

Course and Unit Development Policy



Purpose/objective

The Australasian Academy of Higher Education (AAHE) offers coursework programs leading to awards that comply with the Australian Qualifications Framework (AQF), the Higher Education Standards Framework 2021 (HESF 2021), the Education Services for Overseas Students (ESOS) Act 2000 and its National Code 2018, and the Tertiary Education Quality Standards Agency (TEQSA) protocols, guidelines and requirements. This policy specifies the principles and procedures that apply to the design, development and delivery of all AAHE's academic programs. Adherence to the policy will ensure that all AAHE courses are structurally coherent, academically sound and fully compliant with the requirements of all relevant regulatory frameworks.

The document is divided into two sections. The first presents the Course and Unit Development Policy, and the second the procedures for implementation of the policy.

Scope

This Policy and Procedure applies to those persons and groups who develop and approve accredited courses. This includes the Board of Directors, Academic Board and its subcommittees, academic departments/units and individual staff members.

Definitions

Terms used in this document are defined in the [AAHE Glossary](#).

Policy

1. Course and unit development

- 1.1 AAHE courses are to be developed in accordance with the strategic priorities of the Academy.
- 1.2 AAHE courses are to be aligned with the formal purpose statement of the AAHE Constitution.
- 1.3 AAHE courses are to be developed on the basis of sound academic and business cases including consultation with external academic experts and relevant industry experts.
- 1.4 All AAHE courses are to be structurally coherent and designed to meet, and continue to meet, the requirements of all relevant regulatory frameworks, including, but not limited to, the AQF, the HESF, the ESOS Act and its National Code, as well as AAHE's own policies, procedures and plans.
- 1.5 All courses will be designed so that constituent units will progressively develop learning outcomes and graduate attributes.
- 1.6 Assessments will be designed so as to test students' achievement of these learning outcomes and graduate attributes.
- 1.7 All courses will promote the development of discipline knowledge and skills and generic skills including those that will lead to employment or further study.
- 1.8 The design of the curriculum will be informed by current practice and scholarship in teaching and learning.
- 1.9 No course may be designed to require a student to take more than a full-time load at any point in time.
- 1.10 Units will not span more than one teaching period.

- 1.11 All units will be taught in English.
- 1.12 All units will specify learning outcomes such that the sum of all units that a student undertakes will enable them to achieve the course learning outcomes and graduate attributes.
- 1.13 Each unit must be embedded within a course.
- 1.14 The course coordinator is responsible for the unit's development, approval and management including the quality of unit content and delivery of the unit, so as to ensure alignment with the accredited course design and learning outcomes.
- 1.15 All new unit proposals must comply with AAHE's assessment policy, the Australian Qualifications Framework, the Higher Education Standards Framework, and relevant professional or statutory accreditation and/or industry requirements (where applicable).
- 1.16 On recommendation of the Dean, new units will be submitted to the Academic Board for approval.

2. Course approval

- 2.1 On recommendation of Academic Board, the Board of Directors will approve establishment of all AAHE degree, diploma or other award or non-award courses that comply with the above principles.
- 2.2 Academic Board has delegated authority under the Board of Directors to set academic policies, procedures, guidelines and processes on academic matters. Academic Board also sets AAHE's academic calendar, and admission rule requirements for award coursework degrees, associate degrees and diplomas.

3. Implementation

- 3.1 The Board of Directors is responsible for approval of this policy.
- 3.2 The Dean reports to Academic Board on the development and review of this policy.
- 3.3 The Registrar is responsible for implementation of this policy.

Related documents and relevant legislation

Course and Unit Revision and Discontinuation Policy

Course Review Policy

Australian Qualifications Framework

[Higher Education Standards Framework \(Threshold Standards\) 2021](#)

[National Code of Practice for Registration Authorities and Providers of Higher Education and Training to Overseas Students 2018](#)

Document information

Owner: Board of Directors

Version	Approved by	Approved on	Implementation date	Changes made
1	Board of Directors	4/11/21	1/10/23	

