

Course Development, Review and Approval Procedures

1. Governing policy

The Course Development, Review and Approval Procedures (“procedures”) give effect to the Course and Subject Policy so that higher education course development, review and approval processes are applied fairly, consistently and objectively. Course development and review is undertaken in accordance with the principles outlined in the Course and Subject Policy, Learning and Teaching Policy and the evaluation processes outlined in the Course Monitoring and Evaluation Procedures.

As an Institution with Self-Accrediting Authority (SAA) for courses **within** the Broad Field of Education (FoE) 08 Management and Commerce and the Narrow FoE 1101 Food and Hospitality at AQF levels 5-9 excluding research, as awarded by TEQSA on 3 June 2025, the Board of Directors has authority to accredit new and existing courses of study in these fields upon recommendation by the Academic Board. These procedures outline separate processes for courses with SAA and courses required to be submitted to TEQSA for accreditation and reaccreditation.

All steps for the development of courses **outside** the scope of SAA in these procedures are in accordance with TEQSA’s [Application guide for course accreditation \(registered providers\)](#) released on 15 July 2025.

2. Scope

These procedures apply to the development of new higher education courses and their associated approval. These procedures do not apply to ELICOS and Foundation courses.

3. New course development

- 3.1. A comprehensive business case must be developed (using the approved template) and approved by the Board of Directors prior to the commencement of any course development.
- 3.2. New course development is informed by strategic priorities and data analysis. Data is collected and analysed from multiple internal and external sources and analysed to identify opportunities, trends and potential gaps in existing offerings.
- 3.3. Data to inform the business case includes (but not limited to):
 - market research related to the proposed field of study (e.g. opportunities, competition);
 - graduate employment opportunities nationally and internationally;
 - the Quality Indicators for Learning and Teaching (QILT) Graduate Outcomes Survey;
 - student demand;
 - industry demand;
 - professional accreditation and industry specific standards;
 - staffing requirements and resource implications; and
 - impact on existing portfolio of courses and subjects offered by the Institution, and risks.

4. Interim course monitoring and evaluation

- 4.1. Interim courses monitoring and evaluation is undertaken on an ongoing basis throughout the delivery of a course in accordance with the Course and Subject Policy and the Course Monitoring and Evaluation Procedures.

5. Comprehensive course reviews

- 5.1. Existing courses are subject to comprehensive reviews at least once in their accreditation cycle. Preparations for the review from the start of the fifth year of delivery, with the review itself commencing no later than the end of the fifth year of delivery in accordance with agreed timelines outlined in the Course and Subject Review Schedule. The comprehensive review process and related accreditation documentation must be completed within 12 months from the start date of the review. The review schedule is managed by the DVC (Learning and Teaching)'s office and submitted to the Academic Board each year for approval.
- 5.2. Comprehensive course reviews are conducted using the approved course review report template, checklists and other relevant guidelines available from the DVC (Learning and Teaching)'s office and are overseen by a Project control Group (PCG).
- 5.3. Comprehensive course reviews are led by Program Managers and Deans as per the process outlined in section 8 below.
- 5.4. The aims of course reviews are to:
 - evaluate the quality of the curriculum and its delivery in relation to the expectations outlined in the Institution's plans (i.e. Strategic Plan, etc.), course learning outcomes, graduate capabilities, alignment to criteria in the Australian Qualifications Framework (AQF), national and international trends in the disciplines and standards of regulatory and professional bodies;
 - evaluate the quality of course management and improvement processes, (including having regard to academic integrity requirements, cognisant of the needs of student diversity and under-represented groups);
 - assess the course's progress since the previous review, including the implementation of recommendations related to the previous review;
 - identify opportunities and priorities for development and improvement, including curriculum renewal and delivery, student experience, engagement, satisfaction, student educational performance (attrition, progression, completion rates and times) cohort performance, articulation pathways, graduate destinations and employer satisfaction;
 - identify and recognise best practice and successful outcomes (including reference to academic related complaints and appeals);
 - identify areas where resources and support might be needed; and
 - identify developments and research in the field of study.
- 5.5. Review processes include:
 - course evaluation as per the Course Monitoring and Evaluation Procedures. These processes include self-evaluation and consultation with key independent external and internal stakeholders and Course Development Advisory Sub-Committees (CDASC);
 - assessment of the course's progress since the previous review and against quality indicators, including the implementation of recommendations related to the previous review;
 - external/independent feedback, advice and recommendations in response to evaluation and planning, benchmarked, with reference to national and international comparators, standards and quality assurance frameworks, and relevant institutional data;

- an evidence-based and outcomes-focused identification of improvement activities and priorities; and
- implementation plans for strategic and improvement initiatives.

6. Changes to courses

- 6.1. The outcomes of interim monitoring, evaluation and comprehensive reviews inform improvements to the courses.
- 6.2. Changes to courses may be:

Regular

A change to an individual subject that is expected to be made periodically for purposes such as maintaining currency, quality or safeguarding academic integrity (e.g. marking rubrics, teaching plans, learning management information). Regular changes are approved by the Dean (or delegated to the relevant Program Manager). All regular changes are documented at the end of each study period. Refer to Appendix A for further information.

