PROGRAM DEVELOPMENT AND CURRICULUM REVIEW PROCEDURE

Procedure Name	**Program Development and Curriculum Review**
Procedure Number	A012
Approval Authority	Academic Board Board of Directors
Responsible Officer	Dean and Principal
Operational Responsibility	Academic Manager
Purpose	This procedural document details the guidelines and rationale for program and unit evaluation and review as part of LCI Melbourne's academic quality improvement cycle
Scope	This policy applies to all full-time and sessional academic staff and to all programs and units offered by LCI Melbourne
Procedure	The Academic Manager of LCI Melbourne manages and closely monitors the development, revisions and adjustment of all programs that are offered by LCI Melbourne. This observation and examination of programs is an ongoing endeavour that considers the curriculum, adherence to academic policies, program development, AQF equivalency, teaching methods and forms of assessment. By analysing all of these components on a regular basis, LCI Melbourne ensures provision of the most innovative and up-to-date pedagogical methods and information are being applied and communicated in the classroom. The ongoing review and renewal of programs and units of study at LCI Melbourne is a collaborative exercise recognising the contributions of a host of stakeholders including:

Students	All students have the opportunity to provide feedback which is used as a central component of program and unit review. Teaching evaluations are completed each trimester and provide student feedback on units. Academics and their supervisors use student feedback as part of the process of enhancing teaching effectiveness and to inform

		higher-education promotion and probation decisions.
	Industry Advisory Group	The Industry Advisory Group is comprised of industry leaders representative of the academic disciplines in LCI Melbourne's offering, ensures that the program of concern (whether proposed or current) is relevant to the needs of the industry or profession of concern and identifies any improvements that are needed to align it more closely with those needs. The Industry Advisory Group (IAG) meets at least once annually
	Unit Coordinators	The Unit Coordinators oversee their respective discipline committees in the review and modification of their respective units and recommend the program modifications to the Academic Committee.
	Discipline Committees	Discipline Committees work with their respective Unit Coordinators and contribute to the review and modification of programs within their delegated academic area. All academics teaching into a program contribute to the review and modifications of programs to which they are associated.
	Academic Committee	Presided over by the Academic Manager, the Academic Committee is responsible for the review and modification of programs and course outlines each trimester.
	Academic Manager	The Academic Manager presides over the Academic Committee
	Dean and Principal	The Dean and Principal is responsible for the quality of programs offered by LCI Melbourne. He or she reviews all program modifications and developments and makes recommendations to the Academic Board.
	Academic Board	The Academic Board is appointed by the Board of Directors to administer and implement the programs of LCI Melbourne and may make recommendations to the Board with respect to the academic programs of LCI Melbourne.
	Board of Directors	The Board of Directors approves major program modifications and has the authority to adopt new program development plans.
	Government and other agencies (TEQSA)	Program accreditation and reaccreditation by professional and industry bodies and government agencies, where relevant, are explicitly addressed in program approval and review processes.

Following the feedback by stakeholders the Academic Manager and/or the Dean and Principal may take the initiative to begin the process for the development or modification of a program. Alternatively, the Board of Directors or Academic Board may take the initiative to begin the process for the development or a new program or modification of an existing program.

The successful development of a new program is a lengthy procedure that requires the collaboration of several parties. When the program under development is part of a new field of specialisation, the process may require up to a year or more. When devising a proposal for the development or modification of a program, the participants must comply with the curriculum standards set by LCI Melbourne in alignment with the appropriate regulatory entity, e.g., TEQSA Standards and relevant industry bodies and use correct procedures for program accreditation, modification, addition or discontinuation as required by the laws of the governing bodies.

A new program cannot be advertised or allow the admittance of students until all final approvals have been obtained from the appropriate governing bodies. When developing or modifying programs, the approval of the Board of Directors is required in the following cases:

- The creation of a new program;
- One or several program modifications, such as:
- The addition or withdrawal of a course in a program;
- A change in the number of hours of a course;
- A change in curriculum content exceeding 25%;
- A significant departure in the method of delivery of the institution's programs;
- A modification that requires the approval of a regulatory body

Established Evaluation Criteria for the In-Depth Program Evaluation

The following five (5) evaluation criteria and indicators have been established based on the characteristics of the programs developed by LCI Melbourne.

