

COURSE DEVELOPMENT POLICY: CCSC; EDUCATION

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1. PURPOSE

To ensure Morling College complies with the Australian Qualifications Framework (AQF) course requirements, and to make explicit the qualities of the education provided.

2. DEFINITIONS

Key Term or Acronym	Definition
AQF	Australian Qualifications Framework
Credit Point (CP)	The volume of learning of a course is described by CP. A single CP indicates a student is expected to spend 12.5 hours working on the academic material. Equivalently, a CP is 1/96 of the annual expected workload of a full-time student. (The same definition is used at ACT.)
IHE	Institute of Higher Education
MC	Morling College
TEQSA	Tertiary Education Quality and Standards Agency

3. SCOPE

This policy applies to all staff developing, teaching, or reviewing courses and units in the Faculty of Education, and the Faculty of Counselling, Chaplaincy and Spiritual Care (CCSC).

4. POLICY STATEMENT

Morling College (MC) shall only offer courses in which the Gospel is central, people matter, and there is a transforming balance and integration of academic study, practical training, and spiritual formation.

Courses at MC leading to qualifications will be relevant to stakeholders' requirements, of high quality and clearly described.

Relevant qualifications will align with the AQF.

MC shall only enter into an agreement to provide courses and units on behalf of another IHE, if such courses and units are consistent with this policy.

5. PRINCIPLES

- 5.1 The requirements of new courses shall
- 5.1.1 align with MC's vision, mission, and strategic plan
 - 5.1.2 be of high quality, relevant and up-to-date
 - 5.1.3 be competitive in the higher education sector
 - 5.1.4 employ current best practice with respect to syllabus, learning and teaching strategies and technologies.
- 5.2 The purpose of each course shall be clearly stated, by identifying the intended students and what they should learn by completing the course.
- 5.2.1 Courses shall be designed as a coherent whole, balancing discipline-specific and transferable outcomes. They shall systematically develop a coherent body knowledge and skill and how to use it.
 - 5.2.2 Courses shall have explicit learning outcomes including what a student will learn about
 - integrating Christian faith and practice
 - managing themselves
 - engaging with and caring for a diversity of people
 - managing and using information
- 5.3 It shall be clear to all stakeholders if a course falls within the AQF. If so, its AQF level will be explained.
- 5.4 Degrees offered by MC shall comply with the following requirements.

Type of qualification	Credit Points	Years Full-time
Master degree (coursework or research)	96 to 192	1 to 2
Graduate diploma	48 to 96	0.5 to 1
Graduate certificate	24 to 48	0.25 to 0.5
Bachelor degree	144	3

- 5.5 If a qualification does not require the maximum possible CP shown above, then the course documentation must explain why this is the case, with reference to the course admission requirement and/or discipline conventions.
- 5.6 Each course shall consist of standard sized units, each of these being 12 CP, representing about 150 hours of student work, including all assessment tasks, class-time, private study, etc. The course lecturer must be able to account for how those hours are expected to be used (if asked).
- 5.7 New courses may be developed by following the Course Development Procedure.
- 5.8 Courses shall be reviewed in accordance with the Course and Unit Review Policy. Such reviews are to ensure the course continues to achieve its objectives.

6. RELATED DOCUMENTS AND LEGISLATION

- Course and Unit Review Policy: EDU; CCSC
- Unit Changes Policy: ED: CCSC
- Aboriginal Islander and Torres Strait Islander Panel Terms of Reference
- TEQSA Guidance Notes:
 - Course Design (including Learning Outcomes and Assessment) Version 1.3 (2017)
 - Nested Courses (August 2019)
 - Staffing, Learning Resources and Educational Support (November 2017)
 - Note: TEQSA Guidance Notes and Good Practice Guides are updated from time to time. Check the TEQSA website for the most up to date versions of the above and for additional relevant Notes or Guides.

7. REFERENCES

Nil

8. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
3.02	Academic Board	26 April 2023	26 April 2023	Included CP requirements
3.01	Policy Coordinator	Feb 2023	Feb 2023	Header table updated to latest version, including addition of keywords.
3.00	Academic Board	3 August 2022	3 August 2022	Amendments to: Purpose, Policy Statement, Scope, and Policy Statement to make more explicit the requirements of the AQF. Process related Text moved to Course Development Procedure.
2.00	Academic Board	4 August, 2021	4 August, 2021	Formatted to template. Updated for changes in roles and structures. Added Chief

				Academic Officer to Course Development Committee. Added considerations relating to Aboriginal and Torres Strait Islanders and Sexual Assault and Sexual Harassment.
1.00	Academic Board	July 2014	July 2014	

Download this policy anew with each use, as it may have changed.