

COURSE AND UNIT DEVELOPMENT PROCEDURE

Policy Category	Procedure		
Review	3 years from date of Approval		
Policy Code	AP005P		
Contacts	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Commencement Date
2021.12	Provost	9 December 2021	9 December 2021

1 PURPOSE

The purpose of this document is to outline the practices which underpin and guide the development and modification of academic courses and units at the Australian Institute of Management and Commerce (The Institute).

The Institute has Self-Accrediting Authority for courses in the field of Management and Commerce at AQF levels 5-9 and, as such, has developed strategies to enable effective judgement of whether required standards are appropriately applied and met throughout the development and approval of these courses. This document provides details of procedures involved in the development, approval and accreditation process for all courses, including those for which the Institute has Self-Accrediting Authority.

This document should be read in conjunction with the *Course and Unit Development Policy* and the *Course and Unit Review Policy*.

2 PROCEDURES

Course Development Procedure

2.1 A course proposer must use the Institute's Template for Submission of Proposals to Develop or Change a Course or Unit (see Appendix to this Policy). The template requires details of: the recommendation; rationale; teaching and learning implications; resource requirements; other implications; consultation and contacts; requested resolution date; and signatures of Provost and QA expert.

2.1.1 New course proposals should include specific details including:

Rationale and overall course design

- Name of course;
- Field of education and AQF Level, and qualification to be awarded on completion;
- Brief description (handbook entry);
- Course rationale with respect to student demand and response to anticipated changing national or international workforce needs;
- Expected employment opportunities for graduates;
- Course learning outcomes;
- Course structure, duration and mode of delivery;

- Summary of assessments table
- Course rules for progression including any prerequisites and compulsory requirements;
- Recognition of professional accreditation, if relevant.

Admission requirements

- Standard requirements for both domestic and international students;
- RPL credit arrangements;
- Permissible exit pathways articulation arrangements, and pathways to further learning; and
- Alternative admission criteria.

Detailed unit outlines (please refer to Course and Unit Development Policy)

- Unit code;
- Proposed AQF level;
- Weight in Credit Points;
- Unit overview;
- Unit learning outcomes;
- Student workload;
- Availability for student consultation;
- Weekly lecture schedule;
- Reading guide including prescribed and recommended texts;
- Assessment tasks;
- Alignment of assessments with unit learning outcomes, and AQF level criteria.

NB 1: - A unit outline template is available to all staff on the IMC Moodle site.

NB 2: – Once agreed upon by the IMC Academic Board, unit learning outcomes are mapped to various course learning outcomes (on Moodle for staff information) and may not be changed without consultation with the Director of Learning and Teaching.

Staff details (to be provided by Provost when required)

- Workforce plan that demonstrates sufficient educational, academic support and administrative needs of student cohorts undertaking the course;
- An academic staffing profile that provides academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes;
- Staff qualifications;
- Abbreviated curriculum vitae of staff expected to teach into the course;
- Academic leaders involved in the course development; and
- Details of staff with responsibilities for academic oversight.

Learning Resources and Educational Support (to be provided by Provost when required)

- The learning resources, recommended for a course of study, relate directly to the learning outcomes, are up to date and are accessible to students.
- Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
- Access to learning resources does not present unexpected barriers, costs, or technology requirements for students, including for students with special needs and irrespective of location and mode of participation.
- Students must have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts.
- Identification of any specific resource requirements;
- Financial arrangements; and

- Impact of the resources required for existing units or courses.

As noted in the template, the course development process is to include evidence of external inputs or, where relevant, reports from professional members or accreditation bodies.

2.1.2 Proposed revisions to courses or units should outline exactly which of the points in 2.1.1. the proposal is seeking to change or revise and provide specific details.

Course Approval Process

2.2 The steps in the course approval process are outlined below. These steps lead to submission to Academic Board from where details will be progressed to the appropriate authorities. New courses may be accredited under the Self-Accrediting Authority of IMC Council or submitted to TEQSA.

2.2.1 New course development

1. The course proposer consults with, and submits the course proposal to the Provost for review and comment;
2. The Provost arranges for documents to be scrutinised through the Institute's QA process and any necessary revisions made prior to advancing the course;
3. The course proposer, in consultation with CAC, acquires at least one external review for the course. Please note:
 - An external review is not essential if the proposed program is a appropriate subset of a previously approved program at the same AQF level;
 - An external review is not essential if the proposed program is a combination of previously approved units at the same AQF level, and the Director of L&T confirms that i) the units represent a coherent course of study leading to the unique set of Course Learning Outcomes and ii) the set of units constitutes an adequate volume of learning;
 - An external review is required when the proposed program is new or involves an extension of a current program (eg a Masters built on a Graduate Certificate). In such circumstances, entry level and subsequent volume of learning need to be deemed sufficient for the proposed award. For example, a Masters program built on level 7 entry would generally require a further 12 or 16 units (in a related or different discipline, respectively). However, a Masters program built on advanced standing (eg a level 8 award in a related discipline) may be deemed to have sufficient volume of learning with a further 8 units.
4. On receipt of the external review, CAC will note any further issues for the attention of the course developer for review and revision;
5. Upon satisfactory signoff being obtained from the external reviewer(s), the proposal is progressed to Academic Board.
6. AB examines/reviews the proposal and approves, or requires amendments before approval;

2.2.2 Changes to courses and major changes to units

A *major change* involves changes that require a revised constructive alignment. Hence, a major change consists of one or more of:

- variations to unit learning outcomes,
- changes to types of assessment items, and/or
- changes to the number of assessment items.

