

College of Law Standards, Quality & Risk Framework (as at March 2024)

Standard	Quality		Potential Areas of Risk (from the perspective of the Director Academic Regulatory & Compliance)
	Context	Measures and Records	
1 Student Participation & Attainment <ul style="list-style-type: none"> • Admission • Credit & RPL • Orientation & Progression • Learning Outcomes & Assessment • Qualifications & Certification 	Principles; Website; Handbooks; Program Manuals; Student Services Procedures; Lecturers' Manual; Creation & Assessment of Learning Outcomes Policy; Student Evaluation Policy; Assessment Matrix; National Competencies; Assessment Review Committee; Career Skills Framework	Grade Distributions; Student Evaluations; Attrition, Progress & Completion Data; Assessment Review Committee Records; Benchmarking Records; Academic Baseline Report	Prescribed Information; Contractual Information; Eligibility & Enrolment Rules; Students at Risk; Appropriate Learning Outcomes; Australian Qualifications Framework; Completion Rules; Security and Integrity of Testamurs and Transcripts
2 Learning Environment <ul style="list-style-type: none"> • Facilities & Infrastructure • Diversity & Equity • Wellbeing & Safety • Student Grievances & Complaints 	Principles; Learning Portal; Program Manuals; Assessment Rules; Bursary Policy; Eligibility Policy; Withdrawal, Transfer & Deferral; Injury & Hazard Reporting; Student Evaluation Policy; Appeals Committee	Staff / Student Ratio; Student Evaluations; Complaints Register; Appeals Committee Records; Academic Baseline Report	Adequate Facilities & Resources; Learning Portal Maintenance & Disaster Recovery; Opportunities for Disadvantaged Students; Opportunity for Complaints & Disputes; Proper Records of Complaints & Disputes
3 Teaching <ul style="list-style-type: none"> • Course Design • Staffing • Learning Resources & Educational Support 	Principles; Course Design Signature; Graduate Attributes; Career Skills Framework; Creation & Assessment of Learning Outcomes Policy; Assessment Matrix; National Competencies; Curriculum Advisory Committees; Academic Equivalence Policy; Student Evaluation Policy; Course Materials & Secondary	Staff / Student Ratio; Student Evaluations; Subject Outlines; Scholarship Compendium; Curriculum Advisory Committee Minutes; Academic Equivalence Policy Records; Grade Distributions; Attrition, Progress & Completion Data; Benchmarking Records; Academic Baseline Report	Appropriate Learning Outcomes; Australian Qualifications Framework; Scholarship; Equity of Learning Experience; Professional Accreditation; Recruitment of Lecturers; Learning Portal and Learning Experience; Access to Student Support Services; Academic Integrity; Graduate Satisfaction; Employer Satisfaction

	Materials; Practice Papers; Learning Portal; Library		
4 Research & Research Training <ul style="list-style-type: none"> • Research • Research Training 	Principles; Research & Scholarship Committee; Research & Scholarship Plan; Ethics Clearance Procedure; Major Project Supervision	Research & Scholarship Committee Minutes; Scholarship Compendium; Major Projects	Resourcing of Research & Scholarship; Proper Use of Research & Scholarship; Ethics Clearance; Supervision of Major Projects
5 Institutional Quality Assurance <ul style="list-style-type: none"> • Course Approval & Accreditation • Academic & Research Integrity • Monitoring, Review & Improvement • Delivery with Other Parties 	Course Approval and Review Panels; PIR Reports Against TEQSA HE Standards; Student Evaluation Policy; Academic Quality Data Collection; Academic Committees TOR; Program Manuals; Academic Conduct Rules	Course Approval and Review Reports; PIR Risk Reports; Grade Distributions; Attrition, Progress & Completion Data; Student Evaluation Data; Academic Committee Minutes; Academic Conduct Reports; Major Course Reviews; End-of-course Reviews; Benchmarking Records; Academic Baseline Report	Monitoring of TEQSA HE Standards; Review of Accredited Courses; Adequate Academic Quality Data Collection and Use; Academic Integrity Precautions and Detection; Appropriate Benchmarking and Use of Records
6 Governance & Accountability <ul style="list-style-type: none"> • Corporate Governance • Corporate Monitoring & Accountability • Academic Governance 	Constitution; Board of Governors; Corporate Governance Charter; Board Advisory Committees & TOR; Strategic Plan; Business Plan; Budget; Risk Management Process; Tuition Assurance; Complaints & Disputes Policy; Program Manuals; Academic Conduct Rules Principles; Academic Committees TOR; Academic Plan; Research & Scholarship Plan; Teaching & Learning Plan;	Board of Governors and Advisory Committee Minutes; Results Against Plans; Audited Financial Reports; Budget Reports; Risk Management and Compliance Reports; Complaints Register; Academic Conduct Reports; Board Self Review Reports COLAB Papers; COLAB and Subcommittee Minutes; Results Against Plans; Course Approval and Review Reports; Benchmarking Records; Academic Baseline Report	Appropriate Structures & Systems; Relationship Between Board and COLAB; Monitoring of ASIC Standards; Monitoring of TEQSA HE Standards; Adequate Academic Quality Data Collection and Use; Reporting Duty to Regulators; Action on Valid Complaints; Academic Integrity

7 Representation, Information & Information Management <ul style="list-style-type: none"> • Representation • Information for Prospective & Current Students • Information Management 	Website; Policy Index; Handbooks; Program Manuals; Application for Enrolment (contract); Learning Portal; CRICOS National Code; TEQSA National Register; Technology & Information Systems (TIS); Student Services Manual; Student Records Retention Policy; Academic Conduct Policy; Injury & Hazard Reporting Policy	SalesForce SMS; Student Records; MIS Reports; Complaints Register; Academic Conduct Reports; Incident Reports	Adequate Information for Students; Adequate Information for Overseas Students; Adequate Student Records
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Student Participation and Attainment

1.1 Admission

Standard

1.1 Admission

- 1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.*
- 2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:*
 - a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies*
 - b. policies, arrangements and potential eligibility for credit for prior learning, and*
 - c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.*
- 3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.*

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The College's admission (eligibility) policies for award courses are found in the Program Manuals (see Policy Index – Appendix 3 Selection Procedures). It is our general policy to accept all students eligible to undertake the courses (in most cases, a law degree or equivalent) and we will scale up or down on teaching resources as numbers dictate.

The Standards prescribe certain information that must be conveyed to students prior to admission. The College's various admission policies and rules are articulated to students in the Program Manuals (found in the Policy Index on the website), the Handbooks, and on the Application for Enrolment Forms. In particular, students are required to acknowledge key policies and rules (including the Student Code of Conduct) when they sign the Application form as these constitute terms of the contract between the College and the student.

Applications (with payment or Fee-Help forms) are monitored by Customer and Student Engagement (CSE) and all eligible students are accepted into the course. Students receive notification of their acceptance with relevant details of attendance, website access and other requirements. Students using Fee-Help get a CAN letter within the prescribed period.

An area recently reviewed (Jan 2024) is our policy regarding English proficiency. We require an IELTS certificate to a high standard (as required by some of the admitting agencies), where a student is not from an English speaking background, unless the student studied

their undergraduate degree at an English speaking university. For PLT students, all will have studied at least some subjects at an Australian university (as per LPAB requirements) but we do get the occasional student who somehow got through a law degree at an Australian university without being able to speak English to the requisite standard. We reserve the right to suspend such students until they have achieved the requisite standard (IELTS certificate). This happens only rarely. The revised policy extends the suspension power to any student with poor English regardless of their provenance.

Measures and Records: admission numbers and attrition rates are relevant measures (Academic Baseline Report). Records of Complaints and Disputes with regard to eligibility for admission or advanced standing. Student details are recorded in SharePoint and translated to the Department of Education / TEQSA via TCSI. See Academic Policy & Quality / Data on COL-Gate. Records dealing with students of questionable English proficiency.

Risk: failure to publish prescribed information to students; failure to adequately advise contractual terms; failure to properly monitor student eligibility to commence award courses (including English language skills); failure to ensure all required student details have been provided (eg, USI; TFN on Fee-Help form); failure to train relevant staff to implement and observe admission policies; failure to ensure records are properly fed into TCSI within prescribed intervals.

