

# Course Discontinuation and Teachout Procedure

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## Purpose

This procedure describes the requirements for the discontinuation, teachout and suspension of award courses and course components (majors, specialisations, streams or other parts of a course) at the University. It also describes how the enrolment of student cohorts impacted by course or course component discontinuation and suspension is managed.

## Applicable governance instruments

Instrument	Section	Principles
<a href="#">Higher Education Standards Framework, (Threshold Standards), 2021 Cth</a>	1.5 Qualifications and Certification 3.1 Course design	N/A
<a href="#">Education Services for Overseas Students Act, 2000 Cth</a>	Part 5 – Tuition Protection Service	N/A
<a href="#">Schedule of Academic Delegations</a>	9.3 Significant amendments to award courses 11. Educational Partnerships	N/A
<a href="#">Course Design and Delivery Policy</a>	All	All

## Procedure

### 1 Background

The decision to discontinue or suspend a course or course component is a significant one that can impact the student body, University staff, and the broader community. It therefore requires careful planning and attention, particularly around the options for students already admitted to such courses and those who have accepted an offer.

The University has significant regulatory obligations regarding the provision of courses offered to students, including the expectation that the University has sufficient financial and teaching resources to deliver a course or mitigate disadvantage to students where a course is discontinued or suspended. Failure to meet these obligations can result in serious financial and regulatory penalties.

This procedure ensures that the University meets its regulatory obligations under the *Higher Education Standards Framework (Threshold Standards) 2021*, *Higher Education Support Act 2003* and *Education Services for Overseas Students (ESOS) Act 2000* with respect to the discontinuation and suspension of courses and course components.

This procedure applies to all award courses and course components (such as majors or specialisations). For the purposes of this procedure, the usage of the term 'course' includes course components.

An award course is a course approved by the University's governing bodies that leads to a qualification such as a bachelor degree or a masters degree, or the award of a diploma or certificate.

This procedure does not apply to non-award courses of study with the exception of the following courses offered through the International Pathways College:

- a) Standard Foundation Program; and
- b) Fast-track Foundation Program.

### 2 Discontinuation, teachout, transfer and suspension

There are several reasons why a course may be discontinued or suspended. These include:

- a) the course or its delivery in a specific location or delivery mode no longer aligns with the University's strategic plans and priorities;
- b) the course no longer meets relevant regulatory or professional accrediting bodies' requirements or standards;
- c) there is limited interest in the course as evidenced by low admissions;
- d) course review processes indicate that maintaining currency in regard to curriculum, facilities and resources will result in the course being unsustainable;
- e) the University has made changes to the course to the extent that it no longer has the same substance as the course to which students were originally admitted; or
- f) the University is not able to deliver the course to a standard sufficient to meet learning outcomes.

The rationale for discontinuation or suspension must be supported by evidence.

If a course is to be temporarily suspended, this means that:

- a) there can be no new intake of students into that course or course-component for a specified period (normally one calendar year) from a specified date; and
- b) at the end of the specified period, the course or course-component is reinstated, the suspension extended, or the course or course-component discontinued.

See section 9 for more information about course and course-component suspension.

If a course is to be discontinued, this means that from the effective date:

- a) there can be no new students admitted to the course;
- b) the course can no longer be advertised or marketed as available to students; and

- c) the course is removed from the suite of courses available to students.

If there are students already admitted to the course to be discontinued, allowance must be made for students to complete all requirements within a specified time period, resulting in the student being awarded the qualification.

During this 'teachout period', no new students will be admitted to the course. Teachout arrangements must proceed in accordance with an approved Teachout Plan (see section 4.2).

Teachout arrangements must also make allowance for students who, although not currently admitted to the course to be discontinued, have commenced a packaged offer of study leading to that course. Students in this category can include: full fee-paying international students studying onshore in Australia; or domestic students who have commenced a packaged pathway offer that includes the course to be discontinued. These students have the same entitlement to teachout of their discontinued course.

Where possible students admitted to a course planned for discontinuation, that is has an equivalent qualification, will be given the opportunity to transfer to that equivalent qualification as indicated in an approved Teachout Plan.

### **3 Principles to guide decision-making**

Decisions as to the discontinuation or suspension of courses and their components are made in accordance with the following guiding principles. These principles must be considered prior to discontinuation or suspension.