Minor

A change to an individual subject that does not impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes (e.g. Subject Outline updates, elective amendments, etc.). For minor changes to subjects that are interconnected with other courses, the PM must consult with the respective PM(s) to ensure that the changes align with those courses. Minor changes are approved by the Course and Subject Committee. Refer to Appendix A for further information.

Major

A change to an individual subject that could significantly impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes changes (e.g. admission criteria, structures, etc.). For major changes to subjects that are interconnected with other courses, the PM must consult with the respective PM(s) to ensure that the changes align with those courses. Major changes are approved by the Academic Board. Refer to Appendix A for further information.

In addition, some major changes may require a material change notification to TEQSA as per TEQSA's Material Change Notification Policy. In some cases, the re-accreditation of a course may be required and the steps outlined in section 8 must be followed.

See Appendix A at the end of these procedures for further information regarding these classifications and delegated authority for approval of changes.

7. New course development and accreditation

The following processes apply for the development, approval and accreditation of a new course. Refer to Appendix B for the New Course Flowchart.

Step 1: Business case

The purpose of this step is to establish a robust strategic, business and academic case for the development of a new course through the development of a business case. A business case should be created using the approved template available from the President's office.

- a summary description of proposal and academic basis for the course;
- how the development of the proposed course helps achieve the strategic objective and goals considering the existing course offerings;
- provide evidence and rationale of demand for the course and identified areas of industry, future market and employment trends;

- benchmarking of entry requirements of comparator courses;
- competitor analysis and market positioning;
- applicable industry specific standards and accreditation requirements;
- delivery modes and location(s) at which course is to be offered;
- financial viability including forecast enrolments and course costings, resource implications and any additional costs (e.g. infrastructure, technology, etc);
- risks to course quality;
- list of potential external reviewers;
- entry pathways and partnerships; and
- admission and progression requirements.

Step 2: Approval for course development

The business case is submitted to the Executive Management Group (EMG) for endorsement and thereafter the Board of Directors for approval. If approved, the Board of Directors instructs the academic team to proceed with the development of a course proposal and releases funds for its development.

Step 3: Development of course proposal

The academic team commences with the development of the course proposal and supporting evidence. A Project Control Group (PCG) is normally established by the DVC (Learning and Teaching) and a project manager appointed, usually a Program Manager. All course proposals are developed using the course proposal template and must be aligned with the Course and Subject Policy and the learning and teaching principles outlined in the Learning and Teaching Policy. The course proposal must include (but not limited to):

- the design and development of the new or revised curriculum with rationale;
- evidence of alignment with the learning and teaching principles;
- development of course learning outcomes (CLOs), with reference to the AQF and Bloom's Taxonomy;
- mapping of CLOs against graduate capabilities in the subject outlines;
- course rules;
- delivery structure;
- subject outlines;
- assessment strategies;
- constructive alignment with CLOs to AQF, CLOs to graduate capabilities, subject learning outcomes (SLOs) to CLOs and assessments to SLOs mapping ;
- addressing professional accreditation requirements where applicable;
- demonstration of meeting the Higher Education Standards Framework (HESF) requirements that are applicable to new course development;
- evidence demonstrating that the course incorporates and continues to incorporate the Institution's requirements concerning academic integrity.

Step 4: Development of self-assurance report (for courses outside the scope of SAA)

For courses **outside** the scope of SAA, alongside the development of the course proposal, the Quality Assurance and Accreditation team commences the development of a self-assurance report to inform TEQSA's understanding of how the Institution's self-assurance mechanisms address key regulatory risks and support the achievement of outcomes in delivering higher education. This step is not required for courses **within** FoE 08 and FoE 1101 at AQF levels 5-9 excluding research.

Step 5: Establishment of Course Development and Advisory Sub-committee (CDASC)

The Course and Subject Committee establishes a CDASC with external, independent experts from relevant disciplines and industry, to collaborate with internal senior academics to design and develop the new curriculum. The CDASC meets as required and guides the development of all course documentation to ensure that the course:

- meets the standards of rigour and depth appropriate to the qualifications in the specified field of study and at an appropriate level set out in the Australian Qualification Framework (AQF);
- that course rationale, aims and content are consistent and reflect the requirements of the Higher Education Standards Framework and best practice;
- meets the industry specific standards and professional accreditation requirements where applicable;
- provides a critically reflective theoretical and experiential learning context;
- enhances student's capabilities to apply for and engage in a range of career options;
- integrates theory and practice in a dynamic learning environment; and
- provides support to promote and foster personal and further lifelong learning.

Step 6: Liaison with TEQSA (for courses outside the scope of SAA)

For courses **outside** the scope of SAA, the Chief Quality Officer (or nominee) notifies TEQSA of the Institution's intention to develop a new course for accreditation at least six months prior to the expected submission date. This notification should include details of the proposed course, including qualification title, AQF level, Broad Field of Education and the intended submission date, if the course(s) form part of a nested arrangement and if any specialisations appear in the title of the award. This step is not required for courses within FoE 08 and FoE 1101 at AQF levels 5-9 excluding research.

Step 7: Course and Subject Committee (CSC)

The CDASC recommends the course documentation to the CSC for review prior to it being submitting for external review.

