriculum quality.
- Reports regularly to the Academic Board on outcomes and progress.

12.4 Course Advisory Committee (CAC)

- Provides academic and industry advice during course reviews and development.
- Supports benchmarking by offering insights into industry trends, graduate capabilities, and workforce needs.
- Reviews data and stakeholder feedback to inform course quality and relevance.
- Participates in the development of improvement recommendations and assists with curriculum innovation.

12.5 Academic Staff and Course Coordinators

- Participate in internal and external course reviews by providing feedback on curriculum, assessment, and student performance.
- Contribute to the benchmarking process by reviewing comparative data and reflecting on current teaching practices.
- Implement approved course changes and improvement actions within their areas of responsibility.
- Engage in professional development activities to support quality teaching and innovation.

12.6 Students and Alumni

- Provide feedback on course quality, teaching effectiveness, and student experience through surveys, focus groups, and consultations.
- Participate in course reviews and curriculum discussions as student representatives.
- Contribute to continuous improvement by reflecting on their learning journey and post-study outcomes.

12.7 Industry and Professional Stakeholders

- Contribute expert feedback to course reviews and benchmarking processes.
- Validate course relevance to current industry standards and workforce expectations.
- Support continuous improvement by advising on skills gaps, graduate attributes, and work-integrated learning opportunities.

12.8 Quality Assurance and Compliance Team (if applicable)

- Supports the collection, analysis, and reporting of data for course review and benchmarking.
- Ensures alignment with TEQSA requirements and the Higher Education Standards Framework.
- Monitors documentation and compliance processes for continuous improvement activities.
- Prepares reports for internal governance and external regulatory bodies.