Course and Unit Development Procedure

1. New course approval

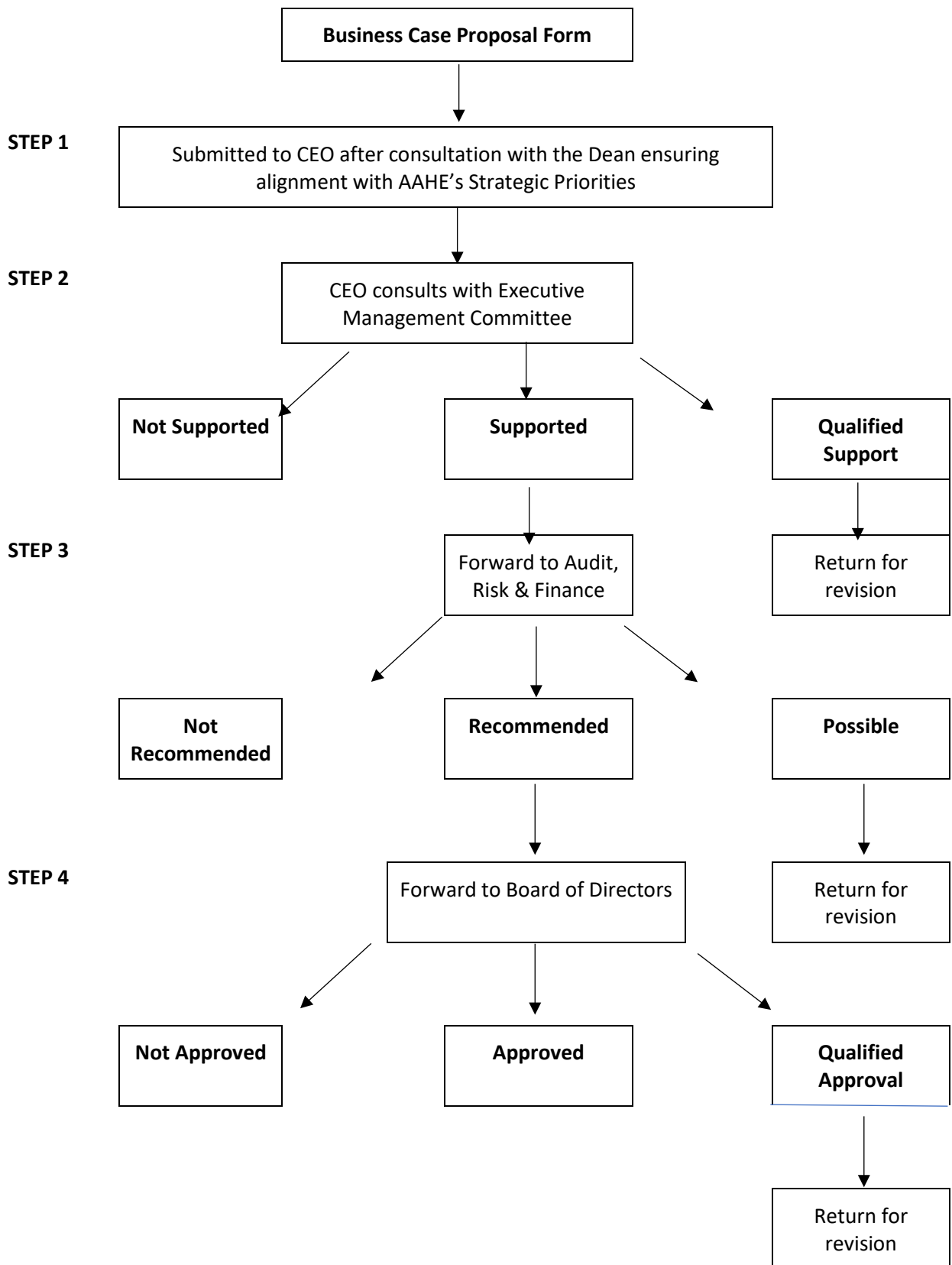
New course approval is a two-stage process. In the first stage, the business case is submitted to the Principal and Chief Executive Officer (CEO). If the CEO supports the proposal, it is sent to the Audit, Risk & Finance Committee (ARFC) for review. If the ARFC supports the proposal, the Committee recommends it to the Board of Directors for approval to proceed to the next stage – the academic case.

When both stages are complete and Academic Board has approved the academic case, both stages proceed to the Board of Directors for final approval.

