



Course Development Policy

Policy Area: Academic Governance

Approval: Chair, Academic Council

Signature:

Date:

1. PURPOSE

The Course Development Policy ensures Sheridan College courses are of a high quality, current and satisfy the requirements of the Australian Qualifications Framework and the Higher Education Threshold Standards.

Processes for course development (including development of new courses & evaluation and revision of existing courses) are conducted in accordance with College policies and the strategic plan of the College, with reference to relevant comparative or evaluative data. Information derived from the course development process is used to develop and shape the teaching and learning environment at Sheridan College, to uphold the academic integrity of its programs and to provide students with the best possible learning experience.

The policy and procedures outlined below provide the framework within which the Academic Council, Course Advisory Committee and Academic Principal oversee the overall course development process.

2. RESPONSIBILITY & DELEGATION

The Academic Principal will delegate to Course Coordinators the tasks described in the Course Development Policy, and supervise the completion of those tasks.

The Academic Council and its Course Advisory Committees, under delegated authority from the Board of Directors, are responsible for assuring the quality of the course development process.

3. COURSE DEVELOPMENT PROCESS

This Course Development Policy describes the six distinct phases of the course development and review process, including: course proposal (phase 1), course material preparation (phase 2), course delivery and tutoring (phase 3), unit review (phase 4), minor course review (phase 5) and major course revision (phase 6). This process is captured in the Course Development Cycle attached.

3.1. Course Proposal

The first phase of the course development process includes the development of a course proposal. The [Course Proposal Application Form](#) has been developed to enable systematic tracking of the course proposal process. The course proposal phase consists of 5 stages; namely, (1) Preliminary course proposal, (2) Course Advisory Committee review of the preliminary course proposal, (3) Full course proposal, (4) Course Advisory Committee review of the Full Course Proposal and (5) Academic Council review of the full course proposal.

3.1.1 Preliminary Course Proposal

The Preliminary Course Proposal stage includes the initiative, appointment of a Course Coordinator, Preliminary Course Proposal development, write-up and submission.

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The initiative. The initiative to develop a new course can come from various channels such as individual Faculty members, the Board of Directors or Academic Council, external staff members, external stakeholders such as industry partners, or emerge spontaneously at a Faculty meeting. This initiative is then formally discussed as an agenda item at the next Faculty meeting.

Appointment of a Course Coordinator. The Faculty nominate a Course Coordinator when it decides to go ahead with a course proposal. The Course Coordinator works closely with the faculty and under the supervision of Academic Principal to collate and prepare all the necessary information.

Preliminary Course Proposal development. Before preparing a Full Course Proposal, a Preliminary Course Proposal is developed by the Faculty. Faculty meetings typically incorporate workshopping and brainstorming sessions to allow for collaborative course design and development. The Course Coordinator facilitates the interactive sessions, and collates the workshopping notes, diagrams, images, etc. for the write up of the Preliminary Course Proposal.

Preliminary Course Proposal write-up and submission. The Preliminary Course Proposal is formalized using the Course Proposal Application Form-Stage 1. The Course Coordinator submits the form to the Academic Principal. Once signed, the Academic Principal sends it to the relevant Course Advisory Committee.

3.1.2 Course Advisory Committee Review of the Preliminary Course Proposal

The Course Advisory Committee receives and reviews the Preliminary Course Proposal. Course Advisory Committees use the Course Proposal Application Form-Stage 2 to formally respond to the submission. The Preliminary Course Proposal is: (1) Approved, (2) Approved after addressing recommended changes, with no further review required, (3) to be Revised and resubmitted after addressing recommended changes and (4) Rejected. The Course Proposal Application Form-Stage 2 form is filled in by a Course Advisory Committee representative and sent to the Course Coordinator.

The expected learning outcomes must be informed by national and international comparators. Sheridan College has a Memorandum of Understanding with the following local, interstate and international educational institutions for comparison: Curtin University (W.A.), Avondale College (N.S.W) and Corban University (USA). Other educational institutions may also provide comparators for review.

3.1.3 Full Course Proposal

Once the Course Advisory Committee approves the Preliminary Course Proposal, the Course Coordinator starts collating detailed course information in preparation for the Full Course Proposal. The Full Course Proposal stage includes the assignment of units, development of unit outlines, and Full Course Proposal write-up and review.

Assignment of units. The assignments of units and academic staff are determined at Faculty meetings and ratified by the Academic Principal. Decisions are recorded in the meeting minutes.

