

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 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.

2. Scope

These procedures apply to the development of new higher education courses and their associated approval. These procedures do not apply to ELICOS, Foundation or Vocational Education Training (VET) 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 the 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); and
 - identify areas where resources and support might be needed.
 - identify developments and research in the field of study.
- 5.5. Review processes include:
- course evaluation as per the Course and Subject 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 process

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 CEO'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);
- list of potential external reviewers; and
- entry pathways and partnerships

Step 2: Approval for course development

The business case is submitted to the 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. A Project Control Group (PCG) is normally established by the DVC (Learning and Teaching) and a project manager appointed. 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: 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 5: Liaison with TEQSA

The Chief Quality Officer (or nominee) notifies TEQSA of the Institution's intention to develop a new course for accreditation and requests a Scope of Evidence at least six months prior to the expected submission date.

Step 6: 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 7: 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.

Reviewers are be 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 8: 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 9: Course and Subject Committee (CSC)

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

Step 10: Academic Board

Academic Board scrutinises the documentation endorsed by the CSC against TEQSA's accreditation standards and confirmed evidence table. If satisfied, Academic Board approves the course proposal and recommends to the Board of Directors to approve its submission to TEQSA for accreditation.

Step 11: Board of Directors

The Board of Directors approves the submission of the course proposal to TEQSA for accreditation. The Board of Directors considers the course proposal 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 if it is approved by TEQSA.

Step 12: TEQSA assessment and approval

TEQSA approval is required prior to implementation of the course. Upon assessment of the course proposal TEQSA 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.

Each new course requires a course development and rollout plan, and registration on the CRICOS register.

Step 13: Interim review

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

8. Existing course review and reaccreditation process

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 and Subject Evaluation Procedures. The outcomes of evaluation processes inform ongoing improvements and also feed into the comprehensive course reviews.

Step 2: Comprehensive course review

Program Managers commence planning for the comprehensive course review from the start-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. PRP, 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. The review is considered to have commenced at the point of the first CDASC meeting. 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 Peer Review Portal (PRP), student and employer feedback, QILT, external referencing course performance, etc) prior to the first Course Development and Advisory Sub-committee (CDASC).

Step 3: 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 4: Drafting the Comprehensive Course Review Report

The Program Manager drafts the Comprehensive Course Review Report using approved templates and as per approved checklists/guidelines.

Step 5: CDASC

Once the Program Manager has drafted the Comprehensive Course Review Report it is referred to the CDASC for consideration and endorsement.

Step 6: Course and Subject Committee (CSC)

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

Step 7: Academic Board

Academic Board scrutinises and approves the Comprehensive Course Review 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 and reaccreditation sought.

Step 8: Board of Directors

Once the Comprehensive Course Review 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 with TEQSA.
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 9: Drafting reaccreditation documentation

The Program Manager drafts the reaccreditation documentation using approved templates and as per approved checklists/guidelines. All reaccreditation documentation must be completed within 12 months of the start of the comprehensive course review.

Step 10: Liaison with TEQSA

The Chief Quality Officer (or nominee) notifies TEQSA of the Institution's intention to reaccredit the course and requests a Scope of Evidence as least six months prior to the expected submission date.

Step 11: Internal consultation

Once the course reaccreditation documentation is drafted, the Program Manager consults via email with the relevant Dean, DVC (Learning and Teaching), Head of Learning, Teaching and Innovation and Chief Quality Officer prior to submitting it for external review. Revisions to existing subject outlines may be circulated via email. For proposals that include **new** subject outlines, the Program Manager circulates via email then arranges a meeting to gather feedback from stakeholders.

Step 12: 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.

The Program Manager considers 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.

Step 15: Board of Directors

The Board of Directors approves the submission of the documentation to TEQSA for reaccreditation.

Step 16: TEQSA assessment and approval

TEQSA approval is required prior to ongoing implementation of the course. Upon assessment of the documentation TEQSA may approve the continued delivery of the course or provide recommendations for improvement for incorporation into the course. In this event, the feedback is referred to the Program Manager for appropriate action and then resubmitted back to TEQSA.

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 development of the course proposal for TEQSA course accreditation/reaccreditation.

