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Related documents	<p><i>Higher Education Standards Framework (Threshold Standards) 2015</i>  <i>Tertiary Education Quality and Standards Agency Act 2015 (TEQSA Act)</i>  <i>*as amended from time to time</i>  <i>Course Discontinuation and Teach Out Policy and Procedures</i></p> <p><i>Learning and Teaching @ AIA</i></p> <p><i>Student Performance Data Policy and Procedures</i></p> <p><i>Quality Assurance Framework</i></p> <p><i>Terms of Reference of the Academic Board and its Sub-Committees</i></p>

## 1. Purpose

To detail the Analytics Institute of Australia process for the development, modification, review, and approval of courses of study to ensure adherence to the Australian Qualifications Framework (AQF) 2013 and the Higher Education Standards Framework (HESF) 2015.

The Course Advisory Committee (CAC), a subcommittee under the direct oversight of the Academic Board, is entrusted with supporting the Academic Board with the administration of this policy.

## 2. Scope

This Policy applies to all courses offered by AIA, leading to an AQF award, and accredited by the Tertiary Education Quality and Standards Agency (TEQSA), or for which accreditation will be sought.

## 3. Principles

### New Courses/Specialisations Initiation

- A new course or an additional strand (specialisation) within an existing course may be recommended in a number of ways: by a Course Convenor, the Board of Directors or the Academic Board through the process of developing the Strategic Plan, by industry consultations, or at the suggestion of any Academic staff member of the AIA.
- Approval for new course/specialisation development is the responsibility of the Academic Board. If a recommendation is accepted by the Academic Board, the Board will delegate to relevant designated staff the resources and authority to undertake a Market Demand and Course Resourcing Report. This process will occur even if it is not the Academic Board that recommended the initiation of a new course of specialisation.

- The Market Demand and Course Resourcing Report must include current, accurate and authoritative information and data that sets out the likely demand of a new course offering/specialisation, student markets, alignment with the AIA's Strategic Plan and learning and teaching and objectives, as well as whether the Institute has the necessary resources, staffing profile and capacity to deliver the course.
- The Report and its recommendations to proceed will be considered by the Academic Board.
- Once it is decided that the new course/specialisation proposal is a viable proposal, the Academic Board delegates to the CAC the responsibility for development. The CAC is responsible for overseeing the course/specialisation development process including ensuring that:
  - the course/specialisation design meets the specifications of the AQF,
  - learning outcomes are specified and have been benchmarked against external exemplars,
  - admission requirements are robust and have been benchmarked, and
  - assessments have been designed to facilitate formative learning towards demonstrating the learning outcomes and summative evaluation of demonstration of the learning outcomes.

## **New Courses/Specialisations Development**

- For new course development, the design and development process may include the CAC using curriculum working groups that may be supplemented by external experts. The curriculum working group is responsible for curriculum development within the approved course parameters to ensure:
  - currency of disciplinary content,
  - alignment with professional standards (where necessary),
  - validation that the course meets the AQF and,
  - that course engages with emerging practice and recent scholarship.
- The curriculum working group will meet during the development process and provide minutes of each meeting with a status report to the CAC.
- The CAC has authority for endorsing the curriculum group's recommendations with ultimate academic approval of the Academic Board.
- During the development process, the CAC reports to the Academic Board and provides a status on progress for course/specialisation development and presents draft course documentation as it is prepared.

## **External Review**

- Once the development process is complete, Academic Board will appoint at least one independent course/specialisation reviewer with senior academic, disciplinary experience. The independent reviewer will be requested to provide a comprehensive review of the proposed design, structure, units, and policies including any recommendations.

- The CAC will review the independent report and prepare a draft Implementation Plan based on the recommendations. The report and the draft Plan will be tabled at Academic Board for review and approval.
- The CAC will make all necessary amendments to the course/specialisation.
- Once finalized, the CAC will present the final course documents including a recommendation to approve, accompanied by the Course Development Checklist Template at Appendix 1.

### **New Course Approval**

- For new courses, the Academic Board will consider the course proposal in detail, including consideration of whether the course aligns with AIA strategic objectives, meets the Higher Education Standards Framework (2015), is aligned to the AQF and any relevant professional standards, and whether there are resource implications that need to be considered.
- Academic Board will consider any compliance or resources issues associated with the proposal. The Academic Board's resolution in relation to these matters must be formally documented, with a recommendation to either endorse/not endorse the proposal for accreditation submission to TEQSA.
- The Academic Board will forward its recommendation to the Board of Directors for final approval.

### **New Specialisation Approval**

- For a new specialisation, the Academic Board will consider the proposal in detail, including consideration of whether the specialisation aligns with AIA strategic objectives, meets the Higher Education Standards Framework (2015), is aligned to the AQF and any relevant professional standards, and whether there are resource implications that need to be considered.
- Academic Board will consider any compliance or resources issues associated with the proposal. The Academic Board's resolution in relation to these matters must be formally documented, with a recommendation to either endorse/not endorse the proposal and recommend any required notification to TEQSA.
- The Academic Board will forward its recommendation to the Board of Directors for final approval.

### **Review of Existing Courses**

- The Academic Board shall oversee the internal review of each course offered by the Institute at least once every two years for interim monitoring and quality assurance and, also conduct a comprehensive external review at least once in five years.

### **Internal Review**

- a. The Academic Board will delegate to the CAC the oversight and coordination of the internal reviews with regular reporting to the Academic Board during the internal review process.

