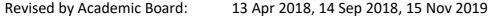**COURSE DEVELOPMENT PROCEDURES**

Current version in effect from: 1 Jan 2020
Approved by Academic Board: 26 Jun 2015
Revised by Academic Board: 13 Apr 2018, 14 Sep 2018, 15 Nov 2019

1.   Course Development

1.1   Academic Board, as the body with primary responsibility for the academic affairs of the University, has oversight of course development. This includes new courses, and new specialisations within existing courses. Development and implementation of new courses is a four-phase process:

Phase 1   **Expression of Interest**
Phase 2   **New Course Proposal**
Phase 3   **Implementation Plan**
Phase 4   **Initial Course Review**

1.2   The first two phases ensure that a new course is developed strategically and is viable and sustainable. While new courses are usually developed by a College, Academic Board must be involved in the initiation of a new course proposal as well as its approval, with external input. The New Course Proposal ensures that there is a clear, agreed understanding of the purpose of the new course, against which it may be reviewed and adjusted in future years.

1.3   The second two phases ensure that an approved new course is monitored as it is prepared and delivered for the first time. Once the fourth phase is completed, the new course then enters the regular cycle of course reviews.

2.   Expression of Interest in a New Course

2.1   A proposal for a new course is initiated by a Sponsor. A Sponsor may be one or more Colleges, the University Executive, Academic Board or one of its Committees, or the Council. The Sponsor submits a formal Expression of Interest to Academic Board which identifies the need for the proposed course. An Expression of Interest may cover a single course, or a set of nested courses.

2.2   The purpose of the Expression of Interest is to persuade Academic Board to consider a new course through the appointment of a Course Development Panel. An Expression of Interest may indicate potential pathways into and from the proposed course.

2.3   The Expression of Interest should not be a fully developed proposal, but a short statement (e.g. two to three pages) which addresses the purpose of the proposed course and shows how it aligns with the University's Vision, Mission and Strategic Plan.

2.4   The Expression of Interest must include a recommendation to Academic Board of a proposed Chair and members of a Course Development Panel, with brief details of their suitability for the task.

2.5   A Course Development Panel is a one-off body appointed to develop an Expression of Interest approved by Academic Board. It members are discharged upon completion of its task. The membership of the Course Development Panel must include (but is not limited to):

a) An academic accredited by the University with relevant expertise

b) An external academic with relevant expertise

c) A stakeholder representative at senior level, e.g. a Church leader or member of the governing body of a sponsoring organisation

d) An officer at the Office of the Vice-Chancellor or a College of the University with knowledge of course development processes.

2.6   The Course Development Panel members must

a) either have previous recent experience of successful course development, or

b) have undertaken training provided by the Office of the Vice-Chancellor prior to the first meeting of the Panel.

2.7   If Academic Board approves the Expression of Interest, it will appoint the Chair and members of a Course Development Panel, taking account of recommended nominees. The Course Development Panel is charged with production of a New Course Proposal by a date set by Academic Board, normally within six months of appointment.

2.8   If Academic Board rejects the Expression of Interest, then the Sponsor may either abandon the initiative, or rework and resubmit it at a later date.

2.9   If Academic Board resolves that it has insufficient information to make a decision, it may invite the Sponsor to resubmit the proposal at a later date with the requested information.

3.   New Course Proposal

3.1   The development of a New Course Proposal is the sole task of a Course Development Panel. A Course Development Panel is responsible for:

a) development of the proposal as presented in the Expression of Interest

b) consultation with any individuals or groups necessary for its work

c) ensuring that if a new course is proposed to Academic Board, it meets all criteria set out in the Course Policy

d) consultation with the Dean of Academic Programs prior to submission of the New Course Proposal to ensure that:

i)   the course complies with the *Australian Qualifications Framework*

ii)   the pedagogy of the course is appropriate

iii) the course is shaped by current scholarship in both content and design,

iv)   the qualification of proposed lecturers are appropriate to the course and comply with the Academic Staff Policy

v)   any pathways from and into other awards are identified and mapped to demonstrate that the Course Outcomes of awards of the University are not compromised

e) consultation with the Vice-Chancellor prior to submission of the New Course Proposal to ensure that:

   i) proposed changes to Regulations and Determinations comply with the *University of Divinity Act 1910* and are appropriately drafted

   ii) the course falls within the University's approved area of specialisation as prescribed by the *University of Divinity Act 1910* and the National Register of Higher Education Providers

f) completion of the New Course Proposal template by the date set by Academic Board

g) making any other recommendations to Academic Board.

3.2   The Course Development Panel may bring a New Course Proposal to Academic Board which varies from the Expression of Interest, including in such matters such as level, length, and focus of the course.

3.3   The Course Development Panel may recommend to Academic Board that a new course not be developed.

3.4   If Academic Board adopts a New Course Proposal, Academic Board then recommends the new Regulation to Council, and, subject to the decision of the Council, the course proceeds to Phase 3: New Course Implementation.

