

# COURSE DEVELOPMENT, MANAGEMENT AND REVIEW FRAMEWORK

QUA-STA-02

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## Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

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### 1 Policy statement and principles

The Course Development, Management and Review Framework ensures that the College courses are of high academic quality by satisfying the requirements of the Higher Education Standards Framework (Threshold Standards) and the Australian Qualifications Framework, particularly in relation to continuous improvement of teaching, learning, scholarship and research activity. The Framework outlines the process through which a new course must pass in order to meet regulatory requirements; outlines the process for accrediting and reaccrediting courses; assures that specific courses are accredited by the relevant professional accrediting authority so that graduates are qualified to practice; and ensures that processes for course monitoring, review, and closure/teach out are conducted in accordance with regulatory requirements and College governance, policy and strategic directions.

The College's approach to this policy framework is guided by the following principles.

#### 1.1 Course development

- i. Course development is conducted in accordance with relevant legislation and frameworks.
- ii. Course development is overseen by Academic Board, the peak academic governing body of the College.
- iii. Course development is committed to including external referencing or other benchmarking activities.
- iv. Course development is intended to enhance the quality of teaching, learning, scholarship and research activity for the benefit of students and other stakeholders.

#### 1.2 Accreditation

##### 1.2.1 Accreditation of courses by TEQSA and under self-accrediting authority (SAA)

- i. The College is committed to ensuring complete and on-time applications to TEQSA for the renewal of courses which do not fall under the College's self-accrediting authority.
- ii. The College recognises the authority to self-accredit courses is a significant responsibility and is committed to its accountability in terms of:
  - a. interpreting the requirements of the Higher Education Standards Framework (Threshold Standards) 2021 (HESF)
  - b. ensuring throughout the development, approval, delivery and discontinuance of a course of study that the HESF will be appropriately applied and met
  - c. ensuring that compliance across all the HESF is sustained throughout the College's higher education operations.

### 1.2.2 Professional accreditation

- i. The College recognises the importance of accreditation of specific courses by the relevant professional accrediting authority to assure:
  - a. the academic quality of its courses, and
  - b. that graduates are professionally qualified to practice.

### 1.3 Course review

- i. The College is committed to the continuous improvement and updating of each course unit to improve the academic quality of courses and student learning experience.
- ii. The College values feedback in its continuous improvement processes. Course and unit revisions consider evaluative information received from internal and external stakeholders.
- iii. Annual Course Reports are completed for each course, covering the quality of teaching and supervision of research students, student progress, and the overall delivery of units in the course (HESF 5.3.3). Annual Course Reports may also include external referencing of the success of student cohorts against comparable courses of study per HESF 5.3.4.
- iv. Major Reviews of a course are informed by regular interim monitoring, and the scope of a Major Review will include the following elements:
  - a. the design and content of the course of study
  - b. the expected learning outcomes
  - c. the methods for assessment of those outcomes
  - d. the extent of students' achievement of learning outcomes
  - e. any emerging developments in the field of education
  - f. modes of delivery
  - g. the changing needs of students and identified risks to the quality of the course of study (HESF 5.3.2).
- v. In addition, Major Reviews will typically address:
  - a. mission alignment
  - b. course performance in relation to the Strategic Plan, Learning and Teaching Plan, Research Plan, and/or other relevant plans
  - c. overall quality of the course and its ongoing viability.
- vi. On occasion, additional minor reviews of courses may be proposed to the Academic Board outside of the regular review cycle and in addition to Annual Course Reports and Major Reviews. A clear rationale for the additional review should accompany this proposal. The size and scope of a minor review may vary from course to course.
- vii. Ongoing monitoring, review and continuous improvement of all accredited courses are:

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- a. overseen by Academic Board, the peak academic governing body of the College
- b. conducted in accordance with relevant legislation and frameworks
- c. committed to including external referencing, or other benchmarking activities
- d. intended to enhance the quality of teaching, learning, scholarship and research activity for the benefit of students and other stakeholders.

#### 1.4 Course structure

- i. The College is committed to developing courses that:
  - a. meet the requirements of the Higher Education Standards Framework (Threshold Standards) and Australian Qualifications Framework
  - b. are of high academic quality.
- ii. College courses are standardised, with consistent structures across the College's various disciplines. This consistency is achieved at the level of credit points.

#### 1.5 Multi-streaming

- i. Multi-streaming is not standard College practice and is only approved in cases where the quality of teaching and learning is assured through collaborative monitoring between the Chief Academic Officer, Heads of School, and Academic Registrar.
- ii. If multi-streaming is approved by the Chief Academic Officer, the following requirements apply:
  - i. with respect to Definition (a):
    - multi-streaming only involves foundational (100/400 level) units
    - different course unit outlines specific to the award are provided to undergraduate and graduate students
    - different course unit outlines differentiate learning outcomes, assessment tasks, and required readings, according to content and quantity
    - undergraduate and postgraduate students are placed in distinct groups during class time, where reasonably practicable
    - postgraduate students are expected to engage in additional interactions with the lecturer including, for example, graduate seminars and/or individual tuition sessions.
  - ii. with respect to Definition (b):
    - different content, reading and assessment will be provided for students who are enrolled in different nested awards according to the procedures outlined in ii.a
    - additional student support will be provided as required for any students enrolled in nested awards.

- iii. If, in the considered view of the Chief Academic Officer, a given multi-streamed class is not functioning effectively, the class/unit will be divided into undergraduate/postgraduate/nested-award cohorts and/or other arrangements will be made to assure the quality of learning and teaching and the integrity of the award.

## 1.6 Course closure and teach out

### 1.6.1 Review of courses and teach out

- i. As part of its commitment to continuous improvement, the College reviews its courses according to this framework. As a result of a review, a course teach out may be deemed appropriate by a peak governing body of the College.
- ii. If a course teach out is deemed appropriate, Academic Board, in consultation with Management Committee, will prepare a Course Teach Out Proposal as set out in TEM-COU-05 Proposing the Teach Out of a Course Template.

### 1.6.2 Decision to teach out

- i. If the Board of Directors approves the proposal, the teach out process will be initiated.

### 1.6.3 Teach out plan

- i. A teach out plan is to be developed by Academic Board in consultation with Management Committee and approved by Board of Directors.
- ii. The plan should address the following elements:
  - a. cessation of future enrolments into the course
  - b. proposed teach out period, not exceeding course accreditation duration
  - c. communication strategy to students impacted by the teach out and options to complete course and/or transition to another provider
  - d. arrangements to ensure all enrolled students complete the course, or transfer to a mutually agreed course, or equivalent course at another provider.

Non-compliance with this policy framework may result in disciplinary action in accordance with Excelsia College by-laws.

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## 2 Scope

This framework applies to all staff involved in course development, management, monitoring and review.

### 3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
<b>Academic Board (AB)</b>	<ul style="list-style-type: none"> <li>• Approving course development</li> <li>• Accrediting a new course in a field of education where the College has self-accrediting authority</li> <li>• Renewing course accreditation in a field of education where the College has self-accrediting authority</li> <li>• Approving submissions to TEQSA and professional accrediting authorities for accreditation and renewal of accreditation</li> <li>• Overseeing the implementation of teach out plans</li> <li>• Liaising with Learning and Teaching Committee regarding course proposals</li> <li>• Liaising with Management Committee regarding course development and implementation</li> <li>• Appointing and liaising with Course Development Committees</li> <li>• Overseeing specific course structures to assure compliance with this framework, and academic quality; and reporting to Board of Directors</li> <li>• Liaising with Learning and Teaching Committee regarding course review</li> <li>• Liaising with Management Committee regarding course review</li> <li>• Responding to recommendations from Learning and Teaching Committee in relation to improving the quality of teaching and learning in multi-streamed classes/units</li> <li>• Reporting to Board of Directors in relation to academic oversight of the quality of teaching and learning in multi-streamed classes/units</li> <li>• Approval of major course unit outline changes</li> <li>• Approval of major course changes</li> <li>• Approving course reviews/reports and recommendations</li> </ul>
<b>Academic Registrar (AR)</b>	<ul style="list-style-type: none"> <li>• Monitoring independently the quality of teaching and learning in multi-streamed classes/units in all Schools through appropriate evaluative mechanisms</li> <li>• Reporting the findings from independent monitoring to Learning and Teaching Committee</li> <li>• Implementing credit transfer arrangements</li> <li>• Reporting to the Chief Academic Officer on the progress of students in a teach out course</li> <li>• Providing student performance data sets for course review</li> </ul>
<b>Board of Directors (BOD)</b>	<ul style="list-style-type: none"> <li>• Approving discontinuation of course and teach out plan</li> </ul>
<b>Chief Academic Officer (CAO)</b>	<ul style="list-style-type: none"> <li>• Overseeing the course development and accreditation process through collaboration with the School, Quality Office, Learning and Teaching Committee, Management Committee, and Academic Board</li> </ul>

