

Course and Subject Development and Review Policy

Scope

This policy applies to Kaplan Business School Pty Ltd (Kaplan). It applies to course and subject development, evaluation and review and is guided by the Higher Education Standards Framework (Threshold Standards) 2021 and English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018.

Purpose

This policy outlines the required standards to be met when developing and reviewing all Award and Non-Award Courses and Subjects within Kaplan. The development and review process is guided by the Threshold Standards and the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Notes as well as the ELICOS Standards 2018.

The objective of the development and review process is to manage the quality and continuous improvement of Kaplan's Course offerings so that they:

- meet professional, regulatory and legislative requirements
- are delivered at the appropriate Australian Qualifications Framework (AQF) levels
- are consistent with current employment outcomes
- are aligned with good academic practice with improvements documented and actioned

Definitions

AQF Levels	means the criteria required to demonstrate the achievement of a Qualification as per the Australian Qualifications Framework (AQF). For example, Level 5 = diploma, Level 7 = bachelor's degree, Level 9 = master's degree.
Award Course	means Courses that are AQF Qualifications, specifically diplomas, associate degrees, bachelor's degrees, graduate certificates, graduate diplomas or master's degrees at Kaplan.
Course	means a structured combination of Subjects required to achieve defined learning outcomes.
Course Curricula Management Documentation	means the Course documentation which outlines information about how Award Courses will be delivered and managed, such as the Course rationale and analysis, Course learning outcomes, associated mapping to the Subject learning outcomes and assessments, relationship with the graduate attributes, the underpinning Course content, Course structure, Subject outlines, assessment information and course-related transition arrangements and/or implementation reports.
Development	means the design and creation of new Courses and/or Subjects.
Moderation	means a quality control process in ELICOS Courses by a panel of internal and/or external professionals which normally includes ELICOS managers and teachers. The panel reviews and checks for consistency and/or inconsistencies in the assessment decisions and methods used between different assessors in respect to relevant Course curriculum of the same Course Subjects.
Non-Award Course	means Courses that are non-AQF Qualifications. Examples of Non-Award courses include ELICOS Courses, Non-Award Single Subject Enrolment, and Study Abroad Courses.
Qualification	means a certification or formal recognition of learning achieved through the successful completion of both Award and Non-Award Courses.
Qualification Review	means the formal evaluation and assessment of an existing Subject and/or Course taking into consideration feedback from stakeholders inclusive of employers, staff and students, and informed by cohort-based analyses, academic data, benchmarking and contemporary knowledge regarding subject matter, pedagogies and assessment strategies.
Subject	means a separate Subject of study that combined with other Subjects, makes up a Course of study.

Validation	means the quality review process in ELICOS Courses by a panel of internal and/or external professionals which normally includes ELICOS managers and teachers. The panel checks the assessment tools to ensure they meet the requirements of relevant curriculum aspects as well as industry standards.
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Policy Principles

This policy is guided by the following principles of Course and Subject Development and Review which aim to promote a consistent, evidence-based, and quality-assured approach across Kaplan. All Courses and Subjects should:

- meet regulatory requirements and standards including the Threshold Standards, AQF and the ELICOS Standards 2018.
- be developed and reviewed through a systematic, Kaplan-wide, quality -assured and collaborative approach that aligns student learning experiences, assessments and learning outcomes.
- include evaluation that encompasses external and/or internal benchmarking, student and staff feedback, and data on key metrics such as progression, retention, attrition and completion.
- identify any need to develop new materials or to revise existing ones.
- analyse market and industry trends.
- review staffing-related requirements for each Subject or Course.
- identify any need for updated pedagogies and/or assessment strategies.
- be designed, where relevant, to include opportunities for work-integrated learning throughout Award Courses.
- offer students a range of learning opportunities including diverse experiences and insights relevant to future employment.
- reflect principles of good and contemporary practice in design and Review.
- reflect best teaching and learning practices.
- align to relevant learning outcomes
- align Award Courses to Kaplan's Graduate Attributes and be supported by appropriate academic, administrative, staffing, physical and technological resources.
- align with Kaplan's Teaching and Learning Plan for Award Courses
- meet relevant accreditation requirements including those of relevant industry and professional bodies.
- safeguard the security of student data when utilised for Course Reviews.
- share good practice more broadly across the sector.
- maintain processes to monitor and support at-risk cohorts, including students from low socio-economic backgrounds, First Nations students and students with a disability, to enhance equitable access, engagement and success. Identify and address issues of student wellbeing and safety.

Development Standards: Award Courses and Subjects

All Kaplan award course and subject development projects will:

- complete the applicable Curricula Management Documentation in full
- be monitored regularly with records maintained to ensure Kaplan meets all regulatory obligations and professional accreditation requirements, as required
- engage external academic and industry experts to review and provide feedback in relation to substantial course level development

Subjects are the building blocks of courses with the Course Learning Outcomes achieved by completing a defined number of subjects at specified levels.

