



## Course Design Policy

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| <b>Policy Category</b>                 | Academic  |
| <b>Policy Code</b>                     | ACA-HE-08   |
| <b>Policy Owner</b>                    | Principal   |
| <b>Responsible Officer</b>             | Principal   |
| <b>Approving authority</b>             | Academic Board  |
| <b>Contact Officer</b>                 | Dean  |
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| <b>Version</b>                         | 2022.1  |
| <b>Related Documents</b>               | Academic Quality and Governance Framework<br>Quality Assurance Framework<br>External Moderation and Benchmarking Policy<br>External Moderation and Benchmarking Procedure<br>Academic Continuous Improvement Policy<br>Academic Continuous Improvement Procedure<br>Student Assessment Policy<br>Student Assessment Procedure |
| <b>HESF (Threshold Standards) 2021</b> | 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5   |

### 1. Purpose

This Policy seeks to provide a framework for the design and development of courses delivered by the Australian Institute of Higher Education Pty Ltd ('the Institute') to ensure the quality and relevance of the courses.

### 2. Principles

Key principles informing this Policy and the associated Procedure are:

- courses are designed to enable students to achieve course learning outcomes and graduate attributes of the Institute;
- courses include a range of content that engages students from diverse backgrounds;
- courses align with the strategic and educational priorities of the Institute;
- courses are designed and developed in consultation with the relevant industry, profession and professional bodies;
- courses comply with the qualification specifications of the Australian Qualifications Framework (AQF), the Higher Education Threshold Standards 2021 and the requirements of the regulatory bodies;
- courses are designed to reflect best teaching and learning practices;
- course design takes stakeholder feedback and data from quality assurance systems into account; and

- courses are designed to enable positive employment prospects for students.

### 3. Context

This Policy has been developed in order to:

- ensure desired outcomes are met when designing and developing a course to provide an enriching, effective learning experience for students and a rewarding teaching experience for staff; and
- to ensure that courses are designed and developed to be effective in promoting high quality, meaningful, and long-lasting learning, particularly in relation to the Institute's graduate attributes.

### 4. Scope

This Policy applies to all staff members and external contributors involved in the design and development of existing or new courses for the Institute.

### 5. Definitions

See the AIH Glossary of Terms for definitions.

### 6. Policy details

#### 6.1 Overall Guidelines in Developing a New or Existing Course

In designing and developing new or existing courses, the Institute adheres to educational and professional development standards indicated in academic research within the broad disciplines within which it operates. These standards are established by higher education regulators, peer institutions of higher education, professional bodies and peak industry associations.

Course development is grounded in an educational philosophy that emphasises the centrality of the learner within the learning process. It supports the personal and professional development of each student to foster innovation, critical thinking, independent learning, and ethical and professional practice. The Institute's courses are structured to enable students to expand their professional interests across a range of related disciplines and enhance their future employment prospects.

Course design and development will take into account the areas of differentiation of the Institute comprising cultural intelligence, close industry networking and relationship, as well as embedded international aspects. Adherence to the Australian Qualifications Framework (AQF), professional bodies, and industry and academic benchmarks will also serve to guide and continuously improve the course.

#### 6.2 Benchmarking

During the process of designing and developing an existing or new course, benchmarking activities will be carried out and documented in accordance with the External Moderation and Benchmarking Policy and associated Procedure.

### **6.3 Course Approval**

There are six required steps to obtain approval before a submission is made to the Tertiary Education Quality Standards Agency (TEQSA) for accreditation or renewal of accreditation for a course:

- New course or change approval - a feasibility study is prepared and approval is gained by the Executive Management team and Board of Directors before course design and development can commence.
- 1st stage Course Advisory and Review Committee (CARC) – the CARC reviews the proposed course design and makes recommendations. There will be a second stage CARC after the external academic review.
- External academic review - Once the course has been reviewed by the CARC and required amendments are made, the course documentation will be sent to an independent external academic reviewer for feedback.
- 2nd stage Course Advisory and Review Committee (CARC) – once the suggested changes are made based on the external academic reviews feedback, a final CARC meeting will be held to provide final endorsement.
- Academic Board - Upon receiving final endorsement, the proposed course will be presented to the Academic Board for final approval.
- Board of Directors – The Board of Directors will endorse the proposed course being submitted to the Tertiary Education Quality Standards Agency (TEQSA).