#### **3.1 Maintain good governance and continue all quality assurance activity**

The delegated authorities for course discontinuation teachout and suspension are specified in the [Schedule of Academic Delegations](#) and [Table of Approvals](#).

The approval process for discontinuation is subject to the same timelines for all other curriculum amendments. As a general principle, where a course is currently open for application and admission, discontinuation should not be approved where doing so would result in a notice period to prospective or current students of less than 12 months before the course was due to commence.

Once a course has been approved for discontinuation and enters teachout status, all expectations with respect to quality assurance and enhancement in learning and teaching remain in effect, including periodic monitoring, review and improvement.

Changes to approved Teachout Plans are subject to the same ordinances, policies, and procedures under which the plan was initially approved, unless otherwise specified in this procedure or as approved as part of the course discontinuation proposal.

#### **3.2 Ensure no disadvantage for students**

Course discontinuation or suspension must be planned and implemented in a student-focussed manner, such that students do not experience material or academic disadvantage as a result, and students are closely supported at an academic, professional, and personal level.

Students will have access to timely and accurate information so they can make informed decisions about their study choices. Students must be fully informed about what a discontinuation/suspension means for their progression and their options via the communication and support plan (see section 4.2).

Disadvantage can include changes to expected costs associated with a course of study or any change that would reasonably be expected to cause material detriment to a student (such as losing accreditation status).

A reduction in the number of elective units or availability of specific units does not necessarily cause disadvantage where the same educational outcomes can be met through alternatives (substitutes).

All Teachout Plans must articulate what measures are in place to identify and mitigate negative impacts of the discontinuation/suspension on student progression, experience and success supported by evidence such as sample study plans (configuration of a course in Student Management and eStudent), a table of ongoing unit availabilities, or demonstration of unit equivalence for substitutions by mapping learning outcomes and/or teaching activities.

Inclusion of the student voice in plans to discontinue a course or course-component is an important and mandatory part of the discontinuation process. Students potentially impacted by a course discontinuation should be consulted early and supported throughout. See section 4.1 for further information on consultation.

If course transfer is envisaged, potential disadvantage to students must also be considered. Students may be genuinely disadvantaged if transferring to a replacement course would mean:

- a) a requirement to undertake additional units;
- b) a fundamental difference between the structure or content of the courses;
- c) a significant change in teaching venue or delivery mode;
- d) the outcome of the replacement course is not recognised by an industry licensing/regulatory body;
- e) an extension to the enrolment period is required;
- f) an additional financial expense is incurred; or
- g) a change to residency visa status is required.

### **3.3 Remain people-focussed**

Course and course-component discontinuation and suspension should only occur after teaching and professional staff responsible for the delivery of the course or course-component have been appropriately consulted and supported including how any reduction or increase in workload will be managed and proceed in accordance with any other obligations under the University's governance instruments framework and workplace agreements.

### **3.4 Conduct authentic consultation and stakeholder engagement**

Third parties involved in the delivery of a course and external stakeholders with a material interest in the delivery of the course should be part of a consultation process to be completed prior to the discontinuation process being commenced. This may include third-parties and stakeholders who have an active role in the governance and quality assurance processes for a course, including the members of the Course Advisory Committee, and professional bodies.

Where discontinuation of a course impacts on the broader community the appropriate engagement with the community should be undertaken.

## **4 Process for course discontinuation**

The course and course-component discontinuation process can be broadly split into four phases:

1. initial consultation to inform the proposal to discontinue;
2. development of the Teachout Plan;
3. submission of a formal proposal to discontinue; and
4. implementation of the approved Teachout Plan.

While broadly indicative of the sequence of work, some of these phases will inevitably overlap depending on the scope and complexity of the discontinuation and teachout period.

#### 4.1 Phase 1 – Undertake initial consultation to inform the proposal

Development of the proposal to discontinue a course is normally coordinated by the relevant Course Coordinator with support from the School and College academic and professional staff. The Executive Dean of the College may also choose to appoint another or additional members of staff to coordinate.

In the case of course-components, the proposal coordinator will be the major or specialisation coordinator, Head of Discipline, or as appointed by the relevant Head of School.

The proposal coordinator must firstly undertake appropriate and authentic consultation to inform the proposal. Consultation must address whether the course should be discontinued, but also be used to:

- a) seek input on how to discontinue the course in line with the principles stated above;
- b) understand how to meet wider governance, quality assurance and regulatory obligations;
- c) identify risks to individuals and the University;
- d) identify community engagement and communication needs; and
- e) raise awareness of the intention to discontinue the course.

