IEFT COURSE DESIGN DEVELOPMENT AND APPROVAL POLICY

PURPOSE

This document sets out the policy by which IEFT designs, develops, approves and implements new higher education courses in order to ensure:

- best practice in curriculum design, delivery, teaching and learning, assessment and the provision of Work-Integrated Learning activities; and
- that the qualifications IEFT awards are designed to meet the standards for the AQF level they purport to meet.

SCOPE

This procedure applies to IEFT's design, development and approval of all new higher education courses.

DEFINITIONS

Course Proposal means the document that outlines course requirements within the format specified by the Academic Board.

RESPONSIBILITIES

The Board of Directors is responsible for approving the development of new courses on the recommendation of the Academic Board.

The Academic Board is responsible for:
- approving proposals for the development of new courses;
- delegating responsibility for course design and development to Course Advisory Committees;
- critically reviewing new course documentation developed with the oversight of Course Advisory Committees;
- reporting its recommendations regarding the approval of new course accreditation documentation to the Board of Directors.

The Board delegates responsibility for course design and development to a number of discipline-specific Course Advisory Committees.

Course Advisory Committees are responsible for:
- ensuring that new course development proposals satisfy the criteria of IEFT and TEQSA;
- oversighting the design of new courses, and applications for the accreditation of new higher education courses.

POLICY

1. IEFT's course design, development and approval processes are conducted in accordance with the Quality Assurance Framework.

2. IEFT's higher education courses are designed to:
   - integrate teaching and learning theory and practice in a dynamic and engaging learning environment;
   - provide robust and contemporary course content that students value for relevance to their future needs;
   - include learning activities, delivery modes and student experiences consistent with intended course and unit of study learning outcomes and IEFT's Graduate Attributes;
   - ensure that assessment tasks and processes validly and reliably evaluate students' learning outcomes and performance;

- provide a strong rationale for Work-Integrated Learning, and ensure Work-Integrated Learning activities are aligned with course and unit of study learning outcomes and closely monitored;
- achieve learning outcomes consistent with the AQF level, and that employers value;
- deliver accredited and recognised qualifications that meet AQF standards; and
- develop skilled, knowledgeable graduates who are job-ready or able to transition into further education.

3. New courses will be developed according to IEFT's designated path for course approval (refer to Course Design Development and Approval Procedure).

4. Course design and development is based on:
- IEFT's Strategic and Teaching and Learning Plans;
- contemporary research in the specific discipline, as well as teaching and learning theory and scholarship, as these pertain to the proposed course;
- national guidelines and recommendations in papers published by peer institutions of higher education, professional bodies, peak industry associations and employer organisations;
- the Higher Education Standards Framework and associated Guidance Notes published by TEQSA.

5. The Academic Board will critically review proposals for new courses according to the following criteria:
- there is an identified need and demand for the proposed course;
- the course development process has included industry-specific advice regarding content;
- the course design is drawn from 'a substantial coherent and current body of knowledge and scholarship'[1] that is suited to the intended student cohort and facilitates the achievement of learning outcomes;
- the specified course learning outcomes are consistent with the AQF level of the qualification, and are aligned with the IEFT Graduate Attributes;
- the mode of delivery is clearly identified (on-campus, online or blended), and processes for consistency of learning outcomes across modes of delivery are specified;
- the course structure and sequencing provide a coherent learning experience, and units of study increase in complexity, demand and challenge across levels of the course;
- the use of technology in course delivery is clearly outlined, including how technology will contribute to learning and teaching;
- a clear, well-reasoned and comprehensive educational philosophy, underpins the course and unit curriculum;
- the expected outcomes for Work-Integrated Learning activities are imbedded in course and unit of study learning outcomes;
- the design of assessments is aligned with learning outcomes at course and unit levels, and enable students to demonstrate achievement of learning outcomes;
- when required, the course is designed to meet professional accreditation standards set by the relevant body; and
- staffing and resource requirements.

6. External advisors on the Course Advisory Committee provide active input on course design, delivery, learning outcomes and curriculum.

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[1] http://www.teqsa.gov.au/sites/default/files/CourseApprovalDesignDeliveryGNFinal_0.pdf

7. The Course Advisory Committee keeps formal minutes of all meetings.
8. All new course accreditation applications require formal approval by the Board of Directors before being submitted to TEQSA and relevant professional bodies.

RELATED
Course Design Development and Approval Procedure
Quality Assurance Framework
Quality Assurance Procedure
Course Evaluation and Review Policy
Course Evaluation and Review Procedure
Benchmarking Policy
Benchmarking Procedure
Work-Integrated Learning Policy

Version Control

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