



Course and Unit Development and Quality Assurance Policy and Procedure

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1. PURPOSE

The purpose of this policy and procedure is to ensure that Australis Business School (“Australis”) courses are of high quality, up to date and work-ready relevant, and satisfy the requirements of the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework (Threshold Standards) 2021. Processes for course development, including the development of new courses and units, and continuous improvements of existing courses and units, are conducted in accordance with Australis policies and the Strategic Plan. Information derived from the course development process is used to develop and improve the teaching and learning environment at Australis, uphold the academic integrity of its courses and provide students with the best possible learning experience. This policy and procedure also describes the Australis Quality Assurance Framework that ensures future risk mitigation to the quality of education.

2. SCOPE

This policy and procedure apply to all courses and units, as well as all staff and governing bodies involved in the development, review and improvement of courses and units at Australis. This policy and procedure also describes the Australis Quality Assurance Framework that ensures future risk mitigation to the quality of education.

3. DEFINITIONS

See the Australis *Glossary of Terms* for definitions.

4. POLICY

4.1 Policy Statement

Australis is committed to the quality and ongoing continuous improvement of its operations and academic outcomes. This includes ensuring future risk mitigation to the quality of education Australis provides. Australis course and unit development is grounded in an educational philosophy that emphasises the centrality of the learner within the learning process. It supports each student's personal and professional development to foster innovation, critical thinking, independent learning, and ethical and professional practice. Australis's courses and units are structured to enable students to expand their professional interests across a range of related disciplines and to enhance their future employment prospects.

4.2 Policy Principles

Australis will use its Quality Assurance Framework to continuously improve its operations and academic outcomes. This includes ensuring future risk mitigation to the quality of education Australis provides.

Course and unit development and continuous improvement will follow these principles:

- alignment with the Australis Strategic Plan
- integration of the Australis Graduate Attributes – Australis Graduate Attributes are considered in developing the course rationale, structure, learning outcomes and Unit Outlines
- conformity to the AQF requirements at the appropriate level, the HE Threshold Standards, the standards outlined by the relevant agency and professional accrediting bodies, as well as any other relevant national or international protocols
- enabling students to achieve unit and course learning outcomes
- engaging students from diverse backgrounds
- being adequately resourced, including in relation to and anticipating changes to staffing, physical resources and IT infrastructure
- reflecting current and emerging teaching and learning practices in the area of the discipline to best prepare graduates for employment opportunities
- involving consultation with relevant stakeholders and industry in designing and developing courses and units
- using feedback and data to mitigate future risks and guide improvements, including to admission criteria and learning and academic support

4.3 Benchmarking

While developing a new course or improving an existing course, benchmarking activities will be carried out and documented following the *External Referencing Policy*.

4.4 Course Evaluation and Feedback

All courses offered by Australis are subject to ongoing monitoring and evaluation of course content and delivery mechanisms.

4.5 Design and Development Requirements

All award courses must have a course duration that meets AQF requirements. All units must be worth ten (10) credit points. The student workload for a unit worth 10 credit points is 150 hours, equating to 1200 hours a year for a full-time load (8 units each worth 10 credit points). For a 10 credit point unit, students will be required to attend three (3) hours of in-class work per week (except for Higher Degree by Research (HDRC) courses).

Unit prerequisites may be approved where a student's success in the unit is dependent on prior knowledge that must be demonstrated by successful prior completion of a specified

unit within the course. As a matter of principle, prerequisite units should be minimised and only introduced when necessary to increase flexibility in course progression.

Where professional accreditation of a course of study is required in order for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

5. PROCEDURE

Australis will use its Quality Assurance Framework to continuously improve its operations and academic outcomes. This includes ensuring future risk mitigation to the quality of education Australis provides. The Quality Assurance Framework includes four steps: 1) Plan; 2) Implement; 3) Monitor and Review; and 4) Improve, as shown in the diagram below.



