

# Subject Development, Review and Approval Procedures

## 1. Governing Policy

The *Subject Development, Review and Approval Procedures* (“procedures”) apply to the *Course and Subject Policy*. These procedures are part of the evaluation framework and provide an overview of the subject development process at the Institution.

## 2. Scope

This procedure applies to all undergraduate and postgraduate subjects (both award and non-award).

## 3. Procedures

### Subject development and review process

There are six key stages to subject development at the Institution.

#### ***Stage 1: Course development***

This stage includes the confirmation of new subjects which includes a budget and timeline (See *Course Development, Review and Approval Procedures*). All courses and subjects are developed and reviewed in accordance with the Learning and Teaching Principles outlined in the Learning and Teaching Policy.

#### ***Stage 2: Subject development and review***

a) Subject development: Subject Matter Experts (SMEs) are assigned to the development and/or review of the subjects. This step may include integrating feedback from the ongoing subject review cycles or other feedback such as from Course Development Advisory Sub-committee (CDASC), Subject development and review use Backwards Design methodology (Wiggins & McTighe 2005) and templates underpinned by pedagogical approaches specific to the relevant discipline and typical student cohort and laid out to maximise student engagement.

b) Subject review: This stage includes:

1. implementing the Annual Subject Review Schedule which identifies the subjects due for review as a continuous improvement exercise. Each subject is comprehensively reviewed at least once in its accreditation cycle;
2. implementing a Periodic Evaluation Process where subjects are identified for review due to not meeting appropriate standards through the cyclical review process for example prompted by not meeting educational outcome expectations, student evaluations of the subject and/or lecturer feedback at the end of a term.

### ***Stage 3: Quality assurance***

This stage relates to the approval of the overall assessment strategy for the subject in accordance with the *Assessment Policy*. The approval process includes the following:

- a) clear and explicit alignment with the subject learning outcomes;
- b) assurance that the assessment task design is in accordance with the *Assessment Policy*, the Assessment Equivalency Table, Assessment Design Guidelines and use of the appropriate assessment template; and
- c) consideration of the number and spread of tasks in the overall course assessment matrix considering the manageable distribution and workload of a typical study pattern; and
- d) Incorporation of recommendations from the assessment moderation process and adjustments , involving other SMEs, peers and/or external moderators.
- e) regard for requirements of professional accreditation bodies.

### ***Stage 4: Governance approval***

Approval is sought from the Course and Subject Committee for minor changes to courses (e.g. subject outline updates, elective amendments, etc.) and approval by the Academic Board for major changes to courses (e.g. admission criteria, structures, material change notification to TEQSA, etc.).

Subject Outline changes for existing subjects are approved by the Course and Subject Committee, while approval for the development of a new subject is endorsed by the Course and Subject Committee and approved by the Academic Board.

To seek approval, relevant Dean/Associate Dean or Program Managers are required to complete an [online form](#) and submit to the next appropriate committee as per the committee secretary's instructions.

### ***Stage 5: Learning site development and educational resources***

Subject design templates are embedded in the Learning Management System, ensuring that library resources are available and educational materials uploaded.

Learning materials, activities and online library resources are built into the Learning Management System and are appropriately sequenced before, during and after class.

### ***Stage 6: Content development***

Academic content is updated where applicable and approved by the relevant Program Manager (PM) for the field of study. The content development contract outlines the deliverables, which are managed by the PM and the Learning, Teaching and Innovation Team.

## **4. Roles and responsibilities**

4.1 Deputy Vice-Chancellor (Learning and Teaching) is responsible for the subject and course development being well resourced.

4.2 Program Managers (or delegate) in consultation with the Learning, Teaching and Innovation Team are responsible for:

- ensuring that subject review and development is a planned, embedded process;
- ensuring that subject development involves all key stakeholders including SMEs, peers, external moderators, students through surveys, professional accreditation bodies and industry representatives;
- ensuring that the governance approval processes is followed;
- ensuring that subject outlines are uploaded on Moodle in time for each

term intake of students and that the subject site complies with Moodle minimum standards; and

- ensuring Student Success Centre and Library staff are informed and included where applicable of new or revised subject material, content and references.

4.3 Subject Leads are responsible for implementing and reviewing the new subject as per the evaluation framework.

## **5. Related and superseded documents**

- *Course & Subject Policy*
- *Course Development, Review and Approval Procedures*
- *Course & Subject Review Schedule*
- *Lecturer's end of term sign off form*
- *Subject Outline Policy*
- *Assessment Policy*
- *Assessment Equivalency Table*
- *Assessment Design Guidelines*

**Approved by Learning and Teaching Committee on 16 June 2022**