SCHEDULE 1 : Major, minor and administrative unit and course revisions

Approved Academic Board AB04/09/2024

Coding for subsequent tables

The following colour coding has been applied: Approved by Academic Board   Approved by Faculty Board   Approved by ADE

Unit revisions

*It is critical that all approved unit revisions are updated in any Course Assurance Summary tool which includes the corresponding unit so that the impact on the educational integrity of the course (e.g. alignment to course learning outcomes etc) and student experience is documented. While unit revisions largely sit with Faculty Board for approval, the aggregate of unit revisions across multiple units will impact a course over time and this should be taken into account as part of the monitoring, review and improvement of courses.

Unit Revision Type	Minor Revision	Major Revision	New Unit	Approval Process	Rationale
Unit Title			X	AB (Endorsed by FB and CC)	A revision to a unit title will result in a **new unit** so is not considered as a unit revision as it requires approval of a new unit. This may also result in a unit closure and/or an associated course revision**.** *Proposals for new units associated with a new course/course revision should be submitted at the same time as the new course/course revision proposal.*
Unit Code			X	AB (Endorsed by FB and CC)	A revision to a unit title, unit credit points, and/or unit level will result in a **new unit** which requires a new unit code, so the provision of a new unit code is not considered as a unit revision as it requires approval of a new unit. This may also result in a unit closure and/or an associated course revision.
Credit Points			X	AB (Endorsed by FB and CC)	A revision to the credit points assigned to a unit will result in a **new unit** so is not considered as a unit revision as it requires approval of a new unit. This may also result in a unit closure and/or an associated course revision.
Unit Level			X	AB (Endorsed by FB and CC)	A revision to the unit level results in a **new unit** so is not considered as a unit revision as it requires approval of a new unit. This may also result in a unit closure and/or an associated course revision. *UC unit levels refer to for example Level 1 – 4 for undergraduate units, and G or PG for postgraduate units, not to the AQF level.*
Teaching Period - addition/change or removal	X	X		ADE (*for addition*) FB (*for change or removal*)	A revision to the offering of a unit into an **additional** teaching period - this would have no negative consequence on the student learning experience and therefore is a minor revision. However, the impact needs to be considered for a **change** in teaching period or a unit being **removed** from a teaching period. There could be academic considerations for the student's learning journey, progress, and completion times based on unit availability. This also needs to be considered in terms of the functionality provided through Teaching and Research Integrated Planner (TRIP) and the risks of non-approved changes being made through TRIP and their potential impact on students.
Location		X		FB	The use of location at UC has multiple meanings. It can mean the physical location, or it can mean delivery through a third party provider (TPP)/partner. The location of a unit should be consistent with the physical location of the unit offering (e.g. BRUCE versus UCC-BRUCE), and should be consistent with the location of the course(s) that contain the corresponding unit. A revision to the location of a unit will be required as a consequence of changing the location of a course. Note: The location of the unit should **no longer be used** to indicate the mode of delivery (see Unit Mode of Delivery). It has academic implications if the unit will be offered at a different physical location and/or through TPP, i.e. quality assurance, who is teaching it etc. *For a unit embedded in a course with a CRICOS code, it must be registered with the new location.*
Unit Mode of Delivery		X		FB	The unit mode of delivery associated with a particular unit is approved by Academic Board when the unit is created. **Subsequent changes** to the unit mode of delivery (e.g. adjusting the unit mode of delivery or creating additional unit modes of delivery) require Faculty Board approval. **Any revisions to the unit mode of delivery need to be consistent with the course mode of delivery** for any course(s) that contain the corresponding unit, noting course mode of delivery is approved by Academic Board. For example, a BLENDED course mode of delivery must have the required combination of on-campus and online/hybrid unit modes of delivery.

