1.   Purpose

1.1.   The creation and provision of high-quality courses is essential to the success of Central Australian Institute of Technology Higher Education (CAIT Hi-Ed). This policy outlines the principles guiding the development and approval of courses offered by CAIT Hi-Ed and its partners, where applicable. It ensures that courses achieve the intended student learning outcomes for specific subjects and the graduate attributes for each program while complying with all relevant legislative and stakeholder requirements.

2.   Scope

2.1.   This policy applies to all staff involved in the development and approval of courses offered by CAIT Hi-Ed and third parties, regardless of location or delivery mode. It also extends to external advisory groups and other relevant bodies, including the CAIT Hi-Ed Academic Board.

2.2.   This policy applies to all new CAIT Hi-Ed courses, regardless of course type, level, discipline, delivery location and mode. It details the stages of planning and development, independent external review and submission to regulatory and professional bodies for accreditation.

3. Policy

3.1.   CAIT Hi-Ed is committed to ensuring that all higher education courses are developed, reviewed, and approved through a rigorous and transparent process. This policy establishes the framework for creating courses that align with CAIT Hi-Ed's strategic goals, meet high academic standards, achieve desired student learning outcomes, and comply with all relevant legislative and regulatory requirements. The procedure ensures that each course is thoughtfully designed to enhance the educational experience and support the professional growth of its students, while upholding the integrity and reputation of CAIT Hi-Ed's academic portfolio.

4. Principles

4.1.   Award Courses must comply with the requirements of the Tertiary Education Quality and Standards Agency Act, Higher Education Standards Framework (Threshold Standards) 2021 (HESF). They must also align with the Australian Qualifications Framework (AQF) and other relevant bodies at the appropriate level.

4.2.   Courses will be proposed in response to emerging knowledge areas, technological advancements, changing student demands, changes in industry trends or stakeholder expectation, or strategic changes within CAIT Hi-Ed;

4.3.   All course development and accreditation procedures will support achievement of the CAIT Hi-Ed vision and mission, be guided by CAIT Hi-Ed strategic goals and priorities and reflect the objectives of the CAIT Hi-Ed Teaching and Learning Plan.

4.4.   All documentation supporting courses proposed for approval and accreditation by tertiary regulators must be comprehensively documented to assure compliance with the HESF (sections 3.1, 5.1 and 7.2) in order for independent external experts to review and evaluate the scope and nature of the course and to provide clear information for current and prospective students.

4.5.   Any proposed course must be developed in accord with related CAIT Hi-Ed policy using internal supporting documents and templates and address corporate governance and academic governance requirements as relevant.

4.6.   Course approvals will undergo rigorous oversight by the CAIT Hi-Ed Academic Board and its sub-committees.

4.7.   External articulation agreements will be approved by the Academic Dean, Academic Board and the Governing Board.

5. Procedure

Accreditation and Approval of Courses

5.1. The Planning Process

    5.1.1. Feasibility and Benchmarking Proposal.

    The process will begin with a feasibility and benchmarking proposal developed by the Academic Dean, which will undergo an initial review by the Academic Board (AB) to assess its alignment with the institution's strategic objectives, feasibility, and benchmarking against relevant national and international standards. As part of this process, the course development team will ensure the course is benchmarked against national and international comparators and complies with the Australian Qualifications Framework (AQF), Higher Education Standards, and any other relevant accreditation requirements.

    5.1.2. Course Proposal Development.

    If the feasibility and benchmarking proposal gets endorsed by the AB, the proposal will be recommended to the Governing Board (GB) for approval to proceed with further development. Upon GB approval, a Course Advisory Committee (CAC) will be established, as an independent body but working closely with AB. The CAC will incorporate input from industry professionals, relevant stakeholders, and other experts to guide course development.