The Australis Quality Assurance Framework uses feedback and data to mitigate future risks and guide improvements to the following key areas:

1. Quality Management and Governance
2. Planning and Review
3. Policies and Procedures
4. Stakeholder Feedback
5. Benchmarking and External Referencing

6. Course and Unit Development and Continuous Improvement

5.1 Quality Management and Governance

Australis has put in place governance and management structures to ensure quality provision of all educational delivery. This will be monitored, reviewed and continuously improved. The Australis Academic Board is responsible, under delegated authority from the Board of Directors, for the quality of all educational programs offered by Australis. The Academic Board has several standing committees, which includes the Learning and Teaching Committee, Academic Integrity Committee and Course Advisory Committee. These committees ensure that Australis conducts its educational activities to comply with external regulations, meet internal quality assurance standards and adheres to a cycle of continuous improvement in teaching and learning outcomes (see *Governance Charter and Delegations Framework for details*). These committees meet regularly and report to the Academic Board who report to the Board of Directors on a regular basis.

5.2 Planning and Review

Australis has conducted thorough strategic and operational planning, with details documented in the *Strategic Plan* and *Business Plan*. These plans outline Australis's mission, vision, strategic objectives, operational goals and Key Performance Indicators (KPI). The strategies in these plans identify objectives, goals and KPIs and how these will be measured, monitored, reviewed and improved. Operational plans are also developed, with continuous review and improvement cycles embedded, to ensure the implementation is monitored, reviewed and improved on a regular and ongoing basis.

5.3 Policies and Procedures

Australis has a comprehensive suite of policies and procedures to ensure that Australis comply with external regulations, meet internal quality assurance standards and adheres to a cycle of continuous improvement. Australis will progressively review its policies and procedures to ensure currency in practice and to maintain effective and consistent processes that are integrated across all areas of Australis. All policies and procedures have clear review, and approval cycles and shows which governing body will review and approve each policy and procedure.

5.4 Stakeholder Feedback

Australis will have various stakeholder feedback mechanisms to gather data to review institutional performance and identify areas for remedial action and continuous improvement. These include, and are not limited to, the following: student surveys, staff surveys, Australian Graduate Surveys (from Quality Indicators for Learning and Teaching, QILT), etc.

Further feedback and data from benchmarking and external referencing will also be used for Australis continuous improvement, see section 5.5 below for further details.

Further feedback and data from course and unit reviews will also be used for Australis continuous improvement, see section 5.6 below for further details.

5.5 Benchmarking and External Referencing

Australis will conduct internal and external benchmarking and referencing on a regular basis. For details refer to *External Referencing Policy* and *External Referencing and Benchmarking Plan*. In alignment with the TEQSA Guidance Note: External Referencing (including Benchmarking), Australis will undertake different types of benchmarking including organisational, course, process, outcomes, best practice. See table below summarising the characteristics of benchmarking in higher education across the broad types of benchmarking.

Benchmarking type	Description
Organisational benchmarking	Comparisons are made at the organisational level (institution, faculty/department, school, course and unit levels)
Course benchmarking	Benchmarking of course design and student performance
Process benchmarking	Involving comparisons of particular processes and practices e.g. of cycle times, efficiency
Outcomes benchmarking	Relating to the comparison of outcomes data, especially student outcomes such as attrition and completion rates.
Best-practice benchmarking	In which the provider selects a comparator thought to be at the forefront in the area to be benchmarked.

Source: TEQSA Guidance Note: External Referencing (2019)

5.6 Course and Unit Development and Continuous Improvement Procedure

There are three key steps in the design, development, monitoring and review of courses and units at Australis.

Step 1: New Course Business Case Development and Approval

A business case is prepared, and approval is gained by the Chief Executive Officer (CEO) from the Board of Directors (BoD) before course design and development commence. After the BoD approves the business case, the Academic Board (AB) oversees the detailed development of the course.

The business case should include, but is not limited to, the following:

- how the course supports Australis's strategic objectives
- course differentiators
- requirements for the course to be accredited as required
- Graduate Attributes, Course Learning Outcomes (CLO), methods of assessment and indicative student workload, and national or international comparators

- list of compulsory and elective units of study and requirements for completion
- competitor analysis, target market and expected marketing approach
- information about careers, job growth and expected salary for graduates
- projected student numbers
- a financial model including the costs for development of the course and projected revenue and ongoing expenses

Step 2: New Course Design and Development

The AB will establish the Learning and Teaching Committee (LTC) to undertake detailed design and development of endorsed new or revised courses and units. The LTC will develop Course Proposals, unit details (including Unit Outlines) and any other supporting academic course material.

