

# 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 current 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 programs.

## 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 must be informed by strategic priorities and evidence-based analysis of internal and external data to identify opportunities, trends and potential gaps in current offerings.
- 3.3. Data used to inform a new course business case includes (but not limited to):
  - market research relevant to the proposed field of study (e.g. growth opportunities, competition);
  - graduate employment opportunities nationally and internationally;
  - Quality Indicators for Learning and Teaching (QILT) Graduate Outcomes Survey data;
  - current and projected student demand;
  - industry and employer demand;
  - professional accreditation requirements and industry specific standards (where applicable);
  - staffing, infrastructure and other resource implications; and
  - impact on current course portfolio including identified risks.

## 4. Interim course monitoring and evaluation

- 4.1. All courses are subject to interim monitoring and evaluation throughout their delivery in accordance with the Course and Subject Policy and the Course Monitoring and Evaluation Procedures.

## 5. Comprehensive course reviews

- 5.1. Each course is subject to comprehensive reviews at least once in its accreditation cycle. Preparation for the review commences at the start of the fifth year of delivery, with the review itself commencing no later than the end of that year. The review process, including all required accreditation documentation must be completed within 12 months from the start date of the review in accordance with the Course and Subject Review Plan. 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 templates, checklists and guidelines issued by 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 against the Institution's plans (i.e. Strategic Plan, etc.), course learning outcomes, graduate capabilities, alignment to criteria in the Australian Qualifications Framework (AQF), Higher Education Standards Framework (Threshold Standards) 2021 (HESF), 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 progress since the previous review, including the implementation of agreed recommendations;
  - identify opportunities for improvement in curriculum delivery, student experience, engagement, satisfaction and performance (including attrition, progression, completion, cohort outcomes, articulation pathways, graduate destinations and employer satisfaction);
  - identify and recognise examples of best practice and successful outcomes (including consideration of academic complaints and appeals trends);
  - identify resourcing or support requirements; and
  - consider relevant developments and research in the field of study.
- 5.5. Review processes include:
  - course evaluation as per the Course Monitoring and Evaluation Procedures including self-evaluation and consultation with relevant independent external and internal stakeholders and Course Development Advisory Sub-Committees (CDASC);
  - assessment of progress since the previous review including performance against quality indicators and the implementation of prior review recommendations;
  - external and independent input including feedback, advice and recommendations informed by benchmarking against national and international comparators, relevant professional and quality assurance standards and institutional performance data;
  - evidence-based identification of priorities for quality enhancement and course improvement; 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. Changes to courses and subjects are classified as **Regular**, **Minor**, or **Major** in accordance with Appendix A.

6.2. Changes to courses may be:

### **Regular**

Regular changes are routine amendments to individual subjects made periodically to maintain currency, quality or academic integrity (e.g. updates to 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**

Minor changes are amendments to an individual subject that do not affect the overall course structure or a student's ability to meet the course requirements or course learning outcomes (e.g. Subject Outline updates, elective amendments, etc.). Where subjects are shared or interconnected across courses, the PM must consult with the relevant PM(s) to ensure alignment. Minor changes are approved by the Course and Subject Committee. Refer to Appendix A for further information.

### **Major**

Major changes are amendments that could significantly impact the course and/or a student's ability to meet the course requirements or course learning outcomes changes (e.g. admission criteria, structures, etc.). Where subjects are shared or interconnected across courses, the PM must consult with the relevant PM(s) to ensure alignment. Major changes are approved by the Academic Board. Refer to Appendix A for further information.

Some major changes require notification to TEQSA in accordance with the Material Change Notification Policy. In some cases, course re-accreditation may be required and the steps outlined in section 8 must be followed.

## 7. New course development and accreditation

The following processes apply for the development, approval and accreditation of a new course. A summary of the process is provided in Appendix B (New Course Flowchart).

### **Step 1: Business case**

The purpose of this step is to establish a robust strategic, academic and financial case for the development of a new course. A business case must be developed using the approved template available from the President's office and must address at a minimum.

- a summary of the proposal and academic rationale;
- alignment with the Institution's strategic objectives and current course offerings;
- evidence of market, industry and student demand including future employment and industry trends;
- benchmarking of entry requirements against relevant comparator courses;
- competitor analysis and market positioning;
- applicable industry specific standards and professional accreditation requirements;
- proposed delivery modes and location(s);

- financial viability including forecast enrolments and course costings, resource implications and additional costs (e.g. infrastructure, technology, etc);
- identified risks to course quality;
- potential external reviewers;
- proposed entry pathways and partnerships; and
- admission and progression requirements.

