

# Course Development and Review Procedure



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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 procedure</b>	Course Development and Review Policy Course Proposal Learning and Teaching Plan Curriculum Change Register Course Discontinuation Policy and Procedure Course Review Report
<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> <a href="#">Material Change Notification Policy</a> <a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018</a>
<b>Audience</b>	Stanley College Academic Staff

## **THIS DOCUMENT CONTAINS TWO PARTS:**

### **A. Course Development and Approval Procedure**

1. Course proposal
2. Approval to proceed to course development
3. Course development
4. Course documentation
5. Validation of documentation and approval of application for accreditation.

### **B. Course Review Procedure**

1. Undertaking a course review
2. Annual Review
3. Comprehensive Course Review
4. Extent of Change
5. Impact from Discontinuance (Refer to Course Discontinuation Policy)
6. Reporting
7. Course Benchmarking

## **A. COURSE DEVELOPMENT AND APPROVAL PROCEDURE**

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

1. Course proposal
2. Approval to proceed to course development
3. Course development
4. Course documentation
5. Validation of documentation and approval of application for accreditation.

### **1. Course Proposal**

A Course Proposal is developed by the Vice-President, Higher Education (VP-HE). The Course Proposal should include the following elements (as required in accordance with the *TEQSA Application Guide*):

- 1.1 A business case that includes analysis of:
  - a. Need and demand (including graduate employment opportunities and forecast enrolments);
  - b. The competitive environment;
  - c. How the proposed course aligns with the strategic objectives of Stanley College;
  - d. How the proposed course fits with the College's existing offerings;
  - e. Points of similarity and differentiation proposed for the course (benchmarking).
- 1.2 Qualifications to be awarded on completion;
- 1.3 Admissions criteria;

- 1.4 Course learning outcomes (CLO), methods of assessment and indicative student workload, and national/international comparators (consistent with Standards 1.4.1-3);
- 1.5 Rationale for relationship between learning outcomes, AQF level specifications, Unit Learning Outcomes (ULO) and unit assessment and summary table mapping this alignment;
- 1.6 Structure, duration and modes of delivery;
- 1.7 List of units of study (indicating whether compulsory or elective);
- 1.8 Compulsory requirements for completion;
- 1.9 Exit pathways, articulation arrangements, pathways to further learning;
- 1.10 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;
- 1.11 Planned staffing complement, showing qualifications and experience of course coordinator and for all teaching positions as required by Standard 3.2.3, and:
  - a. Resumes for any staff already engaged
  - b. Position descriptions for positions not yet filled
  - c. Evidence of equivalent academic or professional experience relevant to policy criteria
  - d. Arrangements for oversight of staff who do not fully meet Standard 3.2.3.

## **2. Approval to proceed to course development**

- 2.1 The VP-HE presents the Course Proposal to the Academic Board for endorsement, and then to the Board of Directors for approval to proceed with course development. The Academic Board will consider:
  - a. How the proposed course stands in relation to similar courses delivered by other HEPs (supported by benchmarking);
  - b. If the course is of a suitable quality and meets appropriate academic standards (supported by mapping against the attributes of a course at the same level as outlined in the AQF).
- 2.2 If the Academic Board and the VP-HE have formed a Learning and Teaching Committee (LTC), this committee may assist with these ensuring that these considerations are given due process.
- 2.3 The Board of Directors will consider the proposal against the strategic objectives it has set and will review the financial implications of proceeding with development. The proposal may require that the Board of Directors revise Stanley College's strategic objectives in order for the course to fit into Stanley College's overall strategic planning. The Board of Directors will ensure that adequate funds are available to support the project if it is approved.
- 2.4 The Board of Directors may:
  - a. Support the proposal and recommend it be referred to the Academic Board for implementation;
  - b. Request further information regarding the proposal before making a final decision;
  - c. Reject the proposal as it is incompatible with the Strategic Plan or physical or financial resources of Stanley College.