Unit Revision Type	Minor Revision	Major Revision	New Unit	Approval Process	Rationale
					A unit may be offered in multiple physical locations and in multiple delivery modes, but it is not clear to prospective students which delivery mode is offered at which location, or if all delivery modes are available at all locations. This also needs to be considered in terms of the functionality provided through Teaching and Research Integrated Planner (TRIP) and the risks of non-approved changes being made through TRIP and their potential impact on students and the quality of the student experience.
Contact Hours	X			ADE	Revisions to contact hours would require quality assurance that volume of learning still satisfies the notional duration of unit learning activities required for the achievement of the unit learning outcomes (ULOs) specified at the particular AQF level for the unit.
Faculty		X		FB	A unit should be owned where the disciplinary knowledge is located. The transfer of a unit from one faculty to another would be a major revision, but the implementation of this would be administrative. From a system perspective (managed by BSIT) a new unit code is not required purely for a faculty change. If this change in faculty means a change to the field of education (FoE), this could change compliance requirements and funding. (see Field of Education)
UC Discipline	X (administrative)			ADE (unless also has a change in FoE – see Field of Education)	A unit should be owned where the disciplinary knowledge is located. If a unit transfers from one discipline to another (either in the same faculty or different faculties) with **no change in FoE**, this would be an administrative decision. If the UC Discipline change also is associated with a **change of FoE**, this revision will require a **new unit code** (see Field of Education).
Unit Convener	administrative			ADE (or nominee such as Head of School/Head of Discipline or equivalent)	This is an internal management procedure and administrative revision which can be facilitated through TRIP.
Field of Education (FoE)			X	AB (Endorsed by FB and CC)	This may also result in a unit closure and/or an associated course revision. It may have an impact on reporting to government and fee setting. If there were changes that broaden or narrow the scope & focus of the unit, or if the unit changed to another Faculty or Discipline, then these revisions could impact the FoE code of the unit and possibly changes to ULOs. If this was the case, it should be considered a **new unit**. If the unit is embedded in a course that has a CRICOS code, and there is a revision to the FoE, but there is no change to the course itself then this would be an administrative revision. Additionally, notification must be provided to TEQSA via Quality Assurance that there is a change to FoE. Changes to FoE could have financial implications, including for Admissions, and may result in a change from fee paying to Commonwealth Supported Placements (CSP) or vice versa.
Assumed Knowledge	X			ADE	Consider the potential impact on students and the potential impact across courses as well as cross-disciplinary considerations. Impacts the assumed knowledge required to undertake the learning activities at the specified AQF level. Impacts the academic design & transition considerations for student entering the unit, e.g. how students and the faculty determine if a student has the assumed knowledge, what support mechanisms are in place for transition into the unit for students who do not have the assumed knowledge, such as bridging or academic support. Knowledge covered by any pre-requisite/co-requisite unit(s) should not be included as assumed knowledge.
Pre-requisite co-requisite, and equivalent units		X		AB	Would need to quality assure the sequencing of units for both full time and part time study options. This would be demonstrated in the Study Pattern section of the corresponding CAS tool(s).
Unit summary	X			ADE	A revision to the unit summary (syllabus) could mean a revision to the description of the unit.
Unit Learning Outcomes (ULOs) – Minor revision	X			ADE	For minor adjustments to the wording of existing unit learning outcomes (ULOs), which do not substantial change the intent, taxonomy, complexity or constructive alignment of the ULO.

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Unit Revision Type	Minor Revision	Major Revision	New Unit	Approval Process	Rationale
Unit Learning Outcomes (ULOs) – Major revision		X		FB	Should there be a substantial revision to the ULO(s) including where the intent, taxonomy, complexity or constructive alignment of the ULO changes, this requires some academic scrutiny to ensure that it constructively aligns to the complexity expected for the corresponding AQF level of the unit and maps to the CLOs for all courses which include the unit as a required unit. When changed substantially, consider impact on the scope of practice, and consider creation of a new unit for clarity, e.g. avoiding confusion of what is expected of the student in the existing unit. If there are multiple units within a course undergoing substantial revisions to ULOs, mapping of the new ULOs must be demonstrated to the CLOs. This could change the CLOs and/or the student learning experience, i.e. could result in a new course when several changes are combined.
Work Integrated Learning (WIL)		X	X	FB or AB (depends on the extent of the revision)	A revision to the numbers of hours per week of internship or professional workplace experience (paid or unpaid) may impact international student visa requirements, so must be done in consultation with Quality Assurance, who will need to update any associated course entries in the CRICOS register which require the unit. A revision to the WIL component that impacts professional work placements must be done in consultation with Careers UC. Depending on the extent of the revisions to the WIL component of a unit, a **new unit** may be required for clarity, e.g. avoiding confusion of what is expected of the student in the existing unit. A revision to the academic requirements of the course caused by changes to WIL units (e.g., addition of a work placement component, or additional of WIL activities that generate new units) would also be a course revision to the course; an Academic Case would need to be provided for AB approval. Considerations: • WIL encompasses more than student workplace placements (e.g. can involve simulated industry activities in a classroom-based setting) so may not necessarily require Careers UC consultation. However, a revision to the unit that constitutes the WIL components may be considered as revisions to academic course requirements which require Academic Board approval. These revisions are likely to be undertaken at Interim Monitoring Course Report (IMCR) or Comprehensive Review Report (CRR) submission points. • Refer to the Work Integrity Learning Policy and Work Integrity Learning Procedure.
Assessment design - minor	X			ADE	This will depend on what the change to the assessments entails and the consequential impact on the associated course(s). A change to unit assessment, needs to ensure that course assessment will continue to be constructively aligned for all courses for which the unit is required. Small amendments to the approved assessment design within a unit *which is consistent with the Assessment Policy and Assessment Procedures* can be approved by ADE, including: - Number of summative assessments - Inclusion of a hurdle requirement outside the criteria specified in Clause 3.39 of the Assessment Procedure - Additional cumulative examination time (from a maximum of two hours to three hours approved by ADE; for a maximum of more than three hours approval by Dean) - Small adjustment to weighting of summative assessment task(s) - Adjustment to assessment timing - Adjustment to assessment mapping (to ULOs, Graduate Attributes (GAs), Strategic Alignment and/or student activity mapping) - Revision to independent versus collaborative assessment task and principal assessor type - Revisions to formative assessment Revisions to summative assessment after a unit outline for a teaching period is published may be approved by the Faculty's Associate Dean, Education only if there is an error in the assessment instructions, summative assessment rubric, weighting, and/or due dates and times. Any approved revisions must be communicated via an announcement on the unit's teaching site. Any summative assessment changes must be recorded by the Faculty in the Faculty Board minutes, including the details of the change, date approved and implementation date. (Clause 3.12 *Assessment Policy*)
Assessment design - major		X		FB	This will depend on what the change to the assessments entails and the consequential impact on the associated course(s). A change to unit assessment, needs to ensure that course assessment will continue to be constructively aligned for all courses for which the unit is required.

