

Course Development and Review Policy

Version	Approved by	Approval date	Review date
01	Board of Directors (Endorsed by the AB)	August 2024	September 2025

Administrators Responsible	Academic Development Committee (ADC), Learning and Teaching Committee (LTC), Dean, Assistant Deans, Head of Accreditation and Regulatory Compliance
Purpose	The purpose of this policy is to outline the systematic approach adopted by ISGL to develop, manage, and review courses and specializations. The policy ensures compliance with the 2013 Australian Qualifications Framework (AQF) and the 2021 Higher Education Standards Framework (HESF), fostering academic excellence and continual enhancement, and responsiveness to the evolving educational environment.
Scope	This policy applies to all courses and specialisations offered by ISGL, encompassing the stages of proposal, development, review, approval, and discontinuation. It covers the roles and responsibilities of the different committees and boards involved in the process, and the procedures followed for both internal and external reviews. ISGL ensures that the courses are accessible to all students and promotes an inclusive learning environment, adhering to the guidelines of universal design and inclusive education.

Proposal for New Courses or Specialisations

- A new course or a specialisation within an existing course can be proposed through various channels: by the Dean; Department Head; staff member with a specific disciplinary interest; through the Board of Directors or the Academic Board during strategic planning; industry consultations, or suggestions from any department within ISGL.
- The Board of Directors holds the authority to approve the inception of new courses or specializations. If a proposal is deemed worthy of further investigation by the Board of Directors, they will assign the necessary resources and authority to relevant staff to conduct a Market Demand and Course Resourcing Analysis.
- This analysis should encompass contemporary, precise, and authoritative data that demonstrates the potential demand for the new course or specialization, aligning with ISGL's Strategic Plan and teaching objectives, and evaluating ISGL's capacity and resources to offer the course.
- The Board of Directors, in consultation with the Academic Board, will evaluate the report and its recommendations on whether to proceed with the course development process.

Development of New Courses or Specialisations

- If the proposal is identified as viable, the Academic Board delegates to the Academic Development Committee (ADC) to oversee its development. This committee ensures that the new course or specialisation aligns with the AQF specifications, establishes robust admission requirements, and designs assessments facilitating formative learning and summative evaluation of the learning outcomes.
- The ADC will form a specialised working group, potentially including external experts, to oversee curriculum development. This group assures the curriculum aligns with the current HESF and AQF, incorporates current disciplinary content and adheres to the necessary professional standards.
- Regular meetings will be held by the curriculum working group throughout the development process, with updates provided to the ADC through meeting minutes and status reports.

Review Process

- Upon completion of the developmental phase, the ADC will commission at least one independent expert with a profound knowledge of the Australian higher education sector to conduct a thorough review of the proposed course/specialisation.
- The ADC will assess the expert's report to draft a Response and Improvement Action Plan, initiating any necessary modifications to the course/specialisation based on the feedback received.

Approval and Endorsement of New Courses

- The final proposal, including all relevant documents and checklists, will be presented to the Academic Board by the ADC for further scrutiny and approval, ensuring adherence to the current HESF and AQF, and evaluating any resource implications.
- Upon Academic Board's approval, the Board of Directors will undertake a final review to determine the feasibility of forwarding the proposal for formal accreditation to TEQSA.

Periodic Review of Existing Courses

- The Board of Directors mandates that the Academic Board plans for regular internal reviews of all existing courses, aiming for interim evaluations including external referencing against comparable courses every three years and comprehensive external reviews at a minimum of every five years.
- The ADC or LTC is tasked with formulating a five-year plan encompassing course development and reviews, which will be presented for approval at the Academic Board.
- Include – Review every term based on student performance.

Internal Review

- The Academic Board may delegate to the ADC or LTC to manage and coordinate internal reviews, facilitating regular updates to the Academic Board throughout the review process.
- The review aims to foster continual improvements in the curriculum, aligning with regulatory norms and adapting to the feedback from both staff and students.

Internal Monitoring Strategies

- Feedback Form Template

Purpose: To collect feedback from students, faculty and other stakeholders during internal course evaluations.

Template	
Section	Questions
Course Information	
Course Name	
Instructor Name	
Evaluation Period	
Student Feedback	
Course Content	- How well did the course content meet your expectations?
	- Were the course materials helpful and relevant?
	- What topics did you find most/least useful?
Teaching Quality	- How effective was the instructor in explaining the course material?
	- Did the instructor engage and motivate you?
	- How approachable and responsive was the instructor?
Assessment	- Were the assessments fair and aligned with the learning outcomes?
	- How well did the assessments help you understand the course material?
Suggestions for Improvement	- What changes would you suggest improving the course?
Faculty Feedback	
Course Structure	- How well does the current course structure support learning outcomes?
	- Are there any areas where the curriculum could be improved?
Resource Adequacy	- Are the current resources (e.g., textbooks, online materials) sufficient and effective?
Student Engagement	- How well do students engage with the course content and activities?
Suggestions for Improvement	- What recommendations do you have for enhancing the course?

b. Internal Review Report Template

Purpose: To summarise findings from interim evaluations and provide recommendations for course improvements.

Template	
Section	Content
Course Information	
Course Name	
Instructor Name	
Evaluation Period	
Summary of Feedback	
Student Feedback Summary	- Key points from student feedback forms.
	- Common themes and significant issues identified.
Faculty Feedback Summary	- Key points from faculty feedback forms.
	- Common themes and significant issues identified.
Data Analysis	
Performance Metrics	- Summary of student performance data (e.g., grades, completion rates).
	- Analysis of trends and patterns.
Strengths and Weaknesses	
Identified Strengths	- Aspects of the course that are performing well.
Identified Weaknesses	- Areas that require improvement.
Recommendations	
Short-term Recommendations	- Actions to be taken before the next review period.
Long-term Recommendations	- Strategic improvements to be implemented over a longer period.
Action Plan	
Proposed Actions	- Specific actions to address the identified weaknesses and recommendations.
Responsible Parties	- Individuals or committees responsible for implementing the actions.
Timeline	- Timeframe for completing each action.
Approval and Endorsement	
Review Committee Approval	- Signature of review committee members.
Academic Board Endorsement	- Signature of Academic Board chair.

c. Data Collection Table Template

Purpose: To systematically collect and analyse data related to course performance during interim reviews.

Template				
Data Type	Metric	Source	Data Collected	Analysis/ Comments
Student Performance	Average Grades	Student Records		
	Completion Rates	Student Records		
	Dropout Rates	Student Records		
Feedback	Student Satisfaction Scores	Feedback Forms		
	Faculty Satisfaction Scores	Feedback Forms		
Resource Usage	Library Resource Utilisation	Library Records		
	Online Resource Access	Learning Management System		
Engagement	Attendance Rates	Class Records		
	Participation in Activities	Class Records		
Other Metrics	Budget Expenditure	Financial Records		
	Infrastructure Utilisation	Facility Management		

Discontinuation of Courses

- a. In the event of course discontinuation, the Academic Board seeks approval from the Board of Directors and ensures compliance with TEQSA guidelines pertaining to course alterations or cessation.
- b. All course cessations will be conducted in accordance with the ISGL's Course Discontinuation Policy.

Related Documents

- a. Benchmark Policy
- b. Course Discontinuation Policy
- c. Terms of Reference of Academic Board
- d. Quality Assurance Framework