Course Approval and Development

The Accreditation and Review Committees (ARC), Course Advisory Committees (CAC) and Course Development Panels (CDP) will undertake their functions as outlined in the *Academic Quality and Governance Framework* available on the website, currently at: <https://www.kbs.edu.au/about-us/school-policies>.

As illustrated in the Course Review and Accreditation Workflow, the approval process encompasses numerous stages at which external members of the Academic Board are required to provide approval in order for the process to progress from one stage to the next. This begins at the initial point of idea conceptualisation when the ARC (staffed exclusively by external members of the Academic Board) convenes to review the business case and to determine whether the course design can commence. The periodic requirement for the ARC's review and approval continues throughout each stage of the internal and external consultations and then culminates in the final stage with the ARC's endorsement that the entirety of the documentation for (re)accreditation that would ordinarily be required by TEQSA can now be submitted to the Academic Board for approval.

The Academic Board's involvement then continues throughout the course development process during which they oversee the implementation of the project management plan via updates provided accordingly at every meeting of the Academic Board.

Subject Approval and Development

Where a single Subject is developed separately to the Course Development process, the following must occur:

- The Subject must be developed holistically with regard to the relevant Course learning outcomes, graduate attributes and Course structure(s).
- Each proposed Subject outline is reviewed and endorsed by the Teaching and Learning Committee (T&L) and approved by the Academic Board.
- The relevant Curricula Management Documentation is updated to reflect the proposed Subject's integration into the Course(s).
- Approval outcomes are recorded in the minutes of the Teaching and Learning Committee (T&L) and the Academic Board, with updated Curricula Management Documentation retained as a record of approval.

Review Standards: Award Courses and Subjects

The following standards will be applied when reviewing award courses and subjects:

- Changes to a Course or Subject during an accreditation period are monitored with records maintained by Kaplan to ensure regulatory obligations and professional accreditation requirements are met, as required.
- Course and/or Subject delivery data must be used to inform decisions and changes.
- Kaplan must develop, maintain and provide an annual Course Review schedule to the Academic Board.
- Kaplan must maintain a register of all Course and Subject changes.

Course Review

- All Kaplan accredited courses are subject to a comprehensive Review during the Course accreditation period, overseen by peak academic governance processes.
- All comprehensive Course Reviews are conducted in accordance with the approved institutional Course Review Template, which includes provisions for external referencing and/or benchmarking, thereby ensuring a consistent, transparent and evidence-based method of evaluation across all Courses.
- A comprehensive Review is led by the Kaplan Academic Dean (or delegate), overseen by the ARC, steered by a CDP, and informed by an external and independent CAC consisting of academic experts and industry representatives. Staff and students may also be invited to provide feedback.
- The review process encompasses analyses of the following elements:
 - design and content of each Course of study
 - the expected learning outcomes
 - the methods for assessment of those outcomes

- the extent of students' achievement of the learning outcomes
 - emerging developments in the field of education
 - any predicted changes to employer expectations
 - differences in modes of delivery and other cohort-based analyses
 - the changing needs of students
 - identified risks to the quality of the Course
 - national and international comparators
 - requirements of professional accreditation bodies
 - the performance of agents and, if relevant, other third parties
 - academic admissions criteria and minimum English entry requirements
 - learning and academic support
 - teaching quality, supervision and leadership
 - academic integrity and misconduct
- Comprehensive reviews of Courses are informed and supported by regular interim monitoring of the quality of teaching, learning and assessment, student progress and the overall delivery of Subjects within the Course under review.
- Kaplan Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including but not limited to:
 - analyses of progression rates, attrition rates, completion rates and, where applicable, a comparison of the different locations of delivery
 - the assessment methods and grading of students' achievement of learning outcomes for selected Subjects within Courses
- Records of the Course Review process must be maintained by Kaplan, together with evidence such as the Curricula Management Documentation.

Subject Review

- Kaplan's Subjects are reviewed at least every two years.
- Subject Review documentation is maintained by Kaplan and reported to the Teaching & Learning Committee (T&L).
- Where a single Subject is reviewed separate to the Course Review process, the Subject must be reviewed holistically with the relevant Course(s).
- Findings and actions from Subject Reviews are entered into the Continuous Improvement Register and reported to the T&L.

ELICOS Course Reviews

- ELICOS Courses are subject to a comprehensive Review at least once every two years.
- All comprehensive Course Reviews are conducted in accordance with the approved institutional ELICOS Course Review Template. Kaplan must maintain records of the Course Review process.
- A comprehensive Review is led by the ELICOS Manager in consultation with the ELICOS Management Team and the Academic Learning Team composed of ELICOS, adult learning and curriculum design specialists. Staff and students may also be invited to provide feedback.
- The Review process encompasses analysis of the following elements:
 - design and content of each Course
 - the expected learning outcomes
 - the methods for assessment of those outcomes
 - emerging developments in the field of education
 - the changing needs of students
 - learning and academic support
 - academic integrity and misconduct

- Comprehensive Reviews of Courses are informed and supported by regular interim monitoring of the quality of teaching, learning and assessment, student progress and the overall delivery of the Course under review.

