Course Development Policy and Procedures

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Threshold Standard	1 (1.3, 1.4, 1.5.3), 3 (3.1 – 3.3), and 5.1.
Responsible person/s	Academic Director
Appendix A	List of amendments

1. Introduction

Adelaide Central School of Art (ACSA) is committed to implementing an effective course development framework to ensure the academic quality, currency, and performance of its accredited courses. This will be achieved through a staged approach to course development that ensures the effective governance, quality assurance, and management of resources. This staged approach, combined with a commitment to external referencing, will ensure that new courses are viable, designed to the highest quality, and support ACSA's strategic vision.

2. Purpose

This policy sets out the mechanisms by which ACSA develops new courses for accreditation by TEQSA.

3. Scope

This policy applies to new courses proposed for development and delivery by ACSA.

4. Definitions

4.1 Course: The sequence of study that leads to the award of an academic qualification.

4.2 External referencing: a process through which a higher education provider compares an aspect of its operations with an external comparator(s).

4.3 Quality assurance: demonstration that a desired level of quality of an academic activity has been attained or sustained.

5. Policy

5.1 ACSA requires that new courses are developed in accordance with the following key principles:

- Courses are developed to support ACSA's vision, values and strategic priorities.
- Courses comply with the requirements of the Australian Qualifications Framework and Higher Education Standards Framework (Threshold Standards).
- Courses engage with advanced learning and inquiry consistent with the level of study and expected learning outcomes.
- Courses comprise coherent and scaffolded learning activities that ensure students can progressively achieve the learning outcomes.
- Course learning outcomes, unit learning outcomes, and methods of assessment are clearly defined and aligned.
- Courses are taught by staff who engage in ongoing scholarship in both their discipline and the field of teaching and learning.
- Courses are developed to ensure equity for students in accordance with ACSA's relevant policies.

5.2 Proposals for new courses can originate from ACSA's strategic planning processes, course review cycle (Comprehensive Course Reviews or Annual Course Performance Reports), and/or opportunities observed by the Academic Board or academic staff.

5.3 ACSA takes a staged approach to the development of new courses to ensure effective governance, quality assurance, and management of resources. The development of a new course requires the following three stages, which are outlined in full in Item 7 Procedures:

- Stage 1: Business Case
- Stage 2: Course Design and Proposal
- Stage 3: Course Approval

5.4 ACSA's approach to course development incorporates external referencing, which is essential to the design of high quality and contemporary courses, as well as ongoing quality assurance and continual improvement. External referencing is incorporated at Stage 2, undertaken in the initial design of the course and through the engagement of an external Course Advisory Panel to review the Course Proposal. These activities are further outlined in Item 7 Procedures.

6. Responsibilities

6.1 The Academic Director is responsible for ensuring the Course Development Policy and Procedures are implemented and maintained by ACSA.

6.2 The Board of Governors is responsible for reviewing and approving the Business Case for a new course and approving the submission of the Course Proposal to TEQSA.

6.3 The Academic Board is responsible for reviewing and endorsing the Business Case and reviewing and approving the design of a new course and the Course Proposal.

6.4 The Academic Committee is responsible for providing feedback on the course design through review of the Course Proposal and for recommending the Course Proposal for approval by the Academic Board.

6.5 The Academic Administration Manager is responsible for supporting the application to TEQSA for accreditation of a new course of study.

7. Procedures

7.1 Stage 1: Business Case

The first stage of the development of a new course is the Business Case.

7.1.2 The Business Case will be developed by at least one member of the Academic Committee and one member of Administration Management.

7.1.3 The Business Case will include an assessment of:

a. The financial viability, potential market, and strategic alignment of the proposed course.

b. ACSA's capacity to resource the course, including learning resources, facilities, and staffing in compliance with the relevant Higher Education Threshold Standards.

c. Any potential risks associated with the development and delivery of the proposed course, including risks to academic quality.

7.1.4 Once finalised, the Business Case must be submitted to the Academic Board for review and endorsement.

7.1.5 Once endorsed by the Academic Board, the Business Case must be submitted to the Board of Governors for review and approval.

7.2 Stage 2: Course Design and Proposal

Once the Business Case has been approved, the proposed new course can progress to the design stage.

7.2.2 A Course Design Working Group (CDWG) will be established to develop and design the proposed course. The CDWG must include at a minimum the Academic Director (or delegated member of the Academic Committee) and two academic staff members at any level.

7.2.1 The CDWG is responsible for all aspects of course design and will develop a Course Proposal that includes the following key elements:

- Course rationale, aims and learning outcomes
- Course entry criteria and pathways
- Course duration, structure, and mode of delivery
- Unit outlines, including unit content, unit learning outcomes, and methods of assessment
- Staffing and Learning Resources

The Course Proposal will also provide evidence of:

- AQF alignment
- Constructive alignment (course learning outcomes, unit learning outcomes, assessment)
- Benchmarking and external referencing with comparable courses

7.2.2 The CDWG will develop the Course Proposal in accordance with the principles of this Policy and in compliance with the relevant Higher Education Threshold Standards, including but not limited to Standard 1, 3 and 5

Section	Standards
Admission	1.1.1
Learning Outcomes and Assessment	1.4.1, 1.4.2, 1.4.3, 1.4.4
Qualification and Certification	1.5.3
Course Design	3.1.1, 3.1.2, 3.1.3, 3.1.4
Staffing	3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5
Course Approval and Accreditation	5.12, 5.1.3
Delivery with Other Parties	5.4.1, 5.4.2

7.2.3 An external Course Advisory Panel will be convened to review and provide feedback on the Course Proposal.

7.2.4 The Course Advisory Panel will be composed of at least three external academics with experience in the design and delivery of comparable courses and must be approved by the Academic Board.

7.2.5 The Course Advisory Panel will provide their feedback on the Course Proposal in a written report. The written report will be included in the submission to the Academic Board.

7.2.6 The Course Proposal will be finalised by the CDWG in response to feedback from the Course Advisory Panel.

7.3 Stage 3: Course Approval

Once the Course Proposal is finalised, the new course can progress to the approval stage.

7.3.1 The Course Proposal will be submitted to the Academic Board for approval and then the Board of Governors to approve its submission to TEQSA. The Course Advisory Panel Report will also be submitted to the Academic Board for their information.

7.3.2 Once approved by the Academic Board, the CDWG will work with the Academic Administration Manager to prepare the application for course accreditation for submission to TEQSA.

APPENDIX A: Policy Amendments

1. **Version 2:** Table of higher Education Threshold Standards added to 7.2.2; Course approval delegated to Academic Board and approval of submission to TEQSA to Board of Governors.