

Course and Unit Development and Review Policy

Scope

This policy applies to Kaplan Higher Education Pty Ltd, trading as Murdoch College (College).

Purpose

This policy outlines the required standards to be met when developing and reviewing all Award and Non-Award Courses and Units within the College. The Development and Review process is guided by the Higher Education Standards Framework 2021 (Threshold Standards), the Education Services for Overseas Students (Foundation Program Standards) 2021 Instrument, the English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018 and the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Notes.

The objective of the Development and Review process is to ensure that the College's Course offerings:

- meet professional, regulatory and legislative requirements.
- are delivered at the appropriate levels.
- are consistent with current employment outcomes.
- are aligned with good academic practice with improvements documented and actioned.

Definitions

AQF levels	means the criteria required to demonstrate the achievement of a Qualification as per the Australian Qualifications Framework (AQF). For example, Level 5 = diploma, Level 7 = bachelor degree, Level 9 = masters degree.
Award Course	means Courses that are AQF Qualifications, specifically diplomas, associate degrees, bachelor degrees, graduate certificates, graduate diplomas or masters degrees.
Course	means a sequence of Units required to achieve stated learning outcomes.
Course Management Documentation	means the Course documentation which outlines information about how Award Courses will be delivered and managed, such as the Course rationale and analysis, Course learning outcomes, associated mapping to the Unit learning outcomes and assessments, relationship with the graduate attributes, the underpinning Course content, Course structure, Unit outlines, assessment information and Course-related transition arrangements and/or implementation reports.
Development	means the design and creation of new Award Units and/or Courses.
Moderation	means a quality control process in Non-Award Courses by a panel of internal and/or external professionals which normally includes the Director, Learning and Teaching, Assistant Director, Learning and Teaching, teachers, compliance staff and industry experts. The panel reviews and checks for consistency and/or inconsistencies in the assessment decisions and methods used between different assessors in respect to relevant Course curriculum of the same Course Units.
Non-Award Course	means Courses that are non-AQF Qualifications at the College. Examples of Non-Award Courses include ELICOS Courses, Foundation Studies Courses, the Postgraduate Qualifying Program, and the Murdoch University Preparation Course.
Qualification	means a certification or formal recognition of learning achieved through the successful completion of both Award and Non-Award Courses.
Review	means the formal evaluation and assessment of an existing Award Unit and/or Course taking into consideration feedback from stakeholders inclusive of employers, staff and students, and informed by cohort-based analyses, academic data, benchmarking and contemporary knowledge regarding subject matter, pedagogies and assessment strategies.
Unit	means a separate subject of study that combined with other Units makes up a Course of study.
Validation	means the quality review process in Non-Award Courses by a panel of internal and/or external professionals which normally includes the Director, Learning and Teaching, Assistant Director, Learning and Teaching, teachers, and industry experts. The panel checks the assessment tools to ensure they meet the requirements of relevant curriculum aspects as well as the industry.

Policy Principles

This policy is based on the following principles of Course and Unit Development and Review to:

- meet regulatory requirements and standards including the Threshold Standards, AQF levels, Foundation Program Standards and the ELICOS Standards 2018.
- be developed and reviewed in a systematic approach which is a College wide, quality assured, collaborative approach with aligned student learning experiences, assessments and learning outcomes.
- include an evaluation that encompasses external and/or internal benchmarking, student and staff feedback, and data on metrics including but not limited to progression, retention, attrition and completion.
- identify any need to develop new materials or to revise existing materials.
- analyse market and industry trends.
- review the staffing related requirements of the Unit or Course.
- identify any need for updated pedagogies and/or assessment strategies.
- be designed, where relevant, to include opportunities for work integrated learning throughout Award Courses with a range of Units that support student learning and experience in this regard.
- offer students a range of learning opportunities including diverse experience and insights relating to their future employment.
- reflect principles of good practice in design and Review.
- reflect best teaching and learning practices.
- align to the College's Graduate Attributes and relevant learning outcomes.
- be supported by appropriate academic, administrative, staffing, physical and technological resources.
- be aligned with the College's Teaching and Learning Plan for Award Courses.
- meet relevant accreditation requirements including that of relevant industry and professional bodies.