All stakeholder engagement at this stage should be in the context of a *proposal* to discontinue or suspend a course rather than a decision or approval to do so.

Internal stakeholder engagement should, at a minimum, include relevant colleagues from:

- a) internal members of the Course Advisory Committee;
- b) other Colleges, for example, where there are significant shared units or teaching responsibilities;
- c) Student Services and Operations Division, particularly Admissions and Recruitment and Marketing;
- d) Student Advisers; and
- e) teaching staff.

External stakeholders may include, but are not limited to:

- a) external members of the Course Advisory Committee;
- b) any parties to an external educational partnership agreement, such as where collaborative delivery, articulation, or student placement is in place.
- c) industry partners and/or government; and
- d) professional accrediting bodies. stakeholders

External stakeholder engagement may be through informal contacts or established formal channels, as relevant to the course context. Where a third-party arrangement is in place, consultation must occur in accordance with the agreement.

Once the initial consultation phase commences, at a minimum, the Course Coordinator, relevant Associate Head (Learning and Teaching), Course and Curriculum Manager, and Associate Dean (Learning and Teaching Performance), must be notified.

The outcome of consultation must be genuinely considered, included and addressed in the proposal (in particular where risks to individuals or the University are raised). There is no obligation, however, to amend the proposal to align with the views expressed in consultation.

If students have already been admitted to the course, the proposal for course discontinuation must also take into account the student voice. Students should be consulted once the proposal has received commercial endorsement from the College Leadership Team and prior to submission to College Learning and Teaching Committee for approval.

The mechanism by which the student voice is heard can vary from course to course and discipline to discipline depending on the nature of the student cohort, and may take the form of:

- a) a dedicated student forum (in person and/or online) for students to voice their concerns, articulate the impact on their studies and futures, and seek advice on how their studies might change or what other options would be available to them;
- b) where student numbers permit, individual contact by a relevant member of staff;

- c) a student engagement survey;
- d) liaison with a relevant officer of the Tasmanian University Student Association (TUSA).

As part of this phase, the next intake of the course may be temporarily suspended (following section 9 below) and the appropriate approval process for course availability changes commenced.

## 4.2 Phase 2 – Develop the Teachout Plan

A Teachout Plan outlines how currently admitted students will be able to complete their course or transfer to an alternative course without disadvantage. The Plan is submitted as part of the discontinuation proposal and attached to the University curriculum management system (Akari) course version related to the discontinuation proposal.

Normally, the Teachout Plan is developed collaboratively by:

- a) the Course Coordinator;
- b) the Associate Head (Learning and Teaching);
- c) a Manager, Student Academic Success (or a Student Adviser); and
- d) the College Course and Curriculum Manager.

A Teachout Plan consists of:

- a) an outline of the general approach to the teachout period;
- b) a summary of the student cohorts and the anticipated impacts on each (also see also section 4.2.1 below);
- c) a detailed description of any study plan adjustments required; and
- d) a communication and support plan.

Where the Teachout Plan involves students transferring to an alternate course or courses, it must also include a detailed description that demonstrates either: how the alternative course is comparable in terms of the learning expectations and outcomes for the students; or the adjustments that will be made to achieve this.

Teachout Plans must also highlight any foreseeable risks to the successful delivery of the plan, such as changes to staffing profiles or availability of units, student progression (leave of absence, failure of units) and how these risks will be mitigated.

In some circumstances, elements of the plan may be relatively simple, for example where all units in a course will continue to be delivered as usual. Others may need detailed information on study plan adjustments for multiple student cohorts.

### 4.2.1 Cohort impact assessment

Where possible, Teachout Plans should be designed for groups of students at similar stages of progression through the course being discontinued. If, however, student cohorts are affected in different ways by discontinuation, the impacts on each cohort must be considered, understood and planned for. Cohort impact assessment is the process used to determine the specific needs and actions required for different student cohorts.

When a cohort-based solution cannot be applied, for example, due to specific individual student enrolment patterns or circumstances that make certain students atypical, individual arrangements may be proposed in the Teachout Plan.

