

COURSE AND UNIT DEVELOPMENT PROCEDURE

Category	Procedure		
Review	3 years from date of Approval		
Code	AP005P		
Contacts	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Review Date
2024.10	Deputy President (Education)	10 Oct 2024	10 Oct 2027

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 or IMC).

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 to develop a new course must use the TEQSA templates for constructive alignment and unit outlines and provide 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; use of technology / AI, support for international students, consultation and contacts; requested resolution date; and signatures of Deputy President (Education).

2.1.1 New course proposals must include the following:

Rationale and overall course design

- Name of course
- Field of education, 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
- Table with a summary of assessments
- Use of technology and AI in the Course
- Support for international students
- 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 for further learning
- Alternative admission criteria

Detailed unit outlines as per the relevant TEQSA Unit outline Template (please refer to Course and Unit Development Policy)

One sample IMC Unit outline per course proposal that specifies additional information specific to the QA processes at IMC and our associated policy / procedure on Blended Learning, Artificial intelligence and online delivery. This includes the following.

- Unit code
- AQF level
- Weight in Credit Points
- Unit overview
- Unit learning outcomes
- Use of technology / AI
- Support for international students
- Student workload
- Availability for student consultation
- Weekly lecture schedule
- Learning resources, including prescribed and recommended resources
- Assessment tasks
- Assessment marking rubric for each assessment task
- 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 LMS site.

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

Staff details (to be provided by Deputy President (Education) and Academic Services

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 staff involved in the course development
- Details of staff with responsibilities for academic oversight

Additional Learning Resources and Educational Support (to be provided by proposer in consultation with Deputy President (Education) 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 the LMS, all users have timely access to the system and training is available in the 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
- Impact of the resources required for existing units or courses

As noted in the template, the course development process must include evidence of external benchmarking 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.

2.2 Course Approval Process

The steps in the course approval process are outlined below. These steps lead to submission to Academic Board from which 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 Deputy President (Education) for review and comment after discussion and review by the relevant Discipline Coordinator.
2. The Deputy President (Education) arranges for the course proposal to be reviewed through the Institute's QA process and any necessary revisions made prior to advancing the course.
3. The course proposer, in consultation with Course Advisory Committee (CAC),

acquires at least one external review for the course. Please note.

- An external review is not essential if the proposed program is an appropriate sub-set 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 (e.g.: a Masters built on a Graduate Certificate). In such circumstances, entry level and subsequent volume of learning need to be 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 a sufficient volume of learning with a further 8 units.
 - Where a proposed course requires regulatory approval or professional accreditation for its graduates to achieve the expected outcomes, the course structure and content require an expert with current knowledge and experience in the regulated field or relevant profession to assess against the specific accreditation requirements.
4. The external review and Course proposal (see the required template in appendix 1) will be presented to CAC. The CAC will note any issues for the attention of the course developer for review and revision.
 5. Upon satisfactory signoff being obtained from CAC the proposal is progressed to Academic Board (AB).
 6. AB examines/reviews the proposal and approves, or requires amendments before approval or recommends the proposal be re-considered by CAC.

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 the following:

- variations to unit learning outcomes
- changes to types of assessment items,
- 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 Deputy President (Education) for review and comment after discussion and review by the relevant Discipline Coordinator.
2. The Deputy President (Education) arranges for documents to be scrutinised through the Institute's QA process and any necessary revisions made prior to advancing the course.
3. The Deputy President (Education) forwards the documents to the CAC.
4. CAC considers the changes, requests further information or revisions if necessary

and, then progresses the proposal to AB for its consideration and approval.

Feedback from an external reviewer *is required* when.

- changes involve more than 25% of the course learning outcomes
- alterations to the sequence of more than 25% of the units
- changes involve revisions to ULOs in more than 25% of units
- changes require approval from a regulatory, professional, or industry body to maintain accreditation

2.2.3 Minor changes to units

A *minor change* consists of the following.:

- a different learning resource such as a 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 time frames specified for assessment tasks

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

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

3 RELATED DOCUMENTS

- Academic Quality Assurance Framework*
- Artificial Intelligence Policy*
- Assessment Policy (Coursework)*
- Blended Learning Policy*
- Course and Unit Development Policy*
- Course and Unit Review Development Procedure*
- Course and Unit Review Policy*
- Moderation Policy*

4 VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Deputy President (Education)	10 October 2024
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

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

enquiries or clarifications.

