Course Development and Review Policy (Higher Education)

1. PURPOSE

To outline the principles and values which inform the design, development, and review of Holmesglen's higher education courses.

2. SCOPE

Applies to all Holmesglen higher education courses and employees involved in their design, development, and review. The policy applies to all new and existing courses undergoing review.

3. POLICY STATEMENT

The design and review of higher education courses at Holmesglen align with the Institute's Strategic Plan and ASPIRE values. Higher education at Holmesglen aims to produce graduates who exhibit a range of attributes including well-developed knowledge and skills and ethical and professional values, which enable them to effectively participate in the workforce and make constructive contributions to the local and global community.

This policy:

a) is aligned with the principles of the Holmesglen Teaching and Learning Framework

b) ensures that Holmesglen courses have robust academic governance to deliver high-quality courses that meet the needs of the learners and the labour market

c) ensures compliance with the Higher Education Standards Framework (Threshold Standards) 2021 and the Education Services for Overseas Students (ESOS) Act 2000.

4. PRINCIPLES

Design principles

4.1. A Holmesglen higher education course:

a) identifies clear professional outcomes and develops industry-ready graduates (and where relevant, registration for professional recognition and practice)

b) includes industry-focused content to a breadth and depth consistent with the relevant Australian Qualifications Framework (AQF)

c) has learning outcomes benchmarked against national and international comparators

d) has content and learning activities that engage with advanced knowledge and scholarship and underlying theoretical and conceptual frameworks, relevant to the course discipline

e) has methods of assessment that address and confirm subject and course learning outcomes and mitigate risks to academic integrity

f) encourages learner autonomy

g) aligns to the accreditation requirements of the relevant professional bodies (where appropriate)

h) provides articulation and credit for VET qualifications into higher education courses

i) provides articulation pathways to higher-level qualifications

j) is subject to rigorous monitoring and review processes incorporating both internal and external moderation and referencing.

Graduate attributes

4.2. A Holmesglen higher education graduate:

a) applies industry-related knowledge and skills within the discipline field

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b) applies well developed knowledge management skills including research, critical reasoning, creative problem solving and original and innovative thinking

c) integrates theory and practice and applies knowledge, skills, principles and concepts broadly within the discipline field

d) demonstrates digital literacy to access, evaluate and engage with information from diverse sources

e) demonstrates an understanding and appreciation of ethical considerations related to academic and professional integrity (including the use of Generative Artificial Intelligence), including avoidance of bias, fairness, accountability and transparency

f) communicates effectively in a variety of contexts

g) works collaboratively, understands and appreciates diversity and perspectives in a global context

h) embraces a mindset of lifelong learning and stays updated with industry trends.

Design and development principles

4.3. Holmesglen's higher education courses are appropriately researched to establish a market need for the course and to identify differentiation from other higher education courses in the same field.

4.4. Course design and development incorporates the following elements:

a) course learning outcomes

b) a pedagogical framework to achieve the outcomes

c) professional and/or industry recognition

d) consistency of learning outcomes with the level of qualification with the Australian Qualifications Framework (AQF)

e) internal and external articulation pathways

f) resource and facilities requirements

g) implementation strategies

h) mechanisms for achievement of graduation outcomes.

4.5. Course design embeds the key pillars of the Holmesglen Teaching and Learning Framework.

4.6. The course design process gives due consideration to the Institute's credit point system as defined in Appendix 1 when determining the content of each subject within the qualification.

4.7. Courses design and development are overseen, and quality is assured, by academic governance processes that:

a) respond to academic risk

b) are informed by advances in professional practices

c) reflect the requirements of professional accreditation (where applicable)

d) are aligned with Australian Qualifications Framework (AQF)

e) are compliant with the Higher Education Standards Framework (Threshold Standards) 2021 and the Education Services for Overseas Students (ESOS) Act 2000.

Course monitoring, review and improvement

4.8. All higher education courses are reviewed annually to ensure:

a) current and relevant quality learning outcomes for learners

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b) appropriate and effective course delivery and assessment strategies

c) currency and sufficiency of the course content and resources

d) comparability and consistency of academic and assessment standards with similar courses at other Australian higher education providers

e) effective course design that meets the stated course objectives and develops Holmesglen graduate attributes

f) continued alignment with the Institute's strategic directions.

Note: Course reviews incorporate both internal and external feedback through reviews and external referencing. Reviews include feedback from learners, teachers, and other stakeholders (including academics and practicing professionals), and an analysis of grade distributions, learner progress and attrition, course completion, and graduate satisfaction surveys. External referencing includes both external expert course reviews and external benchmarking. External benchmarking incorporates a comparison of learner performance measures, assessment methods and post-assessment moderation with similar higher education courses in Australia.

4.9. External benchmarking is undertaken at least biennially.

4.10. External expert course reviews are undertaken at least triennially by an external academic.

4.11. Findings of annual course reviews are reported to the Council of Education and Applied Research (CEAR) and its relevant sub-committees. Recommendations for improvement resulting from the review process are fed back to the course delivery staff for implementation.

4.12. The review findings inform the maintenance of the course through the development and review process and may result in a minor change, a material change, new course accreditation or course discontinuance.

