

Course Development and Review Policy and Procedures

1. Introduction

Holmes Institute (Holmes) professionally develops and regularly reviews its units and courses to ensure Holmes course offerings continue to be relevant and deliver quality student learning experiences.

2. Scope

This Policy applies to Holmes Institute's higher education courses and outlines the minimum standards to be met when developing and reviewing all higher education units and courses. The Policy applies to all staff members and external contributors involved in the development and review of Holmes courseware.

3. Purpose

The Course Development and Review Policy aims to assure and enhance the quality and relevance of Holmes' higher education courses by establishing a robust development and review process of Holmes courseware. The Policy also ensures that Holmes' course offerings are:

- are aligned with good pedagogical practice
- consistent with industry needs and professional body requirements, and
- are delivered at the appropriate AQF level.

4. Definitions

Development – Introduction of new units and/ or courses of study.

Review - the formal evaluation and assessment of an existing unit and/or course.

Curricula Management Documentation – refers to course related documentation outlining information about a course's delivery or management. This includes but is not limited to information such as course feasibility studies, course rationale, benchmarking activities and course mapping documentation, course structure and content, unit outlines, assessment information, constructive alignment documentation, course and student outcome analyses reports and transitional arrangement plans.

Major Course Changes – are defined consistently with TEQSA's Material Change Policy as "including material change to the requirements for completing a course, and may include:

- changes to the titles of courses
- changes to course learning outcomes
- discontinuation of courses
- notable reduction in course duration
- change of mode
- introduction of new majors or specialisations, and
- replacement or redesign of more than 50% of units within a course."

5. Policy Principles

Holmes's higher education units and courses:

- meet regulatory requirements and standards including the Australian Higher Education Standards Framework (HESF) and Australian Qualifications Framework (AQF)
- are aligned to Holmes' Graduate Attributes and are delivered at the appropriate AQF level
- reflect principles of good pedagogical practice in design, delivery and review
- are supported by appropriate administrative, physical and technological resources
- meet relevant accreditation requirements including that of relevant industry and professional bodies.

6. Development Standards

All Holmes higher education unit and course development projects will:

- be monitored and overseen by the Academic Board and its subcommittees and will include external referencing and/ or other benchmarking activities e.g. course feasibility studies.
- be appropriately documented. Curriculum management documentation records will be maintained by the Dean, Academic to ensure Holmes meets its regulatory obligations.
- engage external academic and industry experts to review and provide feedback about the university equivalence of the courses

Course development

- The Course Development Committee (CDC)* will undertake its functions as outlined in the CDC's Terms of Reference in the Holmes Governance Charter. *See header titled, 'Related Documentation' for access.*
- The Course Development Committee makes recommendations to the Academic Board regarding the submission of courses of study to TEQSA for accreditation/reaccreditation, i.e. submission of new course and Major Course Change proposals.
- The Academic Board reviews and approves all accreditation and reaccreditation submission requests before any course accreditation submissions are made to TEQSA.

Unit development only

- Where a single unit is developed separate to the course development process, the following must occur, the:
 - unit must be reviewed holistically with regard to the relevant course(s) learning outcomes
 - relevant Curricula Management Documentation must be updated to reflect the proposed unit's introduction and endorsed by the Teaching and Learning Committee (TLC)*.
 - TLC operating under its Terms of Reference will onward report curriculum changes to the Academic Board for its endorsement and ongoing oversight. See header titled, 'Related Documentation' for access.

7. Review Standards

- Unit and course reviews must be holistic and follow the standards and processes set out in this Policy.
- Holmes's higher education courses and units are comprehensively reviewed at least once every 7 years during the course (re)accreditation period.
 - The Academic Board or delegate will maintain a Course Review Schedule of all Holmes accredited courses which outline timelines when course reviews are anticipated to occur during the accreditation cycle.

- Regular interim monitoring will also be undertaken to monitor, review and assure the quality of education being provided to learners and to guide decisions about curriculum and academic support improvements.
 - Regular interim monitoring will occur via Degree Committee meetings held at the end of each study period and will include but not be limited to use of; external moderation reports regarding course structure, learning outcomes and content, assessment methods, teacher and student feedback, delivery and student progress and academic success data.
- Changes to a unit or course during an accreditation period must be monitored and records maintained to ensure Holmes meets its regulatory obligations including those outlined in the HESF and TEQSA’s Material Change Policy. *Refer to Material Change Guidance note in header titled, ‘Related Documentation’ for further information about protocols regarding Major Course Changes.*
 - A Register of all course and unit changes will be maintained by the Dean, Academic to ensure Holmes meets its regulatory obligations.

Course review

- All course reviews must engage external academic and industry experts to review and provide feedback regarding the proposed revisions.
- Generally, comprehensive course reviews are completed in the 4th year of the course accreditation period.
 - The course review is to be supported by a Course Development Committee (CDC) Report which is provided to the Academic Board for review and endorsement.
 - Once the associated course review is completed, an Implementation Report outlining the effectiveness of the final outcomes must be submitted to the Academic Board for noting.
- Records of the course review process must be maintained by the Dean, Academic together with evidence (such as Curricula Management Documentation, data relating to the effectiveness of changes etc).

Unit review only

- Where a single unit is reviewed separate to the course review process, the following must occur:
 - the unit must be reviewed holistically with the relevant course learning outcomes in mind and consideration as to whether the unit is a core/ prerequisite subject and how changes affect the overall course and/ or delivery outcomes
 - all unit review documentation is to be presented and discussed at the HEP or academic entity’s Teaching & Learning Committee and relevant Curricula Management Documentation such as course mapping documentation updated to reflect the proposed unit changes
 - outcomes of the unit review and the proposed changes are to be reviewed by the Teaching & Learning Committee and ultimately reported to the Academic Board as a report.*
- Where consequential changes are required to be made to Unit Outlines, the relevant Unit Coordinator is responsible and will enact these changes in liaison with the Course Convenor.

Related Documentation

[Holmes Governance Charter](#) (PDF) – NB: staff access onlyLDAP protected

[TEQSA’s Material Change Guidance Note](#)

Version Control and accountable officers

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

Responsible Officer(s)	Dean (Governance and Accreditation) & Executive Director
Implementation Officer	Dean (Academic)