

Course and Subject Development and Review Policy

1. Introduction

To sustain a quality student learning experience, Kaplan Australia's Higher Education Providers (HEPs) and their related academic entities are required to conduct regular reviews of their courses inclusive of the individual units/subjects that make up a course. The reviews ensure Kaplan course offerings are consistent with current employment outcomes, meet professional requirements and are aligned with good academic practice and are delivered at the appropriate AQF level.

2. Scope

This Policy applies to Kaplan Business School Pty Ltd, ("Kaplan").

3. Purpose

This policy outlines the minimum standards to be met when developing and reviewing all higher education subjects and courses within Kaplan. It aims to assure and enhance the quality and relevance of Kaplan's higher education academic programs by establishing a robust review process for all award courses.

4. Definitions

Development – the design and creation of new subjects and/or courses.

Review – the formal evaluation and assessment of an existing subject and/or course.

Curricula Management Documentation – refers to the course or program learning documentation which outlines information about how the course will be delivered and managed such as the course rationale and analysis; course mapping documentation and learning plan such as, course content and structure, subject/unit outlines, assessment information and course related transition arrangements plans and/ or implementation reports.

5. Policy Principles

Kaplan's higher education subjects and courses:

- meet regulatory requirements and standards including the Australian Higher Education Standards Framework and Australian Qualifications Framework
- reflect principles of good practice in design and review, including the Kaplan Way Principles of course design
- reflect best teaching and learning practices
- are aligned to Kaplan's Graduate Attributes and relevant learning outcomes
- are supported by appropriate administrative, physical and technological resources
- are aligned with the HEP or academic entity's Teaching & Learning Plan
- meet relevant accreditation requirements including that of relevant industry and professional bodies.

6. Development Standards

All Kaplan higher education course and subject development projects will:

- complete the applicable Curricula Management Documentation available from the Academic Quality and Governance team.
- course and subject developments must be monitored and records maintained by the HEP or academic entity to ensure Kaplan meets its regulatory obligations.
- engage external academic and industry experts to review and provide feedback.

Course development

- The Course Advisory Committee (CAC)* will undertake its functions as outlined in the Committee's Terms of Reference (KBS Academic Quality and Governance Framework)

* In the case of Murdoch Institute of Technology, where the course does not articulate into Murdoch University, a working group may be created in lieu of a CAC.

Subject development only

- Where a single subject is developed separate to the course development process, the following must occur:
 - the subject must be reviewed holistically with regard to the relevant course(s) learning outcomes
 - the relevant Curricula Management Documentation is updated to reflect the proposed subject's introduction to the course.
 - the updated *Curricula Management Documentation* are to be reviewed and endorsed by the Teaching and Learning Committee (TLC)*.

* In the case of Murdoch Institute of Technology, where the subject is not a Murdoch University subject, a working group may be created in lieu of TLC.

7. Review Standards

- Kaplan's higher education courses and subjects are reviewed at least once every 7 years during the course (re)accreditation period (i.e. before the accreditation expiry date).
- Changes to a course or subject during an accreditation period must be monitored and records maintained by the HEP or academic entity to ensure Kaplan meets its regulatory obligations. *Refer to Attachment 1, 2 and 3 for further guidance.*
- Course and/or subject delivery data must be used to inform decisions and changes made.
- Each HEP or academic entity must develop, maintain and provide to the Academic Board a review schedule, which includes all the courses it offers. This schedule is to be provided to the Academic Board annually.
- Each HEP or academic entity is also required to maintain a Register of all course and subject changes.

Course review

- All course reviews must engage external academic and industry experts to review and provide feedback regarding the proposed revisions.
- The CAC's composition must be consistent with the terms in the relevant HEP's Academic Quality and Governance Framework. In the case of Murdoch Institute of Technology, where the course does not articulate into Murdoch University, a working group may be created in lieu of a CAC.
- Course review must be holistic and follow the process outlined in Attachment 1, Approval process for Course Review.
 - Generally, course reviews are completed in the 4th year of the course accreditation period.
 - The course review is to be supported by a Course Advisory Committee (CAC) Report and a Transition and/ or Teach Out Plan, 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 HEP or academic entity, together with evidence (such as Curricula Management Documentation, data relating to the effectiveness of changes etc).

