

Course Design Policy

Purpose

1. This Policy outlines the framework for the design of higher education courses delivered by Global Higher Education (GHE) in accordance with the requirements of the *Higher Education Standards Framework (Threshold Standards) 2021* and the *Australian Qualifications Framework (AQF)*.

Scope

2. This Policy applies to the design of all higher education courses delivered by GHE.
3. For provisions in relation to course governance and approvals see the **Course Development, Approval, Amendment and Discontinuation Policy**.

Definitions

4. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

5. This Policy is linked to the
 - a) Course Design Procedure: Graduate Attributes;
 - b) Course Design Procedure: Course and Unit Coding.

Policy

Principles

6. Teaching and learning is the core focus of GHE and this is demonstrated through a commitment to the *Higher Education Standards Framework (Threshold Standards) 2021* in teaching and assessment, the provision of high-quality learning resources, the delivery of personalised academic support, and the provision of opportunities for students to engage with industry and workplace mentors and/or partners.
7. This core focus is characterised by:
 - a) a student-focussed constructivist approach to teaching which builds on students' prior knowledge, with a focus on scaffolded content delivery, from knowledge and skill acquisition through to application, all of which is reflected in the Course Learning Outcomes;
 - b) curricula that are relevant, contemporary and informed by research and scholarship in the discipline;
 - c) an inclusive and stimulating learning environment that incorporates face-to-face delivery, access to integrated learning technologies and work-based learning directed towards career-ready graduates;
 - d) graduate attributes aligned with the objective of providing graduates with discipline knowledge and skills to equip them for employment and life-long learning.

Course and unit design

8. All courses of study are developed by the Course Development Advisory Committee under delegation from the Academic Board and are subject to independent expert external review as part of the design and development process.
9. Internal approval of the course is undertaken according to the provisions in the **Course Development, Approval, Amendment and Discontinuation Policy** and is independent of the staff directly involved in its design and delivery.
10. Courses are designed with reference to GHE's strategic direction and current and expected future demand. Course design is guided by contemporary research and scholarship in the discipline, with an emphasis on external benchmarking and industry consultation to ensure that courses, and the Course Learning Outcomes, meet the expectations and needs of students, industry, and professional and regulatory accrediting bodies.
11. All courses and units must have clear demonstrable learning outcomes and align with the relevant level of the AQF.
12. Each course of study comprises a number of units which may be core or elective. Each unit includes a discrete set of unit learning outcomes, content, methods and assessment which are aligned to the course learning outcomes. Each unit consists of individual topics of study, unique to each unit.
13. Wherever practicable and appropriate, courses include a Work-Integrated Learning (WIL) opportunity to expose students to the context and requirements of professional practice (see **Work-Integrated Learning Policy**).
14. All GHE AQF Level 9 courses will include one core research project unit as a capstone unit for the course.
15. The expected duration of the course must not exceed the time required to complete the course on a full-time study basis and should include any holiday periods or work-based training.
16. GHE recognises that there is an ongoing need for development and change within courses of study. Any decision to amend or develop new units within a course must:
 - a) reference ongoing course and unit quality assurance outcomes, external benchmarking and the outcomes of industry consultation;
 - b) be undertaken under the provisions of the **Course Development, Approval, Amendment and Discontinuation Policy**, and the **Course Teach-Out Policy**.

Overseas Students

17. Where a course is to be offered to overseas students:
 - a) it must not be delivered exclusively by online or distance learning;
 - b) no more than one-third of the units may be delivered by distance or online learning
 - c) GHE must ensure that in each compulsory study period for a course, the overseas student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.

Graduate Attributes

18. Consideration of GHE's Graduate Attributes is integral in the design of GHE courses.
19. GHE Graduate Attributes are nested in the values of the organisation and are designed to ensure that students graduate with the capacity to participate actively, ethically and responsibly in a global, changing world. Graduate Attributes are intended as a framework to be interpreted and defined more precisely in the context of each course and its learning outcomes.

21. Graduate Attributes:
 - a) must be aligned with the *Higher Education Standards Framework (Threshold Standards) 2021* and the AQF;
 - b) are designed to ensure that each attribute can be taught and assessed, so that their gradual development can be measured and documented.
22. GHE's Graduate Attributes, and the processes for their implementation and review, are outlined in the **Course Design Procedure – Graduate Attributes**.