1.2 Credit and Recognition of Prior Learning

Standard

1.2 Credit and Recognition of Prior Learning

1. *Assessment of prior learning is undertaken, consistent with the credit and recognition of prior learning policy in the Australian Qualifications Framework, for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification. Such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.*

2. *Credit through recognition of prior learning is granted if:*

- a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and*
- b. the integrity of the course of study and the qualification are maintained.*

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The College's academic credit and RPL policies for award courses are found in the Program Manuals (see Policy Index). It is our general policy to approve applications for credit in accordance with the Standards and Australian Qualifications Framework (AQF) which contemplate credit for formal, informal and non-formal study with the general principle that credit should be maximised on the proviso that course integrity (volume of learning and satisfaction of all learning outcomes) is not compromised.

[TEQSA Good Practice Note](#)

Applications for credit are considered, recorded in Salesforce and communicated to the student. Credit is also noted on transcripts.

While general policies regarding credit are published, there are certain expressions or exercises of the policies that remain unpublished in order to maximise the College's flexibility within the constraints of policy. An example of this is the ALP approach to granting credit for Accredited Specialists (one subject specified for capstone PLUS another specified credit for an introductory subject relevant to the accredited specialty OR an unspecified credit for a subject unrelated to the specialty not forming part of a major). Another example of an unpublished policy is the College's willingness, in appropriate circumstances, to grant credit after course commencement despite the published policy that we will not do so. (We often have a discretion to depart from our published policy – see [Interpretation of Rules Policy \[PDF\]](#))

Most credit applications are standard and processed by CSE, however, novel applications must be referred to the relevant Head of Course for assessment and his/her decision will be referred also to the Director, Academic Quality to ensure the Higher Education Standards are properly observed.

An analysis of [credit](#) granted in Prac Ed was recently undertaken (2024) to ascertain whether learning outcomes are being properly achieved in the wake of credit being granted in accordance with our longstanding policies. The review was satisfied that the RPL system is working well and now includes oversight from the Director, Academic Quality.

Measures and Records: all applications (successful and unsuccessful) for credit are communicated to the student, recorded in Salesforce and reported to the Academic Board in summary form.

Risk: credit improperly granted or refused; credit improperly recorded; integrity of course learning outcomes compromised

1.3 Orientation & Progression

Standard

1.3 Orientation and Progression

- 1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.*
- 2. Specific strategies support transition, including:*
 - a. assessing the needs and preparedness of individual students and cohorts*
 - b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and*
 - c. providing access to informed advice and timely referral to academic or other support.*
- 3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.*
- 4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.*
- 5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.*
- 6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.*

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The College's approach to Orientation begins with capacity to undertake the Program as evinced by having achieved an undergraduate law degree (in most cases). All students with a law degree are accepted into the PLT or Practitioner Education Programs.

Orientation is then focussed on ensuring the student can access the course and lecturer, and understand precisely what is required to get through the course successfully. To achieve these goals the student is required to attend an orientation session (PLT) or online orientation (PLT & Prac Ed) and is always required to perform an early formative assessment task to help the lecturer ensure that the student is engaging with the course and coping with its requirements. There are KPI requirements for lecturers regarding the timeliness and adequacy of feedback.

There are additional considerations for CRICOS students, including English language skills at the requisite level.

The College tries to identify, at enrolment, students with disabilities or other special requirements and will put whatever measures in place as are needed to help those students attain the learning outcomes. The College has gone to considerable lengths (and expense) to provide assistance for those who request it.

Students identified as being "at risk" are given options such as transfer and deferral, and where additional support is required may be referred to the Assessment Review Committee (ARC). The ARC is not a disciplinary committee but is rather a committee designed to assist the student to understand what is required and find ways to help them through their course.

Where students are unhappy with the determinations of the ARC there are appeals provisions and recourse to the Student Liaison Officer who can help them navigate the College's appeals process.

Achievement, completion and attrition rates are reported to the Academic Board and used by Heads of Programs to identify areas of curriculum or delivery which might warrant attention.

In most cases, there is only one pathway into the College's Programs (being a law graduate) so all students have the same opportunity and preparation for successful completion. There are pathways for non-lawyers in special circumstances but such applications are exceptionally rare.

Measures and Records: number of students making contact within designated time at the start of the course or subject; ARC records; Student achievement records; PLT completion rates and ALP attrition rates (Academic Baseline Report).

The College's approach to Progression is focussed on ensuring the student achieves the requisite learning outcomes, exemplifying also Graduate Attributes. In the PLT Program students have four years to complete all components with a maximum of three transfers permitted in that time without recourse to the ARC for extension or other permission.

In the ALP a student has five years to complete the Masters degree without recourse to the ARC for extension or other permission.

Measures and Records: Pass / Fail rate; Comparative Grade Averages; ALP Attrition rate; PLT Completion rate; ARC Records

Risk: identification of students at risk; assistance for students at risk; identification of students ineligible to commence or improperly prepared to commence

1.4 Learning Outcomes and Assessment

Standard

1.4 Learning Outcomes and Assessment

1. *The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.*
2. *The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:*
 - a. *specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved*
 - b. *generic skills and their application in the context of the field(s) of education or disciplines involved*
 - c. *knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and*
 - d. *skills in independent and critical thinking suitable for life-long learning.*
3. *Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.*
4. *On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.*
5. *On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:*
 - a. *a detailed understanding of the specific topic of their research, within a broad understanding of the field of research*
 - b. *capacity to scope, design and conduct research projects independently*
 - c. *technical research skills and competence in the application of research methods, and*
 - d. *skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.*
6. *Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research, incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:*
 - a. *for doctoral degrees, are external to the higher education provider, and*
 - b. *for masters degrees by research, at least one of whom is external to the higher education provider.*
7. *The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.*

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The College's approach to Learning Outcomes and Assessment is described in the [Creation and Assessment of Learning Outcomes Policy](#), [Career Skills Framework](#), and informed also by the Australian Qualifications Framework, [Principles in Research & Scholarship](#), [Principles in Teaching & Learning](#) and [Graduate Attributes](#).

Principles from all these are distilled in the College Course Design Signature and Career Skills Framework which direct the development of award courses from original concept through development of learning outcomes, course materials and assessment materials.

In particular, the Career Skills Framework takes a comprehensive approach to the prescription of learning outcomes at the requisite level involving the discipline input of the Curriculum Advisory Committees.

A recent (2024) review of the way we include generic skills and critical thinking skills among learning outcomes established a comprehensive approach which can be viewed [here](#).

Assessment is directly related to learning outcomes with a view to providing the student with an opportunity to demonstrate learning. Wherever possible, assessment tasks (formative and summative) are tailored to be reflective of legal practice in simulation. Most summative assessment tasks in the PLT Program involve oral assessment which is an important tool to prevent plagiarism or other cheating.

Lecturers / assessors are guided with rubrics to assist with grading at the appropriate level of learning and regular training is provided to ensure (as far as reasonably possible) equity across all lecturers and Programs.

All assessment is moderated internally and externally (see Moderation Policy). All learning outcomes and assessment are considered by the various Curriculum Advisory Committees, Course Approval and Course Review Panels. The Moderation Policy was recently reviewed (in 2024) and new procedures were created for both Internal Moderation and External Moderation. Internal Moderation has been streamlined to rely more on the Academic Baseline Report to give a fast benchmark for the grade average in any assessment event. (The Academic Baseline Report shows grade averages for every subject in every state (PLT) and every subject nationally (Prac Ed).

Measures and Records: Curriculum Statement; Course Sequence; Subject Outlines; Moderation Reports; Curriculum Advisory Committee minutes; Course Approval and Course Review Reports; Academic Baseline Report.

Risk: learning outcomes or assessment unsuitable for AQF level; learning outcomes not properly addressed in course materials; assessment not properly related to learning outcomes; learning outcomes and assessment not properly related to Graduate Attributes; assessment not properly moderated to ensure consistency of grading and appropriateness of curriculum, delivery and assessment instruments

1.5 Qualifications and Certification

Standard

1.5 Qualifications and Certification

- 1. Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.*
- 2. Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider's specific policies and academic governance requirements for the award of Higher Doctoral Degrees.*
- 3. When an Australian higher education qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.*
- 4. Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:*
 - a. the name of the registered higher education provider issuing the documentation*
 - b. the full name of the person to whom the documentation applies*
 - c. the date of issue*
 - d. the name and office of the person authorised by the higher education provider to issue the documentation, and*
 - e. if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.*
- 5. All certification documentation issued by the higher education provider is:*
 - a. unambiguously issued by the registered higher education provider*
 - b. readily distinguishable from other certification documents issued by the higher education provider*
 - c. protected against fraudulent issue*
 - d. traceable and authenticable*
 - e. designed to prevent unauthorised reproduction, and*
 - f. replaceable by the higher education provider through an authorised and verifiable process.*
- 6. Testamurs state correctly, in addition to the requirements for all certification documentation:*
 - a. the full title of the qualification awarded, including the field or discipline of study*
 - b. any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study), and*
 - c. if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.*
- 7. Records of results state correctly, in addition to the requirements for all certification documentation:*
 - a. the full name of all courses and units of study undertaken and when they were undertaken and completed*
 - b. credit granted through recognition of prior learning*
 - c. the weighting of units within courses of study*

- d. the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall*
- e. where grades are issued, an explanation of the grading system used*
- f. where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and*
- g. any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.*
- 8. Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.*
- 9. Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.*
- 10. Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.*
- 11. Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.*

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The College's approach to qualifications and certification is described in the Course Manuals and informed also by the Higher Education Standards, Australian Qualifications Framework and (where appropriate) by other sources such as the National Competencies (PLT) or the Attorney-General (Cth) guidelines for Family Dispute Resolution Practitioners.