Step 8: External review

The academic team seeks a minimum of two external, independent reviewers to provide constructive feedback on the development of the new course proposal. The external reviewers are selected on the basis of higher education credentials and/or significant professional expertise in the discipline area of the course and are formally appointed by the CSC upon review of their CV. The Institution ensures that an external reviewer is a suitably independent expert in accordance with TEQSA's guidance on **Independent Experts engaged by providers**.

Reviewers may **not** be considered independent if they:

- worked for the Institution in the last three years (except as an independent expert).
- had a business or significant contract with the Institution in the last three years (except as an independent expert);
- have a financial interest in the Institution;
- are involved in the Institution's daily management or aligned with management's interests;
- are not impartial and disconnected from the Institution to hold management accountable and act in the Institution's best interests;
- have a personal interest in the review's outcome; and
- have any interest, position, or relationship that could influence, or appear to influence, their ability to make independent judgments.

Reviewers are asked to provide feedback on:

Course proposal:

- course rationale;
- the degree to which the course learning outcomes are informed by and aligned with external requirements, including relevant HSEF requirements;
- relevance and appropriateness of the subject in the context of the overall course design;
- course learning outcomes and embedded graduate capabilities;
- course rules;
- delivery structure;
- the degree to which the course structure indicates an award which is congruent with the requirements of relevant stakeholders (employers, industry, students, regulators) including the capacity of the course to equip students for the workforce;
- constructive alignment ensuring all subjects demonstrate alignment of the curriculum, intended learning outcomes, teaching methods, assessment tasks and AQF alignment, considering graduate capabilities students are to achieve.

Subject Outlines:

- the degree to which the subject learning outcomes are contemporary and relate clearly to the subject;
- the degree to which the subject learning outcomes are informed and align with the ICMS graduate capabilities;
- the AQF criteria for the AQF level of study the subject is to be delivered at;
- the degree to which the subject descriptor provides a rationale for the subject;
- indicative topics- their appropriateness, relevance, sequencing;
- assessment strategies and their suitability to measure the subject learning outcomes;
- the appropriateness of teaching organisation, including learning and teaching strategies, duration and mode (e.g. lectures, tutorials), texts, bibliography and other learning resources.

The PCG and/or project manager considers the external reviewers' feedback and updates the course documentation as appropriate.

Step 9: CDASC

Once the PCG and/or project manager considers the external reviewers' feedback and updates the course documentation as appropriate, the recommendations by the external experts are referred back to the CDASC for consideration and endorsement.

Step 10: Course and Subject Committee (CSC)

The CSC reviews the course proposal and recommends it to the Academic Board for approval.

Step 11: Academic Board

Academic Board scrutinises the accreditation documentation endorsed by the CSC against TEQSA's accreditation standards and requirements. If satisfied, Academic Board approves the accreditation documentation and recommends it to the Board of Directors for approval.

Step 12: Board of Directors

The Board of Directors considers the accreditation documentation against the strategic objectives and the financial implications, including ensuring that adequate funds are available to support the course development and implementation of the course.

New courses **outside** the scope of SAA are then submitted to TEQSA for consideration.

New courses **within** FoE 08 Management and Commerce FoE 1101 Food and Hospitality at AQF levels 5-9 excluding research are approved for accreditation by the Board of Directors as per the SAA status awarded by TEQSA.

Step 13: Assessment and approval

Upon assessment of the accreditation documentation, TEQSA (for courses **outside** of scope of SAA) or the Board of Directors (for courses **within** FoE 08 and FoE 1101 at AQF levels 5-9 excluding research) may approve the course or provide recommendations for improvement for incorporation into the course. In this event, the feedback is referred to the PCG/project manager for appropriate action and then resubmitted back to TEQSA/Board of Directors as appropriate. Each new course requires a course development and rollout plan.

Step 14: CRICOS registration

To deliver higher education courses to overseas students, the Institution is required to apply to TEQSA to be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The Quality Assurance and Accreditation team submits an application for CRICOS registration once accreditation has been approved by either TEQSA or the Board of Directors, as appropriate.

Step 15: Interim review

Once accredited, the new course is reviewed typically after 12 months of delivery, and takes into consideration educational outcomes, end of trimester sign-offs, student feedback, effectiveness of assessment, resources, any feedback provided as part of accreditation notification. All recommendations arising from the interim review are reported to the Academic Board.

8. Comprehensive course review and reaccreditation

The following processes apply for the review, approval and reaccreditation of an existing course. Refer to Appendix C for the Existing Course Review and Accreditation Flowchart.

Step 1: Ongoing interim monitoring and evaluation

All courses are subject to ongoing interim monitoring and evaluation throughout the delivery of the course in accordance with the Course Monitoring and Evaluation Procedures. The outcomes of evaluation processes inform ongoing improvements and also feed into the comprehensive course reviews.

Step 2: Strategic assessment

A strategic assessment of the course is undertaken prior to the commencement of a Comprehensive Course Review (CCR). The purpose of the assessment is to collaboratively examine current course performance indicators—such as enrolments, student demand, and institutional priorities—and to determine the ongoing status and viability of a course before a full-scale review process is initiated. This approach ensures high-level insight and early decision-making, aligning the future of the course with strategic institutional goals. The check-in is typically an informal meeting arranged by the relevant Program Manager involving the President, DVC (Learning and Teaching), Senior Vice President (International and Domestic) and Program Manager. If the assessment leads to a recommendation to discontinue a course, the process outlined in the Course Teach-out and Transition Procedures is followed.