Subject review only

- Subject review must be holistic and follow the process outlined in Attachment 2, Approval process for Subject Review.
- Where consequential changes are required to be made to the Subject Outlines, the process set out in Attachment 3, Approval process for changes to Subject Outlines will be followed.
- Where a single subject is reviewed separate to the course review process, the following must occur:
 - the subject must be reviewed holistically with the relevant course(s).
 - all subject review documentation is to be presented and discussed at the HEP or academic entity's Teaching & Learning Committee (TLC) and relevant Curricula Management Documentation such as course mapping documentation updated to reflect the proposed subject changes.
 - outcomes of the subject review and the proposed changes are to be reviewed by the Academic Board as a report from the Teaching & Learning Committee. *

* In the case of Murdoch Institute of Technology, where the subject is not a Murdoch University subject, a working group may be created in lieu of TLC.

8. References

Kaplan acknowledges use of and reference to the University of New South Wales' Academic Program Review Policy.

9. Version Control and accountable officers

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

Policy Category		Academic		
Responsible Officer		Vice President, Academic		
Implementation Officer		Academic Dean or equivalent		
Review Date		March 2020		
Approved by				
KBS Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Quality and Governance Team	New Policy supercedes the Curricula Development Policy.	1.03.2017	16.03.2017

Attachment 1: Approval process for Course Review



Area of curricula	Considerations	1. KHE CEO, MIT or KBS EGM or equivalent	2. Internal Review led by Academic Dean or equivalent	3. T&LC	4. CAC External	5. Academic Board approval required	6. TEQSA Notification
Course title	<ul style="list-style-type: none"> Impact on leads/enrolments Relationship with current qualification title Marketing timeframes Changes to marketing collateral System changes Changes to course materials 	✓	✓	✓	✓	✓	✓ Communicate change via a Material Change Notification to ensure National Register is updated.
Course Learning objectives	<ul style="list-style-type: none"> Implications regarding changes to marketing collateral Changes to units/subjects outlines Updated course mapping documentation Assessment reviewed/updated Changes to course materials Impact on students and their educational or professional outcomes 	X	✓	✓	✓	✓	✓ Communicate changes via a Material Change Notification
Course duration	<ul style="list-style-type: none"> Changes to marketing collateral System changes Changes to course materials Impact on students and their educational or professional outcomes 	X	✓	✓	✓	✓	✓ Where there is a notable reduction or increase in student workload, communicate change via a Material Change Notification
Mode of delivery of course	<ul style="list-style-type: none"> Marketing implications Changes to marketing collateral Changes to units/subjects outlines System changes Changes to course materials Assessment reviews to ensure suitability to new mode of delivery Changes to course mapping documentation Impact on students ESOS requirements 	✓	✓	✓	✓	✓	✓ Communicate changes via a Material Change Notification



Area of curriculum design	Considerations	1. KHE CEO or MIT or KBS EGM or equivalent	2. Internal Review led by Academic Dean or equivalent	3. T&LC	4. CAC External	5. Academic Board approval required	6. TEQSA notification of 'material change' required
Unit/subject <u>learning outcomes</u>	<ul style="list-style-type: none"> Changes to marketing collateral Changes to unit/subject outlines (<i>refer to Attachment 3</i>) Changes to T&L course materials Changes to course mapping documentation Changes to assessment strategy Changes to professional accreditation mapping 	X	✓	✓	✓	✓ Reported as a report from the TLC.	✓ If there is an introduction of a new major or specialisation, communicate changes via a Material Change Notification
Introduction of a new major or specialisation	<ul style="list-style-type: none"> Marketing implications Implications regarding changes to marketing collateral System changes Changes to course materials Updated course mapping documentation Impact on students and their educational or professional outcomes 	X	✓	✓	✓	✓ Reported as a report from the TLC.	✓ Communicate changes via a Material Change Notification
Introduction of a new subject	<ul style="list-style-type: none"> Marketing implications Implications regarding changes to marketing collateral System changes Changes to course materials Updated course mapping documentation Impact on students and their educational or professional outcomes 	X	✓	✓	X	✓ Reported as a report from the TLC.	Identified through course review process and communicated to TEQSA during reaccreditation process.
<u>Changes to Core or elective units/subjects</u>	<ul style="list-style-type: none"> Changes to marketing collateral System change Changes to course materials Changes to course mapping documentation Teach-out/transition implications 	X	✓	✓	✓	✓	✓ Communicate changes via a Material Change Notification or new Course application.
Unit/subject workload (<u>Credit Points</u>)	<ul style="list-style-type: none"> Changes to marketing collateral System changes Changes to course materials Implications for course structure Teach-out/transition implications 	X	✓	✓	X	✓	Identified through course review process and communicated to TEQSA during reaccreditation process.
<u>Changes to Pre-requisites</u>	<ul style="list-style-type: none"> Changes to marketing collateral System changes Changes to unit/subject outline Changes to prerequisites need to support the academic progression of students, and should not be considered for other reasons such as the administrative. 	X	✓	✓	X	X	Identified through course review process and communicated to TEQSA during reaccreditation process.