Security and production of testamurs and transcripts is covered in the Student Services Manual. Blank testamurs and transcripts are kept securely and imprinted with a student's ID number to aid in fraud prevention.

[[Transcripts include an explanation of Grades, however we need to review the recording of dates of Units studied, and the weighting of Grades (eg via Credit Points or EFTSLs) in the PLT Program.]] [[Get GS, GB and TR to review and benchmark for CRP?]]

We do allow testamurs to be replaced if we are provided with a statutory declaration which advises the loss/destruction etc of the original. We will also change the name on the testamur if a student changes their name and provides evidence (eg, wedding certificate).

Measures and Records: Student Management Systems (Canvas and Salesforce); ARC Records (including lists of graduands)

Risk: maintenance of proper systems and records to demonstrate eligibility to graduate, and those who have graduated; security of testamurs and other documentation; failure to include prescribed information on testamurs and transcripts

Learning Environment

2.1 Facilities & Infrastructure

Standard

2.1 Facilities and Infrastructure

- 1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes, and accommodate the numbers and educational and research activities of the students and staff who use them.*
- 2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.*
- 3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.*

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The College is conscious of student needs in terms of physical space and access to learning resources. We have always (where possible) converted rooms to the semblance of court rooms to create the ambience of legal practice to both enhance performance and help prepare students for the real world of legal work. (See Principles in Teaching & Learning; Building Management Policy)

The IT resources are strong enough to deliver the courses (including primary and secondary learning resources) to all students, utilising a customised CANVAS system with student account details handled via Salesforce. The College maintains a large IT department, help desk and Content Design & Development department to facilitate student access to up-to-date resources. The help desk is manned to cover business hours from 9.00 am in Auckland to 5.00 pm in Perth.

Proportionate with the time spent in the courses and on campus, the College also makes some effort to facilitate student interaction, outside formal teaching, both in physical spaces and online. Such efforts (particularly online) do involve some privacy challenges to be managed.

Measures and Records: Staff / student ratios; service provision KPIs for IT Help Desk, CDD and lecturers; outage and remediation records; Student evaluation of learning resources

Risk: failure to provide adequate facilities and resources for effective teaching and learning; IT systems failure; failure to support academic and social interactions among students beyond formal teaching and learning

2.2 Diversity and Equity

Standard

2.2 Diversity and Equity

- 1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.*
- 2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.*
- 3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.*

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Traditionally, diversity and equity considerations are more relevant to undergraduate studies and pathways therein for subcultures and individuals who may have been disadvantaged or underrepresented in higher education. The College is postgraduate only and does not discriminate in any way with regard to admission policy. All students need a law degree or equivalent to be eligible to commence and no exception is made to this requirement except as provided for in the Practitioner Education Program Manual.

Despite the availability of Fee-Help loans to all Australian citizens, the College still offers a limited number of bursaries and, in particular, welcomes applications from students of Aboriginal or Torres Strait Islander origin. Students who identify as ATSI will normally be approved for bursaries as the College regards itself as having a mission to remove as many obstacles as possible from the legal careers of such students, including the need to repay HELP debts. In practice we get few such applications.

The bursary policy was recently reviewed (2024) to ensure adequate bursary amounts for both ATSI and non-ATSI students and also that the availability of bursaries be better advertised. It was also determined that a proper study be made of the recruitment, admission, participation and completion of ATSI students. This has never previously been undertaken as the general progress and completion rates at the COL are so uniformly high.

Where students are identified as being at risk or having any kind of disadvantage, the College will provide additional resources, or even alternative pathways through its Programs, in appropriate circumstances, without compromising course integrity.

Measures and Records: student records, bursary records; student demographics; attrition and completion rates

Risk: failure to provide (as appropriate to our context) for disadvantaged students

2.3 Wellbeing and Safety

Standard

2.3 Wellbeing and Safety

1. *All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.*
2. *Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.*
3. *The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.*
4. *A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.*
5. *There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.*

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Wellbeing and safety at the College need to be considered in light of our student demographic, time spent in the Programs and prevailing distance mode of study.

The College's approach to Wellbeing and Safety is articulated in the Safety, Security and Welfare section of the Program Manuals and includes access to counselling for mental health or other problems beyond teaching and learning, commensurate with the student demographic and time spent in the courses.

The College also manages students at risk via its Learning Management Systems, transfer and deferral policies and offers access to a Student Liaison Officer to help where a student may be uncomfortable going directly to a lecturer (or their manager).

There is a critical incident policy in place (see Injury, Hazard, Incident & Injury Reporting Policy). See also Mental Health Safety Policy; Support for Students Policy; Code of Conduct

Measures and Records: Student files; Critical Incident Register; Support for Students Register

Risk: failure to provide (as appropriate to our context) a safe environment for teaching and learning; identification of students at risk; assistance for students at risk records

2.4 Student Grievances and Complaints

Standard

2.4 *Student Grievances and Complaints*

1. *Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.*
2. *There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.*
3. *Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.*
4. *Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.*
5. *If a formal complaint or appeal is upheld, any action required is initiated promptly.*

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The College has always regarded grievances and complaints as opportunities for improvement. Complaints and disputes are covered in Chapter 4 of the Program Manuals and also in the Assessment Rules. The principles underpinning the Complaints and Disputes section within the Program Manuals are essentially those prescribed by DoE/TEQSA.

Most complaints are handled *ex tempore* by lecturers or Executive Directors but if they escalate to a written complaint they trigger the College's formal procedure. Students are also advised that nothing in the formal procedure affects their rights to seek remedies at law.

Students wishing to make complaints can be assisted (if they wish) by the Student Liaison Officer who will guide them through the process. The Student Liaison Officer is also the convener of, and secretary to, the Appeals Committee (but not part of the Committee).

Measures and Records: Complaints Register; Records of the ARC and WEC; Records of the Appeals Committee; Records of the External Appeals Panel

Risk: failure to give students an opportunity to make formal complaints and/or deal with those complaints fairly in accordance with written procedures; failure to maintain proper records of grievances and complaints; failure to learn from / take action to prevent recurrence of grievances and complaints

Teaching

3.1 Course Design

[Standard](#)

3.1 Course Design

1. *The design for each course of study is specified and the specification includes:*
 - a. *the qualification(s) to be awarded on completion*
 - b. *structure, duration and modes of delivery*
 - c. *the units of study (or equivalent) that comprise the course of study*
 - d. *entry requirements and pathways*
 - e. *expected learning outcomes, methods of assessment and indicative student workload*
 - f. *compulsory requirements for completion*
 - g. *exit pathways, articulation arrangements, pathways to further learning, and*
 - h. *for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.*
2. *The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:*
 - a. *current knowledge and scholarship in relevant academic disciplines*
 - b. *study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and*
 - c. *emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.*
3. *Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.*
4. *Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.*
5. *Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.*

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The College's approach to course design is described in numerous documents including: Principles in Research & Scholarship, Principles in Teaching & Learning, College Course Design Signature, Creation and Assessment of Learning Outcomes Policy, Graduate Attributes, Career Skills Framework and informed also by the Australian Qualifications Framework, National Competencies and admitting authority policy.

All matters listed at 3.1 of the Standards are included within the College's Subject Outlines (Attachment Bs) to the Course Accreditation template (based on the TEQSA accreditation templates). [[Review]] [[Needs reference to CLI]]

The matters listed at 3.2 of the Standards are the core elements of each Course/Unit of Study and are generated and refreshed by Curriculum Advisory Committees and Program Area Leaders in concert with Heads of Program (usually the Course Proponents at accreditation) and lecturers engaged in relevant scholarship.

Course and Subject level Learning Outcomes are generated as described above at 1.4 and articulated / delivered in accordance with the College's Signature Learning Design.