- 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 and accreditation submissions to TEQSA.
- 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 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 – classifications and delegated authority](#)

[Appendix B - New Course Development and Accreditation Flowchart](#)

[Appendix C - Existing Course Review and Reaccreditation Flowchart](#)

[Appendix D - Business Case template](#)

Approved by Learning and Teaching Committee on 7 November 2023

Changes to courses – classifications and delegated authority

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 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 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

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.

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.

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.

** Key:

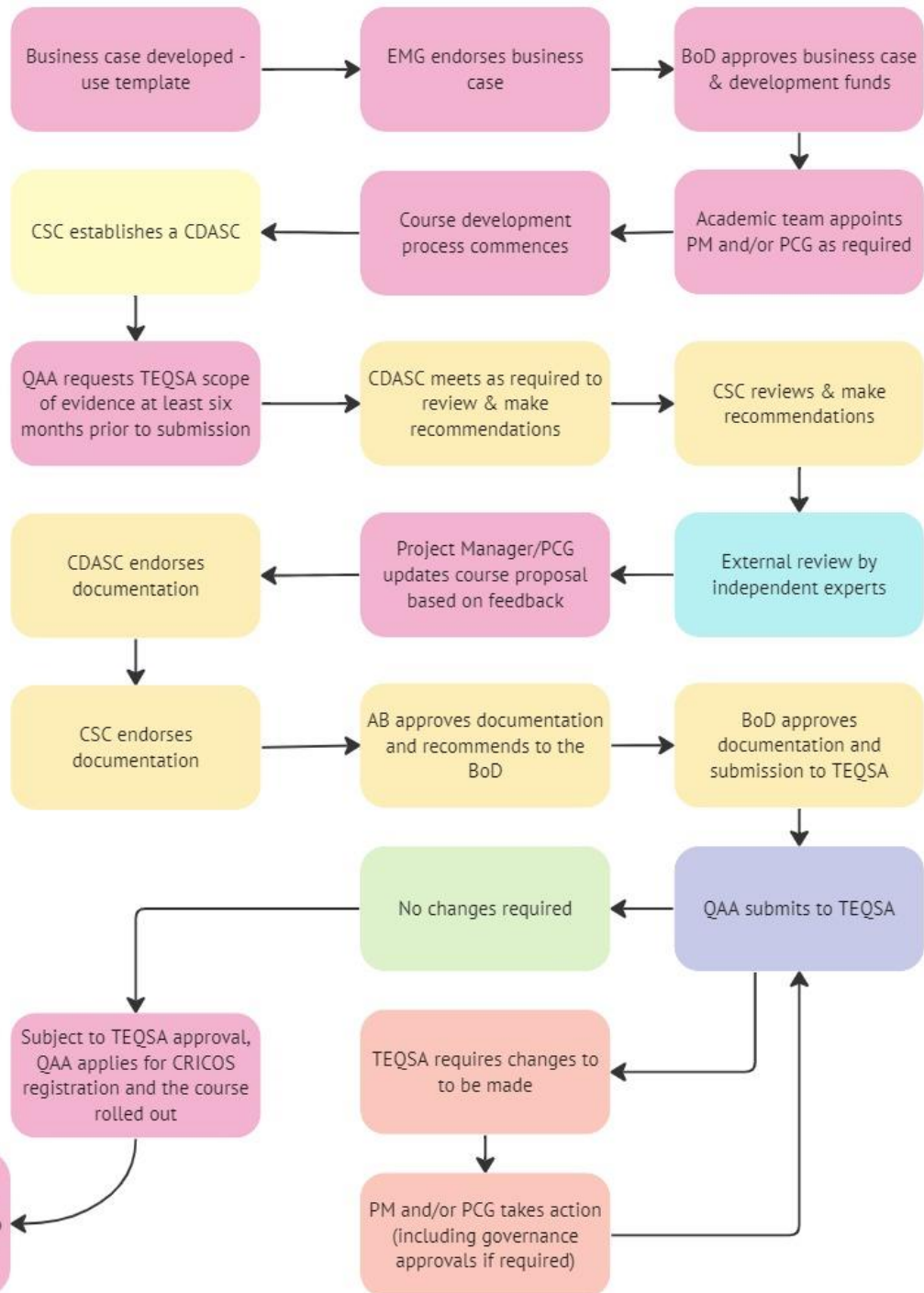
1 - Academic Board

2 - Course and Subject Committee

3 – Dean (or delegated to the relevant Program Manager)

