

# C6 - COURSE OF STUDY DESIGN AND DEVELOPMENT POLICY

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## 1 PURPOSE

This policy outlines the framework by which BBI – The Australian Institute of Theological Education (BBI) designs and develops a course of study.

## 2 BACKGROUND

BBI is committed to quality learning and teaching, as reflected in its primarily educational mission. At the core of this commitment is the offering of higher education courses of study which enable students to achieve requisite outcomes for the level of study at which the course is accredited and allows them to fulfil nominated Course Outcomes. Furthermore, such courses should have – as their foundation – a substantial, coherent and current body of knowledge and scholarship in their area of focus. In order to achieve these outcomes, the Institute has implemented the following policy for Course Design and Development.

Given the Institute's status as a Higher Education Provider and its working alongside various other higher education partners, this policy is divided into two parts. Part 1 refers to internal evaluation of BBI's Learning and Teaching and part 2 relates to where BBI is delivering units or courses in partnership with another institution (where the other institution is responsible for quality assurance and conferring awards).

## 3 SCOPE

This policy applies to all courses of study at BBI.

## 4 DEFINITIONS

## 5 POLICY

### Part 1 - Policy

- a) The development of new courses of study is overseen by a Course Development Committee (CDC). A CDC is appointed by the BBI Executive Team following advice that a new course of study is to be offered. The CDC's role includes the design and delivery of the new course of study, as well as the completion of TEQSA's *Application for Accreditation of a Higher Education Course of Study (AQF Qualification)* in collaboration with other members of the BBI Team. The CDC will be composed of:
  1. Academic Dean (or their nominee) and at least one Level C or above academic staff members.
  2. At least one member of BBI's Executive Team.
  3. Other members as determined necessary by the Executive Team or the Academic Board.
- b) In designing and developing the new course of study, the CDC will follow the principles of:
  1. Alignment with the Strategic Plan of the Institute.
  2. Integration of the Institute's Graduate Attributes, which are considered in developing the course rationale, course structure, course outcomes, and unit outlines.

3. Conformity to the Australian Qualifications Framework (AQF) for the level at which the course will be taught as well as the standards outlined by the relevant government agency (such as Tertiary Education Quality and Standards Agency (TEQSA)).
  4. Where relevant, conformity to requirements of professional accreditation bodies.
  5. Where relevant, conformity to the needs of stakeholders, such as potential students, or systems which will encourage their employees to study the course.
  6. Conformity to other national or international protocols.
  7. Alignment with the benchmarks set by other similar courses in the Australian and international context.
  8. Preparing students for independent research and to move to higher levels of study once they have completed the course.
  9. Adequately resourcing students for their study.
  10. Rigorous internal and external peer review.
- c) In determining the structure of the course, the CDC may include the following components:
1. Core: units of competency considered essential to attaining the outcomes of the course of study
  2. Elective: units of competency at the appropriate AQF level in which students may enrol, provided they meet the pre-requisites of the unit, in order to develop the depth and breadth of their content knowledge.
- d) In designing and developing the course, the CDC is to follow the procedure outlined in Part 2.

## **Part 2 – Procedure for Designing and Developing a new Course of Study**

The CDC oversees the design, development, and application for accreditation of a new higher education course of study. In so doing, the following steps are to be undertaken once BBI's Executive Team has determined that the potential design and development of a new course of study should take place.

- a) BBI's Executive Team appoints a Project Manager to develop a feasibility study for the Academic Board and the Audit and Risk Committee. This will usually include:
1. Proposed course of study title
  2. Proposed start date
  3. Proposed rationale, including how the proposed course aligns with the Institute's Strategic Plan as well as a description of how it will integrate the Institute's Graduate Attributes.
  4. Proposed business case, including (where relevant) market research
  5. Viability of delivery
  6. Proposed budget for the development of the course of study (including a list of staff to be involved).
- b) The feasibility study is sent to both the Academic Board and the Audit and Risk Committee for recommendation, then to BBI's Board of Directors. It will then either be approved or rejected.
- c) If the proposal is approved, the Executive Team appoints a CDC according to 1.a above.
- d) The CDC takes responsibility for overseeing the development of all elements of course design as well as all components of the relevant application form. This may include delegation of the development of components, such as the development of unit outlines, to staff outside the committee in accordance with the Unit Design and Development Policy and Procedure.
- e) Once the course is designed, the CDC has the proposed course reviewed in three phases:

1. By at least one internal academic staff member
2. By at least two external academics who are recognised as international experts in the relevant field of education for the course.
3. By at least one professional stakeholder in the course, such as a leader from an employment system which is likely to employ graduates of the course.