3.5   If Academic Board decides that it has insufficient information to make a decision, it identifies the gaps in the application, and requests that the Course Development Panel resubmit the New Course Proposal at a later date with the requested information.

3.6   If Academic Board rejects the application, or if Academic Board accepts a recommendation from the Course Development Panel that the new course not be developed, the Sponsor of the original Expression of Interest may either abandon the proposal, or submit a new Expression of Interest.

4.   New Course Implementation

4.1   The Course Implementation Plan is developed by the College(s) with oversight of the course. It is reported to Academic Board for noting to ensure that, in accordance with recommendations of the New Course Proposal, the new course is adequately resourced and communicated to potential students.

4.2   The Course Implementation Plan should clearly identify the action required, the due date, and the person with responsibility for ensuring that the action takes place.

5.   Initial Course Review

5.1   The Initial Course Review report is compiled by the Dean of Academic Programs in consultation with the responsible College(s). It must be submitted to the Academic Board no later than 18 months after the first intake of students to the course.

5.2   The Initial Course Review report assesses key performance indicators established by the New Course Proposal using data (including areas such as enrolment numbers, student evaluations, lecturer feedback). It is reported to Academic Board to ensure that, based on data, the new course does and can continue to comply with the standards set out in the Course Policy, especially viability and sustainability. The Initial Course Review also provides an early opportunity for adjustments to be made to the course design.

5.3   The Initial Course Review report may recommend to Academic Board that

   a)   the course continue to operate without adjustment

   b)   adjustments be made to the course to facilitate its effectiveness and sustainability

   c)   the course be terminated and, if necessary, tuition assurance arrangements activated.

6.   Date of next review

6.1   These Procedures are to be reviewed no later than 31 December 2022.

Course Development Overview

Phase 1: Expression of Interest
Sponsor perceives a need for a new program
- consults with stakeholders (e.g. industry representatives) and / or students
- identifies possible pathways into and from the award
- produces an Expression of Interest according to template
- nominates Course Development Panel membership and Chair
Sponsor submits Expression of Interest to Academic Board

Academic Board
- accepts proposal and appoints Course Development Panel - proceed to Phase 2
- rejects the proposal - no further action
- requests further information - College revises and resubmits the proposal

Phase 2: New Course Proposal
Course Development Panel completes New Course Proposal according to template
- consultation with external and internal stakeholders
- consultation with Dean of Academic Programs (pedagogy, pathways and compliance)
- consultation with the Vice-Chancellor (governance)
Course Development Panel submits New Course Proposal to Academic Board

Academic Board
- approves the proposal and recommends regulatory changes to Council - proceed to Phase 3
- rejects the proposal - no further action
- requests further information - Course Development Panel revises and resubmits

Phase 3: New course implementation
College(s) compiles Course Implementation Plan and reports to Academic Board

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College(s) carries out Course Implementation Plan

Phase 4: Initial course review (12 - 18 months)
Dean of Academic Programs compiles Initial Course Review against targets set by the Course Development Panel, in consultation with the College, and submits to Academic Board. Course may be: continued, adjusted, terminated.

APPENDIX ONE

Expression of Interest in a New Course

This template must be completed in accordance with the Course Development Procedures and forwarded electronically to the Secretary of the Academic Board.

Sponsor:

1.   Proposed title of course

2.   Short description of proposed course

3.   Brief rationale for the course
       (including church or other stakeholder interest, perceived need of students, community)

4.   Likely level and volume of course, including AQF level

5.   Relationship to other courses at the University and at other institutions, including likely pathways

6.   Statement of how the proposed course relates to the University's Vision and Strategic Plan

7.   Any other evidence that would convince Academic Board of the need for a Course Development Panel

8.   Proposed membership of Course Development Panel (include email and phone contacts)

9.   College(s) supporting this Expression of Interest

APPENDIX TWO

New Course Proposal

<INSERT NAME OF COURSE >

This template is to be used by a Course Development Panel approved by Academic Board for all proposed new courses or new specialisations of existing courses. It must be completed in accordance with the *Course Development Procedures* and forwarded electronically to the Secretary of the Academic Board.

EXECUTIVE SUMMARY

Provide a summary of the Course Development Panel's recommendations (no more than one page). Where a new award is proposed, include a summary statement of the rationale, market and design of the new award (no more than one page).

SECTION 1: COURSE DEVELOPMENT PROCESS

1.1   Course Development Panel Membership

1.2   College(s) supporting this New Course Proposal, indicating which Colleges wish to be accredited to offer the course.

SECTION 2: PURPOSE OF THE PROPOSED COURSE

2.1   Give a brief overview of the purpose of the proposed course.

2.2   Explain how the proposed course implements the Vision, Strategic Plan, and Graduate Attributes of the University of Divinity

2.3   Will any institutions external to the University be involved in the teaching of or in the accreditation of graduates of this course? If so, please describe the nature of this involvement and any existing or proposed agreements which will support such involvement. Attach evidence of support from each institution.

