

## Policy Title

### Course Development, Course Review and Unit Review Policy

#### Preamble

This policy is consistent with the following legislation and regulation:

- The Australian Qualifications Framework (2013)
- The Tertiary Education and Quality Standards Agency Act (2011)
- The Higher Education Standards Framework (Threshold Standards) 2021
  - Standard 1.4 Learning Outcomes and Assessment
  - Standard 5.1 Course Approval and Accreditation
  - Standard 5.3 Monitoring, Review and Improvement
  - Standard 6.3 Academic Governance
- The Deakin University Agreement (2017)

#### Purpose

Deakin College is dedicated to upholding the highest standards of quality management by rigorously evaluating its course offerings. This ensures not only successful student outcomes but also the institution's continued responsiveness to contemporary environmental and industry demands. Consequently, this policy outlines the principles governing the design, development, and renewal of Deakin College curricula across courses and units of study. It establishes the guidelines for course development, review, amendment, approval, and discontinuation, ensuring alignment with academic and industry standards.

#### Scope

This policy applies to all courses and units at Deakin College.

#### Policy

##### 1. Principles

- 1.1. The Deakin College Academic Board of Studies has oversight of all academic programs offered by Deakin College, approves all proposed new course development and reviews existing courses and units.
- 1.2. All course or unit reviews and course development proposals are based on sound evidence.

##### 2. New Course Development

- 2.1 Deakin College is registered with the Tertiary Education Quality Standards Agency (TEQSA) as an 'Institute of Higher Education' without self-accrediting authority.
- 2.2 New course development is undertaken with engagement from a range of stakeholders and for Diploma programs using the intellectual property and curriculum of first-year units of study from within Deakin University courses.

**2.3** If a new course opportunity is identified, a concept paper is developed for consideration by the Senior Management Group in the first instance. In considering the concept paper, the Senior Management Group take into account:

- alignment with the College Mission and Strategic Plan;
- alignment with the Teaching and Learning Plan;
- industry and market demand; and
- physical and human resources required to develop and offer the course.

*Discussion with University partner*

**2.4** If the concept paper is received favourably, a discussion is initiated with senior staff at Deakin University, to establish:

- level of support at a senior level to the course;
- alignment with the University's strategic direction;
- potential articulation pathways; and
- availability of discipline-specific expertise to assist in development.

*Course Development*

**2.5** If Deakin University favours the concept, the Deakin College Academic Director and Academic Managers initiate a process that engages relevant University faculty staff, industry, and professional body representatives to develop a course proposal.

**2.6** A course proposal must be approved in accordance with the *Delegations of Authority Policy and Register—Academic Programs, Services and Students* and involve College governance structures and Deakin University.

**2.7** External independent assessment is engaged prior to seeking final approval for accreditation of a course of study by TEQSA.

**3. Ongoing Course and Unit Review and Improvement**

**3.1** Course and unit review is the quality assurance process that ensures effective curriculum planning and design and separates academic quality assurance from management decisions regarding course offerings.

**3.2** All courses and units are subject to internal 'minor' reviews every year, which are applied consistently and involve competent academic oversight and scrutiny.

**3.3** All courses and units will be subject to 'major' rigorous review processes once every five (5) to seven (7) years to ensure quality, relevance, and currency and as preparation for the renewal of course accreditation application to TEQSA.

**3.4** Course and unit reviews are monitored by the Course Review Committee and Academic Board of Studies.

*Curriculum Design Principles and Practices*

**3.5** Curriculum design principles and practices will align with and reflect curriculum governance at Deakin University, where learning experiences are purposefully designed to harness digital, physical, and human connections. Learning experiences aim to

support students in developing the knowledge, skills, and capabilities they need for future success in a rapidly changing world. Curriculum design involves intentionally designing learning, teaching, and assessment to guide a student to complete a course or unit successfully. At Deakin College, courses and units are designed to foster the skills for life-long learning. Deakin's design principles are:

- Holistic: building on and connecting to students' existing knowledge and skills, fostering well-being, self-determination, and the development of capabilities that transform learners into graduates who can achieve their goals.
- Feedback-focused: underpinned by feedback designed to support students in achieving and demonstrating learning outcomes, feedback fosters dialogue that enables students to see their learning progress and make evaluative judgements.
- Inclusive: inclusive, accessible and equitable; providing flexibility and choice in the mode of study that is balanced with structure to support the development of a learning community.
- Authentic: reflective of digitised lives and the modern world of work, students use ideas, theories, and tools relevant to contemporary contexts to solve meaningful problems and make an impact in a rapidly changing world.
- Integrated: tailored to the discipline and study mode; digital and physical affordances complement each other and are sequenced across time, space and place to form an integrated whole that prepares students for the contemporary world.
- Digital: digital by design; digital technologies are leveraged as core design elements to enable access and participation, and support student success.
- Course-wide: designed to be constructively aligned and coherent across a course; a narrative clearly articulates the relationship between activities, assessment and outcomes to support student journeys from transition to graduation.
- Active and collaborative: interactive, active and collaborative; students develop skills and knowledge through application activities that support the achievement of learning outcomes.
- Relational: promote relationships, connect students to their discipline, others, space and place, strengthen communities and foster belonging.

#### **4. Course and Unit Review**

- 4.1** The College's curriculum evaluation and review processes, through which curriculum items are monitored, reviewed and improved, are designed to meet institutional quality assurance requirements as expressed in the Higher Education Standards Framework (Threshold Standards) 2021.
- 4.2** Deakin College will conduct comprehensive reviews of its courses and units against internal and external comparators and benchmarks as part of its ongoing monitoring, review, and improvement practices, in accordance with the *Course and Unit Review Procedure*.
- 4.3** Evaluation and review enable the College to continue meeting students' needs in accordance with its strategic goals.

- 4.4 Deakin College undertakes comprehensive reviews of courses and units at least every five (5) years. The outcomes of these reviews are used to prepare each course for accreditation.
- 4.5 Major course and unit reviews are informed and supported by more frequent monitoring of curriculum and course performance through the minor (annual and study period) course and unit reviews.
- 4.6 Courses and units may also constitute a component of the cyclic review with Deakin University, in accordance with the *Deakin University Higher Education Courses Approval and Review Procedure*, as determined by the Deakin College Academic Board of Studies.

## 5. Accountabilities and Responsibilities

- 5.1 The procedures owner, the Academic Director, has overarching responsibility for the pathway curriculum at the College, including the quality of courses and units and for reviewing courses and units.
- 5.2 The Director of Quality and Student Services will publish the schedule for Major Course Reviews and facilitate the major review process.
- 5.3 Academic Coordinators will drive and coordinate minor course and unit reviews for the courses and units under their responsibility and will make recommendations on course and unit changes to the Learning and Teaching Committee and Academic Board of Studies.
- 5.4 Unit Coordinators will conduct minor reviews of their units at the end of each study period. Additionally, they will perform an annual unit review, complete the Unit Coordinator Report for each study period, and submit it to their Academic Coordinator.
- 5.5 As discipline experts, Unit Coordinators may be invited to join the Course Review Committee to contribute to major course and unit reviews.
- 5.6 Unit Coordinators will liaise with their counterparts at Deakin University and Deakin College Jakarta to ensure consistency in unit contents and delivery and to facilitate the sharing of teaching materials.
- 5.7 The Campus Director of Deakin College Jakarta will ensure the completion of both minor and major changes to courses and units at Deakin College Jakarta.

### Related Policies

Quality Management and Continuous Improvement Policy  
Deakin University Higher Education Courses Policy

### Procedure

Course and Unit Review Procedure  
Deakin University Course Design and Delivery Procedure  
Deakin University Higher Education Courses Approval and Review Procedure

### Definitions

Key Term or Acronym	Definition
Concept paper	The initial proposal to establish the case for new course development.
Course proposal	The documentation required by TEQSA when providers apply for course accreditation that provides detailed course documentation.
Major Review	A comprehensive evaluation of an academic course or unit is conducted periodically to assess its alignment with educational goals and standards.
Minor Review	A focused evaluation of an academic course or unit is carried out at specific intervals to ensure ongoing alignment with educational objectives and standards.
TEQSA	The Tertiary Education Quality Standards Agency accredits courses for non-self-accrediting providers.

### Status and Details

<b>Identification</b>	Course Development, Course Review and Unit Review Policy
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