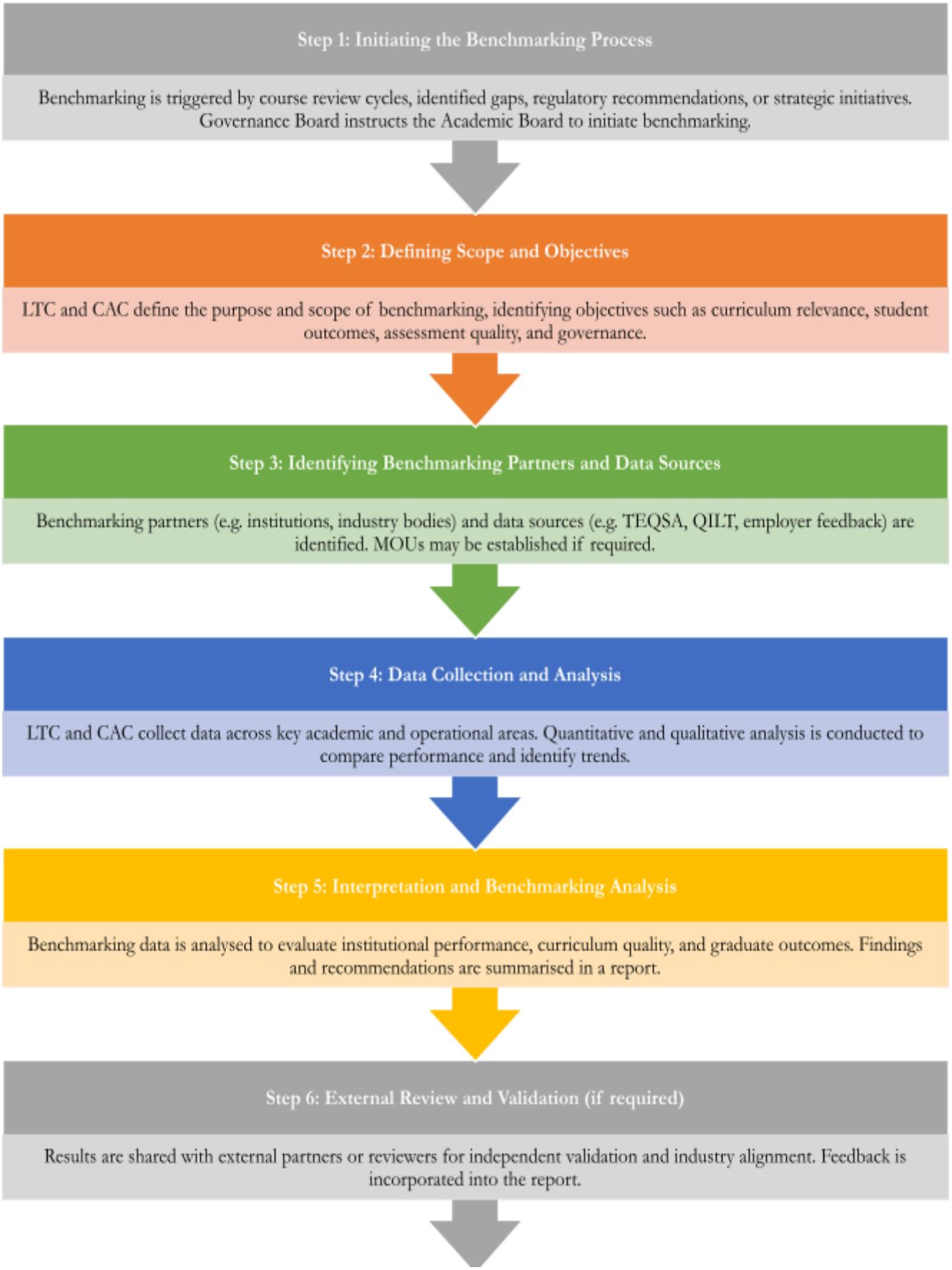
13. Authority and Compliance

File Number	HEP19
Status	Current
Approval Authority	Academic Board.
Legislative Compliance	• Education Services for Overseas Students Act 2000 (ESOS Act); • Australian Qualifications Framework (AQF); • Higher Education Standards Framework (2021); • Tertiary Education Quality and Standards Agency Act 2011; • Privacy Act 1988; • National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2018) • Fair Work Act 2009 (Cth)
Supporting Documents	• Course Review Schedule • Course Review Report Template • Teach-Out Plan Template (for course discontinuation) • Benchmarking Planning Template