Unit outlines-development. The Sheridan unit outlines template is used to develop unit outlines. The assigned Lecturer develops the first draft of the unit outline and sends it to the Course Coordinator. The Course Coordinator engages a second Faculty member for an internal review. The Sheridan internal review template is used by the reviewer to provide a feedback to the Lecturer. The Lecturer modifies the unit outline (if necessary), and sends it back to the Course Coordinator. The Course Coordinator engages an Academic Editor to proofread and edit the unit outline.

Full Course Proposal write-up. The Full Course Proposal is formalized using the Course Proposal Application Form-Stage 3. The Course Coordinator compiles all necessary information including

the unit outlines and academic CVs, and fills in the application form. The Course Coordinator sends the completed form to all Faculty members with all the supporting documents. Faculty members review the application before the Faculty meeting.

Faculty Full Course Proposal review. The Full Course Proposal is discussed at the Faculty meeting. A decision is made to: (1) Recommend submission of the Full Course Proposal to the Course Advisory Committee, (2) Recommend submission of the Full Course Proposal to the Course Advisory Committee after addressing recommended changes, (3) Revise and resubmit the Full Course Proposal to the Faculty or (4) Reject the Full Course Proposal.

3.1.4 Course Advisory Committee Review of the Full Course Proposal

The Course Advisory Committee receives and reviews the Full Course Proposal. The Course Advisory Committee uses the Course Proposal Application Form-Stage 4 to formally respond to the submission. The Full Course Proposal is: (1) Approved, (2) Approved after addressing recommended changes, with no further review required, (3) to be Revised and resubmitted after addressing recommended changes or (4) Rejected. The Course Proposal Application Form-Stage 4 is filled in by a Course Advisory Committee representative and sent to the Course Coordinator and the Academic Council.

3.1.5 Academic Council Review of the Full Course Proposal

At the recommendation of the Course Advisory Committee, the Full Course Proposal is subsequently presented for approval to the Academic Council. The Academic Council formally responds using the Course Proposal Application Form-Stage 5. The Full Course Proposal is: (1) Approved, (2) Approved after addressing recommended changes, with no further review required, (3) to be Revised and resubmitted after addressing recommended changes and (4) Rejected. The Course Proposal Application Form-Stage 5 is filled in by an Academic Council representative and sent to the Course Coordinator and the Course Advisory Committee.

3.2 Course Material Preparation

The second phase of the course development process is the course materials preparation. This phase includes course material write-up, editing and production.

Course material write-up. The course materials write-up is managed by the Course Coordinator working in conjunction with Lecturers and Tutors, and is overseen by the Academic Principal. The Course Coordinator ensures the course material aligns to the approved course specifications. The Academic Principal checks the course material for integrity and completeness before it is sent off for editing and production.

Course material editing and production. The course materials are edited by the academic editors as meeting the standards; visual design, typesetting, and electronic elements are added, as needed; and copyright clearances are obtained. The Sheridan College administration then receives all course materials that meet minimum production standards for printing and distribution to students.

3.3 Course Delivery

The third phase of the course development process is course delivery. Delivery and tutoring of the course are undertaken according to the delivery specifications described in the Final Course Proposal, and approved by the Course Advisory Committee, the Academic Council and TEQSA.

3.4 Unit Review

During the following mid-Trimester break, all units taught the previous Trimester will be reviewed, using the Sheridan College Unit Review Form (attached). The lecturer completes this form drawing on a range of data sources (including student feedback, assessment data, external moderator report and self-reflection). All unit reviews are discussed at Faculty meetings during the mid-Trimester

break to identify patterns and trends across the Faculty. Heads of Faculty table faculty reports to the College Leadership Team where cross-College patterns and trends are identified. This is reported to Academic Council by the Academic Principal.

3.5 Minor Course Review

The fifth phase of the course development process is the minor course review, which is conducted every 2-3 years. The course review includes data collection, course review process and course review outcomes.

Data collection. The Course Coordinator collects opinions and data from a variety of sources such as course registrations, progress rates, student attrition, course completions, grade distributions, etc; the use of the course as a program requirement or elective; members of the original course development team as appropriate; recommendations from sessional instructors, and/or moderators; colleagues in Sheridan College, including tutors and beyond as appropriate; student's course evaluations and graduate satisfaction; teaching evaluations; library activity; cost implications of materials; existing stock and availability of course materials; copyright legislation; incorporation or expansion of educational technologies; recommendations from Course Advisory Committee and/or Academic Council subcommittees; the College's Teaching and Learning plan; external reviewers or consultants; The Course Coordinator is responsible for keeping all the data secure and confidential. The data collection is an ongoing process that starts from the first day of the course delivery.

