COURSE DESIGN, DEVELOPMENT AND REVIEW POLICY

Section 1 - Purpose and Scope

(1) This Policy provides the framework for the design, development, approval and review of courses within the context of continuous improvement and quality enhancement.

Scope

(2) This Policy applies to:
   a. all undergraduate and postgraduate courses; and
   b. all staff.

Section 2 - Definitions

(3) In this Policy:

Academic Board means the principal academic decision-making body for the College.

ACPE or College means ACPE Ltd operating under the name Australian College of Physical Education.

AQF is the Australian Qualifications Framework, which sets out the level of education offered in Australia and outlines the expected skills, knowledge, application and volume of learning for each level of the course.

Benchmarking means a process by which the College or parts of the College compares themselves with other institutions or parts of institutions.

Board or Board of Directors means the ACPE Board of Directors.

Chief Executive Officer (CEO) means the person appointed as Chief Executive Officer.

Course means the entire program of study that spans multiple years, or one year as in the case of a Diploma course; and is made up of multiple units.

Course Advisory Committee means the mainly external body approved by Academic Board to ensure the quality, relevance and currency of a Course.

External Expert means the person engaged by the College on a case-by-case basis to provide specialist experience when developing new courses or unit, or when undertaking major reviews.

Learning Outcomes means *"the expression of the set of knowledge, skills and application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning."*

Learning and Teaching Committee means the sub-committee of Academic Board advising on matters relating to the development, amendment and delivery of courses

and units. It monitors quality and academic planning in relation to accreditation and reaccreditation of courses.

NESA is the NSW Education Standards Authority that oversees the processes of accreditation for teaching courses in NSW, in consultation with teacher accreditation authorities across the state.

Viability, in the education environment, is a measure of the likely success of a subject or course of study. An assessment of economic viability is an evaluation of the various economic effects that may result from the implementation of sound strategies.

Working Integrated Learning (WIL) encompasses any arrangement where students undertake learning in a workplace outside of their higher education institution (or one operated jointly with an external partner) as a part of their course of study.

Section 3 - Policy Statement

(4) As a non-self-accrediting institution, the College:
   a. is required to have all its courses accredited by the national regulatory body, the Tertiary Education Quality and Standards Agency (TEQSA);
   b. is bound by the TEQSA accreditation and renewal of accreditation processes;
   c. is required to accredit some courses with external professional bodies such as NESA; and
   d. seeks to align its internal processes with external accreditation processes.

(5) This Policy is underpinned by the College's integrated and management strategy supporting the quality, relevance and currency of its courses. Key elements of the strategy are:
   a. design guidelines for courses and units;
   b. a clearly defined pathway and approvals process for the design and development of new courses; and
   c. a systematic cycle of review for existing courses and units to ensure quality, viability and to promote continuous improvement.

Roles and responsibilities

(6) The College's academic governance processes oversees course approvals and comprehensive course reviews (for reaccreditation), supported by external referencing.

(7) For the purpose of this Policy and associated Procedures:

(8) The Board of Directors delegates responsibility and oversight for course design, development and review to the Academic Board, subject to oversight of *Preliminary Proposals for new courses* and the associated *Business Plan in terms of assessing viability and matters of strategy.*

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(9) The Academic Board oversees and monitors academic standards, course design, development and review within a quality and academic risk framework. It is responsible for approving (or not approving) new courses and major structural changes to courses for the purpose of seeking accreditation and renewal of accreditation of courses by TEQSA.

(10) The Learning and Teaching Committee advises the Academic Board on the implementation and amendment of approved course and units; matters relating to course and unit delivery; monitoring the quality of courses and units, and academic planning.

(11) Working Groups are an internal group overseen by the relevant Head of Department established by the CEO or the Dean for the purpose of preparing the submissions for accreditation or reaccreditation of courses. A Working Group is a collaborative effort and different specialists from across the College may be requested to contribute to the development or design of a course.

(12) The Course Advisory Committee is a mainly external body approved by the Academic Board to ensure the quality, relevance and currency of a course. The Course Advisory Committee assists in identifying the need and demand for a course, and provides industry and content specific advice and guidance in the development and continuous improvement of courses.

Principles of Course Design, Development and Review

(13) The College undertakes course design, development and review based on the following principles:

a. There is systematic and cyclic review, delivery and evaluation of courses.
b. It involves a College-wide, quality-assured process with constructive alignment of learning outcomes, assessments and student learning experiences.
c. The process is supported by collaborative team working processes and draws upon a range of internal and external specialist knowledge.
d. The review cycle should include external or internal benchmarking and other feedback processes. Student feedback and evaluations also feed into course design and modification.
e. Integral to the review cycle are:
   i. external and internal benchmarking and other feedback processes;
   ii. student feedback and evaluations;
   iii. course viability, course performance (including data on student enrolments and student performance), market analysis, market trends;
   iv. course learning outcomes and evidence students are meeting course-level standards or outcomes, and demonstration of the capabilities at the end of the course.
f. The learner is central to the learning process and the course design and development reflect the needs of adult learning. Courses are designed to:
   i. provide a critically reflective theoretical and experiential learning context;
   ii. integrate theory and practice;

  iii. foster innovation, critical thinking and ethical professional practice;

  iv. foster students' personal and professional development; and

  v. use a range of learning experiences (including online) and pedagogical approaches.

 g. Courses will contain units with authentic and criterion-referenced assessment tasks that map to course-level standards and unit-level learning outcomes, with clearly defined assessment criteria and performance standards.

 h. Where relevant, courses will be designed, in accordance with the WIL Policy, to include workplace learning with authentic partnerships with field or industry partners.

 i. Teacher education awards will be designed to include Professional Experience in a range of school settings that is coherent and sequenced across the course.

