

<b>Procedure Name</b>	<b>COURSE DEVELOPMENT AND CURRICULUM REVIEW PROCEDURE</b>
<b>Procedure Number</b>	<b>A017_PR_HE (Academic)</b>
<b>Purpose</b>	<p>The purpose of this procedure is to:</p> <ul style="list-style-type: none"> <li>• establish the process for the design and development of new courses at Whitehouse Institute of Design, Australia (Whitehouse)</li> <li>• outline the relevant policies, procedures and forms, including: course documentation; the criteria for approval of course proposals; the stages of course development; and the relevant staff and committees with course development and course review responsibilities</li> <li>• detail the processes Whitehouse undertakes to review accredited Higher Education curriculum and</li> <li>• establish the responsibilities and processes for reviewing of higher education course delivery.</li> </ul>
<b>Scope</b>	This procedure applies to all current and potential higher education courses delivered by Whitehouse across all campuses.
<b>Procedure</b>	<p>The Academic Board is responsible for the course delivery and assessment process at Whitehouse. It may delegate what tasks it deems appropriate to its committees or other relevant officers at Whitehouse.</p> <p><b>New Course Development</b></p> <p>The process for developing new course of study is as follows:</p> <p><b>Stage 1</b></p> <p>The need for a new course is determined and discussed at Learning, Teaching, Assessment and Curriculum Committee (LTACC). If a motion is passed to have the new course considered it is to be ratified by the Executive Management Committee (EMC).</p> <p>An internal advisory panel is appointed representing senior staff and cross campus academics to develop a course outline. Once agreed and approved by LTACC and EMC it is submitted to the Academic Board for approval to proceed with development.</p> <p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>• Subject Outlines and Blueprints are developed.</li> <li>• Curriculum materials are developed.</li> <li>• Full and detailed costings are developed with consideration of required resources so as to achieve learning outcomes for the projected number of students, including teaching resources and support resources (including library/information resources, course support material, physical and/or virtual learning spaces and any specialist facilities that may be required such as specialist space and equipment).</li> <li>• Marketing plan developed.</li> <li>• Timelines from curriculum development through to proposed delivery established.</li> </ul>

- Staffing plan established with consideration of allocation of responsibilities across all subjects.
- A Course Advisory committee is established with internal and external expertise across the field of education.

All materials are scrutinised and require approval by:

- new Course Advisory Panel
- LTACC
- EMC
- external/Internal Course Advisory Committee
- academic Board
- board of Governors.

According to the [TEQSA Guidance Note on Course Approval, Design and Delivery](#), desirable features of a course proposal or application include (but are not limited to):

A coherent course structure, demonstrating:

- coverage of the relevant skills, knowledge and application is at the appropriate depth and breadth needed to achieve the course outcomes
- more introductory features are covered in earlier stages of a course
- an appropriate sequence of units [subjects] leads towards achievement of more advanced features in later stages and
- systematic organisation of course elements.

The course documentation is required to include (according to the TEQSA Framework), a coherent set of appropriate learning outcomes for the course consistent with the AQF level of the course and specified learning outcomes for each subject. The subject learning outcomes should align with the course learning outcomes and the AQF level specifications.

Key features of the course design, should include:

- delivery methods
- assessment
- proposed student workload is clearly specified in the subject outlines and are appropriate
- any pathways into and out of the course to further study or employment are outlined and
- the course should prepare students for appropriate graduate outcomes including further study and/or employment.

Note as referenced from [TEQSA Guidance Note on Course Approval, Design and Delivery](#):

As per Course Accreditation Standard 1.3, TEQSA will test whether the body of knowledge as presented in the course outlines is coherent, substantial and current, through assessing the course structure, topics and the lists of references in each subject. These should include references dated within the last five years published by recognised scholarly publishers and peer-reviewed journals.

