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# COURSE DESIGN DEVELOPMENT AND APPROVAL POLICY

## 1.0 Purpose

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This document sets out the policy by which CG Spectrum Institute (CGSI) proposes, designs, develops, and approves new higher education courses in order to ensure:

- best practice in curriculum design, delivery, teaching and learning, assessment; and
- that the qualifications CGSI awards meet the standards for the AQF level they purport to address.

## 2.0 Scope

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This policy applies to the design, development and approval of all new CGSI higher education courses.

## 3.0 Definitions

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

## 4.0 Responsibilities

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The **Board of Directors** is responsible for proposing new courses and for approving the Course Proposal and associated course materials recommended by the Academic Board.

The **Academic Board** is responsible for:

- delegating responsibility for course design and development to the Academic Leadership Team in conjunction with the Course Advisory Committee;
- critically reviewing new course documentation developed with the oversight of the Course Advisory Committee; and
- reporting its recommendations regarding the approval of new course accreditation documentation to the Board of Directors.

The **Course Advisory Committee** is responsible for:

- ensuring that all course development proposals meet all TEQSA requirements and are developed to align with current industry standards; and
- offering industry and learning and teaching advice in relation to the design of new courses, considering proposals for changes to existing courses, and participating in the process of constructing applications for the accreditation of new higher education courses.

## 5.0 Policy

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1. CGSI's course design, development and approval processes are conducted in accordance with its *Quality Assurance Framework*.
2. CGSI's higher education courses are designed to:
  - integrate teaching and learning theory and practice in a dynamic and engaging online 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 subject learning outcomes and CGSI's Graduate Attributes;
  - ensure that assessment tasks and processes effectively evaluate students' learning outcomes and performance and maintain high standards;
  - ensure that assessment tasks progressively increase in complexity and challenge from commencing to higher level subjects in undergraduate and postgraduate courses;
  - provide a strong rationale for Work-Integrated Learning, and ensure Work-Integrated Learning activities are aligned with course and subject learning outcomes and closely monitored by the subject coordinator in the first instance with recommendations to the Learning and Teaching Committee;
  - 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 CGSI's designated path for course approval (refer to Course Design Development and Approval Procedure).
4. Course design and development is based on:
  - CGSI's Strategic, Business and Learning and Teaching Plans;
  - contemporary research in the specific discipline, as well as learning and teaching 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 Course Proposals for new courses according to the following criteria:
  - 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'<sup>1</sup> 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

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<sup>1</sup> [http://www.teqsa.gov.au/sites/default/files/CourseApprovalDesignDeliveryGNFinal\\_0.pdf](http://www.teqsa.gov.au/sites/default/files/CourseApprovalDesignDeliveryGNFinal_0.pdf)

- qualification, and are aligned with the CGSI Graduate Attributes;
- the approach to online delivery is informed by the latest developments in higher education and make use of the latest affordances in learning management systems;
  - the course structure and sequencing provide a coherent learning experience, and subjects increase in complexity, demand and challenge across levels of the course;
  - a clear, well-reasoned and comprehensive educational philosophy, underpins the course and subject curriculum;
  - the expected outcomes for Work-Integrated Learning activities are imbedded in course and subject learning outcomes (where relevant);
  - the design of assessments is aligned with learning outcomes at course and subject 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.
  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 and Academic Board before being submitted to TEQSA and relevant professional bodies.

## 6.0 Related

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Benchmarking Policy

Benchmarking Procedure

Course Design Development and Approval Procedure

Course Evaluation and Review Policy

Course Evaluation and Review Procedure

Assessment and Moderation Policy

Assessment and Moderation Procedure

Quality Assurance Framework

Work-Integrated Learning Policy

## Version Control

<b>Document:</b>	Course Design Development and Approval Policy		
<b>Approved by:</b>	Academic Board	<b>Date:</b>	30 November, 2023
<b>Version:</b>	3.1	<b>Replaces:</b>	3.0
<b>Next Review Date:</b>	2025		
<b>Version History</b>			
<b>Version</b>	<b>Change Notes</b>		
3.1	Amended to reflect online delivery mode across the Institute and to more accurately reflect governance responsibilities.		
3.0	Approved February 2020		
2.1	Amendments and logo added		