

## Health Education and Training Institute Higher Education Academic Policies Framework

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<b>Summary</b>	This document sets out the framework of academic policies that have been approved by the Health Education and Training Institute Higher Education Governing Council and shows how they are related to each other and to other policies and plans.
<b>Keywords</b>	academic quality, academic integrity academic policies, higher education
<b>Authoring Portfolio</b>	Mental Health
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<b>Related documents</b>	NSW Health Core Values
<b>Review date</b>	December 2018
<b>Risk Assessment</b>	As per Attachment 1 to this document.

## Document History

Version	Issued	Status	Author	Reason for Change
v0.1	27 August 2015	Draft	Geoff Murphy	Draft document issued for consultation
v0.2	14 January 2016	Draft	Mark Wilbourn	Consolidated feedback and accepted changes
v0.3	20 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 20 January 2016
v0.4	25 January 2016	Draft	Geoff Murphy	Post review amendment
v0.5	28 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 28 January 2016
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by Health Education and Training Institute Higher Education Governing Council
v1.1	7 July 2016	Draft	Paul van Hauen	Review of terminology "work-integrated learning".
v2.0	31 August 2016	Final	Paul van Hauen	As approved by Health Education and Training Institute Higher Education Governing Council
v2.1	19 May 2017	Draft	Valerie Rhodes	Amendment of reference to the Academic Misconduct Policy to include the work Student. Addition of new policies.
v3.0	29 June 2017	Final	Mark Wilbourn	Approved as a minor wording change in policy by Chair T&L Committee

**Issued under the authority of the Health Education and Training Institute Higher Education Governing Council**

# Health Education and Training Institute Higher Education Academic Policies Framework

## Policy Statement

The Health Education and Training Institute Higher Education aims to provide contemporary, evidence based higher education focussed on and responsive to NSW Health's current and emerging workforce needs and to the needs of the wider national health sector. Health Education and Training Institute Higher Education is committed to providing a quality learning environment based on the principles of academic integrity, fairness and equity and the NSW Health CORE values of Collaboration, Openness, Respect and Empowerment.

## Aims and Objectives

1. Principal strategies of Health Education and Training Institute Higher Education include:
  - Partnering with NSW Health Organisations to be an applied to practice learning provider;
  - Targeting priority NSW Health workforce needs, with an initial focus on mental health through the redesign of the higher education programs of the NSW Institute of Psychiatry;
  - Systematising a culture of reflection in its higher education delivery;
  - Ensuring all its higher education programs reflect national regulatory requirements;
  - Developing flexible, responsive and contemporary higher education programs informed by national and international best practice and research;
  - Implementing best practice approaches to engage and consult with key partners, the NSW Health workforce, students and the NSW community in the development, delivery and evaluation of its higher education programs;
  - Designing and delivering higher education programs tailored to student need;
  - Designing and embedding incentive strategies to attract students from NSW and beyond to its higher education offerings targeting priority NSW Health workforce needs and identify trends, learner segments and markets to target its offerings.

## Overview

2. The Health Education and Training Institute Higher Education Academic Board is responsible to the Health Education and Training Institute Higher Education Governing Council for promoting and monitoring the academic quality, standards and values of the Health Education and Training Institute Higher Education's academic activities, deciding academic policy and approving related procedures.

## Definitions

3. For the purpose of this policy:
  - a. Academic policies: means policies that are approved by the Health Education and Training Institute Higher Education Academic Board under clause 2 of the Academic Governance Policy.
  - b. The Framework: is organised into four overlapping domains that relate to course design standards, course delivery standards, course support standards, and course impact (encompassing academic learning standards).
4. This document sets out the framework of academic policies that have been approved by the Health Education and Training Institute Higher Education Academic Board, and shows how they are related to each other and to other relevant policies.
5. The Higher Education Academic Board has approved a comprehensive set of academic policies that fulfil its obligations under clause 2 of the Academic Governance Policy assisting the Health Education and Training Institute Higher Education in meeting its Higher Education legislative obligations, and ensuring the academic quality and standards of the Health Education and Training Institute Higher Education's academic programs.
6. Individual academic policies may contribute to one or more of the following domains:

### **Part 1 - Course Design Standards**

- a. This domain includes the policies that relate to:
  1. fundamental curriculum principles, structure and nomenclature of postgraduate coursework; and

2. the approval of awards, articulation pathways and advanced standing, including the arrangements for external advisory committees.
- b. The following policies relate to the fundamental curriculum principles, structure and nomenclature of the Health Education and Training Institute Higher Education's academic awards:
- Graduate Attributes Policy
  - Postgraduate Coursework Policy
- c. The following policies relate to the approval of awards, articulation pathways and advanced standing, including the arrangements for external advisory committees:
- Advanced Standing Policy
  - Articulation Pathways Policy
  - Award Courses and Units Approval Policy
  - External Advisory Committees Policy

## **Part 2 - Course Support Standards**

- a. This domain includes the academic policies that relate to the support of Teaching and Learning in postgraduate coursework awards. These are organised according to a student's progress through a course, and include the Health Education and Training Institute Higher Education's policies on special consideration and student support.
- b. These policies provide a clear administrative and support framework to guide students through their enrolment at Health Education and Training Institute Higher Education, including provision for illness, misadventure and processes for resolving appeals and complaints:
- Admissions Policy
  - Enrolment Policy
  - Graduation Policy
  - Privacy and Personal Information Policy
  - Progression and Unsatisfactory Academic Progress Policy
  - Special Consideration Policy
  - Student Fees Policy
  - Student Grievance Procedure

- Student Support (Rights and Responsibilities) Policy
- Tuition Assurance Policy (Statement of Tuition Assurance)

### **Part 3 - Course Delivery Standards**

- a. This domain includes the academic policies that relate to the delivery of Teaching and Learning:
- Unit Learning Guides Policy
  - Referencing Styles Policy

### **Part 4 - Course Impact (Encompassing Academic Learning Standards)**

- a. This domain includes the academic policies that relate to criterion and standards-based assessment; monitoring and improvement of Teaching and Learning Quality, including the responsibilities of Health Education and Training Institute Higher Education Academic Board and its committees; and Health Education and Training Institute Higher Education's approach to Ethical Scholarship.
- Academic Governance Policy
  - Academic Policy Development Framework
  - Academic Quality Assurance Framework
  - Academic Staff Misconduct Policy
  - Assessment Policy – Criteria and Standards-Based Assessment
  - Quality Assurance Policy
  - Recognition of Equivalence of Professional Experience to Academic Qualifications
  - Review of Grade Policy
  - Student Academic Misconduct Policy
  - Student Feedback on Units and Teaching Policy
  - Teaching and Learning Plan

## **Related Documents**

- NSW Health Core Values

### **Acknowledgement:**

Health Education and Training Institute Higher Education gratefully acknowledges the permission granted by Western Sydney University (WSU) for the use of its policy template and policy content in the development of this publication.

## IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by: <b>IMPLEMENTATION REQUIREMENTS</b>	Date of Assessment:		
	Not commenced	Partial compliance	Full compliance
1.			
	<b>Notes:</b>		
2.			
	<b>Notes: Relevant Director</b>		
3.			
	<b>Notes: TRIM reference number -</b>		
4.			
	<b>Notes:</b>		
5.			
6.			
	<b>Notes:</b>		

## Attachment 1

### RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Document Number	
	Publication date	
	Scheduled review date	
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	<b>Identification of risks – what might happen &amp; how?</b>	
	1.	
	2.	
4.2	<b>Analysis of risks – combined estimate of the consequence &amp; likelihood of the risk, using NSW Health Risk Matrix (attached)</b>	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
4.3	<b>Evaluation of risks – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.</b> Risk level assessed after implementing treatment:	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
	Evaluation –	

#### Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	