



Course Design, Development and Evaluation Policy and Procedure

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Investment Banking Institute Business School Pty Ltd ABN 46 142 988 921 (IBIBS)

Higher Education Provider Number. PRV 12188

Course Design, Development and Evaluation Policy and Procedure

1.0 Overview

The objective of this policy is to provide a framework for the design, development and evaluation of courses within Investment Banking Institute Business School Pty Ltd (“IBIBS”) in the context of maintaining academic standards and continuous quality improvement.

2.0 Course design and development

In designing courses, IBIBS adheres to the professional development standards indicated by academic research in its fields of expertise as well as the standards and guidelines established by peer higher education providers, professional bodies and peak industry associations. In line with these principles courses are designed to:

- provide students with accredited qualifications in their chosen field of study;
- provide a critically reflective theoretical and experiential learning context;
- extend students’ abilities to apply for and engage in a range of career options;
- integrate theory and practice in a dynamic learning environment;
- provide support to promote and foster personal and professional development.

The Dean is responsible for facilitating the course design and development process. To ensure quality in course design and content, courses are developed in consultation with a Course Advisory Committee which will be comprised of members from the following constituencies:

- professional bodies and peak industry associations;
- employer groups;
- academic staff from other higher education providers;
- academic staff of IBIBS;
- graduates and enrolled students of IBIBS.

A Course Advisory Committee is commissioned by the Academic Board to contribute advice and expertise to the initial development of a course and to support the ongoing review and monitoring of that course.

A Course Advisory Committee assists in identifying need and demand for a course and to assist academic staff with industry and content specific advice and guidance in the development of IBIBS courses.

Course development is grounded in an educational philosophy that emphasises the centrality of the learner within the learning process and which supports the personal and professional development of each student to foster innovation, critical thinking, and ethical and professional practice. IBIBS’s courses are structured to enable students to expand their professional interests across a range of related disciplines and enhance their future employment prospects.

Courses will be developed by IBIBS using the following process:

Step 1: Development of a business and academic case

The first step will involve the development and consideration of the strategic, business and academic case for the course in the form of a course proposal. The course proposal should include an analysis of:

- how the development of the proposed course helps achieve the strategic objectives of IBIBS;
- the demand and need for the course in industry and the broader community (underpinned by market research);
- the academic basis for the proposed course (underpinned by research into the body of knowledge);
- how the proposed course complements the present range of courses offered by IBIBS (having regard to the range of existing courses, the evidence of demand for the course and identified areas of industry and community need);
- forecast enrolments in the proposed course over the five-year period of accreditation;
- the capacity of IBIBS to deliver the proposed course;
- the cost to develop the course and, where necessary, the cost to develop the capability of IBIBS to deliver the course; and
- the financial case for developing the proposed course.

Step 2: Approval to proceed to course development

Based on the criteria outlined in Step 1, a course proposal is developed for presentation to the appropriate bodies within IBIBS's governance structure.

The Executive Management Committee will present the proposal to IBIBS's Board of Directors for approval. The Board of Directors will consider the proposal against the strategic objectives it has set and will review the financial implications of proceeding with development. The proposal may require that the Board of Directors revise IBIBS's strategic objectives in order for the course to fit into IBIBS's overall strategic planning. The Board of Directors will ensure that adequate funds are available to support the project if it is approved.

The Board of Directors may:

- support the proposal and recommend it be referred to the Academic Board for implementation;
- request further information regarding the proposal before making a final decision;
- reject the proposal as it is not compatible with the strategic plan or physical or financial resources of IBIBS.

Step 3: Academic Board actions course development

The Academic Board will consider the course proposal and convene a Course Advisory Committee to oversee the development of the course. The Academic Board may utilise an existing Course Advisory Committee (where one exists), modify the membership of a current Course Advisory Committee, or create a new Course Advisory Committee.

The Course Advisory Committee will consider the course proposal and during its deliberations will ensure that the course is:

- equivalent to a similar course delivered by an Australian university (supported by benchmarking);
- of a suitable quality and meets appropriate academic standards (supported by mapping against the attributes of a course at the same level as outlined in the Australian Qualifications Framework).

The Course Advisory Committee will consider and document the following key elements of the course design:

1. The courses aims and objectives;
2. The graduate destinations for those who have successfully completed the course;
3. The graduate attributes required to be successful in the context of points 1 & 2 above;
4. The body of knowledge that the course will draw on in the context of points 1-3 above;
5. The appropriate course structure and delivery mode(s) to deliver the outcomes envisaged in points 1-4 above;
6. The units of study that make up the course;
7. The learning outcomes for each unit of study;
8. How the graduate attributes in point 3 are developed through the individual units of study;
9. The overall assessment methodology for the course;
10. The rules for course completion.

Step 4: Creating course documentation for submission

Based on the deliberations of the Course Advisory Committee and the course specifications produced, the documentation of the course in the format required by the accreditation authority (TEQSA) [refer www.teqsa.gov.au/course-accreditation] can now proceed.

