COURSE DEVELOPMENT POLICY

Document Name	ACAP_1_A_POL_Course_Development_181012	
Date of Next Review	10 July 2021	
Approved by	Academic Board	10 July 2018
Responsible Person	Dean	
Related Documents	Assessment Policy; Learning, Teaching and Curriculum Plan; ACAP Graduate Attributes; Academic Board Terms of Reference; Quality Framework	
References and Legislation	Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth); Higher Education Standards Framework (Threshold Standards) 2015; Education Services for Overseas Students Act 2000 (Cth); Education Services for Overseas Students Regulations 2001; National Vocational Education and Training Regulator Act 2011; Migration Act 1958 (Cth); National Code of Practice for Providers of Education and Training to Overseas Students 2018; the Higher Education Support Act 2003 (Cth); Privacy Act 1988 (Cth)	

1. Purpose:

The development of new courses requires a robust framework to ensure that ACAP:
- meets its responsibilities for Self-Accrediting Authority under Australian law; and
- develops and delivers quality educational programs that meet the standards of Australian academic practice; and

This policy and procedure sets out a framework for the design, approval and implementation of new courses.

The purpose of this policy is to:
- define the principles and policies related to the creation or variation of courses of ACAP.
- describe the procedures used to maintain courses and units of study, pursuant to ACAP policies, the requirements of administrative and reporting systems and the requirements of external regulatory and jurisdictional requirements.

2. Scope:

The scope of this policy is for all courses and associated units. All approvals for the creation and variation of courses, units and related materials must adhere to the processes outlined in this policy course, course and unit coding conventions, and document protocols.

3. Definitions:

Term	Definition
College	The Australian College of Applied Psychology (ACAP).
Learning Outcome	A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course. This is specific to the course.
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students

Term	Definition
Graduate Attributes	A set of characteristics that each graduate, regardless of course or level of award, should have developed by the time they have completed their enrolled award course. These are common across all courses.
Unit	A unit of study in a higher education course or a unit of study, module and/or unit of competency in a vocational education and training course.

4. Educational Ethos

4.1 The ethos of ACAP courses embodies:
- expert content informed by professional practice, scholarship and current and future industry needs,
- effective and sustainable learning and teaching, and
- authentic, transparent feedback and assessment.

4.2 All courses share the common ACAP Graduate Attributes that address the needs of its stakeholders, meeting the ACAP mission to:
- Improve professional practice through the promotion of critical reflection, freedom of inquiry, academic excellence, research and a culture of scholarship.
- Maintain high standards of professionalism and ethics and contribute to the community with a sense of integrity, equity and social justice.
- Create an environment that empowers and supports the personal and professional development of students and associates of the College.
- Foster a learning environment that is engaging, challenging, flexible, rewarding and encourages lifelong learning.
- Meet the needs of employers, professional bodies and the community through graduates who are work ready.
- Provide returns to shareholders aligned with the expectations of being a commercial enterprise.

All course will additionally have Course Learning Outcomes specific to the course, Discipline, and AQF Level of the course.

5. Policy

The development and implementation of new courses for ACAP relies on an integrated collaboration of academic leadership and executive management governed by the mechanisms of academic and corporate governance. Effective and sustainable course development must follow the processes and procedures set out in this section on course development.

5.1 Stage One: Initial Development

Ideation
The idea for a new course can be proposed by any member of the ACAP community. The development of new courses begins with a concept paper either authored by, or provided to the Dean which is presented to the ACAP Executive Management Group (EMG) for consideration and if approved, serves as the basis for a full course proposal.

A concept paper should provide the following summary information:
- Working Title
- Summary (briefly describe the what and for whom)
- Course Outcomes (high level overview)

- Rationale (initial research to support need for the proposed course, strategic goals)
- AQF Level
- Indicative timeline to complete the development

The New Product Development Project Manager will be appointed custodian of the course development, and their role ends at first deployment.

