


<b>POLICY</b>		
<p>Ref. to Legislative Frameworks:</p> <p>HESF2021: Standard 1 / 3 / 5 / 6.3 / 7.2</p> <p>National Code 2018: Standard 11</p>	<b>Higher Education Course Development and Approval</b>	
Version: 4.2	Approved by: Academic Board	Approved on: 07/07/2023 Review by: 07/07/2025

### Revision History

Current Version	Description of Change	Policy Developer	Effective Date
4.2	<p>Updated to HESF 2021.</p> <p>Updated Policy statement and policy principles</p> <p>Updated Academic Dean's responsibilities and included Associate Dean's (Education) responsibilities.</p>	Compliance Manager and Academic Dean	07/07/2023
4.1	Inclusion of Transition planning principles	Chief Executive Officer	07/01/2020
4.0	<p>Separated Course Development from Course Review into two different sets of policies and procedures</p> <p>Aligned the policies and procedures to the amended Course Development, Review and Approvals Framework and Institutional Quality Assurance Framework published in late September 2017</p>	Academic Dean	09/10/2017

## PURPOSE

This policy iterates the principles applicable to developing new higher education courses and their approval in line with the academic governance processes of AAPoly.

## POLICY STATEMENT

The development of new higher education courses is underpinned by the following principles:

1. Course development and approvals are overseen by the Academic Board.
2. All courses must demonstrate compliance with and continue to adhere to the applicable Standards of the Higher Education Standards Frameworks and other relevant regulations with respect to design, delivery and assessment.
3. The overarching scrutiny of the course of study is by the Academic Board and members who are not directly involved in the design, delivery and assessment of any courses.
4. The decision to approve a course of study is informed by external, independent, academic experts, benchmarks and industry consultations.
5. All resources required to deliver the course of study will be available when needed, as approved by the BOD.

## SCOPE

This policy applies to the development of higher education courses to be accredited by TEQSA, either as an inaugural program or a major revision of an existing course of study.

## DEFINITIONS

Academic Quality Assurance Framework	A system that monitors students' performance and evaluations to provide feedback that informs teaching and learning quality.
Australian Qualifications Framework	The national policy for regulated qualifications in Australian education and training.
Higher Education Standards Framework (2021)	The national framework comprising the requirements that a higher education provider must meet – and continue to meet – in order to be registered by the Australia's Tertiary Education and Quality Standards Agency (TEQSA) to operate in Australia as a provider of higher education.
Higher Education Courses Committee	A standing committee of AAPoly Academic Board, with delegated responsibilities to: <ul style="list-style-type: none"><li>• develop new higher education (HE) courses;</li><li>• review existing HE courses; and</li><li>• monitor of the quality of delivery and outcomes of all HE courses while they are offered by AAPoly</li></ul>

Higher Education Quality Committee	<p>Another standing committee of AAPoly Academic Board, having the delegated responsibility to:</p> <ul style="list-style-type: none"> <li>• ensure that the delivery of Higher education (HE) programs aligns with AAPoly’s quality assurance principles, relevant policies and the expectations of the Higher Education Standards Framework (HESF 2021);</li> <li>• ensure teaching practitioners, scholarly activities and learning experiences are consistently high quality and provide an optimum higher education teaching and learning environment; and</li> <li>• ensure the AB is informed regularly of emerging academic risks and of intervention outcomes.</li> </ul>
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## POLICY PRINCIPLES

1. Course development, approval and accreditation processes are overseen by the Academic Board.
2. Accredited courses must undergo periodical comprehensive reviews overseen by the Academic Board, and as required by TEQSA for the purposes of accreditation.
3. Courses and constituent subjects delivered at any location and in any mode are consistent and equivalent.
4. If there are students who need to transition from an old course to a new course or a teach-out (because of major course review or the retirement of an old course), the transition or teach-out plan must be included in the Course Design and approved by the Academic Board.

The Academic Dean is delegated to approve enrolment variations for normal cases. Exceptional cases must be approved by the Academic Board. All enrolment variations must be documented and validated against the course rules of progression and completion and mapped against the course learning outcomes

## RESPONSIBILITIES

The CEO is accountable to the Board of Directors for:

- Conducting effective business management of AAPoly’s higher education courses and related matters; including the financial viability of courses and prudent resources management;
- Ensuring courses are aligned with strategic directions of AAPoly; relevant and compliant with all regulatory standards;
- Managing relevant risks.

The Academic Dean has the responsibility for the maintenance of the quality processes and for sponsoring the development, change and approval of higher education courses as may be required by:

- Ensuring courses are aligned with AAPoly’s strategic direction;
- Ensuring a newly developed course meets all relevant Australian quality standards;
- Demonstrating how new courses or changes to the current courses may facilitate achievement of the necessary graduate attributes and employability skills;
- Engaging the necessary external industry accreditation or registration approvals;
- Reporting the course performance matters to the Academic Board;

- Overseeing that changes to arrangements are implemented organisation-wide;
- Planning and executing any transition or teach-out plans approved by the Academic Board.
- Managing academic risks to quality.

The Associate Dean (Education) is responsible for implementing the academic planning overseen by the Academic Dean. The Associate Dean's responsibilities include but are not limited to:

- Reporting on existing course performance;
- Monitoring and undertaking existing subject and course reviews;
- Conducting internal, external, academic and industry consultations to generate feedback that contributes to course development;
- Collecting, analysing and responding to feedback from students and teaching staff about existing courses;
- Maintaining course quality and academic integrity,

The Academic Board is responsible for:

- Formulating and reviewing policies, rules, guidelines and procedures in relation course development, course review and course approval;
- Assuring consistently high quality course delivery, teaching and scholarly activities;
- Approving all courses of study.

## **FEEDBACK**

Feedback about this policy should be directed to the Academic Dean through [academicdean@aapoly.edu.au](mailto:academicdean@aapoly.edu.au). The Academic Dean will respond to the written question or feedback within two (2) weeks from the receipt unless an extenuating circumstance requires an immediate response or action. The subsequent outcome will be documented in the version register which will form a part of quality assurance and continuous improvement of AAPoly.

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## REFERENCES

Source	Document Title
Internal	AAPoly Academic Board Charter
	AAPoly Course Development, Review and Approval Framework
	HE Course Development and Approval Procedure
	AAPoly Institutional Quality Assurance Framework
	Academic Quality Assurance Policy
External	Higher Education Standards Framework (Threshold Standards) 2021
	TEQSA Guidance Note: Nested Courses
	TEQSA Guidance Note: Academic Governance
	TEQSA Guidance Note: Course Approval, Design and Delivery
	National Code of Practice for Providers of Education and Training to Overseas Students 2018