Evaluation Criteria	Indicators
1) Program Relevance Linked with the conformity of program objectives and content to socio-economic demands and LCI Melbourne's educational aims.	- Connection between the program, the workplace and demands of the field; - Conformity of program with government standards, LCI Melbourne's mission and job market standards; - Program evolution;

		Graduate satisfaction.
	2) Consistency of Pedagogical Organisation Linked with the cohesion of program components, logical unity and pedagogical methods.	▪ Program engineering; ▪ Pedagogical organisation of programs; ▪ Types, methods and timing for evaluating learning.
	3) Adequacy of Human and Material Resources in Guiding Students Linked with the quality, quantity and motivation of human resources assigned to the program by LCI Melbourne and with the conformity of material resources (quality and quantity) to training and guidance demands.	▪ Conformity of human resources with educational and training demands; ▪ Conformity of human resources with student guidance demands; ▪ Conformity of material resources with student educational, training and guidance demands.
	4) Program Effectiveness Linked with program admission requirements, results of student learning pertaining to targeted learning outcomes to be attained and with graduates' abilities to ascertain whether they satisfy the required capability standards for their fields.	▪ Program admission requirements; ▪ Students' learning results; ▪ Graduate satisfaction; ▪ Employer satisfaction with graduates hired.
	5) Quality of Program Management Linked with program management methods, structures and organisational context and with program implementation and evaluation.	▪ Program management methods, structures and organisational context; ▪ Quality and functionality of program outlines as program communication, reference and management tools; ▪ Methods implemented for maintaining the motivation of teaching and student guidance personnel.

Unit Review Principles

1. Unit Reviews are conducted with specific reference to:
   - data collected from evaluations related to teaching and learning;
   - internal and external moderation procedures and benchmarking;
   - analysis of student outcomes data; and

- consultation with lecturers, students, graduates, employers and other relevant stakeholders.

2. Moderation is key to unit reviews. Unit reviews utilise moderation results to ensure standards of assessment and marking are comparable to those in other Australian institutions of higher education and to gain feedback on features of course design. LCI Melbourne's Learning and Teaching Policy specifies standards, frequency and responsibilities for both internal and external moderation.

3. A review is aimed at confirming the program delivery of quality outcomes and satisfying the needs identified at the time of its approval. As a minimum, reviews should ensure that courses and units are consistent with the Australian Qualifications Framework (AQF), industry standards, and standards established by the Tertiary Education Quality Standards Agency (TEQSA)

Unit Evaluation

1. No less than every two years, an evaluation of each unit will be conducted by Academic staff.

2. Evaluations will consider the ongoing relevance and value of the Unit, taking account the aims and learning outcomes of the program in which it is offered and any proposed changes or improvements having regard to:

- student demand and enrolments;
- content, mode of delivery, teaching and learning methods, assessment methods, grade distributions and student progression;
- the extent to which units meet learning outcomes;
- outcomes of internal and external moderation processes;
- feedback from students from the unit evaluation component of the Student Questionnaire on course experience; and
- progression rates on unit completion for each year of the course.

3. A student evaluation of a unit and its teaching methods will be conducted at the end of each trimester. Information derived from student evaluations of units and teaching methods will be assessed for the following purposes. To:

- assist staff members to develop and evaluate the unit by gaining feedback from students about the unit structure, content and resources and appraisal of teaching performance;
- assist with the two year evaluation of units and the five year program review; and

	• set benchmarks for distribution of grades, rate of student progress and identify patterns of grades
Relevant Legislation	Tertiary Education Quality and Standards (TEQSA) Act 2011 Higher Education Standards Framework (Threshold Standards) 2015 Education Services for Overseas Students Act 2000 Education Services for Overseas Students Regulations 2001 Australian Qualifications Framework (AQF) National Code of Practice for Providers of Education and Training to Overseas Students 2018 Higher Education Support Act 2003 Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
Key Related Documents	Learning and Teaching Policy Learning and Teaching Procedure Assessment Policy Assessment Procedure Transition and Teach-Out Policy Transition and Teach-Out Policy Admission Policy Admission Procedure Academic Grievance and Complaints Policy Academic Grievance and Complaints Procedure Academic Credit & RPL Policy Academic Credit & RPL Procedure Enrolment Terms and Conditions
Date Approved	
Date of Commencement	
Date for Review	
Documents superseded by this Procedure	Course Development and Modification Course Evaluation Unit Review

Amendment History	Version	Authored by	Description of Changes	Date Approved	Effective Date
	1.0	Academic Dean	New Policy – adapted from	December 2017	13 December 2017

			LaSalle Vancouver		
	2.0	Academic Manager	New Policy and Procedure document	January 2021	January 2021
Signed and dated for LCI Melbourne					

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Students Dean and Principal Academic Manager Admissions Student Experience

Program Development and   JANUARY 2021
Curriculum Review Procedure
LCI Melbourne