Step 5: Validating and approving the course accreditation application before submission

There are a number of steps that will be taken to validate the course documentation prior to submission to TEQSA. This validation is designed to pre-empt any concerns that the accreditation authority or its appointed external experts may raise about the course.

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1. The Course Advisory Committee will critically review the final draft of the course documentation and provide feedback to the course documenters.
2. The final draft of the application, incorporating the amendments recommended by the Course Advisory Committee, will be sent to one or more independent experts to critically read and provide feedback. The independent experts should be familiar with the discipline area of the course as well as the requirements for accreditation of higher education courses in the non self-accrediting sector. Any recommendations by the external experts are referred back to the Course Advisory Committee for validation before incorporation into the final application.
3. The final application is referred to the Academic Board for approval.
4. The final application, incorporating any amendments recommended by the Academic Board is presented to the Board of Directors for approval.
5. The application is lodged with the TEQSA.

3.0 Course evaluation

All courses offered by IBIBS are subject to ongoing monitoring and evaluation of content and course delivery mechanisms.

3.1 Evaluation of units of study

IBIBS will review annually each unit of study offered in accredited courses. The Academic Board requires the Teaching and Learning Committee to implement feedback mechanisms to evaluate the content, learning and assessment methodologies, the quality and adequacy of information provided to students and teachers and resources for each unit of study. The review should also take into account the clarity of purpose of the unit of study within the course, and data related to grade distributions and student progress.

Units of study will be evaluated at least once each year according to the following procedure:

- student and teacher feedback will be collated on each unit of study annually;
- feedback results will be collated and analysed by the relevant Course Coordinator who will generate unit-specific reports which will be presented to the Teaching & Learning Committee;
- The Teaching & Learning Committee makes recommendations to the Academic Board for endorsement;
- Endorsed recommendations will be implemented by the Dean in liaison with the Course Coordinator.

3.2 Annual review of courses

IBIBS is committed to an annual process of monitoring and reviewing courses. This review process will be conducted by the relevant Course Coordinator under direction of the Dean.

The annual review will generate a course-specific report for the relevant Course Advisory Committee. The annual review will address the following criteria:

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- student demand for the course (based on student enrolment statistics, market research and analysis);
- the range, depth, and currency of units of study available within the course;
- the quality, scope and adequacy of course-related information provided to students and prospective students;
- the appropriateness and flexibility of the course's methods of delivery in relation to student need and demand;
- analysis of significant trends drawn from student and teacher evaluation and feedback data.

The Dean is responsible for implementing annual course reviews in concert with the relevant Course Coordinator. Based on student and teacher feedback, the Course Coordinator will write an evaluation report for review by the relevant Course Advisory Committee. The Course Advisory Committee will decide on recommendations to be endorsed by the Academic Board. Endorsed recommendations will be implemented by the Dean in liaison with the Course Coordinator.

3.3 Three-yearly review of courses and constituent units of study

IBIBS is committed to a cyclical review of its courses by its discipline-specific Course Advisory Committees. The objective of these reviews is to ensure that a particular course's aim, structure, units of study, learning objectives, assessment activities, resources, study modes and delivery methods are monitored, evaluated and changed when and where necessary.

A review of courses offered by IBIBS is conducted by each Course Advisory Committee triennially in accordance with the course review schedule established by the Academic Board.

Course review processes will focus on the following criteria:

- review of course aims, structure, units of study, learning objectives, assessment activities, resources, study modes and delivery methods with reference to the AQF level for the course;
- adequacy, currency, and appropriateness of assessment practices and criteria;
- accountability for the conduct and delivery of the course;
- quality of student and teacher support services;
- role of the course within IBIBS's educational profile and its ongoing contribution to the mission and goals of IBIBS;
- The impact of similar courses on IBIBS's course offerings by competitor higher education providers;
- The systematic collection and analysis of data relating to admission and enrolment statistics, deferral, withdrawal and retention rates, student results per unit, graduate employability, feedback from professional bodies and peer review processes.

Recommendations arising from the review process will be presented by the Course Advisory Committee to the Academic Board for endorsement. Endorsed

recommendations will be implemented by the Dean in liaison with the Course Coordinator.

4.0 Ongoing evaluation of delivery and assessment methods

Ongoing monitoring and reviewing course delivery and assessment enables IBIBS to:

- evaluate the quality of delivery methods;
- monitor and review the assessment system and instruments;
- identify areas of strength and areas for improvement, and strategies to address these;
- document improvements over time.

IBIBS is committed to ensuring that the processes for course delivery and the monitoring of assessment systems lead to continuous improvement.

Processes for continuous monitoring and evaluating courses include:

Student feedback:

Students provide continuous feedback throughout the duration of a course. Feedback forms are distributed during selected units of study and at the conclusion of a course and are anonymous. The feedback forms are read and evaluated by the Course Coordinator who, in turn, provides a comprehensive summary on feedback received from students to the Teaching and Learning Committee.

