Course Development and Review Procedure

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Approved by	Stanley College Academic Board
Authorised Officer	Dean, Higher Education
Supporting documents, procedures and forms related to this procedure	Course Development and Review Policy Concept Proposal Learning and Teaching Plan Course Discontinuation Policy and Procedure Institutional Benchmarking Framework
Related Legislation	AQF Qualifications Pathway Policy Higher Education Standards Framework 2015, Part A: Standard 3.1 (Course Design), 3.2 (Staffing), 3.3 (Learning Resources and Educational Support), 5.1 (Course Approval and Accreditation), 5.3 (Monitoring, Review and Improvement) and 6.3 (Academic Governance) *Tertiary Education Quality and Standards Agency (TEQSA) Act 2011* TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment) *Tertiary Education Quality and Standards Agency (TEQSA) Act 2011* TEQSA Guidance Note: External Referencing (including Benchmarking) Material Change Notification Policy National Code of Practice for Providers of Education and Training to Overseas Students 2018

COURSE DEVELOPMENT AND APPROVAL PROCEDURE

Course development and approval at Stanley College comprises the following steps:

1. Concept proposal
2. Business case
3. Course development
4. Course documentation
5. Validation of documentation and approval of application for accreditation.

A flowchart outlining the steps involved in the course development and approval procedure can be found in Appendix A. Appendix B provides a flowchart of the reaccreditation process. The full procedure is outlined below.

1. Concept Proposal

1.1 The idea for a new course (or significant changes to a course) to be offered by Stanley College could come from any member of the College, or from any of its stakeholders (such as students, prospective students, independent members of College boards and committees), and should be presented initially in a short (two-to-four page) *Concept Proposal*.

1.2 The Dean, Higher Education, is responsible for the development of the *Concept Proposal*, which should contain:

a. Specification of the nature and extent of the new course development proposition (new award course or major, new non-award course, new delivery location and/or mode);

b. A brief rationale for the proposed development;

c. An indication of course learning outcomes (CLOs);

d. Some indication of potential demand, including such factors as market gaps and the competitive landscape; advice from agents, employers – demand for graduates, and interest from current students.

e. Any synergies with existing courses and units, and/or with Stanley College's emergent educational and career pathways system.

1.3 The Dean presents the *Concept Proposal* to the Academic Board for endorsement. The Academic Board will consider:

a. How the proposal stands in relation to similar courses delivered by other Higher Education institutions (supported by benchmarking);

b. How the proposal stands in relation to existing Stanley College offerings;

c. If the proposal has the propensity to be developed according to Stanley College's academic quality assurance regimen, and can meet the appropriate academic standards (supported by mapping against the attributes of a course at the same level as outlined in the Australian Qualifications Framework (AQF)).

1.4 Once endorsed by the Academic Board, the *Concept Proposal* is presented to the Board of Directors, which will consider the proposal's fit with the College's strategic objectives and its business viability. The Board of Directors will satisfy itself that adequate resources are available to support the project if it is approved.

1.5 The Board of Directors may:

a. Support the proposal and recommend it be referred to the Dean for drafting a *Business Case*;

b. Request further information regarding the proposal before making a final decision;

c. Reject the proposal on the grounds that it cannot be adequately resourced, is incompatible with the College's strategic priorities, and/or cannot be accommodated by the College's risk settings.

2. Business Case

2.1 The Dean facilitates the preparation of the *Business Case*, which should include:

a. A more detailed rationale for the proposed course development, including considerations of its fit with the strategic direction of Stanley College;

b. Considerations of graduate outcomes for the proposal, including: employment prospects; factors such as industry or professional trends; government or similar stakeholder policies or initiatives; views of industry (including where relevant peak bodies), research or advocacy groups; professional accreditations and/or recognition;

c. More detailed information on demand and competition factors (including benchmarking);

d. Indicative course outline and structure;

e. An account of delivery factors: staffing, facilities, modes;

f. Consideration of governance, risk and quality-assurance factors;

g. Financial Plan, accounting for factors at 2.1.c–f above, enrolment targets for five years (including minimum enrolment numbers), costs/revenue and margin analysis;

h. Indicative Course Development Plan (including budget, in line with Financial Plan).

i. Proposed membership of Course Advisory Committee (CAC)

2.2 The Dean presents the *Business Case* to the Academic Board for endorsement in line with the Academic Board's Terms of Reference. The Business Case is then reviewed by the Finance Committee to determine an appropriate budget, before being forwarded to the Board of Directors for approval to proceed with course development.

