Course Development and Approval Policy and Procedure

1. Purpose

This policy describes the requirements and principles governing EIA courses and awards. It aims to provide a framework to guide the development and assure the quality of EIA higher education courses and awards.

This policy aims to ensure that EIA's course development and approval processes are conducted with transparency, consistency and fairness.

This policy complies with the Higher Education Standards Framework (Threshold Standards) HES 2015 in the Tertiary Education Quality and Standards Agency Act 2011 by the Commonwealth of Australia, specifically to Standard 3.1 and 5.1.

2. Scope

This policy applies to all EIA's award courses.

3. Responsibility

The Course Advisory Committee is responsible for providing input into the course proposal and course approval instruments to the Academic Board.

The Academic Director is responsible for developing a business case, course proposal and course approval instruments.

The Academic Board is responsible for:

- determining the form and content of the course approval instruments and documents;

- ensuring the course meets the requirements for all EIA relevant policies and procedures, the standards specified for the learning outcomes for the AQF level and qualification type, the TEQSA Higher Education Standards Framework, and once accredited, monitor the quality of the courses that are delivered.

The Board of Directors is responsible for approving the Business case for the development of a course and the endorsement of the Academic Board on the academic quality of the proposed course before submission to TEQSA.

As a non-self-accrediting provider, EIA must apply to TEQSA for both initial accreditation and renewal of accreditation for all higher education courses of study.

4. Definitions

Award: An award is a qualification that is granted or conferred by EIA on completion of an accredited higher education course.

Awarded Course: An awarded course is a structured combination of approved units which, when completed, qualifies a student for an award.

5. Policy

5.1. EIA staff follows the principles below when designing and approving academic courses:

- Courses are designed to support the strategic objectives of EIA;

- EIA uses scholarship, industry practice and standards, an external reference to inform the design of courses;
- EIA ensures that the issues of equity, diversity and socio-cultural respect and awareness are embedded in the development of and access to courses;
- EIA ensures that the learning outcomes, assessment and graduate attributes are aligned in the course designs;
- Courses are designed to comply with relevant legislative and regulatory requirements;
- EIA sets course entry requirements at the appropriate standard which it reasonably believes there is a prospect of success for course applicants to complete the course;
- EIA puts in place course structures and rules to implement fair and consistent completion requirements; and
- EIA will implement continuous improvement processes that include periodic evidence-based review and benchmarking.

5.2. An award is a qualification that is granted or conferred by EIA on completion of an accredited higher education course. An awarded course is a structured combination of approved units which, when completed, qualifies a student for an award. An award is categorised according to the appropriate regulatory framework for the name and level of the award.

5.3. Award courses accredited by TEQSA are designed to embody a comprehensive set of knowledge, skills and application of knowledge and skills, and the total volume of learning is undertaken over an appropriate duration and/or an assigned credit point value.

5.4. A unit is a component of a course which is assigned a unit code and a credit point value and has been approved by TEQSA as a unit within the accredited course.

5.5. An approved course and unit will be assigned a course code and a unit code by the Course and Unit Coding Guidelines.

5.6. The credit point measures the proportion of the learning volume assigned to a unit undertaken by a student. Unless specified otherwise, the total credit points for a course in a full-time academic year is 100.

5.7. For students undertaking an internship or work placement, the period of the contact hours may be used as an option to estimate a full-time study load and may or may not be assigned credit points.

5.8. The Academic Board is responsible for:

- Determining definitions and structures for awards;
- Designating course code and unit code for EIA award courses
- Determining course structure, rules and requirements for EIA award courses.

6. Principles Curriculum Design

6.1. The learning and teaching design will use the following principles:

- Evidence-based curriculum design;
- Teaching that employs learning technologies;
- Curriculum that reflects a whole of course design;
- Pedagogies that embed real-world learning within the curriculum, inclusion of industry-based projects/internship unit;
- innovative teaching and curriculum design;
- Assessments that measure learning outcomes;
- Consideration of EIA graduate outcomes.