Appendix 1 - Template for Proposals to Develop or Change a Course or Unit



Proposal 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 existing courses and/or units. The deletion of a unit is considered a change to a course. In proposing a new Course and associated units the TEQSA templates for constructive alignment and unit outlines should be used and one sample unit utilising the IMC template provided. This will streamline the submission to TEQSA and alignment to IMC policy and procedure.

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:

(Mark as appropriate)

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

**Major change: Any change that may require a revised constructive alignment. That is, changes to one or more of: variations to unit learning outcomes, changes to types of assessment items or the number of assessment items.*

Minor changes include one or more of: different text and/or prescribed readings, essential content, delivery mode or the percentage allocated to assessment tasks. These changes may be approved by the Deputy President (Education) or his nominee and do not need to be submitted to CAC.

PLEASE RESPOND TO RELEVANT SECTIONS

PART A: Overview

Please provide a short statement outlining the development of a new Course / Unit or recommended changes.

PART B: Academic Rationale (COURSES)

Please provide the following information for the Academic Rationale.

- Alignment with IMCSP and/or LTSP
- Alignment with regulatory trends
- Market demand
- Innovation and competitive advantage
- Benchmark data (Courses)
- Other comments

Note - Changes to courses require benchmarking data. Changes to units do not require benchmarking but this can be included.

PART C: Implications for Industry Readiness (COURSES)

The IMC vision and mission statement identifies the development of industry-ready graduates. Please provide the following information.

- Industry alignment
- Competencies for industry
- Contribution to lifelong learning / IMC graduate attributes

PART D: Learning Outcomes and alignment with AQF level (COURSES and UNITS)

OR Course outcomes if a non-award microcredential.

Please provide the Course / Unit learning outcomes.

PART E: Assessment design and practice

Please provide information on the following as related to assessment design and alignment with the relevant assessment policy.

General considerations (COURSES):

1. Is there a clear statement of expectations of students and the boundaries re use of AI?
2. Is there evidence that critical and higher order thinking are developed? Note: Multiple choice, short answer questions and standardized essays produce text-based, familiar

responses, are easy to get via AI and do not meet this requirement. There should be a variety of methods, usually in contemporary contexts.

3. Do learning outcomes reflect approaches demonstrate constructive alignment with the assessment and the ability to apply learning? Note: Generally identified by analysis, critiquing, contrasting, evaluation, evidence of learning processes, originality or personal reflection (not necessarily a guarantee of integrity).

Specific considerations as shown in the relevant section of the Unit Outline (UNITS):

4. Are students advised about where and how to acknowledge AI?
5. Does the criteria for assessment reflect the item's purpose and, where appropriate, include the use of AI?

PART F: Teaching and learning implications

Please outline the following information.

- Course structure or unit sequencing
- Overall assessment regime and procedures
- Mapping and constructive alignment
- RPL Pathway information (if applicable)
- How technology is used to support the achievement of learning outcomes/graduate attributes

PART G: State the explicit strategies and support mechanisms used in the course to cater to international students (COURSES)

*How does the course cater to international students?
(ensuring adherence to the ESOS Act and the National Code 2018)*

Noting in particular the [Explanatory Guide](#) mirrors the National Code structure of Parts A, B, C and D, placing particular emphasis on the 15 standards in Part D, which cover:

- pre-enrolment engagement of students (Standards 1–4)
- care for and services to students (Standards 5–6)
- students as consumers (Standards 7–8)
- the student visa programme (Standards 9–13)
- staff, educational resources and premises (Standards 14–15).

PART H: Resources required/changed

Please provide information on any additional resources required beyond the usual requirements.

The DP(E) 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 resources or potential student needs

PART I: Other implications (Optional)

If applicable, please provide comments with respect to the following.

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

PART J: Consultation and reviews (COURSES)

New courses - Following the Course and Unit Development Policy, the following reviews are attached:

- External discipline expert (*required for new courses*)

Name: _____ Date of review:

Comments:

- Other person (if applicable)

Name: _____ Date of review:

Comments:

PART K: Signatures

Person submitting proposal:

Name: _____

Signature: _____ Date: _____

Deputy President (Education) or delegate

Name: _____

Signature: _____ Date: _____

PART L: Progressing the proposal

Changes to courses and major changes to units:

1. The DP(E) forwards the document to the Secretary of Course Advisory Committee
2. CAC considers the changes, requests further information or revisions if necessary and provides advice on the proposal. This is then progressed to the Academic Board.