3. Course Advisory Committee

3.1 If the Academic Board and Board of Directors approves the *Concept Proposal* and the *Business Case*, the Dean of Higher Education will convene a Course Advisory Committee (CAC) to advise on the development of the course. The Academic Board may utilise an existing CAC, modify the membership of a current CAC, or create a new CAC.

3.2 The Dean will nominate appropriate academic staff to work on course design and development, in consultation with the CAC. Design and development personnel may be sourced from outside Stanley

College (on terms, to be approved by the Dean, that may include part-time, casual or contract arrangements).

3.3 The CAC will advise the Design/Development Team on developments in areas of practice related to CLOs. The Dean, or nominee, will facilitate consultation between the Design/Development team and the CAC.

3.4 The Course Developers will further define, specify and document the following key elements of course design:

a. The course's aims and objectives;

b. Benchmarking results (see also 2.1.c above);

c. Potential career opportunities for those who have successfully completed the course;

e. The body of knowledge that the course will draw on;

f. The appropriate course structure and delivery mode(s) to deliver the outcomes envisaged;

g. The units of study that make up the course;

h. The unit learning outcomes (ULOs) for each unit of study;

i. How the CLO are developed through the individual units of study;

j. Modes of assessment (e.g., written, oral, group work);

k. Rules for course completion;

m. The learning resources and education support required for the course;

n. Any aspects that may be delivered with other parties (for example, work-integrated learning or placements);

o. The relationship between proposed CLO and current Stanley College graduate attributes;

p. The relationship between proposed CLO and the requirements of the AQF;

q. The relationship between proposed CLO and ULO and Stanley College's emergent educational and career pathways system;

r. The relationship between proposed CLO and any relevant professional accreditation requirements.

4. Course documentation for submission

4.1 Based on the deliberations of the CAC (and the Learning and Teaching Committee (LTC) if appropriate) and the course specifications produced, the documentation of the course in the following format as required by TEQSA can proceed.

4.2 The course documentation should include the following elements (as required in accordance with the *TEQSA Application Guide*):

a. Qualifications to be awarded on completion;

b. Admissions criteria;

c. CLOs, methods of assessment and indicative student workload, and national/international comparators (consistent with Standards 1.4.1-3);

d. Rationale for relationship between CLOs, AQF level specifications, ULOs and unit assessment and summary table mapping this alignment;

e. Structure, duration and modes of delivery;

f. List of units of study (indicating whether compulsory or elective);

g. Compulsory requirements for completion;

h. Exit pathways, articulation arrangements, pathways to further learning;

i. Requirements for the course to be professionally accredited/registered in order for graduates to gain work in the profession in Australia, and details of arrangements with professional bodies for such professional accreditation/registration;

j. Planned staffing complement, showing qualifications and experience of course coordinator and for all teaching positions as required by Standard 3.2.3, and:

   i. Resumes for any staff already engaged

   ii. Position descriptions for positions not yet filled

   iii. Evidence of equivalent academic or professional experience relevant to policy criteria

   iv. Arrangements for oversight of staff who do not fully meet Standard 3.2.3.

5. Validation of documentation and approval of course accreditation application

Several steps will be taken to validate the course documentation prior to submission to TEQSA. This validation is designed to pre-empt any concerns that TEQSA or its external experts may raise about the course.

5.1 The CAC (and LTC if appropriate) will critically review the final draft of the course documentation and provide feedback to the Course Developers.

5.2 The final draft of the application, incorporating the amendments recommended by the CAC/LTC, will be sent to one or more independent external experts to critically review and provide feedback. The external experts should be familiar with the discipline area of the course as well as the requirements for accreditation of higher education courses in the non-self-accrediting sector. Any recommendations by the external experts are referred back to the CAC for validation before incorporation into the final application. Feedback on change is logged and should also be made available to the external experts for their acknowledgement. It must also be provided in an annual report to the Academic Board.

5.3 The final application is referred to the Academic Board for approval.

5.4 The final application, incorporating any amendments recommended by the Academic Board is presented to the Board of Directors for approval.

5.5 The application is lodged with TEQSA.

5.6 Applications for the re-accreditation of a qualification will also be referred to the Academic Board for approval.

5.7 Final applications for re-accreditation of qualifications, incorporating any amendments recommended by the Academic Board are presented to the Board of Directors for approval.

5.8 Final applications for the accreditation of qualifications, once approved by the Board Of Directors are lodged with TEQSA.