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Unit Revision Type	Minor Revision	Major Revision	New Unit	Approval Process	Rationale
					Substantial amendments to the approved assessment design within a unit must be approved by Faculty Board. Considerations: • The revised assessment design is quality assured to be authentic and sustainable, constructively aligned to the ULOs and CLOs (providing evidence to demonstrate that students have attained skills, knowledge and attributes stated in ULOs and CLOs), and consistent with the *Assessment Policy* and *Assessment Procedure*, and *Academic Integrity Policy* and *Academic Integrity Procedure*. • External referencing and benchmarking activities should be used to inform assessment design. • Assessment design must be reviewed on specific grade distribution and withdrawal criteria (refer to clause 2.21 of *Course Procedure: Monitoring, Review and Improvement*). • Any summative assessment changes must be recorded by the Faculty in the Faculty Board minutes, including the details of the change, date approved and implementation date. (Clause 3.12 *Assessment Policy*). • Revisions to course(s) where the unit is embedded - potential impact across courses and cross-disciplinary considerations.
Grading Schema		X		FB	The CAS Tool lists 'Result type' as Graded vs Ungraded. (refer to Clause 3.236 *Assessment Procedures*) Considerations: • A change to result type for a unit could impact students in relation to their GPA or WAM. • Revisions to course(s) where the unit is embedded.
Alignment of units with Course Learning Outcomes (for required units within the course only)		X		FB	For example, for undergraduate courses, the required units would include the core major and the specialist major, while in postgraduate courses, required units would be any mandatory unit. Any revisions to the unit learning outcomes for required units within a course should also result in any consequential changes to the mapping of the unit learning outcomes to the course learning outcomes, and vice versa. Considerations: Whether this is a unit revision would be dependent on whether the unit learning outcomes needed to change.
Alignment with UC Graduate Attributes		X		FB	If there is a realignment of assessments within a unit with Graduate Attributes (GAs). This should occur with the MRI process, to ensure the implemented strategies to evidence student achievements of the graduate attributes is overseen by Academic Governance. Considerations: • Impact of the mapping to the Graduate Attributes across the course and the potential impact on students.

COURSE REVISIONS

*All approved course revisions must be detailed in an updated corresponding Course Assurance Summary tool. Comparison of the updated CAS tool to the previously approved CAS tool will enable any impact of the course revisions to be identified (for example, mapping to course learning outcomes).

Course Revision Type	Minor Revision	Major Revision	New Course	Approval Process	Rationale	Authority
Course Name			X	AB (Endorsed by FB, CAP, (URC), CC)	Changes to the name of a course could potentially reflect significant changes to the outcomes of a course. Where there is a revision to the course name this will result in a **new course** if the revision to the course name: • will lead to markedly different employment prospects, such as changes to the FoE e.g., MBA changes to MBA (Health Management) OR • significantly impacts the course CLOs and leads to creation of new units that will need to be mapped to the CLOs. If the course is registered with a CRICOS code, then the faculty need to consult with Quality Assurance.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* ***Representation of the course of study***
Award Title (& abbreviation)		X	X	AB (Endorsed by FB, CAP, (URC), and CC)	Awards associated with courses must be approved by Council. Where there is a revision to an Award title, there may have to be a **new course** if the qualification type, level and field of study/discipline do not align with the new award title. If a course name changes, then the award title must reflect this, e.g. Course change: B Arts -> B Arts (Film Production) Award change: BA -> BA (FilmProd) *This could also have a potential impact on funding clusters and student contribution bands according to FoE.	*AQF Qualifications Issuance Policy* **2.3 AQF Qualification titles:** Titles of AQF qualifications are the representation of the qualification type, level and field of study/discipline of the qualification and provide the basis for national and international recognition. AQF qualifications will have titles that unambiguously identify the qualification type, level and field of study/discipline.
Duration of course (full time or equivalent)		X	X	AB (Endorsed by FB, CAP, and CC)	A change in the duration of a course or the volume of learning, this may lead to a need for accreditation as a **new course**, if: • there is a marked reduction in the volume of learning. • there is a marked and unsubstantiated departure from the broad guidance of the AQF. • a course has a CRICOS code and will exceed its current duration period. (see TEQSA Guidance note: Changes in a course of study that may lead to accreditation as a new course) If revisions are being proposed to support a change in volume of learning, it depends on whether, in aggregate, these revisions change the fundamental educational and professional intent of the course to the extent that it amounts to a **'new' course**.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* ***Course duration/volume of learning*** A marked change in the duration of a course of study or the volume of learning may lead to a need for accreditation as a new course. This may occur particularly if: • there has been a marked reduction in the volume of learning without other corresponding changes to other factors, and/or • a marked and unsubstantiated departure from the broad guidance of the AQF is proposed.