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	<ul style="list-style-type: none"> <li>• Monitoring specific courses to assure compliance with this policy and procedure, and academic quality, and reporting to Academic Board</li> <li>• Overseeing the review and renewal of course accreditation process through collaboration with the School, Quality Office, Learning and Teaching Committee, Academic Board, Management Committee, and Board of Directors</li> <li>• Monitoring undergraduate and postgraduate course structures to assure academic quality and compliance, and reporting to Academic Board</li> <li>• Overseeing Heads of School in relation to their monitoring of the quality of teaching and learning in multi-streamed classes/units</li> <li>• Reporting to Academic Board in relation to recommendations from Learning and Teaching Committee for improving the quality of teaching and learning in multi-streamed classes/units</li> <li>• Monitoring closely, with Head of School, academic quality during a teach out period and reporting to Academic Board progress of a teach out plan</li> </ul>
<p><b>Course Advisory Committee (CAC)</b></p>	<ul style="list-style-type: none"> <li>• Providing advice on matters relating to the continuous improvement of a course in the context of current national and global developments and trends which have implications for internal and external stakeholders</li> <li>• Consulting Quality Office regarding application for course renewal of accreditation</li> <li>• Consulting external academics and industry experts regarding course design and review of content</li> <li>• Preparing course documentation and application for submission to Academic Board in consultation with Quality Office</li> <li>• Reviewing courses to assure compliance with this policy and academic quality, and reporting to Learning and Teaching Committee</li> <li>• Reviewing courses to assure academic quality and compliance, and reporting to Learning and Teaching Committee</li> </ul>
<p><b>Course Development Committee (CDC)</b></p>	<ul style="list-style-type: none"> <li>• Consulting Quality Office regarding application for new course accreditation</li> <li>• Consulting external academics and industry experts regarding course design, development of content, and review of content</li> <li>• Consulting Academic Board and Management Committee regarding course development and implementation</li> <li>• Preparing course documentation and application for submission to Academic Board in consultation with Quality Office</li> <li>• Submitting application for accreditation to professional accrediting authority</li> <li>• Designing and reviewing courses to assure compliance with this policy and academic quality, and reporting to Learning and Teaching Committee</li> </ul>



	<ul style="list-style-type: none"> <li>• Designing and reviewing courses to assure academic quality and compliance, and reporting to Learning and Teaching Committee</li> </ul>
<b>Director of Quality (DQ)</b>	<ul style="list-style-type: none"> <li>• Monitoring specific course development and review to assure compliance with this policy and procedure, and academic quality, and reporting to Academic Board and Management Committee</li> <li>• Communicating with TEQSA regarding teach out plan and progress</li> </ul>
<b>Head of School (HOS)</b>	<ul style="list-style-type: none"> <li>• Closely monitoring specific courses to assure compliance with this policy and academic quality, and reporting to Learning and Teaching Committee</li> <li>• Implementing undergraduate and postgraduate course structures to assure academic quality and compliance, and reporting to Learning and Teaching Committee</li> <li>• Monitoring the quality of teaching and learning in multi-streamed classes/units in their School through appropriate evaluative mechanisms</li> <li>• Reporting the findings from their monitoring to Learning and Teaching Committee</li> <li>• Ensuring minor/major documentation regarding CUO changes is filled in accurately</li> <li>• Developing and implementing operational teach out plans and the management of all transitional arrangements</li> <li>• Reporting progress of teach out plans to Academic Board through Chief Academic Officer</li> <li>• Submitting application for renewal of accreditation to professional accrediting authority</li> </ul>
<b>Learning and Teaching Committee (LTC)</b>	<ul style="list-style-type: none"> <li>• Reviewing course proposals and making recommendations to Academic Board regarding the academic quality of courses in development</li> <li>• Closely monitoring specific courses to assure compliance with this policy and academic quality, and reporting above to Academic Board through the Chief Academic Officer</li> <li>• Advising School of improvements to courses</li> <li>• Supporting School during the review process</li> <li>• Closely monitoring undergraduate and postgraduate course structures to assure academic quality and compliance, and reporting to Academic Board through the Chief Academic Officer</li> <li>• Approval of minor CUO changes</li> <li>• Approval of minor course changes</li> <li>• Endorsement of major CUO changes</li> <li>• Endorsement of major course changes</li> </ul>
<b>Lecturer</b>	<ul style="list-style-type: none"> <li>• Formulation of CUO in consultation with Head of School</li> </ul>
<b>Management Committee (MC)</b>	<ul style="list-style-type: none"> <li>• Liaising with Academic Board regarding course development and delivery, including market analysis and course prioritisation</li> </ul>

	<ul style="list-style-type: none"> <li>• Liaising with Course Development Committee regarding financial and operational matters, and course implementation</li> <li>• Liaising with Academic Board regarding course review, particularly financial and operational matters, including staffing</li> <li>• Reviewing the findings of monitoring from Heads of School and the Academic Registrar</li> <li>• Making recommendations for improving the quality of teaching and learning in multi-streamed classes/units to Academic Board</li> <li>• Communicating with Academic Board regarding the development and implementation of a teach out plan</li> </ul>
<b>Quality Office</b>	<ul style="list-style-type: none"> <li>• Notifying Board of Directors, Academic Board and Management Committee regarding course review and development schedule</li> <li>• Advising appropriate governing bodies regarding the requirements of the HESF and relevant legislation regarding course development, accreditation, and implementation</li> <li>• Liaising with Course Development Committee regarding application for new course accreditation</li> <li>• Coordinating market analysis on behalf of Management Committee</li> <li>• Reviewing course documentation and application for submission to Academic Board, in consultation with Course Development Committee</li> <li>• Submitting applications to Learning and Teaching Committee</li> <li>• Submitting applications to Academic Board</li> <li>• Submitting applications for course accreditation/renewal of accreditation to TEQSA</li> <li>• Notifying Board of Directors, Academic Board and Management Committee of annual reports</li> <li>• Advising appropriate governing bodies regarding the requirements of the HESF and relevant legislation regarding renewal of course accreditation</li> <li>• Liaising with School regarding application for renewal of course accreditation</li> <li>• Advising School of best practice regarding course review</li> <li>• Reviewing application for renewal of course accreditation in consultation with Chief Academic Officer and submitting it to Academic Board</li> <li>• Submitting applications to TEQSA to add courses to CRICOS</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Consulting Quality Office regarding application for renewal of course accreditation</li> <li>• Consulting Course Advisory Committee for Major Reviews</li> <li>• Consulting external academics and industry experts for a Major Review</li> <li>• Consulting Academic Board and Management Committee regarding aspects of course review</li> </ul>

