Curriculum Development Policy

This policy is current as of 1 January 2014 and will be reviewed at least annually by the Academic Board.

Scope

Kaplan Higher Education Academic Policies represent should be interpreted as applying to the higher education providers that make up Kaplan Australia jointly and individually.

This policy is applicable to Kaplan Higher Education Pty Ltd, trading as Kaplan Online Higher Education.

Preamble

This document will assist Kaplan by providing the policy and procedures which allow a program to be introduced, from its conception, detailed curriculum planning, registration, and review on a timely basis, change and possible removal. Such quality assurance processes will take into account the relationship between the curriculum and the Kaplan Strategic Plan as it may exist from time to time, and will include a review of the quality, relevance and viability of the program.

Alignment with TEQSA

TEQSA’s Provider Course Accreditation Standards outlines a range of standards for each higher education award. The first of these standards is that “course design is appropriate and meets the Qualification Standards”. The components of this standard are integral in Kaplan’s Course Development Policy.

Curriculum Development Process & Guidelines

Kaplan uses a multi-step procedure to assure that new programs developed at Kaplan are characterized by:

- Timely development and program launch
- Faculty members as key drivers of curriculum development
- Internal and external stakeholder review and advice
- Program outcomes linked to applied scholarship and contemporary professional needs and practices
- Multiple assessments to measure student and program success
- Coordination of pre-and post-enrolment delivery of instructional and other student support services.

To understand how the process works, it is necessary to list the key participants in providing guidance to course developers at the outset and through the completion of the process:

Academic Board: The Academic Board provides guidance to the Reference Committee and provides final sign off for the structure and content of the new/revised course.

Academic Reference Group: Appointed from time to time to provide academic and industry guidance on the proposed course (structure, content etc).
Vice President, Higher Education: In consultation with the Academic Board, relevant managers and the Kaplan Board of Directors, the Vice President determines if a new course is to be developed.

Project Manager: The Project Manager manages the development of the course and subsequent submission to the appropriate regulatory/professional body.

Project steps
Once the Academic Board has approved the course and the feasibility study, the following steps of the process can be undertaken.

Step 1 — Project Leader: The Vice President will appoint the Project Leader based on credentials, expertise, and skills in project management. They will manage the project and manage the feasibility study.

Step 2 — Enlist Teams and set up document archive: The Project Leader establishes an Academic Reference Group. Documents will be placed in a secure site created by the Project Leader.

Step 3 — Set accountability time line: A timeline will be established that details expected dates for meetings, submissions and other related items.

Step 4 — Work-in-progress monitored via regularly scheduled minuted meetings: Any meetings will be recorded and maintained in the document archive.

Step 5 — Assemble and submit accrediting documents: Prepare documents for the submission to the regulatory agencies according to their time frames.

Step 6 — Engage content experts and instructional designers: Acquire content experts and instructional designers with suitable content expertise to build new subjects for proposed program.

Step 7 — Set schedule: Readiness for launching the course will be assured by fully developing the course’s initial subjects for instructional delivery. This step includes securing approvals relevant Committees.

Step 8 — Begin preparations for program launch: Engage relevant staff to prepare marketing documents and training for staff including. Technical/system requirements will also be managed.

Step 9 — Conduct admissions and advising training: Staff that deal with students prior to first class enrollment will be thoroughly prepared with information and tools to get new students started.

Step 10 — Publish program and begin marketing outreach: Marketing and Sales groups begin contacts with prospective students as per agreed schedule.

Step 11 — Finalise preparation for course delivery: Relevant Business Manager to identify, recruit, hire, assign, and retain the faculty needed to deliver course.

Step 12 — Begin initial program delivery: The faculty delivers courses in the program, and no further steps remain except those in the process for reviewing program performance.

Responsible Officer
The responsible officer for the implementation and relevant training of this policy is the Vice President, Higher Education Australia.
## Appendix A: Program Development Checklist (Template)

Name of Degree Program (Specify AAS or BS):
Name & Title of person whose signature appears below:

1. Select project leader
2. Enlist teams and set up document archive
3. Set accountability timeline
4. Work-in-progress monitored via weekly meetings
5. Assemble and submit accreditation documents
6. Engage content experts & instructional designers
7. Set schedule
8. Begin preparations for program launch
9. Conduct admissions and advising training
10. Publish Program and Begin Marketing Outreach
11. Finalise preparation for Course Delivery
12. Begin Initial Program Delivery

- (month) (year) –
Appendix B: Feasibility study

Kaplan only undertakes those investments whose rationale is sound. Each new course must be researched in order to prepare the business case that supports it. Using the information below for an initial feasibility study, staff can answer key questions that enable good decision-making.