The pedagogical philosophy emphasises the acquisition of practical knowledge and skills so courses must be designed to achieve that philosophy. All courses are informed by external professional input (via Curriculum Advisory Committees and external moderators) and built on the principles of “explanation, demonstration, application” so that we explain the knowledge or skills, demonstrate the knowledge or skills, and then get the student to show how well the knowledge or skills have been learned. [[Discuss with TLU]]

Bearing in mind our student demographic, our course design also emphasises flexibility so that work/life balance is not too disrupted by study.

The PLT Program and the FDR Program are accredited by the relevant admitting agencies and Attorney-General (Cth) respectively.

Measures and Records: Student Evaluations; Employer Stakeholder Satisfaction; Skills Self Assessment; Comparative Grade Distributions; CAC minutes; Program Area Team notes; Scholarship Compendium (especially papers delivered at APLEC); Academic Baseline Report

Risk: failure to design learning outcomes which engage with advanced knowledge and enquiry consistent with the level of study including:

- current knowledge and scholarship in applied law;
- study of the underlying theoretical and conceptual frameworks of applied law; and
- emerging concepts that are informed by recent scholarship, current research findings and advances in legal practice.

3.2 Staffing

Standard

3.2 Staffing

1. *The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.*
2. *The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.*
3. *Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:*
 - a. *knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice*
 - b. *skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and*
 - c. *a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.*
4. *Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.*
5. *Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.*

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The College's approach to staffing is based on capacity, adequacy and constant improvement.

Capacity refers to the requisite qualifications and experience for appointment as a College lecturer. It also refers to the up-to-date technical and SOTL knowledge a lecturer is expected to have, especially an academic leader.

Adequacy refers to the number of lecturers required in accordance with the staff/student ratio within the College Enterprise Agreement (scaled up or down as student numbers dictate).

Constant improvement refers to the monitoring and assessment of lecturers and individual plan targets set to improve in accordance with the College's Enterprise Agreement. Staffing is a main component of course delivery. A significant effort over the last couple of years has gone into developing the College's broader community of scholarship – finding ways to encourage and record instances of scholarly output and ensure those are disseminated widely. The TLD Sharing & Learning series is an example of this.

Academic leaders (senior lecturers and above) have additional responsibilities for which they must be adequately equipped. Appointment as a senior lecturer occurs only where the appointee has made a sound contribution to curriculum development; academic

management and administration; research and scholarship; and, to the corporate life of the College in accordance with the College's strategic goals.

The College's approach to academic oversight is described in the doc Academic Leadership at the College of Law which was recently (2024) reviewed by the Practitioner Education department to ensure their compliance and alignment with the principles espoused therein. A small number of recommendations were made to appoint more Practice Area Leaders in key discipline areas, improve training opportunities in SOTL and to better inculcate adjunct lecturers into our community of scholarship and practice.

The College's approach to course delivery is described in numerous documents including: Principles in Teaching & Learning; Lecturer and Senior Lecturer Position Descriptions; Enterprise Agreement; Creation and Assessment of Learning Outcomes Policy; Academic Equivalence Policy; Staff Development Policy; Digital Learning Strategy and the Lecturers' Manual.

The College's basic pedagogical philosophy is to engage students in order to impart the various graduate attributes and learning outcomes effectively and then to measure outcomes to ensure equity of delivery and assessment. We aim to generate the conditions most conducive for deep learning but understand that the student demographic can be more oriented towards achievement based learning. The course design and delivery facilitate either approach.

Our approach to course delivery is also based on helping lecturers to develop their own skills and careers via several avenues including further education, reflective practice, reward incentives and [[peer review]].

Measures and Records: Scholarship Compendium; Staff/Student Ratio; Student Evaluations; Student Skills Self Analysis; Employer Stakeholder Satisfaction; graduate outcomes and destinations; the College Award; Grade Distributions; Moderation Reports

Risk: ineffective learning; failure to ensure (as far as reasonably possible) that all students have the same learning experience in all locations; failure to ensure adequate credentials of lecturers and maintain proper records; failure to properly induct and train lecturers; failure to ensure availability of lecturers; low student satisfaction; poor quality graduates leading to low employer satisfaction and falling employment rate; poor scholarship output or quality leading to poor refreshment of courses; rising staff/student ratio

3.3 Learning Resources & Educational Support

Standard

3.3 Learning Resources and Educational Support

- 1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.*
- 2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.*
- 3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.*
- 4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.*

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The College's approach to learning resources and educational support is described in numerous documents including: [Principles in Teaching & Learning](#), [Principles in Research & Scholarship](#), [Program Manuals](#), [Digital Learning Strategy](#) and the Lecturers' Manual.

The College typically creates all primary learning resources and (in PLT) most secondary resources, while also curating links to other reference material. The online (and limited physical) library collection covers all resources necessary to get through the extant Programs. A recent audit (2024) was run to see whether we are satisfied with the library collection to support the further intellectual interest of students beyond the Programs and the scholarly interests of lecturers. The [report](#) found that these questions can both be answered in the affirmative with the proviso that a number of areas for improvement were noted. There will be a further review by the end of FY2025.

Besides the lecturers, the College has several departments whose principal function is to create learning resources or otherwise provide support. These include Teaching & Learning Unit, Content Design & Development (CDD), Library, IT Help Desk and Student Services, all of whom have policies and procedures covering the many aspects of their operations.

In contemplation of advice from the Curriculum Advisory Committees, Teaching & Learning Unit and Program Area Teams, the CDD department is a dedicated resource (currently 24 team members), expert in the design of Programs, educational technology and the generation of learning materials. Learning materials are pitched in accordance with Learning Outcomes at the requisite level but also designed to engage student interest and inspire active learning.

Given that the College teaches Applied Law, both learning resources and assessment tasks, wherever possible, make use of materials and media which are currently used in the professional practice of law. It is part of our pedagogical philosophy to introduce students to materials, systems and activities they will later employ in professional life.

The College's fundamental policy is to ensure that all students have access to the requisite learning resources, that all resources are kept up to date and that access from any location,

on any device, is as seamless as reasonably possible. Given that most of our learning resources are accessed online, the College employs a sizeable IT department with Help Desk facility covering the spread of business hours from Auckland to Perth.

There are no additional costs for any of our learning resources or facilities.

Most of our students still require some level of face-to-face skills development. Since the first lockdown we have taken steps to make skills access easier for remote students by taking skills sessions into the regions rather than require all such students to come to the various capital cities.

The College lecturers are vigilant for signs of students being at risk (mainly via the Learning Portal) and there are several levels of support for such students, including access to counselling (both academic and non-academic). The College will pay for a first session with a professional counsellor, including in circumstances unrelated to the course.

Measures and Records: Student Evaluations; Complaints Register; transfer records; ARC records; IT Help Desk records

Risk: ineffective learning; low student satisfaction; failure to ensure that students have access to all learning resources; failure to ensure that students have access to learning support services (as appropriate for the College context)

Research & Research Training

4.1 Research

Standard

4.1 Research

1. *Research and its associated activities are conducted in accordance with a research policy framework that is designed to achieve:*
 - a. *ethical conduct of research and responsible research practice*
 - b. *clarification of ownership and management of intellectual property*
 - c. *successful management of research partnerships*
 - d. *clarification of requirements for publication and authorship, and*
 - e. *resolution of allegations of misconduct in research.*
2. *Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role.*
3. *A system for accurate and up-to-date recording of the research outputs of staff and research students is maintained.*

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The College's approach to Research and Scholarship is described in documents such as Principles in Research & Scholarship, Research and Scholarship Plan, Research and Scholarship Committee (Terms of Reference), Ethics Clearance Procedure, Research & Scholarship Schema

The College's research and scholarship activity needs to be understood within our proper context. We are a school of Applied Law and offer only a limited research opportunity (Major Project) within the Applied Law Program. This elective subject affords the opportunity to write a short piece of original scholarship within a Coursework Program (approx 6000 to 8000 words). Major Project should not be confused with the (much more substantial) requirements of a Higher Research degree. [[Discuss with TLU]]

Having said that, legal research is inevitably a part of legal practice so the College does look to include some aspects of legal research into every subject, especially those within the Applied Law Program.

The condition of staff research and scholarship is covered in detail in the Research & Scholarship Plan, and Research & Scholarship Schema.