2.4   Explain how the proposed course differs from other courses at the University, and similar courses available at other institutions in Australia.

2.5   Explain how the proposed course is supported by sustained scholarship in the relevant discipline(s). Attach evidence supporting claims, such as a literature review or supporting statements from experts.

2.6   Explain how the proposed course will be supported to ensure it is viable and sustainable. Attach evidence supporting claims. Include impact statements and a budget to show what faculty time, administrative support, teaching spaces, library and IT resources are required, and how these will be supplied.

2.7   Provide a brief risk assessment of the course, and of any risk the course poses to the University, and of how such risks will be managed.

SECTION 3: DETAILS OF THE PROPOSED COURSE

3.1   Full title of the proposed course
For example, Graduate Diploma in Theology. Refer to Course Policy for directions.

3.2   Abbreviated title of the proposed course
These are the postnominals used by graduates, for example, GradDipTheol. Refer to Course Policy for directions.

3.3   *Australian Qualifications Framework* level

3.4   Volume of course
Give full-time equivalent, and maximum time allowed for part-time students. If the course is only available part-time, please explain the duration.

3.5   Statement of Rationale and Course Outcomes
Supply the Statement of Rationale (plain language official description of the course used in publications) and Course Outcomes (learning outcomes for the course) and ensure these follow the directions in the Course Policy sections 3.2 and 3.3.

3.6   Modes of study
For example, will the course be offered online, as intensives, in 12-week semester classes, or a mixture of these?

3.7   Location
Specify the locations where the course will be taught and demonstrate that appropriate infrastructure is available.

3.8   Explain the structure of the course and show how the course structure will demonstrate that a graduate has achieved the course outcomes. Attach evidence including copies of all new and existing units available for the course, and sample student enrolment patterns. Unit learning outcomes should demonstrate that they contribute directly to the course learning outcomes. If the course is part of a series of nested courses, explain its relationship to other courses in the series including entry, transfer, and exit arrangements.

3.9   Multistreaming
Will students be studying in part or wholly with students enrolled in other courses and / or at other levels? If so, explain what arrangements are in place to ensure students in the proposed course will achieve the course learning outcomes.

3.10   Academic staff
Specify by whom the course will be taught and the relevant qualifications of proposed staff. Please identify staff new to the University.

3.11   Third-party arrangements
Will any part of the course be provided by institutions or organisations external to the University? If so describe their involvement and what formal agreement(s) exist or are proposed to enable this.

3.12   Admission requirements
Explain how the admission requirements adhere to the University's *Admissions Policy* giving particular attention to arrangements for recognition of prior learning, English language standard, and academic qualifications.

3.13   Professional accreditation
        Will the course lead to recognition or accreditation by a professional body? If so, explain
        how and attach evidence.

3.14   Pathways to future study
        *Detail how the course articulates to other courses at the University and elsewhere, if
        applicable.*

3.15   Pathways from other courses
        *Set out any pathways from other awards which will be identified and for which credit is
        anticipated. Provide clear documentation which shows that the outcomes of the other
        award are compatible with and lead to the attainment of the Course Outcomes of the
        University's award without compromising them.*

SECTION 4: REGULATIONS AND DETERMINATIONS
*Please consult the Vice-Chancellor and Dean of Academic Programs prior to completing this
section.*

4.1   Regulation
        Provide proposed amendments to an existing Regulation, or a draft new Regulation, which
        will authorise the course.

4.2   Determinations
        Provide proposed amendments to an existing Determination, or a draft new Determination
        which will authorise the course, describe its structure, identify available units, and identify
        pathways and credit from other awards.

4.3   *Australian Qualifications Framework*
        Explain how the course complies with *AQF*.

4.4   University of Divinity specialisation
        Explain how the course is located within both 'divinity and its associated disciplines' (the
        University of Divinity Act) and the broad field of 'Philosophy and Religious Studies' (the
        TEQSA-approved area of specialisation).

SECTION 5: IMPLEMENTATION AND REVIEW

5.1   Specify the year and month in which it is proposed to commence the new course

5.2   Quantitative targets
        Specify quantitative targets (e.g. student headcount, EFTSL, revenue) for the first three years of the course's operation. These targets will be reviewed within the first 18 months of the course's commencement, and again after five years in the normal review cycle, and progress reported to Academic Board.

5.3   Qualitative targets
        Specify qualitative targets (e.g. achievement of graduate attributes, professional accreditations, Quality of Teaching results) for the first three years of the course's operation. These targets will be reviewed within the first 18 months of the course's commencement, and again after five years in the normal review cycle, and progress reported to Academic Board.

SECTION 6: EVIDENCE OF CONSULTATION

Date of consultation with Dean of Academic Programs:

Date of consultation with the Vice-Chancellor: