

## Course and Unit Lifecycle Policy and Procedure

### 1. Purpose

The purpose of this policy and procedure is to:

- ensure the quality, viability and relevance of MIT's courses and units and their alignment with the Institute's strategic plan;
- formally define the life-cycle of the Institute's courses and units; and
- provide a single Institute-wide policy and procedure on the process for course and unit development, approval, review, evaluation and discontinuation.

### 2. Scope

This policy applies to all awards approved by the Institute's Academic Board and TEQSA.

### 3. Definitions

Term	Definition
<b>Academic Board</b>	means the Academic Board of the Institute.
<b>Executive Dean</b>	is the Head of the Academic Department of MIT to whom the Heads of School report.
<b>Accreditation</b>	means approval of a course or unit by the Academic Board and accreditation by TEQSA.
<b>Award/ award course</b>	A program of study formally approved/accredited by the Institute and TEQSA, which leads to an academic award granted by the Institute.
<b>Academic Registrar</b>	Academic Registrar means the person holding the position of Group General Manager within the Institute, or nominee.
<b>Course</b>	A program of study leading to the granting of an official award or qualification of the Institute.
<b>Course Advisory Committee</b>	The relevant Course Advisory Committee is an advisory committee of the relevant School Committee, which reports to the Teaching and Learning Committee. The Course Advisory Committee gives advice on new and revised courses and units.
<b>Course Concept Plan</b>	A business and strategic plan for new course or major change developed by schools and assessed by Teaching and Learning Committee before the development of the course proposal.

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<b>Term</b>	<b>Definition</b>
<b>Executive Management Team</b>	is the Institute's primary committee of management and is convened by the Chief Executive Officer.
<b>Head of School</b>	means the relevant Head of School of Business or the Head of School of Information Technology and Engineering, or nominee.
<b>Institute or MIT</b>	means the Melbourne Institute of Technology.
<b>Major change</b>	A change that involves particular changes to a course, stream, major or specialisation, which requires approval of the Academic Board. For examples, see section 6- Course change table.
<b>Minor change</b>	A change that involves particular changes to a course, stream, major or specialisation, which may be made under delegated authority from the Academic Board. For examples, see section 6- Unit change table.
<b>MIT Guidelines</b>	means Course and Unit Approval guidelines made under this policy and procedure.
<b>Professional accreditation</b>	accreditation of a course by a professional body which allows graduates of the course to be admitted to practice and/or admission to membership of, or association with, the professional body.
<b>School</b>	means the relevant School of Business or School of Information Technology and Engineering. (The singular includes the plural.)
<b>School Committee</b>	is the principal advisory committee to the Teaching and Learning Committee (from each School).
<b>Student Evaluation of Units or SEU</b>	a student survey instrument that assesses the students' perception of quality of the content, approach, interest and assessment, and the quality of the teaching, of the unit.
<b>Teaching &amp; Learning Committee</b>	the Teaching and Learning Committee is a standing committee of the Academic Board.
<b>TEQSA</b>	is the Tertiary Education Quality and Standards Agency or equivalent government regulator for tertiary education
<b>Unit</b>	a unit of academic work having a discrete designated code and title in which students enrol and complete specific work requirements and on completion of which the

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Term	Definition
	student is awarded a grade, such grades appearing on a student's academic record.

#### 4. Policy Statement

The Institute, through its Academic Board, ensures the quality assurance, viability and relevance of its academic courses, their alignment with the Institute's strategic direction and ensures compliance with current legislative, regulatory and professional requirements (as applicable). Accordingly, the policies and procedures relating to the approval and review of courses and units of the Institute are guided by the principles of:

- 4.1. proposals for new course(s) and offerings are based on a strong case that the course will be viable and will support the Institute's strategic direction;
- 4.2. Market research and competitor analysis demonstrating industry relevance and viability;
- 4.3. Resources are available to develop and offer the curriculum;
- 4.4. Courses are consistent with the policies and procedures defining the attributes of MIT's courses and units and aligned with learning outcomes and graduate attributes to prepare graduates for employment and/or preparation for further study within legislative, regulatory and professional frameworks;
- 4.5. All courses and units are reviewed on a regular cycle, with a separate report for each offering of the program to confirm its quality, relevance and viability against performance indicators. When a new course or course offering has been in place for three years, the review gives particular attention to whether the expectations in the initial academic and business case has been borne out in practice;
- 4.6. Courses and units are developed and reviewed in consultation with relevant stake holders including professional bodies;

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- 4.7. Courses and units are discontinued in such a way as to maintain a positive student experience and manage risk to the Institute’s reputation and achievement of its strategic objectives; and
- 4.8. Consideration of equity and diversity issues in the development of, and access to, courses.