College academic staff are involved in scholarship (including research) designed to support the generation of learning resources and also to inform teaching and learning (SOTL). Examples of such scholarship include:

- The College of Law Practice Papers (a large compendium of secondary resources in support of the PLT Program and some Practitioner Education subjects)
- APLEC Conference Papers (SOTL in the area of legal practice)
- CLE Seminar Papers (Continuing education for the practising profession)
- ACLEA Conference Papers
- Other personal research and scholarship (eg, IBA seminars; Resilience; the Values, Skills and Competencies of Successful Early Career Lawyers)

Measures and Records: Research and Scholarship Plan, Research & Scholarship Schema, Community of Practice Hub, Research and Scholarship Committee minutes, Ethics Clearance Committee minutes; Scholarship Compendium, College Award, COLAA Student Essay Prize

Risk: failure to engage appropriately in research and scholarship; failure to use scholarship in course design and maintenance; failure to ensure ethics clearance of sensitive research projects; failure to properly monitor and support student research and scholarship in Major Project

4.2 Research Training

Standard

4.2 Research Training

- 1. Research training is guided by an institutional research training policy framework that is designed to achieve:*
 - a. definition and recognition of the rights and responsibilities of research students and supervisors*
 - b. induction and orientation of research students and supervisors to their roles*
 - c. monitoring of the progress of research students*
 - d. assessment and examination of students' work*
 - e. independence of examiners*
 - f. presentation and communication of research outputs by students, and*
 - g. resolution of disputes.*
- 2. Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available.*
- 3. Each research student is supported by continuing supervisory arrangements, including:*
 - a. a principal supervisor who holds a doctoral degree, or has equivalent research experience, and who is active in research and publishing in, or otherwise making original contributions to, a relevant field or discipline*
 - b. at least one associate supervisor with relevant research expertise, and*
 - c. the principal supervisor is a member of the staff of the higher education provider, or has a relevant adjunct appointment, or is otherwise formally contracted and accountable to the provider for supervisory duties.*
- 4. Research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken.*
- 5. Coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider.*

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The College's approach to Research Training must be considered in light of our research activity. There are no research degrees, although there is a Major Project elective in the Applied Law Program in which students undertake a limited piece of original scholarship. This is not to be confused with the level of research (and concomitant training) required in a Higher Degree but is an optional opportunity to pursue an area of interest in greater depth as is commonly afforded Masters (coursework) students at university law schools. Students undertaking Major Project are supported by the Research & Scholarship Co-ordinator and/or Manager, Teaching & Learning. [[Discuss with TLU]]

Staff research training is largely self-directed but the College will certainly support training requests via finance and time away from teaching as needed (including for the undertaking of higher degrees). The College Award is an annual \$10k prize (to attend an international conference of the recipient's choice) for the person who has made the best contribution to the College's teaching and learning effort. The criteria for winning the award are the same as

usually required for appointment to a Senior Lecturer role; ie a sound contribution to: curriculum development; academic management and administration; research and scholarship; and, to the corporate life of the College in accordance with the College's strategic goals.

Measures and Records: Research and Scholarship Plan, Research and Scholarship Committee minutes, Community of Practice Hub, Scholarship Compendium, College Award, COLAA Student Essay Prize

Risk: failure to engage appropriately in research and scholarship; failure to support staff interest in research and scholarship; failure to ensure ethics clearance of sensitive research projects; failure to properly monitor and support student research and scholarship in Major Project

Quality Assurance

5.1 Course Approval and Accreditation

Standard

5.1 Course Approval and Accreditation

- 1. There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.*
- 2. Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.*
- 3. A course of study is approved or accredited, or re-approved or re-accredited, only when:*
 - a. the course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework*
 - b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and*
 - c. the resources required to deliver the course as approved or accredited will be available when needed.*

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The College's approach to course approval and accreditation comes under the (delegated) authority of the Academic Board and is described in the Course Approval Panel Policy and Procedure and Course Review Policy and Procedure. Course proposals are developed by proponents in concert with marketing, Teaching & Learning Unit and the Academic Secretary and approved for development by the Senior Executive Committee. A Curriculum Advisory Committee is created and a draft curriculum developed in accordance with the relevant

course accreditation templates (based on the TEQSA templates). Once the templates are complete a Course Approval Panel is convened, which considers the course and makes recommendations to the Academic Board (after any conditions or requisitions have been satisfied by the course proponents).

The College's templates for reaccreditation / review were recently (2023) updated after recommendations from Prof Michael Adams (UNE) who served as an external academic on the PLT Course Review Panel.

All courses are periodically reviewed and reaccredited as described within the Course Review Policy and Procedure.

Course review is an ongoing feature of academic governance. Regular data reports are provided to the Academic Board – especially enrolment, completion, attrition and satisfaction data. Review of learning outcomes and other thematic reviews occur on an ad hoc basis and all such reviews are ultimately fed into the formal course review process which tends to happen towards the end of the registration period.

In particular, the annual Academic Baseline Report (ABR) is a regular “health check” on the viability of programs and the extent to which they are maintaining their fitness for purpose. The ABR can also be mined (from a big data perspective) to identify areas which might need attention prior to any formal review.

Measures and Records: Course Approval templates; Course Approval Reports; Curriculum Advisory Committee minutes; Academic Board Papers and minutes; Course Review Reports; Academic Baseline Reports; ad hoc thematic reviews of courses

Risk: failure to comply with the Higher Education Standards and Australian Qualifications Framework; failure to ensure curricula are designed with appropriate learning outcomes evincing relevant knowledge and skills and assessment with appropriate volume of learning; failure to get appropriate external input into curriculum; failure to have appropriate external representation on Approval Panel; failure of course proponents to adequately satisfy CAP requisitions or respond to recommendations

5.2 Academic & Research Integrity

Standard

5.2 Academic and Research Integrity

1. *There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.*
2. *Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.*
3. *Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.*
4. *Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.*

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The College's approach to Academic Integrity is described in the Program Manuals (Academic Conduct Rules) and must be understood in proper context. Academically, we are committed to the principle of integrity (as adopted within the Principles of Research & Scholarship and Principles of Teaching & Learning), but more particularly, we train lawyers (intending and already practising) who are bound by the highest ethical standards to the courts, to the profession, to their clients and to the wider community.

There is therefore a level of integrity required of a lawyer that goes beyond the level of the ordinary citizen and this is reflected both in our educational model and in our educational policies – especially those concerned with assessment. Academic behaviour can be regarded as analogous with professional behaviour and there are potentially serious career consequences for students who fall short of the requisite standard.

We do not routinely use anti-plagiarism software due to the heavy reliance on precedents in our Programs (which would show too many false positives to be useable), but if suspicions are aroused we may use Viper in individual cases. TEQSA also have a number of useful resources for identifying [cheating](#). Every Practitioner Education subject has an online tutorial on plagiarism, where students can work through different examples of what constitutes acceptable and unacceptable paraphrasing, collaboration and so on. All PLT students are warned about the consequences (academic and career) of academic misconduct at the beginning of every Offering and all students are required to certify that every piece of assessment is their own work. Such certification is a particularly solemn matter for prospective lawyers – not least because a false certification can have profound ramifications for a student needing to prove their good fame and character for the purposes of admission, or retaining admission, as a legal practitioner. [[Discuss with TLU]]

Almost all summative PLT assessments are now oral assessments which makes plagiarism all but impossible. Assessors are trained to probe more deeply into genuine understanding where they suspect a student is reading from prepared answers that may not have been their own work.

Assessment materials are also refreshed as often as reasonably possible to preclude the use of contract cheating services. Despite our efforts, there are still (inevitably) some instances of academic misconduct and these are dealt with as described in the Program

Manuals. The investigations of the CAO and any relevant appeals are reported to the Academic Board.

Measures and Records: Principal's Plagiarism Letter; Student Portal advice and certification; Viper Anti-plagiarism software; Student Academic Conduct Letters; CAO records; Oral assessment; ARC and Appeal Committee records; Executive Directors' and CAO Reports to Academic Board

Risk: failure to deter or detect plagiarism or other forms of cheating; failure of students to properly achieve learning outcomes; failure to deal consistently with students discovered to have engaged in academic misconduct; failure to protect the public from people unfit to be lawyers (in serious cases); reputational damage if cheating were to become widespread

5.3 Monitoring, Review and Improvement

Standard

5.3 Monitoring, Review and Improvement

1. *All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.*
2. *A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.*
3. *Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.*
4. *Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:*
 - a. *analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and*
 - b. *the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.*
5. *All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.*
6. *All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.*
7. *The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.*

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The College has formal course review process that is used at reaccreditation and also towards the end of the accreditation period. This process was last improved following recommendations from Prof Michael Adams in 2023. (See Review 5.3 2024)

The College also undertakes regular major data reviews (Academic Baseline Report) and occasional major thematic or structural reviews of courses as the circumstances warrant (eg, Rejuvenation 1 and 2; Digital Learning Strategy 2022; Subject Learning Outcomes Project 2022). Improvement is anticipated via better results in student outcomes, evaluations and benchmarking reports. (The course review process was last reviewed in 2024.)

