

# **Course Design Development and Approval Policy and Procedures**

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## 1. PURPOSE

The Course Design, Development, and Approval Policy and Procedures outline the process by which the Barton Business School's ("BBS") courses are designed, developed, and approved. The primary objective of this policy and these procedures is to ensure that all BBS courses meet the (a) [Higher Education Standards Framework \(Threshold Standards\) 2021](#), (b) requirements of the appropriate [Australian Qualifications Framework \(AQF\) level](#), and (c) accreditation requirements of relevant professional bodies.

## 2. SCOPE

This policy applies to all BBS courses that are to be accredited by TEQSA. This policy and these procedures apply to all BBS staff, internal governing bodies/committees, and external contributors involved in the design, development, and approval of existing or new courses for BBS.

## 3. DEFINITIONS

Refer to BBS's *Glossary of Terms*.

## 4. POLICY

- a. The Academic Board ("AB") oversees course design, development, approval, and accreditation processes.
- b. The AB must seek recommendations from the Learning and Teaching Committee ("LTC"), the Course Advisory Committee ("CAC"), and internal and external experts during course design, development, and approval processes.
- c. BBS must have all its courses accredited by the national regulatory body, TEQSA.
- d. BBS is bound by TEQSA's provider registration, course accreditation, and renewal of accreditation processes.
- e. BBS must undertake benchmarking and industry consultation to keep its courses up-to-date and relevant.
- f. BBS must ensure that all of its courses are designed to meet relevant professional body accreditation standards.

### 4.1. POLICY PRINCIPLES

The primary principles that underpin this policy and these procedures require BBS to:

- a. comply with the requirements of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#);
- b. comply with the requirements of the [Australian Qualifications Framework](#) (AQF) for the relevant level;
- c. where applicable, align to the needs of industry and government;
- d. comply with the requirements of professional accreditation bodies;
- e. align with BBS's *Learning and Teaching Plan*;
- f. be academically strong and coherent, allowing students to progress from one semester to the next;
- g. be designed to enable students to achieve course learning outcomes and graduate attributes;
- h. have a clear, overarching statement of the aims and objectives of the course that informs decision-making about individual unit content, teaching methods, and assessment strategies;
- i. demonstrate a process of constructive alignment in the development of unit materials and assessment of learning outcomes;
- j. undergo periodic, comprehensive reviews (at least every seven years) and include external referencing, benchmarking, and continuous improvement;
- k. reflect good practice principles in course design, development, and approval.

## 5. PROCEDURES

### 5.1. BUSINESS CASE APPROVAL

- a. BBS's Board of Directors ("BoD") has the ultimate responsibility in determining whether to approve the business case for all courses (new and existing).
- b. A business case must be submitted by the Chief Executive Officer or the Dean for a new course or a material change to an existing course.
- c. In most cases, a business case should be submitted to the AB. Once the AB has endorsed a business case, the BoD will consider the business case.
- d. Occasionally, a business case may be submitted directly to the BoD. Nonetheless, the BoD must still seek AB endorsement for the business case.
- e. A business case must address at least the following matters:
  - i. Course overview
  - ii. Course rationale
  - iii. Intended student market (domestic and international students)
  - iv. Evidence of student demand
  - v. Evidence of industry and/or government demand
  - vi. Professional accreditation (where applicable)
  - vii. Key distinguishing features
  - viii. Alignment with BBS's vision, mission, and values

- ix. Estimated resource requirements
- x. Course structure, duration, and delivery mode
- f. Once the business case is endorsed by the AB and approved by the BoD, the AB must oversee the course design, development, and approval process.

