

Course Delivery Policy and Procedure HEPP72

PURPOSE

This policy outlines general principles guiding best practices teaching and learning course delivery for all delivery modes.

SCOPE

This policy applies to Southern Cross Education Institute (Higher Education) courses of study.

DEFINITIONS

SCEI-HE	Southern Cross Education Institute (Higher Education)
---------	---

POLICY

The following general principles frame the delivery of all SCEI-HE courses:

1. Equity and clarity of course content, assessment, workload, learning experience and outcomes across all delivery modes and delivery sites.
2. Common learning management system.
3. Timely, consistent and appropriate academic and non-academic support, including career and disability services, of SCEI-HE academic and support staff.
4. Timely and appropriate feedback on assessments based on published marking rubrics.
5. Flexibility in andragogical approaches and scaffolding of student learning.
6. Student access to the necessary resources, including physical and digital infrastructure such as classrooms, libraries, and reliable IT systems, to meet course requirements especially those defined "at risk" who must be able to access academic support mechanisms.
7. Diverse, assessment that caters to different learning styles.
8. Predominance of student centred, active, exploratory and collaborative learning experiences.
9. Appropriately and adequately educated and skilled academic staff.
10. Appropriate benchmarking, review and continuous improvement.
11. Commitment to academic integrity, upheld through adherence to SCEI-HE's Academic Integrity Policy and Procedure HEPP01.

PROCEDURE

All courses will be reviewed each year to ensure the following:

1. **Modality:** Assess whether a program or course is to remain fully online, blended, or web-enabled face-to-face. Ensure evidence-based teaching strategies are being implemented to achieve specific learning outcomes that can be measured by assessment are used to make this determination. Ensure equivalence across delivery modes through standardized learning outcomes, assessment criteria, and regular cross-mode reviews.
2. **Pacing/Flexibility:** Ensure whether a course is self-paced with open entry and open exit, class-paced, or a combination of the 2.
3. **Student-staff ratio:** Ensure 25 to 1 setting, are in place to maximise direct interaction between students and professors. This ratio is supported by institutional data demonstrating improved student engagement and learning outcomes.
4. **Andragogy:** Monitor the learning design and experiences to ensure a predominance of student centred, active, exploratory and collaborative learning.
5. **Staff role online:** Ensure staff are active online in lecturing and directing students toward content and engaging in dialogues; are monitoring wikis, forums and generally responding appropriately to student needs.
6. **Work Integrated Learning:** Monitor industry bodies (such as ACECQA, AASW, ACWA) to ensure student work placements are following guidelines and recommendations. Implement quality assurance processes, including supervisor training, placement evaluations, and student feedback mechanisms, to ensure placement effectiveness.
7. **Review** stakeholder feedback and implement changes as required. Systematically collect feedback through surveys, focus groups, and stakeholder consultations to ensure transparency.
8. **Review** attrition rates, progress/retention rates, completion rates, grade distributions and graduate success and implement identified quality improvement plans and processes to ensure quality of teaching and learning.
9. **New units** and courses will be submitted to the appropriate sub committees (Course Advisory Committee, Teaching and Learning Committee and be tabled to the Academic Board for approval.



10. **Information provision:** Provide prospective and current students with clear, accessible information about course delivery modes, resource requirements, and support services via the SCEI-HE website, student handbooks, and orientation programs.
11. **Wellbeing and safety:** Ensure students have access to wellbeing and safety resources, including counseling, mental health support, and emergency protocols, across all delivery sites.

RELATED DOCUMENTS

Assessment Moderation Policy and Procedure HEPP35
Assessment Policy and Procedure HEPP04
Benchmarking Policy and Procedure HEPP40
Course Review, Amendment and Approval Policy and Procedure HEPP28
Academic Integrity Policy and Procedure HEPP01

LEGISLATIVE CONTEXT

Education Services for Overseas Students Act 2000
Higher Education Standards Framework (Threshold Standards) 2021
National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 11

RESPONSIBILITIES

Academic Director
Course Coordinators

DOCUMENT AND RECORD CONTROL

Created	Nov 2020 (V1.0)
Amended	Mar 2022 (V1.1); Jan 2024 (V1.2); May 2025 (V1.3)
Last reviewed by	Quality Assurance and Compliance Unit (May 2025)
Last approved by	Academic Board (June 2025)
Version	1.3
Effective date	June 2025
Next planned review	May 2027