**Product overview**
- What is the course/emphasis area?
- Provide a qualitative rationale for the course/emphasis area.
- Describe the details of the course e.g. length, credits and a brief description.
- Provide the estimate cost per credit and total price of the program if applicable.
- Provide a proposed course plan if there is enough information.

**Market research**
- Provide general information about careers, job growth (by occupation with numbers and percentages — national and local data), and wages resulting from your selected course.
- Present and get buy-in from existing academic committee.
- Consider using internet aggregators to understand how big the market is.
- What is the starting salary range for the positions that graduates will obtain?
- Will staff be readily available for this course? What will the pay range be?
- Provide information on how large the market is in terms of number of students for the particular course area.

**Competitor analysis**
- List all competitors offering product, estimated size of student body if available, cost, and time to completion.
- Obtain catalogs of all competitors for both existing and new course including information on entry requirements, course length/duration, subjects, specializations, costs and delivery model.

**Integration**
- Does the course fit the current mission and image of Kaplan?
- If the course has common subjects with existing course, list those, and determine the hours and percent of the new course that will be common.
- Will this course cannibalize starts from any existing courses? If so, explain the extent to which this will happen and the plan to deal with this situation.
- Are there any special requirements to be made of the functional units — admissions, marketing, advising and student services, technology, registrar and financial aid?

**Accreditation/certification**
- Does it require professional accreditation? What groups are being considered and is there existing dialogue? Are there any roadblocks in the approval process?
- How with the accreditation application to TEQSA be managed?

**Internships/externships**
- Are internship/externships required as a part of the program? If yes, how long will the internship/externship be and who will supervise the students?
- Are sites required for each student to complete the internship/externship?
- How many students will each site take at one time?
• Have employer surveys informed course development?
• Will a written contract be required with the internship/externship sites?

Marketing
• Who is the target market for this offering?
• What is the typical education level and/or motivations of the students who will seek this offering?
• What is the potential yield from B2B or B2C activities? How dependent upon these sources will the course be?
• What is the expected marketing approach?
• What do you see as hurdles in developing, selling, and marketing the program?

SWOT analysis
• Strengths:
  o What do you do best? What are your unique selling points? What relevant markets can you readily access? What relevant resources (e.g., faculty) can you readily access? Can you scale the operation?
• Weaknesses
  o What could you improve? What should you avoid? Are your technology and other resources sufficient? Is the marketplace broad enough? Is your operation adaptable within the desired time to market?
• Opportunities
  o What are the good opportunities you face? What are the interesting trends? Where are the gaps you are proposing to fill? Do you anticipate a shift in demand? Could this product be offered in ground schools?
• Threats
  o What marketplace obstacles do you face? Are competitors moving into your space? Is the opportunity finite? Are job market changes making your product obsolete? Is changing technology threatening your position?

Financial model
• What are the costs for the development of the course? (Curriculum development, hiring of faculty, accreditation, etc.)
• Provide a financial model, which includes first year budget and at least three years of projections — student, revenue and costs.
• The financial model should include new start volume for the first year of operation, course tuition per student, and the initial start date. Consider the necessary time to develop the course, to obtain accreditation approvals, and to adequately prepare to advertise and enroll for the course.
Appendix C: Subject Outlines template

Each subject in a course will have a Subject Outline which will include:

- the name of the subject and its code
- any pre or co-requisites or assumed knowledge
- the basis upon which the subject is being offered i.e. part time, full time, blended delivery
- a brief summary of the content of the subject
- a list of learning outcomes for the subject
- a detailed syllabus, textbook list and list of any recommended readings or other textbooks
- the assessment regime showing how the learning outcomes of the subject are linked to assessment, what must be achieved to obtain a passing grade and other relevant rules
- a lecture and tutorial schedule as appropriate
- contact details of the academic and support staff
- Other information deemed appropriate for the subject.

The Outline will be issued to students at the commencement of their studies in the subject.

Appendix D: Course development cycle

The following diagram outlines the course development cycle that is used and adapted for the development of Kaplan courses.