# NEW COURSE APPROVAL FORM

| General Information | |
|---|---|
| **Name of Course:** | |
| **Abbreviation:** | |
| **Course Code:** | |
| **AQF Level:** | |
| **Duration:** | |
| **Broad Field of Education:** | |
| **Narrow Field of Education:** | |
| **Academic Colours:** | |
| **Accreditation Requirements:** | |
| **CRICOS Approval Required:** | |

| Course Development Process – Status | |
|---|---|
| **Initial New Course Development Form approved by BoD** | DATE |
| **Academic Board approved delegation to CDAC** | DATE |
| **Reporting of CDAC to AB** | DATE PERIOD |
| **External Course Review Conducted By** | NAME |
| **External Course Review Considered by AB** | DATE |
| **AB Approval and Recommendation of Course to BoD for Endorsement** | DATE |
| **BoD Endorsement of Course and Approve Business Case via New Course Approval Form** | DATE |
| **Accreditation by TEQSA** | DATE |

# SECTION 1: BUSINESS CASE

**<< INSERT BUSINESS CASE HERE>>**

Clauses 11 and 12 of the Course Development, Approval, Amendment and Discontinuation Policy provide the following guidance for preparing a Business Case.

11. The function of the business case is to ensure that:
    a) the proposed course is:
       i) aligned to, and will contribute to achievement of, the GHE Strategy;
       ii) financially viable;
    b) GHE has the ability to apply and sustain adequate resources required for the successful delivery of the course, including ensuring that an appropriate staffing profile and levels are maintained to provide a learning environment aligned to the requirements of the course, and to enable the achievement and demonstration of student learning outcomes.
12. The full business case will therefore include at a minimum;
    a) review and analysis of available datasets for student enrolments including commencements in the relevant field of education in Australian higher education to demonstrate current and future demand;
    b) potential outcomes for graduates of proposed courses including employer and industry demand and projected occupations, the communities they may live in and the organisations they may work in, referencing relevant government and industry reports;
    c) analysis of potential markets for the proposed course in Australia and internationally;
    d) identification of points of difference from Australian competitors and analysis of course streams, student numbers and provider type;
    e) data on projected growth in non-University Higher Education Provider (NUHEP) competition based on authoritative sources;
    f) financial projections under three scenarios (worse case, balanced, best case);
    g) analysis of resourcing requirements including new staff, new units and infrastructure.

## SECTION 2: ACADEMIC CASE

| Course Learning Outcomes |
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| Expected Graduate Employment Opportunities | |
|---|---|
| **Career** | **Details** |
| | |
| | |
| | |

| Pathways to Further Learning |
|---|
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## 2.1 – COURSE DELIVERY

### 2.1.1 Delivery Mode

Tick all applicable delivery modes for the course:

☐ Face to face on site

☐ E-learning (online)

☐ Intensive/block mode (where the unit or a face-to-face component is delivered in a block)

☐ Mixed/blended

☐ Distance/independent learning (untimetabled)

### 2.1.2 Attendance Type

| **Domestic Students** | **International Students** |
|---|---|
| ☐ Full-time | ☐ Full-time |
| ☐ Part-time | ☐ Part-time |
| ☐ External | ☐ External |
| ☐ Fast track | ☐ Fast track |
| ☐ Other (please specify) | ☐ Other (please specify) |
| | |

### 2.1.3 Expected Student Workload

|  | No. Timetabled Hours | No. Personal Study Hours | Total Workload Hours p/w |
|---|---|---|---|
| **Per x credit point unit** |  |  |  |
| **Per x credit point unit** |  |  |  |
| **Per x credit point unit** |  |  |  |

### 2.1.4 Duration

| Expected Duration | | Maximum Duration |
|---|---|---|
| **Full-Time:** |  |  |
| **Part-Time:** |  |  |

### 2.1.5 Admission Requirements

|  | Domestic Applicants | International Applicants |
|---|---|---|
| **Prior Qualifications:** |  |  |
| **English Language Proficiency:** |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
| **Special Requirements:** |  |  |

### 2.1.6 Articulation Arrangements

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### 2.1.7 Compulsory Requirements for Completion

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### 2.1.8 Exit Pathways

| Name of Award | AQF Level | Accreditation Requirements | Requirements for Completion |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

## 2.2 – COURSE STRUCTURE

### 2.2.1 National and International Comparators

| Number of Comparators: | Domestic | | International: | |
|---|---|---|---|---|
| List of Comparators: | | | | |
| Rational for comparators: | | | | |
| Overview of findings: | Structure | | | |
| | Entry Requirements | | | |

### 2.2.2 Credit Points

| # Units | @ # Credit Point Value | Total Course Credit Points |
|---|---|---|
| | | |
| | | |
| Total | | |

### 2.2.3 Course Outline

| Year 1 | | | |
|---|---|---|---|
| **Semester 1** | **Type** | **Code** | **Credit Points** |
| | | | |
| | | | |
| | | | |
| | | | |
| **Semester 2** | **Type** | **Code** | **Credit Points** |
| | | | |
| | | | |
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| Year 2 | | | |
|---|---|---|---|
| **Semester 1** | **Type** | **Code** | **Credit Points** |
| | | | |
| | | | |
| | | | |
| | | | |
| **Semester 2** | **Type** | **Code** | **Credit Points** |
| | | | |

