

Course Development and Approval Policy and Procedure

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Purpose

This Policy and Procedure sets out the guiding principles and procedure for the development and approval of new higher education courses at the Australia Institute of Future Education (AIFE).

This policy is designed to ensure course development and approval processes are robust and satisfy legislative requirements as mandated by the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF)*, the *Australian Qualifications Framework (AQF)*, and other regulatory instruments.

Scope

This Policy and Procedure apply to:

- All higher education courses which AIFE proposes to offer, and
- All governing bodies and individuals, who are accountable for developing and approving new higher education courses.

Policy

Principles

Higher education courses developed at AIFE will provide students with:

- Broad and deep discipline-based knowledge, skills and abilities for professional practice in complex and dynamic work environments,
- Theoretical, technical and practical understandings of a specific field of study,
- Effective generic skills including communication, collaboration, critical thinking, and problem solving, and
- Self-awareness and self-efficacy that will support future ethical and responsible professional judgement and further learning.

Course design and development will be aligned with AIFE's *Strategic Plan* and *Learning and Teaching Plan*.

In accordance with Standard 3.1.2 of the HESF, the content and learning activities for all nested courses will engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes including:

- current knowledge and scholarship in relevant academic disciplines,
- study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
- and where applicable advances in practice.

Graduate attributes will be integrated into the development of the course rationale, structure, and learning outcomes.

All courses at AIFE will meet the provisions of the HESF and align with the AQF.

Courses will not be promoted or advertised by AIFE until the courses have been accredited by TEQSA.

Procedure

Stage 1 – Proposal

Proposals for the development of new higher education courses require approval of the Board of Directors (BOD).

In deciding whether to approve the proposal for course development, the BoD should consider:

- The rationale for the proposed new higher education course/s including indicative and proposed student markets,
- The alignment of the new proposed course/s with AIFE's strategic plan,
- The broad features and design of the course/s, and
- If the BoD approves the development of the new course/s, the BoD will delegate to the Academic Board (AB) responsibility for overseeing the development of the new course proposal/s.

Stage 2 – New Course Development and Approval

The AB oversees the development of the New Course Proposal, which is delegated to a course development committee comprising of cognate disciplinary experts.

The Course Development Committee develops and prepares the New Course Proposal within the parameters set by the AB.

As part of the course development process the Course Development Committee will undertake benchmarking and external referencing and may consult with key stakeholders, including relevant associations, to ensure course relevance and compliance.

Content of New Course Proposals

The New Course Proposal must include:

- a) the qualification(s) to be awarded on completion,
- b) structure, duration and modes of delivery,
- c) the units that comprise the course of study,
- d) entry requirements and pathways,
- e) expected learning outcomes, methods of assessment and indicative student workload,
- f) assessment will involve a mix of early, formative and summative tasks,
- g) compulsory requirements for completion,
- h) exit pathways, articulation arrangements, pathways to further learning,

- i) evidence of benchmarking against similar courses offered by other private higher education providers and universities,
- j) teaching facilities and resources required for course delivery,
- k) proposed teaching and student support staff required for delivery of the course,
- l) required library resources,
- m) any specialised technological resources, and
- n) mapping of core and elective component unit structures including pre-requisite and co-requisite conditions and any specialisations.

Course learning outcomes must be clearly expressed, contribute to Graduate Attributes and provide adequate breadth in sub-disciplinary fields.

The proposed course/s must:

- a) align with the teaching and learning objectives and strategies outlined in AIFE's Teaching and Learning Plan,
- b) be informed by key theoretical knowledge and contemporary scholarship in the discipline, and
- c) designed to engage students with published research and associated literature.

Stage 3 – Independent Review of New Course Proposal

The AB reviews the course materials during the development process and endorses the New Course Proposal and materials for review by at least two independent discipline experts prior to submission.

The independent discipline experts 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.

The independent discipline expert's review must consider the proposed course materials against the relevant provisions of the HESF and whether the proposed course meets all relevant accreditation standards.

Stage 4 – Approval by AB

The AB will consider the independent reviewers' recommendations and refer implementation of endorsed recommendations to the Course Development Committee as appropriate.

Final versions of the New Course Proposal and all course materials as endorsed by the Course Development Committee are submitted to the AB for final review and over-arching scrutiny.

Following the AB's approval of the course, the AB will recommend that the BoD approve submission of an application for accreditation to TEQSA.

Responsibilities

The Course Development Committee is responsible for:

- Developing curriculum and course materials on delegation by the AB, and
- Implementing any changes to new course proposals as recommended by the independent reviewer/s and endorsed by the AB.

The AB is responsible for:

- Overseeing the academic governance processes for course development,
- Prior to approving New Course Proposal:
 - Ensuring the course complies with the requirements of the AQF and relevant academic provisions of the HESF, and
 - Ensuring the course satisfies the accreditation standards of relevant professional associations.
- Approving the New Course Proposal.

The BoD is responsible for:

- Providing approval for the development of new course/s,
- Delegating oversight of course development to the AB,
- Consideration of the viability and resourcing of the course/s, and
- Approving the submission of course accreditation application(s) to TEQSA.

The Dean is responsible for monitoring implementation of this Policy and Procedure.

Definitions

There are no definitions in this Policy and Procedure.

Version History

Version #	Changes	Approval Body	Approval Date
1.0	New Policy	Academic Board	29 November 2021
2.0	Include a statement that assessment will include a combination of early, formative and summative tasks	Academic Board	06 December 2022
3.0	Update header and footer	Academic Board	

Additional Information

Policy Status	Approved
Policy Owner	Dean
Next Review Date	3 years from Approval Date

Related Internal Documents	New Course Proposal
Higher Education Standards Framework (Threshold Standards) 2022	Standards 3.1.1, 3.1.2, 5.1.1 to 5.1.3 and 6.3.1c
Other legislative or regulatory instruments	Not applicable

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