

COURSE DESIGN AND DEVELOPMENT PROCEDURE

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Policy Lead	Director Learning and Innovation
Approving Authority	Board of Directors
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Relevant legislation or external requirements	Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.1, 1.3.3, 1.4, 1.5.3, 2.1, 2.2.1, 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 6.2.1(i), 6.3.2, 7.1, 7.2.1, 7.2.2, 7.3.2) Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Core Plus model for regulatory assessments policy (TEQSA)
Related ASA Documents	Course Design and Development Policy Benchmarking Policy Benchmarking Procedure Quality Assurance Framework Student Assessment Policy Student Assessment Procedure Academic Integrity Policy Student Academic Misconduct Procedure Student Admissions Policy Student Admissions Procedure Recognition of Prior Learning Policy Recognition of Prior Learning Procedure Short Courses and Micro-credentials Policy Micro-credentials Checklist Work Integrated Learning Policy Work Integrated Learning Procedure

1. Purpose

The purpose of this Procedure is to outline the practices associated with the Course Design and Development Policy, the intent of which is to provide a framework for the design and development of courses delivered by the Australian School of Accounting (ASA) to ensure quality and relevance of the courses.

2. Scope

This Procedure applies to all courses developed and delivered at ASA and to all staff, directors, officers, external appointees on any ASA board or committee, volunteers, and contractors.

3. Procedure

The following procedure outlines the steps involved in course design, development, review, and approval.

3.1 Course Design and Development Process

Course design and development requirements are as follows:

- All ASA courses must incorporate the requirements of the Higher Education Standards Framework (Threshold Standards) (HESF) related to courses.
- All ASA courses must meet the Australian Qualifications Framework (AQF) for the relevant qualification level.
- Where an ASA course must meet professional or discipline-based content standards, the design will be mapped against the standards.
- ASA courses that require professional accreditation must ensure to meet entry requirements for graduate eligibility for registration or employment and ensure that all professional standards are embedded in the course.
- All ASA courses must align with the ASA Graduate Attributes.
- All courses must align with the related policies and procedures to ensure that the course design meets the requirements within these policies and procedures.
- ASA course design and structure will be informed by academic best practice, industry requirements and student input and corresponding feedback.
- Course design and development are components of an iterative course life-cycle process of continuous improvement.
- Course development must include internal and/or external referencing and benchmarking activities.
- Course development is intended to enhance the quality of teaching and learning activity for the benefit of the students and other stakeholders.

There are six steps required to obtain approval before a submission of a course is made to the Tertiary Education Quality Standards Agency (TEQSA) for accreditation or renewal of accreditation. The six steps are outlined below.

3.1.1 Step 1: Initial review of feasibility and approval to proceed

Prior to commencement of designing and developing a new course or making changes to an existing course, a feasibility study should be performed by the Student Recruitment/Marketing department. The feasibility study, along with a business case proposal should be presented to the Senior Management team for endorsement, followed by submission to the Board of Directors for approval. Once approval is received, development or changes can be commenced.

The feasibility study and business case should include:

- A product overview,
- Market research including a competitor analysis, target market, typical target market demographic and level of education and expected marketing approach,
- General information regarding careers, job growth and expected salary for graduates,
- Proposed course learning outcomes and course structure,
- Draft resourcing and budget plan,
- Draft campus support and staffing plan, and
- Financial forecast and project student numbers.