The College reviews all award courses constantly via numerous measures including:

- Grade data collection and analysis
- Student satisfaction and confidence
- QILT
- Student attrition, progress and completion data
- Internal and external moderation
- Oversight of academic committees
- End of course (or subject) reviews / reports by lecturers
- benchmarking

All data collected (quantitative and qualitative) is used to inform the review of curriculum and delivery. Data is considered by relevant academic committees (especially Academic Board, GCC and occasionally CACs) and Subject teams, and recommendations for amendment or improvement are generated. A very major improvement to all underlying structures and systems culminated in the Digital Learning Strategy 2022 and continuing.

Potential improvements identified by the annual benchmarking self-assessments (and QILT comparisons) are translated into the Academic Plan for the following year. We also benchmark specific and non-specific data (and processes) with ACODE, IHEA, occasional individual institutions (most recently Chartered Accountants) and self-assess annually against the HE Standards. Benchmarking arrangements are currently being reviewed (Review 1.4 2024).

Occasionally the major reviews, monitoring data or benchmarking data will suggest a more comprehensive review (such as Rejuvenation 1 and 2 or the Digital Learning Strategy). Subsequent review of student outcome data is anticipated to show an improvement in the wake of targeted improvements although it is not always possible to show the direct link between any single action and improved data outcome.

Major reviews during the registration period include:

PLT

2015-16 Rejuvenation 2 – this was a refinement of the PLT Program which had already undergone profound redevelopment in Rejuvenation 1. The changes were mainly inspired by qualitative data from student surveys in the wake of Rejuvenation 1. Main amendments included: improvements to Canvas; changes to oral assessments.

2019 – Changes to the structure and running of workshops.

2020 – Digital Learning Strategy – this was a very major review of all curricula and the underlying structures and systems that support them. An external reviewer was involved in identifying 27 separate issues, all of which turned into improvement projects, resulting in a more sophisticated approach to teaching and learning at the COL with streamlined design and delivery processes.

2022-23 – Competition Response Redesign – changes to timetabling to enhance flexibility; introduction of “huddles” (optional group mentoring and tutoring).

Prac Ed

Digital Learning Strategy – also applied to Prac Ed.

2016 – PETAL – establishment of a more sophisticated lecturer training and current awareness program. Further updated and expanded in 2021 (and continuing) to facilitate the inclusion of adjunct lecturers in the COL’s community of scholarship and practice.

2022 – SLO Project – all subjects in all Prac Ed Programs were reviewed to take a uniform approach to the establishment of Learning Outcomes and how they are articulated and assessed. (Continuing)

In particular, the annual Academic Baseline Report (ABR) is a regular “health check” on the viability of programs and the extent to which they are maintaining their fitness for purpose. The ABR can also be mined (from a big data perspective) to identify areas which might need attention prior to any formal review. Triangulation of data sets (separate sets of data which support each other) are the best evidence that we are achieving (or not) our course aims.

Measures and Records: Annual TEQSA Risk Rating; Course Review Panel Policy; Course Review Reports; Benchmarking Reports; GCC Notes; Student Evaluation Policy & Reports; Moderation Policy & Reports; Grade Distributions; Student Attrition Reports; Completion Reports; Academic Committees’ TOR; Benchmarking Policy & Reports; Graduate Outcome Survey (QILT); Employer Stakeholder Survey; Academic Baseline Reports.

Risks: Failure to improve curriculum, delivery and administration; failure to review courses and compare relevant indicators with other institutions; failure to collect appropriate data indicative of student achievement, progress, completion and attrition; failure to use appropriate data to inform relevant academic committees to target improvement and mitigate academic risk; failure to properly review courses in accordance with TEQSA Risk Assessment framework; failure to properly review courses in accordance with internal policies and budgets; failure to provide students with opportunity to give feedback or complain regarding their teaching and learning experience; failure to provide staff with opportunity to comment on the teaching and learning experience and review student feedback regarding their teaching

Alignment with Risk Assessment Framework (underlying risks to be managed)

Attrition, Progress, Completion Rates - High attrition rate / low progression rate / or low or significantly decreasing completions, each indicate potential quality issues in admission processes, teaching and learning processes, and overall student experience.

Factors that may be considered in assessing attrition, progress and completion indicators include for example, trend, graduate satisfaction measures, or relevant programs in place to increase retention / assist student progress / assist students complete their course.

Consideration may also be given to the reasons for attrition, such as the proportion of students who transfer to another higher education provider.

Attrition rate is calculated as the percentage of commencing students in a given year who neither complete nor re-enrol in the following year. This calculation is only relevant for ALP as PLT students only have one enrolment event.

Progress Rate is the percentage of subjects passed in a given year. Again, more relevant to Applied Law as PLT students can more easily resit assessments within (or proximate to) a given study period.

Completion Rate is understood by the COL to mean the percentage of students who complete all coursework in the minimum possible time. Almost no students complete ALP in the minimum possible time as we have almost no full time students. In PLT however, the majority of students complete in the minimum time whether they be FT or PT (as understood by the COL).

Graduate Satisfaction – Low graduate satisfaction across the institution reflects overall student experience and signals potential issues in relation to the quality of the course. For example, the level of staff and support available to students, the quality of teaching, and adequacy of learning resources. Poor graduate satisfaction may also impact future market demand.

Academic staff indicators may provide important context in considering this indicator. Consideration may also be given to survey sample size and overall response rates.

Senior Academic Leaders – A relatively low number of senior academic leaders embedded within the organisation may compromise the strength of the organisation's academic capability. Senior academic leaders typically make a strong contribution to key academic policies for the organisation, internal quality review, supervise staff and show professional leadership in their field of expertise.

In assessing risk in relation to senior academic leaders, consideration may be given to context such as the size and scope of a provider's operations, and a close institutional relationship with another higher education provider.

Student to Staff Ratio – A high ratio of students to teaching and learning staff provides a broad indication of potential constraints on the level of support available to students, the quality of the learning experience for students, and the average teaching workload. It is not proposed here as a proxy for class size.

In assessing risk in relation to SSR, consideration may be given to context such as trend, delivery model and mode, and relevant insights offered by other indicators relating to student outcomes and experience.

Academic Staff on Casual Work Contracts – It is important for the provider to ensure that casual staff have adequate access to resourcing and support and are given the opportunity to integrate into the academic culture of the organisation. A significantly high proportion of casual staff increases the risk of these staff not being appropriately supported and resourced to provide a continuity of support for students, anchor academic activities, engage in scholarly activities, and be active contributing members in a community of scholarship.

In assessing risk in relation to casual staff, consideration may be given to context such as trend, field of education (including the need for staff currently practicing in the area of expertise), delivery model or use of current industry professionals in specialist areas, in conjunction with strategies in place to support the engagement of casual staff and their ongoing professional development. Consideration may also be given to insights offered through other indicators, such as those relating to student outcomes and experience. This indicator does not propose that staff on casual contracts are less qualified or less able to deliver quality teaching than permanent staff, but rather reflects inherent risks around mechanisms for effective integration and engagement.

5.4 Delivery with Other Parties

1. *Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.*
2. *When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.*

[Policy Index](#)

The College owns two overseas subsidiaries (The College of Law New Zealand and The College of Legal Practice (England & Wales)).

Both of these are entirely separate entities with their own regulators. We have no common education activities in England but do use the COLNZ as a student support hub. There are some students studying NZ versions of the Graduate Diploma of Legal Practice and the Masters Program. These are Australian programs and clearly described as such in the marketing materials.

Apart from that we do not have any relationships with other parties where College awards are taught.

Governance

6.1 Corporate Governance

Standard

6.1 Corporate Governance

- 1. There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider's operations in or from Australia, including accountability for the award of higher education qualifications, [for continuing to meet the requirements of the Higher Education Standards Framework](#) and for the provider's representation of itself.*
- 2. Members of the governing body:*
 - a. are fit and proper persons, and*
 - b. meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.*
- 3. The governing body attends to governance functions and processes diligently and effectively, including:*
 - a. obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting*
 - b. defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations*
 - c. confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider's institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies*
 - d. undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and*
 - e. maintaining a true record of the business of the governing body.*
- 4. The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.*

[Policy Index](#)

The College's approach to corporate governance is articulated in the Constitution and Corporate Governance Charter, and subordinate Committees and their terms of reference.

