



Course Creation and Development Policy

Purpose

The purpose of this Policy is to set out the principles and processes which underpin the design, development, review and delivery of courses at Victorian School of Commerce (VSC) and to ensure that they meet the standards of Australian Higher education. It outlines how VSC will create and develop higher education courses to ensure their relevance and quality. The policy sets out the approval process for selection, creation and implementation of new courses of study at VSC.

Scope

This Policy applies to all Academics, Academic Board, the Learning and Teaching Committee, the Course Advisory Committee, contractors and external experts involved with the creation and development of higher education courses at VSC. At all times, approval for creation and variation of courses must adhere to the principles outlined in this policy.

Definitions

AQF – refers to the Australian Qualification Framework which is the national policy for regulated qualifications in Australia.

Award - A degree or associate degree that may be awarded by VSC's Courses and Awards. It is a public recognition by VSC that a student has satisfactorily completed the course.

Graduate Attributes – the qualities, competencies and skills that are expected from a successful graduate from a course of study at VSC. They include skills that are non-discipline specific skills that a student will possess at the end of their study and that they will be able to apply to their work and life in general.

Course Learning Outcomes (CLO) – The outcomes listed by VSC which identify the knowledge, skills and application of knowledge and skills a student is expected to have and be able to demonstrate at the completion of the course.

Unit Learning Outcomes (ULO) – The outcomes listed by VSC which identify the knowledge, skills and application of knowledge which a student is expected to demonstrate on successful completion of a unit. This is in line with the standards, quantity and quality of knowledge of those skills that are required by the AQF.

CRICOS - Commonwealth Register of Institutions and Course for Overseas students.

TEQSA – Tertiary Education and Quality Standards Agency created under *the Tertiary Education Quality and Standards Agency Act (2011)*.

Course - A program consisting of a sequence of units leading to an award.

Unit – A discreet unit of study within a course and which has a set number of credit points allocated to it for successful completion.



Policy

In designing a course of study that leads to a higher education qualification, and in all matters related to the development, review, approval and withdrawal of courses and subjects, VSC will comply with all relevant regulatory requirements and standards specified by the Tertiary Education Quality and Standards Agency (TEQSA) and in the Australian Qualifications Framework (AQF). All courses created and developed for delivery at VSC must:

- meet AQF level specification requirements;
- engage with advanced knowledge and intellectual inquiry consistent with the level of study and the expected learning outcomes;
- be built upon an established and coherent body of knowledge, including underlying theoretical frameworks, up-to-date scholarship and emerging concepts;
- form a basis for further study;
- deliver equivalent learning outcomes independent of study mode or location; and
- be framed by learning outcomes including discipline-specific knowledge and skills, generic skills, knowledge and skills required for Field of Education related employment, and independent and critical thinking skills.

In particular:

1. Courses offered by VSC will be aligned with the vision, purpose and strategic objectives of VSC;
2. All courses will comply with VSC policies, Tertiary Education Quality and Standards Agency (TEQSA) requirements as outlined in their *Higher Education Standards Framework (Threshold Standards) 2021* and the *Australian Qualifications Framework (AQF)*;
3. Courses will incorporate student-centred approaches to learning and teaching, accommodating a wide range of students from varying backgrounds and ranges of interests;
4. Procedures for the creation and development of new courses will be set out in *Course Creation and Development Procedure*;
5. Courses will focus on areas of strength within the Institute, and address market, industry and professional and community needs;
6. Courses need to be academically strong and coherent, enabling students to progress from one level through to the next;
7. Courses must be financially viable;
8. Courses will be subject to ongoing review with both internal and external scrutiny and must remain relevant and appropriate;
9. Courses developed will be taught by qualified academic staff with skill and expertise in the field in order to enhance student learning;
10. Best practice in design of courses should be adhered to;
11. Learning Outcomes must be provided for each exit aspect of the award in line with the AQF;
12. All courses will be approved, monitored and reviewed by the Academic Board.



Roles and Responsibilities for Course Development

Role of the Board

The Board is responsible for the corporate governance of VSC pursuant to the Constitution and the Board Charter. The Board also has oversight of academic matters through the Academic Board.

The Board can propose new higher education courses. The Board will determine the strategic and business suitability of any higher education course for creation and development. The Board delegates development and approval of new courses to the Academic Board and will instruct the Academic Board to commence development of a Course Proposal for that course.