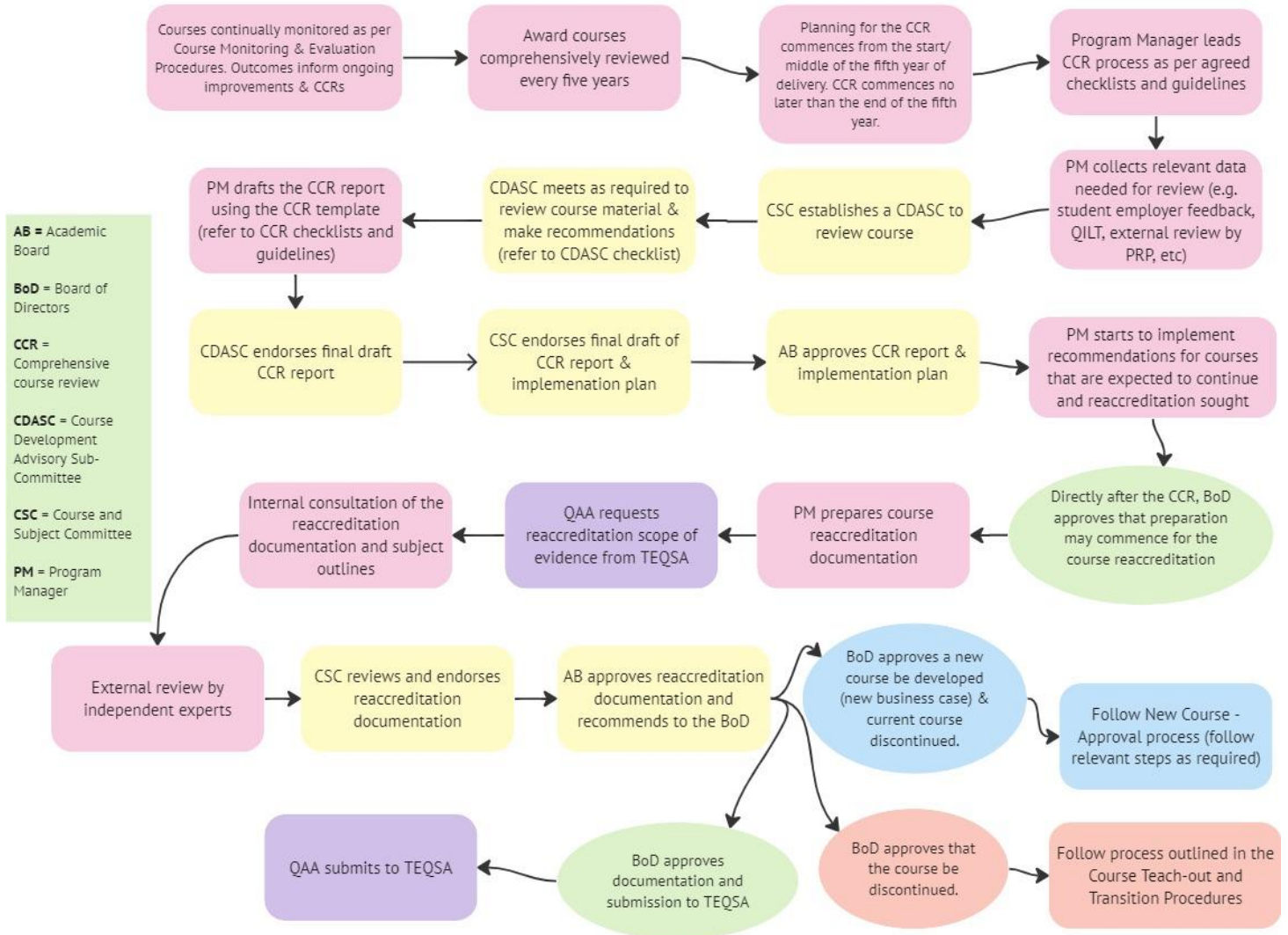
NEW COURSE DEVELOPMENT AND ACCREDITATION PROCESS