This step does not apply to new nested qualifications added to an existing course as part of reaccreditation. Instead follow the steps in *Section 8: Comprehensive course review and reaccreditation*.

### ***Step 2: Approval to proceed with 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 authorises the academic team to proceed with course development and allocates funding for that purpose.

### ***Step 3: Development of course proposal***

Following approval, the academic team develops 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 align with the Course and Subject Policy and the learning and teaching principles outlined in the Learning and Teaching Policy. Course proposals must include (but are not limited to):

- curriculum design and development with supporting rationale;
- evidence of alignment with the Institution's learning and teaching principles;
- development of course learning outcomes (CLOs), aligned with the AQF and Bloom's Taxonomy;
- course rules;
- delivery structure;
- subject outlines;
- assessment strategies;
- demonstration of constructive alignment (AQF> CLOs >SLOs>assessments);
- evidence addressing professional accreditation requirements (where applicable);
- demonstration of compliance with the HESF;
- evidence academic integrity requirements are embedded into course design and delivery.

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

For courses **outside** the scope of SAA, the Quality Assurance and Accreditation (QAA) team develops self-assurance report in parallel with course proposal development.

The self-assurance report explains the Institution's self-assurance mechanisms mitigate key regulatory risks and support the achievement of educational outcomes. This step does not apply to 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 and internal senior academics to design and develop the new curriculum. The CDASC supports and advises on course development to ensure the course:

- meets AQF level requirements and disciplinary expectations;

- aligns HESF requirements and sector best practice;
- meets the industry standards and professional accreditation requirements (where applicable);
- integrates theory and practice within a reflective learning framework;
- supports graduate employability and career readiness;
- fosters 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 seek course accreditation at least six months prior to the expected submission date. Notification includes details such as qualification title, AQF level, Field of Education, intended submission date, nested arrangements and any specialisations included in the title of the award. This step does not apply to courses within FoE 08 and FoE 1101 at AQF levels 5-9 excluding research.

#### ***Step 7: Course and Subject Committee (CSC)***

Following endorsement by the CDASC, the course documentation is submitted for review prior to being submitting for external review.

#### ***Step 8: External review***

A minimum of two external, independent reviewers is engaged to provide feedback on the course proposal and subject documentation. External reviewers are selected based on higher education expertise and/or significant professional experience and are formally approved by the CSC upon review of their CV. Independence is assessed 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.

#### ***Course proposal***

Reviewers are asked to provide feedback on:

- course rationale and design;
- alignment of course learning outcomes with external requirements, HSEF, AQF and graduate capabilities;
- curriculum coherence and relevance;
- course rules and delivery structure;
- workforce and stakeholder relevance;
- constructive alignment across curriculum, teaching methods, assessment and outcomes.

### *Subject Outlines*

Reviewers are asked to provide feedback on the degree to which:

- subject learning outcomes are contemporary, clearly aligned to the subject and mapped to ICMS graduate capabilities;
- subject learning outcomes meet AQF criteria for the relevant AQF criteria for the level of study;
- the subject descriptor provides a clear rationale for the subject;
- indicative topics are appropriate, relevant and logically sequenced;
- assessment strategies are suitable for measuring subject learning outcomes;
- teaching organisation is appropriate, 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 9: CDASC***

Once the Program Manager considers the external reviewer feedback and updates the course documentation, 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, if satisfied, recommends it to the Academic Board for approval.

### ***Step 11: Academic Board***

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

### ***Step 12: Board of Directors***

The Board of Directors considers the course in light of strategic fit and the financial viability.

Courses **outside** the scope of SAA are submitted to TEQSA for consideration once approved by the Board of Directors

Courses **within** FoE 08 Management and Commerce FoE 1101 Food and Hospitality at AQF levels 5-9 excluding research are approved 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 request amendments. Any recommendations are addressed by the Program Manager and/or Discipline Dean and resubmitted as required. Each new course must have a documented development and rollout plan.

For courses within SAA scope, if a newly accredited course requires professional accreditation for graduates to be eligible for professional practice, the course is granted provisional accreditation, with no enrolments permitted until professional accreditation has been obtained, except where the relevant professional accrediting body requires the course to have commenced and/or produced graduates as a condition of accreditation. Upon receipt of written confirmation that professional accreditation has been obtained, and Board of Directors approval has been granted, the course is accredited on the condition that it maintains its professional accreditation.

