



Governance

Course Development and Approval Policy & Procedure

Background Information

All courses being introduced shall be developed in alignment with Mayfield Education's strategic, financial, academic and operational plans. The courses will also be developed to reflect Mayfield Education's graduate attributes.

Policy Purpose

This policy will:

- Outline the course development and approval process in place at Mayfield Education, including the stages involved in both processes
- Establish the parties to be involved, their responsibilities and the reporting structure to be followed during the course development and approval process
- Outline the objectives of course development and approval policy

Policy Scope

This policy shall:

- Apply to all Mayfield Education units and programs at all campuses
- Apply when developing courses at all levels in Mayfield Education; this is irrespective of the mode of study or the delivery location of the course.
- Apply to all Mayfield Education staff, heads of courses, course development committees and external advisors.

Definition and Terms

Student: refers to any person enrolled in any of the courses offered by Mayfield Education

Trainers and Assessors: refers to staff employed by Mayfield Education to teach and examine students in their area of specialization.

Higher Education Academic Board (HEAB): refers to the academic governance body responsible for decision-making on courses and curriculum, comprised mostly of academic staff working at Mayfield Education.

Policy Principles

The course development process shall ensure:

- Any new course developed at Mayfield Education is aligned with Mayfield Education's purpose, vision, values, mission and graduate attributes.
- There is a consistent plan when developing courses in any of the study levels in Mayfield Education.
- Each course development process shall focus on quality assurance in the development process, including appropriate consideration of long-distance and virtual learning courses.
- Course development shall comply with the national laws, industry standards and policies in place at the Mayfield Education. Other considerations shall be Mayfield Education's HEAB standards, and professional bodies' requirements as well as technological, political, social and other global forces.
- A course development process shall take a student-centered approach to learning & teaching. This is in a bid to accommodate learners from different backgrounds, wide interests, and from different professional backgrounds.

Characteristics of high-quality and highly demanded courses are:

- Focus on areas of strength of the Mayfield Education, strategic priorities, professional, industry and community needs.
- Academically integrated and coherent; meaning, the course should help a student climb the academic ladder, from diploma to undergraduate, postgraduate, master and doctoral level in a student's field of specialization.

- Will be financially viable for the Mayfield Education.
- Shall be subject to continuous improvement to remain relevant and current
- Mayfield Education shall lead a participative process for course development, making sure it engages with all business areas and units.

Approval

When a new course has been developed, the HEAB shall approve it after meeting the following conditions:

- That the course is relevant to the industry. The committee developing the course must show that the course will fill a skill gap in the industry.
- The course meets the required standards set both internally, by the HEAB, and any external benchmarks, such as TEQSA requirements.
- The course must not contravene any government laws and industry regulator legislation.
- Mayfield Education has the capability to offer the course; in regards to classes, lectures, and teaching requirements.
- Mayfield Education must meet the specific conditions set by the HEAB before offering specific courses, especially science and medical courses.
- There is potential for Mayfield Education to get enough students enrolling for the course.
- Mayfield Education must also have benchmarked with other higher education institutions offering the same courses.

For any course being developed for a third party to deliver, a contract or a memorandum of understanding must be drawn between the two parties and filed with the academic board. The contract or the MOU must also be presented to Mayfield Education's authorised officer to ensure its validity and prevent liability in the future. The person in charge of the course development process will liaise with the HEAB and distribute the proposal document to all parties that shall be involved in the course development workshop.

Course Development Process

The course development process should have three stages:

Stage One: Concept Development & Market Viability

The person in charge of the course development will convene a concept development workshop. This workshop shall involve all faculty representatives, course representatives, learning and teaching representatives, academics quality department, and marketing group representatives.

The workshop shall help the faculty identify the appropriate market for the course, and develop course structure, resource implication and learning approaches. During this process, benchmarking ensures the curriculum design is of a national standard and the course content draws from a recognized and substantial body of scholarship and knowledge.

After the course development workshop, the relevant faculty shall address what emerged from the workshop.

Stage Two: Course Approval

In this stage, the proposal is tabled before the HEAB/Academic Board.

After the proposal is endorsed it will then be reviewed by HEAB, the second stage sets in, which aims to present a complete proposal to be approved by the HEAB/Academic Board.

Stage Three: Course Development

During this stage of the course development, the following departments shall be involved; finance, library, and academic departments. Consultations shall be held and all the development groups will give their input in the development process. These development groups shall include a quality team, IT management, and industry representatives.

Once a new course is approved by the HEAB/Academic Board, implementation plans shall commence involving all the relevant parties comprising a Course Advisory committee.

Development of Graduate Attributes

Mayfield Education employs a graduate attributes approach to curriculum design which focuses on the desired learning outcomes that students are expected to achieve by the time they graduate. In Australia, the key drivers for graduate attribute development include professional accreditations, the Tertiary Education Quality and Standards Agency (TEQSA), the Australian Qualifications Framework (AQF) as well as the 'employability' skills of graduates. Therefore, a number of Mayfield Education's committees are consulted throughout the course development process, including the Course Advisory Committee, whose role is to ensure that the Course Learning Outcomes comply with the AQF specifications, and the Industry Engagement Committee, who review and ensure that graduate attributes are integrated into the curriculum and also remain relevant to the requirements of industry. Mayfield Education's graduate attributes are outlined in our document, Graduate Attributes.

Process Review

The policy shall be reviewed every five years, subject to approval by Mayfield Education's HEAB.

Further Assistance

Further assistance about this policy shall be sought from the office of the Education Manager on behalf of the HEAB.