- 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 C

EXISTING COURSE REVIEW AND REACCREDITATION PROCESS



Business Case Template for a New Course Accreditation

Course title and associated information

Undergraduate/postgraduate/courses and pathways	
Disciplinary stream:	
Course title(s):	
Course title abbreviation(s):	
AQF level:	
Field of education (FOE)	FOE (<i>include broad/narrow/detailed fields</i>): New FOE? <input type="checkbox"/> Yes <input type="checkbox"/> No
Fee types	<input type="checkbox"/> Fee Help <input type="checkbox"/> Domestic full fee <input type="checkbox"/> International full fee
Available to international students	<input type="checkbox"/> Yes <input type="checkbox"/> No
CRICOS registration required	<input type="checkbox"/> Yes <input type="checkbox"/> No
CRICOS capacity – any change required?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Disciplinary stream

Nominate the Program Manager of the disciplinary stream for the course. Where more than one discipline is involved, nominate all participating disciplines and indicate the Discipline with primary administrative responsibility for the course.

Course title and abbreviation

Check Course Awards nomenclature:

- Include the endorsed course title and abbreviation as identified in the full proposal.
- Where specialisations are recognised, list the full title of the course(s) and each specialisation(s), and relevant abbreviations.
- Where exit points are available, provide the course titles and abbreviations for each of the exit points.

Summary description of proposal

For a new course, or a change to a course (either major or minor), provide a brief description of the course (including expected external accreditation) using the following criteria.

- The impact of the proposal on the teaching profile of the Institution.
- Rationale for the introduction of the course including industry trends and employment outcomes.
- The AQF level(s), broad course learning outcomes and the progression framework of subject learning outcomes.
- Theoretical and conceptual frameworks to underpin the development of the course.
- Resource implications
- Any other significant impacts of the proposal

Rationale for the introduction of the course

- Contribution to the vision of the Institution and relationship to its Strategic Plan and Operational Plan.

Provide commentary on the manner in which the proposal supports:

- The Institution’s Vision and Strategy.
- Contributes to the strategic objectives and goals, key result areas and key performance indicators in the Institution’s Strategic Plan and relevant operational plan.

Market Analysis/ Research

Provide commentary and analysis:

- SWOT
- Competitor analysis
- Pricing (5 P’s)
- Student profile and demand

Rationale for a new Field of Education (FOE)

This section applies to new courses that sit within a new Field of Education. Include rationale, resourcing implications, and possible future SAA implications. Delete this section if not relevant.

Location(s) at which course is to be offered, date of introduction and study mode(s)

Campus/location at which course to be offered	Commencement date		Study mode(s)
	Study period	Year	

List the campuses at which the course is offered/to be offered. Where a course is offered/to be offered at a location other than the Manly campus, provide details of such location.

Financial viability and resource implications

Comment on the capacity of the relevant disciplinary stream to implement the course and its sustainability, having regard to the business plan and resource requirements identified in the full proposal. Within this proposal, complete a table for the course, including

- Projected headcount, enrolled load for the first five years of the course;
- Projected attrition, retention rates and completion rates; and
- Staffing and resourcing costs required [including physical space, library and equipment].

Entry pathways and industry partnerships

Identify any course specific articulation agreements, entry pathways [including equity pathways] or other strategies which may enable entry to the course outside the normal admissions processes. Identify industry partnerships which will be involved in the development, implementation and review of the course.

Admission and progression requirements

Indicate proposed entry requirements and whether these align with current entry requirements, as applicable, for ICMS undergraduate, postgraduate, ISCA or Aspire courses. Where it is proposed to have an admission and/or progression requirement that is higher or more challenging than existing comparable ICMS, ISCA or Aspire courses (as applicable), provide a rationale for why this is proposed. This rationale should state the advantages of this approach in terms of market position, student cohort experience and expected student outcomes. The rationale should also indicate any potential impacts on marketing, recruitment, admissions and/or registry functions, as identified by the Vice President (Marketing), the Senior Vice President (Domestic and International Development), and/or the Pro Vice-Chancellor (Employability) and Registrar. The proposed requirements should have the endorsement of the Chief Executive Officer and President.