Course Design, Development, Review, Evaluation and Approval Policy

1. Purpose

The purpose of this policy is to provide a framework for the design, development, review and approval of courses within the Australian School of Accounting (ASA) in order to ensure:

- best practice in curriculum design, delivery of teaching and learning, assessment and the provision of Work Integrated Learning activities; and

- that the qualifications ASA awards are designed to meet the standards for the AQF level they purport to meet.

2. Scope

This policy applies to all courses to be developed and delivered at ASA.

3. Responsibilities

The Board of Directors are responsible for approving the development of new courses on the recommendation of the Academic Board.

The Academic Board is responsible for:

- approving proposals for the development of new courses;
- delegating responsibility for course design and development to Course Advisory Committees;
- critically reviewing new course documentation developed with the oversight of Course Advisory Committees;
- reporting its recommendations regarding the approval of new course accreditation documentation to the Board of Directors.

The Board delegates responsibility for course design and development to a number of discipline-specific Course Advisory Committees.

Course Advisory Committees are responsible for:

- ensuring that new course development proposals satisfy the criteria of ASA and TEQSA;
- oversighting the design of new courses, and applications for the accreditation of new higher education courses.

4. Policy

Listed below are the requirements for courses:

4.1 Course design

Course design is defined as 'the content, duration and sequencing of the elements (units) of a course of study'.

The Higher Education Standards Framework (Threshold Standards) 2021 broadens this definition to include other design characteristics including "entry requirements and pathways, the nature of the content, the expected learning outcomes, their sequence of attainment and assessments and professional accreditation if required".

In the course design phase, all learning outcomes must be aligned and be able to embrace specific, generic, employment related and life-long learning outcomes as expected of higher education programs.

4. 2. Course development and approval

The Board of Directors may instigate the development of a new course which would be based on growing demand in the marketplace and may instruct the Principal, or his or her representative to develop a Course Proposal.

The Principal will then be responsible for the course design and development process in consultation with the Academic Dean. The course will be developed in consultation with the Course Advisory Committee (CAC) in order to ensure course quality, including the appropriateness of course content.

The Principal or his or her representative will develop a Course Proposal which will include, in accordance with the requirements of the accreditation authority:

i. A rationale (including expected graduate employment opportunities)
ii. The qualification to be awarded on completion
iii. Course learning outcomes, methods of assessment and indicative student workload, and national/ international comparators (this should include benchmarking evidence)
iv. A mapping of the alignment between course and unit learning outcomes, unit assessment, AQF level specifications and a rationale for this
v. Structure, duration and modes of delivery
vi. Units of study (indicate core, elective and prerequisites)
vii. Compulsory requirements for completion
viii. Exit pathways, articulation arrangements, pathways to further learning
ix. Details of any professional accreditation requirements
x. Any research content (if applicable)

Once this Course Proposal is completed it is then presented to the Academic Board for implementation.

The Academic Board will convene the CAC to consider the Course Proposal and deliberate on all of the Course Proposal elements outlined above.

Course Advisory Committee (CAC) review the proposal and consider the necessary steps under their Terms of Reference. Once completed their review and followed the necessary steps with recommendations to Academic Board.

Academic Board may appoint external expert advisors to review the Course Advisory Committee (CAC) active input on course design, delivery, learning outcomes and curriculum

When the CAC is fully satisfied with the Course Development and has considered the reports from the external experts the Academic Board will then deliberate and, if satisfied, recommend approval, which will move to the Board of Directors.

The application for Course Accreditation will then be finalised and lodged with the accrediting body (TEQSA) by the Principal or his or her representative.

Refer to the Course Design Development and Approval Procedure for the above process in detail.

4.3. Course monitoring and review

ASA will review the performance of its courses on an ongoing and annual basis. This review will be based on the data collected from the course and teacher evaluation surveys as approved by the Academic Board and other evaluative mechanisms as recommended by the Teaching and Learning Committee.

Evaluation of units of study

The ASA will review annually each unit of study offered in accredited courses. The Learning and Teaching Committee must implement feedback mechanisms to evaluate the unit.

As a guide, each unit of study will be evaluated according to the following procedure:

i. Student and teacher feedback will be collated on each unit of study annually
ii. These feedback results will be analysed by the Course Coordinator who will present a report to the Learning and Teaching Committee
iii. The Learning and Teaching Committee will make recommendations for amendments (if any) to the Academic Board for consideration
iv. The Academic Board will approve any recommendations to be implemented by the Principal or his delegated authorising person in association with the Course Coordinator

Review of course

ASA is committed to a cyclical review of its courses by its CAC. A comprehensive review of all courses will be initiated by the CAC at least every five (5) years and will adhere to the following procedure:

i. The Academic Board will initiate the review through approval of a Terms of Reference.

ii. The course review will comply with and incorporate all data obtained

through, ASA's *Benchmarking Policy*.

 iii. The Terms of Reference will include, as a minimum, the following matters which the course review will consider and report on:

 iv.

  a. The design and content of each course of study;
  b. The quality of teaching;
  c. Student satisfaction;
  d. Trends in progression and completion rates;
  e. Emerging developments in the field of education;
  f. Modes of delivery;
  g. The changing needs of students;
  h. Identified risks to the quality of the course of study;
  i. The rationale and learning outcomes of the course and whether these remain appropriate;
  j. How these course outcomes relate to external benchmarking standards, the Australian Qualifications Framework and professional body or industry requirements;
  k. The extent of student achievement of learning outcomes;
  l. Adequacy, currency and appropriateness of assessment practices and criteria;
  m. Collection and analysis of student feedback;
  n. Collection and analysis of academic teaching staff feedback;
  o. Analysis of data relating to enrolment, deferral, withdrawal, progression, completion, attrition and retention rates.
  p. Analysis of student results per unit
  q. Analysis of student destination data in terms of employment;
  r. Adequacy of the staff profile, including active scholarship and professional development activities;
  s. Teaching and learning facilities;
  t. Learning resources; and
  u. Student support services;

On completion of the review, a report from the CAC will be submitted to the Academic Board and arrangements will be made for the preparation of a response to the recommendations inclusive of an implementation plan.

5. References

TEQSA Guidance Note – Academic Quality Assurance (Version 2.2)
Tertiary Education Quality and Standards Agency (TEQSA)
Course Structure Policy

6.   Related documents

Academic Board Terms of Reference
Course Advisory Committee Terms of Reference
Quality Assurance Framework
Benchmarking Policy
Course Structure Policy

7.   Version Control

Document		Course Design, Development, Review, Evaluation and Approval Policy				
Approved by		Academic Board		Date: 06 October 2021		
				Next review date		2024
Version #	5.0	Replaces Version #	4.1	Minor edits		
	4.1		4.0	Minor edits		
	4.0		3.2	Academic Board approval		
	3.1-3.2		3.0	New course accreditation		
	3.0		2.1	Academic Board approval		
	2.1		2.0	Governance restructure		
	2.0		1.5	Academic Board approval		
	1.5		1.4	In response to report from TEQSA		
	1.4		1.3	Style review		
	1.3		1.1-1.2	Academic Board review, added word, styling and approval		2021
	1.1		1.0	Academic Board review		
	1.0 & 0.3		0.3	Academic Board review and approval		
	0.2 & 0.1		0.1	Policy and procedure separated from generic		2020