## 5.2. COURSE DESIGN AND DEVELOPMENT PROCESS

- a. The AB is the peak academic body of BBS. It is responsible for approving all courses, as well as managing and overseeing the course design, development, and approval process.
- b. The AB convenes the Learning and Teaching Committee ("LTC"). The LTC is chaired by the Dean and must commence the design and development of a course. The LTC will undertake detailed design and development of endorsed new or revised courses and units.
- c. A Course Advisory Committee ("CAC") is convened by the LTC under instructions from the AB to provide industry and content-specific advice on industry needs, relevant professional accrediting body or association requirements, and innovations in the development, design, and ongoing revision of BBS courses.
- d. A CAC provides formal reports to the AB and LTC that include recommendations on course and unit developments.
- e. The LTC regularly receives and considers recommendations from a CAC.
- f. The LTC must develop Course Learning Outcomes ("CLOs"), which must be approved by the AB.
- g. Each course must have distinct CLOs and must be designed to enable the achievement of defined CLOs, regardless of a student's place of study or mode of learning.
- h. A framework of constructive alignment must be used when designing all courses.
- i. The LTC starts to prepare a Course Proposal. The Course Proposal is a crucial document in the design and development process. Refer to Appendix A.
- j. The LTC must regularly report its progress on the Course Proposal and other course materials (e.g., unit outlines, assessment tasks, learning materials) to the AB.
- k. Once the review process has completed its iterative assessment of the course documentation, the LTC will finalise the Course Proposal and other course materials. The LTC is expected to incorporate CAC and AB input for the final Course Proposal, Unit Outlines, and Course Materials.
- l. In the course design and development phase, the LTC must ensure that all required elements for a Course Proposal and other course materials (e.g., unit outlines, assessment tasks, learning materials) are met.
- m. To ensure the documentation relating to a Course Proposal is complete, the LTC should refer to relevant [TEQSA Guidance Notes](#) and use any templates provided by TEQSA.
- n. Once the design and development phase has been completed, the Course Proposal must go through the internal course approval and external review process described in 5.3.

### 5.3. INTERNAL COURSE APPROVAL AND EXTERNAL REVIEW

- a. Once the LTC has gone through the iteration/improvement process, it must present and seek initial approval from the AB for the course proposal and other course materials.
- b. The AB provides initial approval for the course proposal and other course materials.
- c. Upon initial approval, the AB must seek an external review of the course proposal and other course materials by discipline experts.
- d. The AB must use a minimum of two external discipline experts to review all course materials.
- e. In choosing these experts, preference should be given to those listed on the [TEQSA's Register of External Experts](#).
- f. Where the AB is not able to engage experts from that register, it should seek to engage other external experts. These experts may be from other higher-education institutions (e.g., university professors in the discipline).
- g. The primary purposes of the external review are to (i) assess BBS's proposed course against the Threshold Standards, and (ii) determine whether the proposed course meets all relevant accreditation standards. The AB must clarify these purposes in the scope of the engagement with external experts.
- h. The AB must consider an expert's report and recommendations carefully. Once the AB has completed its discernment process, it must provide guidance/instructions to the LTC to implement its recommendations.
- i. The LTC is to update all course materials accordingly. In doing so, the LTC may seek input from the CAC.
- j. The LTC must then present updated materials to the AB. The AB must consider each aspect of the updated materials against the expert recommendations.
- k. If the AB approves the updated course materials, it then must send the updated materials to the same external experts for further review.
- l. If the AB does not approve the updated materials, it must provide further guidance to the LTC to improve the course materials. This process will continue until the AB has approved the updated materials.
- m. The AB receives external expert reports on the updated course materials. If there are no further findings, the AB then approves the course. However, if an external expert makes new recommendations/findings and the AB deems these recommendations/findings appropriate, the AB will repeat the above process described in 5.3h-5.3l.
- n. Following the final approval of the course, the AB must send its decision to the BoD for endorsement. At that time, the AB should recommend to the BoD that submission of the course accreditation application to TEQSA be approved.

## 5.4. TEQSA SUBMISSION AND APPROVAL

- a. Once the course has received final approval from the AB and endorsement from the BoD, BBS should start the submission process with TEQSA.
- b. The CEO and Dean must:
  - i. Liaise with the TEQSA case manager.
  - ii. Refer to the supporting materials [TEQSA's website](#) that relate to applying for initial registration and course accreditation.
  - iii. Gather all information/documentation required by the TEQSA.
  - iv. Complete relevant TEQSA application forms.
  - v. Complete relevant TEQSA templates (e.g., fit and proper declarations, confirmed evidence table).
  - vi. Label evidence clearly (i.e., documents and/or URL links using the naming conventions described in the guidance note on Naming Conventions for Evidence) so that TEQSA can easily locate and reference the evidence.
  - vii. Submit all required evidence as outlined in the Confirmed Evidence Tables.
- c. The CEO and Dean are responsible for the final/complete submission of the course accreditation application to TEQSA using the TEQSA provider portal.
- d. After submission, BBS should receive an itemised invoice as final confirmation of the application and request for payment. The CEO must ensure payment is made promptly, because TEQSA will commence assessment of an application only after it has received the application fees.

