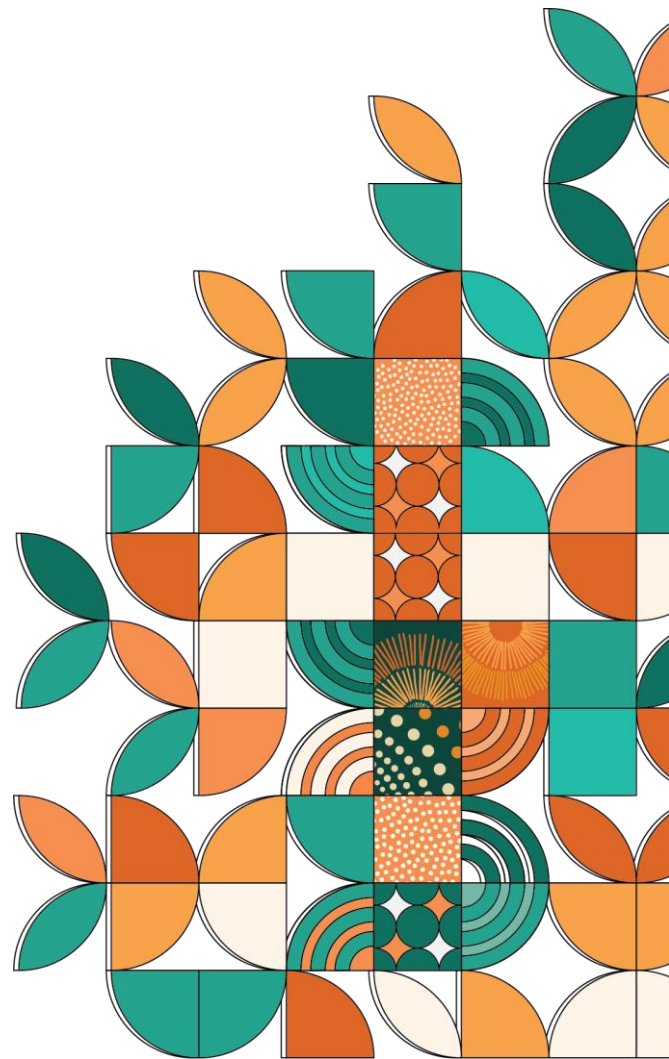


Teach-Out Procedure



SECTION 1

1. Purpose

- 1.1 This Teach-out Procedure details the method/s by which the IHNA would support students (relating to teaching/instruction/supervision) in a course that may be superseded or discontinued.

2. Scope

- 2.1 This Procedure applies to all accredited or award courses of IHNA.

3. Definitions

- 3.1 **AQF Framework**–The Australian Qualification Framework (AQF) is the national policy for regulated qualifications in the Australian education and training sector, incorporating the qualifications from each education and training sector into a single comprehensive national qualification framework.
- 3.2 **AQF Qualification**-This qualification is the result of an accredited complete course of learning leading to formal certification that a graduate has achieved the learning outcomes described in the AQF. **Australian Skills Quality Authority (ASQA)** refers to the national regulator for vocational education and training.
- 3.3 **Award course** means a course recognised under the Australian Qualifications Framework and approved by the Australian Skills Quality Authority (ASQA).
- 3.4 **Course** refers to a program of study offered by the Institution leading to an AQF qualification, or a non- award course.
- 3.5 **Teach-out period** describes the timeframe allocated to an ‘expiring/expired accredited program’ for current students to complete the program they initially enrolled in.
- 3.6 **Teach-out Plan** refers to a plan that describes how the academic program will be discontinued and how the impact on students concerned will be minimised.
- 3.7 **Transition** contingency refers to the plan, if a Teach-out Plan is not possible or appropriate, for students to complete their course of study or similar course of study at another institution.
- 3.8 **Transition Plan** is a plan which allows students to move from their current course and complete a newly accredited equivalent or updated course, with no financial or academic impact. It incorporates available advanced standing a student would receive from their current course of study into their new course.

SECTION 2

4. Course discontinuance principles

- 4.1 The discontinuance of an accredited course must be approved by the Board of Directors on the recommendation of the Academic Board through a discontinuation proposal.
- 4.2 When a course has been approved to be discontinued, publicly available information regarding the accredited course must clearly state that no further enrolments are available for this course. The website and all marketing material will reflect that this course is no longer available.
- 4.3 No further enrolments will be allowed in the discontinued course.
- 4.4 A Teach-out and/or Transition Plan must be approved by the Academic Board to ensure fair and equitable options are available for students currently enrolled to complete the course.
- 4.5 The interests of students will always be protected, and students will not be disadvantaged by the transition and/or teach-out arrangements.
- 4.6 There will be equitable treatment of all students.
- 4.7 Students will be given a reasonable amount of time to complete their course or be able to enroll into an alternative course.
- 4.8 The course in teach-out mode will continue to meet all regulatory standards and course resourcing, course outcomes and overall service and support levels will not be reduced.
- 4.9 The course will remain accredited until all students have either completed or transitioned out.