7. Guidelines

7.1. Course design requires content and learning activities to engage with advanced knowledge and inquiry consistent with the level study and include the following:

7.1.1. Core knowledge areas that:

- Develops the basic knowledge expected of graduates;
- Develops an understanding of the profession(s) to which it aligns;
- Distinguishes the professional and/or disciplinary expertise of the graduate;
- Develops current knowledge and scholarship in relevant academic disciplines;
- Develops knowledge of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of research in the course;
- Develops knowledge of emerging concepts that are informed by recent scholarship, current research findings and advances in practice (if applicable).

7.1.2. Balance to meet:

- Needs of different educational, industry and professional expectations;
- Short and long-term perspectives on professional development;
- Emerging and changing trends within the disciplines;
- The breadth of career paths for graduates.

7.1.3. Real-world learning to:

- Ensure relevance to global industries and professions;
- Create graduates that can develop solutions to challenging problems;
- To simulate and provide students with valid models for their emerging professional future;
- Scaffold their learning to transition students' ability to apply knowledge and develop skills as they progress through their studies;
- Engender flexible thinking to prepare students for the rapid and ongoing changes they can expect to encounter in their professional roles;
- Provide a final phase within the course that enables students to transition into their future professional environment.

8. Course Rules

8.1. The course rules outline the design requirements for the components and structures of a course of study for accreditation and award.

8.2. The guidelines apply to all courses that comprise an award at AQF level 7, Bachelor. Delivery lengths and volumes may be varied to meet professional body or government regulatory requirements.

8.3. Levels for units of study within a course Level 1:

- Introductory units that can be taken at the beginning of the course

- Credit is given for prior learning for a Diploma qualification Level 2:

- Undergraduate units that reflect a greater depth of knowledge than level 1 units

- Typically builds upon the outcomes of units at level 1, with some disciplinary focus

- Some credit may be given for prior learning from an Advanced Diploma or an Associate degree where stage 2 depth is evident Level 3:

- Undergraduate units that reflect a greater depth of knowledge than level 2 units

- Typically builds upon the outcomes of units at level 2, with a high degree of level 4

    disciplinary focus;

- Greater depth of knowledge than level 3 units and normally incorporated into a 4 year full-time equivalent Bachelor award where applicable;
- Normally associated with a four-year Honours degree or an independent Honours year where applicable.

8.4. Courses will comprise 300 credit points (cp) and include Core Studies, a degree-specific Major and Other Studies comprising either a second or complimentary major specialisation, minors, advanced minors and/or electives.

8.5. A course must limit the number of Level 1 units towards the award outcome to no more than 125 cp.

8.6. A course must include at least 200 cp of Outcome Units that demonstrate the attainment of course learning outcomes at AQF level 7. All Outcome Units must be included in either the Core Studies or related Major sequences of studies.

8.6.1. Core studies

- Core Studies comprise a study sequence of compulsory units of study within the course, including introductory units, and will be no less than 75 cp.
- The core must comprise common units without any electives or options.
- The exception to options is where previous entry studies need to be accounted. For example, where a specific level of mathematics is required, a student without this level may be required to add a further unit of mathematics to their core.

8.6.2. Majors

- All Majors must comprise between 75 to 100 cp of units, including at least 50 cp of Level 3 units.
- A major should consist of a prescribed set of units and not have options for choices of units.
- A student may study a second major within the course that utilizes the same prerequisite units as required for the first major.

8.6.3. Co-majors

- Co-majors provide a coherent set of units that allow a student to develop complementary knowledge and skills to support career or study outcomes.
- Co-majors generally derive from another major and if offered must be able to be studied by a student from any discipline and is modified to incorporate specific prerequisites or assumed knowledge
- Co-majors comprise 75 cp of units with a maximum of 25 cp of Level 1 units and a minimum of 25 cp of level 3 units.

