

Course Development Policy

1. Purpose and Scope

The policy provides a framework for developing new higher education courses. This framework outlines processes to ensure that all aspects are considered including whether the course is viable and aligns with the Conservatory's mission and business planning; meets the needs of prospective employers; and is academically sound. This policy does not include processes for ongoing course review.

This policy applies to all members of the Conservatory's higher education community.

2. Objectives

The Conservatory is committed to the following principles that underpin this policy to ensure that proposed new higher education courses:

- align with and advance the Conservatory's mission and goals
- have been well researched and take account of advice from internal and external experts
- meet the needs of prospective employers so that graduates are well placed to secure high quality jobs
- are well designed and promote life long learning; scholarship and innovative practice
- are well resourced

3. Implementation

New course development will initially be discussed and approved in principle by the Governance Board. A senior member of the Conservatory may initiate the Initial Course Proposal with authorisation from the CEO or Governance Board in the first instance. The Academic Board is responsible for overseeing the course development process and the preparation of a more detailed course proposal.

4. Procedure

4.1. Course Proposal

An initial Course Concept Proposal will be prepared for all new higher education courses which may include a business case, high-level market research and other supporting rationale information. In making a decision on whether to proceed with the Course Proposal, the Governance Board will have regard for the objectives outlined in this policy. The Academic Board is responsible for oversight and approval of subsequent Course Proposals that contain more detailed information.

The Academic Board or Governance Board may seek:

- more detailed information in the business plan, including further resource considerations or further market research
- further consultation with internal and external stakeholders
- any further information as required at any time

4.2. Course Development

After the Governance Board has given approval for course development to proceed, the Academic Board becomes the responsible committee for oversight of the course development process. The Academic Board may delegate these responsibilities by appointing a Course Advisory Committee (CAC) to develop the course.

Current college staff may form part of the CAC or may be given the opportunity to provide input into the new course if they have relevant expertise. The CAC will ensure that:

- input is received from all relevant internal and external stakeholders, including current students and support staff where applicable
- the requirements of the AQF and external accreditation requirements are met
- the Course Review Criteria provided in the *Course Review and Quality Assurance Procedure, Appendix 1*, are considered
- the objectives of this policy are taken into account
- resource implications are considered and addressed
- timelines are developed that include internal and external approval processes, marketing lead time, and implementation of the proposed course

The CAC will develop detailed documentation as part of the course development process including but not limited to: the course structure; entry requirements; content with supporting rationale, aims and learning outcomes; graduate attributes; unit outlines detailing learning outcomes, assessment tasks and resourcing; and course materials. Documentation must meet the standards of the regulatory authority, TEQSA, and any relevant professional associations.

4.2.1. External Review

The CAC may seek reviews of the proposed course from independent, external experts who are academics or acknowledged professional leaders in their field, prior to submitting final course documentation to the Academic Board for approval. The CAC will need to demonstrate that it has acted on feedback from the external reviewers in the final review of the course structure and content. Any substantial deviation in the commentary of independent experts from the work of the CAC must be included in their report to the Academic Board, together with advice on whether the external reviewers' comments have been actioned. The CAC must justify their reasons for not acting on external reviewers' comments.

Internal Approval

Progress reports may be requested from the Academic Board. The Academic Board may direct the CAC to consider changes to the course, and take action to implement those changes. The CAC may enter into a dialogue with the Academic Board and provide a rationale for not implementing suggested changes. The Academic Board will have the final decision on implementation of changes. Final approval will be sought from the Governance Board for the final course documentation.

External Approval

Courses are accredited externally by the accrediting authority, TEQSA; normally for a period of up to seven years, however a shorter course accreditation period may be granted by TEQSA. At the end of the approved course accreditation period, the Conservatory may decide to undertake an application for renewal of course accreditation, or withdraw the course from offer. Where a course is part of a set of nested courses, each course is accredited for the same period as the longest course in the set. A review date for each course will be set to allow sufficient time to submit a course accreditation renewal application to TEQSA within the required timeframes. ^[1]_[SEP]

As part of the external approval process, the course may be amended as required by TEQSA. This

may generate consequential changes for other college courses, such as for nested courses. In this situation, the Head of School ensures that the consequential changes are prepared and submitted to the Academic Board for approval and implementation.

5. Definitions

Course - A single course leading to an Australian higher education award.

Graduate attributes - Transferable, non-discipline specific skills that a graduate may achieve through learning, that have application in study, work and life contexts.

Learning outcomes - The expression of the set of knowledge and skills, and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Unit - A discrete unit of study and a combination of units that make up a course of study.

6. Related Documents

The following policies and procedures are related to this policy:

- Course Review Policy
- Teaching and Learning Plan
- Benchmarking Policy
- Terms of Reference - Academic Board
- Terms of Reference - Board of Studies
- Terms of Reference - Course Advisory Committee

7. Review

Three years for commencement of new courses. Regular review for ongoing courses.

8. Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and the Conservatory's higher education community via the website and other publications.

9. Revision History

Approval Authority	Contact Person	Revision Due Date	Revision Date	Approved Date	Version No.	Revision Description
Academic Board	Chair	01/07/19		25/9/15	1	New document
				26/10/17	1.1	Current document
Academic Board	Chair	18/12/23	18/12/20	18/12/20	2	Minor Amendments