5. Course discontinuation/teach-out and transition procedures

- 5.1 If IHNA discontinues an approved accredited course, the Academic Board will submit a discontinuation proposal to the Board of Directors for approval. The discontinuation proposal will include:
 - a. Rationale for discontinuing the course.
 - b. A Teach-out Plan.
 - c. The impact on key stakeholders.

- d. Strategic consequences.
 - e. Financial consequences.
- 5.2 The Board of Directors will assess and determine whether the discontinuation proposal and Teach-out Plan are fair and equitable for affected students and do not disadvantage students from completing their studies.
- 5.3 When a course is forced into teach-out mode due to an expiry of course accreditation or a regulatory decision made by ASQA, the following procedures will be followed:
- a. A Teach-out and Transition Plan must be drawn up and approved by the Academic Board in the context of an expiry of course accreditation or a regulatory decision and circumstances. This is dependent on any restrictions put in place by ASQA.
 - b. Affected students are notified as per the Teach-out and Transition Plan of the course discontinuance, the timeline of the teach-out and their options for completing the course.
 - c. Affected students are to be notified as soon as reasonably possible of the discontinuance of the course and the Teach-out Plan.
 - d. Contingency arrangements will be made to ensure that students can transition into equivalent courses at another provider if required.
- 5.4 The Teach-out Plan will address the following:
- a. Number of students involved in the teach-out period.
 - b. Proposed duration of the teach-out period which does not exceed the duration provided by the regulatory authority and/or the accreditation body.
 - c. Student progression, which is monitored over the teach-out period to ensure students complete the course in time.
 - d. Arrangements in place for ensuring students complete their course.
 - e. Communication with students on:
 - i. How and when information will be communicated.
 - ii. Content of communication.
 - iii. Arrangements for ongoing communication throughout the teach-out period.
- 5.5 When a Teach-out Plan is not appropriate or unfairly disadvantages students when discontinuing a course or if the Institute does not have an equivalent course to

transition students into, then a contingency transition arrangement will be made with a similar provider delivering the equivalent or similar course.

The Contingency Transition Plan will address the following key points:

- a. Number of students involved in the transition process.
 - b. Proposed plan with recommended study pattern for each student to complete their course as part of the transition process.
 - c. Total number of credits the student will receive based on the credit transfer arrangement approved by the Learning and Teaching Committee and Academic Board.
 - d. Appropriate support and arrangements are in place for ensuring students complete the course.
- 5.6 Students may lodge a complaint regarding any aspect of the teach-out plans based on the Complaints and Appeals Policy and Procedure.
- 5.7 Teach-out plan
- a. A teach-out plan is developed in consultation with the executive management, approved by the Academic Board and endorsed by the Board of Directors.
 - b. The Plan should address the following elements:
 - i. Cessation of future enrolments into the course
 - ii. Proposed teach out period, not exceeding course accreditation duration
 - iii. Communication strategy to students impacted re teach out and options to complete course and/or transition to another provider
 - iv. Arrangements to ensure all enrolled students complete the course, or transfer to a mutually agreed course, or equivalent course at another provider.

6. Roles and responsibilities for implementation of the teach-out procedures

- 6.1 The National Training Manager along with the Academic Director has executive oversight of the implementation of these procedures.
- 6.2 The Academic Board is responsible for monitoring academic quality and standards across the Institution. Academic Board provides advice to the Board of Directors on academic matters, including advice on course discontinuance and transition arrangements.

- 6.3 The Learning and Teaching Committee as a Sub-committee of the Academic Board is responsible for the credit transfer arrangement, transition and teach-out management, monitoring and reporting of all course activity across the Institute, including discontinuation and transition arrangements.
- 6.4 The IHNA Quality Assurance Department is responsible for monitoring all course and accreditation activities across the Institute and preparing submissions to the regulatory body.
- 6.5 The Registrar is responsible for managing the teach-out and/or transition process.
- 6.6 The Finance Manager is responsible for considering and approving the financial consequences of any course discontinuation.

SECTION 3

7. Associated information

Related Internal Documents	<ul style="list-style-type: none"> • Training Package Transition Policy
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Australian Qualifications Framework 2013 • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organisation 2015 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • The Education Services for Overseas Students (ESOS) Act 2000 • Transition and teach-out arrangements for the expiry of accredited programs in 2019 • Enrolled Nurse Accreditation Standards 2017 • VET Funding Contract, VET FEE-HELP, Skills First Program, DTWD, Smart and Skilled and other necessary funding rules and regulations
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SRTO2015 Stds and sub section	Standards of RTOs 2015 - Clauses 1.26 to 1.27
IHNA DocID	IHNA-TOP2-2.0

8. Change History

Version Control		Version 2.0
Version No.	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
V.1.0	10/03/2020	Prepared and revised the procedure
V.2.0	06/03/2024	Updated in new template and logo