PROCEDURE		ACADEMIES AUSTRALASIA POLYTECHNIC
Ref. to Legislative Frameworks: HESF2021: Standard 1 / 3 / 5 / 6.3 / 7.2 National Code 2018: Standard 11	**Higher Education Course Development and Approval**	
Version: 4.2	Approved by: Academic Dean	Approved on: 07/07/2023 Review by: 07/07/2025

Revision History

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

PURPOSE

This procedure explains the sequence of developing new higher education courses and their approval in line with the academic governance processes of AAPoly.

DEFINITIONS

Australian Qualifications Framework	The national policy for regulated qualifications in Australian education and training.
Higher Education Standards Framework (Threshold Standards) 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: • develop new higher education (HE) courses; • review existing HE courses; and • monitor of the quality of delivery and outcomes of all HE courses while they are offered by AAPoly.

PROCEDURE

1. In developing new courses, the following criteria have to be considered:
    • Whether a course is academically sound, industry-relevant and responds to demand by international and local students;
    • The course incorporates support from across AAPoly's functional areas (e.g. student services, marketing, information technology) seeking to ensure that any courses (and constituent subjects) accord with supportive operational resources.

2. The process of developing a course allows for quality assurance throughout the development stages by:
    • determining current and future market needs;
    • referencing the required regulatory standards;
    • utilising contemporary practices and technologies; and
    • employing appropriate teaching and learning practices by discipline areas.

3. The AAPoly Course Development and Approval process is consistent with the diagram below:
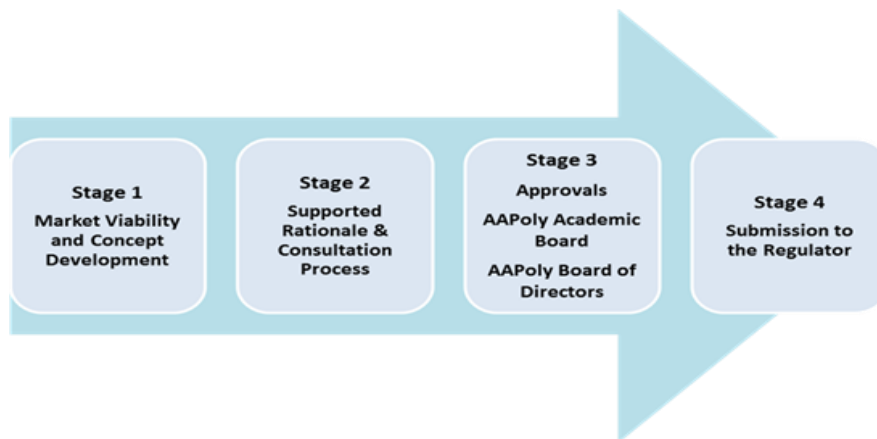
The diagram above reflects the four-stage approach to the process of AAPoly course development, after the Initial Course Proposal:

3.1. Stage 1- Market viability analysis and concept development

- Following acceptance by the Board of Directors and the Academic Board of a business proposal, the CEO assembles a Course Development Team of appropriately qualified individuals who are specifically engaged to work on the project development;

- The Course Development Team works closely with the Academic Board in the course development and approval process.

3.2. Stage 2 – Supported rationale and consultation process

A supported rationale for the course, including a formal proposal to the Academic Board to include:

- Rationale for the new course/s (academic case vs business case);

- Demonstration of academic integrity of the course/s and subjects to meet the applicable standards of the Australian Qualifications Framework;

- Evidence of a comprehensive benchmarking exercise to ensure course design, expected outcomes and assessment methodologies are consistent with the actual level and educational field (e.g. business, tourism, hospitality) awarded and are broadly comparable to similar courses at the same level at other Australian higher education institutions;

- Industry relevance by way of consultation with external experts;

- External academic experts' reviews of the course design and course learning outcomes;

- Course financial viability analysis;

- An Implementation Plan;

- A Transition or Teach-out Plan if an existing course is being replaced by a new course.

3.3. Stage 3 - Approval by the Academic Board and the Board of Directors

- The Academic Board either endorses the course/s or amends and/or returns it to the Course Development Team, including specific instructions for amendments and subsequent re-submission;
- After revision, the course proposal will be re-submitted to the Academic Board for approval;

- Upon approval by the Academic Board, the Academic Board Chair will present the Course Proposal to the Board of Directors. Subsequent to the Board of Directors' approval, the course documentation will be submitted via the CEO to the appropriate government regulator for accreditation.

3.4. Stage 4 - Submission to the appropriate government regulators for accreditation

- The Academic Dean and the Chief Executive Officer will oversee the preparation of documentation for Course/s Accreditation by the appropriate regulatory bodies, including professional accreditation bodies if relevant.
- While awaiting the regulatory approval, the Course Implementation Plan is refined and appropriate staff trained as well as processes to be identified towards the successful implementation of the course.
- Upon receipt of course accreditation and approvals from regulatory and professional bodies, the Implementation Plan and Transition our Teach-out plans (if appropriate) will be executed, which includes marketing and recruitment, engaging teaching staff, preparing curriculum and learning resources and mapping transition/teach-out plans for affected students (if appropriate).

4. AAPoly, as a non-self-accrediting institution, is subject to a range of regulatory reporting and approval processes. This aspect has to be addressed in the Course Development and Approval process.

5. Course development and approval are:
   a) aligned with AAPoly Strategic Plan and adhere to the Higher Education Standards Framework's quality standards;
   b) reinforce the principles and guidelines of good academic teaching practice;
   c) consistent with the expectations of the AAPoly academic governance processes;
   d) externally reviewed by subject matter experts;
   e) externally referenced, including benchmarking the course learning outcomes.

6. Course design and delivery scaffold the learning and assessments towards the AAPoly Graduate Attributes and respective course learning outcomes.

7. Content and learning activities of the course are of a sufficiently advanced level appropriate to higher education, consistent with the field of education and the level of qualification involved[1].
8. Where the course will be delivered in different locations or by different modes of participation, the course design ensures that students have equivalent opportunities to achieve the expected learning outcomes irrespective of their location or mode of participation.
9. If the course is to have external accreditation by a professional body, the learning outcomes of the professional body must be integrated into the course design.
10. The course learning outcomes must include specific, generic, employment-related and life-long learning outcomes.
11. The methods of assessment of learning outcomes are credibly capable of valid assessment of the various outcomes concerned for the level of qualification offered.
12. All specified course learning outcomes are assessed before completion of the course of study.

RESPONSIBILITIES

The CEO is accountable to the Board of Directors for:

- Conducting effective business management of AAPoly 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 organization-wide;
- Planning and executing any transition or teach-out plans approved by the Academic Board.
- Managing academic risks to quality.

The Associate Dean (Education)'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 the existing courses;
- Maintaining course quality and academic integrity.

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[1] TEQSA Guidance Note on Course Design (including Learning Outcomes and Assessment) V1.3 sighted 26/06/2023

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 procedure should be directed to the Academic Dean through 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.

REFERENCES

Source	Document Title
Internal	AAPoly Academic Board Charter
	AAPoly Course Development, Review and Approval Framework
	AAPoly Course Development and Approval Policy
	AAPoly Institutional Quality Assurance Framework
	AAPoly 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