- b. The purpose of the internal review will be to make ongoing interim enhancements to the current course curriculum to ensure it meets regulatory requirements, is supported by current and relevant resources, is aligned to sector benchmarks, is designed appropriately to foster positive student outcomes and progression and is responsive to staff and student feedback.
- c. In undertaking the annual internal review of each course, the CAC will:
- Review student performance data including progression rates, attrition rates, completion times and rates and comparing performance across different campuses.
  - Review moderation of assessment reports and examples for sample units.
  - Benchmark the learning outcomes of each course with relevant comparators.
  - Benchmark student satisfaction and outcomes (QILT and other publicly available data sets) of each course with external reference points.
  - Review all student and staff feedback collected during the last 12-month period relating to each course.
  - Review the implementation and success of recommendations made in prior internal and external review processes; and
  - Provide an analysis of the review data and findings including any recommendations.
- d. The CAC will present the report and recommendations to the Academic Board for approval. Once approved, the CAC will oversee the implementation of any changes.

## **External Review**

- a. All courses must be scheduled for comprehensive external review at least every five years.
- b. The Academic Board may choose to appoint an external and independent senior academic expert to review the course or to convene an Independent Expert Panel to conduct the review.
- c. The external expert /panel will be required to provide the CAC with a detailed assessment report of the course and recommendations on whether the course should continue in its present form, be modified, or terminated.
- d. In preparing its report, the expert/panel will be requested to undertake a comprehensive review including but not limited to the following:
- the design and content of the course including admission and credit
  - the course learning outcomes
  - the assessment design of the course and alignment to learning outcomes
  - trend student performance data and student outcome data
  - the alignment with the AQF

- whether the course engages in emerging developments in the field of education and is supported by the necessary academic and human resources
  - whether there are issues associated with the mode of delivery
  - whether the course is designed to facilitate the needs of its cohort and support diversity
  - whether there are identified risks to the quality of the course of study including risks to compliance with regulatory or professional accreditation standards.
- e. The external review will take into account the outcomes and actions arising from the regular interim monitoring undertaken by the CAC (see above).
- f. The CAC will consider the report from the expert/panel, and a draft implementation plan will be developed in response to the review recommendations.
- g. The external report and the draft plan will be presented to the Academic Board for consideration and approval.
- h. If the Academic Board approves the recommendations and the implementation plan, the CAC will be given authority to oversee the implementation program with regular reporting to the Academic Board.

#### 4. Responsibilities

The Academic Dean is responsible for maintenance and implementation of this Policy

#### 5. Legislation and Associated Documents

The following Standards in the Higher Education Standards Framework relate to this Policy

Registration: 1.3.5, 2.2.3, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3 (all), 6.1.4, 6.3.2

Course Accreditation: 1.4 (all), 1.5.3, 1.5.9, 3.1

#### Version history

Version	Approved by	Approval Date	Details
V 1.0	Academic Board	06/08/2020	
V 1.1	Academic Board	15/06/21	Addition that : The external review will take into account the outcomes and actions arising from the regular interim monitoring undertaken by the CAC (see above).
V1.2	Academic Board	19/08/2021	Addition that: This process will occur even if it is not the Academic Board that recommended the initiation of a new course or specialisation.

Document owner: Academic Board

## Appendix 1: Course/Specialisation Development Checklist Template for Proposals

Course Design Specifications	Comments/Attachment
The design for each course/specialisation includes the qualification(s) to be awarded on completion	
The design for each course/specialisation includes structure, duration, and modes of delivery	
The design for each course/specialisation includes the units of study (or equivalent) that comprise the course of study	
The design for each course/specialisation includes entry requirements and pathways	
The design for each course/specialisation includes expected learning outcomes, methods of assessment and indicative student workload	
The design for each course/specialisation includes compulsory requirements for completion	
The design for each course/specialisation includes exit pathways, articulation arrangements, and pathways to further learning	
The content and learning activities of the course/specialisation engages with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes	
The course/specialisation includes current knowledge and scholarship in relevant academic disciplines	
The course/specialisation includes underlying theoretical and conceptual frameworks of the academic disciplines or fields of education	
The course/specialisation includes emerging concepts that are informed by recent scholarship, current research findings or advances in practice	
Learning and teaching activities are arranged to foster progressive and coherent achievement of expected learning outcomes	
The course/specialisation is designed to enable the achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.	
The course/specialisation is aligned to relevant professional accreditation standards	

Learning Outcomes and Assessment	Comments/Attachment
The course/specialisation learning outcomes are specified, and have been mapped to the AQF and benchmarked with external comparators	
The learning outcomes encompass discipline-related as well as generic outcomes, employability skills and knowledge, skills in critical thinking and, where relevant, are mapped to professional accreditation requirements.	
Assessment tasks have been mapped to learning outcomes and can confirm that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment	
Assessment for each unit includes formative and summative assessment	
Admission Requirements	Comments/Attachment
Admission requirements have been set, including standards for English language proficiency	
Admission requirements have been benchmarked with relevant comparators	
A Credit and Recognition of Prior Learning procedure has been followed to align with the Institute's policy	
Third Party Arrangements	Comments/Attachment
The course/specialisation requires outsourcing to a third party any aspect of learning and teaching	
For courses that include WIL (or external placements), arrangements have been made ensure integrity, quality, and monitoring and safety of the students	
Resources	Comments/Attachment
AIA has the resources necessary for the delivery of the he course/specialisation	

<p>AIA has the academic staffing profile necessary to delivery and support the course/specialisation</p>	
<p><b>Review Process</b></p>	<p><b>Comments/Attachment</b></p>
<p>Outline of the course review process including the recommendations from independent reviewers.</p>	