Minor course review process. The Course Coordinator reviews each course bi- or tri-annually according to such criteria as: accuracy of the course materials; relevance and currency of the texts and other purchased materials; currency of tests and assignments; rigor, consistency and coherency of the course content; aesthetic and instructional effectiveness of the text and multimedia; adequacy of library resources and services; and transferability to other universities. Trend analyses of assessment outcomes, quality teaching and learning indicators and termly unit reviews since the previous minor course reviews feeds into the minor course review process. The review process is done under supervision of the Academic Principal and in consultation with lecturers and tutors as appropriate.

Minor course review outcomes. The results and outcomes of the review process are collated by the Course Coordinator. The Academic Principal works closely with the Course Coordinator to provide constructive feedback to the Faculty staff, and prepare a formal report for the submission to the Faculty, the Course Advisory Committee and the Academic Council. The report summarizes the course strengths and weakness, identifies areas of improvements, and provides supporting evidence. The report concludes by a recommendation for: (1) no course revision, (2) informal course revision and (3) formal course revision.

Outputs from Research Training. Outputs arising from research training must demonstrate a contribution to the development of the field of research, practice or creative field. In the case of doctoral degrees, there must be evidence of significant original contribution.

3.6 Major Course Revision

The sixth phase of the course development process is the course revision. The major course revision process takes place only when the results of the course review phase indicate the need for revision, and are supported by the Course Advisory Committee and the Academic Council. If not triggered earlier, a major course revision will take place at least once every 5-7 years or at least once per accreditation cycle. The course revision phase includes course redevelopment and course update.

Course redevelopment. The course is redeveloped to address the needs identified in the minor course review process. Trend analysis of student and staff performance data over the history of the course feeds into the major course revision. Course revisions are coordinated by the Course Coordinator who works with relevant staff, and under supervision of the Academic Principal. Informal course revision

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requires fewer changes to the course, while the formal course revision requires major changes to the course. The formal course revision is formalized using the relevant sections of the Course Proposal Application Form, and is done as described in the Phase 1.

Course update. The Course Coordinator and the Academic Principal ensure that the major course revision details are incorporated into relevant documentation such as unit outlines, annual course development and production schedules (timing and resources), examination updates, requests for funds and other resources as required in the annual budget cycle, annual workloads, annual calendar development, and any other relevant documentation.

4. APPENDIX: DOCUMENT HISTORY AND VERSION CONTROL RECORD

Document Title: Course Development Policy

Source Documents: Adapted with permission from:
Wesley Institute Course Review Policy
Vose College of Higher Education Course Review Policy

Also referenced:
Athabasca University Course Review Policy
Curtin University Guidelines for Annual and Comprehensive Course Reviews

Associated Internal Documents: Teaching and Learning Plan

Associated External Documents: Australian Qualifications Framework
Higher Education Threshold Standards

