



IONA COLLEGE
TRINITY

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Course Development and Approval Policy and Procedure

Approved by the Academic Board on 19 October 2021

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1. Purpose

This Course Development and Approval Policy and Procedure sets out the guiding principles and procedure for the development and approval of new higher education courses at Iona Trinity College of Higher Education (**the College**). This policy is designed to ensure that course development and approval processes at the College are robust and satisfy legislative requirements as mandated by the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF)*, the *Australian Qualifications Framework (AQF)*, other regulatory instruments, and relevant professional accreditation standards.

2. Scope

This Policy and Procedure apply to:

- All higher education courses proposed to be offered at the College; and
- All governing bodies and individuals, who are accountable for developing and approving new higher education courses.

3. Policy

3.1 Policy Statement

The College is committed to designing high quality and coherent higher education courses that reflect traditional, current and emerging disciplinary knowledge and concepts, and to ensuring that students are able to engage in advanced knowledge and inquiry and can demonstrate the course learning outcomes upon completion.

3.2 Principles

The College will develop higher education courses that provide students with:

- Broad and deep discipline-based knowledge, skills and abilities for professional practice in complex and dynamic work environments
- Theoretical, technical and practical understandings of a specific field of professional practice
- Effective generic skills including communication, collaboration, critical thinking, and problem solving, and
- Self-awareness and self-efficacy that will support future ethical and responsible professional judgement and further learning.

Course design and development will be aligned with the College's *Strategic Plan* and *Teaching and Learning Plan*.

In accordance with HESF Standard 3.1.2, the content and learning activities for all nested courses will engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes including:

- current knowledge and scholarship in relevant academic disciplines
- study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course (if applicable) and

- emerging concepts that are informed by recent scholarship, current research findings and where applicable advances in practice.

The College's graduate attributes will be integrated into the development of the course rationale, structure, and learning outcomes.

The College will ensure all its courses meet the provisions of the HESF and align with the AQF and any relevant professional accreditation requirements.

The College will not promote or advertise courses until they have been accredited by TEQSA.

3.3 Language Other Than English (LOTE) course development, approval and delivery

Students will have the option of undertaking their studies at the College in English or Korean. Therefore, the following principles apply in relation to course development, approval and delivery:

- Courses will be developed in English and translated into Korean for approval by the Academic Board. Verification of the accuracy of the translation will be provided to TEQSA.
- The College will ensure that there are sufficient resources available to support students in the language of delivery.
- If the language of delivery is not the prospective student's first language, they must demonstrate proficiency in the language of delivery before being enrolled.
- Teaching staff delivering units in Korean will normally be fluent in both Korean and English as well as experts in their discipline.
- External moderators will be appointed at the end of each semester to assess the quality of teaching and learning for a sample of units taught and assessed in Korean. The external moderators will be fluent in Korean and English. They will review teaching materials, students' marked assessments and student survey data and provide a report in English to the Teaching and Learning Committee.
- All certification documentation (testamurs, records of results or Australian Higher Education Graduation Statements) will be produced in English. While the College does not intend to offer courses that are to be delivered partially in English and Korean, should the College decide to do so, the record of results for these courses will include a statement confirming the parts of the course or units of study or assessment that were conducted in Korean in accordance with HESF Standard 1.5.7g.
- Equivalent courses delivered in English will only be considered if there are sufficient and equivalent resources and systems to support admission, teaching, learning support, and student services in English.

4. Procedure

4.1 Stage 1 – Proposal

All new proposals for higher education course development at the College require approval by the Board of Directors (**BOD**). Initially, the Board should assure itself and be satisfied of:

- The rationale for the proposed new higher education course/s including indicative and proposed student markets
- The alignment of the new proposed course/s with the College's mission and vision
- The broad features and design of the course/s
- The adequacy of resources to support the course/s.

If the BOD approves the development of the new course/s, the BOD will delegate to the Academic Board (**AB**) responsibility for overseeing the development of the new course proposal/s.

4.2 Stage 2 – New Course Development and Approval

The AB oversees the development of the New Course Proposal, which is delegated to a course committee comprising of cognate disciplinary experts.

The course committee develops and prepares the New Course Proposal within the parameters set by the AB.

As part of the course development process the course committee will undertake benchmarking and external referencing and may consult with key stakeholders, including relevant professional associations, to ensure course relevance and compliance.

