

# Course Development and Review Policy

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<b>Approved by</b>	Stanley College Academic Board
<b>Authorised Officer</b>	Vice-President, Higher Education
<b>Supporting documents, procedures and forms of this policy</b>	Course Development and Review Procedure Course Proposal Learning and Teaching Plan Course Review Implementation Plan
<b>Related Legislation</b>	<a href="#">AQF Qualifications Pathway Policy</a> <a href="#">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)</a> <a href="#">Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</a> <a href="#">TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment)</a> <a href="#">Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</a> <a href="#">TEQSA Guidance Note: External Referencing (including Benchmarking)</a>
<b>Audience</b>	Stanley College Academic Staff

### 1. PURPOSE

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

### 2. SCOPE

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

### 3. DEFINITIONS

<b>Articulation</b>	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.
<b>Academic standards</b>	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.
<b>Attrition</b>	The proportion of students commencing a course of study in a given year who neither complete nor return in the following year. It does not identify those students who defer their study or transfer to another institution.
<b>Australian Qualification Framework (AQF)</b>	The AQF is the national policy for regulated qualifications in Australian education and training in Australia. It comprises different qualification levels.
<b>Benchmark</b>	A point of reference against which something may be measured as a reliable comparison.
<b>Benchmarking</b>	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.

<b>Course</b>	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.
<b>Course Structure</b>	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.
<b>External peer review of assessment</b>	The process of reviewing materials used against those of a commensurate institution to determine the equivalence and relevancy of academic standards between institutions.
<b>Learning outcomes</b>	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.
<b>Pathways</b>	Pathways allow students to enroll for the next level of qualification with full or partial recognition of prior learning.
<b>Tertiary Education Quality and Standards Agency (TEQSA)</b>	TEQSA regulates and assures the quality of Australia's higher education sector.
<b>Unit</b>	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 will ensure that the development, review, benchmarking and approval of new and established courses at Stanley College is:

- a. Consistent;
- b. Quality assured;
- c. Compliant with TEQSA's requirements outlined in the *Higher Education Standards Framework (Threshold Standards) 2015* and the *Australian Qualifications Framework (AQF)*;
- d. Student-centred; and
- e. Of a high quality.

## **Course Development**

- 4.2 The idea for a new 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).
- 4.3 For a course concept to proceed to development it must be brought to the Executive Management Team, who will decide whether or not it will proceed to the Course Proposal phase.
- 4.4 A *Course Proposal* will be developed and submitted by the Vice-President,, Higher Education (VP-HE) to the Academic Board for endorsement and then to the Board of Directors for approval to proceed with course development. The Course Development process will then commence. This process is outlined within the *Course Development and Review Procedure*.
- 4.5 Stanley College's courses are purposefully designed to promote lifelong learning and foster innovation, critical thinking and ethical and professional practice. Courses are structured to enable students to achieve Stanley College Graduate Attributes, expand their professional interests and enhance their future career prospects.
- 4.6 Stanley College will also ensure that the content and learning activities of each course of study engages with advanced knowledge and inquiry consistent with the AQF level of study and the expected learning outcomes, regardless of the student's place of study or mode of delivery.
- 4.7 Stanley College's VP-HE is responsible for facilitating the course design and development process. To ensure quality in course design and content, courses are developed in consultation with a Course Advisory Committee (CAC) which will be comprised of members from the following constituencies:
- a. Professional bodies and industry expertise
  - b. Academic staff from other Higher Education providers, where appropriate
  - c. Academic staff of Stanley College.
- 4.8 The CAC is commissioned by the Academic Board to contribute advice and expertise to the initial development of a course and to support the ongoing review of that course.
- 4.9 The CAC assists in identifying need and demand for a course and to assist academic staff with industry- and content-specific advice and guidance in the development of Stanley College's courses.
- 4.10 The Academic Board will assure itself that the course to be developed meets all the necessary criteria of quality that it is within its remit to oversee.

## **Course Review**

- 4.11 Stanley College will implement curriculum review processes, including:
- a. Unit reviews at the end of each teaching period
  - b. Annual course review
  - c. Comprehensive course review
  - d. External 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 the unit reviews, student profile and outcomes, teaching and learning quality, resources, viability, market responsiveness, student, graduate and industry stakeholder feedback and plan for improvement.
- 4.16 Teacher evaluations will be conducted at least once annually to inform unit and annual course review and inform professional learning needs for teaching staff. The Learning and Teaching Committee (LTC) is responsible for reviewing and acting on annual and comprehensive course review findings and improvement plans and reporting on this every six months to the Academic Board.
- 4.17 Comprehensive course review provides an opportunity for an in-depth review of a course and continuous improvement that incorporates input from major stakeholder groups.
- 4.18 Academic offerings will be reviewed in terms of relevance, currency, demand, quality, deliverability and Stanley College's Strategic Plan at least every seven years.
- 4.19 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 partners.
- 4.20 **The Academic Board will initiate a review of 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.

#### **Comprehensive Course Review Parameters**

- 4.21 The review will include:
  - a. The design and content of the course;
  - b. The expected unit and course learning outcomes;
  - c. The methods for assessment of those outcomes;
  - d. The extent of the students' achievement of learning outcomes;
  - e. Emerging developments in the field of education that may be applicable;
  - f. Modes of delivery;
  - g. Recommendations made from external benchmarking or accrediting bodies;
  - h. External referencing of standards;
  - i. The changing needs of students; and
  - j. Identified risks to the quality of the course.

4.22 The Criteria for all types of review are provided in Appendix 1 of the corresponding *Course Development and Review Procedure*.

### **Frequency of Reviews**

4.23 The overarching *Course Review Implementation Plan*, located at Appendix 2 of *Course Development and Review Procedure*, sets out the frequency and timeframes for all types of review over a seven-year period.

### **Course Benchmarking**

4.24 Stanley College is committed to regularly benchmarking its higher education courses to ensure that they are of a high quality as well as innovative, current, comprehensive and address all academic quality requirements in compliance with the *Higher Education Standards Framework (Threshold Standards) 2015*.

4.25 Benchmarking activities will involve institutional partners with the aim of comparing teaching and learning outcomes from a range of non-university higher education providers and use the results to:

- a. Develop new courses;
- b. Inform annual and comprehensive course review;
- c. Assure academic standards by external peer review of assessment including assessment methods and grading of student's achievement of learning outcomes for selected units of study;
- d. Identify areas for improvement; and
- e. Acknowledge good practice and successful results.

4.26 The Academic Board will provide oversight of benchmarking activities and is the approving authority for any proposals put forward by the VP-HE outside of regular scheduled activities.

### **Course Approval**

4.27 Courses must be approved before the courses are first offered and during re-approval or re-accreditation.

4.28 Stanley College will only approve or re-approve courses when:

- a. The course of study meets the applicable Standards of the *Higher Education Standards Framework (Threshold Standards) 2015*;
- b. The decision to approve or re-approve a course of study is 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. The resources required to deliver the course as approved or accredited will be available when needed.

4.29 This process is outlined within the *Course Development and Review Procedure*.