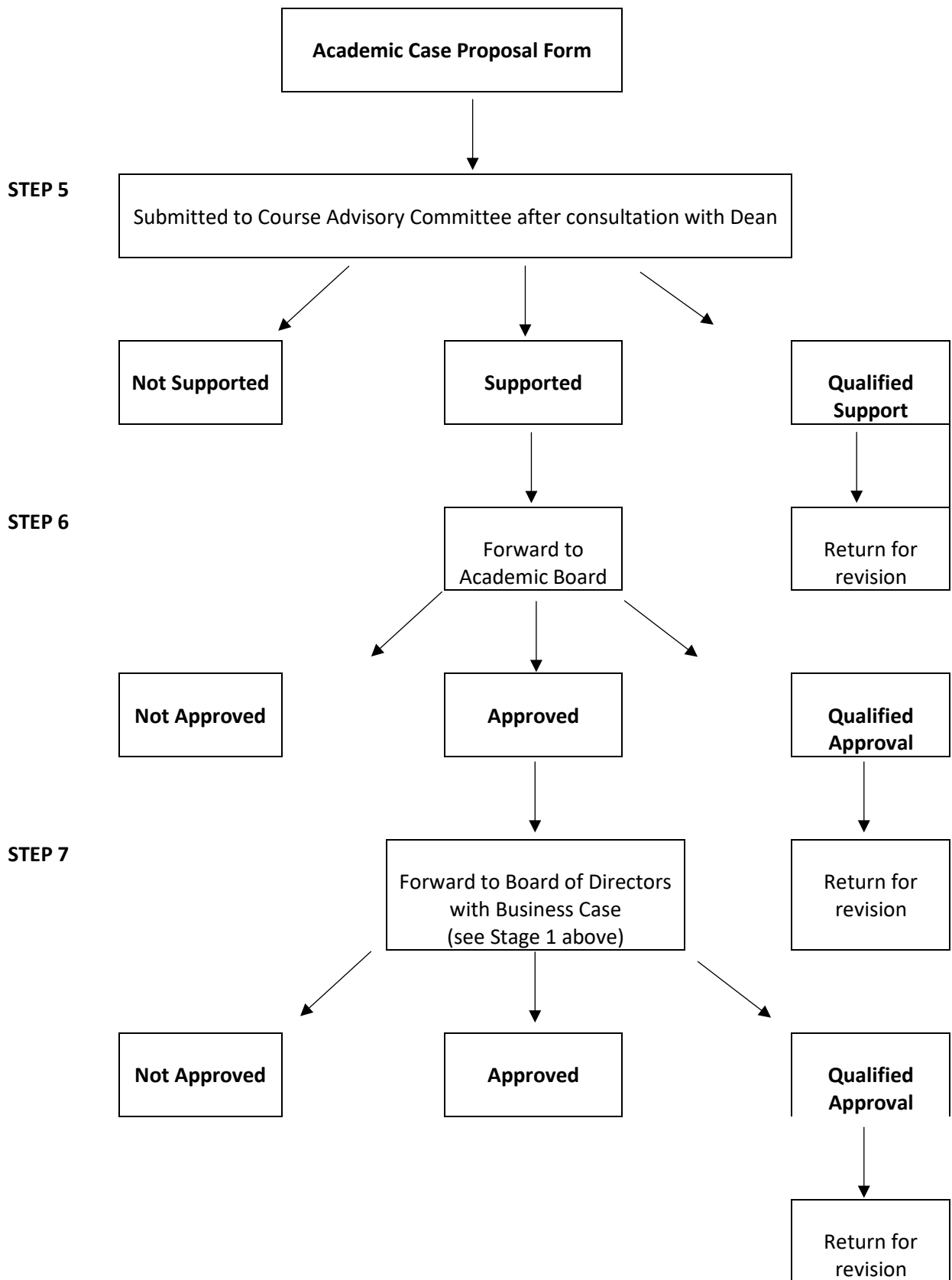
The processes for business case and academic case are laid out in the flowcharts below. The processes are iterative and may require more than one review at any of the steps.

The proposal templates are in Attachments A and B.

Stage 1: The Business Case



Stage 2 – The Academic Case



2 New unit approval

2.1 On recommendation of the Dean, Academic Board will approve new units.

2.2 For the purposes of these procedures a new unit is one that:

- introduces curriculum content and related learning outcomes that are not currently offered by AAHE; or
- replaces one or more existing unit/s within a course, substantially changing its curriculum content and/or learning outcomes.