COURSE AND UNIT REVIEWS PROCEDURE

Course reviews at Stanley College comprise the following steps:

1. Unit review at the end of each teaching period
2. Course Annual Review
3. Comprehensive External Course Review
4. Extent of Change
5. Impact from Discontinuance (refer to Course Discontinuation Policy)
6. Course Benchmarking

1. Unit review at the end of each teaching period

1.1 Unit reviews will be conducted at the end of each teaching period as a scholarly teaching activity. The aim is to continually assess performance and seek options for improvements. Academic staff may update units on an ongoing basis, as good practice, where there are no changes to the overall aims of the unit, unit description, learning outcomes, assessment weighting, assessment profile or achievement of the CLOs. Further changes require the approval of the Learning and Teaching Committee. Issues arising that have been identified via teacher evaluations will be acted upon via the continuous improvement and staff performance processes.

1.2 The relevant Academic Program Coordinator reports on the Unit Reviews to the Learning and Teaching Committee at the end of each teaching period as well as provides data from other sources.

1.3 The Learning and Teaching Committee will consider the Unit Reviews and decide whether improvement is required. If material changes are recommended for submission to TEQSA these must first be submitted to the Academic Board for approval.

2. Course Annual Review

2.1 Once every year an internal review will be undertaken by the relevant Academic Program Manager of each course. Regard will be given to: unit reviews; student profile and outcomes; teaching and learning quality; resources; viability; market responsiveness; student, graduate feedback; and to plan for improvement.

2.2 The Course Annual Review will be submitted to the Learning and Teaching Committee and the Course Advisory Committee for the degree course.

2.3 On the basic of these reports both the Learning and Teaching Committee and the Course Advisory Committee will make recommendations for changes. If material changes are recommended for submission to TEQSA these must first be submitted to the Academic Board for approval.

3. Comprehensive External Course Review

3.1. The Academic Board will oversee the external review of courses, and the extent of these changes may lead to the submission of an application to TEQSA for approval if they are deemed as significant changes.

3.2 A Comprehensive External Course Review will be conducted within timeframes determined by the Academic Board, in consultation with the Learning and Teaching Committee, the Dean, the President, and the Board of Directors. Any of these consulting parties may propose a Comprehensive Course review to the Academic Board.

3.3 The Academic Board will appoint a Course Review Committee that will comprise: the Chair of the Academic Board or nominee, the Dean – Higher Education or nominee, one other external reviewer appointed by the Academic Board. A majority of members should be external to the College.

3.4 A range of data will be used to inform an external course review process. One or more external reviewers with discipline specific knowledge will be appointed and will report on the structure and nature of the course. The expert reviewer(s) will be mindful of the TEQSA criteria for accrediting Degree courses when reviewing a course. They will also be mindful of the following:

a. Course learning outcomes, unit learning outcomes, and assessments

b. Unit and Annual Course reviews

c. Student feedback on the course and units

d. Enrolment, entry requirements and student attrition data

e. Student progression data including grade distributions and moderation outcomes

f. Student staff ratios

3.5 The Course Review Committee will take into account the external reports when preparing recommendations in its report to the Academic Board. The Course Review Committee will have regard for the following key questions when conducting a full external higher education course review:

a. Are the stated learning objectives consistent with Stanley College's strategic direction, values, plans and policies?

b. Are the learning and teaching activities for the course designed to achieve the learning outcomes, especially the graduate attributes, in accordance with the objectives of Stanley College's Learning and Teaching Plan?

c. Are the course assessment processes and practices consistent with the stated learning outcomes?

d. What are the key issues that need to be addressed in the next review cycle for the course?

e. Does the course meet the requirements of the Australian Qualifications Framework (AQF)?

f. Will the proposed changes constitute a 'material change' as defined by TEQSA? If so, see the section on Material Changes.

4. Extent of Change

4.1 The extent of change pertaining to unit and course review processes and the approval process needs to take account of whether changes are considered minor or significant. The Academic

Board shall have regard for the nature and extent of the changes recommended and, if deemed to be significant as defined by TEQSA, approval will need to be sought from the Board of Directors, to prepare a Material Change submission to TEQSA, before implementing the recommended changes. In the first instance, TEQSA advises that 'Providers are encouraged to contact their Case Manager if they are in doubt about whether a particular event warrants a material change notification.'

4.2 Minor changes to courses and units that are deemed as continuous improvement, while maintaining coherency of the course, only require internal approval by Dean – Higher Education.

5. Impact from Discontinuance (refer to Course Discontinuation Policy)

5.1 The Academic Board is responsible for ensuring that any proposed changes do not unduly disadvantage students. This includes students' ability to complete core units. When a proposed change removes or replaces core units, affects the credit points, or changes the structure in any way that may affect students, transitional arrangements must be prepared to demonstrate that students will not be unduly disadvantaged, so that they can continue and complete the course within a reasonable time period.