3.1.2 Step 2: Development of Course Rationale, Learning Outcomes, Units and Sequencing

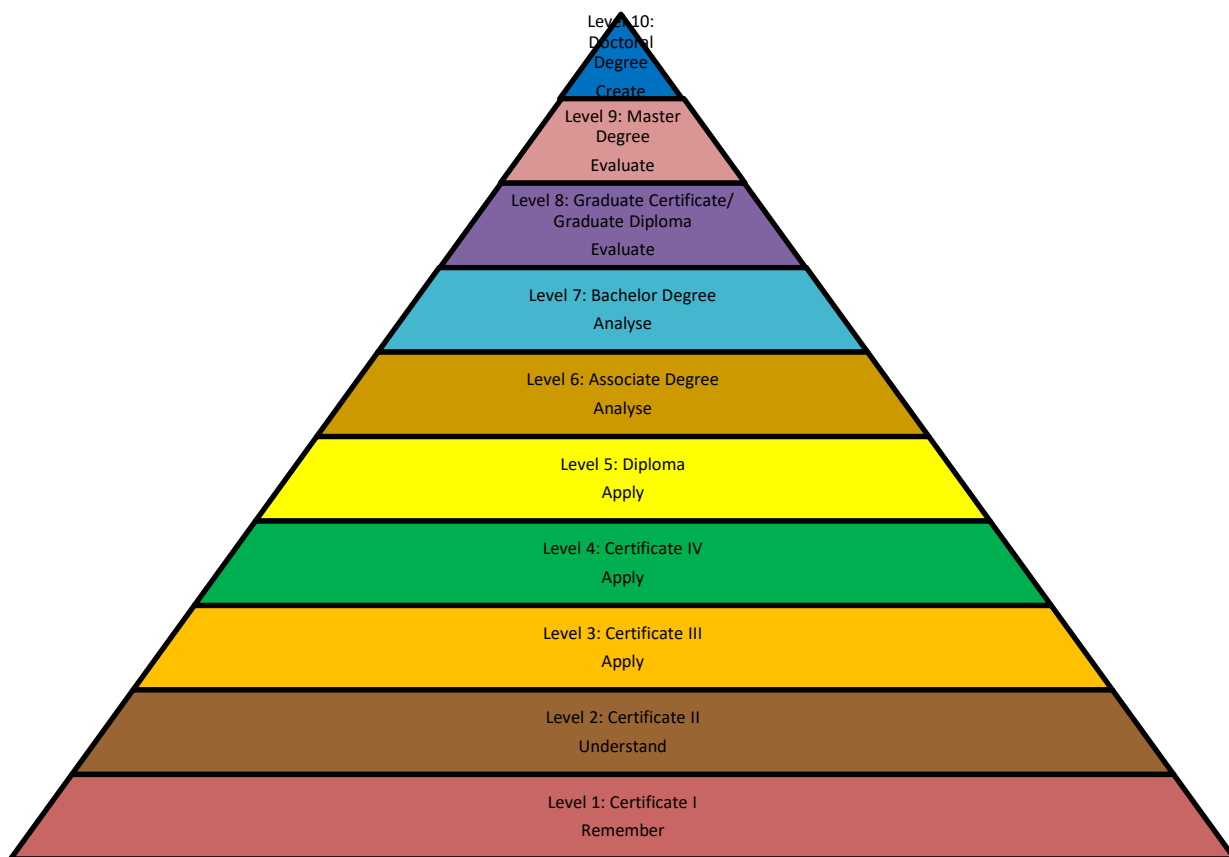
Once the approval for the development of a new or existing course is received, the Director Learning and Innovation, in conjunction with the Academic Dean, will set up a Course Development team. The course development team can then commence work on designing the course, units and unit sequencing, course and unit learning outcomes. ASA will develop a course rationale outlining the purpose for the design and development of structure of a new course or justification for recommended changes to existing courses, course learning outcomes, proposed units and sequencing.

Consideration must be given to the following to ensure the design of courses, course learning outcomes, units and sequencing of units aligns with the Australian Quality Framework and Higher Education Threshold Standards.

- **Course Rationale** must include the reasons as to why the course, units and learning outcomes are important.
- **Learning Outcomes** must describe the set of knowledge, skills and the application of the knowledge and skills that a graduate has acquired and is able to demonstrate as a result of learning.
- **Constructive alignment** must be performed to ensure that the course meets all of the corresponding graduate attributes, course learning outcomes, unit learning outcomes, assessments, industry standards and the Australian Quality Framework (AQF) and Higher Education Threshold Standards.
- **Constructive Alignment Process**
 - i. Determination of the desired qualities of graduates must be completed prior to commencement of development of learning outcomes.
 - ii. Once graduate attributes are determined, the course learning outcomes can be created and aligned to the graduate attributes.
 - iii. The unit learning outcomes can then be created and aligned to the course learning outcomes.

