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1. INTENT

1.1 This Policy outlines the principles to be applied in the design, development and renewal of Australian College of Business and Technology ('ACBT' or the 'College') & Curriculum in Units and Courses.

1.2 This Policy describes the principles to be applied the review, amendment, approval and discontinuation of Units and Courses.

2. ORGANISATIONAL SCOPE

2.1 This Policy applies to all Units and Courses at ACBT and its Partner Providers.

3. DEFINITIONS:

3.1 The *Glossary of Policy Terms* applies to this Policy.

4. POLICY CONTENT: CURRICULUM QUALITY ASSURANCE

4.1 ECC is registered with the Tertiary Education Quality Standards Agency (TEQSA) as a 'Institute of Higher Education', without self-Accrediting authority.

4.2 Unit and Course Review is the quality assurance process that ensures effective Curriculum planning and design and separates academic quality assurance from management decisions regarding the offering of Courses.

- 4.3 All Units and Courses will be subjected to 'Minor' ongoing internal review processes that are applied consistently and involve competent academic oversight and scrutiny.
- 4.4 All Units and Courses will be subjected to 'Major' rigorous review processes once every 5 (five) years to ensure quality, relevancy and currency and as preparation for Accreditation by TEQSA.

Curriculum Design

- 4.5 Curriculum design involves intentionally designing learning, teaching and assessment to guide a student to successfully complete a Course or Unit. At ACBT, Courses and Units are designed to foster the skills for life-long learning.
- 4.6 This Policy recognises the diversity of disciplines at the College and facilitates flexibility in Curriculum design that is informed by discipline scholarship and by Curriculum at ECC.

Curriculum is learning-centred

- 4.7 ACBT is committed to ensuring the Learning Outcomes, teaching and Assessment activities, learning resources, and support are focused on enabling and enhancing learning for all Students.
- 4.8 Curriculum Design will:
- a) be developed in a collaborative environment;
 - b) take a whole-of-course approach informed by the following reference points:
 - the design and content of associated Award Courses at Edith Cowan University;
 - *Australian Qualifications Framework (AQF); and TVEC*
 - external comparators and Benchmarking;
 - *Higher Education Standards Framework (Threshold Standards) 2015; and*
 - *the ACBT Strategic Plan.*
 - c) align teaching and learning activities, learning resources and support, Assessment strategies, and Feedback mechanisms in order to support Student achievement of Course and Unit Learning Outcomes to clear and appropriate standards as outlined in the *Unit and Course Review Procedures*;
 - d) scaffold learning and support Students in their transition into, progression through and transition out of their Course of study, including fostering progressive and coherent achievement of Learning Outcomes across the Course;
 - e) actively consider the needs and preparedness of Students including embedding early Assessment that provides Feedback to Students, and ensure Students receive timely Feedback that assists in their achievement of Learning Outcomes;
 - f) ensure that all Students, regardless of location or mode of learning, educational background, or entry Pathway, have access to equivalent opportunities to learn and succeed;
 - g) be evidence-based and draw on substantial, coherent and contemporary knowledge and scholarship; and
 - h) be guided by the requirements for monitoring participation, progress, and completion of all Students and Student experience data to inform and improve

teaching and learning practice.

Curriculum is globally relevant

- 4.9 ACBT is committed to enabling all Students to develop knowledge, skills and attitudes to navigate the complexity and diversity present in a rapidly changing world.
- 4.10 Curriculum Design will:
- a) contextualise and embed generic skills, including communication, teamwork and self-management, problem-solving and critical thinking across the Course;
 - b) internationalise the Student experience learning activities that encourage collaboration and dialogue between cultures;
 - c) provide technology-enhanced learning experiences that develop students' digital literacies, as relevant to the discipline and the needs of learners; and
 - d) engage Students in experiential learning opportunities.

Curriculum is transformative

- 4.11 ACBT is committed to intentionally engaging students in learning experiences that challenge their existing assumptions and paradigms and promote critical reflection on their worldviews.
- 4.12 Curriculum design will:
- a) provide an environment that encourages Students to engage in personally meaningful and integrative learning, autonomous thinking and critical reflection;
 - b) promote future-oriented practices to foster long-term social and environmental sustainability including through proactive interactions with industries and communities;
 - c) be inclusive of all Students by acknowledging, respecting and valuing diversity in the Student cohort; and
 - d) where possible and appropriate, include with Aboriginal and Torres Strait Islander cultural content, developed in partnership with Aboriginal and Torres Strait Islander people.

Unit and Course Review

- 4.13 The College's Curriculum evaluation and review processes, through which Curriculum items are monitored, reviewed and improved, are designed to meet institutional quality assurance requirements as expressed in the *Higher Education Standards Framework (Threshold Standards) 2015*.
- 4.14 As part of its ongoing monitoring, review and improvement practices, ACBT will review its Units and Courses against internal and external comparators and Benchmark.
- 4.15 Evaluation and review enables the College to continue to meet the needs of Students in accordance with the College's strategic goals.

- 4.16 ACBT undertakes comprehensive reviews of Courses and Units at least every five (5) years. The outcomes of comprehensive Course Reviews are used as the basis for the preparation for Accreditation of each Course.
- 4.17 Major Unit and Course Reviews are informed and supported by more frequent monitoring of Curriculum and Course performance through Minor (Annual and Study Period) Course and Unit reviews.

5. ACCOUNTABILITIES AND RESPONSIBILITIES

- 5.1 The Procedures Owner, the **Academic Director / Associate Principal**, has overarching responsibility for Curriculum at the College, including the quality of Units and Courses and for the Review of Units and Courses.
- 5.2 The **Quality and Compliance Manager** will publish the schedule for Major Course Reviews and facilitate the Major review process.
- 5.3 **Academic Program Coordinators** will drive and coordinate Minor Unit and Course Reviews for the Units and Courses under their responsibility, will make recommendations on Unit and Course changes to the Learning and Teaching Committee and Academic Council
- 5.4 **Unit Coordinators** will conduct Minor Reviews of their Units at the end of each Study Period, conduct an annual Unit Review and will complete the Unit Coordinator Report each Study Period and submit to their Academic Program Coordinator.
- Unit Coordinators, as discipline experts, may also be invited to join the Unit and Course Review Committee in order to contribute to Major Unit and Course Reviews.
- Unit Coordinators will liaise with their counterparts at ECC to ensure consistency in Unit contents and delivery and to facilitate the sharing of teaching materials.
- 5.5 **ACBT Academic Program Coordinators** will ensure that Minor and Major changes to Units and Courses are completed at ACBT for the start of the Study Period following the Study Period of implementation at ACBT

6. RELATED DOCUMENTS:

- 6.1. This policy has been developed in line with requirements set out in the:
- [National Code of Practice for Providers of Education and Training to Overseas Students](#)
 - [Higher Education Standards Framework \(HESF\)](#)
 - [Australian Qualifications Framework \(AQF\)](#)
 - [AQF Qualifications Pathway Policy](#)

7. CONTACT INFORMATION:

For queries relating to this document please contact:

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8. APPROVAL HISTORY:

POLICY APPROVED BY:	Academic Council
DATE POLICY FIRST APPROVED:	March 2011
DATE LAST MODIFIED:	Sep 2016
REVISION HISTORY:	June 2022. Adoption of a principle-based approach to policy. Title change from <i>Course and Unit Review Policy</i> . Creation of associated Procedures.
NEXT REVISION DUE:	Nove 2023