

# Teach-Out Policy

RSY-ACAD-PY-010-v1.0 Teach-Out Policy

**Document History**

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**Distribution List**

To: All RCDC Staff  
Associate Colleges, College Directors

Cc: Chair, Senior Management Committee  
Chair, Council

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## 1 Policy Statement

Where a Raffles College of Commerce of Design (RCDC) course is to be discontinued, whether in RCDC Sydney or in any of its Associate Colleges delivering RCDC courses, the Senior Management Committee (SMC) must investigate any possible adverse effects that the change may have on both individual students enrolled in the course and student cohorts currently enrolled in the course, with particular regard to:

- Any transitional arrangements required
- Teaching out of discontinued course
- Any time limits on the teaching out period
- Any refunds required for prepaid tuition fees

The default period for the teaching out of a course is full-time duration minus one year, or part time equivalent or shorter where an equivalent can be identified. Where a course is discontinued, students will be assisted to complete the course of study within a designated period or be offered the opportunity to complete their course at another campus or to transfer to another course.

Where a student is not able to complete the course within the teach-out period, assistance will be provided for the student:

- To complete equivalent subjects at another institution; or
- To transfer to another course; or
- To take an early exit option, if appropriate; or
- In exceptional circumstances, to complete a comparable course at another institution.

As far as possible, the approved course will continue to be delivered during the teach-out period, although elective options may become more limited towards the end of that period.

Enrolled students must be informed of a discontinued course by the managing faculty through the usual means of communication, and must be notified of their options and the transitional arrangements that will be put in place.

The Admissions Department must seek to identify potential enrolments or potential student cohorts in pathway programs who may be affected by the decision to discontinue a course, and notify them of their options and any transitional arrangements that will be put in place.

## 2 Guidelines for teaching out discontinued courses

### 2.1 Introduction

On occasions, RCDC may decide that a course should be discontinued, for example, changes in student demand, a change to strategic positioning in a particular market, or a major course revision following a course review process. These guidelines also apply when RCDC courses delivered offshore are withdrawn from a particular Associate College.

These guidelines provide advice on how to implement a decision to discontinue a course, and the management issues that need to be addressed. It does not address any staffing issues arising from a decision to discontinue a course. These matters need to be managed in accordance with the Staff Employment Agreement and related staffing policies and procedures.

An aim of these Guidelines is that individual enrolled students or enrolled student cohorts are not unreasonably disadvantaged by the discontinuation of RCDC's courses.

The suggested process focus is on ensuring that enrolled students have the opportunity to complete the course within a reasonable timeframe, and that the quality of the course and supporting resources are maintained to the end of the teach-out period. There is also a need to ensure that such situations are managed sensitively with individual students, and with any external partners/stakeholders involved in the course delivery.

As part of the initial planning process at the Sydney campus, the Finance Manager should be notified about issues concerning ASTAS and Tuition Protection Service policies and processes.

Depending on the size of the student cohort and the circumstances, the SMC will decide on the timing and consequences of discontinuation of the course, and the content of the initial written communication to students to advise them about the course discontinuation.

Associate Colleges must be advised and should be notified of teach-out strategies where it impacts offshore course offerings.

The Manager, Quality and Compliance should inform the Government Regulator as soon as practical and within the required notification period, and the course would be removed from websites once the decision has been made to discontinue a course.

The Marketing Manager shall amend RCDC's brochures and marketing materials to remove the discontinued course and inform agents and articulation partners of the discontinued course.

## **2.2 Issues to Consider**

The statements below provide advice on the matters that must be considered when planning for teaching out a course. Sample action plans are attached to these guidelines. These address initial planning requirements and ongoing actions during the teach-out period.

