

Course Development and Advisory Committee Terms of Reference

Purpose

1. Through the establishment of an Academic Board under the delegation of the Board of Directors, the Academic Board establishes a standing committee of the Academic Board, the Course Development and Advisory Committee (CDAC).
2. The key functions of the CDAC are to:
 - a) provide Academic Board with input from industry-based representatives and disciplinary experts for:
 - i. the development of new units and courses;
 - ii. ongoing advice in relation to existing units and courses.
 - b) the implementation of approved changes to curriculum arising from internal course monitoring and/or external comprehensive reviews.
3. Comprehensive review of courses are undertaken by external disciplinary experts at a minimum of once every five years.

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>

Principles

5. The CDAC operates according to the following principles at all times:
 - a) the CDAC is a Committee of Academic Board;
 - b) the CDAC reports to and is accountable to the Academic Board;
 - c) the CDAC is established as a forum for the development of full course proposals, disciplinary and professional input and advice for existing units and courses and the implementation of changes to curriculum arising from monitoring and review of accredited courses on the advice of Academic Board;
 - d) linkages are maintained between the CDAC, the Teaching, Learning and Quality Committee (TLQC), the Academic Board and management to support the development and review of GHE courses.

Membership

6. The CDAC will comprise no less than five members and not more than eight members comprised of independent and ex officio members as follows:

Independent members

- a) an independent member of the Academic Board, as Chair;
- b) at least one independent member with senior relevant industry experience aligned to the courses being developed or reviewed with experience in higher education course design;

- c) at least one independent member from an established, registered Australian higher education provider or university with senior academic expertise in the GHE course disciplines relevant to the courses being developed or reviewed.

Ex officio members

- d) the Academic Director;
- e) Course Coordinators, one to represent each of the GHE courses.

Appointment

7. The Chair's appointment is aligned with their appointment to the Academic Board.
8. Independent members will be appointed by the Academic Board and shall not serve more than three consecutive terms unless a resolution is passed by the Academic Board enabling that person to do so.
9. Additional independent members may be co-opted where required for the development or review of specific courses.
10. Ex officio members shall remain members of the Committee for the period they hold specific office.
11. The terms of appointment may be adjusted to ensure that positions do not become vacant at the same time. Such adjustments must be approved by the Chair and reported to the Board of Directors.

Code of conduct

12. All members must meet the 'Fit and Proper Persons Requirements' as required by the *Tertiary Education Quality and Standards Agency Act 2011* and the *Education Services for Overseas Students Act 2000*.
13. All members must declare any real or perceived conflict of interest through a declaration of interests and conflicts prior to their appointment and as an ongoing obligation should a real or perceived conflict arise.
14. All members must act in the best interests of GHE and perform their duties in line with the interests of GHE.

Terms of reference

15. The CDAC is responsible for reporting and making recommendations to the Academic Board on the development of new GHE higher education courses and for ongoing advice in relation to existing and accredited GHE courses to ensure the following:
 - a) the design of new or the review of existing courses and units meets applicable regulatory standards as outlined in the *Higher Education Standards Framework (Threshold Standards) 2021*, the *Australian Qualifications Framework* and any relevant professional accreditation standards that may apply;
 - b) that course development and review is undertaken in line with GHE's policy framework including the **Course Design Policy, Course and Unit Review Policy, and Course Development, Amendment, Approval and Discontinuation Policy**;
 - c) the development of new courses or review of existing courses takes into account and reflects the diversity of the student cohort and learning needs associated with student cohort;