The Board of Governors have ultimate authority under the Constitution but conduct much of their business via subordinate Committees and senior Executives – mainly the Chief Executive Officer & Principal, the Chief Financial Officer, the Chief Academic Officer and the Company Secretary.

The Board of Governors are selected with a range of experience and expertise to best give effect to the College's constitutional objectives.

The College employs a thorough planning and risk management system and commissions regular reports on progress against the Strategic Plan and all Business Plans.

Main authority over academic policy is delegated to the Academic Board. Both the CEO & Principal, and the Chief Academic Officer are members of the Academic Board. The minutes of all Academic Board meetings are tabled in the Board of Governors' meetings plus other key business of the Academic Board including Course Approvals.

The Board of Governors regularly reviews the performance of both the College and its key staff and reviews its own performance periodically.

There is no student representative within the governance structure – mainly because most of our students spend less than a year enrolled with the College. We do however encourage student comment or input on the College and its activities, usually via focus groups and the end of course or subject evaluations which include space for qualitative as well as quantitative feedback.

Measures and Records: Board Papers & Minutes; Board Advisory Committees TOR and Minutes; Board Self Review Surveys; Risk Management Process; Strategic Plan; Business Plans and Reports against Plans; Annual Budgets; CFO's Reports; Audited Accounts; Academic Plans; Tuition Assurance Arrangements; Complaints Register; Injury & Hazard Reporting Procedure and Record; Student Evaluations; Program Manuals & Assessment Rules

Risk: failure to create appropriate structures and systems to monitor the performance of the institution and inform the governing body; failure to collect appropriate data indicative of institutional regulatory compliance and performance; failure to use appropriate data to inform relevant committees to target improvement and mitigate risk; failure to identify compliance lapses or report them to regulators

6.2 Corporate Monitoring & Accountability

Standard

6.2 Corporate Monitoring and Accountability

1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

a. the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity's constitution or equivalent

b. the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance

c. the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider's higher education objectives and performance targets and to sustain the quality of higher education that is offered

d. the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards

e. risks to higher education operations have been identified and material risks are being managed and mitigated effectively

f. mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered

g. educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures

h. qualifications are awarded legitimately

i. there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study

j. the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and

k. lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.

[Policy Index](#)

The College's approach to corporate governance is articulated in the Constitution and Corporate Governance Charter, and subordinate Committees and their terms of reference.

The Board of Governors have ultimate authority under the Constitution but conduct much of their business via subordinate Committees and senior Executives – mainly the Chief

Executive Officer & Principal, the Chief Financial Officer, the Chief Academic Officer and the Company Secretary.

The Board operates in accordance with Strategic Plans (three years) and Business Plans (one year) developed across the planning cycle. Achievement against plans is monitored constantly.

The College has a strong financial position and has always been rated low risk in the annual Provider Information Request (PIR) ratings. TEQSA receives all required financial information and audited accounts.

The Company Secretary manages a bi-annual risk management assessment across all College departments. These assessments are then fed into the Audit, Risk and Compliance subcommittee of the Board for further scrutiny.

Main authority over academic policy is delegated to the Academic Board. Both the CEO & Principal, and the Chief Academic Officer are members of the Academic Board. The minutes of all Academic Board meetings are tabled in the Board of Governors' meetings plus other key business of the Academic Board including Course Approvals.

Like the Board of Governors, the Academic Board runs most of its business via its subcommittees and the Academic Secretariat. The Chief Academic Officer is also chair of the Academic Board.

The Board of Governors maintains oversight over the awarding of qualifications via the Academic Board's Assessment Review Committee, which approves all graduands as being eligible to graduate. Testamurs are executed by both the Chair of the Board of Governors and the Principal.

The College is covered by the government's Tuition Protection Scheme but is in a very sound financial position, meaning the risk of a tuition assurance event is extremely low.

The College has numerous measures in place to preclude or prevent breaches of academic integrity and procedures for dealing with incidents as they occur. See above at 5.2. Complaints procedure is also dealt with above at 2.4.

Lapses in technical compliance with the Higher Education Standards are inevitable at such a large and atypical provider. The College has always had a policy of openness and frankness when it comes to such lapses (and their swift correction). The Director, Academic Policy & Quality, who reports to the Chief Academic Officer, is responsible for monitoring compliance with the Standards and that officer maintains a close working relationship with TEQSA and DoE staff. All (but the most minor) lapses are reported to the Board of Governors.

Measures and Records: Board Papers & Minutes; Board Advisory Committees TOR and Minutes; Board Self Review Surveys; Risk Management Process; Strategic Plan; Business Plans and Reports against Plans; Annual Budgets; CFO's Reports; Audited Accounts; Academic Plans; Tuition Assurance Arrangements; Complaints Register; Injury & Hazard

Reporting Procedure and Record; Student Evaluations; Program Manuals & Assessment Rules

Risk: failure to create appropriate structures and systems to monitor the performance of the institution and inform the governing body; failure to collect appropriate data indicative of institutional regulatory compliance and performance; failure to use appropriate data to inform relevant committees to target improvement and mitigate risk; failure to identify compliance lapses or report them to regulators

6.3 Academic Governance

Standard

6.3 Academic Governance

1. *Processes and structures are established and responsibilities are assigned that collectively:*
 - a. *achieve effective academic oversight of the quality of teaching, learning, research and research training*
 - b. *set and monitor institutional benchmarks for academic quality and outcomes*
 - c. *establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and*
 - d. *provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.*
2. *Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:*
 - a. *developing, monitoring and reviewing academic policies and their effectiveness*
 - b. *confirming that delegations of academic authority are implemented*
 - c. *critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications*
 - d. *maintaining oversight of academic and research integrity, including monitoring of potential risks*
 - e. *monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes*
 - f. *critically evaluating the quality and effectiveness of educational innovations or proposals for innovations*
 - g. *evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and*
 - h. *monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.*
3. *Students have opportunities to participate in academic governance.*

[Policy Index](#)

Academic Governance lies ultimately with the Board of Governors, however academic governance was delegated to the Academic Board in August 2005. The terms of reference of the Academic Board are spelled out within the College's Corporate Governance Charter.

The activities and decisions of the Academic Board (COLAB) are reported to the Board of Governors by the Chair of the Academic Board who is also an executive Governor on the Board of Governors. [[This could be made more robust – COLAB do periodically self review]]

COLAB has oversight of academic policy, curriculum and quality assurance which is reflected in the academic committee structure reporting up to COLAB. The following are subcommittees of the Academic Board with a brief description of function:

Course Approval Panel – the panel created to consider accreditation and reaccreditation of courses and make recommendations to the COLAB regarding those courses.

Course Review Panel – the panel created to review courses towards the end of each accreditation cycle. Course review happens constantly via the GCC, quarterly reports to COLAB, the annual Academic Baseline Report and annual reports to TEQSA, but the Course Review Panel is a formal and very comprehensive process to consider how a course is performing and how it might be improved.

Group Course Committee (GCC) – committee made up of Program Directors plus other senior administrators and executive staff to oversee the day to day running of the award Programs and react quickly where student outcome data or other information suggests action is required. The GCC meets fortnightly.

Research & Scholarship Committee (RSC) – committee made up of academics with a keen interest in research to plan and co-ordinate research and scholarship at the College and to encourage the inclusion of College scholarship into College award Programs.

Assessment Review Committee (ARC) – committee made up of course leaders and senior administrators to consider academic appeals, applications for resit or re-enrolment and to sign-off on all course completions.

Work Experience Committee (WEC) – committee made up of academics and senior administrators to ensure that the PLT Work Experience Rules are complied with in all cases. (See also **Practicum Committee** in the Family Dispute Resolution Practice Program – FDR.)

Appeals Committee – ad hoc committee (including the Principal or his delegate) to hear appeals from the ARC, WEC or academic misconduct decisions of the Chief Academic Officer.

External Appeals Panel – ad hoc panel made up of either or both of two external academics who constitute the final avenue of appeal at the College.

Curriculum Advisory Committees (CAC) – each PLT stream or Practitioner Education course (or major sequence) has a Curriculum Advisory Committee which is usually constituted by the relevant Program Director, an internal academic (or more than one), an external academic and at least one industry representative. The CACs meet at least once per year to consider the curriculum and ensure that local conditions are catered for (eg, legislation, cases, local practice etc). CACs also make suggestions regarding any matter to do with the relevant course and how it is taught.