### **1. Determine Final Intake Period**

- a) The timing of the decision to discontinue a course will impact on how quickly intake can be stopped. For example, a decision made late in the year may mean that one final intake will need to proceed in the following year. Intakes should be ceased at the earliest possible time while honouring commitments and representations made by the College.
- b) Courses that have formal articulation agreements will need to have determined the last date of intake for the course based on sufficient notice periods for the articulated courses.
- c) It may be possible to offer an alternative pathway for the term of any such agreements as a transition arrangement, or a new agreement may be explored.
- d) Students need to be advised that an offer of a place in the final course intake cannot be deferred.

### **2. Determining Anticipated Completion Dates**

- a) Review all existing enrolments per year level, including the estimated final intake cohort. Based on the nature of the student cohort and the course, and how highly structured it is, determine an achievable end date. This would normally be the full-time duration plus one further year or part-time equivalent, depending on the nature of the student cohort and the course, and how highly structured it is. For example, an undergraduate course with modest enrolment numbers with all students enrolled full-time could be taught out more quickly than a graduate course where most students are enrolled part-time. Part-time students should be able to complete the course in a normal part-time progression (e.g. 2 units per semester). Therefore, the projected end date for offering the course would be the end date for timely progression for part-time students.

b) Based on the course length and the pattern of enrolment for the student cohort (i.e. part-time enrolments versus full-time enrolments), forecast the estimated enrolment pattern for the teach-out period. Estimated enrolments should be based on actual student numbers not equivalent full-time students.

c) The teach-out period should allow for students to access up to one term of deferment as per the Student Handbook. Students should be advised that it is unlikely that any extension beyond this time would be approved, and what options will be available to them if this need eventuates (e.g. course transfer, complementary study).

Table 1.

	<b>Current Enrolment</b>	<b>Estimated Enrolment Year 1 of Teach Out</b>	<b>Estimated Enrolment Year 2</b>	<b>Estimated Enrolment Year 3</b>
<b>Year 1</b>				
<b>Year 2</b>				
<b>Year 3</b>				

Estimates are based on current student enrolment patterns. These do not include any provision for failures or deferment. Tables are presented as examples and need to be adjusted to reflect the length of the course (i.e. there may be a 4 or 5 year teach-out period).

### 3. Mapping Subject Delivery across the Teach-Out Period

a) Map subject delivery requirements across the teach period per year based on estimated student enrolment patterns. If there are part-time enrolments in the course, the course end date should reflect a normal, timely progression for these students.

b) Wherever possible, students should be streamed into particular units, thus making class sizes more viable. The schedule should maximize students completing on time and minimize unit offerings.

Table 2.

	<b>Current Subjects Offered</b>	<b>Planned Subjects Year 1 of Teach Out</b>	<b>Planned Subjects Year 2</b>	<b>Planned Subjects Year 3</b>
<b>Year 1</b>				
<b>Year 2</b>				
<b>Year 3</b>				

#### **4. Course or Campus Transfer as an Option**

If appropriate, students may be offered the option to apply to transfer to another course or to complete their course at another Associate College's campus. Such options may not always be feasible.

#### **5. Prepare Individual Course Maps for All Students**

- a) Review each enrolled student and prepare an individualised course map for the teach-out period. This should assume timely progression based on the student's current enrolment pattern (full or part-time).
- b) Course maps will need to be reviewed each term to ensure that timely progression is maintained and any progression issues resolved. This will also assist in ensuring that class sizes are maximized.

#### **6. Alternative Subject Options**

- a) Towards the end of the teach-out period, there may be a need to approve alternative subjects to facilitate the completion of some students. For example, alternative elective subjects, off campus learning versions of subjects or cross-institutional enrolments may need to be considered. Students need to be advised of this possibility when notified about the discontinuation of the course.
- b) Such substitutions may need to be approved by the Academic Board to ensure that there are no consequent issues for completing students (in the case of core subject substitutions).
- c) A contingency for subject options for any student who does not complete their course by the end of the teach-out period due to exceptional circumstances (e.g. serious illness) may need to be implemented for some students.
- d) These arrangements may also need to be applied to any student requesting a deferment late in the teach-out period or seeking an extension to a deferment. Students should be advised that such requests are unlikely to be approved unless there are exceptional extenuating circumstances. Students making these requests need to be advised of the consequences for their progression and the limited range of options that may be available.