- d) the course design is coherent including the integration and alignment of learning outcomes, assessment and graduate attributes with the applicable level(s) of the *Australian Qualifications Framework*;
- e) all course elements are specified in line with Standards 1.4 and 3.1 of the *Higher Education Standards Framework (Threshold Standards) 2021*;
- f) rules for admission and other entry requirements for new courses enable the achievement and demonstration of intended learning outcomes;
- g) that the design of courses has taken into consideration benchmarks against domestic and international comparators;
- h) that courses are scaffolded to achieve student progression and that learning outcomes include both disciplinary skills and knowledge and generic skills including communication skills, critical thinking skills and problem-solving skills as relevant;
- i) that the design of courses and assessment regimes takes into consideration and mitigates risks to academic quality and integrity;
- j) courses are aligned to industry needs and that the design and curriculum reflects any professional accreditation or industry requirements for entry into professional memberships;
- k) the design and delivery of work-integrated learning (WIL) is robust and aligned to the learning outcomes of each course and can be resourced and coordinated appropriately;
- l) courses are designed to reflect relevant, current, established and emerging academic theory, research, scholarship and practice;
- m) the course design takes into account evidence-based pedagogical theory and best practice in teaching and learning methodologies;
- n) the design of courses takes into account current and projected resources required to deliver the course/s and is aligned to the GHE Strategic Plan, mission and values as approved by the Board of Directors;
- o) that the course development and/or review process considers (where relevant):
 - i. trends in industry and applicable professions that can inform new or significantly revised course and unit content;
 - ii. review of available market data as to job trends which can inform the skills and knowledge outcomes required of graduates from the course;
 - iii. changes in external policy, legislation, regulation or professional practice and standards, which may require the amendment of the course(s);
 - iv. the scope and nature of proposed changes and any impact to current course accreditation including teach-out or transition;
 - v. trend data relevant to student performance and outcomes over the duration of delivery.
- p) the completion of proposed course materials accompanied by the Course Approval Form for consideration of the Academic Board;
- q) that the final version of course proposals is aligned with the business case, in liaison with the Chief Executive Officer;
- r) that reports are provided to the Academic Board after each meeting of the Committee to advise on progress, and identification of issues that may arise.

Sub-committees

16. The CDAC does not have the authority to establish sub-committees or delegate powers.

Quorum

17. At least four members including the Chair form a quorum.
18. In the case of a deadlocked decision, the Chair may exercise a casting vote to enable a decision to be made.

Meetings

19. Meetings of the CDAC should precede meetings of Academic Board and will be held as required to acquit its Terms of Reference.
20. A minimum of two meetings will be held per year.
21. All meetings must be scheduled through the Annual Academic Board and CDAC Work Plan.
22. A dedicated minute taker must attend and take minutes at every meeting.
23. Committee papers must be distributed at least 7 days prior to all meetings, although late papers may be circulated on a need's basis.
24. Meetings can take place via electronic / digital communication tools or face-to-face.
25. The Chair may appoint an acting Chair during an absence.

Associated information

Related Internal Documents	Governance Framework Terms of Reference Board of Directors Terms of Reference Academic Board Terms of Reference Audit and Risk Committee Terms of Reference Teaching, Learning and Quality Committee Delegation of Authority Policy and Schedule Course Development, Approval, Amendment and Discontinuation Policy Course Design Policy Course and Unit Review Policy Glossary of Terms
Related Legislation, Standards and Codes	<i>Corporations Act 2001</i> <i>Tertiary Education Quality and Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>Education Services for Overseas Students Act (ESOS) 2000</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Australian Qualifications Framework 2013</i>
Date Approved	20 December 2019
Date Endorsed	21 February 2020
Date of Effect	21 February 2020
Date of Review	June 2026
Approval Authority	Academic Board
Policy Custodian	Governance Officer
PinPoint DocID	2509

Change history

Version Control		Version 1.5
Change Summary	22-Oct-19	V1.0 draft to Board of Directors (BoD) meeting for consideration and recommended to the Academic Board (AB) for further development with minor amendments
	12-Dec-19	V1.1 draft incorporating BoD requested amendments approved by AB 20-Dec-19 with minor amendments
	24-Feb-20	V1.2 including amendments requested by 20 Dec 19 AB endorsed by BoD 21 Feb 20 plus editorials by GO
	11-May-20	v1.3 amendments to incorporate requirements of Course and Unit Review Policy approved by AB 27-Apr-20 and recommended to BoD for endorsement 5-Jun-20 with administrative updates
	2-Jun-22	V1.4 amendments (add cl. 7,11; amd cl.8) to Terms of Appointment approved by the BoD 2-Jun-22
	15-Aug-23	V1.5 administrative updates following TEQSA registration

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