The development of these key documents and artefacts will be led by the Dean and the Course Co-ordinator.

A Course Proposal should include many of the elements from the approved business case but with more detail, including, but not limited to, the following:

- course rationale – including the reasons for the design and development of the curriculum for a new course or the justification for any changes to an existing course and how the course supports Australis's strategic objectives
- course differentiators – how this new course or change in the course will be unique from its competitors and why prospective students will be attracted to this course
- requirements for the course to be accredited, as required
- Graduate Attributes, CLOs, methods of assessment and indicative student workload, along with national or international comparators
- CLOs which describe the essential learning that a student is expected to achieve by the end of the course or unit – the preparation of CLOs can assist in designing and developing course and unit content, teaching and learning resources, and assessment methods – there needs to be constructive alignment of the Graduate Attributes, CLOs, Unit Learning Outcomes (ULOs), assessments, industry standards and the Higher Education Threshold Standards and AQF requirements
- AQF level and specifications (against knowledge, skills and application)
- course structure, including a list of compulsory and elective units of study as well as compulsory requirements for completion
- unit sequencing and scaffolding
- administration and articulation pathways and details
- competitor analysis, target market, benchmarking data and expected marketing approach
- information about careers, job growth and expected salary for graduates
- projected student numbers

- course fees and a financial model, including the costs for development of the course and projects revenue and ongoing expenses

Unit Outlines should include, but not be limited to, the following (with reference to the TEQSA Unit Outline template):

- unit code and name
- unit description, including if the unit is core/compulsory or an elective
- unit weighting
- unit prerequisites and co-requisites, as applicable
- applicable higher education award, duration, level and Unit Co-ordinator details
- student workload
- delivery mode
- resource requirements
- ULOs mapped to CLOs and Graduate Attributes
- topics covered in the unit by week
- assessment details including description, assessment type, the week each is assessed, weighting and mapping to ULOs
- prescribed and recommended reading

Academic course materials are the teaching and learning materials that will be used in the unit and include, but are not limited to, the following:

- a detailed unit delivery plan that includes content description, activities, references and related assessments for each week's topic
- an assessment brief for each assessment task that includes instructions and guidance notes for each assessment and the marking rubric
- reading and study guides
- reference material including textbooks, publications and other resources available through the library and Australis's online subscriptions (for details refer to the *Library Policy* and *Library and Resources Plan*)
- PowerPoint slides for lectures and tutorials

a. Industry input to ascertain employer requirements, emerging future trends and contemporary practice

The Course Advisory Committee (CAC) will provide input and allow Australis to gain insights into what employers require of graduates. It will also provide insight into emerging trends it observes in industry and what contemporary practice is relevant currently and will be in the future. The CAC will also provide valuable insights into emerging and anticipated changes in the industry and how they may affect the knowledge and skill requirements of Australis graduates in the future.

The LTC will consider the CAC's suggestions and provide its own suggestions to further improve and develop the Course Proposal, Unit Outlines and other academic material in an iterative manner to continuously improve courses and units.

The LTC, led by the Dean and the Course Co-ordinator, will report progress to the AB, which will in turn provide progress reporting to the BoD.

b. Design and develop Course Proposal, Unit Outlines and course material

The iterative process of designing and developing the Course Proposal, Unit Outlines and course material will be led by the Dean and Course Co-ordinator, seeking regular feedback and input from the LTC for academic input and from the CAC for industry input. As part of the iterative process, independent external expert reviewers will be called upon to review the Course Proposal and Unit Outlines as required before finalising all the course documentation.

c. Independent external expert review

To ensure that the Course Proposal and Unit Outlines are well developed, independent external expert reviews will be conducted to ascertain the levels of quality, completeness and readiness of the documentation after the LTC and the AB have reviewed it.

The external reviews must be completed by an independent expert who has specialised expertise in the discipline relevant to the proposed course and preferably is on the TEQSA Register of Experts. The independent external expert reviewer's feedback will be considered by the Dean and the Course Co-ordinator, and tabled with the LTC and AB, in relation to how the feedback has been incorporated into the Course Proposal, Unit Outlines and course materials.