Step 3: Comprehensive course review

Program Managers commence planning for the CCR from the start to mid of the fifth year of delivery, with the review itself commencing no later than the end of the fifth year of delivery. The planning stage includes collecting relevant data (e.g. feedback, etc.) and finding potential CDASC members, etc. Comprehensive course reviews and all associated reaccreditation documentation must be completed within 12 months of the start of the review, which is typically the date when Program Managers submit documents to the reviewer. Program Managers are required to undertake the review process in accordance with section 5 of these procedures and the approved checklists and guidelines managed by the DVC (Learning and Teaching) Office. Program Managers are required to collect all relevant data (e.g. subject feedback from reviewer, student and employer feedback, QILT, external referencing course performance, etc.) prior to the first Course Development and Advisory Sub-committee (CDASC).

Step 4: Establishment of Course Development and Advisory Sub-committee (CDASC)

The Course and Subject Committee (CSC) establishes a CDASC with external, independent experts from relevant disciplines and industry, to collaborate with internal senior academics to review the curriculum. The CDASC meets as required and reviews all components of a course to ensure that the course:

- meets the standards of rigour and depth appropriate to the qualifications in the specified field of study and at an appropriate level set out in the Australian Qualification Framework (AQF);
- that course rationale, aims and content are consistent and reflect the requirements of the Higher Education Standards Framework and best practice;
- meets the industry specific standards and professional accreditation requirements where applicable;
- provides a critically reflective theoretical and experiential learning context;
- enhance student's capabilities to apply for and engage in a range of career options;
- integrates theory and practice in a dynamic learning environment; and
- provide support to promote and foster personal and further lifelong learning.

Step 5: Drafting the Comprehensive Course Review Report

Program Managers drafts the CCR report using approved templates and as per approved checklists/guidelines.

Step 6: CDASC meetings

Once Program Managers have drafted the CCR report it is referred to the CDASC for consideration and endorsement.

There are typically two CDASC meetings held during the CCR process: the first focuses on reviewing course materials and providing recommendations, while the second is dedicated to reviewing and endorsing the final draft of the CCR report.

Step 5: Course and Subject Committee (CSC)

The CSC reviews the Comprehensive Review Report and the associated implementation plan endorsed by the CDASC and recommends it to the Academic Board for approval.

Step 8: Academic Board

Academic Board scrutinises and approves the CCR report, and the associated implementation plan endorsed by the CSC and makes recommendations on the future of the course to the Board of Directors. Program Managers start implementing recommendations for courses that are expected to continue.

Program Managers should ensure that the recommendations from the CCR report are addressed during the reaccreditation process.

Step 9: Board of Directors

Once the CCR report has been approved by the Academic Board, it recommends one of the following to the Board of Directors:

1. approve in principle that the course should continue to be delivered and that internal processes commence to prepare the course for reaccreditation. The recommendation to the Board of Directors is accompanied with the rationale for reaccrediting the course, drawing on current and projected enrolment figures as well as a clear summary of the course's financial basis and viability. This ensures the Board of Directors collectively considers the business case, demand, and sustainability of the course before formally confirming its reaccreditation, aligning decisions with both strategic priorities and resource management.
2. approve in principle that a new course needs to be developed as the current course requires changes so significant that a new accreditation is required. In this event, the Board of Directors to approves the principle that processes may commence to develop a new business plan as per the process

outlined in section 7 and that the current course be discontinued as per the Course Teach-out and Transition Procedures.

3. approve that the course be discontinued as the Course Teach-out and Transition Procedures.

Step 10: Drafting reaccreditation documentation

Program Managers draft the reaccreditation documentation using approved templates and as per approved checklists/guidelines. All reaccreditation documentation is typically completed within 18-21 months of the start of the comprehensive course review.

Step 11: Liaison with TEQSA (for courses outside the scope of SAA)

For courses **outside** the scope of SAA, the Chief Quality Officer (or nominee) notifies TEQSA of the Institution's intention to reaccredit the course as least six months prior to the expected submission date. This step is not required for courses **within** FoE 08 and FoE 1101 at AQF levels 5-9 excluding research.

Step 12: Internal consultation

Once the course reaccreditation documentation is drafted, Program Managers consult via email with at least two senior staff members including the relevant Dean, DVC (Learning and Teaching), Chief Quality Officer and/or Senior Program Managers prior to submitting it for external review. Revisions to existing subject outlines may be circulated via email. For proposals that include **new** subject outlines, Program Managers circulate via email then arranges a meeting to gather feedback from stakeholders.

Step 13: External review

The academic team seeks an external, independent reviewer to provide constructive feedback on the course documentation. The external reviewer is selected on the basis of higher education credentials and/or significant professional expertise in the discipline area of the course and are formally appointed by the DVC (Learning and Teaching) upon review of their CV.

The reviewer is asked to provide feedback on:

Course proposal:

- course rationale;
- the degree to which the CLOs are informed by and aligned with external requirements, including relevant HSEF requirements;
- relevance and appropriateness of the subject in the context of the overall course design;
- CLOs and embedded graduate capabilities;
- course rules;
- delivery structure;
- the degree to which the course structure indicates an award which is congruent with the requirements of relevant stakeholders (employers, industry, students, regulators) including the capacity of the course to equip students for the workforce;
- constructive alignment ensuring all subjects demonstrate alignment of the curriculum, intended learning outcomes, teaching methods, assessment tasks, and AQF alignment considering graduate capabilities students are to achieve.

