

COURSE AND SUBJECT DEVELOPMENT AND APPROVAL PROCEDURE

Purpose

This procedure provides guidance on the processes for the development and approval of new subjects and academic courses and for significant amendments to existing subjects and courses.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Material Change – Under section 29(1) of the *Tertiary Education Quality and Standards Agency Act 2011*, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur:

- an event that will significantly affect the provider's ability to meet the Threshold Standards
- an event that will require the National Register to be updated in respect to the provider.

Material changes to an accredited course of study or to the operations of a higher education provider may lead TEQSA to take regulatory action. Any action we take will be mindful of not discouraging change, innovation and continuous improvement (Source: [TEQSA Glossary of Terms](#)).

Procedure

1. Course development and approval

There are 3 major steps in the development and approval process, as follows:

1.1 The planning approval process

- (a) The Academic Dean working in consultation with the Marketing Division will prepare a business plan in respect of any course development proposal.
- (b) The template attached as [Appendix A](#) must be used for the business plan.
- (c) The Academic Dean and the Marketing Division will present the business plan to the Chief Executive Officer for approval.
- (d) If the Chief Executive Officer agrees with the business plan, the matter is referred to the Teaching & Learning Committee for coursework degree courses or to the Research & Higher Degrees Committee for research degree courses.
- (e) The Teaching & Learning Committee (for coursework courses or subjects) or the Research & Higher Degrees Committee (for research courses or subjects), as appropriate, will then initiate consultation with Academic Board and relevant parties such as the representatives from the professions, industry and international stakeholders prior to its decision on whether or not to give planning approval.

1.2 Course design

- (a) Following planning approval, the Academic Dean will, in consultation with the Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate) establish a Course Development Committee to develop the course curriculum including:
 - (i) the structure, duration and modes of delivery,
 - (ii) entry requirements and pathways,
 - (iii) expected learning outcomes,
 - (iv) content and learning activities for each subject which should engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes (please see section 2.1 below for further detail),
 - (v) assessment requirements and methods in which expected learning outcomes can be achieved regardless of a student's place of study or mode of delivery,
 - (vi) indicative student workload,
 - (vii) the qualification to be awarded on completion (including any nested awards),
 - (viii) compulsory requirements for completion,
 - (ix) exit pathways, articulation agreements, pathways to further learning,
 - (x) delivery arrangements,
 - (xi) and in the case of a course of study leading to a Bachelor Honours, Master or Doctoral qualification, the Committee will be required to include the proportion and nature of research or research-related study in the course.
- (b) The size of the Course Development Committee will vary according to the nature of the course and will comprise:
 - (i) Academic staff,
 - (ii) External academics,
 - (iii) Industry or professional representatives.
- (c) Where a course requires accreditation by a professional body, the Course Development Committee should include appropriate representation from that body.
- (d) The Course Development Committee will benchmark the course curriculum that is being developed against Australian and international standards.
- (e) The Course Development Committee will ensure that the course and the resulting award complies with the applicable Standards of the Higher Education Standards Framework and the Australian Qualifications Framework.

1.3 The course approval process

- (a) The Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate), will undertake a formal review of the course curriculum as designed by the Course Development Committee.
- (b) If the course curriculum is approved by the Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate), that Committee will forward it to the Academic Board, with a recommendation for approval.
- (c) If the course curriculum is not approved by the Teaching & Learning Committee or the Research & Higher Degrees Committee, it will be referred back to the Course Development Committee with comments for further work to be undertaken, in accordance with feedback provided.

(d) When approved by the Academic Board, the Quality and Accreditation Manager will coordinate a submission to TEQSA of the relevant application form and supporting documentation for the accreditation of the new course. If there is any significant change to an existing course that is deemed to be a Material Change as described by TEQSA, the Quality and Accreditation Manager will notify TEQSA of the Material Change.

(e) On completion of the accreditation process, the Marketing Division, Academic Department and Student Support Services will then take all necessary action to implement the course. The Quality Department will liaise with the Financial Controller to ensure appropriate tuition assurance cover for any new or amended course.

2. Subject development and approval

2.1 Where new subjects are developed or significant changes are made to current subjects, subject development and/or review should ensure:

(a) Constructive alignment process has been completed to ensure appropriateness of the subject development/review,

(b) Ongoing alignment of course and subject learning outcomes and assessment,

(c) Content and learning activities include:

(i) Current knowledge and scholarship in relevant academic disciplines,

(ii) Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

(d) Teaching and learning activities arranged to foster progressive and coherent achievement of expected learning outcomes throughout each subject.

2.2 The Academic Dean will usually initiate the process of subject development or amendment by presenting a proposal with relevant details to the Teaching & Learning Committee or the Research & Higher Degrees Committee (whichever is the relevant Committee) and Academic Board.

2.3 On obtaining Academic Board approval, the Academic Dean will appoint suitable academic staff to develop the subject outline, content, required and recommended readings and assessments. In the process, they will benchmark the content that is being developed against Australian standards.

2.4 The Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate) and Academic Board will undertake a formal review of the subject outline. If approved, the Marketing Division, Academic Department and Student Support services will then take all necessary action to implement the resulting changes. If the change is deemed to be a Material Change as described by TEQSA, the Quality and Accreditation Manager will notify TEQSA of the Material Change.

Related Forms:

[Business Plan – Appendix A](#)

Higher Education Curriculum templates: Course Brief and Subject Brief

Responsibility:

Academic Dean

Quality and Accreditation Manager

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Appendix A

The Business Plan

The Business Plan is a brief proposal seeking endorsement of a proposed course within AIB's strategic goals to proceed to a more detailed development of curriculum documentation. As a minimal requirement, it should briefly address the following points:

1. Proposed title and abbreviation as per qualification(s) to be awarded on completion
2. AQF level and descriptor
3. Year of proposed introduction
4. Intended audience or target market
5. Assessment of target demand
6. Rationale and objectives
7. Relationship to AIB's strategic objectives, including a concise reference to those graduate attributes and/or key generic skills which the course is expected to develop in its students
8. Structure, duration and mode(s) of delivery of course
9. Likely location(s)
10. List of proposed subjects/units of study, where known
11. Identified consultation requirements
12. Entry requirements and pathways/exit pathways, articulation arrangements and pathways to further learning.

Additional points to consider:

- i. Professional recognition
- ii. Evidence of demand and industry relevance
- iii. Resource implications over and above standard requirements
- iv. Delivery responsibilities and mode for transnational delivery
- v. Project partners and third parties
- vi. Education Plan (proposed pathways, target markets, proposed teaching facilities, proposed sources of teaching staff, projected enrolments).