When developing course and unit learning outcomes, Bloom's Taxonomy Framework should be considered. Figure 1 provides a diagram representing the course levels.

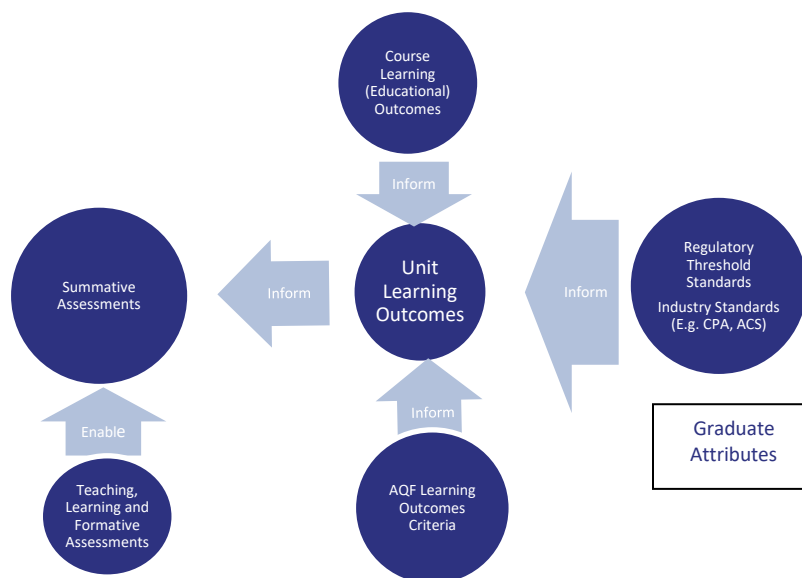
Figure 1 Bloom's AQF Course Levels



The Higher Education Threshold Standards and any professional body/industry standards requirements are also to be kept in strict consideration when developing course and unit learning outcomes.

The assessments and teaching and learning activities will then be informed by the course and unit outlines. The development of teaching and learning activities is covered in Step 5 and the development of assessments is covered in Step 6. For existing courses, the alignment of summative assessments will take place in Step 2.

Figure 2 Constructive Alignment Process Diagram

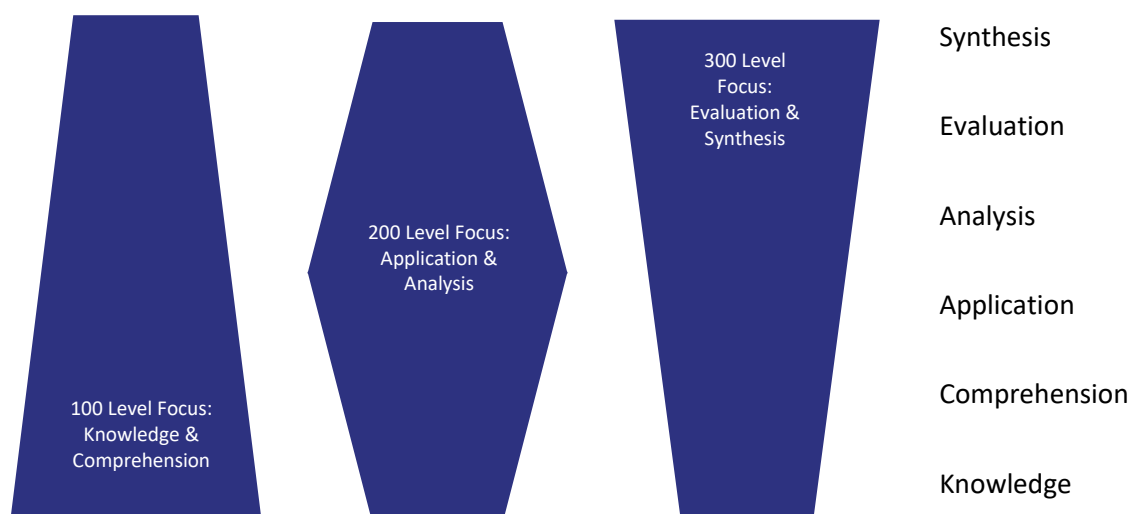


Development of New Courses

The Course Development team designs and develops the course structure, course content and assessments. This process involves the following:

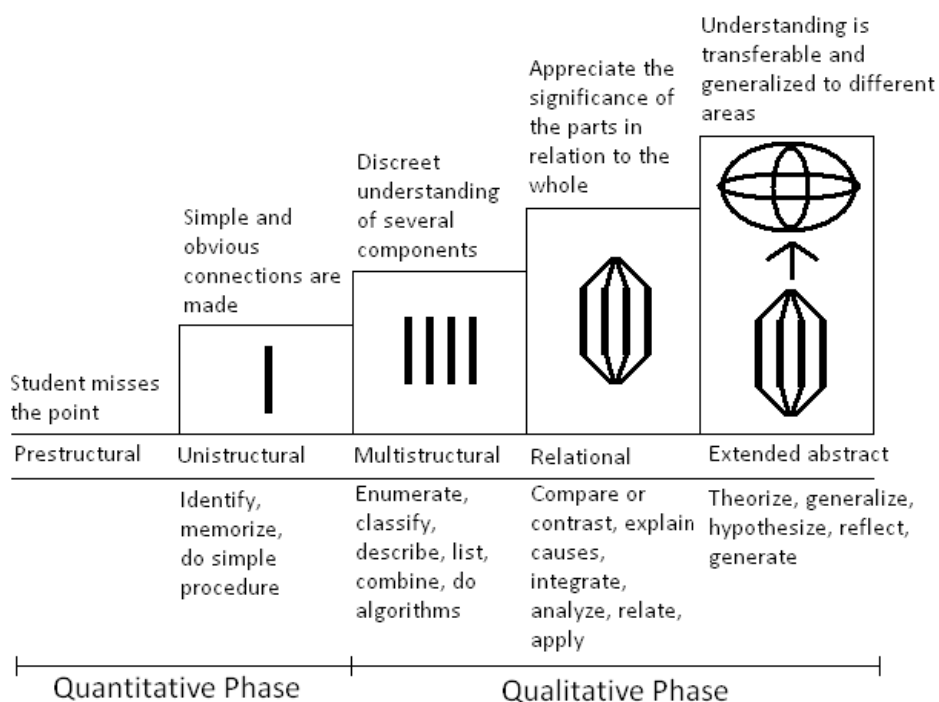
- Types of Units must be chosen. There are four types of units:
 - i. **Core Units** – compulsory units that must be completed by all students enrolled in that particular course.
 - ii. **Specialisation Units** – are units that provide specialised knowledge and skills for the degree specialisation.
 - iii. **Elective Units** – are units that are not core units that can be undertaken to complete the number of units to complete the degree and enhance the student learning experience.
 - iv. **Integrative Units** – are units that integrate a wide selection of prior knowledge and skills drawn from units undertaken before the integrative unit. Integrative units could include Capstone, Work-Integrated Learning (WIL) or project-based work. The integrative unit should be developed as a double credit point unit to run over an 8-week study period. For further information on Work-Integrated Learning (WIL), refer to the Work-Integrated Learning Policy and related procedure and guidelines.
- Level of Units will be designed using the Bloom's Taxonomy categories of learning or the Biggs and Tang Taxonomy. Undergraduate courses should use the Bloom's Taxonomy and Postgraduate courses should be designed under the Biggs & Tang Taxonomy to create units.

Figure 3 Guide to Application of Bloom's Taxonomy



For Level 400, 500 and 600, curriculum development should be based around the works of Biggs and Tang (refer to Figure 4: Biggs and Tang Taxonomy)

Figure 4 Biggs and Tang Taxonomy



Source: Biggs, J & Tang, C 2007, Teaching for Quality Learning at University, 3rd edn, Maidenhead, Open University Press.

