

Course and Subject Lifecycle: Proposal and Development Policy

1. Purpose and Scope

- 1.1 The purpose of the Course and Subject Lifecycle: Proposal and Development Policy is to set out the principles and process for the design, development and approval of higher education courses to seek accreditation with TEQSA. It should be read in conjunction with the Course and Subject Lifecycle: Proposal and Development Procedure.
- 1.2 This policy applies to all courses at AIAT and to staff involved in course development and approval processes.

2. Definitions

Refer to *Glossary of Terms*.

3. Policy Statement

- 3.1 The Course and Subject Lifecycle: Proposal and Development Policy ensures that the approved higher education courses and subjects offered and delivered by AIAT:
 - 3.1.1 meet the changing expectations of various stakeholders including industry;
 - 3.1.2 deliver the appropriate skill and knowledge outcomes required to be work ready;
 - 3.1.3 meet any applicable professional body accreditation; and
 - 3.1.4 produce graduates who achieve the learning outcomes and the graduate attributes set by AIAT.
- 3.2 Course and subject development and approval are consultative processes incorporating internal and external expertise from a range of stakeholders during the design phase and the preparation of a proposal for decision by the delegated authority.
- 3.3 In designing and developing higher education courses and subjects, AIAT adheres to its Learning and Teaching Policy as well as other relevant policies, including Assessment Policy. Benchmarking processes ensure it also adheres to the standards of other relevant peer higher education providers (national and international), professional bodies and peak industry associations where applicable.
- 3.4 The methodology for course and subject development and approval may have varying requirements and standards depending on the scale and scope of the proposed new course. This is informed by assessment of the feasibility, viability and risk associated with the course curriculum development and implementation.

4. Policy Principles

- 4.1 Courses and subjects are developed with rigorous academic governance and oversight. Subject and course development is consistent with AIAT's Governance Charter. The proposed development of new courses and subjects must align with AIAT's strategic goals and direction including its vision and mission.
- 4.2 The design of the curriculum must engage with credible disciplinary expertise, students, employers, industry and where relevant professional bodies.
- 4.3 The course proposal has a sound academic and business case which addresses key criteria of feasibility, viability, relevance and quality. The business case should include, but not be limited to, information about the response to market opportunities and incorporate strategic consideration of course performance, market issues, viability, risk and resource implications.
- 4.4 The proposed course must meet the requirements of the Higher Education Standards Framework 2021 (HESF) and the Australian Qualifications Framework (AQF) level of outcomes.
- 4.5 Development of higher education courses and subjects includes reviews by external experts, parameters for monitoring the progress of the course against quality indicators, external benchmarking and national and internal comparators of course and subject learning outcomes.

5. Roles and responsibilities

- 5.1 Board of Directors is responsible for:
 - 5.1.1 outlining the courses that are planned as part of its annual strategic planning process;
 - 5.1.2 reviewing business case proposals for new courses and if approved, initiating the financial viability assessment of the course and approve the appropriate funding for course development; and
 - 5.1.3 approving the submission of the developed courses to TEQSA after reviewing the following:
 - a. the outcome of the Academic Board resolution on course development and approval; and
 - b. any financial risk associated with the delivery of the course.
- 5.2 The Academic Board is responsible for
 - 5.2.1 ensuring the effective implementation and monitoring of course development and approval processes;
 - 5.2.2 approving recommended external discipline experts to review courses; and
 - 5.2.3 reviewing the following when developing a recommendation for the Board of Directors:
 - a. Course Proposal which includes:
 - rationale (including expected graduate employment opportunities)

- qualifications to be awarded on completion
 - admissions criteria
 - course learning outcomes, methods of assessment and indicative student workload, and national/international comparators
 - rationale for relationship between learning outcomes, AQF level specifications, subject learning outcomes and subject assessment and summary table mapping this alignment
 - structure, duration and modes of delivery
 - list of subjects of study (indicate whether compulsory or elective)
 - compulsory requirements for completion
 - exit pathways, articulation arrangements, pathways to further learning
 - 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
 - research content (for Masters qualifications)
 - planned staffing complement, showing qualifications and experience of course coordinator and for all teaching positions as required by HESF Standard 3.2.3, and:
 - resumes for any staff already engaged
 - position descriptions for positions not yet filled
 - evidence of equivalent academic or professional experience relevant to policy criteria, and
 - arrangements for oversight of staff who do not fully meet HESF Standard 3.2.3;
 - b. reports and minutes from the Course Development Committee (via the Learning and Teaching Committee);
 - c. the review and recommendations from the external experts;
 - d. the consultation and rigour of course development process.
- 5.2.4 Recommending to the Board of Directors the Course Proposal for submission to TEQSA for accreditation.
- 5.3 The Learning and Teaching Committee is responsible for:
- 5.3.1 advising Academic Board that Board of Directors has approved development for a new course;
 - 5.3.2 convening a Course Development Committee to develop the Course Proposal; and
 - 5.3.3 providing endorsement of the course proposal to the Academic Board.
- 5.4 The Course Development Committee is responsible for:
- 5.4.1 monitoring recent trends in the field of study, government policy changes likely to impact on curriculum issues, employer expectations and job opportunities for graduates, and any innovative practices in learning and teaching

- 5.4.2 reviewing course documentation to ensure that it meets standards of rigour and depth appropriate to the level of the award and that the rationale, aims and subject content are consistent with, and reflect best practice;
 - 5.4.3 seeking additional expert advice where necessary and ensuring courses and subjects are in line with regulatory and industry guidelines;
 - 5.4.4 developing, reviewing and providing a new course proposal; and
 - 5.4.5 considering the existing or proposed quality assurance mechanisms to ensure that learning outcomes from courses are as expected, paying particular attention to assessment procedures and any benchmarking undertaken with other education providers.
- 5.5 The Head of Institute is responsible for responding to academic and non-academic staff suggestions for new courses and, if appropriate, progressing their suggestion to Executive Management Group.
- 5.6 The Executive Management Group is responsible for considering suggestions for new courses from Head of Institute or Board of Directors and preparing the Business Case Proposal for consideration by Board of Directors.
- 5.7 Board of Directors, Director, Learning and Teaching, Head of Institute, Course Directors or any academic or non-academic staff member are responsible for identifying opportunities for course development.

6. Policy Details

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| Institution | Australian Institute of Advanced Technologies (AIAT) |
| Policy name | Course and Subject Lifecycle: Proposal and Development Policy |
| Policy Reference No. | POL – 24 |
| Policy Approval | Board of Directors |
| Policy Authority | Academic Board |
| Responsible Officer | Learning and Teaching Committee |
| Governance Reference Threshold Standards | HESF 2021: 3.1.2a, 3.1.2b, 3.1.2c, 5.1, 6.3.2c |
| Related Documents | AIAT Governance Charter Assessment Policy Course and Subject Lifecycle: Proposal and Development Procedure External Referencing and Benchmarking Policy External Referencing and Benchmarking Procedure Learning and Teaching Policy |
| Related Legislation | Australian Qualifications Framework Commonwealth Education Services for Overseas Students Act 2000 (ESOS) |

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| | Higher Education Standards Framework (Threshold Standards) 2021 (HESF) National Code of Practice for Providers of Education and Training to Overseas Students 2018 |
| References | AIAT has referred and benchmarked with the following institutions and policies during the creation of this policy: Charles Sturt University (2020) Course and Subject Policy LaTrobe University (2017) Course and Subject Management Policy LaTrobe University (2017) Course Design Policy |
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6. Document Version Control

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