

COURSE AND UNIT DEVELOPMENT POLICY

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2021.09	Academic Board	14 September 2021	14 September 2021

1 PURPOSE

The Australian National Institute of Management and Commerce (The Institute) is committed to providing high quality courses and units that comply with the Australian Qualifications Framework (AQF), Tertiary Education Quality Standards Agency (TEQSA) standards, the Higher Education Standards Framework 2021 (HESF 2021) and, where necessary, professional accreditation standards.

The purpose of this policy is to highlight the principles which underpin and guide the introduction and modification of academic courses and units. Adherence to the principles ensures that: there is consistency across courses and units; courses are relevant and meet the changing demands of professions; courses comply with the applicable professional accreditation standards and requirements of AQF and TEQSA; and courses align with the strategic directions and academic standards of the Institute, as set out in its policies.

This policy should be read in conjunction with the *Course and Unit Development Procedure* which provides details of the procedures involved in the development, approval and accreditation of the Institute’s courses and units.

2 SCOPE

This policy covers all new and amended courses (including structural changes) and units offered by the Institute, across all campuses and includes online delivery.

3 DEFINITIONS

Australian Qualification Framework (AQF) represents the policy for regulated qualifications in the Australian education and training system. The AQF is the agreed policy of Commonwealth, State and Territory ministers. Courses are required to comply with the detailed descriptors provided by the AQF for each qualification level.

Categories of Awards. The Institute offers programs that lead to the following awards:

- Undergraduate Certificate
- Micro-credentials
- Diploma;
- Associate Degree;
- Bachelor Degree;
- Graduate Certificate;
- Graduate Diploma; and
- Master Degree (coursework) and research).

The AQF specifies that courses leading to these awards must be designed and accredited to demonstrate the learning outcomes specified at the relevant AQF Level.

Courses are programs consisting of a sequence of units leading to the award of a qualification.

Major change to a Unit involves changes that may 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;
- changes to the number of assessment items;
- changes to delivery mode.

Minor change to a Unit 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;
- changes to the timeframes specified for assessment tasks.

Units are distinct units of study within a course leading to the award of a qualification.

Unit Outline is a document that contains important information on a unit such as unit description, topics studied, learning outcomes, assessment tasks, due dates for assessments, assessment criteria, assessment submission procedures, prescribed texts and recommended readings, grades of assessment and student responsibilities.

4 PRINCIPLES

4.1 Course and unit proposals must encompass the content, duration and sequencing of units and provide evidence of academic merit and expected learning outcomes that are consistent with the level of study. Proposals must show sufficient detail to enable an expert in the field to make an initial assessment of the scope and nature of a course.

4.2 Proposals should:

- state course and/or unit learning outcomes in the context of graduate skills;
- describe assessment tasks and the means of achievement of learning outcomes;
- map the contribution of learning in specific units to the course as a whole;
- should reflect contemporary developments in a field and be informed by evidence of demand and response to anticipated changing national or international workforce needs;

- have evaluation and quality assurance procedures involved in all stages of the development (See *Academic Quality Assurance Framework*);
- involve consultation with staff who have expertise in the discipline;
- provide evidence of benchmarking; and
- ensure alignment with the Institute’s mission and with the mission of the Institute’s partners.

4.3 Courses should:

- have the potential to attract, support, challenge and retain students;
- provide exit points or nested courses (where appropriate) within the course;
- be based on current knowledge, research, and scholarship driven approaches to education;
- be accredited by professional bodies where required for registration to practice;
- provide pathways of demonstrated efficacy for underrepresented cohorts, in line with the Institute’s access and equity strategies;
- have expected learning outcomes that are: consistent with the field of education and qualification awarded; informed by national and international comparators; and inclusive of specific, generic, employment-related and life-long learning outcomes;
- include assessment methods in all units that are: appropriate, fit-for-purpose and enable all learning outcomes to be assessed prior to course completion;
- ensure students have equivalent opportunities to achieve the expected outcomes, irrespective of their mode of participation, where a course is offered in different locations or by different modes.

4.4 Units and unit outlines need to demonstrate:

- Consistency of content and learning activities of each unit with its learning outcomes;
- Current knowledge and scholarship in relevant academic disciplines;
- Teaching methodologies and resources that promote student engagement;
- Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course;
- Emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice; and
- Design to foster progressive and coherent achievement of expected learning outcomes.

5 RELATED DOCUMENTS

- i. *Academic Quality Assurance Framework*
- ii. *Course and Unit Development Procedure*

6 VERSION CONTROL

Historical Version	Approved by	Approval Date
2018.08	Academic Board	30 August 2018
2018.06	Academic Board	18 June 2018
2017.06	Academic Board	9 June 2017
2015.10	Academic Board	22 October 2015