



Course Development and Amendment Policy and Procedure

Purpose

1. The Australian International Institute of Higher Education ('the Institute') is committed to ensuring that course development and amendment procedures provide high quality learning and teaching experiences and outcomes for students and graduates.
2. This Policy and Procedure outlines the principles and processes that satisfy legislative requirements as mandated by the *Higher Education Standards Framework (2015)*, the *Australian Qualifications Framework (AQF)*, other regulatory instruments, and relevant professional accreditation standards.

Scope

3. This Policy and Procedure apply to:
 - a) all higher education courses that the Institute offers or wishes to offer in the future;
 - b) all governing bodies and individuals involved in the development and approval of new courses on behalf of the Institute.

Definitions

4. There are no specific definitions for this Policy.

Policy

Policy statement

5. The Institute recognises that courses and the subjects embedded in courses must be compliant with relevant higher education standards, aligned with the changing needs of industry, and be designed to achieve course learning outcomes. This applies to the development of new courses and must be maintained through any course amendments.

Principles

6. The Institute develops and maintains high quality coursework to provide graduates with:
 - a) broad and deep discipline-based knowledge, skills and abilities for professional practice in complex and dynamic work environments;
 - b) theoretical, technical and practical understandings of a specific field of professional practice;
 - c) strong generic skills including communication, collaboration, critical thinking, creative thinking and problem solving;
 - d) self-awareness and self-efficacy supporting ethical and responsible professional judgement and further learning.



Procedure

Business Case for a new course

7. A Business Case for a new course must include the following:
 - a) evidence of alignment of the proposed new course with AIIHE strategy;
 - b) identification of the potential market opportunity, including projected initial enrolments;
 - c) initial estimates of resourcing requirements, including staffing and infrastructure.
8. If the Governing Council approves the Business Case for the new course, the Governing Council will delegate to the Academic Board responsibility for overseeing development of a New Course Proposal.

New Course Development, Review and Approval

9. The Academic Board is responsible for overseeing the development of the New Course Proposal.
10. The Academic Board convenes the Course Advisory Committee (CAC) and specifies the parameters within which the CAC should develop and prepare the New Course Proposal.
11. As part of the course development process the CAC will undertake benchmarking and external referencing and may consult with key stakeholders, including relevant professional associations, to ensure course relevance and compliance.
12. The Academic Board reviews the course materials during the development process and endorses the New Course Proposal and materials prior to submitting them to external discipline expert review.
13. The external discipline expert must have significant knowledge in the discipline of the course, appropriate qualifications combined with relevant and recent professional experience, and be recognised as an expert by peers as evidenced by relevant publications, memberships, academic grants and awards.
14. The external discipline expert's review must take into consideration the proposed course materials against the relevant *Higher Education Standards Framework (Threshold Standards) 2015* and whether the proposed course meets all relevant accreditation standards.
15. The Academic Board will consider the recommendations from the external reviewer and refer implementation of endorsed recommendations to the CAC as appropriate.
16. Final versions of the New Course Proposal and all course materials are submitted by the CAC to the Academic Board for final review and scrutiny.
17. Following the Academic Board's approval of the course, the Academic Board will recommend that the Governing Council approve submission of an application for accreditation to TEQSA.

Content of New Course Proposals

18. The New Course Proposal must include:
 - a) the qualification(s) to be awarded on completion;
 - b) structure, duration and modes of delivery;
 - c) the subjects that comprise the course of study;
 - d) entry requirements and pathways;
 - e) expected learning outcomes, methods of assessment and indicative student workload;
 - f) compulsory requirements for completion;



- g) exit pathways, articulation arrangements, pathways to further learning;
 - h) evidence of benchmarking against similar courses offered by other private higher education providers and universities;
 - i) teaching facilities and resources required for course delivery;
 - j) proposed teaching and student support staff required for delivery of the course;
 - k) required library resources;
 - l) any specialised technological resources; and
 - m) mapping of core and elective component subject structures including pre-requisite and co-requisite conditions and any specialisations.
19. Course learning outcomes must be clearly expressed, contribute to Graduate Attributes and provide adequate breadth in sub-disciplinary fields.
20. The New Course Proposal must be reviewed in the context of the Institute's operations for any potential risks to the quality of teaching and learning or for opportunities for innovation to the Institute's approach to teaching and learning.

Coursework

21. The proposed coursework must:
- a) align with the teaching and learning objectives and strategies outlined in the Institute's Teaching and Learning Plan;
 - b) be informed by key theoretical knowledge and contemporary scholarship in the discipline;
 - c) designed to engage students with published research and associated literature;
 - d) aligned with contemporary professional practice and reflect industry and employment trends.

Credit points

22. The Institute employs a credit points system which allows for a consistent approach to assessment of prior learning and informs students about workload.
23. Each subject is worth ten (10) credit points and it is assumed that a normal student weekly workload for each subject requires up to ten hours' study.
24. Typically, a full-time student study load is four (4) subjects undertaken over a study period per year and requires a student study load of up to 40 hours per week of each twelve-week semester. A course award therefore requires the completion of 24 subjects of study worth a total of 240 credit points.