When a major change is proposed:

1. The proposer consults with and submits the course proposal to the Provost for review and comment.
2. The Provost arranges for documents to be scrutinised through the Institute's QA process and any necessary revisions made prior to advancing the course.
3. The Provost forwards the documents to the Course Advisory Committee (CAC).
4. CAC considers the changes, requests further information or revisions if necessary and, when approved, progresses the proposal to Academic Board (AB) for its consideration and approval.

Feedback from an external reviewer *is required* when changes:

- changes involve more than 25% of the course learning outcomes, or
- alterations to the sequence of more than 25% of the units, or
- changes involve revisions to ULOs in more than 25% of units.

2.2.3 Minor changes to units

A *minor change* consists of changes such as:

- a different text and/or prescribed readings;
- changes to the essential content or delivery mode of tutorial activities;
- changes to field work requirements;
- changes to the percentage allocated to assessment tasks; and/or
- changes to the time frames specified for assessment tasks.

Proposers of minor changes must consult the Director of Learning and Teaching.

2.3 Reaccreditation and major review processes are outlined in the Course and Unit Review Procedure.

3 RELATED DOCUMENTS

- i. Academic Quality Assurance Framework
- ii. Course and Unit Development Policy
- iii. Course and Unit Review Development Procedure
- iv. Course and Unit Review Policy
- v. Moderation Policy

4 VERSION CONTROL

Historical Version	Approved by	Approval Date
2021.09	Academic Board	14 September 2021
2018.06	Academic Board	18 June 2018
2017.06	Academic Board	9 June 2017
2015.10	Academic Board	22 October 2015

Template for Proposals to Develop or Change a Course or Unit

This template should be used for a proposal for a new course and/or units, or to change an existing course and/or units. The deletion of a unit is considered a change to a course.

Please note that a separate form is required for each unit that is to be added or changed within a course.

Please complete all relevant sections, obtain the signatures required at the end of the proposal and submit your completed document as advised.

This submission relates to the following:

<input type="checkbox"/>	New course
<input type="checkbox"/>	Amended course
<input type="checkbox"/>	Deletion of a course
<input type="checkbox"/>	New unit
<input type="checkbox"/>	Major change to a unit
<input type="checkbox"/>	Minor change to a unit
<input type="checkbox"/>	Deletion of a unit
Name of course/unit	
Name of proposer	
Email	
Version date	
<input type="checkbox"/>	This a revised submission

PART 1: Recommendation

Please provide a short statement of recommendation or recommended changes.

PART 2: Rationale in terms of student demand and workforce requirements (if applicable)

Please note that changes to courses require benchmarking data, except for cases in which novel ideas or innovations are recommended. Changes to units do not require benchmarking, but it may be advantageous.

PART 3: Academic rationale (learning outcomes and alignment with AQF level)

PART 4: Teaching and learning implications

Please outline detail/implications with respect to any of the following areas:

1. Course structure or sequencing
2. Assessment regime and procedures
3. Mapping and constructive alignment
4. Summary of assessments table (new courses and major changes)
5. Other

PART 5: Resources required/changed

The Provost to confirm that resource requirements are met:

1. Teaching and support staff
2. Teaching space and facilities
3. IT requirements
4. Library requirements
5. Other resourcing implications or potential student needs

PART 6: Other implications

If applicable, please provide comments with respect to:

1. Admission details
2. Potential risks to the quality of the unit/course
3. Any other relevant information

PART 7: Consultation and reviews

New courses

In accordance with the Course and Unit Development Policy, the following reviews are attached:

- External QA Director Name _____/date of review _____

- External discipline expert Name _____/date of review _____

- Other (if applicable) Name _____/date of review _____

New/changed units

- Director of Learning and Teaching Name _____/date of review _____

- Other (if applicable) Name _____/date of review _____

PART 8: Signatures

Person submitting proposal

Name: _____ Date: _____

Provost

Name: _____ Date: _____

PART 9: Progressing the proposal

Changes to courses and major changes to units:

1. The Provost forwards the document to the Secretary of Course Advisory Committee (jessica.zhang@imc.edu.au) and IMC President (cathy.xu@top.edu.au).
2. CAC considers the changes, requests further information or revisions if necessary and, when approved, progresses the proposal to AB.