### **3. Course development**

- 3.1 If the Board of Directors approves the Course Proposal, the Academic Board will convene a Course Advisory Committee (CAC) to advise on the development of the course. The Academic Board may utilise an existing CAC (where one exists), modify the membership of a current CAC, or create a new CAC.
- 3.2 The Course Developers will consider and document the following key elements of course design:
- a. The course's aims and objectives;
  - b. Benchmarking results (see also 1.1.e above);
  - c. The career opportunities for those who have successfully completed the course;
  - d. The CLO required for the course to be successful in the context of points 3.2.a–3.2.c above;
  - e. The body of knowledge that the course will draw on in the context of points 3.2.a–3.2.c above;
  - f. The appropriate course structure and delivery mode(s) to deliver the outcomes envisaged in points 3.2.a–3.2.e above;
  - g. The units of study that make up the course;
  - h. The learning outcomes for each unit of study;
  - i. How the CLO in point 3.2.d are developed through the individual units of study;
  - j. The modes of assessment (e.g. written, oral, group work) to be used in the course;
  - k. The rules for course completion;
  - l. The staffing required to complement the course to provide sufficient educational, academic support and meet administrative needs of study cohorts;
  - 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 any relevant professional accreditation requirements.

### **4. Course documentation for submission**

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

### **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.

## **B. COURSE REVIEW PROCEDURE**

Course review at Stanley College comprises the following steps:

1. Undertaking a course review
2. Annual Review
3. Comprehensive Course Review
4. Extent of Change
5. Impact from Discontinuance (refer to Course Discontinuation Policy)
6. Reporting
7. Course Benchmarking

### **1. Undertaking a course review**

- 1.1 The processes for internal and external reviews are located in Appendix 3 and Appendix 4 respectively.
- 1.2 The *Curriculum Change Register* will log key details of changes made to the course and individual units as a result of academic review processes. The *Curriculum Change Register* provides the history of all changes made as part of the continuous improvement process that will feed into the renewal of accreditation process.
- 1.3 The Academic Board may request specific monitoring by the Learning and Teaching Committee (LTC) of any issues that arise from time to time. The Academic Board is responsible for external monitoring of Stanley College's higher education courses, and may decide to delegate all or part of this activity to the LTC.
- 1.4 The criteria to measure and evaluate course performance will be consistent and rigorous. When evaluating course performance the criteria as outlined in Appendix 3 must be addressed and must be inclusive of all staff involved at all levels.

### **2. Annual Review**

- 2.1 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 unless permission has been sought from the LTC. Issues arising that have been identified via teacher evaluations will be acted upon via the continuous improvement and staff performance processes. The aim is to continually assess performance and seek options for improvements.
- 2.2 The following data collected from surveys and other data collection mechanisms will be analysed and reported to the LTC and Academic Board:
  - a. Student feedback on the course and units including assessment and resourcing
  - b. Student feedback on teaching
  - c. Staff feedback on all aspects of the course, units, delivery and resourcing
  - d. Enrolment, entry requirements and student attrition data
  - e. Student progression data including grade distributions and assessment moderation outcomes
  - f. Student: staff ratios
  - g. Articulation pathway data

- h. Feedback from external stakeholders
  - i. Benchmarking
- 2.3 The LTC will assess reviews of individual units and take into account whether improvement is required as a result of a systemic issue, or whether it is a result of a specific teacher or class situation. The LTC will have regard for ensuring that the following key questions are considered when reviewing and approving minor changes to units.
- a. Will the proposed change alter the learning outcomes? If so, will the proposed changes keep the unit outcomes consistent with the course outcomes?
  - b. Do the learning and teaching activities of the unit ensure that learning outcomes are met in accordance with the objectives of the Learning and Teaching Plan?
  - c. Are the assessment tasks aligned to the stated learning outcomes?
  - d. Will the changes impact on the workload of the course or individual unit?
  - e. Will the proposed changes be appropriate for the delivery methods of the units?
  - f. Will the proposed changes constitute a 'material change' as defined by TEQSA? If so, see the section on Material Changes.

The LTC may seek advice from the CAC. The LTC will report these matters to the Academic Board as part of the regular reporting process.