After improving the Course Proposal, Unit Outlines and course materials based on the independent external expert review, the improved documentation will be sent to two independent external experts for final review. These two external reviewers must have specialised expertise in the discipline relevant to the proposed course and preferably be on the TEQSA Register of Experts.

Documents including, but not limited to, the following will be sent to the independent external experts for review:

- Course Proposal
- constructive alignment mapping
- Unit Outlines
- course admission information
- delivery mode details
- study patterns
- projected student numbers for five (5) years
- projected staff numbers, their highest-level qualification and the units being taught
- relevant policies, procedures, plans and documentation

All independent external experts will provide reports detailing their findings and how Australis documentation meets the relevant AQF requirements.

d. Finalisation of Course proposal, Unit Outlines and course material

The Dean and the Course Co-ordinator will consider the improvements suggested in the independent external expert reports and incorporate the relevant changes into the documentation.

They will also provide the independent external reviewers with the improved set of documentation that reflects how their feedback has been incorporated and will ask all the independent external reviewers to confirm, through updates to their reports, how the improved documentation meets relevant AQF requirements.

The Dean and the Course Co-ordinator will then table the final independent external reviewers' reports and improved documentation to the LTC.

e. Learning and Teaching Committee final review

Once the LTC is satisfied that all the documentation meets AQF requirements, a special LTC meeting will be convened to recommend to the AB that the documentation is ready for submission for TEQSA approval. For HDRC courses, the HDRC will convene a special HDRC meeting to recommend to the AB that the documentation is ready for submission for TEQSA approval.

f. Academic Board final recommendation

The AB will review the proposed course using the following criteria to inform its recommendations to the BoD:

- compliance of the course with the AQF and the Higher Education Standards Framework (Threshold Standards) 2021
- alignment of the course with Australis's Strategic Plan and its mission, values and Graduate Attributes
- quality and consistency of the standard of the course with those of similar courses in other Australian higher education providers
- academic soundness of the course rationale and structure
- course content and learning activities that engage with theoretical and conceptual frameworks, current knowledge and scholarship
- appropriateness of teaching, learning and assessment strategies within the course
- effectiveness and adequacy of course resources, management, planning, quality improvement and assurance, and student services

The AB will review and approve the final course curriculum and recommend to the BoD to approve its submission to TEQSA.

g. Board of Directors final approval

The BoD will review the reports from the independent external experts and the AB's recommendation for the proposed course to be submitted to TEQSA for course accreditation. Once the BoD is satisfied that the course accreditation application is of sufficient quality, it will provide approval for the CEO to submit the application to TEQSA for review and approval.

h. Submission to TEQSA

The CEO will submit the course accreditation application to TEQSA for approval and will provide the BoD and the AB with regular updates regarding the progress of the application.

Step 3: Course and Unit Review and Continuous Improvement

Once TEQSA has approved the course accreditation or re-accreditation, work can commence on the teaching and learning activities. Teaching and learning activities need to be continuously improved to enable students to be able to master the concepts and skills defined in the course and ULOs. The teaching and learning activities should be interactive and provide students with opportunities to deepen their understanding. This is supported by continuous review and improvement of quality course material, including how assessments, teaching and learning activities, resources etc. can better achieve learning outcomes.

Course review and continuous improvement processes ensure that Australis's courses are in alignment with Australis's Strategic Plan and comply with the Higher Education Standards Framework (Threshold Standards) 2021. This involves course performance evaluations, which will be achieved through continual observation and recording of student progress and performance in courses and units. This data will be collected during each semester to be collated and analysed before the start of the next semester. For further details refer to the *Feedback Policy and Procedure*.

