

COURSE AND SUBJECT DEVELOPMENT AND APPROVAL POLICY AND PROCEDURE

Purpose

To provide information on processes and guidelines for the development and approval of new subjects and academic courses and for significant amendments to existing subjects and courses. The principles guiding the course and subject development and approval are that AIB is committed to providing engaging, relevant and contemporary subjects and courses at the appropriate AQF Level.

Scope

All academic courses and subjects of AIB.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Details

1. Course Development and approval

There are 3 major steps in the development and approval process, as follows:

1.1 The planning approval process

- (a) The Academic Director working in consultation with the Marketing Division will prepare a business plan in respect of any course development proposal, including a justification that AIB has the resources and infrastructure such as faculty and staff, facilities and finances to support the proposal.
- (b) The template attached as Appendix A must be used for the business plan.
- (c) The Academic Director and the Marketing Division will present the business plan to the Joint Chief Executive Officers for approval.
- (d) If the Joint Chief Executive Officers agree with the business plan, the matter is referred to the Teaching & Learning Committee for coursework degree courses or to the Research & Higher Degrees Committee for research degree courses.
- (e) The Teaching & Learning Committee or the Research & Higher Degrees Committee (being the relevant committee) will then initiate consultation with Academic Board and relevant parties such as the representatives from the professions, industry and international stakeholders prior to its decision on whether or not to give planning approval.

1.2 Course design

- (a) Following planning approval, the Academic Director will, in consultation with the Teaching & Learning Committee or the Research & Higher Degrees Committee, as the

case may be, establish a Course Development Committee to develop the course curriculum including

- (i) the structure,
 - (ii) expected learning outcomes,
 - (iii) content and learning activities for each subject which should engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes (please see section 2.1 below for further detail)
 - (iv) Assessment requirements and methods in which expected learning outcomes can be achieved regardless of a student's place of study or mode of delivery,
 - (v) indicative student workload,
 - (vi) compulsory requirements for completion
 - (vii) delivery arrangements
 - (viii) and in the case of a course of study leading to a Bachelor Honours, Master or Doctoral qualification, the Committee will be required to include the proportion and nature of research or research-related study in the course.
- (b) The size of the Course Development Committee will vary according to the nature of the course and will comprise:
- (i) Academic staff
 - (ii) External academics
 - (iii) Industry or professional representatives.

Where a course requires accreditation by a professional body, the Course Development Committee should include appropriate representation from that body.

- (c) The Course Development Committee will benchmark the course curriculum that is being developed against Australian and international standards.
- (d) The Course Development Committee will ensure that the course and the resulting award complies with the applicable Standards of the Higher Education Standards Framework and the Australian Qualification Framework.

1.3 The course approval process

- (a) The Teaching & Learning Committee or the Research & Higher Degrees Committee (being the relevant committee), will undertake a formal review of the course curriculum as designed by the Course Development Committee.
- (b) If the course curriculum is approved, by the Teaching & Learning Committee or the Research & Higher Degrees Committee (being the relevant committee), that Committee will forward it to the Academic Board, with a recommendation for approval.
- (c) If the course curriculum is not approved by the Teaching & Learning Committee or the Research & Higher Degrees Committee, it will be referred back to the Course Development Committee with comments for further work to be undertaken, in accordance with feedback provided.
- (d) When approved by the Academic Board, the Executive Director, Quality will submit to TEQSA an application form and supporting documentation for the accreditation of the new course. If there is any significant change to an existing course that is deemed to be a Material Change as described by TEQSA, the Executive Director, Quality will notify TEQSA of the Material Change.

- (e) On completion of the accreditation process, the Marketing Department, Academic Department and Student Support Services will then take all necessary action to implement the course. The Quality Department will arrange for the course to be covered by a tuition assurance scheme, and if appropriate, added to CRICOS.

2. Subject Development and approval

2.1 From time to time, new subjects are developed or significant changes are made to current subjects, as a result of new developments in the discipline area or in response to feedback from students and/or academic staff. Subject development and/or review should ensure:

- (a) content and learning activities include:
 - (i) Current knowledge and scholarship in relevant academic disciplines,
 - (ii) Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
 - (iii) Emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
- (b) Teaching and learning activities arranged to foster progressive and coherent achievement of expected learning outcomes throughout each subject.

2.2 The Academic Director will usually initiate the process of subject development or amendment by presenting a proposal with relevant details to the Teaching & Learning Committee or the Research & Higher Degrees Committee (whichever is the relevant Committee) and Academic Board.

2.3 On obtaining Academic Board approval, the Academic Director will appoint suitable academic staff to develop the subject outline, content, required and recommended readings and assessments. In the process, they will benchmark the content that is being developed against Australian standards.

2.4 The Teaching & Learning Committee or the Research & Higher Degrees Committee (whichever is the relevant Committee) and Academic Board will undertake a formal review of the subject outline. If approved, the Marketing Department, Academic Department and Student Support Services will then take all necessary action to implement the resulting changes. If the change is deemed to be a Material Change as described by TEQSA, the Executive Director, Quality will notify TEQSA of the Material Change.

Related Forms:

Business Plan
Higher Education Curriculum template

Responsibility:

Academic Director
Executive Director, Quality

Current Status	Version 5
Approved By:	Academic Board
Date of Approval:	26 April 2017
Previous version:	27 January 2016
	28 August 2015
	1 July 2011
	9 December 2008

Appendix A

The Business Plan

The Business Plan is a brief proposal seeking endorsement of a proposed course within AIB's strategic goals to proceed to a more detailed development of curriculum documentation. As a minimal requirement, it should briefly address the following points:

1. Proposed title and abbreviation as per qualification(s) to be awarded on completion
2. AQF Level and descriptor
3. Year of proposed introduction
4. Rationale and objectives
5. Relationship to AIB's strategic objectives, including a concise reference to those graduate attributes and/or key generic skills which the course is expected to develop in its students.
6. Structure, duration and mode(s) of delivery of course
7. Likely location(s)
8. List of proposed subjects/units of study, where known
9. Identified consultation requirements
10. Entry requirements and pathways / exit pathways, articulation arrangements and pathways to further learning

Additional points to consider:

- i. Professional recognition
- ii. Evidence of demand and industry relevance?
- iii. Resource implications over and above standard requirements
- iv. Delivery responsibilities and mode for transnational delivery
- v. Project partners and third parties
- vi. Education Plan (proposed pathways, target markets, proposed teaching facilities, proposed sources of teaching staff, projected enrolments).