### **3. Comprehensive 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. Refer to the Material Change section of this Procedure.
- 3.2. The Academic Board will appoint a Course Review Committee that will comprise: the Chair of the Academic Board or nominee, the VP-HE or nominee, one other external reviewer appointed by the Academic Board. A majority of members should be external to the College. A range of data will be used to inform an external course review process. Data analysis personnel will analyse the following information collected from surveys and other data collection mechanisms:
- a. Student feedback on the course and units including assessment and resourcing
  - b. Student feedback on teaching
  - c. Staff feedback on all aspects of the course, units, delivery and resourcing
  - d. Enrolment, entry requirements and student attrition data
  - e. Student progression data including grade distributions and moderation outcomes
  - f. Student/ staff ratios
  - g. Articulation pathway data
  - h. Feedback from the Institute's community
  - i. Feedback from external stakeholders
  - j. Benchmarking
- 3.3 The Course Review Committee will assess all data and feedback and take this into account 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 trends relating to student entry, progression and success in the course, and what improvements have already been made, or are planned to be made?
- e. What are the key issues that need to be addressed in the next review cycle for the course?
- f. Has the course been benchmarked against a comparable course nationally and/or internationally?
- g. Does the course meet the requirements of the Australian Qualifications Framework (AQF)?
- h. 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 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 A major change is where there is a change to the:

- a. Title of a course, major or unit
- b. Changes to the unit description
- c. Course learning outcomes
- d. Course entry requirements
- e. Course structure
- f. Duration of the course
- g. Credit value of a course, major or unit
- h. Exit points of the course or major
- i. Credit for recognised learning
- j. Unit delivery and study period
- k. Unit pre-requisites or co-requisites
- l. Unit description
- m. Unit learning outcomes
- n. Assessment type
- o. Assessment weighting
- p. Assessment grade
- q. Achievement of the CLOs.

4.3 Minor changes to courses and units that are deemed as continuous improvement, while maintaining coherency of the course, only require internal approval by VP-HE.

Minor changes are:

- a. Changes to the assessment activities such as topic, case, or question and mark breakdown;
- b. Amendment of wording in the unit description where the intent is not changed



- c. Amendment to the unit learning outcomes where the level of thinking and intent is not changed
- d. Learning activities
- e. Learning resources
- f. Timetable
- g. Staff: Unit coordinator, academic staff and guest speakers

## **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. For significant changes, a clearly defined mapping document must be developed to demonstrate articulation from the obsolete course to the new course structure. If an entire course is to be discontinued, then arrangements must be made to assist students with finding another course.
- 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.
- 5.4 All higher education staff must be notified of approved changes to courses and/or units as soon as practical, including discontinuation of courses or units.

## **6. Reporting**

- 6.1 The VP-HE will develop a *Course Review Report* at the end of each course review cycle listed at the Frequency section in this Procedure. The Report should include data that has been collected, and measure course performance against stated performance indicators and/or comment on benchmarking outcomes. An evidence-based approach should be undertaken that will reference external standards and benchmarking, where possible.
- 6.2 Reports should include:
  - a. An outline of the review process and the findings on course and student outcomes, further development possibilities, strategic priorities and impact on students.
  - b. Results from external benchmarking and external input, where relevant. This may include feedback on teaching.
  - c. Staff input and advice from any relevant academic committees.
  - d. An action plan identifying issues to be addressed at the course level, and across Stanley College.
  - e. Referral of issues to appropriate personnel for action, where relevant.
- 6.3 The *Course Review Report* will be distributed to student representatives, relevant members of staff and academic committees.

- 6.4 If the report recommends discontinuance of a course, then detailed information regarding the impact on students, and teach out/transition plans must be prepared and included. This should only progress after careful consideration. Refer to Course Discontinuation Policy.

## **7. Course Benchmarking**

To undertake a benchmarking activity, the following steps are to be taken:

### **7.1 Identify the benchmarking activity and requirements**

- a. What is the purpose and scope?
- b. Does it require a collaborative approach with one or more benchmarking partners?
- c. Who would be an appropriate partner?