The Chief Quality Officer reports the reaccreditation outcome to the EMG and includes any actions requiring EMG oversight.

***Step 14: CRICOS course registration***

To deliver higher education courses to overseas students, the Institution must be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The QAA team submits a CRICOS course registration application once accreditation has been approved by either TEQSA or the Board of Directors (as applicable).

***Step 15: Implementation PCG***

The DVC (Learning and Teaching) appoints a Chair to oversee a new course implementation PCG.

***Step 16: 12 month review***

Once accredited, the new course is reviewed typically after 12 months of delivery. The interim review considers educational outcomes, end of trimester sign-offs, student feedback, effectiveness of assessment, resourcing and any conditions or feedback arising from accreditation. Recommendations are reported to the Academic Board.

***Step 17: Closing the loop on actions arising from the 12 month review***

Actions taken in response to the recommendations from the 12-month review are reported to the Academic Board 12 months after the review is considered.

## **8. Comprehensive course review and reaccreditation**

The following processes apply to the review, approval and reaccreditation of current courses. Refer to Appendix C for the Current Course Review and Accreditation Flowchart.

***Step 1: Ongoing interim monitoring and evaluation***

All courses are subject to ongoing monitoring and evaluation in accordance with the Course Monitoring and Evaluation Procedures. Outcomes inform continuous improvement and feed into the comprehensive course reviews.

***Step 2: Strategic assessment***

Before commencing a Comprehensive Course Review (CCR), a strategic assessment is undertaken to evaluate course performance and viability. This assessment considers indicators such as enrolments, student demand, and alignment with institutional priorities, and supports early, high-level decision-making. The assessment is typically conducted through an informal meeting arranged by the relevant Program Manager and attended by the President, DVC (Learning and Teaching), Dean (Academic), Senior Vice President (International and Domestic), Discipline Dean and Program Manager. Where discontinuation of a course is recommended, the Course Teach-out and Transition Procedures apply.

***Step 3: Comprehensive course review***

Program Managers commence CCR planning early to mid-fifth year of delivery, with the review commencing no later than the end of the fifth year of the accreditation cycle. Planning includes data collection and identification of potential CDASC members. All CCR documentation is typically completed within 12 months of the review start date but this timeframe may be extended if scheduling allows. Program Managers conduct the CCR in accordance with section 5 of these procedures and the approved checklists and guidelines. Program Managers must collect all relevant data (e.g. subject feedback from reviewer, student and employer feedback, QILT data, external referencing, etc.) prior to the first CDASC.

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

The Course and Subject Committee (CSC) establishes a CDASC comprising external, independent academic and industry experts and internal senior academics. The CDASC meets as required and reviews the course to ensure it:

- meets AQF level requirements and disciplinary expectations;
- aligns HESF requirements and sector best practice;
- meets the industry standards and professional accreditation requirements (where applicable);
- integrates theory and practice within a reflective learning framework;
- supports graduate employability and career readiness;
- fosters lifelong learning.

#### ***Step 5: Drafting the Comprehensive Course Review Report***

Program Managers draft the CCR report using approved templates and checklists.

#### ***Step 6: CDASC review***

Then draft CCR report is considered and endorsed by the CDASC. Typically, two meetings are held:

- the first to review course materials and provide recommendations; and
- the second to review and endorse the final CCR report.

#### ***Step 7: Course and Subject Committee (CSC)***

The CSC reviews the CCR report and implementation plan endorsed by the CDASC and recommends them to the Academic Board for approval.

#### ***Step 8: Academic Board***

Academic Board scrutinises and approves the CCR report, and implementation plan and makes a recommendation to the Board of Directors regarding the future of the course. Program Managers start implementing recommendations for courses that are expected to continue and ensure that CCR outcomes are addressed during reaccreditation.

#### ***Step 9: Board of Directors***

Based on the Academic Board recommendation, the Board of Directors may approve in principle one of the following:

1. the course should continue and that reaccreditation commences. The recommendation is supported by projected enrolment figures financial viability and strategic rationale. This ensures the Board of Directors considers the demand, and sustainability of the course before confirming its reaccreditation
2. that a new course be developed as the changes required to the current course are so significant that a new accreditation is required. In this event, the Board of Directors approves the development of a new business case (see section 7) and the discontinuation of the current course in accordance with the Course Teach-out and Transition Procedures.
3. 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 checklists. Documentation is typically completed within 18-21 months from commencement of the CCR.