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						A marked change in volume of learning would be expected to be accompanied by various other changes, such as changes to the: • level or qualification type • scope of the expected learning outcomes • prerequisites or other aspects of academic preparedness • course design, or • delivery methods. ESOS **Framework (**National Code**)** **Standard 8.2:** The expected duration of study specified in the overseas student's CoE must not exceed the CRICOS registered duration. *AQF – Volume of Learning: An Explanation* **Definition:** The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.
Total credit points (CP)			X	AB (Endorsed by FB, CAP, and CC)	Where there is a change to the total credit points required for a course then this would mean that the course no longer meets the notional volume of learning required for the AQF qualification type. This would result in a **new course**, as the revision would result in a course that was not compliant with the AQF.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Course duration/volume of learning*
AQF level			X	AB (Endorsed by FB, CAP, (URC), and CC)	Where there is a change to the AQF level of the course this would change the depth and complexity of the qualification type and therefore require a **new course** designed at the new qualification level. A course revision that leads to a *different qualification* either at the same AQF level (e.g. Honours to GC/GD), or different AQF level (e.g. Bachelor to Masters) or from Masters by coursework to Masters (Research - with two-thirds research component) must be accredited as a **new course**. A change to a research degree would also involve meeting the Research and Research Training Standards (Domain 4 of the HES Framework) if that has not already occurred.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Level/type of qualification* *HESF Domain 4: Research and research training*
Course Convener	administrative			Dean/Associate Dean (or nominee such as Head of School/Head of Discipline or equivalent)	There are no external authoritative directives about a change to the course convener. This is an administrative faculty consideration. This is not a governance issue and is neither a minor or major revision to a course. This also applies to any other academic role associated with a course such as Program Director.	
Change of Faculty		X		AB (Endorsed by both FBs, and CC)	A course should be owned where the disciplinary knowledge is located. The transfer of a course from one faculty to another would be a major revision, but the implementation of this would be administrative. From a system perspective (managed by BSIT) a new course code is **not** required purely for a faculty change.	

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					A change in faculty could mean a change to the FoE; this could change compliance requirements & funding. (see Change to Field of Education)	
Change of UC Discipline	X (administrative)			AB (Endorsed by FB and CC)	A course should be owned where the disciplinary knowledge is located. A **change to an existing Discipline** would be an academic decision, but the implementation would be administrative. For the **approval of a new Discipline** (e.g. Discipline of Social Work), the proposed new Discipline should be endorsed by Faculty Board prior to approval by DVCA.	
Change to Field of Education (FoE)		X	X	AB (Endorsed by FB, and CC)	Should the change in FoE suggest a change to employment prospects or opportunities for further study, or if there was a change to broaden or narrow FoE (e.g., MBA -> MBA (Health Management)), changes to CLOs would be anticipated and it should then be considered a **new course.** Where a course has a CRICOS code, and there is a revision to the FoE but there is no change to the course itself then this would be an administrative revision. Additionally, notification must be provided to TEQSA that there is a change to FoE. Faculty should consult with Quality Assurance. Changes to FoE could have financial implications, including for Admissions, and may result in a change from fee paying to Commonwealth Supported Placements (CSP) or vice versa.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Representation of the course of study*
Change of/addition to Course Mode of Delivery and/or Location		X		AB (Endorsed by FB, CAP*, (URC), and CC) *except ON-CAMPUS to BLENDED course mode of delivery	A course may be offered in multiple physical locations and/or in multiple delivery modes. Revision to course mode of delivery can mean a revision to the location of the course or a revision from on-campus delivery to online delivery (which may also be considered a new location). For development of an existing course at new location and/or new course mode of delivery, a strategic case must be presented to the DVCA1 Group with a rationale to support the delivery of the course in a new location and/or new course mode of delivery as the initial step of the approval process. If the course is to stay the same and the materials are converted to online learning, or these is progression to more emphasis on online learning, then this would be a major revision to the course. This would require quality assurance that the student experience, support, assessment tasks etc are met for the new or additional course mode of delivery and are therefore supported by an updated Course Assurance Pack/Academic Case, Course Risk Assessment and Monitoring Review and Improvement Plan. (refer to **Appendix A** – which includes the Threshold Standards which must be met to quality assure an ON-CAMPUS course being revised to an online course) The quality assurance associated with the change of/addition of course mode of delivery for an ON-CAMPUS to BLENDED is largely consistent with the quality assurance for the original ON-CAMPUS course mode of delivery and therefore this can by-pass CAP consideration. However additional risks should be identified and mitigated related to the increased emphasis on online learning, including but not limited to assessment design and academic integrity for online learning, and the recognition by the faculty that the inclusion of a BLENDED course mode of delivery requires commitment to the ongoing offerings of a proportion of the units within the course in an online format. *Considerations:* • Equivalency of expected learning outcomes, and how students will be supported for delivery of the course in the new/additional course mode of delivery and/or course location. • Requirements of the *Higher Education Threshold Standards Framework* must be met and continue to be met irrespective of the modes of delivery and participation adopted by a provider.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Course design/delivery* *Institutional Quality Assurance* If a provider proposes changes to a course of study that would require capabilities that have not been previously demonstrated, TEQSA will need to consider accreditation as a new course... this would apply... to markedly different modes of delivery. ESOS **Framework (**National Code) **Standard 2** *Recruitment of an overseas student*: Registered provider must make available... information to the overseas student or intending overseas student on: 2.1.2 the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) course code, course content, *modes of study for the course, including compulsory online* and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods. **Standard 8** *Overseas Student visa requirements*: 8.18 A registered provider must not deliver a course exclusively by online or distance learning to an overseas student. 8.19 A registered provider must not deliver more than one-third of the units (or equivalent) of a higher education or VET course by online or distance learning to an overseas student. 8.20 A registered provider must ensure that in each compulsory study period for a course, the

Element				Approval	Description	Framework
					• **Risks to be mitigated**: student engagement, student interaction and sense of belonging, mental health, international student experience, quality of teaching and resources, learning outcomes, professional attributes and accreditation requirements, academic integrity and student privacy, student equity. (see Section 5. Key policy issues around online and mixed-mode delivery in *Department of Education Modes of Delivery in Higher Education Final Report* for more details). • **For a CRICOS registered course,** consideration that the course cannot deliver more than a third of the units by online or distance learning, and for each compulsory teaching period, an international student visa holder must study at least one unit that is not by distance or online learning, unless the student is completing their last unit of study.	overseas student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course. **UC Online Learning Framework** ***Department of Education Modes of Delivery in Higher Education Final Report***
Student Type(s) (Domestic and/or International) **Fee Type** **(CSP versus fee paying)**	X			AB (Endorsed by FB, CC and/or AQSC)	A revision to a course to include international students, requires the course to be registered with CRICOS code. A faculty must consult with Quality Assurance, and the PVC Future Students, and other key stakeholders on the impact of the proposed changes on student demand, CSP caps, fee setting, load planning and the like. A revision to a course that would impact a student with a Commonwealth Supported Place, would require grandfathering of students in the existing course under their existing financial arrangements.	ESOS **Framework (**National Code**)** **Standard 2** *Recruitment of an overseas student*: Registered provider must make available... information to the overseas student or intending overseas student on: 2.1.2 the Commonwealth Register of Institutions and Courses for Overseas Students (*CRICOS) course code, course content, modes of study for the course, including compulsory online and/or work-based training, placements, other community-based learning and collaborative research training arrangements, and assessment methods.*
Fees per annum	administrative			*No course approval required.* *However, there are other approval processes in the DoA.*	This does not require Academic Board approval. This would be done on the recommendation of the DVCA in consultation with Finance and endorsement by the Executive Dean. Refer to Delegations of Authority (F10.1) It is included in the consolidated information about a course so that the course fees information can be implemented in Callista and displayed in the Digital Handbook subsequent to course approval.	
Work Integrated Learning (WIL)		X * dependent on revision		AB (Endorsed by FB, CAP, (URC) and CC)	A revision to the academic requirements of the course caused by the changes to WIL (e.g., addition of a work placement component, additional WIL activities that generate new units would also be a course revision), would require an Academic Case to be provided for approval. A revision to the numbers of hours per week of internship or professional workplace experience (paid or unpaid) may impact international student visa requirements, so must be done in consultation with Quality Assurance, who will need to update any associated course entries in the CRICOS register which require the unit. A revision to the WIL component that impacts professional work placements, must be in consultation with Careers UC and other key stakeholders such as Partnerships, and placement providers. **Considerations:** • WIL encompasses more than student workplace placements (can involve simulated industry activities in a classroom-based setting) and may not necessarily require Careers UC consultation. • These revisions are likely to be undertaken at Interim Monitoring Course Report (IMCR) or Comprehensive Review Report (CRR) submission points.	ESOS **Framework (**National Code**)** **Standard 1: Marketing information and practices** 1.2 The registered provider must... not provide any false or misleading information on: 1.2.2 any work-based training a student is required to undertake as part of the course. **Standard 2** *Recruitment of an overseas student*: Registered provider must make available... information to the overseas student or intending overseas student on: 2.1.2 the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) course code, course content, modes of study for the course, including *compulsory online* and/or *work-based training, placements,* other community-based learning and collaborative research training arrangements, and assessment methods.

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					• Refer to the Work Integrity Learning Policy and Work Integrity Learning Procedure.	*Work Integrated Learning in Universities: Final Report* "Although visa conditions restrict the number of hours per week that international students may work in Australia, unpaid WIL experiences that are part of a course do not generally count towards these limits." (p19) **TEQSA Guidance Note: Work Integrated Learning** "Developing good practice in WIL is a dynamic field of educational research and practice. TEQSA recognises this dynamism as a strength and will support innovative approaches to WIL, providing that they safeguard the quality of the student experience and meet the applicable requirements under the HES Framework and other applicable laws."
Course requirements		X *dependent on revision		AB (Endorsed by FB, (CAP), (URC), and CC)	Course requirements are the course components, and their associated credit points, that must be completed to achieve the associated award, including where applicable: • Required units • Restricted choice units • Elective units • Majors • Minors Changes to *required* units and/or course components (majors and/or minors) which for example impact mapping to CLOs need to be considered by Course Advisory Panel (CAP) prior to CC endorsement.	*HESF Domain 3: Teaching* *3.1 Course Design* *Guidance note: Course design (including learning outcomes and assessment)*

Exit points/awards		X		AB
				
				(Endorsed by FB, CAP, (URC), and CC)
					Faculty must advise what aspect of an exit point is being revised. The addition of an exit to a course is a major revision.
					
					Examples include:
					
					1. A revision to a course to include the addition of an exit point for a course will:
					
					   a. typically require Course Advisory Panel review to ensure that the new exit/entry learning outcomes are achieved through the course requirements.
					
					   b. include capturing the course requirements for all entry and exit points for a course in the CAS Tool 'Academic Requirements' for the corresponding course(s).
					
					2. A revision may be both an entry and exit point. If the exit point is also a new course (that is, it serves as an entry point), consideration must be given to the ongoing administrative and quality assurance effort required to monitor the course that leads to the exit, even when nested in another or higher level course.
						TEQSA Guidance Note: Nested courses of study
						
						In the case of 'nested' course designs, TEQSA will pay particular attention to entry and exit pathways and to the integrity of course design and learning outcomes for each exit point.
						
						TEQSA Guidance Note: Joint and dual awards (where there are collaborative arrangements between higher education providers with a dual award involving one or more courses that leads to the award of two separate qualifications, either that one AQF level, or two sequential AQF levels)

Component				Approval	Description	External Reference
Honours Component		X		AB (Endorsed by FB, CAP, URC, and CC)	A revision to a course to include an embedded Honours component to an existing course or a standalone Honours will be considered a **new course** where a change to a course is proposed that leads to a different qualification from AQF 7 (Bachelors) to AQF 8 (Honours). This would be expected to have changes to the CLOs for the Honours component, and there would be a change in the volume of learning with a revision to the level and qualification type (Bachelor to Honours). Revisions for Honours courses, and courses with more than 25% research component require endorsement by University Research Committee prior to approval by Academic Board.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Level/type of qualification* Where a change to a course is proposed to lead to a different qualification at a different AQF level. *Course duration/volume of learning* A marked change in volume of learning would be expected to be accompanied by various other changes, such as changes to the level or qualification type. *AQF Second Edition* Must meet the AQF Level 8 criteria for a Bachelor Honours degree.

Study Pattern	X	X		AB (Endorsed by FB, and CC)
				
				FB (for consequential revisions)
					If a course changes from semester-based study to carousel (Study Block)-based study and to a different Study Pattern, then this would need academic scrutiny to quality assure the student experience particularly, as there will typically be no scaffolding between units in carousel-based study. It would mean that most units will need to be designed to be largely self-scaffolding.
					
					For **consequential revisions to a Study Pattern arising from teaching period revisions and/or unit prerequisite/co-requisite revisions**, both of which are approved by either ADE or Faculty Board, can be approved by Faculty Board. Ordering & sequence of units needs oversight to ensure; coherent learning journey particularly for students commencing in Semester 2, student articulating from a partner institute, ensure students can complete within the timeframe of a course (e.g. 3 years for Bachelors).
					
					Considerations:
					
					- For PG courses & UG courses with embedded Honours, the Study Pattern should demonstrate and support a scaffolded sequence of learning, which includes an Honours component in the case of an embedded Honours course.
					- For Double-degrees the Study Pattern must work effectively for students.
						No external authoritative reference.
						
						HESF Domain 3: Teaching
						
						3.1 Course Design
						
						1. The design for each course of study is specified and the specification includes …
						
						   b. structure, duration and modes of delivery
						
						   c. the units of study (or equivalent) that comprise the course of study…
						
						3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
						
						4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
						
						TEQSA Guidance note: Course design (including learning outcomes and assessment)

Course Learning Outcomes		X		AB (Endorsed by FB, CAP, (URC), and CC)	A student graduating from a course must be able to demonstrate the course learning outcomes (CLOs). A substantial change to the CLOs will result in changes to the alignment and mapping of ULOs and learning activities to continue to ensure that the student meets the CLOs.	*HESF Domain 3: Teaching* *3.1 Course Design*

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					Changes to CLOs has a major academic impact, and potentially a major administrative impact on student study plans and completions and/or student transition. If substantial changes are made to CLOs, this could signal a **new course**, for example: • making a change to the scope of practice • introducing or removing a required course component (e.g. major/specialisation) • in the interests of clarification and avoiding confusion about what can be expected of graduates.	*TEQSA Guidance note: Course design (including learning outcomes and assessment)* TEQSA will be diligent in relation to the nature, quality and level of the expected learning outcomes for the course (Standards 1.4.1-1.4.2). This will include an assessment of the credibility of comparators advanced by the provider (Standard 1.4.1) and may involve expert/peer review. Similarly, TEQSA will wish to be satisfied that the methods of assessment of learning outcomes that are used throughout the course are credibly capable of valid assessment of the various outcomes concerned for the level of qualification offered (see also Standard 1.5.3). The Standards require that all specified learning outcomes are assessed before completion of the course of study (Standard 1.4.4) and that progressive and coherent achievement of learning outcomes is planned in the design of the course (Standard 3.1.3). *AQF Second Edition* The AQF provides an integrated policy that comprises: 1. the learning outcomes for each AQF level and qualification type... The CLOs reflect the corresponding AQF levels, which define the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement.
Alignment of the course learning outcomes with the Graduate Attributes (GA)		X		AB (Endorsed by FB, and CC)	Realignment of CLOs with Graduate Attributes would require the CAS Tool to be updated and approved as an academic revision. This would typically occur with the MRI process, to ensure the implemented strategies to evidence student achievements of the Graduate Attributes is overseen by Academic Governance.	*AQF Second Edition* Generic learning outcomes are explicitly identified in the qualification and align with the level of the qualification type, the purpose of the qualification and the discipline. Generic learning outcomes fall into four broad categories: fundamental skills; people skills; thinking skills; and personal skills. In the higher education sector, they are generally known as **graduate attributes** and are defined by each higher education provider. The relationship between the learning outcomes in the qualification type descriptor, and the discipline [must be] clear. The design of the components of the qualification will provide coherent learning outcomes for the

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						level and qualification type and will enable graduates to demonstrate them.
Alignment of unit learning outcomes with the course learning outcomes	X	X		AB (Endorsed by FB, (URC), and CC)	This could be either a major or minor revision depending on the changes but would require academic scrutiny. Demonstration that the learning outcomes that are assessed at individual unit level (and/or within a capstone unit) reasonably demonstrate achievement of overall course learning outcomes on graduation. The CAS Tool will need to be updated and approved as an academic revision.	*HESF Domain 3: Teaching* *3.1 Course Design* *TEQSA Guidance note: Course design (including learning outcomes and assessment)* TEQSA will expect some clear information demonstrating where course learning outcomes are taught, practised and assessed, whether at unit level or at course level (e.g. via a 'capstone' assessment and/or an assessment against a set of occupational or professional standards) or a combination of these (Standard 1.4.4). TEQSA may require an appropriate demonstration that the learning outcomes that are assessed at individual unit level (and/or within a capstone unit) reasonably demonstrate achievement of overall course learning outcomes on graduation. The Standards also require that any grades awarded reflect the level of student attainment (Standard 1.4.3).
Admission requirements	X			AB (Endorsed by FB, AQSC, (URC), and CC)	These can include: - Year 12 ATAR - Other Australian Qualifications - Work experience - Overseas qualifications - Approved articulation partners AQSC Charter (ToR) – AQSC provides advice regarding admission standards and their ongoing suitability. It would be expected that revisions to admission requirements for a course would be typically undertaken as part of other course revisions rather than in isolation.	*TEQSA Guidance Note: Changes in a course of study that may lead to accreditation as a new course* *Entry Requirements* Changes to entry requirements may cause TEQSA to see the changes as a new course. This would occur where the changed entry requirements are likely to change the consequent type and level of learning experiences that flow from the change, e.g., a change from undergraduate entry to graduate entry, or new and substantial requirements for prerequisite professional or workplace experience that is expected to be advanced in the course of study. *HESF Domain 1: Student participation and attainment* *1.1 Admission* TEQSA will need to be satisfied that students who are admitted are equipped to succeed in their chosen course of study... and that ill-prepared students are not knowingly admitted. Factors taken into account in selection (such as prior qualifications or the use of the Australian Tertiary Admission Rank [ATAR]), and all information needed by students before applying for ac course must be disclosed transparently.... Students must

						be able to readily access all information needed for them to estimate realistic prospects for admission to each course. ESOS **Framework (**National Code**)** **Standard 1: Marketing information and practices** 1.2 The registered provider must... not provide any false or misleading information on: 1.2.3 prerequisites—including English language proficiency—for entry to the course. **Standard 2: Recruitment of overseas students** 2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on: 2.1.1 the requirements for an overseas student's acceptance into a course, including the **minimum level of English language proficiency**, educational qualifications or work experience required, and course credit if applicable. 2.2 The registered provider must have and implement a documented policy and process for assessing whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.
Additional requirements	X			AB (Endorsed by FB, (URC), and CC)	Additional admission requirements may be included for a course; the CAS Tool has a section for *Additional Admission Requirements*. Considerations: • Any revisions to additional requirements must be applied to all offerings of a course.	No external authoritative reference.
Assumed knowledge	X			AB (Endorsed by FB, (URC), and CC)	The revisions must substantiate students' academic preparedness, learning skills and proficiency in English. Considerations: • How will this assumed knowledge be measured if it is not a structured assessment task i.e. IELTS or ATAR?	*HESF Domain 1: Student participation and attainment* 'the basis for admission of students to a course of study, including requirements for adequate academic preparation for the course and formal explicit contractual arrangements between the provider and students'. *1.1 Admission*

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						-Admission policies...are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion. TEQSA will need to be satisfied that students who are admitted are equipped to succeed in their chosen course of study (e.g. level of academic preparation, learning skills, proficiency in English) and that ill-prepared students are not knowingly admitted.
Inherent requirements		X		AB (endorsed FB and CC following consultation with InclusionUC)	Inherent requirements are the core components – the knowledge, skills and abilities – necessary to achieve the learning outcomes of an award course. The inherent requirements are: • Ethical behaviour • Legal compliance • Communication skills, including expressive communication skills, receptive language skills and interpersonal communication skills. • Motor skills, which includes fine motor skills and gross motor skills. • Sensory skills, which includes visual, auditory and tactile acuity. • Behavioural stability • Cognitive skills, which includes the ability to acquire knowledge, process information, analyse, think critically and synthesise information. Numeracy, literacy and memory are a component of cognition. • ICT capacity • Sustainable performance Inherent requirements require an explanation of the inherent requirement as required for the course, a rationale for the inherent requirement and examples.	***HESF Domain 1: Student participation and attainment*** ***1.1 Admission*** -Admission policies...are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion. Guidance note: Admissions (coursework) TEQSA will need to be satisfied that the University does not knowingly admit a student that does not meet the requirements or components of a course that are inherent or essential to progress through their course and course completion, except those who may require reasonable adjustments.
IELTS or equivalent requirements	X			AB (Endorsed by FB, AQSC and CC)	This should be listed under admission requirements (see above). IELTS or equivalent requirements are an academic decision.	***HESF Domain 1: Student participation and attainment*** ***1.1 Admission*** -Admission policies...are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion. TEQSA will need to be satisfied that students who are admitted are equipped to succeed in their chosen course of study (e.g. level of academic preparation, learning skills, proficiency in English) and that ill-prepared students are not knowingly admitted.

Approve the opening of a new or existing course at a new location (domestic & international)		X		AB (Consulted with Educational Partnerships Endorsed by DVCA, FB, CAP and CC)	Location at UC has multiple meanings. It can mean physical location, or it can mean delivered through a third party provider/partner, or it can mean mode of delivery i.e., online. (See Mode of Delivery). It has academic implications if the course will be offered at a different physical location i.e., quality assurance, who is teaching it etc. If a new partnership arrangement is involved, it will need to be approved by Council. For courses with CRICOS code, it must be registered with the new location (faculties should consult with Quality Assurance). **Situation A: New Course, New Location for the course and New Partner** Follows new course approval process. This will involve Educational Partnerships. The new partnership arrangement will need to be approved by Council. **Situation B: New Course, Existing Partner, New Location for the course** Follows new course approval process. This will involve Educational Partnerships. **Situation C: Existing Course, New Location for the course and New Partner** Strategy presented to the DVCA1 Group with a rationale to support the delivery of the course in a new location. This will involve Educational Partnerships. A new partnership arrangement will need to be approved by Council. **Situation D: Existing Course, Existing Partner, New Location for the course** Strategy presented to the DVCA1 Group with a rationale to support the delivery of the course in a new location. This will involve Educational Partnerships.	*HESF Domain 3: Teaching* *3.1 Course Design* *TEQSA Guidance note: Course design (including learning outcomes and assessment)* Where the provider's intention is to offer a course of study in different locations or by different modes of participation or delivery, TEQSA will need to be satisfied that the design of the course is such that students have equivalent opportunities to achieve the expected learning outcomes irrespective of their mode of participation. As for external accreditation of the course by a professional body (Standard 3.1.5), providers are encouraged to discuss this with their TEQSA case manager as early as practicable to explore opportunities for harmonisation and synergies between the processes. ESOS **Framework (**National Code**)** **Standard 2: Recruitment of overseas students** The registered provider must make information available that is comprehensive, current and in plain English to overseas students, or intending overseas students, before they are enrolled, including: • **campus locations** and facilities, equipment and learning resources available to students; • details of arrangements with another provider, person or business who will provide the course or part of the course;...

STRATEGY / POLICY ALIGNMENT

The relevant policies and procedures include:

- Course Policy
- Course Procedure: Courses and Course Components
- Course Procedure: Courses and Course Components (Development, Revision, Suspension and Closure)
- Course Procedure: Combined Teaching
- Course Procedure: Monitoring, Review and Improvement
- Delegations of Authority Policy and Schedule
- Course Delivery by Third Party Providers Policy
- Course Delivery by Third Party Providers Procedure
- Assessment Policy
- Assessment Procedures
- Work Integrated Learning Policy
- Work Integrated Learning Procedure.

Relevant Rules and charters include University of Canberra Academic Board Rules 2021, University of Canberra Courses and Awards (Courses of Study) Rules 2023, Faculty Board Charter and Curriculum Committee Charter.

Relevant Commonwealth and Territory governing framework and legislation include Australian Qualifications Framework, University of Canberra (Courses and Awards) Statute 2010 and Education Services for Overseas Student (ESOS) Act 2000.

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Appendix A: Threshold Standards which must be met to quality assure an ON-CAMPUS course being revised to an online course

UNIVERSITY OF CANBERRA

Academic Case Threshold Standards (Course Assurance Pack or Comprehensive Review Report)

1.3 Orientation and Progression 1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes	**3.1 Course Design** 3.1.3 Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study	**5.4 Delivery with Other Parties** 5.4.1 Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences
1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.	3.1.4 Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery	5.4.2 When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement
1.4 Learning Outcomes and Assessment 1.4.3 Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved	**3.3 Learning Resources and Educational Support** 3.3.3 Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus	
2.1 Facilities and Infrastructure 2.1.3 The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching		

COURSE REVISIONS INVOLVING CHANGE IN MODE OF DELIVERY (e.g. ON-CAMPUS to ONLINE)

Prepare an update to course assurance pack or complete a comprehensive review report to quality assure course revisions related to the change in course mode of delivery:

- Strategic Case/Course Concept or Strategic Case/Future Vision

- in Academic Case (with focus on relevant Threshold Standards - see table)

- Implementation Checklist including Engagement with Business Units and ESOS Compliance Check (Course Assurance Pack only

- Course Risk, Issue and Action Plan

- Monitoring, Review and Improvement (MRI) Plan

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