Market Viability & Benchmarking
Once approved by EMG, a new course concept undergoes benchmarking, competitor analysis and market assessment to estimate potential demand for new course concept managed by the Associate Director of Marketing and approved by the General Manager of Marketing. The assessment is provided to the EMG for approval to proceed to development of a business case.

The business case, informed by the market assessment, will outline delivery considerations, expected margin, operational considerations, calculated risks on viability and market innovation, job outcomes, graduate destination, entry requirements and likely applicants, industry partnership/connections and all required external approvals/accreditation.

5.2 Stage Two: Substantive Course Development

Course Statement
A Course Statement is prepared by the course designers and approved by the Dean. It is an internal, evolutionary document which informs the design process of all associated course materials, entry requirements, structure and content information. It is a reference point for all internal stakeholders.

The Course Statement provides the rationale, structure, target learner information, module names and indicative content, learning outcomes and graduate outcome information as well as assessment strategies and methodologies. This document is subject to internal and external scrutiny throughout its development.

Project & Deployment Plan
The project & deployment plan is an operational document which is designed to assist in effective project management of any new program's design and implementation. The Project and Deployment plan is developed in conjunction with members of the Executive Management Group (EMG) to ensure that all aspects of the project and its resourcing are accounted for.

Course Materials
Once a course has approval in principle and is appropriately resourced, the development of course materials (unit guides, assessment briefs, rubrics etc.) will commence. Prior to formal submission to the Course Approval Committee for recommendation for approval by Academic Board, course materials must be developed, and subject to appropriate internal and external scrutiny. A constructive alignment of the assessments against the unit learning outcomes, graduate outcomes and the AQF outcomes on appropriate level must be completed prior to approval.

5.3 Stage Three: Course Accreditation

An application for accreditation is prepared according to seven domains:
1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management Overview

An application at the end of Stage Three will be submitted to Academic Board for approval.

5.4 Stage Four: Review Cycle & Continuous Improvement

An approved course will be subject to annual review via the Annual Course Report process, and to a cyclical quality review appropriate to the level and duration of the course (approximately 3-5 years). The quality review cycle commences from the first teaching period in which the new course is offered.

The EMG will commission research as it deems fit to monitor the financial viability and market demand of all current and pending course offerings. This research will be systematic and used to inform continuous improvement and potential areas for investment and divestment in course offerings.

6. Development Schedule

Stage	Task	Owner	Approver
1.1	Concept Paper	Dean	EMG
1.2	Appointment of Project Manager	Dean	EMG
1.3	Market Viability & Benchmarking	Associate Director of Marketing	EMG
1.4	Business Case	Project Manager	General Manager
2.1	Course Statement	Dean	Academic Board
2.2	Academic workforce & systems setup (LMS & Student Management System, Placements)	Dean	Provost
	Finance & Price Book (Oracle)	Commercial Director	Finance Director
	Marketing Plan + website (+Marketo)	Associate Director of Marketing	GM of Marketing
	Recruitment Plan (Salesforce)	Associate Director of Sales and Admissions	GM of Sales and Admissions
	Course Materials	Chair of Discipline	Academic Board
3.1	Course Accreditation	Dean	Academic Board
3.2	Professional Body Accreditation (if applicable)	Chair of Discipline	Dean
4	Government body approvals Department of Human Services (if applicable) inter (if applicable) Department of Education	Quality Team	Dean
5.	First Deployment	Project Manager	EMG
6	Review Cycle	Quality Team	Academic Board

7. Roles and Responsibilities

ACAP executive and management staff are responsible for assisting in ensuring the effectiveness of the implementation of this policy, including ensuring ACAP employees and their supervision are aware of this policy and their responsibilities as defined herein.

ACAP employees and representatives are responsible for being aware of, and complying, with this policy.

8. Version Control

Date	Summary of Changes	Reviewer Name and Department/Office
10/07/2018	Initial policy	Dean
12/10/2018	Change to template	VET Compliance Manager