In some cases, the CCR may recommend adding new nested courses as part of the reaccreditation of an existing course. In these circumstances, the new nested qualifications can be included in the course proposal following consideration by the CDASC and do not require a separate new accreditation application.

***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 intent to submit a reaccreditation application at least six months prior to submission. This step does not apply to courses **within** FoE 08 and FoE 1101 at AQF levels 5-9 excluding research.

***Step 12: Internal consultation***

Draft reaccreditation documentation is circulated by the Program Manager for consultation 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 arrange a meeting to gather feedback from stakeholders.

***Step 13: External review***

The Program Manager seeks an external, independent reviewer to provide feedback on the course reaccreditation. The external reviewer is appointed by CSC on the basis of higher education and/or professional expertise.

*Course proposal:*

Reviewers are asked to provide feedback on:

- course rationale and design;
- alignment of course learning outcomes with external requirements, HSEF, AQF and graduate capabilities;
- curriculum coherence and relevance;
- course rules and delivery structure;
- workforce and stakeholder relevance;
- constructive alignment across curriculum, teaching methods, assessment and outcomes.

*Subject Outlines:*

Reviewers are asked to provide feedback on the degree to which:

- subject learning outcomes are contemporary, and relate clearly aligned to the subject and mapped to ICMS graduate capabilities;
- subject learning outcomes meet the AQF criteria for the relevant AQF criteria for the level of study;
- the subject descriptor provides a clear rationale for the subject;
- indicative topics are appropriate, relevant and logically sequenced;
- assessment strategies are suitable for measuring the subject learning outcomes;
- teaching organisation is appropriate, including learning and teaching strategies, duration and mode (e.g. lectures, tutorials), texts, bibliography and other learning resources.

Program Managers address the external reviewers' feedback and update the course documentation as appropriate.

#### ***Step 14: Course and Subject Committee (CSC)***

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

#### ***Step 15: Academic Board***

Academic Board scrutinises the documentation against TEQSA's standards. If satisfied, it approves the documentation and recommends the Board of Directors either approve its submission to TEQSA (for courses outside SAA scope) or reaccredit the course for a further seven-year period (for courses within SAA scope). Progress against the reaccreditation implementation plan is reported to the CSC and Academic Board 12 months after the TEQSA or the Board of Directors (as applicable) approves the reaccreditation.

#### ***Step 16: Board of Directors***

The Board of Directors approves the reaccreditation documentation.

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

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

#### ***Step 17: Assessment and approval***

TEQSA or the Board of Directors (as applicable) assesses the application and may approve it or require revisions. Required changes are addressed by the Program Manager and resubmitted to TEQSA or the Board of Directors (as applicable).

For courses within SAA scope, re-accredited courses that require professional accreditation for graduates to be eligible for professional practice, reaccreditation may be approved by the Board of Directors on the condition that the course maintains its professional accreditation.

The Chief Quality Officer reports the reaccreditation outcome to the EMG and includes any actions requiring EMG oversight.

#### ***Step 18: CRICOS course notification***

In accordance with 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), the Institution notifies TEQSA of CRICOS related changes within required timeframes (e.g. change of details within 30 days, or any change or event that would significantly affect the provider's ability to comply with the Act 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.

#### ***Step 19: EMG oversight of implementation***

The Chief Quality Officer reports the reaccreditation outcome to the EMG and includes any actions requiring EMG oversight that were approved as part of the reaccreditation. These include but are not limited to:

- confirm the planned implementation date of the revised course structure;
- confirm whether a new CRICOS course code is required;
- confirm whether TEQSA must be notified within 10 days of any material change affecting compliance or CRICOS changes;
- confirm delivery locations;
- confirm any professional accreditation requirements;
- QAA to update official course reaccreditation documentation in master QA folders;
- Registry to prepare a transition plan;
- Program Managers to submit subject equivalencies for approval by CSC;
- Marketing to update website and all relevant marketing material;
- Registry to prepare communications to students on the basis of the approved transition plan;

- Registry to build the revised course structure in Avantis;
- Program Manager to project manage the Reaccreditation Implementation Plan as per agreed timelines;
- Program Manager and Learning, Teaching and Innovation Team to collaborate with stakeholders on the subject development plan to ensure revised subjects are ready for delivery;
- Recruitment and development team to inform university partners of changes to courses as a result of reaccreditation where applicable and review inbound and outbound articulation agreements;
- Program Manager to hold academic staff briefings and training sessions as applicable.