Cohort impact assessments are normally prepared by Student Advisers, as part of Student Academic Success teams, and provided to the Course Coordinator to help to determine the optimal teachout model for each cohort. The most common cohorts are listed below along with specific impacts that should be considered. There may be additional cohorts or variations depending on the specific course context.

The cohort impact assessment may take 2-4 weeks for large or more complex courses and will ideally commence concurrently with the initial consultation and proposal development phase. Student cohorts and associated risks may include the following:

Cohort	Standard cohort considerations
Prospective students	<p>Students yet to commence their course should be contacted as soon as possible advising of the discontinuation and offered alternatives, including equivalent courses at other institutions.</p> <p>This also includes students who have commenced study via a defined pathway into the course being discontinued. Students in these circumstances and who choose to continue their pathway will be considered continuing students in the course to be discontinued.</p> <p>A Teachout Plan should specify whether student communications for this cohort will be completed by Admissions, Student Academic Success, or directly by the School/Institute/College. In all cases, all parties should agree to the approach.</p> <p>The University has specific obligations regarding international students, including financial obligations regarding any fees or deposits paid.</p>
Newly commenced students	<p>Wherever possible, newly commenced students with less than a year of study completed should be encouraged to transition to another appropriate course at the University. This not only ensures connection and engagement in the context of an active course but reduces the overall period in which a course is placed in teachout.</p>
Pathway students	<p>Students in defined pathway programs will be considered in the same way as those with packaged offers. Colleges will make all best endeavours to allow students in defined pathways to complete the planned course. This may necessitate the deferment of the discontinuation process to allow these students to complete.</p>
Continuing students	<p>Continuing students, particularly in larger courses, may express concern about the quality of their course, complex study plan adjustments, or reduction in their unit options. These concerns, which may emerge during the consultation phase, must be addressed in the Teachout Plan.</p>
Potential or near graduates	<p>To every extent possible, potential or near graduates should be permitted to complete their course as intended with the units remaining as planned.</p> <p>This cohort may be particularly concerned about the validity of their course and the signal course discontinuation may send to future employers about the quality of the course. These concerns, which may emerge during the consultation phase, must be addressed in the Teachout Plan.</p>
Disengaged students (students who have not been enrolled at census date for two consecutive study periods, and do not have approval to do so)	<p>This cohort should be identified and notified of the intention to withdraw them from the course, before being withdrawn. If at this stage a student indicates a desire to continue the course, they will be accommodated as per arrangements for continuing students.</p> <p>Students who have been withdrawn and subsequently indicate an intention to return to study will not be permitted to be re-admitted to a course in teachout or that has been discontinued. In these cases, the student should be supported to apply for admission to an alternative course.</p>

#### 4.2.2 Course Teachout Plans

While the specifics of each Teachout Plan will vary, a student-focussed plan should:

- a) provide students with the same or equivalent experience as though their course had not been discontinued. This includes consideration of the impact on the student experience of reducing cohort size in the course and in units during the teachout period;
- b) enable completion via the student's original attendance mode and study load. That is, online students should be able to complete online and part-time students should be able to continue to study and complete part-time;
- c) ensure that course learning outcomes are still met in an authentic manner, that any requirements for professional accreditation continue to be met, and that any reasonable expectations around career outcomes are not jeopardised;
- d) not otherwise materially disadvantage a student, for example, by causing additional and unforeseeable expense due to a change in delivery locations; and
- e) indicate the process to be undertaken if a student does not complete the course by the end of the approved teachout period. In certain circumstances, the teachout period may be extended, but this will depend on considerations of maximum course duration. In some circumstances, the student will be withdrawn.

Notwithstanding the above, the number of options available to a student may be reduced, for example, by reducing the number of elective units available. However, an awardable course-component (such as a major or specialisation) may not be removed where any students have commenced or intend to commence study of the course-component.

#### 4.2.3 Calculating timelines for teachout

A Teachout Plan must provide a final expected date for the completion of teachout. This date should be calculated after the cohort analysis is completed and should be based on the maximum completion time for the course, beginning from the year students were last admitted to the course.

The Teachout Plan must also provide a projection of:

- a) the anticipated number of admitted students from the current year until the year teachout is expected to be completed; and
- b) the anticipated schedule of core units or substituted units and their availability until the completion of teachout.