Subject Outlines:

- the degree to which the subject learning outcomes are contemporary and relate clearly to the subject;
- the degree to which the subject learning outcomes are informed and align with the ICMS graduate capabilities;
- the degree to which the subject descriptor provides a rationale for the subject;
- indicative topics- their appropriateness, relevance, sequencing;

- assessment strategies and their suitability to measure the subject learning outcomes;
- the appropriateness of teaching organisation, including learning and teaching strategies, duration and mode (e.g. lectures, tutorials), texts, bibliography and other learning resources.

Program Managers consider the external reviewers' feedback and updates the course documentation as appropriate.

Step 13: Course and Subject Committee (CSC)

The CSC reviews the reaccreditation documentation and recommends it to the Academic Board for approval.

Step 14: Academic Board

Academic Board scrutinises the documentation endorsed by the CSC against TEQSA's standards and confirmed evidence table. If satisfied, Academic Board approves the reaccreditation documentation and recommends to the Board of Directors to approve its submission to TEQSA for reaccreditation. Progress on recommendations from the reaccreditation implementation plan should be reported to the CSC and Academic Board 12 months after the Academic Board approves the reaccreditation.

Step 15: Board of Directors

The Board of Directors approves the reaccreditation documentation.

New courses **outside** the scope of SAA are then submitted to TEQSA for accreditation.

New courses **within** FoE 08 Management and Commerce FoE 1101 Food and Hospitality at AQF levels 5-9 excluding research are approved for accreditation by the Board of Directors as per the SAA status awarded by TEQSA.

Step 16: Assessment and approval

Upon assessment of the reaccreditation documentation, TEQSA (for courses **outside** the scope of SAA) or the Board of Directors (for courses **within** FoE 08 and FoE 1101 at AQF levels 5-9 excluding research) may approve the course or provide recommendations for improvement for incorporation into the course. In this event, the feedback is referred to the relevant Program Manager for appropriate action and then resubmitted back to TEQSA/Board of Directors as appropriate.

Step 17: CRICOS notification

Section 17A of the Education Services for Overseas Students Act 2000 (ESOS Act) and Standard 11.3 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) requires the Institution to notify TEQSA of certain events, such as a change of details in CRICOS (notify within 30 days), or any change or event that would significantly affect the provider's ability to comply with the Act (notify within 10 days). For example, TEQSA must be notified within 10 days about changes to the title of a course, administrative changes such as change of provider address, correction of a course's Field of Education and corrections to minor errors in the initial data entry of a course in the register.

9. Roles and responsibilities

- 9.1. The DVC (Learning and Teaching) has oversight of the implementation of these procedures.
- 9.2. The Board of Directors is responsible for approving the business case, expenditure for the project and course accreditation and reaccreditation documentation. Courses outside the scope of SAA are then submitted to TEQSA.
- 9.3. The Academic Board is responsible for monitoring academic quality and standards across the Institution and for approving courses for development, review and teach-out and making recommendations on accreditation and reaccreditation to the Board of Directors.
- 9.4. The Course and Subject Committee is responsible for the management, monitoring and reporting of all course activity across the Institution and establishing CDASCs.

- 9.5. A CDASC is responsible for providing guidance in the course design as well as input and feedback on the development and review of courses and subjects.
- 9.6. A PCG may be established in order to steer and manage the course development processes in between formal governance meetings. This group mainly consists of academics, but non-academics may be appointed as required. Duties include identifying tasks, assigning responsibilities to individuals, preparing documentation, identifying external reviewers, etc prior to consideration by the relevant governance bodies.
- 9.7. The Chief Quality Officer is responsible for supervising the preparation of all course accreditation and reaccreditations and submitting them to TEQSA for all courses outside the scope of SAA.
- 9.8. Deans are responsible for managing and maintaining academic quality at the course level in collaboration with course and subject teams and industry stakeholders.
- 9.9. The PVC (Employability and Registrar) has oversight of the teach-out and transition processes.
- 9.10. Program Managers lead accreditation and reaccreditation projects and assist Deans in the course and subject review and teach-out/transition planning.
- 9.11. External reviewers are commissioned to assess the quality of the newly developed subjects within a course as outlined in the new course development process and the existing course review and approval process.

