

COURSE AND SUBJECT DEVELOPMENT AND APPROVAL PROCEDURE

Governing Policy

[Course and Subject Development and Approval Policy](#)

Purpose

This procedure provides guidance on the processes for the development and approval of new Subjects and Courses.

Definitions

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

Material Change – Under section 29(1) of the *Tertiary Education Quality and Standards Agency Act 2011*, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur:

- An event that will significantly affect the provider's ability to meet the Threshold Standards.
- An event that will require the National Register to be updated in respect to the provider.

Material changes to an accredited course of study or to the operations of a higher education provider may lead TEQSA to take regulatory action. Any action we take will be mindful of not discouraging change, innovation and continuous improvement (Source: [TEQSA Glossary of Terms](#)).

Procedure

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 Dean will prepare a course proposal and a separate business plan in respect of any Course development proposal taking into consideration recommendations from 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.
- (b) A template is provided in Appendix A for the purposes of a course proposal which will be presented to the Teaching & Learning Committee and/or Research & Higher Degrees Committee for endorsement prior to submission to Academic Board endorsement.
- (c) The template attached as [Appendix B](#) must be used for the business plan. The Academic Dean will present the business plan to the Executive Team for approval. If the Executive Team agrees with the business plan, the course proposal is referred to the Board of Directors, together with the course proposal, for approval.

1.2. Course Design

- (a) Following planning approval, the Academic Dean will, in consultation with the Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate) establish a Course Development Committee to develop the course curriculum including:
 - (i) the structure, duration and modes of delivery
 - (ii) entry requirements and pathways
 - (iii) expected learning outcomes
 - (iv) 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)
 - (v) assessment requirements and methods in which expected learning outcomes can be achieved regardless of a student's place of study or mode of delivery
 - (vi) construction alignment mapping for course learning outcomes, subject learning outcomes and assessment;
 - (vii) indicative student workload
 - (viii) the qualification to be awarded on completion (including any nested awards)
 - (ix) compulsory requirements for completion
 - (x) exit pathways, articulation agreements, pathways to further learning,
 - (xi) delivery arrangements
 - (xii) and where appropriate, 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) Representatives from the Online learning team
 - (iii) At least one external academic
 - (iv) Industry or professional representatives.
- (c) Where a Course requires accreditation by a professional body, the Course Development Committee should include appropriate representation from that body.
- (d) The Course Development Committee will benchmark the Course curriculum that is being developed against Australian and international standards.
- (e) 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 Qualifications Framework.
- (f) The Course Development Committee will seek input from various stakeholders, including the AIB alumni industry panels and Industry Advisory Board.

1.3. The Course Approval Process

- (a) The Teaching & Learning Committee or the Research & Higher Degrees Committee (as appropriate), will review the Course curriculum as designed by the Course Development Committee.
- (b) If the Course curriculum is endorsed by the Teaching & Learning Committee and the Research & Higher Degrees Committee (as appropriate), that Committee will forward it to the Academic Board, with a recommendation for approval.
- (c) If the Course curriculum is not endorsed by the Teaching & Learning Committee and 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 Quality and Accreditation Manager will coordinate a submission to TEQSA of a relevant completed 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 Quality and Accreditation Manager will liaise with the Academic Dean to notify TEQSA of the Material Change.
- (e) On completion of the accreditation process, the Academic Dean will coordinate a team that includes representatives from the marketing team, the academic team, the online learning team, academic operations and student support services to prepare for and operationalise the implementation of the course.
- (f) The Quality and Accreditation Manager will liaise with the Finance Director to ensure appropriate tuition assurance cover for any new or amended Course.

2. Subject Development and Approval

Where new subjects are developed for an existing AIB Course, the following should be assured:

- (a) A constructive alignment review has been completed to ensure appropriateness of the new Subject.
- (b) Ongoing alignment of Course and Subject learning outcomes and assessment.
- (c) 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 emerging concepts that are informed by recent scholarship current research findings and, where applicable, advances in practice.
- (d) Teaching and learning activities arranged to foster progressive and coherent achievement of expected learning outcomes throughout each new Subject.
- (e) The Academic Dean will usually initiate the process of subject development by presenting a proposal with relevant details to the Teaching & Learning Committee and/or the Research, Higher Degrees Committee, and Academic Board.
- (f) On obtaining Academic Board approval, the Academic Dean will appoint suitable academic staff to develop the Subject Brief, content, required and recommended readings and assessments in conjunction with the Online Learning Team. In the process, they will benchmark the content that is being developed against Australian standards.
- (g) The Teaching & Learning Committee and/or the Research & Higher Degrees Committee will review the Subject Brief for the purposes of endorsement to Academic Board for approval. If approved, the marketing team, the academic team, the online learning team, academic operations 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 Quality and Accreditation Manager will liaise with the Academic Dean to notify TEQSA of the Material Change.

Related Forms and Documents:

[Course Proposal - Appendix A](#)

[Business Plan – Appendix B](#)

AIB's Higher Education Curriculum templates: Course Brief and Subject Brief

Responsibility:

Academic Dean

Quality and Accreditation Manager

Current Status	Version 3
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	<i>V5 Course and Subject Development Policy and Procedure 26 April 2019</i>
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Appendix A

The Course Proposal:

The Course Proposal is a brief outline for a proposed course for presentation to AIB's academic governing bodies for endorsement to proceed to a more detailed development of curriculum documentation. The Course Proposal will be presented to the Board of Directors with a Business Plan for approval.

As a minimal requirement, it should briefly address the following points:

- 1. Course Title and Abbreviation**
- 2. AQF Level and qualification type, with AQF descriptors**
- 3. Structure including standard, full-time and part-time durations**
- 4. Purpose and brief statement of intended students / how the course will align with the AIB Graduate Attributes.**
- 5. Summary of content of the course**
- 6. List of proposed subjects / units of study (where known)**
- 7. Entry requirements and relationship to existing AIB courses, including pathways/exit pathways, internal and external articulation arrangements and possible pathways to further learning**
- 8. Delivery mode and any other appropriate delivery information (eg if there will be any Third Parties involved in the delivery of the course)**
- 9. Relationship with existing AIB courses and subjects**
- 10. Professional Accreditation requirements (if any)**

Appendix B:

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/Term of proposed introduction
4. Intended target market / industry relevance
5. Assessment of target demand / market research undertaken
6. Rationale and objectives, including a concise reference to those graduate attributes and/or key generic skills which the course is expected to develop in its students
7. Relationship to AIB's strategic objectives
8. Structure, duration and mode(s) of delivery of course / location if not online
9. List of proposed subjects/units of study, where known
10. Entry requirements and relationship to existing AIB courses, including pathways/exit pathways, internal and external articulation arrangements and possible pathways to further learning

Additional points to consider:

- i. Professional recognition / accreditation
- ii. Resource implications over and above standard requirements (including any project partners or consultants, third party liaison/management, proposed teaching facilities, proposed sources of teaching staff, projected enrolments).