### **7.2 Project terms**

- a. Who is the leader of the project?
- b. What are the resource requirements?
- c. What is the required timing for this project?
- d. Who has the authorisation?

### **7.3 Set up partnership**

- a. Clarify scope of project
- b. Clearly agree and articulate expectations, roles, responsibilities, expected mutual benefits, project milestones and timeframes
- c. Clarify confidentiality agreements for data sharing and storage
- d. Confirm intellectual property of benchmarking findings/results
- e. Clarify associated costs

### **7.4 Formalise arrangements**

#### **7.4.1** Seek approval from the Academic Board

#### **7.4.2** Benchmarking proposals to the Academic Board should:

- a. Outline the purpose and scope of the benchmarking activity
- b. Identify the areas of performance to be benchmarked
- c. Include the planned approach and methodology
- d. List and justify choice of partner institutions
- e. Identify resources required to complete the exercise
- f. Include information on the assessment, evaluation and reporting of findings, including how recommendations will be actioned.

#### **7.4.3** Finalise the agreement.

### **7.5. Obtain data**

- a. Ensure data is in the same format where possible (using Stanley College's *Course Benchmarking Template*)

### **7.6. Analyse data**

- a. Identify any gaps
- b. Identify issues for clarification and liaise as necessary with benchmark partners
- c. Identify any additional data requirements or contextual information needed

### **7.7 Review findings**

- a. Determine strategies to address gaps, as appropriate
- b. Identify opportunities for enhancing current practices
- c. Consider cost/benefit of undertaking enhancements

### **7.8 Implement report findings and evaluation**

- a. Develop implementation plan with clear responsibilities and timeframes
- b. Communicate findings and seek agreement of next steps
- c. Monitor progress against implementation of actions
- d. Develop a curriculum map showing alignment of the ULOs to assessments and CLOs
- e. Review and evaluate impact and improvements generated
- f. Evaluate benchmarking process to inform future benchmarking activities
- g. Report outcomes through the College's processes

## APPENDIX 1 COURSE REVIEW CRITERIA

<b>Purpose and function</b>	The purpose of Course Reviews are to provide quality assurance through regular internal and external reviews and to facilitate quality improvement with respect to courses offered by Stanley College.
<b>Criteria</b>	<p>For higher education courses, the committees will examine the data and evidence collected, and make recommendations regarding:</p> <ol style="list-style-type: none"> <li>1. The relevance and currency of the curricula in meeting the needs of students, the profession and employers.</li> <li>2. The current and likely future demand for the course areas and their viability with respect to students, employers, professions and partner organisations, and plans for future course development (including prospective partnerships).</li> <li>3. The alignment of the curricula, teaching, learning and assessment processes with the aims and stated learning outcomes of the courses including generic skills, and with Stanley College's strategic directions and teaching and learning objectives.</li> <li>4. The alignment of the curricula with the relevant level of the Australian Qualifications Framework and the ability to meet the standards of the relevant regulatory authorities.</li> <li>5. The relationship between the higher education courses and training programs at Stanley College.</li> <li>6. The adequacy of learning resources (including library, and IT) and the level of student learning support.</li> <li>7. The effectiveness of quality assurance processes for courses and units including processes for benchmarking and obtaining student and employer feedback and the use of appropriate performance indicators.</li> <li>8. The adequacy of the level (for example, numbers, classification, qualifications, experience) of teaching staff (including sessional staff) and the quality of staff development and support provided for teaching staff.</li> <li>9. Any additional matter of relevance.</li> </ol>
<b>Committee Membership</b>	<p>The Learning &amp; Teaching Committee for ongoing internal reviews.</p> <p>The Academic Board will appoint a Course Review Committee for external reviews.</p>
<b>Method of appointment</b>	All members are appointed in accordance with the relevant committee's terms of reference.
<b>Secretariat</b>	As per the relevant committee's terms of reference.
<b>Schedule of meetings</b>	<p>The duration of the Course Review meeting will be determined by the relevant committee, and will be determined depending on:</p> <ul style="list-style-type: none"> <li>• The quantity of information to be considered; and</li> <li>• Whether the review forms part of the renewal of accreditation submission to the external accrediting authority.</li> </ul>