Awards and nomenclature

23. A course of study at GHE leads to an AQF-compliant degree which is approved by the Academic Board and the Board of Directors and accredited by TEQSA.
24. Awards are conferred upon completion of the relevant course requirements consistent with the **Qualifications Issuance and Graduation Policy** and in line with the course title as represented on the TEQSA National Register.
25. A course is identified internally at GHE by a course name and code, as outlined in the **Course Design Procedure – Course and Unit Coding**, with a specified number of credit points and normal course duration relevant to the qualification.

Entry requirements

26. The establishment of entry requirements for courses, including English Language requirements, is informed by:
 - a) external referencing, which includes:
 - i. sector practice and benchmarks;
 - ii. contemporary research in relation to student success;
 - iii. the level of the course as outlined in the AQF;
 - b) outcomes from internal quality assurance, primarily Student Cohort Monitoring.

Credit points and expected student workload

27. Most core and elective units are fifteen (15) credit points each, with sixty (60) credit points (or four units) constituting a Full-Time Load in each semester.
28. For each fifteen (15) credit points of study it is expected that students will complete between 120 and 160 hours of study across a semester.
29. The only exceptions to the standard credit point structure are as follows:
 - a) research project units are usually sixty (60) credit points each, and on their own, constitute a Full-Time Load in a semester;
 - b) Work Integrated Learning units are usually thirty (30) or sixty (60) credit points each.
30. The standard Master's by Coursework has a volume of learning of 240 credit points.

Unit prerequisites

31. The use of prerequisite units should be minimised and only introduced to increase flexibility in course progression.
32. Unit prerequisites may be included in a course where a student's success in a unit is dependent on prior knowledge that must be demonstrated by successful prior completion of a specified unit within the course.

Unit design, teaching and assessment

33. Learning resources are the facilities, learning technologies, texts and library services available to students and to teaching staff to supplement and enhance curriculum delivery and assessment.

34. GHE understands that the appropriate selection and integration of learning resources in conjunction with relevant, contemporary content and sound pedagogy is integral to student success.
35. Learning resources are selected, designed and developed to enable students to succeed in units and courses of study and must:
 - a) meet a stated curricular or pedagogical need;
 - b) support and enhance pedagogy;
 - c) support the quality of the student experience and take into consideration issues of accessibility for disability and diverse learning needs;
 - d) foster continuous renewal and innovation in higher education delivery while catering to the needs of GHE's student cohort;
 - e) be sustainable and scalable;
 - f) if at an additional cost to the student, be affordable and accessible;
 - g) align with GHE's strategic goals.
36. The currency, value and pedagogical impact of learning resources must be considered during course design and reviewed as part of quality monitoring and review.
37. The assessment regime for individual units is integral to the overall design of a course. Assessment design must be mapped to unit and course learning outcomes, Graduate Attributes, and external requirements from professional bodies or registration authorities, as outlined in the **Assessment Policy**.

Nested awards (exit points)

38. GHE is committed to ensuring that all students are rewarded for study successfully completed.
39. Each GHE accredited course of study may specify a nested entry or exit point appropriate to the accredited course.
40. Each nested qualification must be approved as a stand-alone award by the Academic Board and Board of Directors, and accredited by TEQSA.

Associated information

Related Internal Documents	<p>Course Design Procedure – Course and Unit Coding</p> <p>Course Design Procedure - Graduate Attributes</p> <p>Admissions Policy</p> <p>Assessment Policy</p> <p>Course Development, Approval, Amendment and Discontinuation Policy</p> <p>Course Teach-Out Policy</p> <p>Enrolment Policy</p> <p>Qualifications Issuance and Graduation Policy</p> <p>Quality Assurance Policy</p> <p>Student Disability Policy</p> <p>Work-Integrated Learning Placement Policy</p> <p>Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education Quality Standards Agency Act 2011</i></p> <p><i>Higher Education Standards Framework (Threshold Standards) 2021</i></p> <p><i>TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment), Version 1.3</i></p> <p><i>Education Services for Overseas Students (ESOS) Act 2000</i></p> <p><i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i></p> <p><i>Disability Standards for Education 2005</i></p> <p><i>Australian Qualifications Framework 2013</i></p>
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Change history

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Change Summary	22-Jan-20	V1.0 Draft considered by Academic Board (AB) 7-Feb-20 with major revisions requested
	30-Jun-20	V1.1 Revised draft approved by AB as Flying Minute incorporating requested revisions, editorials and administrative updates with minor amendments
	1-Jul-20	V1.2 Revised version incorporating requested amendments by AB endorsed by BoD 10-Jul-20
	9-Dec-21	V1.3 revised for HESF 2021 and administrative updates
	29-Jun-23	V1.4 added cl 15 approved by CEO/AD 29-Jun-23 and administrative updates following TEQSA registration

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