## 6. ROLES AND RESPONSIBILITIES

### 6.1. BOARD OF DIRECTORS

- a. The AB has the authority to deal with all academic matters (including the course design, development, and approval), but the BoD provides strategic oversight of the AB.
- b. The BoD must approve the business case and required resources needed.
- c. Upon receiving a course approval from the AB, the BoD is responsible for endorsing the final course for submission to TEQSA.
- d. Refer to the *Board of Directors: Terms of Reference* for further understanding of the BoD's broader role in BBS.

### 6.2. ACADEMIC BOARD

- a. The AB is the peak academic body of BBS and is responsible for approving all courses, which includes managing and overseeing the course design, development, and approval process.
- b. The AB formulates and reviews policies, rules, guidelines, and procedures in relation to course development, review, and approval.

- c. Refer to the *Academic Board: Terms of Reference* for further understanding of the AB's broader role in BBS.

### 6.3. LEARNING AND TEACHING COMMITTEE

- a. The LTC is responsible for undertaking detailed course design and development.
- b. The LTC ensures that the course design and development meets regulatory requirements.
- c. Refer to the *Learning and Teaching Committee: Terms of Reference* for further understanding of the LTC's broader role in BBS.

### 6.4. COURSE ADVISORY COMMITTEE

- a. A CAC is responsible for providing content-specific advice on industry and government needs, relevant professional accrediting body or association requirements, and innovations relating to the development, design, and ongoing revision of BBS courses.
- b. Refer to the *Course Advisory Committee: Terms of Reference* for further understanding of the CAC's broader role in BBS.



## 7. VERSION CONTROL

Document title	Course Design, Development, and Approval Policy and Procedures	
Approved By	Academic Board	
Date of Review	This document is to be reviewed every two years at a minimum from the date of final approval.	
Related Documents	<ul style="list-style-type: none"> <li>• Terms of Reference - Board of Directors</li> <li>• Terms of Reference - Academic Board</li> <li>• Terms of Reference - Course Advisory Committee</li> <li>• Terms of Reference - Learning and Teaching Committee</li> <li>• Learning and Teaching Plan</li> </ul>	
Related Legislation and References	<ul style="list-style-type: none"> <li>• <a href="#"><i>Higher Education Standards Framework (Threshold Standards) 2021</i></a></li> <li>• <a href="#"><i>Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</i></a></li> </ul>	
Version	Notes	Date Approved
1.0	<ul style="list-style-type: none"> <li>• The first draft was tabled and approved with minor changes. These changes were to include Evidence of industry demand and Course Structure, duration, and delivery mode in section 5.1 of the document.</li> </ul>	28/10/2022
2.0	<ul style="list-style-type: none"> <li>• Document approved subject to changes in sections 4.1.j and other editorial changes throughout the document. This update includes the recommendations by the external reviewers.</li> </ul>	13/10/2023

## 1. APPENDIX A - COURSE PROPOSAL

As a minimum, a Proposal for a course must address the following:

- a. rationale for the course (including expected graduate employment opportunities);
- b. qualifications to be awarded on completion of the course;
- c. admission criteria;
- d. course learning outcomes, methods of assessment, indicative student workload, and national/international comparators (consistent with Threshold Standards 1.4.1-3 and 1.4.5-7 (if applicable));
- e. rationale for relationship between learning outcomes, AQF level specifications, unit learning outcomes, and unit assessment and preparation of a summary table mapping this alignment;
- f. structure, duration, and modes of delivery (in particular identifying any subjects delivered 100% online or by distance learning—i.e., not fully onsite or blended);
- g. list of units of study (indicating whether each unit is compulsory or an elective);
- h. compulsory requirements for completion;
- i. exit pathways, articulation arrangements, and pathways to further learning;
- j. requirements for the course to be professionally accredited/registered in order for graduates to gain work in the profession in Australia, and details of arrangements with professional bodies for such professional accreditation/registration;
- k. planned staffing complement, showing qualifications and experience of the course coordinator and for all teaching positions as required by Threshold Standard 3.2.3, and:
  - i. resumes for any staff already engaged;
  - ii. position descriptions for positions not yet filled;
  - iii. evidence of equivalent academic or professional experience relevant to policy criteria, and
  - iv. arrangements for oversight of staff who do not fully meet Threshold Standard 3.2.3.