## 5. Responsibilities

### 5.1. Academic Board

5.1.1. The Academic Board is responsible for quality assurance of courses including:

- Course and unit approval processes;
- Approving selection and entry requirements;
- Ensuring accreditation requirements of external bodies are met; and
- Ongoing monitoring and review of courses and units.

5.1.2. The Academic Board will provide consistent principles, policies and procedures in the design, approval, delivery, review, evaluation, discontinuation and suspension of courses and units.

5.1.3. The Academic Board is responsible for the development, compliance, monitoring and review of this policy and procedure and any associated schedules and guidelines.

5.1.4. The Academic Board will consider the reports from the Teaching and Learning Committee at each meeting.

5.1.5. Academic Board may delegate to Schools, authority to make certain minor changes to courses and units.

5.1.6. Following each meeting the secretary, or nominee, will notify Teaching and Learning Committee and the Schools of the Academic Board’s decisions.

### 5.2. Teaching and Learning Committee

5.2.1. The Teaching and Learning Committee will make recommendations on:

- new course concept plans;
- new course proposals;
- major change proposals;
- course discontinuations; and
- course suspensions.

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5.2.2. The Teaching and Learning Committee will consider proposals, and will either:

- endorse conditionally, requesting changes from the proposing School;
- endorse and forward it to the Academic Board for approval; or
- reject.

5.2.3. Where the Teaching and Learning Committee has conditionally endorsed a course concept plan the committee will either request the full course concept plan be resubmitted to the committee or delegate authority to the Chair of the Teaching and Learning Committee to approve the requested changes on behalf of the committee for development into a new course or unit proposal.

### 5.3. Schools

Schools initiate and develop new courses and units, and changes to existing courses and units.

### 5.4. Head of School

The Head of School is responsible for the development of units offered within the relevant school and will ensure that each unit:

- is developed in line with the requirements of the course to which the unit relates;
- demonstrates learning outcomes consistent with the overall aims and objectives of the relevant course; and
- is at the required level that meets the AQF guidelines.

### 5.5. Executive Management Team and Academic Registrar

The Academic Registrar will refer course concept plans, new course or major change documentation, course discontinuation and course suspensions received from the Schools to the Institute's Executive Management Team for noting and/or comment prior to it being forwarded by the Academic Registrar to the Teaching and Learning Committee. The Executive Management Team may consult, where appropriate.

Where the comments of the Executive Management Team contain a request for further consideration by the School, the matter will be returned to the School for consideration and resubmission.

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## 6. Procedure

### 6.1. Course Concept Plan

6.1.1. A course concept plan must be submitted and approved for all new courses, adhering to MIT Guidelines. On approval it will be added to the “New Course and Unit” list maintained by the Academic Registrar.

6.1.2. Major course changes require the submission and approval of a course concept plan if they involve:

- Cross-School delivery or a significant move into another School’s discipline area;
- Major resource implications; or
- Major change to the structure of a course.

6.1.3. The School Committee will seek advice from the Course Advisory Committee prior to considering course concept plans. If the course concept plan is approved by the School Committee it is forwarded to the Academic Registrar for Executive Management Team approval, prior to consideration by the Teaching and Learning Committee, which will make a recommendation to the Academic Board for approval of the concept plan.

### 6.2. Course or Unit Proposals

6.2.1. Course or unit proposals will adhere to MIT Guidelines, and include:

- new courses;
- new units;
- new specialisations; and
- major changes to courses.

6.2.2. A course or unit proposal shall be accompanied by:

- endorsement by an external discipline expert that in his/her assessment the new course or unit meets the AQF level required by the guidelines;
- confirmation that the learning outcomes prescribed in each unit have been mapped against the relevant AQF levels and have been found to be equivalent; and
- in the case of courses, a course concept plan has been approved by Academic Board.

6.2.3. The approval processes for a course or unit verify that:

- proposals for new courses and units are based on a strong case that the course or unit will be viable and will support Institute strategic direction;

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- a benchmarking process has taken place with the course development informed by national and international comparators;
- market research and competitor analysis demonstrate industry relevance and viability as part of the new course and unit proposal;
- resources are available to develop and offer the curriculum; and
- courses are consistent with the graduate attributes of Institute courses.

6.2.4. The School Committee will seek advice from the Course Advisory Committee prior to considering new course or unit proposals and, with respect to marketability and viability, from the Executive Management Team. If the new course or unit proposal is approved by Executive Management Team, it is forwarded to the Academic Registrar for Teaching and Learning Committee approval and recommendation to the Academic Board. The Academic Board will have the option to have the new course or unit proposal reviewed by one or more external experts before making a decision.

### 6.3. Major change

6.3.1. Academic Board may make major changes to courses and units, on recommendation by the Teaching and Learning Committee following advice from the relevant School and its Course Advisory Committee.

6.3.2. The major change proposal shall be developed in accordance with the new course and unit process described above in section 6.2.

### 6.4. Minor change

6.4.1. Where the Academic Board has delegated to Schools authority to make particular minor changes to courses and units, all changes made under delegated authority will be reported:

- each trimester to the Teaching and Learning Committee; and
- in course reports to the Academic Board.

### Course change table

- Major course changes are defined as significant changes to courses that may have:
- a direct or indirect impact on the learning outcomes of a course, or

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- a significant impact on students; and /or require notifications to the TEQSA.
- Major changes include major restructuring of an accredited course, addition of new core units, or any changes to learning outcomes of a course (if any of this is done before the 12month pre- accreditation period). Such major change will result in notification to TEQSA of a material change.

<b>Major change examples</b>	<b>Minor change examples</b>
Course name change	Replacement of an elective unit
Change of compulsory unit in any course	Addition of an elective unit
Change to the structure of any course (change to the ratio of compulsory /elective points)	Deletion of an elective unit
Credit points required to complete the course	
Expected time to complete a course	
Course admission criteria	
Course learning outcomes or graduate attributes change	
Change to course completion requirements	
Changes to stream, major, minor or specialisation within a course	
Any course changes that TEQSA considers as material change	

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## Unit change table

Major change	Minor change
Unit name or code change	Time commitment
Unit prerequisites	Generic skills, assumed knowledge
Unit level	Core participation requirements
Significant change to the unit overview (>40%)	Prescribed texts
Changes to assessments that change the assessed learning outcomes	Changes to assessments that do not change the assessed learning outcomes
Change in student contact hours	Teaching responsibility
Change in unit learning outcomes	Learning method
Any unit changes TEQSA consider as material	Changes to unit description/content involving grammar and syntax, refining current learning outcomes, format (to improve clarity but not to change learning outcomes), additional information for students

## 7. Review

### 7.1. Compliance Monitoring of Units

7.1.1. The School will conduct an annual audit of units to ensure that:

- 7.1.1.1. units meet the relevant AQF level as prescribed in the AQF guidelines and comply with Institute policies;
- 7.1.1.2. any changes that Schools have made to courses or units under delegated authority from the Academic Board meet the relevant AQF level as prescribed in the AQF guidelines and comply with Institute policies; and
- 7.1.1.3. in the case of minor changes, they were made under delegated authority from the Academic Board.

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- 7.1.2. The School must submit a report of all approved changes that have been made to units during the calendar year to the Teaching and Learning Committee. The report will include:
- 7.1.2.1. all major changes to units; and
  - 7.1.2.2. all minor changes to units made under delegated authority from the Academic Board.
- 7.1.3. The School will review a minimum of 10% of the units for compliance. Noncompliance will be reported to the School Committee who will determine the timeline for achieving future compliance.