## 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 approves the business case, project expenditure and course accreditation and reaccreditation documentation. Courses outside the scope of SAA are submitted to TEQSA following Board of Directors' approval.
- 9.3. The Academic Board is responsible for overseeing academic quality and standards across the Institution, 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 provides expert guidance on course and subject design and advises on the development, review and enhancement of courses and subjects.
- 9.6. A PCG may be established in order to steer and manage the course development processes and review activities in between formal governance meetings. The PCG mainly academics in composition but may include professional staff as required. Duties include identifying tasks, assigning responsibilities, preparing documentation, identifying external reviewers prior to consideration by the relevant governance bodies.
- 9.7. The Chief Quality Officer oversees the preparation of all course accreditation and reaccreditations and submits applications 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 and transition planning.
- 9.11. External reviewers are appointed to independently assess the quality of the newly developed courses and subjects in accordance with the new course development process and the current course review and approval processes.

## 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 – TEQSA New Course Accreditation Flowchart (courses outside the scope of SAA)*

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

*Appendix D – TEQSA Current Course Reaccreditation Flowchart (courses outside the scope of SAA)*

*Appendix E- SAA 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 |
| Comprehensive update, including: <ul style="list-style-type: none"><li>provisional accreditation requirements;</li><li>12-month review for new courses, held 12 months after formal accreditation by the Board of Directors or TEQSA (previously tied to Academic Board endorsement);</li><li>a follow-up report to close out actions, due 12 months after the 12-month review;</li><li>formal reporting of accreditation outcomes by the Chief Quality Officer to the EMG; and</li><li>the option for a CCR to recommend new nested courses as part of reaccreditation, without a separate new accreditation application.</li></ul> | Course and Subject Committee    | 16 July 2027     |

## Changes to Courses

| Component                        | Major<br>Minor<br>Regular* | Approving<br>Authority** | Requirements                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|----------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Credit points                    | Major                      | 1                        |                                                                                                                                                                                                                                                                                                                                                                            |
| Duration                         | Major                      | 1                        | Any change <b>outside</b> of accredited course materials. Otherwise, Regular.                                                                                                                                                                                                                                                                                              |
| AQF level                        | Major                      | 1                        |                                                                                                                                                                                                                                                                                                                                                                            |
| Delivery mode                    | Major                      | 1                        | Any change <b>outside</b> 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 <b>total</b> 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                    | Minor                      | 1 & 2                    | <b>Major:</b> Changes to course level pre-requisites<br><b>Minor:</b> Changes to subject pre-requisites                                                                                                                                                                                                                                                                    |
| Subject rationale                | Minor or<br>Regular        | 1 & 2                    | <b>Minor:</b> Rewording or refining sentences and paragraphs that do not adversely affect the original intent of a subject.<br><b>Regular:</b> Grammatical changes.                                                                                                                                                                                                        |
| Subject learning outcomes (SLOs) | Major or<br>Minor          | 1 or 2                   | <b>Major:</b> 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.<br><b>Minor:</b> 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. Mapping SLOs to assessments. |
| Work-integrated learning (WIL)   | Major or<br>Minor          | 1 or 2                   | <b>Major:</b> Adding, removing or significantly changing a WIL component.<br><b>Minor:</b> Changes which do not significantly change an existing WIL component.                                                                                                                                                                                                            |

| Component                                                                        | Major<br>Minor<br>Regular* | Approving<br>Authority** | Requirements                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|----------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specialised facilities or equipment (if applicable in Subject Outlines)          | Major or Minor             | 1 or 2                   | <b>Major:</b> Change/addition/removal of specialised facilities or equipment at the institutional or course level.<br><b>Minor:</b> Change/addition/removal of specialised facilities or equipment at subject level.                                                                                                                    |
| Field of Education                                                               | Major or Minor             | 1 or 2                   | <b>Major:</b> changes at the course level<br><b>Minor:</b> changes at the subject level                                                                                                                                                                                                                                                 |
| Topics                                                                           | Minor or Regular           | 2 or 3                   | <b>Minor:</b> Removal or addition of topics<br><b>Regular:</b> Rewording, refining or sequencing of topics                                                                                                                                                                                                                              |
| Assessment tasks and weighting                                                   | Minor or Regular           | 2 or 3                   | <b>Minor:</b> Change in the number, type, title, due dates, hurdle assessments and/or weighting of assessments.<br><b>Regular:</b> 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                   | <b>Minor:</b> Changes to texts/resources which will impact the topics of the subject or the delivery of the subject.<br><b>Regular:</b> 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                        | <b>Regular:</b> 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 – Discipline Dean or Associate Dean (or delegated to the relevant Program Manager)**