Course Design and Development Requirements

(14) All courses must:

 a. comply with the requirements of the Higher Education Standards Framework (Threshold Standards) 2021;

 b. meet the Australian Qualifications Framework (AQF) for the relevant qualification level;

 c. maintain the alignment between AQF level, course graduate learning outcomes, unit learning outcomes and assessment tasks; and

 d. have a volume of learning that is commensurate with the relevant AQF level.

(15) Courses are comprised of:

 a. a suite of core and/or non-core units which are sequenced to reflect the developing expertise of the student learner. Where applicable, prerequisite and co-requisite units will be specified; and

 b. a variety of learning activities, resources, assessment methods and tasks that reflect the diversity of unit-level learning outcomes. In turn, each unit:

  i. will demonstrate alignment between its learning outcomes, activities, resources and assessment tasks; and

  ii. may be delivered in more than one mode (such as on-campus, online or intensive).

(16) Where a course must meet professional or discipline-based content standards to ensure graduate eligibility (such as NESA), the course design will be mapped against these standards.

(17) All undergraduate courses greater than one full-time equivalent year will address the Graduate Attributes. Course mapping will demonstrate how the course aligns with the Graduate Attributes.

Course Development – New Courses

(18) New courses must be aligned with the College's strategic priorities, including financial viability goals; complement existing courses; be appropriately resourced and delivered in an appropriate teaching and learning environment.

(19) The development of new courses is a major academic project, underpinned by a clearly defined pathway and approvals process to ensure:
   a. compliance with legislative and regulatory requirements;
   b. compliance with professional registration or professional membership requirements; and
   c. that the outcomes of internal processes align with external requirements while conforming to College quality assurance processes.

> Note: The Course Development Procedure sets out the steps, responsibilities and approval processes required for developing new courses.

Unit and Courses - Continuous Improvement and Change Process

(20) The College undertakes regular monitoring and cyclical reviews of all accredited and non-accredited courses and units. These practices may be formal and informal, internal and external.

(21) A dashboard report is required by the Academic Board on an annual basis which highlights performance indicators of each course.

(22) Where a major change to a course has been proposed within an accreditation period, the College will refer any 'material changes' to TEQSA and appropriate professional registration bodies.

> Note: The College will seek advice from TEQSA to ensure the course remains compliant with the accreditation requirements.

(23) Proposed changes to course structures are subject to approval from Academic Board. This is managed by the Dean and the Head of Department.

(24) The Academic Board may approve the proposed changes or seek to defer the changes until the next accreditation cycle.

Proposed changes to units are subject to the Guidelines for Minor Amendments to Unit Content. This is managed by the Dean and the Head of Department.

Review of Courses for Reaccreditation

(25) The College initiates reviews of courses to support the College's renewal of accreditation submission at least once during the relevant accreditation period.

> Note: For example, a course accredited by TEQSA for seven years will be reviewed no later than the sixth year of its accreditation period. NESA accredited courses are reviewed every four years.

(26) A reaccreditation review encompasses all aspect of the course including:
   a. design and content;
   b. expected unit and learning outcomes;
   c. the extent of students' achievements of the learning outcomes;
   d. methods for assessment;
   e. expected graduate outcomes;

f. delivery modes;

g. resources and activities;

h. teaching and scholarship;

i. the changing need of students;

j. any identified risk to quality and ongoing viability; and

k. any emerging development in the field of education.

(27) The review report with recommendations will be presented to Academic Board for its approval as part of the reaccreditation process. Decisions on reaccreditation of courses will be predicated on data captured in an annual dashboard of all courses which is submitted to the Academic Board and the Board of Directors. The dashboard is developed from data gathered during ongoing course reviews.

(28) Upon review, the recommendations may be to:

a. seek reaccreditation for continued delivery of the course; or

b. seek reaccreditation to enable the College implement teach-out arrangements.

> Note: The Course Monitoring and Review Procedure sets out the process for course renewal and seeking renewal of accreditation of courses.

(29) Where renewal of accreditation is not sought, the review report must include information on the implementation of:

a. transition arrangements for enrolled students to equivalent courses in other institutions; or

b. teach-out arrangements and the relevant regulator applications.

(30) The Academic Board or CEO may initiate a comprehensive review of a course at any time.

Section 4 - Procedures

(31) Course Development Procedure

(32) Course Monitoring and Review Procedure

Section 5 – Guideline

Nil

Related documents

This Policy should be read in conjunction with but not limited to:

a. Course Development Procedure

b. Course Monitoring and Review Procedure

c. Guidelines For Minor Amendments To Unit Content

d. Moderation Assessment Policy and Procedure

e. Assessment Policy

f. Work Integrated Learning (WIL) Policy and Procedure

Legislation:

a. Higher Education Standards Framework 2021
b. Tertiary Education Quality and Standards Agency Act 2011
c. The Australian Qualifications Framework (AQF)
d. National Code of Practice for Providers of Education and Training to Overseas Students 2018

Document Administration

Policy Name	Course Design, Development and Review Policy
Policy Owner	Dean
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Amendment history	
Version 1:	Policy revised and reformatted into new template: - Principles of Course Design, Development & Review added - Course Design and Development added with TEQSA and AQF requirements included - Aligned with overall updated Procedures - Job titles updated to reflect recent operational changes.
Version 2:	Updated to include references to viability (viability previously covered in out-of-date Course and Subject Viability Policy – now archived). Small addition to the "course" definition in section 2 (amendment: 24 July 2023).

 # Unless otherwise indicated, this Policy will still apply beyond the Review date.