	<ul style="list-style-type: none"> <li>• Preparing course documentation and application for submission to Academic Board in consultation with the Chief Academic Officer and Quality Office</li> <li>• Submitting application for renewal of course accreditation to professional accrediting authority</li> <li>• Completing Annual Course Reports and submitting to Learning and Teaching Committee for endorsement</li> </ul>
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## 4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
accreditation application	The documentation submitted to Academic Board or TEQSA for accreditation of a new course.
accreditation: essential	Accreditation that is a prerequisite for specific course graduates to be registered or otherwise licensed to practise in a regulated profession (e.g. nursing, medicine, teaching).
accreditation: non-essential	Accreditation that is undertaken at the discretion of the College. This includes accreditation that is a prerequisite for graduates to be members of the relevant professional body but not a prerequisite for graduates to practise in the relevant profession (e.g. counselling, accounting).
Annual Course Report	An annual review of a course, presented as a report covering such elements as the quality of teaching and supervision of research students, student progress, and the overall delivery of units in the course (HESF 5.3.3). Annual Course Reports may also include external referencing of the success of student cohorts against comparable courses of study per HESF 5.3.4.
compliance	Compliance with the Higher Education Standards Framework, Australian Qualifications Framework, and College policies and frameworks.
course	Refers to an academic program leading to the award of an undergraduate and postgraduate award as defined in the course documentation, conforming to the AQF qualification level requirements, and comprising course units selected according to the accredited course regulations.
course streams	<p>A pre-determined sequence of units designed to achieve a set of specialist or discipline-specific outcomes. Most commonly streams lead to undergraduate majors or minors.</p> <ul style="list-style-type: none"> <li>• <b>major (only in bachelor degrees).</b> A major consists of a minimum of six sequential units (36 credit points) in a field of study or discipline, including a minimum of 12 credit points at level 3.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>minor (in associate or bachelor degrees).</b> A minor consists of four sequential units (24 credit points) in a field of study or discipline, of which no more than 12 credit points are at level 1.</li> </ul>
course units	The building blocks of degree courses. A course unit has 6 credit points and requires 150 hours of total student workload (contact hours plus personal study). Four 6-credit-point units comprise a full-time study load for a semester, although the number of units making up the semester total of 24 credit points can vary if double-units (12 credit points, 300 hours of student workload) and/or half-units (3 credit points, 75 hours of student workload) are included in the course.
credit points	The relative quantitative contribution of a course unit to an award course. The relationship between the level of student effort required in a course unit and the credit point value of that unit is defined and articulated in the course documentation, and guides academic staff in monitoring student workloads in each course unit. One credit point equates to 25 hours of student workload per semester.
evaluation	Refers to student evaluation of their learning experiences in course units, and evaluation of all course elements by the relevant School.
level of learning	A classification for units within a course. Depending on its volume of learning (or duration), a course may have from one to six levels: <ul style="list-style-type: none"> <li>• Level 1: Foundational Bachelor or Diploma</li> <li>• Level 2: Intermediate Bachelor or Associate Degree</li> <li>• Level 3: Advanced Bachelor</li> <li>• Level 4: Graduate Diploma or Graduate Certificate</li> <li>• Level 5: Masters</li> <li>• Level 6: Doctoral</li> </ul>
monitoring	Refers to ongoing monitoring of courses and course development including significant course components or academic offerings.
multi-streaming	Multi-streaming of course units occurs when: <ol style="list-style-type: none"> <li>a class/unit is delivered at the same time, via face-to-face or online mode, to both undergraduate and postgraduate students</li> <li>students enrolled in nested awards offered at different AQF levels undertake parallel studies in a given class/unit.</li> </ol>
professional accreditation application	The documentation submitted by the College to the professional accrediting authority as a requirement of the accreditation process.
professional accreditation report	The report produced by the professional accrediting authority on the outcomes of the accreditation process.
professional accreditation response	The response provided by the College to the professional accrediting authority regarding the accreditation report.
professional accrediting authority (PAA)	The body responsible for accrediting courses on behalf of the profession.
Renewal of Accreditation Application	The documentation submitted to Academic Board or TEQSA for renewing the accreditation of an existing course.

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review	Refers to course reviews, including reviews of significant course components or academic offerings.
review: Major	A Major Review is a review that is comprehensive in nature. The Major Review requires input from a Course Advisory Committee, external experts and members of the Management Committee as required. It is typically conducted during the fifth year of the course delivery cycle.
review: minor (additional review)	An additional review approved by the Academic Board outside of the regular review cycle to address particular areas for immediate attention. The size and scope of a minor review may vary from course to course.
scope	Refers to the parameters of a review and may include course design, content, delivery, learning outcomes, assessment, student data, developments in the field of education, risk management, financial viability, and other elements to be determined by the Chief Academic Officer in consultation with the School and Quality Office.
semester	A study session normally comprising 12–16 teaching weeks, with associated periods for examinations, practical experiences and breaks. The academic year is usually structured around two semesters, but some courses offer students the possibility of a third semester/study session over the Christmas holidays.
student workload	The total of contact/delivery hours and personal study hours over a semester. The student workload has standard definitions in relation to credit points, course units, semesters, years, and courses.
teach out course	A course that has been designated for discontinuation by TEQSA or Board of Directors.
teach out plan	Arrangements for ensuring all enrolled students complete the current or alternative course at the College or with another provider.

## 5 Procedures

### 5.1 Course management and coordination

Activity (What)	Trigger	Who	When	Data / Evidence / Materials	Report to	Action coordinated by	Monitoring Responses by	Closing the Loop with
Coordinating course delivery	Any time course is in operation	HOS (or delegate)	Ongoing	<ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Student grievances</li> <li>• Student assessment</li> <li>• Marks and grade distributions</li> <li>• Attendance and online student access statistics</li> <li>• Help Desk enquiries</li> </ul>	CAO	HOS	CAO	<ul style="list-style-type: none"> <li>• Students</li> <li>• Academic staff</li> </ul>
Updating course materials	<ul style="list-style-type: none"> <li>• Each time course units are offered</li> <li>• Course reaccreditations</li> </ul>	<ul style="list-style-type: none"> <li>• HOS (or delegate)</li> <li>• UC</li> <li>• LT</li> </ul>	<ul style="list-style-type: none"> <li>• Annually (regular and minor changes)</li> <li>• Every 5 years (major Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Staff feedback</li> <li>• Stakeholder feedback</li> <li>• Formal and informal course/unit reviews</li> <li>• Changing industry and accreditation standards</li> <li>• LMS upgrades and reconfigurations</li> <li>• Benchmarking against other provider unit outlines</li> </ul>	<ul style="list-style-type: none"> <li>• HOS (regular changes)</li> <li>• LTC (minor changes)</li> <li>• Academic Board (major changes)</li> <li>• TEQSA/professional accrediting bodies as required</li> </ul>	HOS/AHOS (or delegate)	<ul style="list-style-type: none"> <li>• HOS</li> <li>• CAO</li> <li>• DQ</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Academic staff</li> </ul>

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Updating course resources/readings	<ul style="list-style-type: none"> <li>Each time course units are offered</li> <li>Course reaccreditations</li> </ul>	<ul style="list-style-type: none"> <li>HOS (or delegate)</li> <li>UC</li> <li>LT</li> </ul>	<ul style="list-style-type: none"> <li>Annually (regular and minor changes)</li> <li>Every 5 years (major changes)</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback</li> <li>Staff feedback</li> <li>Unit content changes</li> <li>New editions of readings</li> <li>New technology releases</li> <li>Sweep of linkages in online materials</li> </ul>	<ul style="list-style-type: none"> <li>HOS (regular changes)</li> <li>LTC (minor changes)</li> <li>Academic Board (major changes)</li> </ul>	HOS/AHOS (or delegate)	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> <li>DQ</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Academic staff</li> </ul>
Coordinating course introduction and workshops	New intake of students	<ul style="list-style-type: none"> <li>HOS</li> <li>AHOS</li> <li>WILC (or delegate)</li> </ul>	Semesterly or annually	<ul style="list-style-type: none"> <li>Industry, alumni and stakeholder feedback on critical emerging trends in employment</li> <li>Student feedback on previous introductions and workshops</li> <li>Internal staff reviews</li> <li>Benchmarking against other provider orientations and introductions</li> </ul>	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> </ul>	HOS	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Alumni</li> <li>Stakeholders /Industry</li> </ul>
Improving and supporting student learning	<ul style="list-style-type: none"> <li>Receipt of formal or informal feedback</li> <li>Regular cyclical reviews</li> <li>Course reaccreditations</li> </ul>	<ul style="list-style-type: none"> <li>HOS</li> <li>AHOS</li> <li>WILC</li> <li>LT</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Expected student learning at course and unit level</li> <li>Graduate attributes articulated across courses and units</li> <li>Student feedback on quality of learning and instruction</li> <li>Student assessment data</li> <li>Exemplars of completed assessment tasks</li> <li>Attendance and online usage statistics</li> </ul>	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> </ul>	HOS	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> <li>DQ</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Alumni</li> <li>Stakeholders /Industry</li> </ul>
Ensuring moderation of assessment to ensure appropriateness	End of semester grades	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> <li>Registrar</li> </ul>	End of each semester	<ul style="list-style-type: none"> <li>Marking raw data</li> <li>School moderation processes</li> <li>Moderation Meeting minutes</li> <li>Marking and grade distributions</li> </ul>	<ul style="list-style-type: none"> <li>CAO</li> <li>ModC</li> <li>LTC</li> </ul>	<ul style="list-style-type: none"> <li>HOS</li> <li>Registrar</li> <li>Program Director (for</li> </ul>	Academic Board	<ul style="list-style-type: none"> <li>Students</li> <li>LTC</li> <li>CAO</li> </ul>