For further information on the CARC, Academic Board and Board of Director responsibilities and membership, refer to the Academic Quality and Governance Framework.

### **6.4 Course Evaluation and Feedback**

All courses offered by the Institute are subject to ongoing monitoring and evaluation of course content and delivery mechanisms. For further information, refer to the Quality Assurance Framework and Academic Continuous Improvement Policy and associated Procedure.

### **6.5 Specific Design and Development Requirements**

#### **6.5.1 Course Duration**

All award courses must have a course duration that meets Australian Qualifications Framework (AQF) requirements.

### 6.5.2 Credit Points and Workload

All units at the Institute must be worth 10 credit points or a multiple of 10 credit points. The student workload for a unit worth 10 credit points is 150 hours equating to 1200 hours a year for a fulltime load (8 units worth 10 credit points).

For a 10-credit point unit, students will be required to attend 3 hours of in class work per week.

All award courses at the Institute must adhere to the specified minimum credit point requirements for an award course at the relevant AQF level as set out in the table below:

| Award                | Minimum Total Credit Points for Course |
|----------------------|--|
| Diploma              | 80                                     |
| Associate Degree     | 160                                    |
| Bachelor             | 240                                    |
| Graduate Certificate | 24                                     |
| Graduate Diploma     | 48                                     |
| Masters              | 96                                     |

2020 Graduate Certificate, Graduate Diploma and Master Course have 6 credit points per unit

There are three (3) hour workshops per unit timetabled.

There will be seven (7) private study hours expected per unit per week.

Students are expected to undertake 10 hours of combined face-to-face or online and private study per week.

### 6.5.3 Course Pre-requisites

Unit pre-requisites may be approved where a student's success in a unit is dependent on prior knowledge that must be demonstrated by successful prior completion of a specified unit within the course. As a matter of principle, pre-requisite units should be minimised and only introduced when absolutely crucial to increase flexibility in course progression.

### 6.5.4 Assessments

When developing assessments, there is a requirement for early assessment tasks with prompt feedback for introductory units to enable the early detection of students at risk. Refer to the Student Assessment Policy and associated Procedure for further information on assessment requirements.

## 7. Legislation

This Policy and the associated Procedure comply with Higher Education Standards Framework standard 3.1 (Course Design), which specifies (in summary) that:

- 3.1.1 The design for each course of study is specified and the specification includes:
- a. the qualification(s) to be awarded on completion
  - b. structure, duration and modes of delivery
  - c. the units of study (or equivalent) that comprise the course of study
  - d. entry requirements and pathways
  - e. expected learning outcomes, methods of assessment and indicative student workload
  - f. compulsory requirements for completion
  - g. exit pathways, articulation arrangements, pathways to further learning, and
  - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
- 3.1.2 The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
- a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
- 3.1.3 Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
- 3.1.4 Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
- 3.1.5 Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

In addition, this Policy and the associated Procedure comply with the Australian Qualifications Framework (AQF).

## 8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at May 2022 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

| <b>Change and Version Control</b> |                    |   |                       |                        |
|-----------------------------------|--------------------|---|-----------------------|------------------------|
| <b>Version</b>                    | <b>Authored by</b> | <b>Brief Description of the changes</b>   | <b>Date Approved:</b> | <b>Effective Date:</b> |
| 2017-1                            | Registrar          | New Policy  | 19 April 2017         | 20 April 2017          |
| 2019-1                            | Principal          | Updated Titles from Policy owner and Responsible Officer from Executive Dean to Principal, and Contact Officer from Registrar to Academic Dean. | 20 November 2019      | 21 November 2019       |
| 2021.1                            | Dean               | Policy review. Amendments to 6.5.2 to include Grad Cert, Grad Dip and Masters   | 17 February 2021      | 18 February 2021       |
| 2022.1                            | Registrar          | Updated Higher Education Standards Framework [Threshold Standard] 2021  | 25 May 2022           | 25 May 2022            |