### 2.2.4 Focus Areas and Electives (if applicable)

| Focus Area | Elective Name | Code | Credit Point |
|---|---|---|---|
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### 2.2.5 Research Component (AQF Level 9 only)

AQF Level 9 (coursework) qualification type descriptors in relation to research and scholarship are met via assessment within the following units (indicated by orange cell):

| AQF Descriptor | Unit | | | |
|---|---|---|---|---|
| Knowledge of research principles |  |  |  |  |
| Knowledge of research methods |  |  |  |  |
| Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship |  |  |  |  |
| Plan and execute a substantial research-based project, capstone experience or piece of scholarship |  |  |  |  |

## 2.3: CONSTRUCTIVE ALIGNMENT

### 2.3.1 Rationale for how assessment tests the achievement of the different learning outcomes

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|  |

## 2.3.2 Course to Unit to Assessment Mapping

| **<<INSERT COURSE NAME>>** CLO : ULO : ASS Mapping | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| **UNIT** | **ASSESSMENT** <br> (I = Individual, G = Group) | **CLO1** <br> **<<INSERT TEXT OF CLO>>** | **CLO2** <br> **<<INSERT TEXT OF CLO>>** | **CLO3** <br> **<<INSERT TEXT OF CLO>>** | **CLO4** <br> **<<INSERT TEXT OF CLO>>** | **CLO5** <br> **<<INSERT TEXT OF CLO>>** | **CLO6** <br> **<<INSERT TEXT OF CLO>>** |
| **<<INSERT UNIT CODE AND NAME** | | | | | | | |
| I | ASS1. <<Type of Assignment>> | ULO1 | | | ULO1 | | |
| G | ASS2. | | ULO2 | ULO2 | ULO2 | ULO2 | |
| I | ASS3. | ULO3 | ULO3 | | ULO3 | ULO3 | |
| **MIT9900 CLOUD SECURITY** | | | | | | | |
| I | ASS1. Blog post | ULO1 | ULO1 | | | | |
| I | ASS2. Essay | ULO3 | ULO2 | ULO2 | ULO3 | | |
| G/I | ASS3. Report | | | ULO4 | ULO4 | ULO4 | |
| **REPEAT for ALL units** | | | | | | | |
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templates for all mapping located at Pinpoint DocID 3221

## Assessment Mapping

| UNIT | INDIVIDUAL / GROUP (I / G) | ASSESSMENT | WK1 | WK2 | WK3 | WK4 | WK5 | WK6 | WK7 (Exam/Ass) |
|---|---|---|---|---|---|---|---|---|---|
| **<<INSERT COURSE NAME>> ASSESSMENT MAPPING** | | | | | | | | | |
| **SEMESTER 1 — TEACHING PERIOD 1** | | | | | | | | | |
| YEAR 1 | | | | | | | | | |
| **<<INSERT UNIT CODE AND NAME>>** | | | | | | | | | |
| | I | ASS1. <<insert assessment type>> | 10 | | | | | | |
| | I | ASS2. Essay | | | 40 | | | | |
| | G/I | ASS3. Case analysis & pres | | | | | | 50 | |
| **MIT9800 FOUNDATIONS OF PROGRAMMING** | | | | | | | | | |
| | I | ASS1. Programming Exercise 1 | 10 | | | | | | |
| | I | ASS2. Programming Exercise 2 | | | | 40 | | | |
| | I | ASS3. Lab Test (Exam) | | | | | | 50 | |

*(Table continues across Teaching Period 2, Semester 2 — Teaching Period 3 and Teaching Period 4, each with weeks WK1–WK7 (Exam/Ass), including further YEAR 2 rows.)*

## 2.3.3 Rationale for relationship between course learning outcomes, GHE graduate attributes, AQF level specifications, unit learning outcomes.

Curriculum alignment captures the dynamics between the program structure and the student's learning.[1] This is supported by Fraser and Bosanquet (2006)[2] who identified four different levels of curriculum alignment. First, there is the content and structure of an individual unit. Second, is the content and structure at the course level. At the third level is the curriculum as understand by the student's learning experience and finally, the fourth level, were curriculum is co-constructed by the educator and the student.

In devising the Global Higher Education (GHE) programs a guiding principle is to focus on the dynamic between program structure and the student's learning. From that starting point the program is built to deliver the respective Course Learning Outcomes (CLO) for each degree.