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and consistency of assessment				<ul style="list-style-type: none"> <li>Statistical comparison of within- and between-School data</li> <li>External benchmark data on grade distributions</li> </ul>		analyses of results)		
Collating results	Finalised end of semester marks and grades	<ul style="list-style-type: none"> <li>Registrar</li> <li>Program Director</li> <li>CAO</li> </ul>	End of each Semester	<ul style="list-style-type: none"> <li>Mark and grade reports by unit, school, cohort, level (undergraduate /postgraduate) and College as a whole</li> <li>Moderation Reports and related statistical analyses</li> </ul>	<ul style="list-style-type: none"> <li>ModC</li> <li>CAO</li> </ul>	Program Director	CAO	Heads of Schools
Ensuring moderation of results	Finalised end of semester marks and grades	<ul style="list-style-type: none"> <li>CAO</li> <li>ModC</li> </ul>	End of each Semester	<ul style="list-style-type: none"> <li>Moderation Meetings and formal minutes</li> <li>Moderation Report to LTC and Academic Board</li> </ul>	Academic Board	Program Director	CAO	Heads of Schools
Coordinating review and improvement processes	<ul style="list-style-type: none"> <li>Receipt of formal or informal feedback</li> <li>Regular cyclical reviews</li> <li>Course reaccreditations</li> </ul>	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> <li>DQ</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Student Feedback Reports</li> <li>HOS Reports to LTC on course/unit improvement processes</li> <li>Major course/unit changes reported in the context of course reaccreditation</li> <li>Major changes approved by Academic Board (Academic Board Minutes)</li> <li>Academic staff performance reviews (permanent and sessional)</li> </ul>	<ul style="list-style-type: none"> <li>CAO</li> <li>Academic Board</li> </ul>	HOS	<ul style="list-style-type: none"> <li>HOS</li> <li>CAO</li> <li>DQ</li> </ul>	Academic Board
Supervising and coordinating teaching staff	Each time staff are employed, re-employed, re-deployed, promoted, suspended, and/or terminated	<ul style="list-style-type: none"> <li>HOS</li> <li>AHOS</li> <li>WILC</li> <li>UC</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Staff contracts and appointment processes</li> <li>Staff orientations and inductions</li> <li>Staff briefings and associated materials (each semester)</li> <li>Staff performance reviews</li> <li>Staff exit interviews</li> </ul>	<ul style="list-style-type: none"> <li>CAO</li> <li>Director, People and Culture</li> </ul>	HOS	<ul style="list-style-type: none"> <li>CAO</li> <li>Director, People and Culture</li> </ul>	Academic staff

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## Abbreviations

CAO = Chief Academic Officer

HOS = Head of School

AHOS = Associate Head of School (or equivalent)

UC = Unit Coordinator (or equivalent)

LT = Lecturer/Tutor

ModC = Moderation Committee

WILC = Work Integrated Learning Coordinator (or equivalent)

AA = Administrative Assistant (or equivalent)

LTC = Learning and Teaching Committee

DQ = Director of Quality (or equivalent)

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## 5.2 Course development and College/TEQSA accreditation

### 5.2.1 Phase 1: Proposal

A proposal for a new course may be initiated by a School, Committee or Board of the College through a formal New Course Proposal (see TEM-COU-01 New Course Proposal Template) which identifies the need for the proposed course on the basis that it will be of high academic quality and viable. The proposal may cover a single course or a suite of nested courses. The proposal should include a recommendation to the Academic Board of proposed members of a Course Development Committee, with brief details of their suitability for the task.

The proposer of a new course develops a course proposal in collaboration with the Head of School, Chief Academic Officer and the Quality Office. The proposer provides Management Committee with a copy of the proposal. Management Committee directs the Quality Office to coordinate a market analysis (see TEM-COU-02 Market Analysis Report Template) of the proposed course and produce a report.

The course proposer presents the New Course Proposal and market analysis to the Learning and Teaching Committee. The Committee may reject the proposal, request revision to it, or make a recommendation to Academic Board to approve it.

Upon receipt of the proposal, Academic Board may reject the proposal, request revision to it, or approval course development based on College priorities. A Course Development Committee is appointed to design, develop and implement a new course in consultation with relevant internal and external stakeholders. It is accountable to Academic Board for all operational aspects of course development and implementation. Its members are discharged upon course implementation.

The membership of the Course Development Committee should align with GOV-TOR-13 Course Development Committee Terms of Reference.

### 5.2.2 Phase 2: Consultation (Ongoing)

The Course Development Committee consults the following internal and external stakeholders in the development, accreditation and implementation of a new course:

- Quality Office: reviewing and submitting the application for new course accreditation to relevant bodies
- External academics and industry experts: course design, development of content, and review of course
- Learning and Teaching Committee and Academic Board: academic governance including teaching, learning, scholarship and research
- Management Committee: financial and operational matters, including staffing requirements.

### 5.2.3 Phase 3: Development

The Course Development Committee designs and develops the course. It then submits the course documentation to two external reviewers (with appropriate qualifications and combined with relevant and recent professional experience). The external experts review the documentation against the Higher Education Standards Framework and the Australian Qualifications Framework. They prepare a report(s)

which is responded to by the Course Development Committee. The Committee then prepares the course documentation and application to submit to the Quality Office for review.

#### 5.2.4 Phase 4: Approval

The Course Development Committee submits the new course application to the Quality Office for review against the Higher Education Standards Framework, the Australian Qualifications Framework, and College set of policies and frameworks. The reviewed application is then forwarded by Quality to the Learning and Teaching Committee (LTC). LTC may decide to reject, require further revision, or make a recommendation to the Academic Board to accredit the course.

The application is then forwarded by Quality to the Academic Board. Academic Board may decide to reject, require further revision, or accredit the course.

If the Academic Board decides that the application requires further development, it will identify gaps in the submission and request that the Course Development Committee resubmit a revised application with the requested information at a later date. If the Academic Board rejects the submission, or if the Academic Board accepts a recommendation from the Course Development Committee that the new course not be developed, the proposer(s) of the new course may either abandon the proposal or submit a new one.

#### 5.2.5 Phase 5: Accreditation

If the Academic Board accepts the recommendation of LTC, it proceeds to accredit the course in a field of education where the College has been granted self-accrediting authority by TEQSA. Where the College does not have this self-accrediting authority status, the application for the course to be accredited by TEQSA is submitted by the Quality Office on behalf of the College. Where accreditation of a course by a professional accrediting authority is required, the relevant Head of School will submit the application on behalf of the College. Where further information is requested by TEQSA or a professional accrediting authority, a response is prepared by the Course Development Committee and submitted by either the Quality Office (to TEQSA) or the relevant Head of School (to professional accrediting authority).

For a course where international students will be enrolled, the Quality Office will submit an application to add the course to CRICOS.

#### 5.2.6 Phase 6: Implementation

When the new course is accredited by the relevant authority, an Implementation Plan is developed and managed by the Course Development Committee, in consultation with Academic Board and Management Committee. The Plan should clearly identify actions required, due dates, and the person(s) with responsibility for ensuring that each action is implemented.

The Quality Office prepares a 'Notice of Decision' for self-accrediting authority courses and files in the Course Accreditation Register. The Quality Office also updates the Master Course List and Public Master Course List, notifying Marketing. Marketing updates the Public Master Course List on the website. Quality shares new course details with Marketing.

## 5.2.7 New course development and accreditation phases flowchart

<p><b>Phase 1 – Proposal</b></p> <p>A New Course Proposal may be initiated by a School, Committee, or Board.</p> <ul style="list-style-type: none"><li>• Proposer to develop New Course Proposal (NCP) with the Head of School, CAO and CGEP:<ul style="list-style-type: none"><li>○ NCP is provided to Management Committee</li><li>○ Quality to undertake a Market Analysis and prepare a report</li><li>○ NCP and Market Analysis is presented to Learning and Teaching Committee</li></ul></li><li>• Learning and Teaching Committee review will either reject, request revision, or recommend to Academic Board</li><li>• Academic Board review will either reject, request revision, or approve course development and appoint a Course Development Committee</li></ul>
<p><b>Phase 2 – Consultation</b></p> <p>Course Development Committee:</p> <ul style="list-style-type: none"><li>• Consults Quality Office regarding application for new course accreditation</li><li>• Consults external academics and industry regarding course design, development and review</li><li>• Consults Learning and Teaching Committee and Academic Board regarding academic governance</li><li>• Consults Management Committee regarding financial and operational matters, including staffing</li></ul>
<p><b>Phase 3 – Development</b></p> <p>Course Development Committee:</p> <ul style="list-style-type: none"><li>• Designs and develops the course</li><li>• Submits course documentation to two external reviewers (with appropriate qualifications, combined with relevant and recent professional experience) for review</li><li>• Reviews reports from external reviewers and responds to external review reports, making recommended changes (if any) to course documentation</li><li>• Prepares course documentation and application to submit to Quality Office for review</li></ul>
<p><b>Phase 4 – Approval</b></p> <ul style="list-style-type: none"><li>• Course Development Committee submits application with course documentation to Quality Office for review</li><li>• Quality Office submits reviewed application to LTC. LTC may decide to reject, require further revision, or make a recommendation to the Academic Board to accredit the course</li><li>• The application is then forwarded by Quality to the Academic Board. Academic Board may decide to reject, require further revision, or accredit the course</li></ul>
<p><b>Phase 5 – Accreditation</b></p> <ul style="list-style-type: none"><li>• In a field of education where the College has self-accrediting authority:<ul style="list-style-type: none"><li>○ Academic Board accredits the course</li></ul></li><li>• In a field of education where the College does not have self-accrediting authority:<ul style="list-style-type: none"><li>○ Quality Office submits application for new course accreditation to TEQSA</li></ul></li><li>• Where professional accrediting authority is required:<ul style="list-style-type: none"><li>○ School submits application for accreditation to PAA</li></ul></li><li>• For a Course where International students will be enrolled, the Quality Office will submit an application to add the course to CRICOS.</li></ul>