2.3 Evidence of consultation with stakeholders should be provided by the proposer. If consensus is not achieved after consultation, the Dean shall make a decision on the proposal and report that decision to Academic Board for final approval.

2.4 A new unit proposal is discussed in the first instance with the course coordinator and any other relevant stakeholder. If the proposal is supported, the proposer should then discuss the new unit with the Dean providing justification for the unit, including the resources required to support its implementation. The proposer should then complete the TEQSA new unit form below.

2.5 The Dean will submit the new unit proposal to the Course Advisory Committee and seek their advice. The Dean will then arrive at his/her decision and report that decision to Academic Board for final approval.

Document information

Owner: Dean

Version	Approved by	Approved on	Implementation date	Changes made
1	Board of Directors	4/11/21	1/10/23	

Business Case Proposal Form

Instructions

Complete this form and append other supporting documentation that you consider relevant to the business case.

Proposed Title:				
Proposer				
Contact Information				
Name				
Email				
Summary:				
Brief paragraph outlining the scope and activities to be undertaken, and why this is a good idea. If there are any timing issues this should be included here.				
Broad Level	Intake	Mode	Intensive Schools	Accreditation
<input type="checkbox"/> Sub-degree <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate Coursework	<input type="checkbox"/> Semester 1 <input type="checkbox"/> Semester 2	<input type="checkbox"/> On-campus <input type="checkbox"/> Blended <input type="checkbox"/> Fully online Delivery location	<input type="checkbox"/> None <input type="checkbox"/> Mandatory <input type="checkbox"/> Non-mandatory	<input type="checkbox"/> Mandatory <input type="checkbox"/> Preliminary <input type="checkbox"/> Provisional <input type="checkbox"/> Full <input type="checkbox"/> Not applicable Identify accreditation costs in Financial Projections e.g. site visits, specific staffing and facility requirements.
Market Analysis				
What is the opportunity in the market?				
What are competitors offering?				
What unique element can AAHE bring?				
Do we have any competitive advantage?				
What market research supports this finding?				
Implementation				
Development				
How many new units are required?				

How will they be developed?		
Staffing		
How will staffing be established?		
Marketing		
How will the course be marketed?		
Facilities		
Are any new facilities, equipment or library resources required?		
Partnerships		
Are there partnership arrangements required for delivery?		
Financial		
Primary Market(s)	Fees and Charges	Opportunities
<input type="checkbox"/> Dom Fee-Paying <input type="checkbox"/> International <input type="checkbox"/> Other	Proposed Schedule of Fees	Are there opportunities for non-award (e.g. commercial delivery, short courses)

Financial Projections

INSERT 5-YEAR PROFIT & LOSS TABLE
(including staff and student number projections)

Assumptions	
How has the commencing load forecast been determined?	
What continuation rates have been assumed?	

Risks and mitigation strategies	

Academic Case Proposal Form

Instructions

Complete the following template. Also attach the following supporting documentation:

- unit outlines
- AQF, learning outcomes and graduate attributes course map
- Any other information you regard as important.