5.2 No new enrolments will be accepted into a discontinued course. For any pending applications or enrolments, students must be notified and where possible transferred to an alternative College course, or other course with another higher education provider.

5.3 All students enrolled in a course at the time of discontinuation should be allowed the opportunity to complete the course under the advertised structure and timeframe at the time of their enrolment, wherever possible. Students will not be permitted to defer their studies.

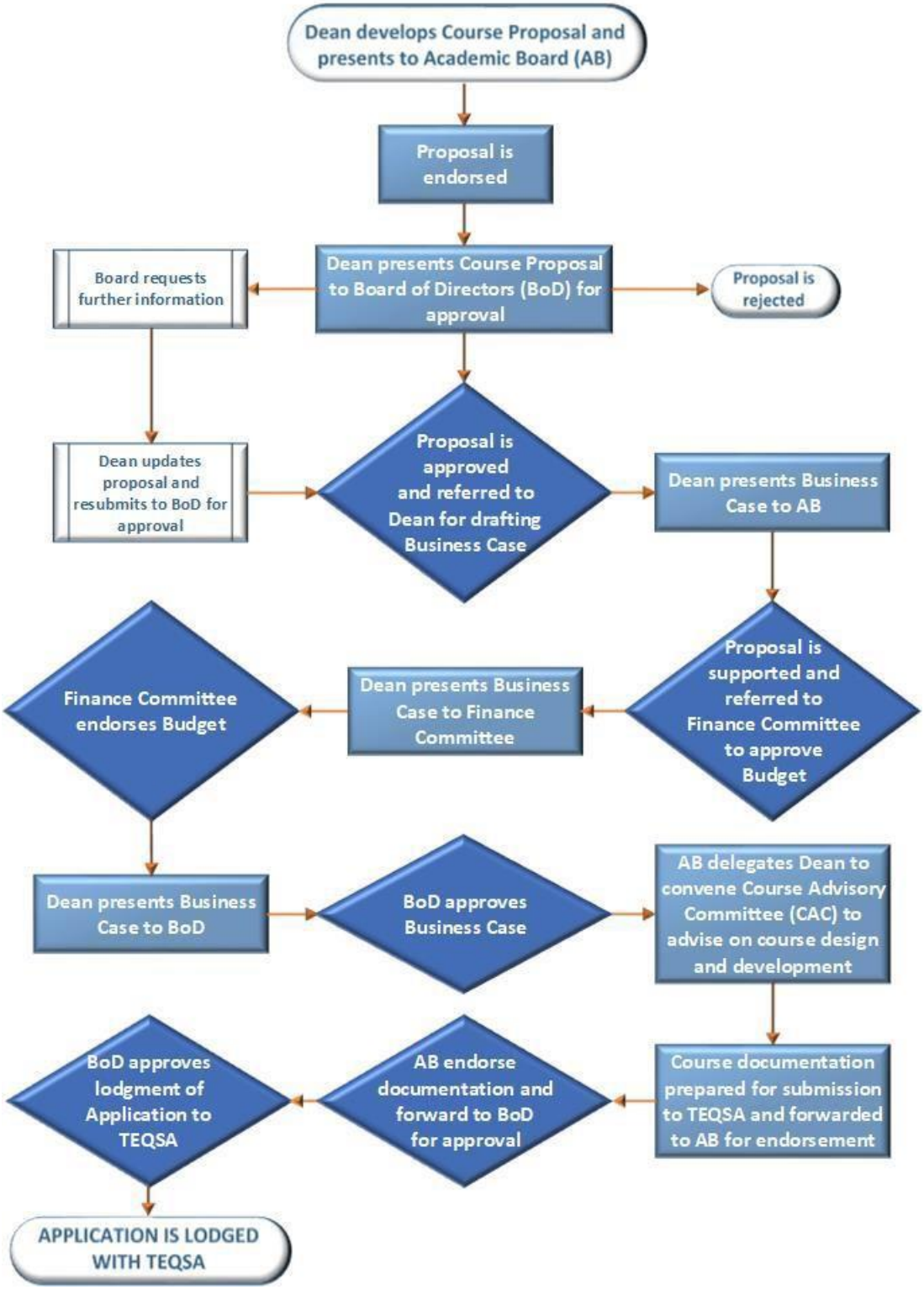
6. Course Benchmarking

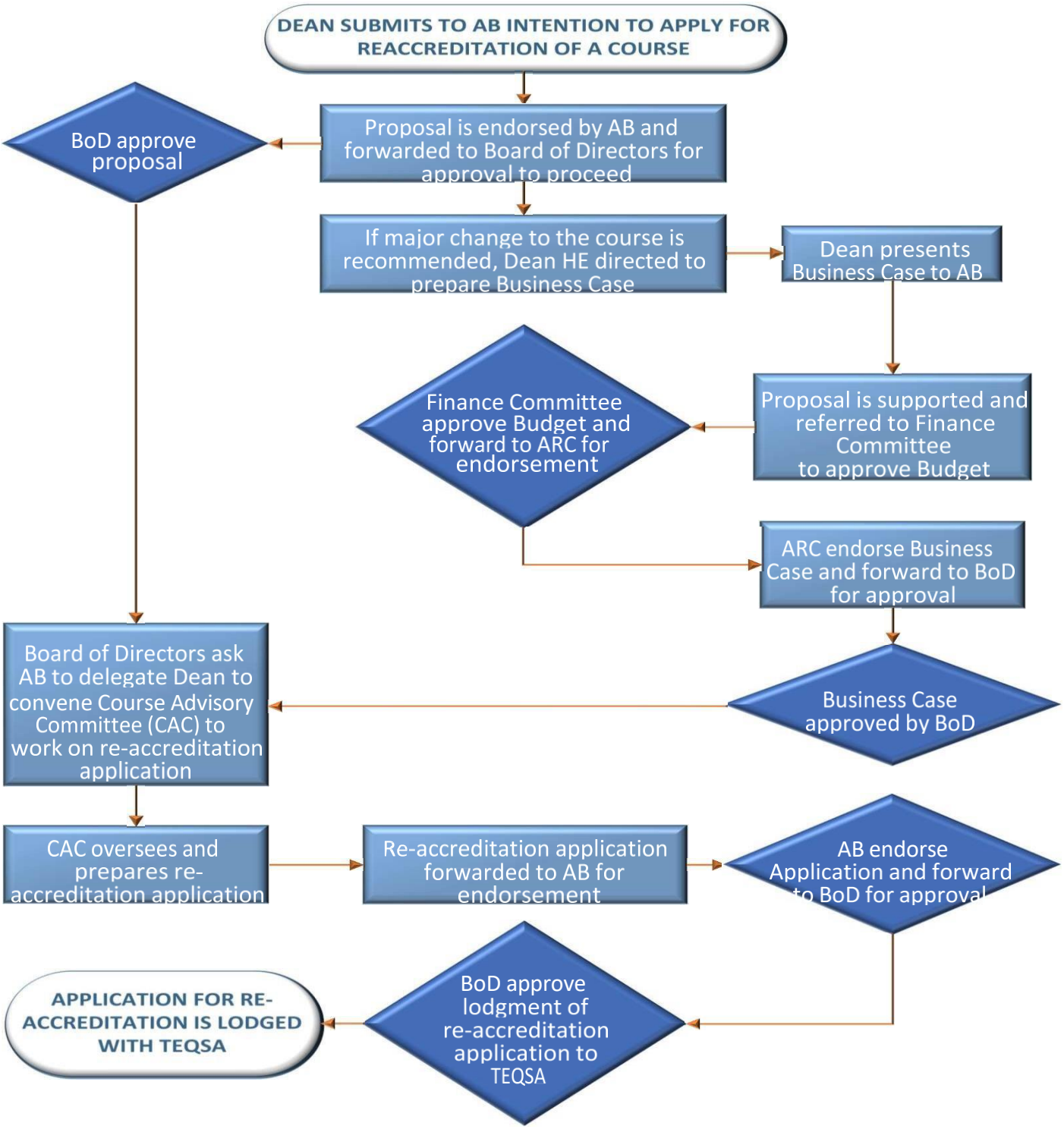
6.1 The *Institutional Benchmarking Framework* outlines how Stanley College utilises the 'six phases of benchmarking' as detailed in the *Tertiary Education Quality and Standards Agency (TEQSA) Guidance Note: External Referencing (including Benchmarking).* In undertaking course benchmarking, Stanley College will select universities and TEQSA-registered independent Higher Education Institutes offering similar programs and/or majors.

Benchmarking might also take other forms such as being involved in industry association benchmarking activities or government ones such as QILT.

APPENDIX A

COURSE DEVELOPMENT AND APPROVAL PROCEDURE



APPENDIX B

COURSE REACCREDITATION PROCEDURE