### Phase 6 – Implementation

- Post accreditation, a course Implementation Plan is developed and actioned by the Course Development Committee in consultation with Academic Board and Management Committee
- The Quality Office prepares a 'Notice of Decision' for self-accrediting authority courses and files in the Course Accreditation Register
- The Quality Office updates the Master Course List and Public Master Course List, notifying Marketing
- Marketing updates the Public Master Course List on the website
- Quality shares new course details with Marketing.

### 5.3 Professional accreditation

The following outlines the processes to assure that specific courses are accredited by the relevant professional accrediting authority:

- i. Professional accreditation matters will be a standing item on the agenda of the Learning and Teaching Committee.
  - a. Such matters would include: amendments required to course information on course accreditation status; timing of forthcoming accreditations, any associated concerns and steps to resolve these; submissions; accreditation visit programs; accreditation outcomes including reports, action plans and progress reports; issues arising, steps to be taken to resolve these and any parties to be advised or consulted.
- ii. All course accreditation submissions, responses and action plans prepared by the relevant Head of School in collaboration with staff, will be reviewed by Learning and Teaching Committee and then presented to Academic Board for approval.
- iii. The Head of School will consult with the Chief Academic Officer and the Quality Office on any significant risks or resource implications associated with forthcoming and/or recent accreditations.
- iv. The Course Review Report for each accredited course will outline the current accreditation status and any issues or actions arising.
- v. The Head of School will ensure that the course handbook provides current, accurate information on the accreditation status of each professionally accredited course.
- vi. The Head of School will submit proposals to initiate new or to cease existing accreditation for approval by Academic Board.
  - a. Proposals will provide a strategic assessment of the balance between the benefits of accreditation and the resourcing required to achieve and maintain the accreditation. The risks associated with ceasing, or failing to achieve, the accreditation should be clearly identified, along with any mitigating strategies.
  - b. Where accreditation applies to a proposed new course, the proposal for accreditation should be submitted along with the course approval documentation so that it can be considered in the course approval process.

- vii. Proposals to Academic Board for new courses or changes to existing course/discipline arrangements will outline any professional accreditation implications associated with these proposals.
- viii. To further ensure that professional accreditation is fully integrated into College quality assurance processes and that relevant HESF Threshold Standards can be evidenced, the Chief Academic Officer in consultation with the Quality Office will:
  - a. establish and maintain a schedule of College professional accreditation and hold copies of all accreditation reports, responses, action plans, progress reports and certifications
  - b. periodically contact each School and update the schedule and collect copies of relevant documents
  - c. at the first meeting of each academic year, provide Academic Board, via Learning and Teaching Committee, with an accreditation status report that includes the accreditations scheduled for that year and the certifications on the previous year's accreditation outcomes
  - d. advise Academic Board via Learning and Teaching Committee of any accreditation issues identified through review processes.

## 5.4 Review and renewal of accreditation

### 5.4.1 Ongoing review processes

- i. All course content and materials are revised each semester under the direction of the Head of School.
- ii. At the end of each semester feedback is sought from students regarding each course unit using a standard instrument. After grades have been approved and published, student evaluations are reviewed by Schools. As a result of these reviews, changes may be made to course content, resources and teaching practices, with the approval of the appropriate academic body.
- iii. The involvement of at least one external moderator in each School's moderation of assessments at semester-end provides a rich resource in benchmarking and refining practice. Moderation feedback informs the review of assessment in the subsequent semester.

### 5.4.2 Annual Course Report

Annual Course Reports are completed for each course, covering the quality of teaching and supervision of students including research students, student progress, and the overall delivery of units in the course (HESF 5.3.3). Annual Course Reports also include external referencing of the success of student cohorts against comparable courses of study as per HESF 5.3.4.

An Annual Course Report is a review of the performance of the course in the previous year and will generally include the following information: perceived strengths, weaknesses and risks, response to student and staff feedback, analysis of course performance data (attrition, progression, completion), summary of academic integrity issues, course viability/enrolment data, closing-the loop on previous recommendations, any industry or external input, professional accreditation cycle update and an improvement plan.

At the start of the calendar year:

- i. Quality Office provides each School with the Annual Course Report Template (See TEM-COU-06 Annual Course Report Template).
- ii. The Academic Registrar provides each school with the required student data report, including progression, attrition, and completion rates for each course over the past five years.
- iii. The Academic Office provides recent external referencing of student data and external moderation of assessment reports as well as unit evaluation survey results.
- iv. The Finance Office provides course financial reports, including EFTSL, and profitability.

The review and Annual Course Report are completed by the School and reviewed by Chief Academic Officer and Quality Office, endorsed by the Learning and Teaching Committee and approved by the Academic Board. Notable findings are discussed by Management Committee and Board of Directors.

Annual Course Reports are used to inform Major Reviews.

#### 5.4.3 Major course review and course accreditation

Major review and renewal of course accreditation involves six phases:

- Phase 1: Notification
- Phase 2: Consultation
- Phase 3: Review and Preparation of Renewal of Accreditation Documentation
- Phase 4: Submission of Application
- Phase 5: Recommendation by Academic Board
- Phase 6: Renewal of Course Accreditation

##### **Phase 1: Notification**

- i. The Quality Office notifies Board of Directors, Academic Board, and Management Committee at their respective first meetings of a new academic year of the reviews scheduled in that year. Notification will occur through a Course Review Schedule, which facilitates effective academic and corporate oversight. This schedule is also presented to Learning and Teaching Committee for operational monitoring and supporting of the relevant School.
- ii. The Quality Office, in consultation with the Chief Academic Officer, also provides the School with relevant documentation and advises about the scope of the review and required evidence to support the review and for renewal of accreditation.
- iii. The relevant School establishes a Course Advisory Committee according to the Terms of Reference (GOV-TOR-14) and prepares a schedule of meetings.

## **Phase 2: Consultation (Ongoing)**

- i. The Quality Office consults the Chief Academic Officer, School and Course Advisory Committee to prepare a timeline for the Major Review and Renewal of Accreditation Application. Once approved, the relevant School takes ownership of the timeline.
- ii. The relevant School consults the following:
  - a. Chief Academic Officer and Quality Office to develop a suitable project plan to meet the timeline
  - b. Course Advisory Committee to discuss their input regarding course review
  - c. external reviewers in relation to the external review process
  - d. Learning and Teaching Committee and Academic Board about academic quality, policy, practices and changes in the regulatory environment
  - e. Management Committee about changes in the educational landscape and viability of the course

## **Phase 3: Review and Preparation of Renewal of Accreditation Documentation**

- i. The relevant School collates all the required course documentation to support the review (refer to the Major Review Framework for guidance) and conducts an internal review. The School begins to document findings by preparing a Major Review Report (refer to Major Review Framework).
- ii. The School, in consultation with the Chief Academic Officer and the Quality Office, prepares the documentation required for renewal of accreditation (refer to STA-T56 Course Renewal of Accreditation Application) and uploads to the Quality SharePoint folder.
- iii. The STA-T56 documentation is forwarded to two external reviewers (with appropriate qualifications and combined with relevant and recent professional experience) along with the College's external reviewer template. The course will be reviewed against the Higher Education Standards Framework and Australian Qualifications Framework, as well as the College policies and frameworks.
- iv. The external experts will prepare a report which the relevant School will respond to prior to submitting the application to the Learning and Teaching Committee and Academic Board.
- v. The School makes any required amendments to the STA-T56 course materials arising from the internal and external reviews.
- vi. The School prepares the final report, which will include a rationale for any changes being recommended and an action plan for continuous improvement. The action plan will clearly identify actions required, due dates, and the person(s) with responsibility for ensuring that each action is implemented.
- vii. Where renewal of accreditation is required by a professional accrediting authority, the relevant School will be required to prepare the application in consultation with the Chief Academic Officer and Quality Office.