#### 4.2.4 Ways to adjust study plans for students to accommodate discontinuation

A Teachout Plan may adjust admitted students' study plan, provided that the adjustments do not impact on the capacity of students to meet the course learning outcomes. Adjustments are generally made using one or more of the three methods below for each cohort:

- a) *Course transfer* – students are offered the opportunity to move to another course or version of the same course with full credit, either with the intention to continue study or to exit immediately with an alternative award. It is not appropriate to force or pressure a student to transfer to a different award course.
- b) *Unit substitution* – where the course discontinuation includes the discontinuation of one or more core or core option units, the Teachout Plan must specify which units will be substituted and include contingencies where a student might have otherwise completed the substitute unit, or where the substitute unit may itself become unavailable.

- c) *Amendment to course requirements* – the requirements of a course are adjusted such that some elements are no longer required or otherwise relaxed to allow for course completion. For example, the credit point requirement for core option units may be increased or reduced.

Course transfer must ensure that students are able to meet the approved course requirements of the new course without increasing the normal completion time and/or increasing student liability for course fees.

Course transfer may include provisions for recognising unit equivalence if required and approved in accordance with, the *Student Participation and Attainment Ordinance*, and the *Schedule of Academic Delegations*.

#### 4.3 Phase 3 – Submit formal discontinuation proposal

Once a Teachout Plan has been developed, the course discontinuation proposal can be completed and submitted for approval in accordance with the *Table of Approvals* and *Schedule of Academic Delegations*.

The course discontinuation proposal consists of:

- a) a completed discontinuation proposal as entered in Akari;
- b) a completed Teachout Plan; and
- c) a completed Business Case.

The Business Case is normally prepared by the relevant School/Institute or College Business Manager, in consultation with colleagues in learning and teaching, strategy, and marketing using the standard template, including any loss of revenue or changes to resourcing costs.

The Business Case describes the financial and commercial impacts of discontinuation and covers the rationale for discontinuation, the impact on load and revenue, resourcing impact, and a risk analysis and mitigation plan.

A course with no admitted students and no future student pipeline will not require a full business case to be presented. If the course discontinuation is the result of a *direct* replacement by a new course, then the business case for the new course should address both the new and discontinued course and can serve both proposals.

When a course discontinuation proposal is submitted, the Course Coordinator or other relevant party such as the Associate Head (Learning and Teaching), Head of School/Institute and/or Associate Dean (Learning and Teaching Performance) will notify any potentially materially impacted third parties (such as teaching or industry partners), noting that these third parties should have already been part of prior consultation.

#### 4.4 Phase 4 – Implement the Teachout Plan

Subject to approval of the discontinuation proposal by Academic Senate, staff in relevant functional areas will:

- a) set the course to teachout status and apply the approved teachout completion date until such time as all students are withdrawn or have completed the course, at which point the course will be set to 'Discontinued'; and
- b) make any other system adjustments in Akari and Student Management necessary to put into effect the discontinuation, in accordance with the local area process for course or course component discontinuation.

The College Course and Curriculum Manager, or relevant officer, will notify:

- a) the Head of Admissions, to implement the Teachout Plan for future student cohorts including communication, alternative offers and rescinding of offers;
- b) the relevant Manager, Student Academic Success, to implement the Teachout Plan and student study plan adjustments for current students;
- c) the relevant College Marketing Manager; and

- d) other relevant College colleagues.

## 5 Communicating change, both within the institution and externally

All students impacted by course discontinuation leading to either teachout, or course transfer (e.g., amended study plan), must be advised of such changes in a timely, transparent and student-focused manner.

The Manager, Student Academic Success, and the Manager, University Student Communications are responsible for implementing the communications to current students detailed in the Teachout Plan.

Communication with prospective students will be managed as specified in the approved Teachout Plan.

Relevant staff and community stakeholders must be notified of the approved discontinuation by the College Executive Dean, or delegate. This may include notifying teaching staff and the broader College and University community, relevant media outlets (where the discontinuation may be considered to be of strategic interest or potential public relations risk); potentially interested community groups and student associations, clubs and societies.

The breadth of communication will depend on the nature of the course being discontinued and should be carefully managed by the owning College and in accordance with the University's risk management framework.

University and community communication is the responsibility of the relevant College leader for strategic communication and the Associate Dean (Learning and Teaching Performance).

## 6 Commencing and transferring students

Students will not be permitted to be admitted to a course or course-component that has been approved to be discontinued unless they are a student whose prior study places them in an approved teachout cohort. This applies to students who have accepted an offer for but are not yet enrolled in any part of a course and includes students who have deferred their enrolment.