8.6.4. Minors

- Minors provide a coherent set of units that allow a student to develop complementary knowledge and skills to support career or study outcomes.
- Minors comprise a sequence of 50 cp of units with a maximum of 12.5 cp of Level 1 units.
- Students cannot choose a minor if more than 12.5 cp have already been

  undertaken in another study sequence. They may replace this 12.5 cp with an alternative unit of study to be approved by the Course Coordinator.

8.6.5. Advanced Minors

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TEQSA Provider Number: PRV14317

- Advanced Minors provide a coherent set of units that allow a student to build advanced knowledge and skills on top of a major to support recognised career outcomes.

- Advanced Minors comprise 50 cp with at least 37.5 cp at Level 3 or 4 where applicable.

8.6.6. Electives

- Electives are chosen from units that deepen and broaden a student's personal learning objectives within their course.

- Recommended elective choices are to be listed in the course outline.

8.6.7. Guidelines for units of study

- The guidelines outline the design and accreditation requirements, components and structures for units of study (units).

- The guidelines are as detailed in Appendix 1. Delivery lengths and volumes may be varied to meet professional body or government regulatory requirements.

9. Student workload and assessment

9.1. A credit point is a measure of academic credit or value. A standard annual fulltime study load equals 100 credit points (unless described otherwise in a course accreditation document).

9.2. A full-time student will generally study eight units of 12.5 credit points in one calendar year.

9.3. A unit of study of 12.5 credit points reflects an average student workload of

approximately 150 hours +/- 10%, including class attendance, required self-directed study and average time expected to complete assessment tasks.

9.4. When establishing the balance between scheduled contact hours, group work, assessment tasks and self-directed learning (including online tasks), consideration must be given to the timetable demands on the student for all units of study and the provision of enough time for them to undertake self-directed learning and complete assessment tasks.

9.4.1. The following guidelines apply to assist in managing student workload:
- The number and timing of assessment tasks should be balanced to avoid instances of unreasonable student workloads;
- Assessments tasks and due dates should be spread across the unit duration/teaching period;
- Exact assessment weightings must be detailed in the Unit Outlines;
- Level 1 units should have a low-weighted assessment task within the first three weeks to provide an opportunity for early engagement and feedback.
- Formal invigilated examinations should only be included as a deliberate rather than default assessment strategy;
- Units with invigilated examinations should not have assignment work due during the formal examination period.

9.4.2. Calculating Effective Full-time Study Load (EFTSL)

- Equivalent Full-Time Student Load is a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis, where the student undertakes a standard program of studies.

- EFTSL is used to calculate the full-time study load by a student enrolled in a course. It is calculated based on the allocated credit points in each unit.

- In a given academic year, a student who is enrolled on a full-time basis will undertake eight units of study. Each unit comprises of 12.5 credit points. The total credit points in an academic year is therefore 100.

- 1 EFTSL is equal to 0.125 (12.5/100). The table below shows the common EFTSL values.

Credit Points	EFTSL
12.5	0.125 for each unit of study
50	0.5 full-time load for one semester
100	1.0 full-time load for one academic year

10. Course Approval Instruments

10.1. A EIA award course that is accredited by TEQSA should include the following instruments:

- A course title and its abbreviation
- A sample testamur and record of results (Certification Documentation and Prevention of Fraudulent Use policy)
- Course factsheet including location of delivery, duration, intake dates, orientation, semester break, delivery mode, entry requirements, tuition fee, course structure and units
- Course learning outcomes, unit learning outcomes and their alignment with the Australian Qualification Framework
- Credit points, hours of delivery and the total duration of the course (Section 9)
- Course purpose and rationale, graduate attributes and expected employment outcomes
- Structure and rules of the course and the Outcome Units (Section 8)
- Unit outlines that provide the details of study, unit learning outcomes, learning activities, content and materials, requisites, key generic skills, assessment structure and institutional policies (Section 7 and Appendix 1)
- Minimum entry requirements (Student Application Policy and Procedure for international and domestic students and Credit Transfer and Exemptions Policy and Procedure)
- The maximum academic credit allowed for the course (Student Progress and At Risk Policy and Procedure).
- Academic staffing and resource requirements
- Accreditation and external references
- The Academic Board is responsible for determining the instruments in Section 9.1.