#### **Phase 4: Quality Office Review**

- i. The School submits its review report and attachments, including external experts' reports, along with the application for renewal of course accreditation, to the Quality Office for review. The School and CAC work with the Quality Office to address any gaps or areas for improvement. The Quality Office then submits the reviewed application to LTC for review and endorsement.

#### **Phase 5: Recommendation by Learning and Teaching Committee**

- i. LTC may request revision of the application or make a recommendation to the Academic Board to renew the accreditation of the course in a field of education where the College has self-accrediting authority, or to approve submission of the application to TEQSA in a field of education where the College does not have self-accrediting authority, if it is satisfied that the course:
  - a. is of high academic quality
  - b. meets the requirements of the Higher Education Standards Framework and the Australian Qualifications Framework
  - c. complies with the College policies and frameworks
  - d. is adequately resourced
  - e. is financially viable.
- ii. Quality Office submits the application to the Academic Board. If Academic Board decides that the application requires further development, it will identify gaps in the submission, and request that the School resubmit a revised application in consultation with LTC at a later date with the requested revisions.

#### **Phase 6: Renewal of Accreditation**

- i. The Academic Board may request revision of the application or re-accredit the course in a field of education where the College has self-accrediting authority.
- ii. If the Academic Board decides that the application requires further development, it will identify gaps in the submission, and request that the School resubmit a revised application at a later date with the requested revisions.
- iii. In a field of education where the College does not have self-accrediting authority, the application for renewal of course accreditation will be submitted to TEQSA by the Quality Office.
- iv. For a course where international students will be enrolled, the Quality Office will submit an application to add the course to CRICOS.
- v. Where renewal of accreditation is required by a professional accrediting authority, the relevant School will be required to submit the application in consultation with the Chief Academic Officer and Quality Office.

#### 5.4.4 Major Course Review Responsibilities Matrix

Operational responsibility for course review and renewal of accreditation resides with the Chief Academic Officer who reports to Academic Board. The Chief Academic Officer is supported and advised by the Learning and Teaching Committee, Course Advisory Committee, and Quality Office.

Phase 1: Notification (2 months)					
CAO and School	Quality Office	Registrar's Office	Finance	Acquisitions	Marketing
- CAO directs and supports the School in establishing a CAC according to the Terms of Reference (GOV-TOR-14) and prepares a schedule of meetings.	- Notifies BoD, AB, MC, and LTC at their respective first meeting of a new academic year of the reviews scheduled in that year.  - Quality, in consultation with the CAO, provides the School with relevant application and review information and templates, and advises about the scope of the review and required evidence to support the review and for renewal of accreditation.	- Provides the School with key data sets, including attrition, progression and completions.	- Provides the School with a course financial report.		
Phase 2: Consultation (Ongoing)					
CAO and School	Quality Office	Registrar's Office	Finance	Acquisitions	Marketing
CAO works with the School to:  - ensure resources are in place for the Course Review	- Quality consults the CAO, School and CAC to prepare a timeline for the Major Review and Renewal of Accreditation Application. Once	- Registrar meets with the CAC to discuss student data sets provided.			

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<ul style="list-style-type: none"> <li>- develop a suitable project plan to meet the timeline in consultation with Quality</li> <li>- guide the CAC to discuss their input regarding course review</li> <li>- ensure external academics/experts are available to discuss the external review process</li> <li>- ensure that LTC and AB have input in relation to academic quality, policy, practices and changes in the regulatory environment</li> <li>- consult MC about changes in the marketing environment impacting viability of the course</li> <li>- consult professional accrediting bodies (where applicable)</li> </ul>	<p>approved, the relevant School takes ownership of the timeline, regularly reporting to the CAC and LTC on progress against the timeline.</p>				
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**Phase 3: Review and Preparation of Renewal of Accreditation Documentation (6 months)**

CAO and School	Quality Office	Registrar’s Office	Finance	Acquisitions	Marketing
<ul style="list-style-type: none"> <li>- CAO provides operational oversight of the course review and renewal of accreditation process and ensures timely collation of all the required course documentation per the Major Review Framework.</li> <li>- School conducts an internal review and begins to report findings in the Major Review Framework template.</li> <li>- School, in consultation with the CAO, and Quality prepares the documentation required for Renewal of</li> </ul>	<ul style="list-style-type: none"> <li>- Provides advice and guidance to support the review and application preparation as required by the School.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides additional student data as required by the CAC.</li> <li>- Provides advice and guidance to support analysis and reporting of student data as required by the School.</li> <li>- Provides advice in respect to student support, complaints and grievances to support improvements.</li> </ul>		<ul style="list-style-type: none"> <li>- Provides the School with relevant information relating to student recruitment for the course as required by the CAC, including student projections.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides the School with relevant course materials as required by the CAC, including up-to-date marketing flyers and course handbooks where available.</li> </ul>

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<p>Accreditation (refer to STA-T56 Course Renewal of Accreditation Application) and uploads to the Quality SharePoint folder. School keeps the CAC informed of progress using the STA-T56 document checklist.</p> <ul style="list-style-type: none"> <li>- School forwards the STA-T56 documentation to two external experts, along with College’s external reviewer template.</li> <li>- The external experts will prepare a report which the School will respond to prior to submitting the application to the LTC and AB.</li> <li>- School makes any required amendments to the STA-T56 course materials arising from the internal and external reviews.</li> <li>- School, in consultation with the CAO prepares the final report using the Major Review Framework, which will include a rationale for any changes being recommended and an action plan for continuous course improvement.</li> <li>- The plan will clearly identify actions required, due dates, and the person(s) with responsibility for ensuring that each action is implemented.</li> <li>- Where renewal of accreditation is required by a professional accrediting authority, the School will be required to prepare the application in consultation with the CAO and Quality.</li> </ul>					
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#### Phase 4: Submission of Documentation (2 months)

CAO and School	Quality Office	Registrar's Office	Finance	Acquisitions	Marketing
<ul style="list-style-type: none"> <li>- School submits its review report and attachments, including external experts' reports, along with the application for renewal of course accreditation, to Quality for review.</li> <li>- Where renewal of accreditation is required by a professional accrediting authority, the School will submit the application to Quality for review.</li> <li>- CAO oversees the School's response to the Quality Office review, making any required adjustments and notifying Quality when complete. This process may continue until all matters have been satisfactorily addressed.</li> <li>- CAO oversees the School's response to LTC feedback and notifies Quality when complete. Submission may be required to be resubmitted to LTC or may proceed to AB.</li> </ul>	<ul style="list-style-type: none"> <li>- Reviews the report and applications and provides a report.</li> <li>- Submits Major Review Report and application for renewal, including professional accreditation application where applicable to the LTC.</li> <li>- Submits Major Review Report and application for renewal, including professional accreditation application where applicable to the AB.</li> </ul>				

#### Phase 5: Recommendation by Academic Board (1 month)

CAO and School	Quality Office	Registrar's Office	Finance	Acquisitions	Marketing
<ul style="list-style-type: none"> <li>- School to revise the application as required following the AB review and consults CAO as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Submits the application to BoD.</li> </ul>				

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**Phase 6: Renewal of Accreditation**

**(SAA 1 month) (TEQSA 6 months) (Professional Accreditation variable)**

CAO and School	Quality Office	Registrar's Office	Finance	Acquisitions	Marketing
<ul style="list-style-type: none"> <li>- School revises the application in consultation with the CAO and Quality as required following the BoD review.</li> <li>- School revises the application in consultation with the CAO and Quality as required following the TEQSA review for non-SAA courses.</li> <li>- Where renewal of accreditation is required by a professional accrediting authority, the relevant School will be required to submit the application in consultation with the CAO and Quality.</li> </ul>	<ul style="list-style-type: none"> <li>- Submits the application to TEQSA where no SAA.</li> <li>- Creates a Notice of Decision for SAA courses or obtains TEQSA Notice of Decision and saves in SharePoint.</li> <li>- Updates Course Review and Renewal of Accreditation schedule and other key records.</li> <li>- Submits an application to add the course to CRICOS where international students will be enrolled.</li> </ul>				<ul style="list-style-type: none"> <li>- Update marketing materials in line with any updates made to course and with renewal of accreditation decision.</li> </ul>

**Total timeframe for self-accredited course: 12 months (+ PAA timeframes as required)**

**Total timeframe for TEQSA-accredited course: 18 months (+ PAA timeframes as required)**

**NOTE:** For HDR Courses, the CAO and School will work closely with the Director of Research (Graduate Programs) and in consultation with the Research Committee to maintain oversight of the Major Review.