Role of the Academic Board

The Academic Board is responsible for the academic governance of VSC pursuant to the Academic Board Terms of Reference. The Academic Board will approve all aspects of the course, including the creation and development as well as providing final approval for the Course Proposal. The Academic Board will instruct and oversee the Learning and Teaching Committee which will convene a Course Advisory Committee and develop the course and Course Proposal.

The Academic Board will consider the academic quality of the proposed course, compliance with AQF, adherence to the Higher Education Standards Framework (Threshold Standards) 2021, quality of teaching and learning standards, teaching resource requirements and external industry requirements for the course proposed.

Role of the Learning and Teaching Committee

The Learning and Teaching Committee is responsible for convening the Course Advisory Committee, the creation and development of the course and providing the Academic Board with updates and material for Academic Board approval pursuant to the Learning and Teaching Committee Terms of Reference.

The Learning and Teaching Committee will determine how best to create and develop the course to ensure that Course Advisory Committee feedback and suggestions are incorporated. The Course Advisory Committee will provide industry and employer input and feedback on what their requirements are for graduates of the proposed higher education course.

Role of the Course Advisory Committee

The Course Advisory Committee is responsible for providing feedback and suggestions to the Learning and Teaching Committee on a proposed higher education course pursuant to the Course Advisory Committee Terms of Reference. Its role is purely advisory, and the Learning and Teaching Committee is under no obligation to follow any suggestion made by the Course Advisory Committee.

The Course Advisory Committee will meet and provide initial suggestions to the Learning and Teaching Committee. Following this, the Learning and Teaching Committee will provide updates to the Course Advisory Committee and the Course Advisory Committee will provide further suggestions and/or feedback on the progress of course development.



Course Development

Procedures for Course Development will include:

- Course Development Proposal
- Course Proposal
- TEQSA Accreditation
- Course Development
- Review Cycle and Ongoing Improvement
- Schedule for Development

Course Proposal

A Course Proposal must be created for each new higher education course proposed for accreditation and delivery that is sent to Academic Board. The Course Proposal will include the following information at a minimum to be considered for approval:

- The name of the qualification
- Course description
- Compulsory requirements for completion of the course, including an indication of core and elective subjects
- If the course includes a research component, a description of the proportion of the research component within the course
- The structure, duration and modes of delivery
- Entry requirements and proposed graduate pathways, including further education or articulation arrangements
- Course Learning Outcomes
- Unit Learning Outcomes
- The names of the units that constitute the course
- Any subject prerequisites within the course
- Proposed student workload (calculated in number of face-to-face and number of private study hours required)

Course Structure

Course Proposal – An Undergraduate course will consist of 24 units of study with each unit attracting 10 credit points. The Course structure must indicate desired or required sequential dependencies in unit delivery, on the assumption there will be introductory and higher order treatments of the topic. An undergraduate course will take three years full time or equivalent part time. A course may be taken part-time. Elective units may be available in the course. The Course must meet the relevant AQF level specifications. The Academic Board must approve all aspects of the course.

Authority to Review and Endorse New Courses

The authority for the review and approval of all new higher education courses to be accredited and delivered is delegated to the Academic Board.



Before a formal proposal for a new course or unit is submitted to Academic Board, the course will have gone through significant development, review, and feedback from the academic staff with course leadership responsibilities, in conjunction with academic management committees.

TEQSA Approval

A course cannot be advertised until approval has been granted from TEQSA.

Related policy instruments

Assessment and Moderation Policy

Assessment and Moderation Procedure

Course Creation and Development Procedure

Course Review and Quality Assurance Policy

Course Review and Quality Assurance Procedure

External Referencing Policy

Teaching and Learning Plan

Related documents and legislation

AQF Qualifications Pathway Policy

Higher Education Standards Framework (Threshold Standards) 2021 Tertiary Education Quality Standards Agency (TEQSA) Act 2011

TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment)

TEQSA Guidance Note: External Referencing (including Benchmarking)

Tertiary Standards Qualification Agency Act 2011.

Higher Education Support Legislation and Amendment Bill 2017

Administration

Revision History

Version	Approval date	Approval body	Review date
0.1	30/01/2020	Academic Board	
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0.3	21/08/2020	Academic Board	
1.0	02/06/2021	Academic Board	30/06/2022