Course Development and Review Policy

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Approved by	Stanley College Academic Board
Authorised Officer	Dean, Higher Education
Supporting documents, procedures and forms related to this policy	Course Development Procedure Course and Unit Review Procedure Course Review Implementation Plan Learning and Teaching Plan Course Review Implementation Plan
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)
Audience	Stanley College Academic Staff

1. PURPOSE

This policy describes the principles for the development, review, benchmarking and approval of new and reaccreditation of established courses at Stanley College.

2. SCOPE

This policy applies to all staff members and external contributors involved in the development of higher education courses for Stanley College.

3. DEFINITIONS

Articulation	A defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or credit.
Academic standards	An agreed benchmark that is used as a definition of a level of performance or achievement, rule or guideline. Standards may apply to academic outcomes, such as student or graduate achievement of core discipline knowledge and core discipline skills (known as learning outcomes), or to academic processes such as student selection, teaching, research supervision, and assessment.
Australian Qualification Framework (AQF)	The AQF is the national policy for regulated qualifications in Australian education and training in Australia. It comprises different qualification levels.
Benchmarking	A structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to good practices across the entire sector.
Course	A series of units recognized under the Australian Qualifications Framework (AQF) and approved by delegated authority as an award or degree offered at the Stanley College.

Course Structure	The specific program which consists of a sequence of units that a student undertakes to meet the specified requirements of a course listed in the course handbook for the year of the course the student is enrolled.
External peer review	The process of reviewing materials used against those of a commensurate institution to determine the equivalence and relevancy of academic standards between institutions.
Learning outcomes	Learning outcomes are the expression of the set of knowledge, skills and their application a person has acquired and is able to demonstrate as a result of learning. They are what students are expected to know and do in order to be successful in a unit or course.
Pathways	Pathways allow students to enroll for the next level of qualification with full or partial recognition of prior learning.
Tertiary Education Quality and Standards Agency (TEQSA)	TEQSA regulates and assures the quality of Australia's higher education sector.
Unit	A unit is a discrete entity of study within a subject area that is a component of a course.

4. POLICY PROVISIONS

Principles

4.1 This policy is to ensure that the development, review, benchmarking and approval of new and, as applicable, established courses at Stanley College are:

a. Consistent;
b. Quality assured;
c. Compliant with the requirements of the *Higher Education Standards Framework (Threshold Standards) 2015* and the *Australian Qualifications Framework (AQF)*;
d. Student-centred.

4.2 This policy applies also to significant changes proposed for an existing course or courses, such as structural changes (for example, the addition of new majors), which could potentially affect a course in respect of Stanley College's strategic intent, business sustainability and/or academic quality assurance framework.

Course Development

4.3 Stanley College's courses are designed to promote lifelong learning and foster innovation, critical thinking, and ethical and professional practice. Courses are structured to enable students to achieve the Stanley College Graduate Attributes, expand their professional interests, and enhance their future career prospects.

4.4 Stanley College ensures that the content and learning activities of each course of study are consistent with the appropriate Australian Qualifications Framework (AQF) requirements, and are able to lead students to its own specified learning outcomes, regardless of the mode of delivery or the student's place of study.

4.5 Courses at Stanley College will:

a. Allow students access to multiple entry and exit points across the AQF, and to fit within the context of Stanley College's emergent educational and career pathways system;
b. Facilitate access to the widest possible range of pathway options through appropriate credit, recognition and articulation provisions;
c. Support student transition through courses and pathways.

4.6 All course developments will be informed by:

a. The applicable scholarly theory and practice, discipline knowledge, and pedagogy;
b. Peer review and external benchmarking;
c. Understanding of professional and industry contexts, especially via consultation with industry and professional contacts and partners.

4.7 The Dean is responsible for facilitating the course design and development process, and, with the support and advice of the Academic Board (and/or the Learning and Teaching Committee), may convene advisory committees or working parties to advance projects (as described in the *Course Development and Review Procedure*).

4.8 For a significant course development initiative to proceed, it must initially be assessed for:

a. Operational feasibility, by the Executive Leadership Team;
b. The propensity to be developed according to Stanley College's academic quality assurance regime, by the Academic Board (or appropriate delegate);
c. Proper alignment within Stanley College's strategy and risk frameworks, by the Board of Directors.

4.9 The approvals processes specified in the procedure documentation pertaining to this policy are to ensure that all course developments leading to applications for approval or accreditation:

a. meet the applicable Standards of the *Higher Education Standards Framework (Threshold Standards) 2015*;
b. are informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course independently of the staff directly involved in those aspects of the course; and
c. will be adequately resourced to deliver the course as approved or accredited.

Course Review

4.10 Stanley College will monitor course development, approvals, applications for reacreditation and review to ensure regulatory compliance.

4.11 As detailed in the procedure documentation related to this policy, curriculum review processes will include:

a. Unit reviews at the end of each teaching period

b. Annual course review
c. Comprehensive external course review
d. Benchmarking
e. External professional accreditation where applicable.

4.12 The Academic Board is responsible for seeking input from a diverse group of people to review Stanley College's courses.

4.13 Reviews are conducted for entire courses and individual units on an ongoing basis as part of the continuous improvement process.

4.14 Unit reviews will be conducted at the end of each study period as a scholarly teaching activity and will consider: the unit curriculum; unit learning outcomes; assessment tasks, student performance, moderation practices, student and peer feedback. Such review should also include consideration of whether the pursuit of the unit's objectives is supported by appropriate teaching methods, approaches, philosophies, and practices.

4.15 Course reviews will be conducted annually to monitor a course in regard to: unit reviews; student profile and outcomes; teaching and learning quality; resources; viability; market responsiveness; student, graduate feedback; and to plan for improvement.

4.16 Comprehensive course review:

a. 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.
b. Will consider the findings of unit and annual course reviews, and any other matters raised by the consulting parties referred to above.
c. In any event, the Academic Board will initiate a review of all Stanley College's Higher Education courses no less than 2 years prior to TEQSA reaccreditation. Any revised curriculum, once approved by the Academic Board and Board of Directors, will be forwarded to TEQSA for assessment.

4.17 Periodic benchmarking of courses will take place. Details of this are provided in the Institutional Benchmarking Framework document.

4.18 Where applicable external professional accreditation for courses will be sought where this helps raise the students' employability on graduating.

4.19 Measures will be taken to ensure that students will not be disadvantaged in the event of significant changes to a course, or its discontinuation, as a result of review.

4.20 Teacher evaluations will be conducted at least once annually to inform unit and annual course review, and professional learning needs for teaching staff.

4.21 Academic offerings will be reviewed in terms of relevance, currency, demand, quality, deliverability and Stanley College's Strategic Plan at least every seven years.

4.22 Course components may be specified for review at the appropriate time and level due to requests or feedback received from lecturers, students, administrative staff, professional accreditation bodies and/or other stakeholders, such as Work Integrated Learning and Fieldwork Placement partners.