Subject Outlines

25. Subject Outlines must be developed as part of the New Course Proposal. The contents must be prepared in accordance with the *Subject Outline and Subject Learning Guide Policy and Procedure* and be aligned with the Institute's Graduate Attributes.



Course amendments

26. Recommendations for changes to courses may arise from:

- a) responses to student or staff feedback or other processes as part of internal and external quality assurance activities such as course reviews, benchmarking, or ongoing monitoring and evaluation of courses;
- b) changes in external regulatory or accreditation requirements.

27. Recommendations for course amendments are submitted to Academic Board for its consideration from either the Teaching and Learning Committee, or from external reviewers in the case of comprehensive reviews. Processes for approval depend on whether amendments are considered minor or major.

Minor amendments to courses

28. The Academic Board is responsible for approving minor changes to existing accredited higher education courses.

29. A minor amendment to a course includes one or more of the following:

- a) changes to the wording of learning outcomes over time that do not significantly alter the focus, assessment, curriculum or intended outcomes of the course as a whole;
- b) modification of prerequisites and co-requisites for individual subjects that do not compromise the integrity and coherency of the course;
- c) any other minor amendment that is not considered by the Academic Board to constitute a major amendment as outlined below.

Major amendments to courses

30. Major amendments are those that may impact the approved scope of a course as accredited by TEQSA. Where the Academic Board determines that a proposed change is major the matter is referred to the Chief Executive Officer for notification to and liaison with TEQSA.

31. Changes to the following characteristics are considered by TEQSA to constitute major amendments to a course that may lead to accreditation as a new course:

- a) course title including specialisations;
- b) AQF level;
- c) course duration or volume of learning;
- d) delivery mode or methods;
- e) course content including new disciplines which may impact staffing needs;
- f) admission requirements;
- g) course design including the addition/withdrawal of subjects, significant changes to learning outcomes and assessment types or weighting within subjects, changes to and introduction of work-integrated learning or placements;
- h) delivery with third parties;
- i) student workload;
- j) inclusion of delivery to international students where existing approvals are not in place;
- k) accreditation status (if professionally accredited).

32. Following confirmation from TEQSA that the change is permissible under the accreditation



requirements of the course, the Academic Board will approve the change and refer the matter, including TEQSA's advice, for noting to the Governing Council. Should TEQSA notify the Institute that the changes represent the need for a new course accreditation application to be submitted, the Academic Board will not approve the recommended change to the existing course.

33. Where a course amendment affects currently enrolled or deferred students, the Academic Dean will notify students of the amendment, the options available to students and any transitional arrangements that will be put in place.

Responsibilities

34. The Governing Council is responsible for:

- a) approval for the development of new courses at the Institute;
- b) delegating oversight of course development to the Academic Board;
- c) approval of accreditation applications to TEQSA.

35. The Academic Board is responsible for:

- a) approving new course proposals and minor changes recommended by reviewers;
- b) determining where a proposed change is major and must be referred to TEQSA;
- c) ensuring that new courses and proposed amendments comply with higher education levels and standards as defined in the AQF and with the relevant standards for course development and approval as set out in the *Higher Education Standards Framework (2015)*;
- d) ensuring that the Institute's coursework satisfies accreditation standards of relevant professional associations;
- e) oversight of academic governance processes for course development and amendment.

36. The Course Advisory Committee (CAC) is responsible for:

- a) development of curriculum and coursework materials as delegated by the Academic Board;
- b) implementing any changes to new course proposals recommended by the reviewer and endorsed by Academic Board.

37. The Academic Dean is responsible for monitoring the implementation of this Policy.



Associated information

Approving body	Academic Board
Date approved	28 September 2020
Date of effect	Commencement of operation
Next scheduled review	Two years from when policy commence
Policy owner	Academic Dean
Policy contact	Academic Dean
Related AIIHE Documents	<i>Admission Policy and Procedure</i> <i>Assessment Moderation Policy and Procedure</i> <i>Assessment Policy and Procedure</i> <i>Course Discontinuation Policy and Procedure</i> <i>Course Monitoring and Review Policy and Procedure</i> <i>AIIHE Governance Framework</i> <i>Planning Framework</i> <i>Quality Assurance Framework</i> <i>Records Management Policy and Procedure</i> <i>Staff Code of Conduct</i>
Higher Education Standards Framework (Threshold Standards) 2015 (Cth)	Standard 3.1, ss 1 Standard 5.1, ss 1 – 3
Other related external instruments/documents	Related Legislation: <ul style="list-style-type: none">• <i>Tertiary Education Quality and Standards Agency Act 2011 (Cth)</i>• <i>Australian Qualifications Framework (AQF)</i> Good Practice Documents: <ul style="list-style-type: none">• <i>TEQSA Guidance Note: Course Design, Version 1.3</i>• <i>TEQSA Guidance Note: Academic Quality Assurance, Version 2.2</i>

Document history

Version	Author	Changes	Approval Date
1.0	Not applicable	Original version	28 September 2020

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