#### **7. Students on Suspension**

Contingency plans to manage any students on any form of academic suspension should be developed.

#### **8. Student Communication**

- a) All students impacted by the decision must be advised in writing. The correspondence should include the reasons for the decision and details concerning the various options that are available. A nominated contact person should be included to assist students with their individual enquiries. Advice on draft correspondence should be sought from the RCDC's legal advisor.
- b) Depending on the particular circumstances, a follow-up meeting with students could be considered to answer any student questions and provide further reassurance about progression.
- c) Student communication should not be limited to active enrolments but also include students on deferment and academic suspension.
- d) A communication plan also needs to be developed for any current applicants for the course advising them of alternative course options.
- e) At the point of the final intake, students need to be advised that no deferral of commencement is possible. Marketing material for final intake must clearly state that deferral cannot be approved.

## 9. Course Advertising

Marketing and agents need to be advised to remove the course from all websites and publications both local and international. This advice should be provided by faculties as early as possible.

## 10. Associate Colleges

a) Where the course involves third partners in its delivery, the terms of the agreement need to be applied when taking the decision to discontinue the course. If this involves Associate College, the Transnational Management Committee should be kept informed during the implementation process.

### 2.3 Suggested Teach-Out Action Plan: Initial

Note that the positions named in the responsibility section are a guide, and each faculty may have a different group of people who will be asked to manage the process.

Action	Responsibility	Date for Completion
Notify the Academic Director and discuss any student load issues that are associated with the teach-out.	Principal	
Seek advice from the Senior Management Committee on any relevant issue (i.e. content of written communication to students notifying them of the decision to discontinue the course and honouring contractual obligations and other representations made by the College).	Manager, Quality and Compliance	
Inform the Government Regulator on the course to be discontinued within the notification period.	Manager, Quality and Compliance	
Inform ACPET and TPS on the tuition assurance scheme to be initiated for affected students.	Finance Manager	
Advise the Admissions Manager and Associate College's College Directors (if course is delivered offshore) of the course to be discontinued and the date of final intake.	Academic Director/Dean	
If the course is open for international enrolments, advise Admissions Manager that the course is to be withdrawn and the date of the final intake.	Marketing Manager	
Develop a communication plan to advise any current applicants or students with offers for subsequent intake periods that the course will no longer be offered, including information about alternative course options that are available. This should be developed in consultation with the Admissions Manager and Dean as appropriate.	Marketing Manager	
Consult with the Library, Information Technology (IT) and Student Services regarding maintenance of support services and any changes to service delivery associated with teach-out arrangements.	Principal	
A letter should be sent to all students explaining the teach-out arrangements and detailing all available options for students.	Principal	
Where possible, consider holding a meeting with students to explain processes and address any concerns.	Academic Director/Dean	
Nominate a contact person to deal with student enquiries about the process.	Student Services Manager	

Establish a website for students with information about the teach-out. Refer to this site in all future correspondence with students, especially for re-enrolment information.	Marketing Manager	
Course planning to ensure cohort of students are streamed into particular subjects, thus making class sizes more viable and to minimise subject offerings.	Program Director / Student Services Manager	
Prepare and supply individual course plans for all students mapping their progression to completion within the designated teach-out period.	Student Services Manager	

## 2.4 Suggested Teach-Out Action Plan: Ongoing

Action	Responsibility	Date for Completion
Maintain the website for students with information about the teach-out. Refer to this site in all future correspondence with students, especially for re-enrolment information.	Marketing Manager	
Review course planning at the end of each year to ensure students are streaming into particular subjects, thus making class sizes more viable and minimising subject offerings. Ensure subject offerings are still meeting the needs of the students.	Program Director/ Students Services Manager	
At the end of each year prepare and supply individual course plans for all students mapping their progression to completion within the designated teach-out period.	Students Services Manager	