One of the most effective ways of stimulating students to work at the different learning levels is the use of what is often termed Bloomian Action Verbs. For example, the use of the verb 'list' in an assessment question will trigger a knowledge response. Similarly, an instruction to 'describe' will bring a response at the comprehension level. Bloomian Action Verbs are also used in learning outcomes and these verbs inform and help form the alignment between unit learning outcomes and summative assessments. Bloomian Action Verbs are available from a variety of academic and popular sources.

Modes of Delivery

All ASA courses are designed for face-to-face classes but can be delivered online or blended if required.

Levels of Units in More Detail

Unit codes in the hundreds represent current units.

Award courses will usually consist of units from the levels indicated in **Table 1: Correspondence between ASA Unit Levels and AQF Levels**.

Table 1 Correspondence between ASA Unit Levels and AQF Levels

ASA Unit Level	AQF Level
100	Diploma
200	Associate Degree
300	Bachelor
400	Graduate Certificate
500	Graduate Diploma
600	Master

100 level units: designated by the leading numeral 1, are defined by assessment tasks and learning outcomes that refer to the development of knowledge and comprehension of subject matter taught. Learning outcomes of these units include being able to define the knowledge area, being able to relate and review different areas of the unit’s content area, the ability to discuss and recognise principles and topic areas taught, and the ability to explain and identify specific content knowledge.

200 level units: designated by the leading numeral 2, are defined by assessment tasks and learning outcomes that refer to the application of knowledge and the ability to analyse and distinguish between different bodies of knowledge. The learning outcomes include being able to criticise and debate between opposing and contrasting areas and therefore prepare reports purporting to support these arguments.

300 level units: designated by the leading numeral 3, are defined by assessment tasks and learning outcomes that synthesise and evaluate the unit’s content areas. The learning outcomes include being able to construct new implications and understanding stemming from the learnt body of knowledge and being able to apprise and compare different areas of knowledge.

400 level units: designated by the leading numeral 4, are defined by assessment tasks and learning outcomes that allow a student to extend their knowledge in a discipline and apply this knowledge. At this level, the lecturer fulfils more of a facilitator and mentor role. Learning outcomes are aimed at high level thinking, often student driven and related to an area of specialisation or new knowledge.

500 level units: designated by the leading numeral 5, are defined by assessment tasks and learning outcomes that provide a student with advanced knowledge in a discipline and the ability to apply knowledge and skills in a new or existing discipline. At this level the unit is about advanced knowledge within a systematic and coherent body of knowledge.

600 level units: designated by the leading numeral 6, are defined by assessment tasks and learning outcomes that are student-directed and reflect a sophisticated understanding of the discipline area. At this level the unit requires the development of advanced and integrated understanding of a complex body of knowledge in a specialist area, and a student working at the forefront of an academic discipline.

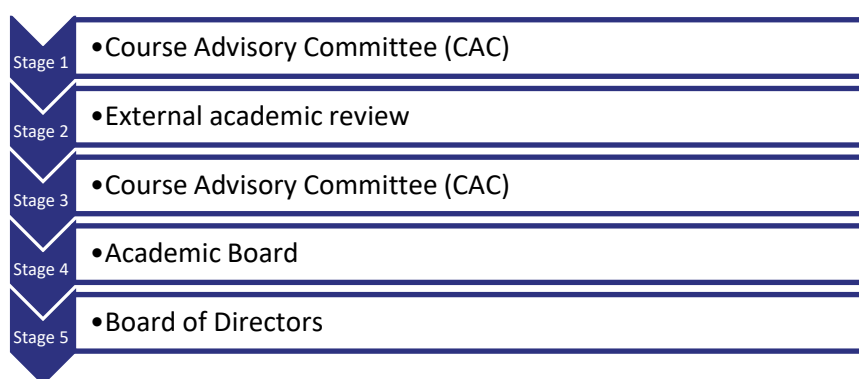
Design of Short Course and Micro-credentials

Consideration will be given to the design of units which can be enrolled in by students as a non-course short course or stackable and credit-bearing micro-credential units. This allows students to complete a short course and/or stackable and credit-bearing micro-credential unit without being enrolled in an ASA degree. Refer to the Short Courses and Micro-credentials Policy and Micro-credentials Checklist for further information.