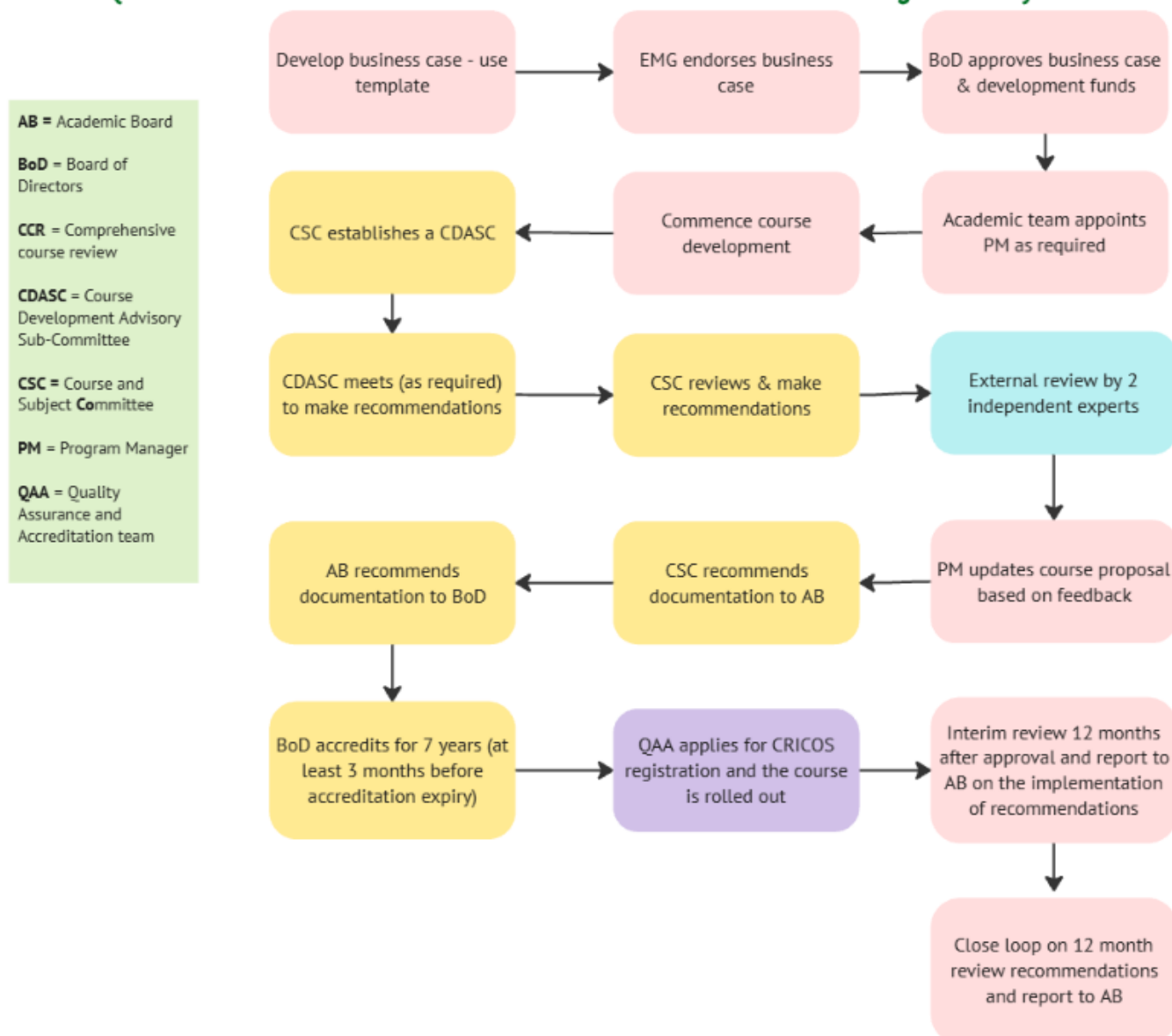
### TEQSA NEW COURSE ACCREDITATION (Outside of SAA scope)