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## 5.5 Coding units of study

### 5.5.1 Undergraduate units

#### Example: DRBB257 Stage Management

DR – Drama

B – Bachelor

B – Version of unit

2 – Level of learning

57 – Unique unit number

### 5.5.2 Postgraduate units

#### Example: MUPM511

MU – Music

P – Performance

M – Master

5 – Level of learning

11 – Unique unit number

### 5.5.3 Pre-service Education units

#### Example: EDSC507 Mathematics Method I

ED – Education

S – Secondary

C – Curriculum Studies

5 – Level of learning

07 – Unique unit number

## 5.6 Course structure

The table below summarises the regulations concerning course structures.

Course	AQF Level	Semesters (full-time study)	Course Units*	Credit Points	Hours / Week Student Workload	Hours / Semester Student Workload	Total Hours Student Workload
Diploma	5	2-4	8-16	48-96	40	600	1200-2400
Associate Degree	6	4	16	96	40	600	2400
Bachelor Degree	7	6-8	24	144-192	40	600	3600-4800
Graduate Certificate	8	1	4	24	40	600	600

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Graduate Diploma	8	2	8	48	40	600	1200
Master Degree Coursework (cognate)	9	3	12	72	40	600	1800
Master Degree Coursework	9	4	16	96	40	600	2400
Master Degree Research**	9	4	4 + Thesis	96	40	600	2400
Doctoral Degree***	10	6	4 + Thesis	144	40	600	3600

\*The figures in this column reflect whole units of 6 credit points each. The number of units would vary where half-units or double-units are substituted for whole units, but the figures in all other columns remain unaffected.

\*\* The Research component is required to be two thirds or more of the qualification

\*\*\* No more than one third of the qualification can be coursework

Within this overall pattern, further flexibility may be built into the delivery of some courses.

## 5.7 Course teach out

### 5.7.1 Communication of teach out

- i. Following a decision to discontinue a course, and within 14 days of that final decision:
  - i. TEQSA is to be informed of the decision and provided with a teach out plan (in the event of a provide- initiated teach out)
  - ii. All student recruitment processes in relation to that course will cease, and marketing material withdrawn.
  - iii. All prospective students are provided with written notification of the discontinuation of the course (which may be sent electronically).
  - iv. All enrolled students are provided with written notification of the discontinuation of the course (which may be sent electronically) and given the opportunity to transfer to other courses of study within or outside the College as desired.
  - v. All staff are provided with written notification of the discontinuation of the course (which may be sent electronically)
- ii. Students and staff in other programs, alumni, stakeholders and the community will be advised of the course teach out in a systematic manner, taking into account the College's legislative, regulatory and public-relations responsibilities and priorities.

### 5.7.2 Managing and monitoring courses in teach out

- i. The Academic Board has ultimate responsibility for monitoring the teach out of courses from the perspective of academic quality and integrity and may recommend changes to teach out plans as required.
- ii. With support from the Chief Academic Officer and the Management Committee, the Head of School takes overall responsibility for the management of the teach out of a course or suite of

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courses. The Head of School is responsible for the development and implementation of operational teach out plans and the management of all transitional arrangements.

- iii. All affected students and staff are consulted each semester during the teach out to ensure that all parties are satisfied with continuing teach out arrangements and responsibilities.
- iv. Students are, where possible, entitled to complete at the College the course in which they are enrolled provided they maintain an agreed study load. No substantive changes will be made to courses in the teach out phase, nor will any formal transfer arrangements be agreed with other institutions, without approval by the Academic Board and consultation with affected students.

### 5.7.3 Maintaining quality in courses during teach out

- i. Quality assurance arrangements continue as usual for courses which are in teach out. The Chief Academic Officer will monitor the maintenance of academic standards and quality in learning in the context of any teach out.
- ii. The responsible Head of School will ensure that regular reports regarding teach out arrangements are made available to relevant committees through the Chief Academic Officer.

### 5.7.4 Monitoring student progress in courses in teach out

- i. The discontinuation of an active course will lead to the formulation of individual student teach out plans and related administrative arrangements designed to ensure students enrolled in the course at the time of discontinuation have opportunity to complete the course. The requested teach out period must represent sufficient time for all course delivery activities to be concluded, including the conferring of the award on graduands. It must therefore reference the graduation date for the final cohort.
- ii. The Head of School will closely monitor the academic progress of students enrolled in a course that is in teach out, reporting to the Chief Academic Officer. Reporting will address any potential risks and the interventions in place to support students at risk to complete their studies within the teach out period (see PO-STU-05 Academic Progress Monitoring and Intervention Policy).
- iii. The Academic Registrar will provide semester reports to the Chief Academic Officer tracking the progression and completion of students in the course. Final semester reports will flag any potential risk of a student or students not completing the course requirements by the published date.
- iv. The Chief Academic Officer will report to the Academic Board at the end of each semester on the progress of individual students during the teach out period. Final semester reports will indicate the strategies to be employed to ensure students complete their studies within the teach out period.
- v. If, at any time during the teach out period, it becomes apparent that any students will not be able to finish the course according to the agreed teach out plan, the Chief Academic Officer, after exploring available interventions for each student, will report this to the Academic Board as soon as possible. TEQSA must be informed whenever a satisfactory intervention cannot be identified for a student. The Director of Quality will inform TEQSA of the issue of concern at the earliest possible opportunity.

### 5.7.5 Reporting completion of teach out arrangements

In the last weeks of the final semester of the teach out period, the Chief Academic Officer will determine the status of the students in the course and report to the Academic Board. If all students remaining in the course are on track to finish the course requirements by semester-end, the Director of Quality will contact TEQSA to confirm that all student teach out plans have been fulfilled and that the course in teach out will be closed at the agreed date, i.e. a date subsequent to the date of graduation when the award is conferred on the final cohort.

### 5.7.6 Monitoring compliance with the course teach out policy

The Director of Quality will monitor compliance with the course teach out policy for each course in teach out, reporting on the details of policy execution to Academic Board and Management Committee.

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## 6 Guidelines

### 6.1 Changes to course unit outlines (CUOs)

#### 6.1.1 Definitions

For the purpose of this guideline, the following definitions apply:

- **CUO:** course unit outline.
- **Major Change to unit:** A change to an individual unit that could significantly impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes.
- **Minor Change to unit:** A change to an individual unit that will not impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes. However, minor changes could impact the unit and/or a student's ability to meet the requirements of the unit and/or unit learning outcomes.
- **Regular Change to unit:** A change to an individual unit that is expected to be made periodically for purposes such as maintaining currency, quality or safeguarding academic integrity. For the purpose of this policy, further definitions are provided in table below.

#### 6.1.2 Guidelines

- i. Changes to CUOs may be proposed by a Head of School using these guidelines along with a completed proposal to make Minor and/or Major Changes to course unit outlines (see TEM-COU-03 Minor or Major Changes to Course Unit Outlines Proposal).
- ii. The proposed changes are submitted to the relevant ultimate approving authority. Changes requiring Academic Board approval will first be endorsed by the Learning and Teaching Committee.
- iii. The above processes are documented at the relevant Committee/Board and records maintained by the relevant Head of School.
- iv. Variations to the guidelines below may be required on a course-by-course basis as relevant contextual factors, such as professional accrediting body requirements, are accommodated.