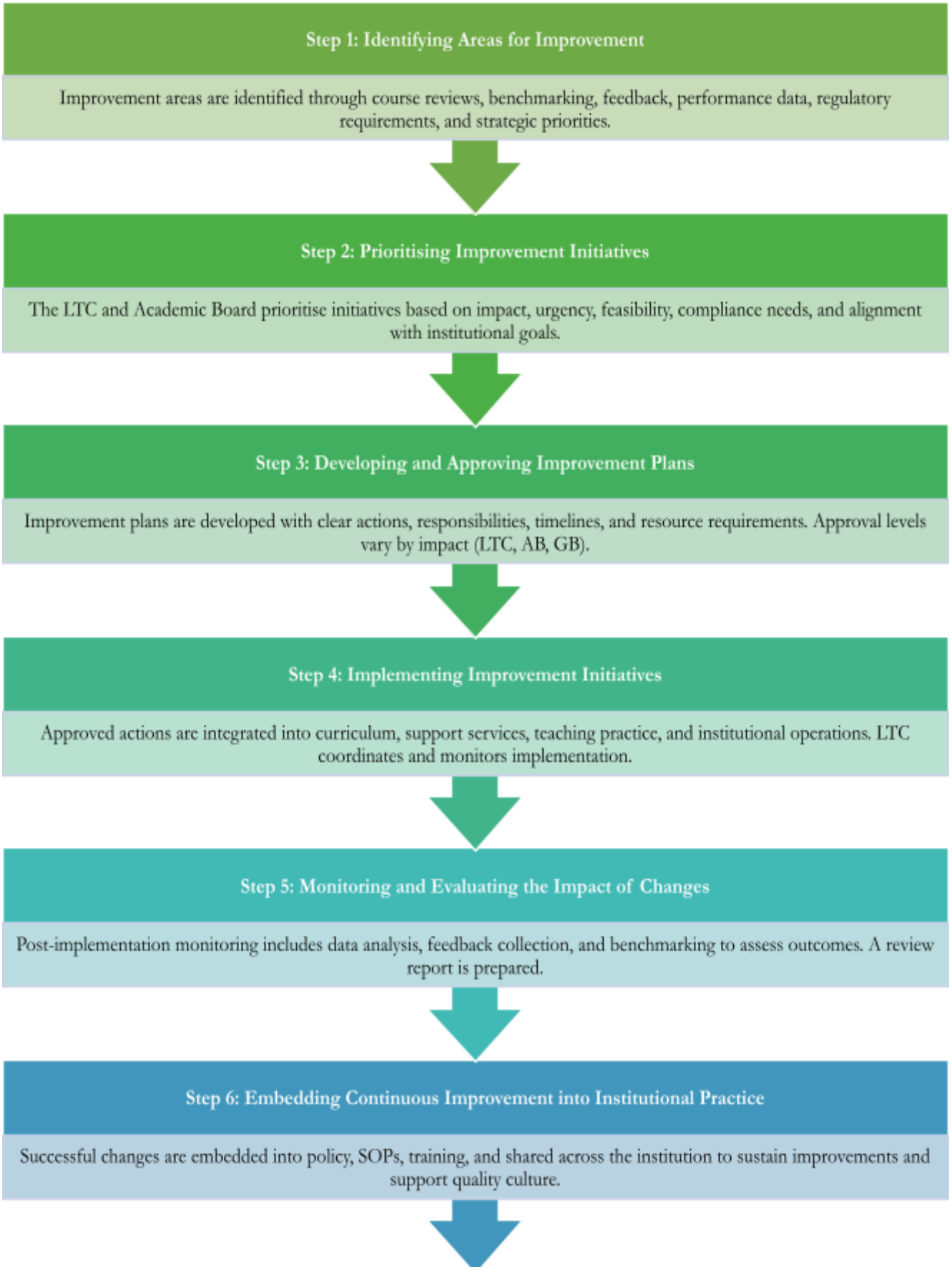
	• Benchmarking Comparison Matrix Template • Benchmarking Report Template • Continuous Improvement Register • Stakeholder Feedback Form • Benchmarking Agreement
Related Documents	• CAIT Hi-Ed Academic Quality, Standards and Integrity Policy and Procedure • CAIT Hi-Ed Student Support and Services Policy and Procedure • CAIT Hi-Ed Privacy Policy • CAIT Hi-Ed Course Development and Approval Policy and Procedure • CAIT Hi-Ed Assessment and Moderation Policy and Procedure • CAIT Hi-Ed Critical Incident Policy and Procedure • CAIT Hi-Ed Work Integrated Learning and Placement Policy and Procedure • CAIT Hi-Ed Student Health, Safety and Welfare Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	• Standard 1.4; ss 1 – 5 • Standard 1.5; ss 3 • Standard 3.1; ss 2 – 5 • Standard 3.3; ss 1 – 3 • Standard 4.1; ss 1 - 4 • Standard 5.3; ss 1 - 5 • Standard 5.4; ss 1 – 4 • Standard 6.2; ss 1 -2 • Standard 7.2; ss 2d
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	• Standard 1.1; ss 1 & 3 • Standard 2,1; ss a - b • Standard 3.3; ss 3 • Standard 3.4; ss 2 • Standard 6; ss 1 & 9 • Standard 11; ss 3 • Standard 12; ss 1 – 2 • Standard 13; ss 1 – 2 • Standard 14; ss1 – 2 • Standard 15; ss 1 & 3
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.
Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

Appendix 1: Course Review Process Flow Chart

Appendix 2: Benchmarking Procedure Flow Chart



Appendix 3: Continuous Improvement Procedure Flow Chart



14. Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Academic Board	16/5/2025	