Course Accreditation Standard 1.4 provides for a course that is based on an emerging field, where the body of knowledge may be less substantial than in an established field. In these circumstances, the course should draw on the scholarly literature in established fields relevant to the course outcomes in order to ensure that the total body of knowledge presented in the

course is balanced and sufficiently substantial. In these circumstances, and also where a course is interdisciplinary in nature, the course learning outcomes and structure should provide for integration of the different fields. The coherence of such a course should be evident in the course documentation despite its origins in multiple bodies of knowledge.

### Stage 3

Approval from TEQSA sought with appropriate proposal that includes application for CRICOS codes. Whitehouse will be required to submit the application via the online [Application Guide for Registered Higher Education Providers](#).

### Course Reviews

In accordance with TEQSA Course Accreditation Standard 6.1, there should be evidence of a cycle of periodic course and subject reviews, taking into account input from external advisors in the form of regular reports considered and acted upon by the Academic Board and by the Executive Management Committee. (see [TEQSA's Guidance Note on Academic Quality Assurance](#)).

#### 1. Limited Annual Review

As part of the limited review process, a report should be prepared by LTACC for consideration by the Academic Board by April of each year (relevant to the previous year and with consideration of past three years). The report should include comments on the individual course offerings on an analysis of a range of indicators (See 1.2 below) and provide a reflection on disciplinary trends as outlined in the Minutes of the Whitehouse Industry Advisory Group Meetings.

The Academic Board is responsible for developing, monitoring and evaluating data collection instruments and criteria.

It is expected that the reflection should not be more than two pages for a course/sequence of study.

It would usually reflect on the discipline's direction, including any likely future trends.

Comment on any relevant disciplinary paradigm shifts and their impact or likely impact on the program/sequence of study.

The Academic Board will analyse the intelligence contained within the LTACC report to identify implications for curriculum modifications and/or develop and contribute to the second level of review. The data will be considered in relation to the course delivery and assessment reviews that will usually have been undertaken.

#### 2. Curriculum Review – Full Review

Course Review assessments will include a summary of the overall trends indicated in the annual reports, accompanied by the following material:

- statements on the articulation of each course/sequence of study within the full suite offered in the relevant discipline and in the context of Whitehouse as a whole
- a commentary on the effectiveness of all subjects within a course and the suitability of the structure of the degree program
- how graduate capabilities and learning outcomes aligned to the relevant Australian Quality Framework (AQF) level are embedded in the suite of subjects over the previous three-year period
- assessments of the long-term effectiveness of changes implemented as a result of the previous review.

The course assessment will also include a table of recommendations based on data collected by EMC, the Industry Advisory Group and LTACC and for consideration by the Academic Board.

#### **Responsibility**

- LTACC is responsible for establishing a rolling schedule for reviews in each of Whitehouse's Higher education degrees.
- The Academic Board is responsible for determining, distributing, monitoring and evaluating data collection instruments and criteria. The Academic Board will analyse the intelligence contained in LTACC's report to identify implications for curriculum modifications and/or development and contribute to the third level of review. The data will be considered in relation to the course delivery and assessment reviews that will usually also have been undertaken.
- The Academic Board can endorse all or part of the recommendations made by LTACC in their report.
- LTACC and the Academic Director are responsible for implementing such recommendations as approved by the Academic Board and reporting to the Academic Board on implementation and progress.

### **3. Strategic Review**

The relevant terms of reference are:

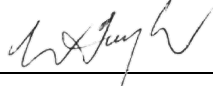
- to review the quality, scope, focus, direction and balance of the curricula and teaching at AQF aligned levels in the light of enrolment trends, success rates, student and graduate satisfaction and the perception of key external stakeholders, the availability of alternative programs elsewhere in Australia and future developments in the discipline/s
- to review the organisational structure of suite of degrees in the context of their functions, current subjects and anticipated developments in the constituent disciplines, internal administration, support structures and staffing arrangements and
- the effectiveness of Whitehouse's use of resources in relation to space, facilities, allocation of teaching/research/equipment funds and potential to generate additional external resources.