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Element	Major / Minor / Regular	Ultimate Approving Authority	Notes
Credit points	Major	Academic Board	
Duration	Major	Academic Board	Any change <b>outside</b> of accredited course materials. Otherwise, Regular.
AQF level	Major	Academic Board	
Delivery mode	Major	Academic Board	Any change <b>outside</b> of accredited course materials. Otherwise, Regular.
Unit name/title	Major	Academic Board	High level approval recommended to ensure appropriate safeguards in relation to communication with key stakeholders.
Student workload	Major	Academic Board	Change to <b>total</b> study hours per week. Other variations considered Regular. Other variations considered Regular.
Unit code	Major	Academic Board	Per unit name - High level approval recommended to ensure appropriate safeguards in relation to communication with key stakeholders.
Prerequisites	Major	Academic Board	
Core or Elective	Major	Academic Board	
Unit learning outcomes	Major or Minor	<b>Major</b> – Academic Board <b>Minor</b> – LTC	<b>Major:</b> Change/Addition/Removal of a learning outcome which will impact the student's ability to meet/require a change to the overall course learning outcomes <b>Minor:</b> Change in language/expression of a learning outcome which will not impact the student's ability to meet/require a change to the overall course Learning outcomes
Work-integrated learning (if applicable)	Major or Minor	<b>Major</b> – Academic Board <b>Minor</b> – LTC	<b>Major:</b> Adding, removing or significantly changing a WIL component <b>Minor:</b> Changes which do not significantly change an existing WIL component
Specialised facilities or equipment (if applicable)	Minor	LTC	E.g. New specialised facilities or equipment is to be introduced
Topics	Minor or Regular	<b>Minor</b> – LTC <b>Regular</b> – HOS	<b>Minor:</b> Removal or addition of topics <b>Regular:</b> Rewording or refining of topics
Assessment tasks and weighting	Minor or Regular	<b>Minor</b> – LTC <b>Regular</b> – HOS	<b>Minor:</b> Change in the number, type, expression and/or weighting of assessments <b>Regular:</b> Alternating between equivalent alternative assessment tasks (not involving a change in the type of assessment) e.g. for the purposes of promoting academic integrity
A list of the prescribed and recommended texts for the unit	Minor or Regular	<b>Minor</b> – LTC <b>Regular</b> - HOS	<b>Minor:</b> Changes to texts <b>which will impact the topics</b> of the unit <b>Regular:</b> Updating of texts and text editions for the purposes of currency
Further information to students	Minor or Regular	<b>Minor</b> – LTC <b>Regular</b> – HOS	<b>Minor:</b> Other changes to further information <b>Regular:</b> Changes reflecting specifics of the current teaching period, e.g. Staff details, Census date, LMS information, dates.

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<b>Unit Overview/ Rationale</b>	Minor or Regular	<b>Minor</b> – LTC <b>Regular</b> – HOS	<b>Minor:</b> Changes reflecting the removal or addition of topics in the unit. <b>Regular:</b> Clarification or rephrasing of existing unit overview. Unit topics remain unchanged.
<b>Teaching plan and sequence</b>	Regular	<b>Regular</b> – HOS	

## 6.2 Changes to courses

- i. Changes to courses may be proposed as a result of scheduled course reviews or regular interim monitoring.
- ii. Where a proposed change is a result of a course review, the Course Advisory Committee (CAC) may propose the change through the course review report with reference to these guidelines.
- iii. Where a proposed change is a result of regular interim monitoring and not part of a course review, the Head of School may propose the change using TEM-COU-04 Proposal to Make Changes to a Course of Study, with reference to these guidelines.
- iv. The proposed changes are submitted to the Quality Office for review.
- v. The proposed changes are then submitted to the relevant ultimate approving authority:
  - a. For courses with self-accrediting authority:
    - Changes may be approved by the Learning and Teaching Committee or Academic Board.
    - Changes requiring Academic Board approval will first be endorsed by the Learning and Teaching Committee.
    - If the changes change the course so fundamentally that it amounts to a new course, an application for accreditation of a new course shall be submitted to Academic Board for accreditation.
  - b. For courses without self-accrediting authority:
    - Changes may be approved by the Academic Board, or TEQSA if the changes alter the course so fundamentally that it amounts to a new course (refer to TEQSA Guidance Note: Changes in a Course of Study that May Lead to Accreditation as a New Course).
    - Significant changes will require a Material Change Notification (MCN) to be submitted to TEQSA (TEQSA Material Change Notification Policy).
  - c. For courses with professional accreditation:
    - The professional accrediting body may be the ultimate approving authority for changes. This shall be determined on a case-by-case basis.
- vi. The above processes are documented at the relevant Committee/Board and records maintained by the relevant Head of School.

Variations to the guidelines below may be required on a course-by-course basis as relevant contextual factors, such as professional accrediting body requirements, are accommodated.

## 6.2.1 Guidelines

Element	Major / Minor	Ultimate Approving Authority (SAA)	Ultimate Approving Authority (Non-SAA)	Notes
Course Duration/ Volume of Learning	Major	Academic Board	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li>MCN to TEQSA (Non-SAA)</li> <li>May lead to a need for accreditation as a new course</li> <li>Notify TEQSA for courses on CRICOS</li> </ul>
Course name/title	Major	Academic Board	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li>MCN to TEQSA (Non-SAA)</li> <li>May lead to a need for accreditation as a new course</li> <li>Notify TEQSA for courses on CRICOS</li> </ul>
Majors/ Specialisations	Major	Academic Board	Academic Board, TEQSA (if new course accreditation required)	<p>E.g. adding, removing, renaming or significantly changing the focus.</p> <ul style="list-style-type: none"> <li>MCN to TEQSA (Non-SAA)</li> <li>May lead to a need for accreditation as a new course</li> <li>Notify TEQSA for courses on CRICOS</li> </ul>
Delivery mode	Major	Academic Board	Academic Board	<ul style="list-style-type: none"> <li>MCN to TEQSA (Non-SAA)</li> <li>Notify TEQSA for courses on CRICOS</li> </ul>
Other Parties	Major	Academic Board	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li>E.g. changes to arrangements for delivering a course (or part of a course) through a third party; adding, removing or significantly changing WIL arrangements.</li> <li>MCN to TEQSA (Non-SAA)</li> <li>May lead to a need for accreditation as a new course</li> <li>Notify TEQSA for courses on CRICOS</li> </ul>
Course learning outcomes	Major	Academic Board	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li>MCN to TEQSA (Non-SAA)</li> <li>May lead to a need for accreditation as a new course</li> </ul>
Entry requirements	Major/ Minor	Academic Board/ LTC	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li><b>Major:</b> May lead to a need for accreditation as a new course, e.g. where changed entry requirements are likely to change the consequent type and level of learning experiences that flow from the change.</li> <li><b>Minor:</b> changes which do not otherwise change the fundamental nature of the course or its outcomes.</li> </ul> <p><i>For specific examples, refer to: TEQSA Guidance note: Changes in a course of</i></p>

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				<i>study that may lead to accreditation as a new course</i>
<b>Course Progression</b>	Major/ Minor	Academic Board/ LTC	Academic Board, TEQSA (if new course accreditation required)	<ul style="list-style-type: none"> <li>• <b>Major:</b> E.g. adding, removing or replacing units and/or significantly changing the course progression</li> <li>• <b>Minor:</b> E.g. changes to the sequence of existing units</li> </ul>
<b>Changes to Individual Units (Various)</b>	Major, Minor or Regular – Refer to GUI-STA-01 Minor and Major Changes to Course Unit Outlines	Refer to GUI-STA-01 Minor and Major Changes to Course Unit Outlines	Refer to GUI-STA-01 Minor and Major Changes to Course Unit Outlines	Refer to GUI-STA-01 Minor and Major Changes to Course Unit Outlines

## 7 Document status and governance

<b>Responsible Officer</b>	Director of Quality	Date created: April 2023 Date of last review: June 2023
<b>Approving Authority</b>	Board of Directors	Meeting date: 8 June 2023 Agenda item number: 8.9
<b>Endorsement</b>	Learning and Teaching Committee	Date endorsed: 18 April 2023 Agenda item number: 8.2.9
	Academic Board	Date endorsed: 4 May 2023 Agenda item number: 8.9
<b>Publication</b>	Version 1 (Public)	June 2023
<b>Related documents and references</b>	<b>External documents</b> <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a> <a href="#">TEQSA Application Guide for Registered Higher Education Providers:</a> <ul style="list-style-type: none"> <li>• new course accreditation</li> <li>• renewal of course accreditation for existing providers</li> </ul> <a href="#">TEQSA – Withdrawing a course/teach out</a> <a href="#">TEQSA – Material Change Notification Policy</a> <a href="#">Guidance note: Changes in a course of study that may lead to accreditation as a new course</a>	

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	<b>Internal documents</b> ACA-STU-03 Assessment Framework GOV-TOR-13 Course Development Committee Terms of Reference PO-STU-05 Academic Progress Monitoring and Intervention Policy PO-STU-25 External Moderation of Assessment Policy and Procedure STA-T43 Course Unit Outline Template TEM-COU-01 New Course Proposal Template TEM-COU-02 Market Analysis Report Template TEM-COU-03 Minor or Major Changes to Course Unit Outlines Proposal TEM-COU-04 Proposal to Make Changes to a Course of Study TEM-COU-05 Proposing the Teach Out of a Course Template TEM-COU-06 Annual Course Report Template	
<b>HESF</b>	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2	
<b>Review date</b>	Review of Version 1	June 2026

## 8 Document history

This policy framework has been amended as follows:

<b>Version</b>	<b>Approved by and date</b>	<b>Sections amended</b>