10. Related documents

Course and Subject Policy

Course Monitoring and Evaluation Procedures

Learning and Teaching Policy

Learning and Teaching Evaluation Policy

Subject Outline Policy

Subject Development and Review Procedures

Course Teach-out and Transition Procedures

Appendix A - Changes to Courses

Appendix B - New Course Accreditation Flowchart (courses outside the scope of SAA)

Appendix C - New Course Accreditation Flowchart (courses within the FoE 08 and 1101 at AQF levels 5-9 excluding research)

Appendix D – Current Courses - Reaccreditation Flowchart (courses outside the scope of SAA)

Appendix E- Current Courses - Reaccreditation Flowchart (courses within FoE 08 and 1101 at AQF levels 5-9 excluding research)

11. Change history

Change	Approved by	Date approved
Entire rewrite of the procedures to address CCRs and accreditation/reaccreditation steps	Learning and Teaching Committee	7 November 2023
Minor change to reaccreditation process	Course and Subject Committee	10 April 2025
New approval processes added for courses with self-accrediting authority; external reviewer criteria added; progress on recommendations from the reaccreditation to be reported to AB 12 months after it approves the reaccreditation; flowcharts updated.	Course and Subject Committee	18 August 2025

References SAA amended to include 'at AQF levels 5-9 excluding research'.	Executive Management Group	12 February 2026
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Changes to Courses

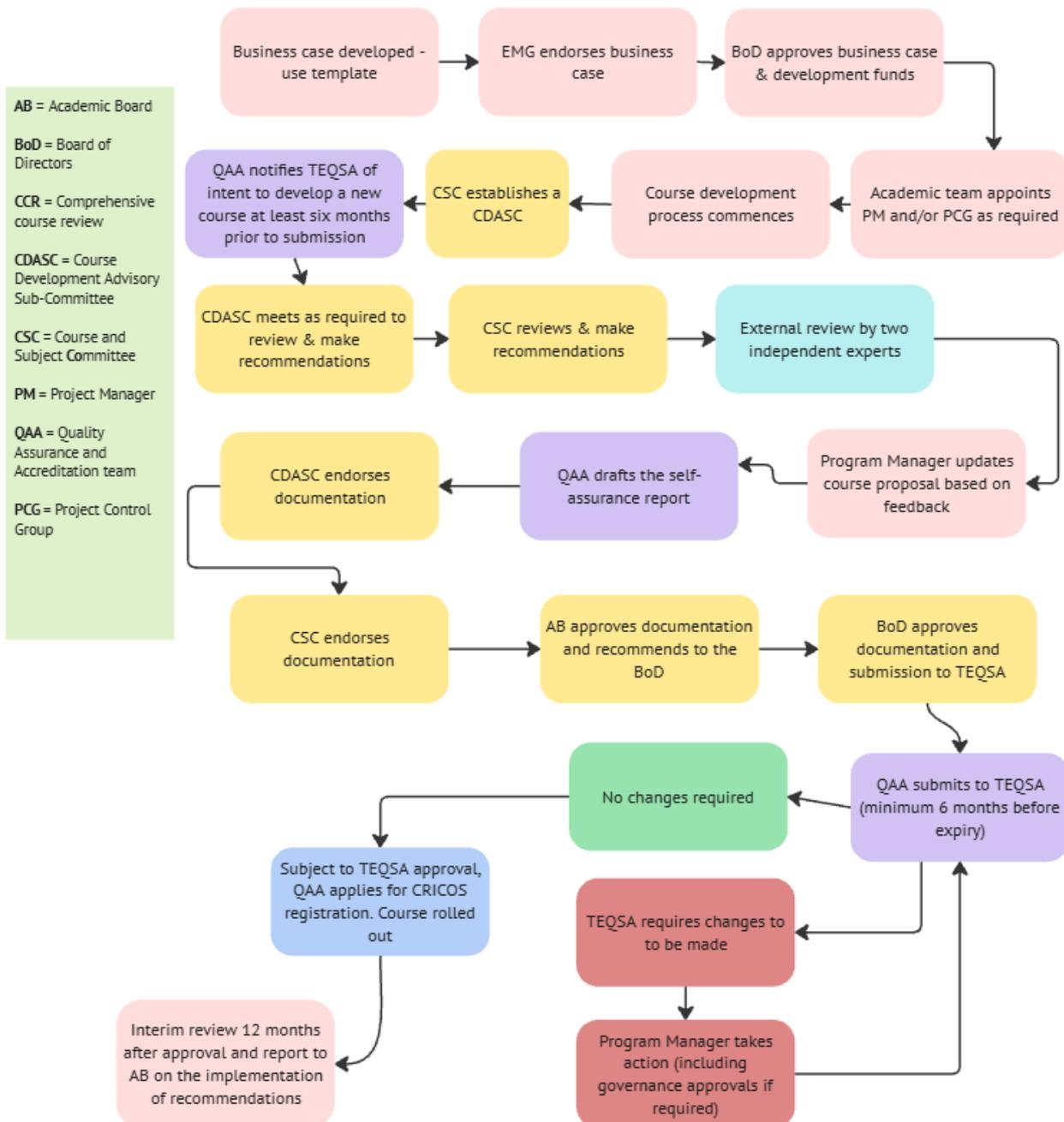
Component	Major / Minor / Regular*	Approving Authority**	Requirements
Credit points	Major	1	
Duration	Major	1	Any change outside of accredited course materials. Otherwise, Regular.
AQF level	Major	1	
Delivery mode	Major	1	Any change outside of accredited course materials. Otherwise, Regular.
Subject name / title	Major	1	High level approval recommended to ensure appropriate safeguards in relation to communication with key stakeholders.
Student workload	Major	1	Change to total study hours per week
Subject code	Major	1	Per subject name - High level approval recommended to ensure appropriate safeguards in relation to communication with key stakeholders.
Prerequisites	Major	1	
Subject rationale	Minor or Regular	1 & 2	Minor: Rewording or refining sentences and paragraphs that do not adversely affect the original intent of a subject. Regular: Grammatical changes.
Subject learning outcomes	Major or Minor	1 or 2	Major: Change/addition/removal of a learning outcome which will impact the student's ability to meet/require a change to the overall course learning outcomes. Minor: Change in language of a learning outcome which will not impact the student's ability to meet/require a change to the overall course learning outcomes.
Work-integrated learning (WIL)	Major or Minor	1 or 2	Major: Adding, removing or significantly changing a WIL component. Minor: Changes which do not significantly change an existing WIL component.
Specialised facilities or Equipment (if applicable in Subject Outlines)	Major or Minor	1 or 2	Major: Change/addition/removal of specialised facilities or equipment at the institutional or course level. Minor: Change/addition/removal of specialised facilities or equipment at subject level.
Topics	Minor or Regular	2 or 3	Minor: Removal or addition of topics Regular: Rewording, refining or sequencing of topics