1. COURSE DETAILS				
1.1	Course Title – in full			
1.2	Official abbreviation for course (<i>post nominal</i>)			
1.3	Field of Education (FOE) Code			
1.4	Course Duration (full-time equivalent in years)			
1.5	Total Credit Points ('xx' credit points = 1 full time year)			
1.6	For nested courses, entry and exit points			
1.7	Approval dates			
1.8	Course Mapping	All Course Mapping must be completed. (L1 – Course Learning Outcomes. Refer to AQF qualification descriptors and desired graduate attributes; L2 - Alignment of unit outcomes to course outcomes; L3 – Unit assessment details.)		
1.8	Evidence of industry consultation			
1.9	Evidence of external academic expert advice			
2. COURSE OFFERING DETAILS				
2.1	Year of Introduction			
2.2	Teaching Period and Delivery Mode. Indicate the teaching period and delivery mode in which students can commence the course.	Semester 1 On Campus Full time <input type="checkbox"/> <input type="checkbox"/> On Campus Part time <input type="checkbox"/> Semester 2 On Campus Full time <input type="checkbox"/> <input type="checkbox"/> On Campus Part time <input type="checkbox"/> <input type="checkbox"/>	Dom <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Int'l <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.3	Credit Points	Total number of credit points in course:
2.4	Student Funding Basis	Commonwealth Supported Place <input type="checkbox"/> Full-Fee Domestic <input type="checkbox"/> Full-Fee International <input type="checkbox"/>
2.5	CRICOS	Is the course to be offered to On-Campus International students? Yes <input type="checkbox"/> If yes: <ul style="list-style-type: none"> projected number of international students projected number of domestic students
3. COURSE OVERVIEW		
3.1	List course aims and a minimum of three with a maximum of 7 (unless course is accredited) course outcomes. These will be displayed on the course pages on the website. <i>Course Aims and Learning Outcomes must be appropriate to the AQF level of the course.</i>	Course aims: On completion of this course, students will be able to: Course Learning Outcome 1: Course Learning Outcome 2: Course Learning Outcome 3: Course Learning Outcome 4: Course Learning Outcome 5: Course Learning Outcome 6: Course Learning Outcome 7:
3.2	Attributes of an AAHE Graduate. Indicate how the teaching, assessment and practice of these attributes will be carried out. These will be displayed on the course pages on the AAHE website. <i>Graduate Attributes must be appropriate to the AQF level of the course.</i>	Disciplinary knowledge and skills Global citizenship and perspective Communication skills Critical thinking and problem solving Information and digital literacy Self-management and development Teamwork and collaboration
3.3	Indicate how work experience or work-related components are included in the course. This should include hours	

	per week multiplied by number of weeks and the total hours.	
3.4	Is this a professionally accredited course? Double click tick box and select checked.	<p>No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>If yes, provide details of the professional bodies:</p>
3.5	Will graduates be eligible to apply for membership to any professional bodies?	<p>No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>If yes, provide details of the professional bodies:</p>
3.6	Attach agreement with participating institutions where applicable	
3.7	Course Overview – an engaging description of the course to capture the attention of potential students for display on the Course and Unit webpages. If applicable it should include if there is practical, clinical or work experience in the course.	
3.8	Career Opportunities for display on the Course and Unit webpages	
3.9	Scholarships for display on the Course and Unit webpages, if any	
4. COURSE RULES		
Rule(s) Related to:	Provide Reference to Relevant AAHE Policy	
4.1 Admission to Candidature; <i>including Articulation pathways and English Language Requirements</i>		
4.2 Additional Requirements; <i>including Inherent Requirements and Fit for Practice</i>		

4.(a) COURSE SCHEDULE INFORMATION – Program of Study

Define Core Units, Listed and Elective Units and Majors/Combined Majors; within Majors/Combined Majors, define the Prescribed Units and Listed Units. Add/Delete Rows as required.

Core Units			Credit Points
Unit Code (if available)	Unit Title	Unit cps	
Total			

Elective Units			Credit Points
Unit Code	Unit Title	Unit cps	
Total			

Unit outline

Copy and complete this template for as many unit outlines as required.

Name of unit

Unit description

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator

1.2 Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

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1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points

1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: _____ hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the unit and provide details in the following text box: If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

- Face to face on site
- E-learning (online)
- Intensive/block mode (where the unit or a face to face component is delivered in a block)
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track
- Other (please specify)

1.6 Work-integrated learning activity

If the unit includes a work-integrated learning component (where completion of the unit requires students to undertake learning in a workplace outside of their higher education provider), provide details including the rationale, the specification and methods for assessing the learning outcomes, monitoring arrangements and whether the work integrated learning is required for professional accreditation. If necessary or preferred, you may provide this information in a separate document, using the 'Attach evidence here' function of the online form.

Also if available, upload copies or templates of the formal agreements with third parties for the work-integrated learning activity, using the 'Attach evidence here' function of the online form.

Refer to the TEQSA Guidance Note on Work-Integrated Learning as required (available on the TEQSA website).

1.7 Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If YES, provide details of the prerequisite or co-requisite requirements below.

Are there any hurdle requirements? (eg minimum % attendance at scheduled tutorials, webinars, seminars and workshops or weekly posts to online scenario simulations or maintenance of an e-portfolio/reflective journal or a requirement to pass the end of term exam)

Yes No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.8 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If YES, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

<p>Learning outcomes for the unit On successful completion of this unit students will be able to:</p>

<p>Topics included in the unit</p>

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

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