Student representation on the Teaching and Learning Committee:

IBIBS fosters input and feedback on course content and delivery mechanisms, and administrative and support systems via student representation on the Teaching and Learning Committee.

Teaching Staff Feedback:

Teaching staff are provided with opportunities for evaluation of units of study as well as the teaching and learning environment. Teaching staff have direct and frequent access to their peers and their Course Coordinator to facilitate the exchange of information and to maximise communication. Meetings of teaching staff are opportunities to review policy and procedure in relation to course delivery and assessment.

Moderation of Assessment:

Moderation of assessment is conducted to ensure consistency, equity and fairness in assessment practices (Refer section 8 of *Quality Assurance Framework*).

Teaching and Learning Committee:

The Teaching and Learning Committee is responsible for monitoring student progress; reviewing outcomes of student feedback; reviewing student results and reporting to the Academic Board. The Teaching and Learning Committee makes recommendations to the Academic Board on changes to existing courses, including matters pertaining to delivery.

Course Advisory Committee:

Each Course Advisory Committee reviews, monitors and assesses the achievement of the course's aims and learning outcomes and ensures the ongoing currency and relevance of curriculum and course objectives.

Academic Board:

The Academic Board is responsible for the achievement of educational objectives, the development and implementation of academic policy and monitoring of the teaching and learning environment.

5.0 Course review guidelines

In reviewing courses and their constituent units of study, reviewers (nominated Committee members, independent experts and relevant academic staff) are provided with the following guidelines to assist in monitoring and evaluation processes. The guidelines provide a standardised format to facilitate analysis of data and the generation of critical issues for reporting purposes.

Reviewers should begin evaluation processes by asking the following questions:

- what are the intended outcomes of the course?
- how do course outcomes relate to external benchmarking standards, the AQF, and professional and industry body requirements?
- how do the units of study contribute to the overall aim of the course?

Reviewers should assess the planning and deliberative processes through which course outcomes were originally determined and how the course was designed to enable outcomes to be achieved. To this extent, reviewers should ask:

- how does IBIBS ensure that course content enables students to achieve the intended learning outcomes?
- how does IBIBS ensure that the design and organisation of the course is effective in promoting student learning and achievement of the intended learning outcomes?

Reviewers should consider the information available to students, teachers and staff. They should consider how unit specifications are used to promote understanding about the unit outcomes and the other strategies used to communicate information. Reviewers should ask:

- how are the intended outcomes for a unit of study and its constituent parts (eg; assessment methodology) communicated to students and teaching staff?
- do students know what is expected of them?

Reviewers should evaluate how the assessment process enables the unit outcomes to be demonstrated and assessed objectively. Reviewers should ask:

- does the assessment process enable learners to demonstrate achievement of the specified learning outcomes?
- are there criteria that enable examiners to distinguish between different categories of achievement?

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- is the reviewer confident in the security and integrity of the assessment procedures employed?
- does the assessment strategy have an adequate formative function in developing student abilities?

In the Final Report, reviewers should provide a critical evaluation of the course and its units of study backed by supporting documentation. Reviewers should address the following questions:

- Does the design and content of the course encourage achievement of the intended learning outcomes in terms of: knowledge and understanding, cognitive skills, unit-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?
- Is there documentation that the course content and design is informed by recent developments in techniques of teaching and learning, by current research and scholarship, and by any changes in relevant occupational and professional requirements?

6.0 Course change process

The following procedures are in place to effect changes to the course and delivery system.

The Dean drives the change process.

Step 1: Reviewers consult stakeholders regarding the proposed changes. Stakeholders include: students; academic staff; administration staff; student support staff; the Course Advisory Committee; and the Academic Board.

Step 2: Reviewers submit a proposal to working committees of IBIBS for input. Depending on the nature of the change, these committees include the following:

- Teaching and Learning Committee
- Course Advisory Committee

Step 3: Reviewers submit proposals to the appropriate Committee for formal endorsement and approval. This requires a submission to the Course Advisory Committee for advice, a report to the Teaching and Learning Committee for endorsement, and then final approval by the Academic Board.

Step 4: Reviewers liaise with the Dean to ensure that all administrative processes and requirements are completed for implementation of changes. This includes changes to student information, the website and marketing and promotional materials. All changes must comply with IBIBS policies and Academic Board directives.

Step 5: The Dean ensures that appropriate notification is communicated to students prior to implementation. The minimum information that is communicated concerns: a rationale for the changes, details of the specific changes, and changes to student's database records if required.

Step 6: Throughout the change process, the Dean monitors risk management implications, including: the relationship of the changes to IBIBS's mission and goals; issues related to course resourcing; the impact on compliance with regulatory requirements; consistency with IBIBS's policies; impact of changes on academic staff and students and the provision of sufficient notification and support.

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7.0 Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	6 March 2013	Adoption of new QAF

Document owner: Dean

8.0 Next review Date

The next review date for this Policy is 3 years from the Approval date.