Authorised Officer: Chair, Academic Council

Approved by: Mr Darren Smith

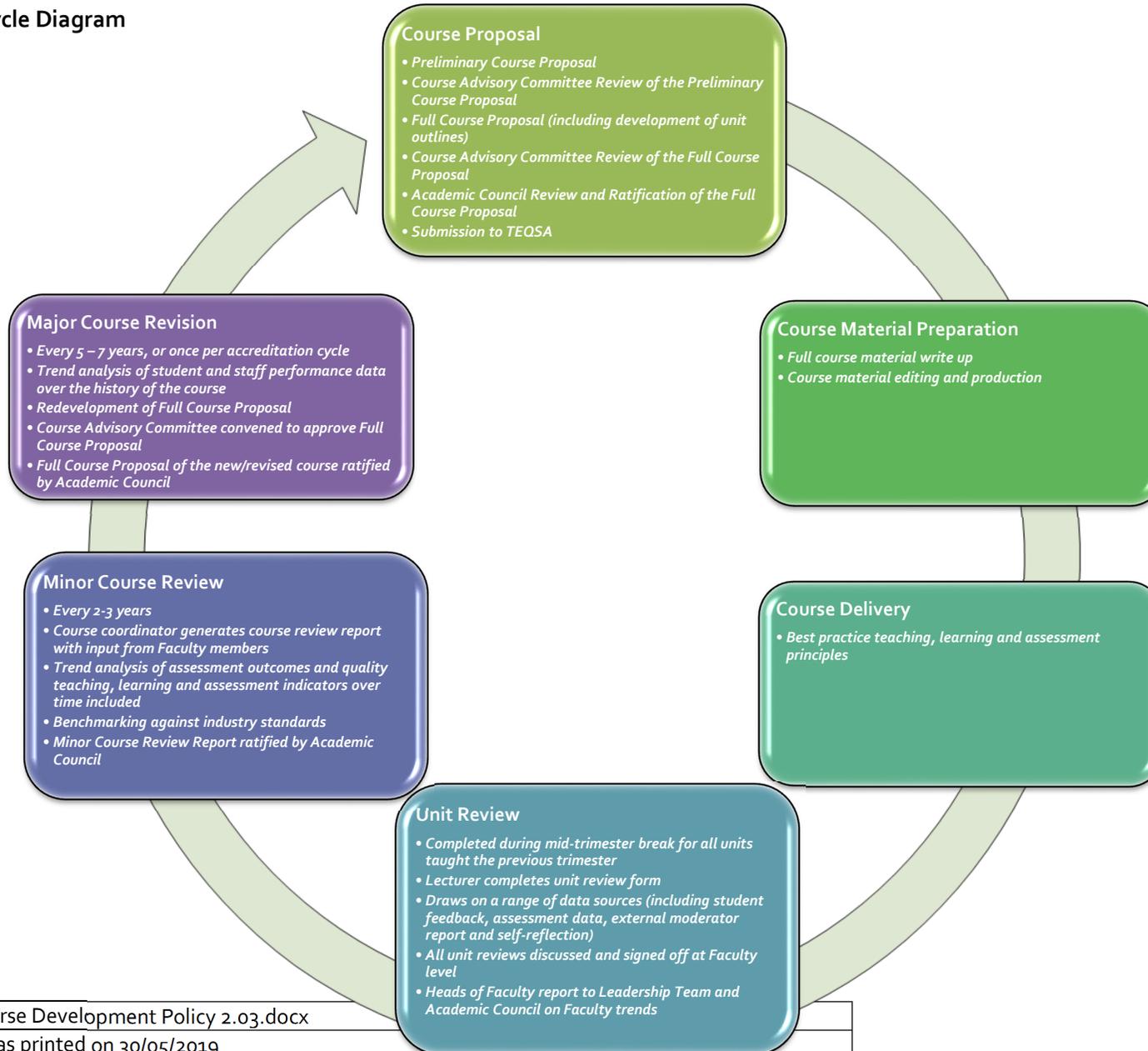
Date of Approval: 6 June 2017

Next Review Before: Dec 2019

Version Number	Version Date	Authorised Officer	Amendment Details
0.01	31 Aug 2011	N/A	Draft prepared for Sheridan College Board of Directors
0.02	05 Feb 2013	N/A	Reviewed for submission to TEQSA for Sheridan College HEP registration
1.00	02 Mar 2013	Chairperson, Board of Directors	Submitted to TEQSA for Sheridan College HEP registration: Attachment 6.3.1a Course Review Policy
1.10	09 May 2014	Chairperson, Board of Directors	Revised to reflect changes to College organisational structure. Replacement of HOD references with Academic Principal.
2.00	04 Sep 2015	Chair, Academic Council	Major revision. Draft prepared by Dr Maya Krayneva for Academic Council, to incorporate changes required by TEQSA in DipSc draft findings.
2.01	14 Sep 2015	Chair, Academic Council	Revision incorporating grammatical edits and formatting.
2.02	21 April 2017	Chairperson, Academic Council	Minor revision to ensure compliance with threshold standards
2.03	27 May 2019	Chairperson, Academic Council	Addition of Unit Review phase and Course Development Cycle Diagram.

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Course Development Cycle Diagram



Sheridan College Unite Review Template

Unit Code and Name	Linked Course(s)
Lecturer Name	Teaching Period
<p>Data sources referenced (please tick):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-reflection <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Student feedback <input type="checkbox"/> Lecturer response to student feedback <input type="checkbox"/> Assessment data <input type="checkbox"/> External moderator report <input type="checkbox"/> Other <p>Comments</p>	<p>Checklist (please tick):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Were the learning outcomes met? <input type="checkbox"/> Were the graduate attributes addressed? <input type="checkbox"/> Are the assessments appropriate (e.g. variety, weighting, alignment, rigour)? <input type="checkbox"/> Are the texts still current? <input type="checkbox"/> Are there new research/industry trends to incorporate? <p>Comments</p>
Summary of student performance data (actual hard data, e.g. grade distributions, etc.)	Strengths – what is working well?
Other comments	Challenges – what is not working?
Suggestions for improvement/recommendations for change	
Faculty comments	
Lecturer Signature	Head of Faculty Signature