Component	Major / Minor / Regular*	Approving Authority**	Requirements
Assessment tasks and weighting	Minor or Regular	2 or 3	Minor: Change in the number, type, title, due dates and/or weighting of assessments. Regular: Alternating between equivalent alternative assessment tasks (not involving a change in the type of assessment) e.g. for the purposes of promoting academic integrity and updating assessment briefs.
A list of the prescribed and recommended texts and/or resources for the subject.	Minor or Regular	2 or 3	Minor: Changes to texts/resources which will impact the topics of the subject or the delivery of the subject Regular: Updating text editions for the purposes of currency only (and change log updated in the Subject Outline).
Further information to students	Minor or Regular	3	Regular: Changes reflecting specifics of the current teaching period, e.g. Lecturer information, LMS information, dates.
Marking criteria/grading rubric	Regular	3	
Teaching plan and sequence	Regular	3	
Current teaching period	Regular	3	

* Changes to courses/subjects definitions
<p>1 -Major A change to an individual subject that could significantly impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes.</p>
<p>2 - Minor A change to an individual subject that will not impact the course and/or a student's ability to meet the requirements of the course and/or course learning outcomes. However, minor changes could impact the unit and/or a student's ability to meet the requirements of the unit and/or unit learning outcomes.</p>
<p>3 - Regular A change to an individual subject that is expected to be made periodically for purposes such as maintaining currency, quality or safeguarding academic integrity.</p>

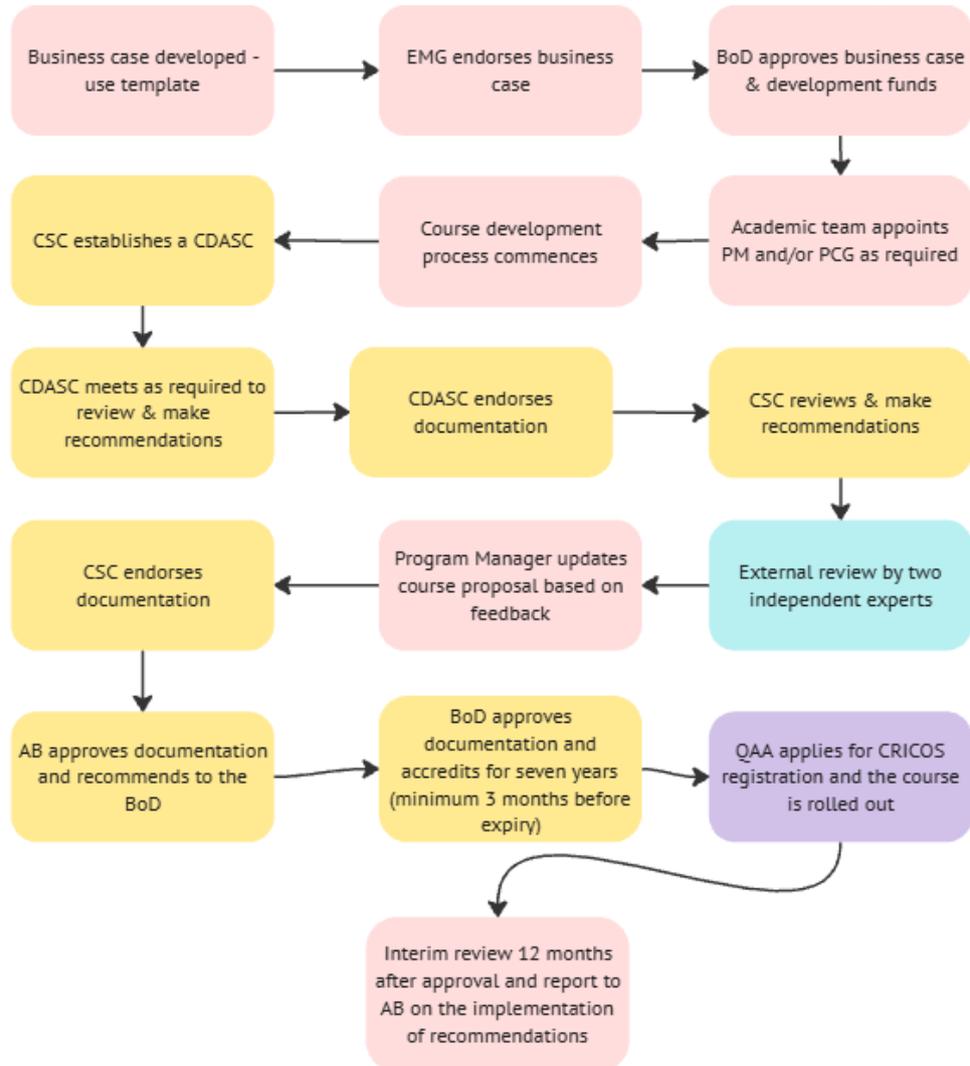
** Key:
<p>1 - Academic Board 2 - Course and Subject Committee 3 – Dean (or delegated to the relevant Program Manager)</p>