3.1.3 Step 3: Internal Course Approval and External Review

The internal course approval and external review process includes five stages. The stages are outlined in Figure 5: Course approval and external review stages. Feedback is obtained in each stage on the course development documentation and process, and changes and improvements are made throughout the process.

Figure 5 Course approval and external review stages



Documentation required for each stage of the review and approval process are as follows:

- Course Proposal,
- Constructive alignment mapping,
- Unit Outlines,
- Course admission information,
- Study patterns,
- Delivery mode details,
- Projected number of students for the 5 years, and
- Project staff numbers, their qualifications and expected units they would teach.

Course documentation is submitted to two external reviewers (with appropriate qualifications and professional experience). The external reviewers review the documentation against the Higher Education Standards Framework and the Australian Qualifications Framework (AQF). The external reviewers are required to prepare a report outlining their feedback and recommendations to the Course Development team. The Course Development team then reviews and revises, if appropriate, the course documentation.

The reviewed and revised documentation with the external reviewers' reports are presented to the CAC for endorsement before submitting to the Academic Board and Board of Directors for approval.

3.1.4 Step 4: Submission for Accreditation

Once the course has been reviewed and approved internally and by independent external reviewers, the templates provided by TEQSA will need to be populated for course accreditation or re-accreditation of existing courses. ASA's TEQSA Case Manager will provide specific details on what is required for submission. The information required may include:

- Information on the intellectual property ownership of the courses.
- Delivery mode details.
- Proposed commencement date.
- Study patterns.
- Evidence relating to Higher Education Standards Framework (Threshold Standards) 2021 (HESFs) including:
 - Student Participation and Attainment Standards (1.1, 1.3.3, 1.4 and 1.5.3).
 - Learning Environment Standards (2.1).
 - Teaching Standards (3.1, 3.2 and 3.3) which may include:
 - a. Projected staff numbers,
 - b. Projected student numbers,
 - c. Constructive alignment mapping,
 - d. Course admission information,
 - e. Abbreviated CVs of Academic staff
 - f. Unit outlines.
 - Institutional Quality Assurance Standards (5.1.2, 5.1.3, and 5.4 (if applicable)).
 - Governance and Accountability Standards (6.2.1(i)).
 - Representation, Information, and Information Management Standards (7.1. 7.2.1-2)
- External Expert Reports.
- Course Advisory Committee membership and minutes relating to course approval, created in Stages 1 and 3.
- Academic Board membership and minutes relating to course approval, created in Stage 4.
- The Board of Directors will be requested to approve the application (Stage 5).

Once the five stages of internal course approval and external review have been completed, and approved by the Board of Directors, the course is ready for submission. The documentation is then submitted to the Tertiary Education Quality Standards Agency (TEQSA) for accreditation. The CEO is responsible for submitting the required documentation to TEQSA through the TEQSA provider portal.

The new Core Plus Model does not require all documentation to be submitted, but would require registered providers to submit an application with sufficient evidence to demonstrate compliance with the core Standards as listed below:

- Submission of course accreditation and re-accreditation applications by registered providers, the Tertiary Education Quality and Standards Agency (TEQSA) apply the Core Plus model to assess the application. Provider's compliance with a set of core standards, relating to principally to governance, internal quality assurance, student performance and student experience will be the focus of this assessment. The core standards will be:
 1. For new course accreditation for existing providers, TEQSA has selected the core Standards on the basis of that:

- a. the provider is established and TEQSA has already undertaken a comprehensive assessment the provider' governance arrangements and internal quality assurance processes; and
 - b. the focus is on ensuring that the content and learning activities of the new course are consistent with the level of study and expected learning outcomes.
2. For renewal of course accreditation, TEQSA has selected the core Standards the basis of:
- a. TEQSA has already undertaken a comprehensive assessment of the accredited course against the relevant standard in the HES Framework; and
 - b. the focus at this stage of the assessment cycle for the course is on ensuring that the provider's monitoring, review and improvement processes have been effective, including the extent and robustness of independent review by a subject matter expert, and the nature of the provider's response to expert findings and recommendations i.e. consideration of the review report and, where appropriate, action taken.