ELICOS Validation and Moderation of Assessment

Validation and Moderation are quality assurance processes applied to all ELICOS Courses to confirm the appropriateness of assessment tools (Validation) and the consistency of assessment judgements (Moderation). These processes are integral to maintaining the integrity, comparability, and continuous improvement of assessment outcomes across all delivery locations and teachers.

Validation and Moderation sessions are conducted at least twice each year and additionally when:

- changes occur to ELICOS curricula.
- new ELICOS Courses are placed on scope; or
- concerns arise regarding assessment design or grading consistency.

The ELICOS Manager in collaboration with the ELICOS Head Teachers are responsible for coordinating Course Validation and Moderation sessions, including the appointment of panel members, provisions of documentation, and oversight of record-keeping. Panel members include internal ELICOS staff and may include external members with relevant expertise.

Sampling of assessment tasks and student work is determined by cohort size, delivery mode, Course level, and identified risk factors. The sample plan is documented for each session to demonstrate coverage and proportionality.

Panel members are provided with all relevant documentation at least one week prior to the session to support an informed and evidence-based discussion. Documentation includes, but is not limited to, the session agenda, Course curriculum, assessment tools, exemplars, and the Validation or Moderation Report Form.

Validation sessions focus on confirming that:

- assessment tools and rubrics are aligned with learning outcomes and skills detailed in the Course curriculum.
- assessment tasks are clear, appropriate, and current with industry and policy expectations.
- marking criteria and exemplars represent the required standard of achievement.
- proposed revisions are documented for continuous improvement; and
- when ELICOS courses are provided under a direct entry arrangement to a higher education Course, measures will be taken to ensure that assessment outcomes are aligned to the other criteria used for admission to the higher education Course.

Moderation sessions focus on confirming that:

- assessment judgements are applied consistently across teachers and delivery sites.
- grading aligns with published criteria and exemplars.
- student work demonstrates achievement of the intended learning outcomes; and
- opportunities for professional collaboration and feedback are identified.

Findings and recommendations for each Validation and Moderation session are summarized in the relevant report and tabled for review by the ELICOS Management Team. Agreed improvement actions are recorded in the Course Validation and Moderation Register and monitored by the ELICOS Manager until completion. Outcomes and progress are reported to the General Manager, Academic Services and Administration and, where relevant, shared with teaching staff to inform future assessment design and professional development.

Records of Validation and Moderation sessions, including supporting evidence, outcomes and actions, are retained for a minimum of five (5) years from the time they take place using the Course Validation and Moderation Register.

Relevant Legislation

As a registered education provider, Kaplan operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Australian Privacy Principles
- Australian Qualifications Framework
- Disability Standards for Education 2005
- Education Services for Overseas Students (ESOS) Act 2000
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Higher Education Standards Framework (Threshold Standards) 2021 (National Code of Practice for Providers of Education and Training to Overseas Students 2018)
- Privacy Act 1988 (Cth)
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

Related Policies and Documents

This policy should be read in conjunction with the following policies available on the Kaplan website:

- Academic Integrity and Misconduct Policy
- Academic Quality and Governance Framework
- Academic Success Policy
- Assessment Policy
- Benchmarking Policy
- Continuous Improvement Policy
- Course and Subject Surveys Policy
- Diversity, Inclusion and Equity Policy
- Graduate Attributes Policy
- Learning Facilities and Resources Policy
- Privacy Policy
- Student Record Management Policy

Version Control and Accountable Officers

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

Policy Category		Academic		
Responsible Officer		Vice President, Academic		
Implementation Officer(s)		Academic Dean or equivalent		
Review Date		December 2028		
Approved by		KBS Academic Board		
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.1	Quality, Regulations and Standards Team	Added information to the 'Scope' of the policy for more clarity. Expanded on 'Policy Principles' to align with the HES Framework 5.3.2 – 5.3.4. All new information on 'Course Review'. Added sections on 'Relevant Legislation' and 'Relevant Policies'.	25.03.2020	20.05.2020
2.2	Quality, Regulations and Standards Team	Amended to align with the academic governance framework inclusion of a new committee (ARC). Inclusion of recommendations from external review. Minor edits to wording throughout for clarity.	02.12.2021	09.12.2021
2.3	Quality, Regulations and Standards Team	Incorporation of ELICOS provisions	01.12.2022	08.12.2022
3.0	Quality, Regulations and Standards Team	<ul style="list-style-type: none"> Expanded policy principles to include equity, wellbeing and safety. Strengthened course and subject review requirements and data use. Combined and updated ELICOS Validation and Moderation sections. Inclusion of ELICOS Course Review requirements. Updated relevant legislation and policy references. 	02.12.2025	08.12.2025