11. Course Development and Approval Procedure

11.1. The initial development of a course requires consideration of:

- the rationale for the course development;
- the graduate employment opportunities for students;
- the level of demand from prospective students;
- the relationship to other courses in similar disciplines.

11.2. The Academic Director is responsible for developing a Business Case that outlines the business requirements of a proposed course, including:

- Details of market intelligence;
- Design, development and accreditation resourcing;

- Delivery resourcing and other resource requirements;
- Proposed product placement and marketing;
- Summary of risks and treatments;
- Relevant consultations that have been undertaken; and a
- Financial Model spreadsheet;
- External Review of the course design and assessment concept.
    - The Academic Board is responsible for reviewing and endorsing the Business Case. The Academic Board's meeting minutes will be tabled at the next Board of Directors' meeting for approval.

    - Following the Board of Director's approval of the initial development requirements indicated in Section 10, courses will be developed by the EIA using the following process:

11.2.1. Step 1: Development of a course proposal

- The Course Advisory Committee will provide input into the course proposal and course approval instruments (Section 10) developed by the Academic Director/Course Coordinator or other related personnel;

- The course proposal and course approval instruments will be developed by the requirements outlined in the course rules for the proposed award level. Individual units will be developed by the Guidelines for Units of Study (Appendix 1).

- The course proposal and course approval instruments will be developed to the standards required for submission to TEQSA for accreditation.

11.2.2. Step 2: Approval to proceed to Course Accreditation

- The Academic Director/Course Coordinator or their delegate will present the course proposal and course approval instruments to the Academic Board for assessment. The Academic Board will consider the proposal and course approval instruments in accordance with section 7, 8 and 9.

- The Academic Board may:
    - support the proposal and recommend it to the Board of Directors;
    - request for further information regarding the proposal before making a final decision;
    - reject the proposal based on failure to satisfy academic requirements.

- If the Academic Board supports the proposal, the Board of Directors will consider if it approves the progression of the course for submission to TEQSA for accreditation.

- If the Board of Directors supports the proposal, it will recommend the process for validation and checking of the documentation being submitted to TEQSA **Step 3: Creating course documentation for submission.**

- Based on the approved course proposal, the documentation of the course in the format required by the Tertiary Education Quality Standards Agency (TEQSA) will be prepared.

- Submission documentation will be validated, checked, and reviewed externally before submission as specified by the Academic Board (Course Review Policy and Benchmarking Policy and Procedure).

- The final course proposal and course approval instruments is submitted to TEQSA.

- The course and unit code are determined using the Course and Unit Coding Guidelines.

12. Amendments to a course

12.1 Major amendment proposals to a course must be submitted to the Academic Board for approval, explaining the rationale for the change, a risk assessment of the change and a resource assessment of the proposed change, including the financial assessment of the changed course.

12.2 If approved by the Academic Board, the major amendment proposals will be recommended to the Board of Directors for consideration. The Board of Directors needs to consider whether the proposal is aligned with the strategic goals and financial plan.

12.3 If the major amendments to a course are approved by the Board of Directors, the transition plans for the changed course must be arranged in detail.

12.4 Minor amendments to a course include but not limited to the following:

- Change in course name or number;
- Change in textbook materials;
- Addition or revision to course content that does not affect current course objectives or learning outcomes;

Minor changes will be forwarded to the Academic Board for final assessment and approval.

All amendments to a course will be recorded on a register.

Appendix 1

Guidelines for Units of Study

1. Accredited components

Unit code	Coding conventions for units may be found at the Course and Unit Coding Guidelines.
Unit Title	Unit Titles should be developed to reflect the unit's objectives and content. Unit Titles must be unique to a Unit Code, and clearly different to other Unit Titles (unless a dual coded unit).
Duration	Total standard delivery length of the unit, e.g. "teaching term". All teaching and learning activities and assessment must be contained within the accredited duration. For a standard teaching term, the total duration is 18 weeks, which comprises 13 weeks of timetable events and five weeks of other learning and assessment activities (including orientation week, study breaks and examination period). All delivery and assessment must be contained within the total standard delivery duration of the unit.