## APPENDIX 2 – COURSE REVIEW IMPLEMENTATION PLAN

ISSUE	FREQUENCY	7 YEAR TIMELINE	ACTION STEPS	RESPONSIBILITY
<b>Bachelor courses</b>				
<b>Course Review</b>				
<b><i>Internal</i></b>	Annual	End of Year 1, 2, 3, 4, 5, 6	Review current year	Unit Lecturers
Comprehensive after Initial accreditation by TEQSA	3 years	End of Year 3	Review full cohort	VP Higher Education
Comprehensive after accreditation by TEQSA	18 months to 2 years prior to TEQSA's due date	Year 5 to 6	Full review	Academic Board

### APPENDIX 3 INTERNAL COURSE REVIEW PROCESS

The internal review process for a course and for individual units will consist of the following stages:

Stages of individual unit reviews	Timeframe	Responsibility
Distribution of surveys to staff and students	2 weeks before the end of each semester.	Unit Lecturers
Analysis of internal data collected from enrolments, assessments and survey data	Commence within 1 week of the end of each semester.	Registrar
Production of Report containing suggested changes to units, consideration of whether it constitutes a material change, and overall impact on the course prepared by Unit Coordinators together with a proposed Unit Change Plan submitted to VP-HE for endorsement and forwarding to LTC for consideration and approval.	Within 4 weeks of end of each semester.	Unit Lecturers
The Learning and Teaching Committee submits approved Report and Unit Change Plans to Academic Board for consideration and approval.	Within 4 weeks of receipt of report.	Learning and Teaching Committee
Academic Board considers recommendations for changes to implementation, together with future direction to prepare a Material Change application to TEQSA, if applicable.	Within 4 weeks of receipt of report.	Academic Board
If approved, changes are to be implemented, recorded, monitored, and reviewed.	As per approved timeframes.	Unit Lecturers, relevant academic staff and committees
<b>Note:</b> The Course Review process is the same as for individual units, except administered annually with a focus on the overall course.		

#### APPENDIX 4 EXTERNAL COURSE REVIEW PROCESS

The external review process of an entire course will consist of the following stages:

Stages	Timeframe	Responsibility
Production of a self-review report for each course (utilizing internal data and feedback, and details of improvements already made).	1 month before the review meeting, at end of each cohort.	Unit Lecturers
Request for interested parties from Stanley College's community, including external stakeholders, to provide comment.	2 months before the review meeting.	Chair, Academic Board
Consideration of additional expertise to form a Course Review Committee (CRC), by the Chair of the Academic Board.	At least 1 month before the review meeting.	Chair, Academic Board
Course Review Committee special meeting to discuss submissions and data, talk to stakeholders and develop recommendations.	Panel members will need adequate time to review the material.	Chair, CAC
Preparation of a Course Review Report by the Course Review Committee, including a Course Amendment Implementation Plan developed by the VP-HE, and consideration of material change requirements.	Completed within 1 month of the panel meeting, where possible.	Chair CAC and VP Higher Education
The Course Review Committee submits a Course Review Report and Course Amendment Implementation Plan to Academic Board for consideration and approval.	Submitted to the Academic Board	Chair, CAC
Academic Board considers recommendations and denies or approves changes for implementation, together with direction to prepare a Material Change application to TEQSA, if applicable.	Within 1 month of receipt of report.	Academic Board
If approved, changes are to be implemented, recorded and monitored by the Learning and Teaching Committee.	As per approved timeframes.	Learning and Teaching Committee
<b>Note:</b> An external accreditation process is the same as above, except that the Self Review Report will include benchmarking against other higher education institutions and taking account of TEQSA's requirements. It will be a more in-depth process usually requiring the formation of a Course Advisory Committee and preparation of a Course Accreditation Renewal submission once approved by the Academic Board.		