## 7.2. Course Review

- 7.2.1. Course reviews provide a systematic evaluation of course quality, relevance and viability that attests to the educational design, implementation and currency of Institute courses, and assists with planning.
- 7.2.2. All programs are reviewed on a regular cycle, 12 months prior to the required date for re- accreditation of the courses by TEQSA. Academic Board may require, under certain circumstances, courses to be reviewed earlier. The report will include a summary for each offering of the course (by location) to confirm its quality, relevance and viability against performance indicators. Reviews will be in the form approved by the Academic Board – Course Review Framework.

### Course Review Framework

<p><b>1. Review Notification</b></p> <p>1.1. The Executive Dean and Heads of School will be notified of the timing of the course review according to a schedule established by the Academic Board.</p>	<p>Academic Board</p>
<p><b>2. Course performance data</b></p> <p>2.1. Assemble data sets for courses on the Institute indicators used to measure performance of courses and units, including the School's and the Teaching and Learning Committee's annual report on unit evaluation, to be received by the Teaching and Learning Committee at its second meeting in each year.</p>	<p>Executive Dean</p>

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<p>2.2. Distribute data sets used to measure course performance to the Schools.</p>	
<p><b>3. Review within Schools</b></p> <p>3.1. Analyse course level data sets against quality, viability, relevance and strategic settings to identifying key issues and trends.</p> <p>Prepare a self-assessment of the course using the course performance data and forward the self-assessment to Academic Board at least 60 working days prior to the scheduled review.</p>	<p>School Committee</p>
<p><b>4. Composition of Review Panel</b></p> <p>For each course a Review Panel will be convened. The Academic Board will determine the membership of the Review Panel after taking advice from the Executive Dean, the Heads of School and the Course Advisory Committee. The composition of the Review Panel will be:</p> <ul style="list-style-type: none"> <li>• The Executive Dean (or if unavailable, a nominee of the Chair of Academic Board), who will Chair the Panel;</li> <li>• At least two academics, external to the Institute, with expertise in the discipline or field;</li> <li>• At least one member from the relevant profession/industry, external to the Institute, with extensive experience and expertise in the discipline;</li> <li>• A member of the teaching/academic staff from a discipline other than the course under review;</li> <li>• One recent graduate from the course;</li> <li>• One senior student from the course;</li> <li>• An executive officer drawn from the Institute’s administrative staff;</li> <li>• plus an optional co-opted member, at the discretion of, and appointed by, the Chair.</li> </ul>	<p>Academic Board</p>

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<p>The Institute will aim to constitute a Review Panel with a minimum representation of at least 33% of each gender.</p>	
<p><b>5. Review Panel Deliberations</b></p> <p>The Review Panel will have an opportunity to meet with members of the Institute, relevant profession/industry/employers and members of the community, as it sees fit. The Review Panel will also conduct site visits as part of its review, by sending one or two members of the panel to visit each site.</p> <p>The final Review Panel Report will be submitted to the Head of School within 50 working days of the completion of the Review Panel's sitting.</p>	<p>Review Panel</p>
<p><b>6. Finalise Report</b></p> <p>The Review Panel Report and the Head of School response will be submitted to Academic Board within 20 working days of receipt of the Review Panel Report.</p> <p>As a result of recommendations contained in Review Panel Report the School will review and update the School action plan.</p>	<p>Head of School</p>
<p><b>7. Final action plan</b></p> <p>The final action plan will identify and finalise School actions into a report to Academic Board.</p>	<p>Teaching &amp; Learning Committee</p>

### 7.3. Scope of evaluation of course review process

7.3.1. The course review process will comprise a comprehensive broad-based review to achieve an evidence-based evaluation of the viability, quality, structure, focus and outcomes of the course. Consideration should be given to trends (if available) in:

- student load and demand;
- student retention and success (pass rates, progression, attrition, completions and grade distributions);
- current student satisfaction (SEU) and

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- graduate course experience (good teaching, generic skills, overall satisfaction) and graduate destinations for relevant field/s of study and benchmarked against like institutions.