NEW COURSE ACCREDITATION
(Courses outside of SAA scope - to TEQSA)

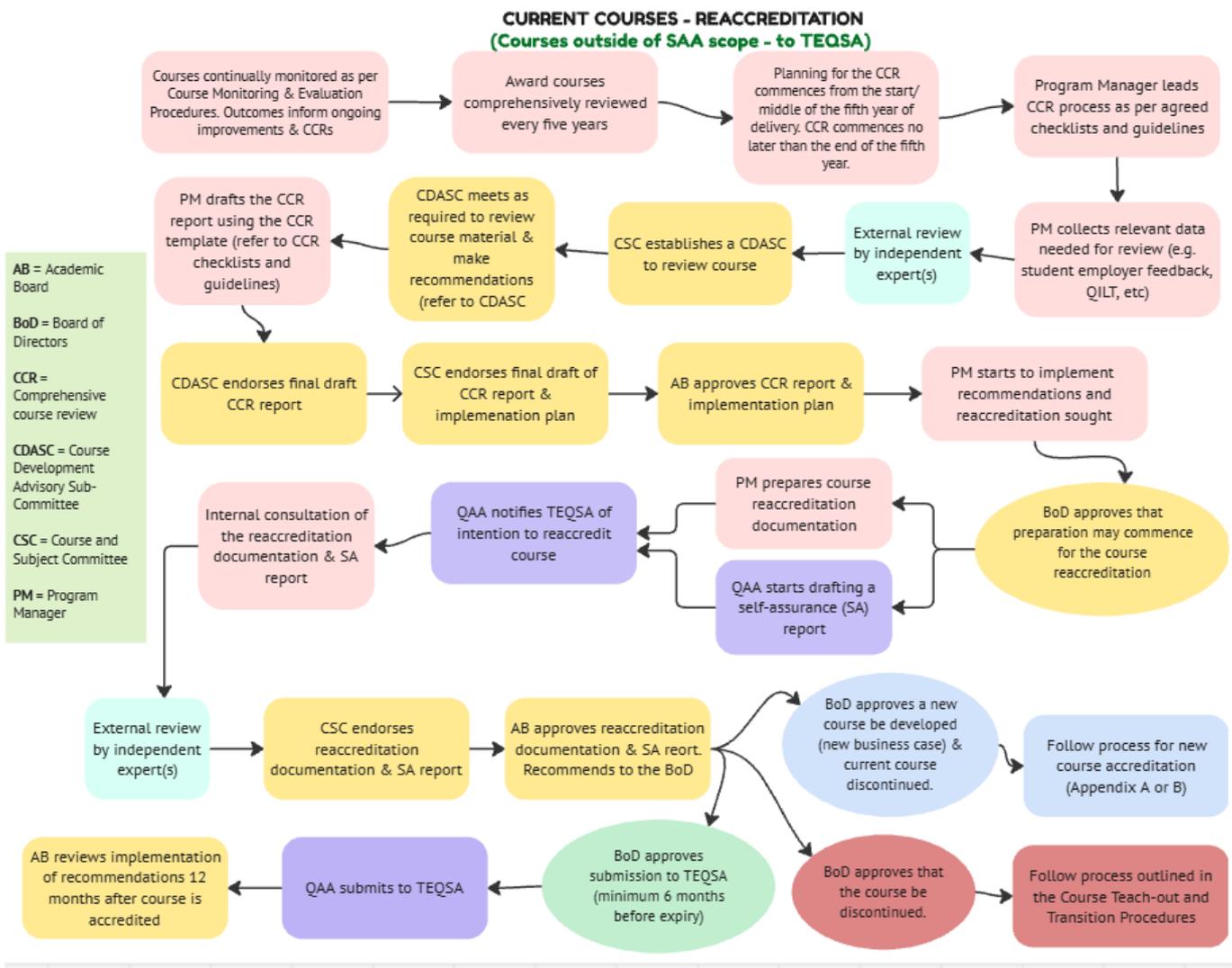


NEW COURSE ACCREDITATION
 (Within Fields of Education 08 and 1101 at AQF levels 5-9 excluding research - to BOD)

- AB = Academic Board
- BoD = Board of Directors
- CCR = Comprehensive course review
- CDASC = Course Development Advisory Sub-Committee
- CSC = Course and Subject Committee
- PM = Project Manager
- QAA = Quality Assurance and Accreditation team
- PCG = Project Control Group



APPENDIX D



APPENDIX E

CURRENT COURSE REVIEW AND REACCREDITATION PROCESS (Within Fields of Education 08 and 1101 at AQF levels 5-9 excluding research - to BoD)

