

COURSE AND UNIT DEVELOPMENT POLICY

Category	Policy		
Review	3 years from date of Approval		
Code	AP005		
Contact	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Review Date
2024.10	Academic Board	10 October 2024	10 October 2027

1 PURPOSE

The Australian National Institute of Management and Commerce (The Institute or IMC) 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.

This policy aims to highlight the principles that 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) means 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.

Awards means the certification of the achievement of a course that falls within the AQF or competency-based courses such as non-award and microcredentials.

Categories of Awards. The following courses lead to the awards that the Institute may offer.

- Undergraduate Certificate
- Micro-credentials (credit bearing)
- Diploma
- Associate Degree
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Master Degree (coursework) and research)
- Doctoral Degree

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 for the above categories, exclusive of Undergraduate Certificates and Microcredentials.

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

Major change to a Unit means changes that may require a revised constructive alignment. A major change consists of one or more of the following.

- 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 means one or more of the following.

- 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

The National Microcredentials Framework (2022) aims to provide consistency and recognition of microcredentials across the country by setting common standards and ensuring transparency, consistency, and objectivity in credit recognition arrangements. It serves as a reference point for providers, industry, and learners involved in creating, using, and applying these credentials¹.

Units mean distinct allocations of time that specify areas of study within a course leading to the award of a qualification.

Unit Outline means 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, use of technology (including AI) in the unit, assessment submission procedures, prescribed texts and recommended readings, grades of assessment and student responsibilities.

¹ [National Microcredentials Framework - Department of Education](#)

4 PRINCIPLES

4.1 Course and unit proposals must encompass the content, duration and sequencing of units and provide evidence of alignment with the HESF 2021 and expected learning outcomes that are consistent with the AQF level of study. Proposals must show sufficient detail to enable an expert in the field to make an initial evaluation of the scope and nature of a course and its alignment with the relevant TEQSA templates.

4.2 Proposals should:

- state course and/or unit learning outcomes in the context of graduate attributes
- 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
- ensure alignment with the Institute's mission and, where applicable, with the mission of the Institute's partners
- specify the use of technology as aligned to the Artificial Intelligence Policy and Blended Learning Policy

4.3 Courses should:

- identify 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 professionally
- 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 are inclusive of specific and generic, employment-related and life-long learning outcomes, taking into consideration the IMC graduate attributes
- include assessment methods that adhere to the Assessment Policy (Coursework)
- use technology to support the achievement of learning outcomes as specified in the Blended Learning Policy and Artificial Intelligence Policy
- 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 in different modes

4.4 Units and unit outlines should include the following:

- learning activities that align with its learning outcomes
- currency of knowledge and scholarship in the relevant academic discipline
- teaching methodologies and resources that promote student engagement
- underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or scholarship represented in the course

- emerging concepts that are informed by recent scholarship, and, where applicable, advances in practice
- foster progressive and coherent achievement of expected learning outcomes
- use of technology as specified in the Artificial Intelligence Policy and Blended Learning Policy

5 RELATED DOCUMENTS

- i. *Academic Quality Assurance Framework*
- ii. *Artificial Intelligence Policy*
- iii. *Assessment Policy (Coursework)*
- iv. *Blended Learning Policy*
- v. *Course and Unit Development Procedure*

6 VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Academic Board	10 October 2024
2021.10	Academic Board	10 September 2021
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

The Deputy President (Education) oversees the implementation and compliance of this policy. Please contact the Deputy President's office via - policy@imc.edu.au for any enquiries or clarifications related to this policy.