7.3.2. The Review will assess the course in terms of its distinctiveness, mechanisms for external stakeholder input, curriculum developments, graduate attributes, internationalisation, governance, and assessment requirements. When a review is aligned with an external accreditation process, those elements of the review which are not included within accreditation must be reviewed separately to complete the review process.

7.3.3. Student and external input into the review must be sought.

#### 7.4. Unit Review

7.4.1. Student evaluation of units are conducted with the aim of assessing delivery and learning experiences for quality improvement. They are used also to gauge the satisfaction of students with various aspects of their MIT experience and provide important data for quality assurance and benchmarking purposes.

7.4.2. Student feedback on all aspects of teaching and assessment is obtained through the administration of SEU and equivalent regular, systematic and methodologically sound student survey instruments, with the resulting data being analysed and interpreted to inform teaching and learning improvements.

7.4.3. All student surveys conducted for the purpose of informing teaching and learning and student experience outcomes are required to conform to the unit review framework.

#### Unit Review Framework

<p><b>1. Student Evaluation of Units</b></p> <p>Each unit offered by the Institute will be evaluated every time it is offered using the SEU or equivalent as the survey instrument.</p>	<p>Head of School</p>
<p><b>2. Analysis and Reporting</b></p> <p>The numerical results from the completed SEUs will be entered into a database then returned to the Unit Coordinator The Unit Coordinator will then provide a report on the performance of</p>	<p>Unit Coordinator</p>

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<p>the unit to the Head of School, and make any recommendations for improvements in the unit, using both quantitative and qualitative data.</p>	
<p>The Head of School will ensure that the recommendations are implemented for the next offering of the unit.</p> <p>All unit reports for each trimester will be considered by the School Committee, who will provide a consolidated report to the Teaching and Learning Committee.</p>	<p>Head of School</p> <p>School Committee</p>
<p><b>3. Review within Schools</b></p> <p>The School will track units that do not meet criteria for satisfactory performance and provide the Course Advisory Committees and the Teaching and Learning Committee with an annual report on progress against the previous year's feedback. The Teaching and Learning Committee will provide Heads of School with an annual report on its evaluation of the performance of units, which will include recommendations on actions the School needs to take.</p>	<p>The School</p>

## 8. Discontinuation

- 8.1. Discontinuation includes cessation or discontinuation of intakes to courses and the transition of students where courses are discontinued.
- 8.2. Courses and units will be discontinued by giving sufficient advance warning of discontinuation of courses, by providing to all stakeholder staff, students, and to future students, in institute publications in such a way as to maintain a positive student experience and manage risk to the Institute's reputation and achievement of its strategic objectives.
- 8.3. A transition plan and discontinuation strategy recommended by Teaching and Learning Committee and approved by Academic Board will ensure that all applicants, students and any other stakeholders affected by the discontinuation are supported in a transition to the replacement course or to an alternative course within the Institute or elsewhere.

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## 9. Course and Unit Suspensions

- 9.1. The Academic Board is responsible for approving course and unit suspensions.
- 9.2. Courses and units may only be suspended for a period of one year at a time.  
Any further suspension requires further Academic Board approval.

## 10. Professional Accreditation

- 10.1. The Academic Board is responsible for approving submissions for professional accreditation, where courses require professional accreditation by external bodies, to allow graduates admission to practise or admission to a professional association.
- 10.2. Schools will prepare professional accreditation submissions for Academic Board and report on management of professional accreditations to the Teaching and Learning Committee.
- 10.3. Submissions to professional accreditation bodies will be signed off by the CEO or nominee.

## 11. Publication of course and unit details

- 11.1. The Academic Registrar will publish the details of courses and units prescribed by the Academic Board each year prior to commencement of the enrolment/re- enrolment period for the following academic year.
- 11.2. The details of courses and units will not to be altered or added to without Academic Board approval after they have been approved for publication.
- 11.3. The website is the authoritative information source on courses, units, majors/minors/specialisations offered by the Institute.

## 12. Implementation and Communication

This policy and procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute’s webpage;
- Internal circulation to staff; and Staff professional development.

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### 13. Supporting Documents

Legislative Context:

MIT Statutes and Regulations, Policies and Procedures (under review) Course and Units

Approval and Review schedules and guidelines

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