    5.1.3. The Course Documentation.

    The course documentation, will then be sent for review by external experts. Their feedback will be carefully evaluated, and necessary revisions will be made. These actions will be reported to AB. Based on these findings, the AB will decide whether to recommend the course documentation for endorsement by the GB. If endorsed by the GB, the GB will authorise the Chief Executive Officer (CEO) or the Academic Dean of CAIT Hi-Ed to submit the course documentation to TEQSA and other relevant tertiary accreditation authorities.

5.2. Course Design

    5.2.1. Course Development Team Formation

    Upon approval from GB, the Academic Dean will form a Course Development Team in consultation with the CAC and the Learning and Teaching Committee (LTC). The team will be tasked with developing the course curriculum, structuring the course, and defining key elements such as duration, delivery methods, entry requirements, learning outcomes, assessments, and expected workload.

    5.2.2. Consultation and External Input

    The course development team will collaborate with external academic experts, professional industry representatives, and other stakeholders to ensure the course meets the necessary academic and industry standards.

    5.2.3. Professional Accreditation

    If the course requires accreditation by a professional body, the course development team will consult with that body to align the course with the accreditation criteria.

5.3. Course Approval Process

    5.3.1. Course Curriculum Review by LTC and CAC

    Once the course design is complete, the course curriculum will be reviewed by the LTC and the CAC. Both committees will assess whether the curriculum aligns with academic and professional standards.

5.3.2. Recommendation to Academic Board

If the LTC and CAC endorse the curriculum, it will be forwarded to the Academic Board for review. The AB will evaluate the academic merit of the course and make a recommendation to the GB for approval to move forward.

5.3.3. Feedback for Revisions

If the LTC and CAC do not endorse the course curriculum, it will be returned to the Course Development Team with feedback for necessary revisions.

5.4. Course Documentation

5.4.1. Course Documentation Preparation

Once the course curriculum is approved, the Academic Dean, with the CAC's and LTC's oversight, will prepare the course documentation. This will include detailed course outlines, learning outcomes, assessments, and any additional supporting information.

5.4.2. External Expert Review

The complete course documentation, will be shared with external experts in the relevant academic and professional fields. These experts will assess the course for academic rigor, relevance, compliance with industry standards, alignment with accreditation requirements, and overall quality.

5.4.3. Post Review Revision

The Academic Dean with the CAC's and LTC's oversight will review the expert reports and take necessary actions to address any feedback. The revised course documentation will then be presented to the AB for further review and endorsement. The AB will take necessary action to address the suggestions, endorse the document and recommend the course documentation to GB for approval.

5.4.4. Approval from the GB

If the GB is satisfied with the course documentation and its alignment with the institution's mission and objectives, they will formally approve the course. This approval authorises the institution to proceed with final preparations for course delivery, including TEQSA and accreditation submissions, resource allocation, and marketing. If any issues or concerns arise, the GB may request further revisions or clarifications before granting their final approval.

5.5. TEQSA & Accreditation Submission

5.5.1. TEQSA Application

Once the course documentations are approved by the GB, the GB will authorise the CEO or Academic Dean to submit the formal application for course accreditation to TEQSA and any relevant tertiary accreditation authorities. The application will contain all required documentation, including evidence of alignment with national standards and professional accreditation requirements.

5.5.2. Course Accreditation Details

The Academic Dean must include professional accreditation details in the course approval documentation and in the Australian Higher Education Graduation Statement (AHEGS) for the course.

5.5.3. Course Implementation

Following accreditation, the Academic Dean will assemble a team from various departments (marketing, academic operations, student services) to facilitate the implementation of the course. The Finance Manager will also ensure that tuition assurance coverage is in place.