Each review is to utilise the **Instrument for Peer Review of a Course of Study**

- f) The CDC reviews the outcomes of the peer review process after each stage. Improvements and amendments are made to the proposed course of study. Details of these are recorded for presentation to the Academic Board.
- g) The Academic Board reviews the proposed course of study, and provides approval for the relevant application form to be completed.
- h) The CDC completes the relevant application form.
- i) The Academic Board reviews the application. The Academic Board may choose to delegate this task to an Ad Hoc Subcommittee.
- j) Once the Academic Board (or delegated Ad Hoc Subcommittee) is satisfied of the quality of the application it can be submitted to the relevant agency.
- k) No advertising or promotion of an award is permitted until official approval, or official sanction to do so, has been granted by the relevant agency.

**Part 3 – Policy for Designing and Develop a new Course of Study where BBI is designing the course of study on behalf of a third party, such as a University.**

- a) Where BBI works in partnership with other Higher Education Providers and acts as a third party in the delivery of their units or courses, the internal design structures of the relevant higher education provider are utilised.

Where BBI owns all or part of the Intellectual Property developed in partnership with another Higher Education Partner, a record of the process used to design this, and copies of the relevant documentation are received by the Academic Board and stored securely.

**6 RELEVANT LEGISLATION**

N/A

**7 KEY RELATED DOCUMENTS**

- Provider Course Accreditation Standard 1.3 requires that ‘the content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines and includes the study of relevant theoretical frameworks and research findings.’
- Provides Course Accreditation Standard 1.4 requires that ‘where the course of study is in an emerging or highly specialised field of knowledge or is strongly multidisciplinary, the provider demonstrates that course of study content draws appropriately on more established bodies of knowledge.’
- Instrument for Peer Review of a Course of Study.

**8 NOTES**

Contact Officer	Academic Dean
Implementation Officer/s	Academic Dean
Approval Authority / Authorities	Academic Board / Audit and Risk Committee / Board

Date Approved	16/10/15
Date of Commencement	16/10/15
Date for Review	24 MONTHS AFTER COMMENCEMENT
Amendment History	N/A
Key Stakeholders	Faculty & Sessional Academics / Students / Higher Education Partners

## Instrument for Peer Review of a Course of Study

Course of Study: [Click here to enter text.](#)

Date of Review: [Click here to enter a date.](#)

Reviewer: [Click here to enter text.](#)

**1. The proposed course will enable students to fulfil the outcomes listed in the Australian Qualifications Framework (Level 8 for Graduate Certificate and Graduate Diploma; Level 9 for Masters).**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

**2. The Graduate Attributes adequately relate to the outcomes listed in the Australian Qualifications Framework**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

**3. Individual unit outcomes are appropriate for this level of study**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

**4. The listed assessments are appropriate for this level of study**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

### **Discipline**

*(for academic experts)*

1. **The content of the course reflects current knowledge in the academic discipline in a substantial and coherent way.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

2. **The compulsory units within the course enable students to achieve the stated Graduate Attributes.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

3. **The suite of elective units enable students to develop either breadth in their studies within the discipline, or depth in a particular area of the discipline.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

### **Student Body**

*(for sector experts)*

1. **The content of the course reflects sector needs in this area of study.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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2. **The stated graduate attributes will enhance students' skill and knowledge in their professional area.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

**3. The course is likely to be attractive to students, and competitive in the sector.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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**4. The course will increase graduates' employability.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

**5. The course fulfils sector needs.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

[Click here to enter text.](#)

Signature:

Date: [Click here to enter a date.](#)