To prepare for a strategic review, LTACC will prepare a report for the curriculum review component on the basis of the limited annual review and the full review submitted since the previous Strategic Review. The report will usually include information on:

- summaries of trends and issues identified through past limited and full review reports
- strategic curriculum targets in terms of key indicators
- proposed changes to existing practices, including suggested plans for implementing major changes, together with a list of resource implications
- rationale for proposed changes in terms of benchmarks and strategic goals of each degree and Whitehouse as a holistic institute.

LTACC's Strategic Review Report shall be submitted to the Academic Board for consideration. The Academic Board will analyse the intelligence and provide a summary report for the Board of Governors, including recommendations. Should recommendations for change be endorsed, the Board of Governors will delegate responsibility for implementation as they deem fit.

<p><b>Relevant Legislation</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>• <a href="#">2016 Higher Education Support Act (2003)</a></li> <li>• <a href="#">Australia Qualifications Framework (AQF)</a></li> <li>• <a href="#">TEQSA Guidance Note on Course Approval, Design and Delivery,</a></li> <li>• <a href="#">TEQSA’s Guidance Note on Academic Quality Assurance</a></li> <li>• <a href="#">Application Guide for Registered Higher Education Providers</a></li> <li>• <a href="#">Education Services for Overseas Students Act 2000 (ESOS)</a></li> <li>• <a href="#">Commonwealth Register of International Courses for Overseas Students (CRICOS)</a></li> </ul>
<p><b>Key Related Documents</b></p>	<p>Course Development and Curriculum Review Policy</p> <p>Learning and Teaching Policy - HE</p> <p>Learning and Teaching Procedure – HE</p> <p>Code of Conduct</p> <p>Assessment Policy - HE</p> <p>Assessment Procedure HE</p> <p>Assessment Policy - HE</p> <p>Assessment Procedure -HE</p> <p>Free Intellectual Inquiry Policy - HE</p> <p>Benchmarking Policy</p> <p>Benchmarking Procedure</p> <p>Academic Staff Handbook</p> <p><b>Student Handbook</b></p>
<p><b>Definitions</b></p>	<p><b>Academic Board:</b> the Whitehouse Academic Board is an independent body, responsible to the institute’s Board of Governors for the quality control of the Whitehouse’s educational offerings.</p> <p><b>Curriculum:</b> Whitehouse Higher Education courses have been accredited by the Department of Education and the governing body TEQSA.</p> <p><b>Curriculum review:</b> the process of reflecting on and evaluating the quality, scope, focus and outcomes of the Whitehouse’s courses and of assuring the ongoing improvement of higher education courses as a result of the review process.</p> <p><b>Learning Teaching Assessment and Curriculum Committee:</b> a standing committee of the Academic Board.</p>
<p><b>Responsible Officer</b></p>	<p>Academic Director</p>
<p><b>Approval Authority/ Authorities</b></p>	<p>Academic Board</p> <p>Board of Governors</p>
<p><b>Date Approved</b></p>	<p>01/06/2021</p>

<b>Date of Commencement</b>	02/06/2021		
<b>Date for Review</b>	01/06/2024		
<b>Documents superseded by this Procedure</b>	Curriculum and Development Course Delivery Review Policy and Procedure – January 2013		
<b>Amendment History</b>	<p>06/2021 - Re-approval</p> <p>05/2018 Re-branding – Header &amp; Footer only</p> <p>11/2016 Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments Updated Hyperlinks Major revision to align to TEQSA Framework 2015</p>		
<b>Signed and dated for Whitehouse Pty Ltd</b>		<b>Les Taylor</b>	<b>01/06/2021</b>
	<b>Signature</b>	<b>Name</b>	<b>Date</b>

INFORMATINO FOR PUBLISHING ON POLICY REGISTER	
<b>Category</b>	Academic
<b>Stakeholders</b>	Board of Governors Academic Board Industry Advisory Group Course Advisory Panels Executive Management LTACC Academic Staff Administration Staff Students