6. Roles and Responsibilities

Role	Responsibilities
Academic Dean	- Initiates and oversees the course feasibility and benchmarking proposal. - Forms and leads the Course Development Team. - Coordinates with the Learning and Teaching Committee (LTC) and Course Advisory Committee (CAC). - Ensures course compliance with AQF, HESF, and accreditation requirements. - Prepares and revises course documentation for review and submission. - Acts as the primary contact for TEQSA and other regulatory bodies. - Oversees course implementation post-accreditation.
Governing Board (GB)	- Approves feasibility proposals and final course documentation. - Authorises submission to TEQSA and other bodies. - Ensures alignment with the institution's mission, vision, and strategic objectives. - Requests revisions or clarification if required before final approval.
Academic Board (AB)	- Conducts initial review of feasibility proposals. - Evaluates academic integrity and merit of course proposals. - Reviews and endorses course documentation before submission to GB. - Ensures quality and compliance with HESF.
Course Advisory Committee (CAC)	- Provides external expertise and industry insight during course design. - Collaborates with the Course Development Team. - Reviews curriculum and documentation. - Offers recommendations to the Academic Dean and AB.
Learning and Teaching Committee (LTC)	- Supports pedagogical design, learning outcomes, and assessment strategies. - Collaborates on course structure, workload, and delivery modes. - Reviews curriculum for academic rigour and teaching quality.
Course Development Team	- Designs and structures the course content and assessments. - Incorporates stakeholder, industry, and regulatory feedback. - Ensures alignment with AQF and accreditation standards. - Works closely with CAC, LTC, and Academic Dean throughout the process.
External Experts	- Review course documentation for academic quality, relevance, and compliance. - Provide independent feedback and recommendations. - Validate benchmarking against national and international standards.
CEO	- May be authorised to submit the TEQSA application. - Provides strategic oversight of course development outcomes. - Supports compliance and accreditation efforts.
Finance Manager	- Ensures that tuition assurance arrangements are in place prior to course implementation. - Supports financial feasibility considerations during planning.
Marketing, Academic Operations, and Student Services Teams	- Assist with implementation and promotion of the accredited course. - Ensure operational readiness for course delivery, including student support, enrolment systems, and resource allocation.

7. Authority and Compliance

File Number	HEP17

Status	Current
Approval Authority	Academic Board.
Legislative Compliance	- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act); - Education Services for Overseas Students Act 2000 (ESOS Act); - Australian Qualifications Framework (AQF); - Higher Education Standards Framework (2021); and - National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2018)
Supporting Documents	- CAIT Hi-Ed Unit Outline - CAIT Hi-Ed Constructive Alignment Document - CAIT Hi-Ed Lecture and Tutorial - CAIT Hi-Ed Course Advisory Committee ToR - CAIT Hi-Ed Learning Outcome Mapping - CAIT Hi-Ed External Expert Review Report Template
Related Documents	- CAIT Hi-Ed Course Review, Benchmarking and Continuous Improvement Policy and Procedures - CAIT Hi-Ed Learning and Teaching Plan - CAIT Hi-Ed Assessment Policy and Procedures - CAIT Hi-Ed Admission Policy and Procedure - CAIT Hi-Ed Compliance Management Policy and Procedure.
Higher Education Standards Framework (Threshold Standards) 2021	- Standard 1, ss 4 - 5 - Standard 3, ss 1 - 2 - Standard 5, ss 1 & 3 - Standard 6, ss 3 - Standard 7, ss 2
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	- Standard 1; ss 1 – 2 - Standard 2; ss 1 – 2 - Standard 3; ss 3 - Standard 5 - Standard 6; ss 1 - Standard 10; ss 1 – 4 - Standard 11; ss 2 - Standard 12; ss 1
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.
Effective Date	

Expiry Date	Not applicable
Next Review	3 Years from the effective date

8. Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Academic Board	7/3/2025	

Appendix 1: Course Development and Approval Procedure Flow Chart

The Planning Process
- Feasibility and Benchmarking Proposal
- Course Proposal Development
- The Course Documentation

Course Design
- Course Development Team Formation
- Consultation and External Input
- Professional Accreditation

Course Approval Process
- Course Curriculum Review by LTC and CAC
- Recommendation to Academic Board
- Feedback for Revision

Course Documentation
- Course Documentation Preparation
- External expert Review
- Post Review Revision
- Approval from the GB

TEQSA & Accreditation Submission
- TEQSA Application
- Course Accreditation Details
- Course Implementation