**Development of units and courses at ACU | Outline of project stages**

The *Developing Units and Courses at ACU* process can be used for (1) new units / courses, and (2) for unit / course redevelopment.

In this document the following role titles are used:

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| **Faculty Executive** | Making decisions around budgets and resourcing on unit development projects. |
| **Unit Development Lead** | The day-to-day project management and/or educational design of unit development projects. Leads and supports others (academic staff) through the unit development process. |
| **Academic Staff** | Responsible for writing and building the new or redeveloped unit(s). May work alone, or together with other academics and a Unit Development Lead as part of a specific project. |

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| **Stage 0 | Approval** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| ***Stage 0 is provided as background understanding. It is assumed that a course has been through this process prior to Stage 1.***  The university process for developing and approving new courses or for major changes to existing courses (outside formal course review) undergoes a number of stages.  For further information see [ACU Guidelines for course approval, amendment and review](http://www.acu.edu.au/policies/173324). | **New course concept**   * **Faculty** proposes a new course concept * **Faculty Board** gives 'in principle' approval * **ACU Course Concept Approval Committee** assesses the concept from various internal and external perspectives, and gives approval for the concept to develop into a full course proposal   **Full course proposal**   * An **ACU Course Development Committee** (which may include external stakeholders) is established, and a detailed course proposal is developed * **Faculty Board** approves the proposal   **Review and quality assurance**   * **ACU Courses and Academic Quality Committee** review the proposal and give their endorsement * **ACU Academic Board** considers recommendations and advice and approves proposal   **New course approval**   * **Senate** approves course | * *Course/unit proposal document and curriculum plan* * *Course/unit approval* | Course development chair and committee chairs |  |
| **Stage 1 | Preparation** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The first stage is the preparation phase.  The aim of this stage is to:   * project timelines * confirm budgets * source an appropriate team * identify reviewers     **Who is involved?**   * Faculty Executive * Unit Development Leads * Faculty eLearning/educational designer   **Additional support**   * Faculty marketing managers | **Course proposal document handover**   * The Unit Development Lead and any faculty eLearning/Educational design staff need to be briefed by the course proposal team. The handover should cover the rationale, key themes of the content, the positioning of the new course and the impetus from industry   **Constructing a development team**   * Identify which academic staff will develop the unit(s) * Arrange for contracts for external staff * Seek support/endorsement from relevant supervisors / Heads of School / National Head of School, and gain their support for the project   **Unit outlines**   * Source generic unit outlines   **Identify reviewers**   * Identify reviewers for when content is complete   **Project management**   * Review and adjust project budget, gain approval for any changes * Draft and communicate project plan, project schedule (timing of stages), milestones, deliverables   **Marketing**  For courses, the HOS / faculty management may be involved in supporting faculty marketing manager develop a marketing brief/strategy for the course. Unit Development Lead may be involved in this process.  **University administration**  Once a course / unit is approved your faculty administrators will begin a process of setting up in Banner, assigning a CRN. There is nothing you need to action to make this process happen. | * *Updated budget* * *Development team confirmed* * *Project plan (schedule, milestones, deliverables)* * *Contracts prepared and finalised (if applicable)* * *Reviewers identified* | * Faculty Executive to liaise with Heads of School and National Heads to gain their support for the project | * Challenges getting academic supervisors to lend their support to the project * Delays in contract preparation * Delays in access to approved generic unit outlines |

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| **Stage 2 | Planning and design** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The second stage is the planning and design stage of the unit(s) that are being developed or redeveloped.  The aim of this stage is to:   * Plan for constructive alignment in your unit * Draft learning activities * Draft the extended unit outline * Create a development schedule for writing learning materials and activities * Identify and plan multimedia elements for the unit * Create LEO unit template (if applicable) * Create a LEO development guide (if applicable)   **Who is involved?**   * Unit Development Leads * Academic Staff * Faculty eLearning / educational designer (if not the Unit Development Lead)   **Additional support**   * Academic skills unit | **Project launch meeting(s) / workshop(s)**  Unit Development Lead to run a series of meetings/workshops with project team. These workshops are a combination of information sharing, planning, brainstorming and team building. They may also include some just-in-time professional development.  Topics useful to cover:   * Project overview - rationale for, and positioning in industry, of the course * Overview of the units, their place in course, unit learning outcomes * Overview of project phases, timeline, schedule, key milestone dates * Overview of minimum standards (e.g. what a unit should look like, feel like etc). * Pedagogical approach of units * Exemplars of other units * AQF levels * Demographics of students * Student learning materials and resources * Introduce faculty eLearning/educational designer and their role in the project * Emphasise the importance of planning for the constructive alignment of the unit(s) * Packaging topics from generic unit outline into modules/weeks with weekly study schedule * Drafting learning activities * Storyboarding modules/weeks * Developing the draft of the extended unit outline   **Constructive alignment, templates and extended unit outline**   * Develop a *constructive alignment planning document* for each unit   + Unit learning outcomes, activities & assessments   + Module/week/lesson/session learning outcomes   + Draft learning activities * Seek feedback on both constructive alignment planning document and the draft extended unit outline (see below) * Develop the *LEO unit template* (optional) * Develop the LEO development guide (optional) * Gain feedback and approval to use the LEO unit template and LEO development guide (where applicable)   **Extended unit outline**   * Develop extended unit outlines, as far as possible with the information available * Seek feedback on the draft extended unit outline in conjunction with the constructive alignment planning document (see above)   **Assessments**   * Write assessments, with rubrics and marking guides as part of the constructive alignment process in line with ACU assessment policy * Seek advice where necessary from faculty learning and teaching staff or Learning and Teaching Centre * Approach the academic skills unit to give feedback on assessments and rubrics, or give advice on what support is available to students to support their academic literacy (optional)   **Resources**   * Consider which resources will be used in the learning materials and activities. Do these exist already or will they need to be sourced externally or created? * Will these resources affect the budget?   **Project management**   * Unit Development Lead to get agreement on the development schedule for the first and subsequent modules (staggered) from those academic staff responsible for developing the unit * Coordinate the project launch meeting * Coordinate the feedback process for constructive alignment planning documents and draft extended unit outlines | * *Draft extended unit outlines, including Assessments* * *Constructive alignment planning document* * *Learning activities drafted* * Development schedule for academics * *LEO unit template (optional)* * *LEO development guide (optional) Module/weekly learning design template* | * Clear expectations set with academic staff responsible for developing the unit(s) * Share development schedule with supervisors | * Academic Staff responsible for developing the unit are unaware of or do not support the commitment required * Academic staff do not adequately plan their LEO unit |

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| **Stage 3 | Development** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The third stage is the development stage, this involves writing learning materials and activities, collating resources, creating multimedia, and building the unit into LEO.  **Who is involved?**   * Unit Development Leads * Academic Staff * Faculty eLearning/educational designer   **Additional support**   * School Senior Librarian * Academic skills unit | **Sample content**   * Unit Development Lead to seek LEO unit access for academic staff responsible for developing the unit(s). This should occur only once constructive alignment planning document and draft extended unit outline near complete * Unit Development Lead to direct academics involved in unit development to relevant support and professional development for LEO tools * Each academic staff member developing a unit to submit a first module for review and feedback by Unit Development Lead and faculty eLearning/educational designer, as per agreed development schedule from Stage 2   **Resources, copyright and the library**   * Unit Development Lead to introduce academic staff to their School Senior Librarian for advice about   + Scanning and digitising texts where unavailable online   + Required texts from unit outline   + Weekly readings   + Loan periods   + Copyright   + Finding resources   + Knowing what resources are available * Each academic involved in unit development should appropriately cite external sources, media, images etc. See the [copyright page](http://library.acu.edu.au/1145052). If needed, your School’s Senior Librarian can run a copyright information session * Developers can link to readings themselves, see Linking to [eBooks, eJournals and videos](http://library.acu.edu.au/449622), or they can liaise with their School Senior Librarian * Complete reference list   **Writing**   * Academic Staff write and build in LEO the modules as per agreed development schedule, brief and template * Add the learning activities and resources to LEO * Frequent reviews of content by the educational designer (and/or Unit Development Lead - this may be the same person) occur throughout development, with modules/weeks submitted for review in stages   **Multimedia and technology**   * Source relevant external learning resources * Develop new learning resources (e.g. recording guest speaker, creating case studies, simulations, quizzes, content package). * Add required resources to LEO site   **Student academic support**   * Consider liaising with academic skills unit to get feedback on what resources are available to direct students to for support * Consider if you would like library staff to do a presentation or drop in sessions for students, linked to a particular week or assignment   **Assessments**   * Finalise and add all assessment details to LEO * Ensure students are able to submit electronically, where appropriate   **Extended unit outline**   * Extended unit outline is moderated and uploaded to LEO and your school’s repository for EUOs | * *Learning materials and activities in LEO, finalised* * *Assessments finalised* * *All required LEO components added and complete* * *Resources linked in LEO* * *References provided* * *Resources and content cited appropriately* | * Regular/weekly progress meetings between the academic staff member writing the unit and the Unit Development Lead | * Academic Staff do not deliver as per the agreed development schedule * Academic Staff do not deliver as per the agreed project brief * Required resources not available in time for unit commencement |

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| **Stage 4 | Review** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The fourth stage is the review stage. While smaller reviews have occurred during Stage 2 & 3, is the final quality assurance stage in which units are reviewed, feedback received, updates made and technological functioning checked.  **Who is involved?**   * Unit Development Leads * Academic Staff * Expert reviewers * Faculty eLearning/educational designer * Lecturer in charge (if known) | There are four key aspects that should be reviewed.  **Editorial review**   * Content is edited for spelling, grammar, formatting and referencing ideally the same person for consistency in style * Review all units, in the context of the course, for unintended content overlap or inconsistencies (for full courses)   **Technological review**   * Resource links checked and fixed if needed * Test content in different web browsers * Technological functioning checked * Check online assessment tools functioning correctly for each assessable task   **Subject-matter expert review**   * Unit reviewed by expert(s) identified in Stage 1 * Review by an external industry advisory panel (optional depending on discipline   **Pedagogical and constructive alignment review**   * Review of achievement of constructive alignment * Review the LEO unit against the extended unit outline * Review for student engagement and teacher presence   **Actioning feedback**   * Feedback received and incorporated, or if not possible an action plan made for the future (and add it to the LEO unit so it is visible to lecturers but not students) * Unit is signed off by Unit Development Lead and course coordinator   **Constructive alignment document**   * Constructive alignment document updated and complete * Uploading the constructive alignment document to LEO (and setting to ‘hide’). This is useful for future unit iterations and will stay with the unit as it is rolled over | * *Subject-matter expert review feedback* * *Editorial feedback* * *Proofed units live in LEO* * *Updated constructive alignment document* * *Moderated unit outline* | * Reviewers to provide their feedback to academic staff responsible for developing the unit * Unit Development leads to confirm deadlines for actioning feedback | * Reviewers are not available * Reviewers do not observe the deadlines * Academic staff do not have time to action all the feedback received, prior to the start of semester |

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| **Stage 5 | Unit readiness** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The fifth stage is the handover and unit readiness stage. Sometimes the person who teaches the unit, may not be the developer of the unit. Therefore, this stage is primarily about preparing the unit for week 1 delivery, and getting teaching staff ready.  **Who is involved?**   * Unit Development Leads * Academic Staff responsible for developing the unit * Lecturers in charge and other teaching staff | * Handover to LIC (if known)   **Outstanding tasks**   * Include any outstanding tasks, these may include things such as:   + uploading unit outline and study schedule to LEO once moderated   + Creating a welcome video   + Lecturer profiles and contact details added   + Welcome messages for Week 1   **Preparation of teaching staff**  Preparation of teaching staff for blended/online unit delivery   * Administration * Communication * Facilitation * Assessment * Multimedia and resources | * *Staff are prepared to teach* | * Handover meeting with LIC and unit development team | * Key specialist is not available to teach * Lecturer confirmed/assigned late |
| **Stage 6 | Implementation** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| The sixth stage is the implementation stage.  **Who is involved?**   * Lecturers in charge * Lecturers * Other teaching staff | * The unit is taught * Lecturers may add additional material to the unit. These may include lecturer-created resources (e.g. online video presentations) and/or lecturer-curated resource lists (e.g. scholarly readings from the library, textbook chapters, website resources, multimedia resources) | * *Ideas for future action plan* |  | * Technological issues |

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| **Stage 7 | Evaluation and future improvement** | **Key actions** | **Deliverables** | **Communications** | **Risk** |
| This final stage occurs after the unit has run. Unit design is iterative, and it is likely changes will be made for each time a unit runs.  **Who is involved?**   * Course coordinator * Unit teaching teams * Students | **Post-implementation review**   * Feedback from Student Evaluation of Learning and Teaching (SELT) * Feedback from lecturers, and lecturer in charge, ideally meet as a group:   + What worked well   + Unexpected challenges   + Student reactions   + Assessments   + Pacing   + Ideas for future * Creation of an action plan for future development of unit, quantify the size of suggested changes (e.g. ‘change title’ = easy, ‘re-write an assessment’ = more complex)   **Professional development**   * Explore PD relevant for developing skills and knowledge needed for future development of unit   **Scholarship of learning and teaching**   * Share learnings from your experience (write a paper, present at a conference etc) | * *Action plan* * *Project evaluation report (if applicable)* | * Team meeting to review and discuss future improvements to the unit(s) | * Future resources may not be available |