Development Standards: Award Courses and Units

All College Award Course and Unit Development projects will:

- complete the applicable Course Management Documentation in full.
- be monitored regularly with records maintained to ensure the College meets all regulatory obligations and professional accreditation requirements, as required.
- engage external academic and industry experts to review and provide feedback in relation to substantial Course level Development.

Units are the building blocks of Courses with the Course learning outcomes achieved by completing a defined number of Units at specified levels.

To facilitate AQF level alignment, the correlation between Unit levels and AQF levels (Table 1) enables clear demonstration that Unit learning outcomes are at the appropriate level and that the relationship between Unit and Course learning outcomes is transparent.

Table 1. Correlation between College Unit Levels and AQF Levels

College Unit Level	AQF Level
100 & 200	5 - Diploma

Course Approval and Development

The Course Advisory Committees (CAC) and Course Development Panels (CDP) will undertake their functions as outlined in the *Academic Quality and Governance Framework* available on the website.

Unit Approval and Development

Where a single Unit is developed separate to the Course Development process, the following must occur:

- The Unit must be developed holistically with regard to the relevant Course learning outcomes and Course structure(s).
- The proposed new Unit outline is reviewed and endorsed by the Teaching and Learning Committee (T&L) and approved by the Academic Board.
- The relevant Course Management Documentation is updated to reflect the proposed Unit's integration into the Course(s).

Review Standards: Award Courses and Units

The following standards will be applied when Reviewing Award Courses and Units:

- Changes to a Course or Unit during an accreditation period must be monitored with records maintained by the College to ensure regulatory obligations and professional accreditation requirements are met, as required.
- Course and/or Unit delivery data must be used to inform decisions and changes made.
- The College must develop, maintain and provide an annual Course Review schedule to the Academic Board on an annual basis.
- The College must maintain a register of all Course and Unit changes.

Course Review

- All College accredited Courses are subject to a mid-cycle comprehensive Review during the Course accreditation period, overseen by peak academic governance processes and including external referencing and/or other benchmarking activities.
- A comprehensive Review is led by the Director, Learning and Teaching, steered by a CDP, and informed by an external and independent CAC consisting of academic experts and industry representatives. Staff and students may also be invited to provide feedback.
- The Review encompasses the following elements:
 - design and content of each Course of study
 - the expected learning outcomes
 - methods for assessment of those outcomes
 - the extent of students' achievement of the learning outcomes
 - emerging developments in the field of education, employer expectations, modes of delivery, the changing needs of students and identified risks to the quality of the Course
- Comprehensive Reviews of Courses are informed and supported by regular interim monitoring of the quality of teaching, learning and assessment, student progress and the overall delivery of Units within the Course under Review.
- College Review and improvement activities include regular external referencing of the success of student cohorts against comparable Courses of study, including but not limited to:
 - analyses of progression rates, attrition rates, completion durations and rates and, where applicable, a comparison of the different locations of delivery
 - the assessment methods and grading of students' achievement of learning outcomes for selected Units within Courses
- Records of the Course Review process must be maintained by the College, together with evidence such as the Course Management Documentation.

Unit Review

- The College's Units are reviewed at least every two years.
- Unit Review documentation is maintained by the College and reported to the T&L.
- Where a single Unit is reviewed separate to the Course Review process, the Unit must be reviewed holistically with the relevant Course(s).

Validation and Moderation Sessions: Non-Award Courses

Validation sessions are completed twice each year with both internal and external panel members as part of a systematic Review, prior to a new Non-Award Course being placed on scope or when changes to the Non-Award Course curriculum have occurred.

Moderation sessions are completed twice each year by teachers and assessing staff under the guidance of the Director, Learning and Teaching. Moderation sessions are also completed twice each year with external parties and/or when changes to the Non-Award Course curriculum have occurred.

Records of Validation and Moderation sessions with associated actions must be retained for at least 5 years from the time they take place using the Course Validation/Moderation Schedule.

The Director, Learning and Teaching, in collaboration with the Assistant Director, Learning and Teaching is responsible for maintaining the Course Validation/Moderation Schedule and scheduling the Validation and Moderation sessions.

Validation Sessions

The Director, Learning and Teaching, will notify all internal and external panel members via email of the purpose of the session, what will be required, and how to prepare for the session.

The Director, Learning and Teaching, will provide further details to teachers and assessing staff on the exact type of materials to be collected for the Validation session.

- The panel members must be provided with the following documents a week prior to the session:
 - Agenda of the session
 - Minutes of the previous session
 - Items for discussion, length of discussion per item, principles to be adhered to
 - Course curriculum
 - Mapping document
 - Assessment tools
 - Study outline
 - Course Units
 - Exemplar assessments
 - Pre-enrolment Placement Test
 - Validation Report form
- The Validation session will include discussing the:
 - Associated documents provided earlier and purpose of Validation
 - Suggested changes to assessments to meet changes to industry and policy
 - Assessment methods and whether they are clear and meet current practices
 - Evidence of achievement and if it is sufficient to meet Course requirements
 - Verification of consistency of judgement between trainer/assessors in respect of the same Course Unit assessed
 - Suggestions for improving assessment tools and assessment judgements
 - Assessment methods and whether the tasks are clear to assessors and students
 - Verification of whether the marking criteria meets the learning outcomes in the Course curriculum, Reviewing the exemplars for alignment with industry
- Where Non-Award Courses are provided under a direct entry arrangement to a tertiary Course, measures will be taken to ensure that assessment outcomes are aligned to the other criteria used

for admission to the tertiary Course,

- The panel must ensure assessment methods and tasks are mapped to learning outcomes, skills, and knowledge as detailed in the Course curriculum.
- A detailed report of the Validation is to be recorded in the Validation Report and then the outcome recorded on the Validation Feedback Summary.
- A final report is presented to the Director, Curriculum, Teaching and Learning.

Moderation Sessions

The Director, Learning and Teaching, will notify all internal and external panel members via email of the purpose of the session, what will be required, and how to prepare for the session.

The Director, Learning and Teaching, will provide further details to teachers and assessing staff on the exact type of materials to be collected for the Moderation session.

- The panel members must be provided with the items for discussion, length of discussion per item, and principles to be adhered to.
- The Moderation session will include discussing the:
 - Assessment methods and tasks used
 - Students' assessment outcomes against the learning outcomes
 - The Review of Course Units against assessor's marking guide and sample exemplars
 - Verification of consistency of judgement between teachers and assessing staff in respect of same Course Unit assessed
 - How assessment methods and tasks are mapped to the Course curriculum, skills, and knowledge and learning outcomes
 - Findings and recommendations for improvement from students and staff
- A detailed report of the Moderation is to be recorded in the Moderation Report and then the outcome recorded on the Moderation Feedback Summary.
- Agreed improvements are documented in the Continuous Improvement Register. The Director, Learning and Teaching, is responsible for ensuring corrective actions are completed within defined timelines, tabled at the management meetings, and feedback provided to the panel members.
- A final report is presented to the Director, Curriculum, Teaching and Learning.

Relevant Legislation

As a registered education provider, the College operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Australian Qualifications Framework
- Disability Standards for Education 2005
- Education Services for Overseas Students Act 2000(ESOS Act)
- Education Services for Overseas Students (Foundation Program Standards) Instrument 2021
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

Related Policies and Documents

This policy should be read in conjunction with the following College policies:

- Academic Integrity and Misconduct Policy
- Academic Quality and Governance Framework
- Assessment Policy
- Benchmarking Policy
- Continuous Improvement Policy
- Course Progression Policy
- Course Validation/Moderation Schedule
- Diversity, Inclusion and Equity Policy
- Graduate Attributes
- Learning Facilities and Resources Policy
- Moderation Feedback Summary
- Moderation Report
- Validation Feedback Summary
- Validation Report

Version Control and Accountable Officers

It is the joint responsibility of the Responsible Officer and Implementation Officer(s) to ensure compliance with this policy.

Policy Category		Academic		
Responsible Officer		Vice President, Academic		
Implementation Officer(s)		Director, Learning and Teaching, Assistant Director, Learning and Teaching		
Review Date		June 2025		
Approved by		Vice President, Academic under a standing delegation from the KHE Academic Board		
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.1	Quality, Regulations and Standards Team	New Policy	17.02.2023	17.02.2023
3.0	Quality, Regulations and Standards Team	Transfer to new template Added Foundation Program Standards Updated legislation and role titles Minor editing and formatting changes	03.04.2025	03.04.2025