Students who have accepted an offer for but are not yet enrolled in any part of a course or course component, including students who have deferred their enrolment, will be offered a place in an alternative course.

Students who are completing an award where there is an approved articulation pathway to a course or course-component that is being discontinued will not be permitted entry unless their prior study places them in an approved teachout cohort. They will be offered a place in an alternative course or course component.

If the University is legally bound to offer a commencing student entry into a specific course or course-component, the student will be offered teachout in that course if they do not wish to transfer to a different approved course or course-component.

## 7 Amending Teachout Plans

During the teachout period, there may be adjustments to the plan to accommodate specific student requirements, unforeseen changes to substitute unit availabilities, or unforeseen complexities in study plan configuration.

In such circumstances, approval for amendments will broadly follow the same principles and procedures in place for courses that are not in teachout, noting that:

- a) adjustments to the intended study plan that do not materially impact the outcome or approved unit substitutions or course requirement changes, are approved by the Manager, Academic Success and reported to the Course Coordinator;

- b) changes to a unit substitution for a single student or group of students may be approved by the Course Coordinator and included in reporting to the College Learning and Teaching Committee; and
- c) amendments to changes to course requirements must be endorsed by the Associate Head, (Learning and Teaching) and approved by the Associate Dean (Learning and Teaching Performance).

## **8 Reporting on progress against Teachout Plans and notification of completion of teachout period**

While a course is in teachout, and in alignment with other course reporting, the Course Coordinator will report to the College Learning and Teaching Committee on the progress of the teachout, including any amendments to the initial plan, and student progression.

On completion of the teachout period, the College will notify Academic Senate of the completion of the teachout period.

On completion of the teachout period, and as soon as is practicable, the College Course and Curriculum Manager will, where applicable:

- a) submit a course amendment to remove the CRICOS registration of the course to International Compliance; and
- b) submit a notification to the Student Systems and Administration - Business Analyst Manager to remove the course from the register of Masters by Coursework programs approved for Centrelink payment eligibility.

## **9 Process for temporary course or course-component suspension**

A College may recommend the temporary suspension of a course or course-component for a specified period (normally one year) in the following circumstances:

- a) there is a clear and demonstrable risk to students or staff wellbeing if the course is offered in its current form and which cannot be mitigated by amendment of individual units;
- b) there is an unforeseeable disruption to resourcing which prevents delivery of the course and other remedies (such as unit substitution are not viable);
- c) there are significant and demonstrable quality assurance or accreditation issues which cannot be immediately resolved; or
- d) the course discontinuation process detailed in this procedure has commenced.

The College Course and Curriculum Manager will remove all availabilities of the course in Akari, which will trigger a course amendment requiring approval in accordance with the *Table of Approvals*.

A temporary suspension must include a cohort impact assessment as per the process for course discontinuation above. As with the course discontinuation proposal, the no-disadvantage test must be met before the suspension can be approved.

Where a course is approved to be suspended, at the end of the twelve month period, the reasons for suspension must be reviewed by the Associate Dean (Learning and Teaching Performance) and a case made to either:

- a) return the course to active status for delivery; or
- b) amend the course and then return the course to active status for delivery; or
- c) proceed to full discontinuation; or
- d) in exceptional circumstances, renew the suspension period.

The outcome of this review, and the justification for recommended next steps must be submitted to the College Leadership Team and College Learning and Teaching Committee for approval.

In cases where the suspension of the course will impact continuing students, a Teachout Plan must be established to ensure all students can complete the course without disruption or transfer to an alternative course.

#### 10. Transition provisions (for courses and course components already in placed in suspension)

Course and course components that were already in suspension prior to the date of approval of this procedure will not be subject to the requirements of this procedure, except in cases where the College Associate Dean (Learning and Teaching Performance) deems necessary.

#### Related procedures

*Course Advisory Committee Procedure*

*CRICOS Course Registration and Amendment Procedure*

*Risk Management Procedure*

#### Versions

<a href="#">Version</a>	Action	Approved By	Business Owner/s	Approval Date
1	Approved	Deputy Vice-Chancellor (Education)	Director, Curriculum	11 August 2023
1	Reconfirmed, unchanged	Deputy Vice-Chancellor (Education)	Deputy Vice-Chancellor (Education)	12 September 2024