4.13. Where the findings of the review process result in course discontinuance, delivery of the course shall be completed by the end of the teach-out period and in accordance with:

a) teach-out arrangements

b) planned tuition assurance arrangements where applicable.

4.14. Holmesglen ensures that no learner is disadvantaged by the discontinuance of a higher education course.

5. ACCOUNTABILITIES

Action	Accountability
▪ Oversee the implementation of this policy. ▪ Ensure compliance with governance requirements for course approval and review. ▪ Endorse course development proposals to develop a higher education course. ▪ Submit course accreditations, re-accreditations and material changes to TEQSA.	Executive Director, Education and Applied Research
Monitor and endorse the design and development of Holmesglen's higher education courses and provide oversight of academic governance and quality assurance practices for review and continuous improvement.	Council of Education and Applied Research and its subcommittees
Ensure that Holmesglen's higher education courses are developed in alignment with the Institute's Strategic Plan, ASPIRE values and Teaching and Learning Framework, and that curriculum	Courses Committee

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Action	Accountability
documentation meets the requirements for higher education approval.	Office of Teaching and Learning
Provide expertise and input into the development of higher education courses, and make recommendations on course structure, content, academic standards, and adherence to industry, professional body, and regulatory requirements.	Course Development Reference Panel
▪ Coordinate the preparation of higher education course submissions to ensure that consistent high quality and appropriate standards are achieved. ▪ Provide advice to course developers and faculties regarding academic governance, quality assurance and regulatory and requirements. ▪ Provide advice to faculties on the development of transition plans for reaccredited courses and teach out plans for discontinued courses.	Manager Curriculum Management and Support
Ensure that higher education courses are designed, developed and reviewed in accordance with this policy.	Dean
Provide feedback to relevant Faculty meetings on: a) internal and external course review, course evaluation reports, proposed continuous improvement implementation plans and effectiveness of previous continuous improvement recommendations b) the review of internal/external moderation reports and subsequent implementations/ action plans c) provide future perspectives on professional accreditation requirements and industry needs.	Course Advisory Committee

6. DEFINITIONS

Term	Meaning
Course accreditation	Course accreditation and renewal of course accreditation is provided by TEQSA under the Tertiary Education Quality Standards Agency Act 2011 (TEQSA 2011). TEQSA will determine the period of accreditation, which cannot exceed 7 years.
Course re-accreditation	Renewal of accreditation for a higher education course. This application must be submitted to TEQSA at least 180 days before accreditation is due to expire or 'within such shorter period as TEQSA allows' (TEQSA 2011, section 55).
Credit point	Each subject is assigned a credit point weighting that reflects the workload required to meet the learning outcomes of the subject.
Material change	A material change is a change where an event may affect a providers' ability to meet the Higher Education Standards Framework (Threshold Standards) 2021 or that will require the National Register to be updated in respect to the provider.

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7. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Assessment and Moderation Policy (Higher Education)

Educational Quality Assurance Rule

Council of Education and Applied Research Terms of Reference

Course Development Reference Panel Terms of Reference

Courses Committee Terms of Reference

Teaching and Learning Policy (Higher Education)

Teaching and Learning Framework

External

Higher Education Standards Framework (Threshold Standards) 2021

Higher Education Support Act 2003

Education Services for Overseas Students Act 2000 (Cth)

National Code of Practice for Providers of Education and Training to Overseas Students 2018

Tertiary Education Quality Standards Agency Act 2011

8. REVIEW

8.1.   This Policy must be reviewed no later than three years from the date of approval.

8.2.   The Policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The Policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

9. VERSION HISTORY

Version Number	Date	Summary of changes
1	March 2024	Transposed the previous Rule for Course Development and Review into the new policy format.
2	May 2024	Updated to reflect external referencing time requirements.

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APPENDIX 1 - CREDIT POINT SYSTEM

The Institute's credit point system is based on a full-time learner outlaying 48 hours per week in varying combinations of timetabled class contact, independent learning, structured online learning and clinical or practical placement where:

- each credit point equates to two hours per week of learner effort in a semester long subject
- a 6 credit point subject thus has a weekly workload of 12 hours across all activities
- total credit points undertaken per semester are 24 with total credit points undertaken per year being 48
- 48 credit points is 1.0 equivalent full-time study load (EFTSL).

At Holmesglen, four subjects per semester, therefore, will make the standard 24 credit points.

If a standard semester for a course is 13 teaching weeks, therefore, the following total workload hours will apply:

- 3 credit points = 78 hours
- 4 credit points = 104 hours
- 6 credit points = 156 hours
- 8 credit points = 208 hours
- 10 credit points = 260 hours
- 12 credit points = 312 hours

If a proposed course has a shorter or longer teaching semester, then the total workload hours for the subject also decreases/increases proportionally [e.g. (number of credit points x 2) x number of teaching weeks].

Subjects will require varying amounts of contact time depending on the nature of the subject. Subjects with a practical or technical skill development component typically have additional contact time in laboratory, workshop or studio sessions and relatively fewer hours of independent or private study. No subject should have less than 3 hours per week of contact time unless it is an entirely practicum or placement-based subject.

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