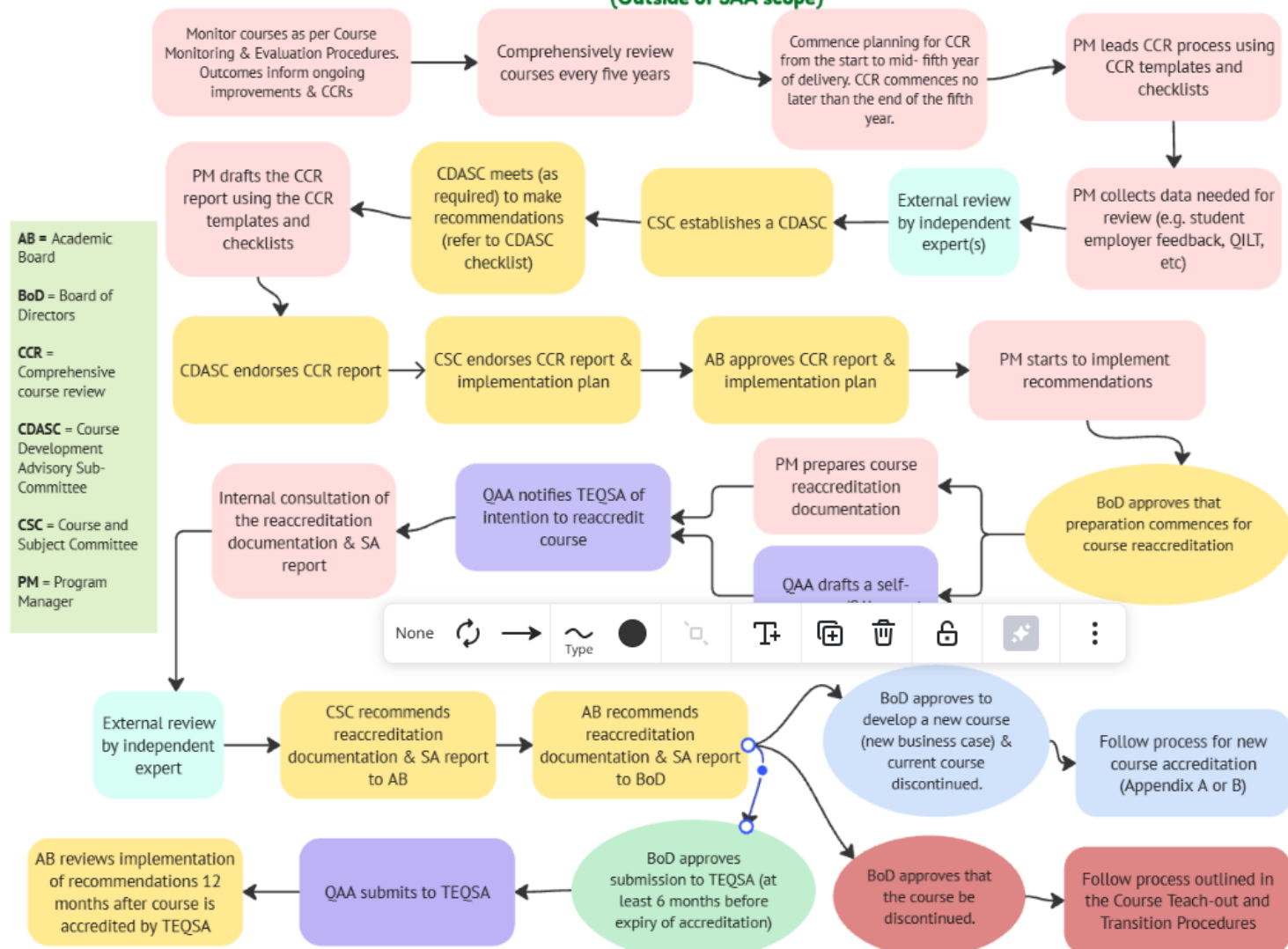
## APPENDIX C

### SAA NEW COURSE ACCREDITATION (within Fields of Education 08 and 1101 at AQF levels 5-9 excluding research)



## APPENDIX D

### TEQSA CURRENT COURSE REACCREDITATION (Outside of SAA scope)



## APPENDIX E