Delivery Mode and Scheduled Contact Hours	Units may be accredited for one or more of the following modes: Face-to-face; Blended (some face-to-face teaching and learning events and activities have been replaced/augmented with online learning and assessment activities); Fully online. Units offered in face-to-face mode should indicate scheduled (timetabled) teaching contact hours for the teaching period, e.g. "36 hours". Units offered in only Blended mode should indicate "Blended mode" with any scheduled contact hours, e.g. "Blended mode: 24 hours". Units offered in only Fully Online mode should indicate "Fully Online".
Requisites	Requisites are classified as follows: Pre-requisites: Specific Units/credit points that must be completed before undertaking this unit; Co-requisites: Specific Units that must be undertaken in the same teaching period or teaching sequence (part-time students only) to this unit; Anti-requisites: Units which preclude a student from doing this unit; Assumed knowledge: Requisites that cannot be enforced and act as a recommendation to a student. (e.g. a mathematics level); Requisites should only be used where there is a demonstrated and necessary sequence of learning or the relationship between units.
Credit points	A credit point is a measure of academic credit or value. Credit points also provide an indicator of overall student workload or the time it takes an average student to achieve the Unit Learning Outcomes. See below for further guidelines regarding student workload. EIA units are 12.5 credit points or multiples.
Assessment	Overall classification of assessment into "Continuous" and "Formal Examination". Only those units with an accredited formal examination will have an invigilated examination in the post-unit examination period.
Grading Schema	The grading schema is set out in the Grading Schema in the Student Assessment Policy and Procedure.
Aims	A statement (100-word maximum) of the overall aims of the unit that reflects the academic content and/or the purpose of the unit.
Unit Learning Outcomes	A list of intended learning outcomes commencing with the stem "Students who complete this unit will be able to". There should be at least 3 and a maximum of 7 learning outcomes. Each Unit Learning Outcome must be cross-referenced with assessment tasks in the Assessment Details section.

Key Generic Skills	The EIA Generic Skills and Graduate attributes are to be documented at the Unit level and include both generic skills and graduate attributes. Additional or alternative Key Generic Skills may be added. Key skills and attributes should only be listed when students are provided feedback (formal or informal) on their attainment within the assessment tasks in the unit.
Content	A summary list of content is provided in dot point. The list should provide adequate information to guide student choice however should be no longer than 100 words in total.
Learning and Teaching Structure	The Learning and Teaching Structure for each accredited mode (Blended, Face-to-Face or Fully Online) must be described. The Learning and Teaching Structure comprises: Scheduled teaching and learning events and activities (contact hours timetabled in a face-to-face teaching space) and scheduled synchronous online learning events (contact hours scheduled in an online teaching space). Non-scheduled learning events and activities (including directed online learning activities, assessments, independent study, student group meetings, research, etc).
Assessment Details	A list of the individual assessment tasks, with details of whether they are individual or group tasks. The weighting of the tasks towards the overall unit result and a cross-reference to the Unit Learning Outcomes that are being assessed. Requirements and processes for the development of Assessment Tasks are listed in the Student Assessment Policy and Procedure. Any approved minimum assessment outcome requirements must be clearly described, e.g., where a specified grade or attainment is an essential professional skill or external competency certification requirement. The total Learning and Teaching structure and assessment must not exceed the overall student workload (credit points). See below for further guidelines on student workload.

Document Title	Course Development and Approval Policy and Procedure
Date Created	20/05/2019
Created By	Academic Director
Current Version	1.1
Last Approved Date	23/05/2019
Approval Authority	Academic Board
Custodian	Governance Officer
Responsible for Implementation	Academic Director
Version History	
Version Number	Amendment
1.1	Change company name to Edvantage Institute Australia (EIA)