



## Online Course Delivery Policy

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<b>Related Documents</b>	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
<b>HESF (Threshold Standards) 2021</b>	N/A

### 1. Purpose

The Australian Institute of Higher Education Pty Ltd ('the Institute') is committed to providing a range of educational opportunities to its students. The Institute recognises that online course delivery (or virtual delivery mode) is an option that may provide access for students who might otherwise not have an opportunity to pursue higher education by physically attending a campus. This policy provides guiding principles relating specifically to online course delivery. This policy outlines the general principles that ensure the Institute's standards and quality assurance are maintained and that there is compliance with laws and regulatory obligations. These include the *ESOS Act* and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* as well as requirements of the *Higher Education Standards Framework (2015)*.

### 2. Principles

The key principles for this policy and procedure are identified below.

## 2.1 Key principles that underpin online course delivery

- Students must be provided with an opportunity to achieve unit or course learning outcomes.
- There must be assurance that unit or course learning outcomes have been achieved.
- Learning outcomes, teaching and learning activities and assessment must be consistent with AQF level requirements and professional accreditation requirements.
- Communication must be open and accessible to all students undertaking online units and courses.

## 2.2 Achievement of Learning Outcomes

It is essential that course development, teaching, learning and assessment activities are designed to:

- Be accessible and effective communication free of barriers;
- Maintain staff-to-student and student-to-student contact;
- Provide guidance on how students can meet unit and course learning outcomes;
- Maintain student engagement and interaction;
- Monitor student engagement and provide assurance that required learning is being undertaken and learning outcomes achieved;
- Monitor student progression;
- Enable quality assurance mechanisms, including how to review, measure and improve student outcomes.

## 2.3 Resources

Online delivery is facilitated by:

- Students having a sound computer and internet connection that enables access to learning materials and resources and allows participation in all learning activities, including assessment tasks. This is a condition of enrolment, and this essential requirement must be communicated to students before enrolment.
- The provision of facilities and resources to mitigate any technological barriers to teaching, learning and assessment activities, including a ready and easily accessible contact point for help with technology and IT issues.
- The provision of a wide range of student resources that facilitate a flexible study approach, assist with student engagement and help students achieve success. Available resources will include a learning management system that facilitates communication, and provides access to unit learning materials and learning modules

## 2.4 Staff

In order to ensure teaching and learning success, it is essential that staff:

- Are supported in delivering courses online;
- Undergo regular training and education to ensure knowledge and skills are current and fit for the purpose of providing the most effective online delivery;
- Have access to adequate resources, tools and technological support for online delivery;
- Maintain peer-to-peer interaction and seek assistance from other staff where necessary.

## 2.5 Student well-being

To uphold the highest possible standard of the student experience, the Institute will ensure:

- Measures are taken to mitigate the risk of social isolation that is often inherent in online course delivery;
- Students are provided with support including academic, language and welfare support services;
- There is provision for peer-to-peer and student-to-staff interaction;
- Students and staff maintain a mutually respectful online learning environment free of harassment or discrimination;
- Students have access to complaints and grievances facilities that can be easily accessed in an online format;
- Student feedback on course delivery, learning materials, assessment and the student experience is sought regularly, and changes based upon the feedback are implemented;
- Students studying online have reasonable opportunities for representation on appropriate IMC committees.

## 2.6 Academic Integrity

Measures must be taken to ensure academic integrity with online course delivery including:

- Compulsory student education and training on academic integrity and what constitutes student misconduct, with a particular focus on online learning activities and assessment tasks;
- Staff training on risks inherent in online delivery and measures to mitigate those risks;
- Rigorous monitoring that addresses the risk of misconduct including cheating and plagiarism;
- Development of examinations and assessments tasks that are fit for purpose in an online environment;
- Effective moderation of learning outcomes and assessment;

- Processes that ensure academic integrity of assessments, such as online supervision services.

### 3. Context

The Policy applies to all staff and students of the Institute.

### 4. Scope

This policy applies to academic and administrative staff involved with the development, delivery and administration of online courses. It is also relevant to students who may currently participate in online study or intend to do so in the future.

### 5. Definitions

See the AIH Glossary of Terms for definitions.

### 6. Legislation

This Policy and Procedure is written in accordance with the National Employment Standards (NES) Educational Services (Post-Secondary Education) Award 2020, applicable Higher Education Standards (HESF 2015) regulatory framework, the ESOS Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

### 7. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at May 2022 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
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