The monitoring will include, but is not limited to, the following:

- trends from student and teacher evaluation and feedback data
- student progression, completion and attrition rates
- the quality, scope and adequacy of course materials
- grade distribution
- the flexibility and appropriateness of course and unit methods of delivery

Course review and continuous improvement processes at Australis aim to ensure the following:

- practicality, which refers to sustainability and cost effectiveness, and also to the demand for the course, how well students are progressing through the course and the return on investment from the course offering
- applicability, which refers to the course reputation as viewed by key stakeholders and to the meaningful contributions that its graduates can make to their profession and to society – it is reflected in the alignment of course content and outcomes with labour market priorities and those areas identified by industry partners as high priority
- excellence, which ensures achievement of consistent and high-standard learning outcomes and assessments for a course in all delivery modes to meet accreditation standards

Both students and staff have opportunities to provide feedback on their educational experiences and this feedback informs course review and continuous improvement activities.

Figure 1 below provides a summary of the continuous improvement and feedback loops in place for Australis to mitigate future risk to the quality of education and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to learning and academic support.

Figure 1: Step 3 - Continuous Improvement Feedback Process

Role	Process
Students, staff and stakeholders	<div>Students, staff and stakeholders provide feedback every semester and as requested.</div> <div>Staff receive anonymised feedback on their teaching and research supervision and are supported in enhancing these activities with the Dean or Course Co-ordinator providing mentoring as required.</div>
LTC (led by Dean and Course Co-ordinator) Also see <i>Feedback Policy and Procedure</i>	<ul style="list-style-type: none"> Two (2) weeks before the end of semester, Lecturers under direction from the Course Co-ordinator will distribute course and unit feedback surveys to staff and students. Within two (2) weeks of the end of semester the Course Co-ordinator will analyse the internal data collected from enrolments, assessments and surveys (including student progress and success) to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support. The LTC will consider the feedback from the student surveys and recommend improvements to be included in the Dean's report including students' experience, resources available, curriculum materials, assessments and other broader study experiences. Within three (3) weeks of the end of each semester, the Dean will produce a report containing suggested changes to units and/or the course of study, consideration of whether these constitute material changes and the overall impact on the course. See Academic Board process below.
Student Administration Support officer	Within two (2) weeks of the end of each semester, the Student Administration and Support Officer will collate and anonymise data from the student surveys and provide these to the LTC, AB and staff to review feedback on their teaching and the students' experience, resources available, curriculum materials, assessments and other broader study experiences.
Academic Board (AB)	<p>Within two (2) weeks of receipt of the Dean's report (every semester), the AB (with advice from the Dean and LTC) will:</p> <ul style="list-style-type: none"> Consider the Dean's report recommendations (which includes LTC input) and approve or reject changes for implementation, together with direction to prepare a material change application to TEQSA if applicable. Analyse student feedback, the results of which are used to inform course and unit design and improvement. The AB is responsible for mitigating future risks to the quality of the education provided and guide and evaluate improvements (including the use of data on student progress and success) to inform admission criteria, approaches to course design, teaching, supervision and learning and academic support in consultation with the LTC, Executive Management, Administration and HR Manager and Student Administration and Support Officer. <p>At least every seven (7) years the AB will oversee a comprehensive review of each course of study as required by the Higher Education Threshold Standards 2021 Section 5.3. The comprehensive course review will include:</p> <ul style="list-style-type: none"> external referencing the design and content of the course of study the expected learning outcomes the methods of assessment of those outcomes the extent of students' achievement of the learning outcomes an account of emerging developments in the field of education modes of delivery changing needs of students identified risks to the quality of the course of study <p>The comprehensive course review will be informed and supported by the internal course and unit reviews conducted at the end of each semester.</p>
Administration and HR Manager and Student Administration and Support Officer.	Regularly work with AB and LTC to evaluate (including the use of data on student progress and success) and implement improvements to inform changes to admission criteria and processes and learning and academic support.

a. Internal course and unit reviews

An internal course and unit review will comprise the following stages:

- i. Two (2) weeks before the end of semester, Lecturers under direction from the Course Co-ordinator will distribute course and unit feedback surveys to staff and students.
- ii. Within two (2) weeks of the end of each semester, the Course Co-ordinator will analyse the internal data collected from enrolments, assessments and surveys (including including student progress and success).
- iii. Within two (2) weeks of the end of each semester, the Student Administration and Support Officer is responsible for the collation and anonymisation of the data from the student surveys and provide these to the LTC, AB and staff to review feedback on their teaching and the students' experience, resources available, curriculum materials, assessments and other broader study experiences.
- iv. Within two (2) weeks of the end of each semester, the Dean will produce a report containing suggested changes to units and/or the course of study, consideration of whether these constitute material changes and the overall impact on the course.
- v. Within two (2) weeks of receipt of the report, the AB (with advice from the Dean and the LTC) will consider the report recommendations and approve or reject changes for implementation, together with direction to prepare a material change application to TEQSA if applicable. The AB is responsible for mitigating future risks to the quality of the education provided and guide and evaluate improvements (including the use of data on student progress and success) to inform admission criteria, approaches to course design, teaching, supervision and learning and academic support in consultation with the LTC, Executive Management, Administration and HR Manager and Student Administration and Support Officer.
- vi. The Executive Management and the AB and BoD are responsible for utilising staff feedback to improve workplace environments and processes, communication and organisational design.

An internal course and unit review comprises, but is not limited to, the following activities:

Learning and assessment level

- The efficacy of e-learning and classroom materials is evaluated.
- The efficacy of formative assessments is evaluated.
- The efficacy of teaching and learning content is evaluated.
- The extent to which the summative assessments are being demonstrated effectively in the Unit Outline is evaluated.
- The extent of the summative assessments' suitability for the unit and level being taught is evaluated with regards to their number, type, weighting, timing and mode of delivery
- The extent of the summative assessments being informed by and their alignment with the ULOs is evaluated.

- The extent to which marking is being moderated and its degree of reliability are evaluated.
- The extent to which feedback is provided to students on each of the summative assessment performances, the amount of guidance given and its mode of delivery are evaluated.

Unit level

- The extent to which the ULOs are relevant and relate clearly to the unit is evaluated.
- The extent to which the ULOs are informed by and align with the CLOs and Graduate Attributes is evaluated.
- The extent to which the topics in the Unit Outline are relevant, contemporary and sequenced appropriately is evaluated.
- The extent to which the prescribed and recommended reading lists are valid and sufficient is evaluated.
- The trends and results of any external benchmarking of the unit are analysed.
- The data on demand and enrolments, grade distribution, teaching evaluations, student-staff ratios, student feedback and unit completions is analysed and reported.
- The data on student progress and success will be used to mitigate future risks to the quality of the education provided and guide and evaluate improvements to inform admission criteria, approaches to course design, teaching, supervision and learning and academic support.

Course level

- The extent to which the course rationale provides a valid overview of the course, and a statement of intended student outcomes is evaluated.
- The extent to which the CLOs are informed by and align with the requirements of the Australian Higher Education Threshold Standards and the AQF is evaluated.
- The extent to which the CLOs are relevant, contemporary and relate to the field of study is evaluated.
- The alignment of Graduate Attributes with relevant external advisory, industry and regulatory bodies is calibrated.
- The trends and results of any external benchmarking of the unit are analysed.
- The data on demand and enrolments, grade distribution, teaching evaluations, student-staff ratios, student feedback and unit completions are analysed and reported.
- The data on student progress and success will be used to mitigate future risks to the quality of the education provided and guide and evaluate improvements to inform admission criteria, approaches to course design, teaching, supervision and learning and academic support.
- The data from staff feedback will be used to improve workplace environments and processes, communication and organisational design.

b. Internal course and unit review outcomes

There are three (3) possible outcomes of a formal course review, as explained below.

- i. Unit or course continuation will be planned to take place within the provisions provided by TEQSA and will not require receiving notification of or giving permission for changes; or
- ii. Unit or course redesign will be planned to take place in accordance with the *Course and Unit Development and Quality Assurance Policy and Procedure*; or
- iii. Unit or course discontinuation will be planned to take place in accordance with the *Teaching Out Policy and Procedure*.

c. Comprehensive course review

At least every seven (7) years the AB will oversee a comprehensive review of each course of study as required by the *Higher Education Threshold Standards 2021* Section 5.3.