Content of New Course Proposals

The New Course Proposal must include:

- a) the qualification(s) to be awarded on completion;
- b) structure, duration, modes of delivery and the specified campus location/s;
- c) the units that comprise the course of study;
- d) entry requirements and pathways;
- e) expected learning outcomes, methods of assessment and indicative student workload;
- f) compulsory requirements for completion;
- g) exit pathways, articulation arrangements, pathways to further learning;
- h) evidence of benchmarking against similar courses offered by other private higher education providers and universities;
- i) teaching facilities and resources required at the specified campus location/s for course delivery;
- j) proposed teaching and student support staff required for delivery of the course;
- k) required library resources;
- l) any specialised technological resources at the specified campus location/s; and
- m) mapping of core and elective component unit structures including pre-requisite and co-requisite conditions and any specialisations.

Course learning outcomes must be clearly expressed, contribute to Graduate Attributes and provide adequate breadth in sub-disciplinary fields.

The New Course Proposal must be reviewed in the context of the College's operations for any potential risks to the quality of teaching and learning or for opportunities for innovation to the College's approach to teaching and learning.

The proposed course/s must:

- a) align with the teaching and learning objectives and strategies outlined in the College's Teaching and Learning Plan;
- b) be informed by key theoretical knowledge and contemporary scholarship in the discipline;
- c) designed to engage students with published research and associated literature;
- d) align with contemporary professional practice and reflect industry and employment trends.

Credit points

The College employs a credit points system which allows for a consistent approach to assessment of prior learning and informs students about workload.

Each unit is worth ten (10) credit points and it is assumed that a normal student weekly workload for each unit requires up to ten hours' study.

Typically, a full-time student study load is four (4) units undertaken over a study period per year and requires a student study load of up to 40 hours per week of each twelve-week semester. A course award therefore requires the completion of 24 units of study worth a total of 240 credit points.

Unit Outlines

Unit Outlines must be developed as part of the New Course Proposal. The contents must be aligned with the College's Graduate Attributes.

4.3 Stage 3 – Independent review of New Course Proposal

The AB reviews the course materials during the development process and endorses the New Course Proposal and materials for review by at least two independent discipline experts prior to submission.

The independent discipline experts must have significant knowledge in the discipline of the course, appropriate qualifications combined with relevant and recent professional experience, and be recognised as an expert by peers as evidenced by relevant publications, memberships, academic grants and awards.

The independent discipline expert's review must consider the proposed course materials against the relevant provisions of the HESF and whether the proposed course meets all relevant accreditation standards.

4.4 Stage 4 – Approval by AB

The AB will consider the recommendations from the independent reviewers and refer implementation of endorsed recommendations to the course committee as appropriate.

Final versions of the New Course Proposal and all course materials as endorsed by the course committee are submitted to the AB for final review and over-arching scrutiny.

Following the AB's approval of the course, the AB will recommend that the BOD approve submission of an application for accreditation to TEQSA.

5. Responsibilities

The course committee is responsible for:

- Developing curriculum and course materials on delegation by the AB
- Implementing any changes to new course proposals as recommended by the independent reviewer/s and endorsed by the AB.

The AB is accountable for:

- Overseeing the academic governance processes for course development.
- Prior to approving New Course Proposal:
 - Ensuring the course complies with the requirements of the AQF and relevant academic provisions of the HESF
 - Ensuring the course satisfies the accreditation standards of relevant professional associations.
- Approving the New Course Proposal

The BOD is accountable for:

- Providing approval for the development of new course/s
- Delegating oversight of course development to the AB
- Consideration of the viability and resourcing of the course/s
- Approving the submission of course accreditation application(s) to TEQSA.

The Principal is responsible for monitoring implementation of this Policy and Procedure.

6. Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original Version (endorsed by the Board of Directors on 24 February 2022)	Academic Board	19/10/21
1.1	Amended clause 4.2 to include "specified campus location/s" in the New Course Proposal requirements.	Academic Board	04/09/24

7. Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Teaching and Learning Plan New Course Proposal Strategic Plan

Higher Education Standards Framework (Threshold Standards) 2021 Standards 5.1.1 to 5.1.3

National Code of Practice for Providers of Education and Training to Overseas Students 2018 No relevant standard

Other Applicable Legislation and Instruments Australian Qualifications Framework
Tertiary Education Quality and Standards Agency Act 2011

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