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[1] Leoniek Wijngaards-de Meij & Sigrid Merx (2018) Improving curriculum

alignment and achieving learning goals by making the curriculum visible, International Journal for Academic Development, 23:3, 219-231, DOI: 10.1080/1360144X.2018.1462187

[2] Fraser, S., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education, 31*(3), 269–284. doi:10.1080/03075070600680521

At the program level, and according to Biggs and Tang (2007), there must be constructive coherence between teaching, learning and assessment[3]. Central to achieving alignment in the Masters courses has been the development of course learning outcomes then subsequently unit learning outcomes. This was informed by Anderson and Krawthol's (2001)[4] revision of Bloom's Taxonomy. Its two-dimensional mapping of four knowledge types (progressing from factual through to metacognitive) and six cognitive processing skills (progressing from remember through to create) served as the conceptual framing for GHE's guide to course design and development, '*Course Design Policy'.*

## Graduate Attributes and Course Learning Outcomes mapped to AQF Level

<< include any description as necessary for mapping>>

**Table 1: GHE Graduate Attributes and AQF Level**
*AQF Level 9 used as example*

| Graduates of Global Higher Education will display the following attributes: | AQF Level 9 |
|---|---|
| **1. Knowledge-based professionalism**<br><br>Graduates will have an in-depth knowledge of their field of study and an ability to apply that knowledge in practice at a professional level appropriate to the level of study, discipline, or profession. | **Purpose:** To qualify individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning. |
| **2. Critical and creative thinking**<br><br>Graduates need to be creative and critical thinkers across a range of problems. | |
| **3. Problem-solving**<br><br>Graduates will be effective problem-solvers, capable of leading and applying logical solutions. | Having a body of knowledge that includes an understanding of recent developments in a discipline and/or area of professional practice and the ability to reflect critically on the theory and practice. |
| **4. Skilled communication**<br><br>Graduates will be able to communicate effectively across a range of contexts and will have developed competences in information literacy. | Cognitive, technical and creative skills to investigate analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice. |

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[3] Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university*. New York, NY: Society for

Research into Higher Education & Open University Press.

[4] Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.

| 5. Socially responsible | |
|---|---|
| Graduates will act ethically, with integrity and social responsibility. | |

**Table 2 Course Learning Outcomes for the Course mapped against AQF Level**

*Master of Business (Analytics) AQF Level 9 used as example*

| Course name: | **Master of Business (Analytics)** | |
|---|---|---|
| **Delivery site(s):** | | |
| **Delivery mode(s):** | | |
| | **AQF Specification** | **Course Name** |
| **AQF specification** <br><br> **Level x** | The Masters Degree qualifies individuals who will have specialized knowledge and skills for research, and/or professional practice and/or further learning. | The Master of Business (Analytics) aims to develop in graduates the ability to work with data to inform decision-making within organisations; while at the same time being cognisant of the fundamentals of management practice and contemporary leading edge thinking in co-creation, communication and change to achieve business outcomes. The Masters will prepare graduates for practice or further learning. |
| **Knowledge** | Graduates of a Masters Degree will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice. | Graduates of the Master of Business (Analytics) will be able to: <br><br> apply a broad, coherent and integrated knowledge of business theory and practice in a management context. In addition, graduates will have the knowledge appropriate to working with data to achieve organisational goals. |
| **Skills** | Graduates of a Masters Degree will have expert, specialized cognitive and technical skills in a body of knowledge or practice to independently: analyse critically, reflect on and synthesise complex information, problems, concepts and theories; research and apply established theories to a body of | Graduates of the Master of Business (Analytics) will have the essential skills to solve a variety of problems in business through working with big or small data, including descriptive, predictive, and prescriptive techniques. |

| | knowledge or practice; interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences. | Graduates will develop the interpersonal skills required to be an effective team player/manager and practice skills that synthesise information for effective decision making in organisations. |
|---|---|---|
| **Application of knowledge and skills** | Graduates of a Masters Degree will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner. | Graduates of the Master of Business (Analytics) will be able to: analyse key areas of contemporary business (e.g. people, finance, strategy, innovation, communications, change management) and apply knowledge and skills within an organisation while being seen as an accomplished driver of an organisation's success through professional practice.<br><br>This drive will spread beyond the organisation to its stakeholders and wider community as the graduate's experience grows. |

| | **<<INSERT COURSE NAME>> MAPPING TO DEMONSTRATE HOW THE LEARNING OUTCOMES ENCOMPASS SKILLS (STANDARD 1.4.2a-d)** | | | | | | |
|---|---|---|---|---|---|---|---|

| UNIT | UNIT LEARNING OUTCOME | Specific knowledge and skills | The application of knowledge / skills | Generic Skills | Knowledge and skills for employment | Knowledge and skills for further study | Skills in independent/ critical thinking |
|---|---|---|---|---|---|---|---|
| **<<INSERT UNIT CODE AND TITLE..** | | | | | | | |
| | ULO1. <<Insert text of ULO>> | X | X | X | | | |
| | ULO2. | | | | X | X | |
| | ULO3. | X | | | | X | X |
| **MIT9800 FOUNDATIONS OF PROGRAMMING** | | | | | | | |
| | ULO1. Devise and apply pseudocode/algorithms to create simple business applications | X | X | | | | |
| | ULO2. Apply an Integrated Development Environment software to design, develop, debug and test code | | X | X | X | | |
| | ULO3. Substantiate the use of the Object-Oriented Programming (OOP) to optimize the utility of the software | | X | X | X | | X |
| | ULO4. Create Python applications to interact with various persistence frameworks | X | X | | X | | X |
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