The comprehensive course review will include:

- external referencing
- the design and content of the course of study
- the expected learning outcomes
- the methods of assessment of those outcomes
- the extent of students' achievement of the learning outcomes
- an account of emerging developments in the field of education
- modes of delivery
- changing needs of students
- identified risks to the quality of the course of study

The comprehensive course review will be informed and supported by the internal course and unit reviews conducted at the end of each semester.

d. Roles and responsibilities

As part of Australis's continuous improvement process, changes and improvements to courses, units, learning and teaching materials etc. may be required. The responsibilities and approval authorities for different levels of changes are specified in the table below.

Change type and approval authority	Changes to units	Changes to courses
Type: Minor change Approval authority: The Dean or delegated to the Course Co-ordinator	<ul style="list-style-type: none"> editorial changes to Unit Outlines changes to Unit Co-ordinators updates to more current editions of textbook(s) and/or reading and/or reference materials changes to prescribed readings 	Minor editorial changes to documents relating to the course
Type: Moderate change Approval authority: LTC	<ul style="list-style-type: none"> assessment tasks and weightings topics in Unit Outlines unit duration, AQF Level, student workload prerequisites and co-requisites 	Areas that do NOT change: <ul style="list-style-type: none"> CLOs mode of delivery name or content of majors/minors/specialisations status of the unit (e.g. whether it is a core or elective unit)
Type: Major change Approval authority: AB (and TEQSA notification as required)	Major changes to units such as: <ul style="list-style-type: none"> change to unit mode of delivery change to resource requirements for learning, teaching etc. (e.g. requirements for special resources such as computer access, physical education equipment etc.) 	Major changes such as: <ul style="list-style-type: none"> change to the name of the course or majors/minors/specialisations change to student admission requirements change to course duration change to mode of delivery change to course structure, e.g. adding or removing units changes to course rules where the change alters CLOs or ULOs

6. Related Documents, External References and Version Control

6.1. Related/Referenced Documents

- Admission and Student Selection Policy and Procedure
- Assessment Policy and Procedure
- Business Plan
- External Referencing Policy
- External Referencing and Benchmarking Plan
- Feedback Policy and Procedure
- Records and Information Management Policy
- Governance Charter and Delegations Framework
- Learning and Teaching Plan
- Learning and Teaching Policy
- Library Policy
- Library and Resources Plan
- Strategic Plan
- Student Academic Progression, Monitoring and Intervention Policy and Procedure
- Student Welfare, Wellbeing and Support Policy and Procedure
- Teaching Out Policy and Procedure
- TEQSA Guidance Note: External Referencing (2019)

6.2. Related Legislation and External References

- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2021

6.3. Version Control

Version	Date	Reviewed/approved by	Key notes/changes
0.1	21/07/21	Academic Board (AB)	Reviewed by the AB. First draft discussed at the AB 21/7/21 meeting.
0.2	26/11/21	Learning and Teaching Committee (LTC)	Reviewed by the LTC. Improvements made to better align with the <i>Governance Charter and Delegations Framework</i> and in accordance with LTC suggestions including improvements to the procedures and the distinction between course development and course changes.

			Reference to Feasibility Study changed to Business Case and standardisation of references to Unit Outlines.
0.3	03/11/22	LTC	Reviewed by the LTC. Overview section removed. Procedure section restructured. Editorial changes made.
0.4	29/11/22	AB	Reviewed by the AB. Combined with <i>Course Monitoring, Review and Quality Assurance Policy and Procedure</i> . Title changed to <i>Course and Unit Design, Development, Monitoring and Review Policy and Procedure</i> .
0.5	28/02/23	AB	Reviewed by the AB. Updated based on LTC and AB feedback and document name changed to reflect combining two policy/procedures.
0.6	21/03/24	AB and Board of Directors (BoD)	Updated based on 21/03/24 AB meeting and 22/3/24 BoD meeting and AB member and BoD input.
0.7	04/04/24	AB	Further input from AB 04/04/24 incorporated.
0.8	11/04/24	AB	Reviewed at the AB 11/04/24 meeting and approved subject to improvements.
0.9	15/04/24	AB and BoD	Reviewed and approved by AB and BoD.
1.0	06/11/24	AB	Reviewed and approved by the AB.
1.0	07/11/24	BoD	Reviewed and approved by the BoD.
1.1	29/11/24	HDRC	Minor editorial improvements included.

6.4. Document Review

To be reviewed at least every five years (5) from the date of final approval.