3.1.5 Step 5: Development of Engaging Teaching and Learning Activities

Once TEQSA has approved the course accreditation or reaccreditation, work can commence on the teaching and learning activities. Please note, TEQSA may require a sample of teaching and learning activities as part of the course accreditation or reaccreditation process (step 4). ASA's TEQSA Case Manager will provide details of the specific evidence required.

Teaching and learning activities need to be developed to enable students to be able to master the concepts and skills defined in the course and unit learning outcomes. The teaching and learning activities should be interactive and provide students with opportunities to deepen their understanding.

3.1.6 Step 6: Development of Information Assessments

Please note, TEQSA may require a sample assessment as part of the course accreditation or re-accreditation process (step 4). ASA's TEQSA Case Manager will provide details of the specific evidence required.

Assessments need to be developed to allow students to be able to demonstrate their understanding of the course and unit learning outcomes and allow for the provision of meaningful feedback to students. For further information on assessment requirements, refer to the Student Assessment Policy and related procedure.

For existing courses where assessment tasks have already been created, summative assessments should be mapped against the learning outcomes to ensure constructive alignment as part of step 2. This will allow for the identification of gaps or areas for improvement.

3.2 Review and Renewal of Accreditation

3.2.1 Ongoing review processes

ASA is committed to continuous improvement of courses and units. Course and unit learning outcomes, learning activities and assessments will be continuously evaluated and benchmarked to allow for continuous improvement.

Refer to the following policies and procedures for further information regarding continuous improvement: Quality Assurance Framework, Benchmarking Policy and related Procedure.

3.2.2 Comprehensive Course Review

Comprehensive course reviews are conducted within three (3) years of initial accreditation, and thereafter every five (5) years. The following process outlines the steps:

1. ASA conducts ongoing and annual courses and units review based on data collected from the course and teacher evaluation surveys and performance outcomes.
2. A comprehensive internal review evaluating the design and content of each course of study, the expected learning outcomes; assessments and how they meet the learning outcomes, student outcomes, emergence of developments within the field of education, modes of delivery, changing needs of students/graduates, and identifying risks of the quality of the course.
3. Benchmarking and external referencing with other higher education providers.
4. Reporting the findings and recommendation to the Course Advisory Committee.
5. Reporting the Course Advisory Committee's endorsement of the findings and recommendations to the Academic Board.
6. The Academic Board puts forward endorsement of all findings and recommendations to the Board of Directors for approval.

3.3 Responsibilities

- Industry Consultation Groups: providing feedback on the key features of proposed new courses or recommended changes to existing courses and the graduate attributes most sought after by employers.
- Course Advisory Committee: oversees the development and ongoing review of all ASA's courses and provides advice and recommendations on course development and design, ensuring alignment with course objectives and contemporary theory and practice. The Course Advisory Committee will make recommendations and endorsements where appropriate regarding course documentation and development.
- External Reviewers: reviews, gives feedback and recommendations on course design, content and documentation prior to the approval from the Board of Directors for submission to the Tertiary Education Quality Standards Agency (TEQSA).
- Academic Board: oversees the design, development, and comprehensive review of academic courses and units ensuring alignment with the Australian Qualifications Framework, regulatory and professional accreditation requirements, and industry needs before submission to the Board of Directors for approval.
- Board of Directors: approves course development proposals and the final submission of course accreditation/ reaccreditation applications to TEQSA.

4. Version Control

This Procedure has been reviewed and approved by the Australian School of Accounting Board of Directors as at December 2023 and is reviewed every three years.

This Procedure, and associated policy, is published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2023.1	Director Learning and Innovation	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 8 other Higher Education Providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
1.0		Academic Board approval	14/07/2021	