Functions, terms of reference and membership of all academic committees are described on the Academic Governance section of the College's website.

There is no student representative within the academic governance structure – mainly because most of our students spend less than a year enrolled with the College. We do however encourage student comment or input on the College and its activities, usually via focus groups and the end of course or subject evaluations which include space for qualitative as well as quantitative feedback. [[Should we looking for better student

representation? More regular focus groups with COLAB? I believe this is about to become of focus of TEQSA scrutiny.]]

Measures and Records: Principles in Research & Scholarship; Principles in Teaching & Learning; Principles of Engagement with the Profession & Community; Academic Plan and Reports against Progress; Benchmarking Policy & Reports; Papers and minutes of all academic committees; Standards, Quality & Risk Framework.

Key to the academic governance processes of these committees is information and data gathering to aid decision making. Examples of regularly collected data and information are:

- Grade Distributions
- Student evaluation data
- Student self assessment (skills) data (PLT)
- Moderation reports
- Benchmarking reports
- Completion reports (PLT)
- Attrition Reports (ALP)
- Employer Stakeholder reports (currently *ad hoc* but to become regular)
- Operational reports of Program Directors and Administrators

Examples of irregular and ad hoc data and information include:

- Major thematic course reviews
- Major thematic governance reviews (eg the Gold Reports)
- Employer Stakeholder surveys
- Complaints and disputes
- Academic Conduct reports
- Market Research reports

All of these reports (or compilations with narrative) go the COLAB and all go to the various subcommittees as required and inform the annual academic plan.

Risk: failure to create and maintain appropriate structures and systems to monitor the performance of the institution; failure to collect appropriate data indicative of institutional performance and regulatory compliance; failure to provide academically-informed advice to the governing body on academic matters; failure to use appropriate data to inform relevant committees to target improvement and mitigate risk; failure to maintain effective oversight of academic integrity; failure to report compliance lapses to regulators; failure to provide students with opportunities to participate in academic governance.

TEQSA Glossary

Alignment with Risk Assessment Framework (underlying risks to be managed)

Attrition, Progress, Completion Rates - High attrition rate / low progression rate / or low or significantly decreasing completions, each indicate potential quality issues in admission processes, teaching and learning processes, and overall student experience.

Factors that may be considered in assessing attrition, progress and completion indicators include for example, trend, graduate satisfaction measures, or relevant programs in place to increase retention / assist student progress / assist students complete their course.

Consideration may also be given to the reasons for attrition, such as the proportion of students who transfer to another higher education provider.

Attrition rate is calculated as the percentage of commencing students in a given year who neither complete nor re-enrol in the following year. This calculation is only relevant for ALP as PLT students only have one enrolment event.

Progress Rate is the percentage of subjects passed in a given year. Again, more relevant to Applied Law as PLT students can more easily resit assessments within (or proximate to) a given study period.

Completion Rate is understood by the COL to mean the percentage of students who complete all coursework in the minimum possible time. Almost no students complete ALP in the minimum possible time as we have almost no full time students. In PLT however, the majority of students complete in the minimum time whether they be FT or PT (as understood by the COL).

Graduate Satisfaction – Low graduate satisfaction across the institution reflects overall student experience and signals potential issues in relation to the quality of the course. For example, the level of staff and support available to students, the quality of teaching, and adequacy of learning resources. Poor graduate satisfaction may also impact future market demand.

Academic staff indicators may provide important context in considering this indicator. Consideration may also be given to survey sample size and overall response rates.

Graduate Destinations – Very low employment or further study rates signal that students may not be well-equipped with the necessary graduate attributes to successfully transition into the next stage of their chosen profession or study. Factors such as fields of education, provider mission, location, survey sample size and response rates may also be considered when rating this indicator.

Representation, Information & Information Management

7.1 Representation

Standard

7.1 Representation

- 1. Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading.*
- 2. Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.*
- 3. Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:*
 - a. the course(s) of study and qualification(s) for which credit may be gained are specified, and*
 - b. the terms on which credit may be granted are defined.*
- 4. Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.*
- 5. Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.*

Policy Index

The College's approach to representation of its programs and policies (including tuition and incidental fees) is articulated on the website, in the Handbooks and Program Manuals. Terms of the contract between the student and the College include Rules and Policies referred to on the Application for Enrolment form which can also be found in the Policy Index. Further Rules and Policies (where relevant) are advised within the Learning Portal.

The College does not use agents or other parties to make any representation on our behalf.

Measures and Records: website; Handbooks; Program Manuals

Risk: failure to provide students (including overseas students) with adequate information to inform their decisions of whether (or not) to study at the College; failure to give correct information regarding course status; failure to observe our own policies with regard to students and their contractual rights (and responsibilities)

7.2 Information for Prospective and Current Students

Standard

7.2 Information for Prospective and Current Students

1. *Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.*
2. *Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:*
 - a. *information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable*
 - b. *information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies*
 - c. *information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion*
 - d. *information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment*
 - e. *information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable*
 - f. *information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and*
 - g. *information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).*
3. *There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.*
4. *Students are given reasonable notice of changes to a higher education provider's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.*

The College's approach to informing students of its programs and policies (including changes to programs and policies) is articulated on the website, in the Handbooks and Program Manuals. Terms of the contract between the student and the College include Rules and Policies referred to on the Application for Enrolment form which can also be found in the Policy Index. Further Rules and Policies (where relevant) are advised within the Learning Portal. [[Get GS, GB and TR to review for CRP?]]

The advice given to students is appropriate and proportionate to our student demographic (law graduates) and the time they spend in the course.

All relevant policies and rules are available on the College website and students are required to acknowledge that they have read certain key policies at enrolment.

Students are directed to the Complaints and Disputes policy within the Policy Index.

There is additional information for overseas students, although we have never had many such students.

Measures and Records: website; Handbooks; Program Manuals

Risk: failure to provide students (including overseas students) with adequate information to inform their decisions of whether (or not) to study at the College; failure to give correct information regarding course status; failure to observe our own policies with regard to students and their contractual rights (and responsibilities)

7.3 Information Management

Standard

7.3 Information Management

- 1. There is a repository of publicly-available current information about the higher education provider's operations that includes:*
 - a. the registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa*
 - b. the instrument establishing the entity*
 - c. the members of the governing body and senior executive*
 - d. the financial standing of the provider*
 - e. indicative total student enrolments*
 - f. a high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties*
 - g. the locations at which higher education is offered, including overseas if applicable*
 - h. an overview of teaching campuses, facilities, learning resources and services provided for students*
 - i. a list of all higher education courses of study that are offered, including indicative estimated annual enrolments*
 - j. arrangements with other parties to deliver courses of study or to conduct research training*
 - k. where public annual reports are required of the provider, the three most recent annual reports*
 - l. how to lodge a complaint about the higher education provider, and*
 - m. contact details.*
- 2. The list of all higher education courses of study within the repository of information includes:*
 - a. the accreditation status of each course of study*
 - b. the qualification(s) offered*
 - c. whether the qualification is recognised in the Australian Qualifications Framework*
 - d. confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise*
 - e. whether each course of study is authorised to be offered to international students studying on an Australian student visa*
 - f. the duration of each course of study, and*
 - g. details of the credit and recognition of prior learning policy that applies to each course of study and direction on how to obtain information on any articulation or credit arrangements that may apply to the course.*
- 3. Information systems and records are maintained, securely and confidentially as necessary to:*
 - a. maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications*
 - b. prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity*
 - c. document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and*
 - d. demonstrate compliance with the Higher Education Standards Framework.*

Publicly accessible information regarding the College, its Programs and Policies is on the website and can also be found in Handbooks and Program Manuals. [[There are a number of matters at 7.3.1 that we could do better.]] [[Get GS, GB and TR to review for CRP? Done.]]

Records of student enrolment and performance are kept in the Student Management System (SalesForce) and Learning Portal (Canvas). Reports are run periodically by MIS for the information of the Academic Board and other academic subcommittees, and also SEC and TEQSA.

All student records are securely stored and only accessed for the purposes for which they were created. Records of student complaints and disputes are kept in the Complaints Register and completion records are also kept in SalesForce and Canvas.

Measures and Records: TEQSA National Register; website; Handbooks; Program Manuals; Policy Index; Academic Board Papers; TIS Procedures; Student Services Manual; Complaints Register; Injury & Hazard Reporting Procedure and Records

Risk: failure to provide students (including overseas students) with adequate information to inform their decisions of whether (or not) to study at the College; failure to give correct information regarding course status; failure to maintain proper records regarding enrolments, progression, completions, attrition and award of qualifications