Attachment 2: Approval process for Subject Review



Area of unit/subject outline	Considerations	1. KHE CEO, MIT or KBS EGM or equivalent	2. Internal Review led by Academic Dean or equivalent	3. T&LC	4. CAC External	5. Academic Board approval required	6. TEQSA notification of 'material change' required
Unit/subject code	<ul style="list-style-type: none"> Change to reflect approved changes to unit title Change must reflect Kaplan's coding conventions System changes Update course mapping documentation 	X	✓	✓	X	Reported as a report from the TLC.	X
Unit/subject title	Change to reflect change in: <ul style="list-style-type: none"> Industry nomenclature e.g. legislation such as WHS has replaced OHS. Changes to unit/subject outlines (<i>refer to Attachment 3</i>) Changes to T&L course material System changes Update course mapping documentation Changes to marketing collateral 	X	✓	✓	X	Reported as a report from the TLC.	X
Unit/ subject workload	Review and assessment of how changes will impact on delivery, student outcomes, assessments etc.	X	✓	✓	X	✓ Reported as a report from the TLC.	Identified through subject review process and communicated to TEQSA during course reaccreditation process.
Mode of delivery of unit/subject	<ul style="list-style-type: none"> Marketing material Unit/subject outlines (<i>refer to Attachment 3</i>) Review course mapping of assessments to course learning outcomes to ensure alignment System changes ESOS requirements 	X	✓	✓	X	✓	✓ If there is a replacement or redesign of more than 50% of subjects within a course, communicate via a Material Change Notification

Attachment 3: Approval process for changes to Subject Outlines



Area of unit/subject outline	Considerations	1. KHE CEO, MIT or KBS EGM or equivalent	2. Internal Review led by Academic Dean or equivalent	3. T&LC	4. CAC External	5. Academic Board approval required	6. TEQSA Notification
Unit/subject <u>T&L content /resources</u>	<ul style="list-style-type: none"> Alignment with course and subject learning objectives Kaplan Graduate attributes and professional outcomes Currency of T&L material provided Discipline changes from a theoretical and/or industry perspective 	X	✓	X	X	X	X
Unit/subject <u>weekly structure</u>	<ul style="list-style-type: none"> Outcome of change to topics or topic order need to support student achievement of subject and course learning outcomes and assessments. Changes need to be consistent across delivery modes. 	X	✓	X	X	X	X
Teaching methods/strategies	<ul style="list-style-type: none"> Outcome of change needs to be consistent with and improve the achievement of subject and learning outcomes Review cohort data, e.g. grade distribution, progression, attrition, etc. Kaplan Graduate attributes /course and professional outcomes need to be considered Unit/subject learning outcomes reviewed in the mapping documentation 	X	✓	X	X	X	Required if there is a change in predominant mode of delivery
Student assessment	<ul style="list-style-type: none"> Assessments need to change during the accreditation period to reflect changes in the discipline, to maintain academic integrity as well as to ensure that relevant subject and course learning outcomes are being met. Changes to assessments need to maintain alignment with mapped unit/subject learning outcomes. 	X	✓	X	X	X	X
Prescribed texts	<ul style="list-style-type: none"> Impact on student learning. Availability of new or replacement text Changes to course material 	X	✓	X	X	X	X