# Course Policy

# Section 1 - Purpose

(1) This Policy states the principles for University of Canberra (University) courses.

# Section 2 - Scope

### In Scope

(2) This Policy applies to all award courses accredited by the University, regardless of location and mode of delivery. Higher Degrees by Research (HDR) courses, are also governed by the HDR policies.

(3) Faculty includes any portfolio that offers a course.

### Out of Scope

(4) This Policy does not apply to non-award courses.

# Section 3 - Principles

### Course Purpose

(5) Courses will:

a. meet or surpass the requirements of:
    i. the Commonwealth and Territory governing frameworks, legislation and standards;
    ii. the University's Rules, policies and procedures; and
    iii. where relevant, professional accreditation standards.
b. support the achievement of the University's endorsed Strategic Plan and its associated strategies and operational plans;
c. provide students with opportunities to develop the skills, knowledge and attributes:
    i. for lifelong learning;
    ii. for the benefit of society; and
    iii. to meet the expectations of employers, industry, and the professions.
d. enhance the University's reputation and contribute to its growth;
e. incorporate Aboriginal and Torres Strait Islander perspectives and pedagogies;
f. incorporate authoritative and current scholarship and research from their relevant disciplines;
g. provide opportunities for work integrated learning and experiential learning;
h. incorporate principles of ethics, academic integrity, and research integrity;
i. be developed in consultation and collaboration with Course Advisory Groups, students, professional accrediting bodies, and relevant employers, industry, and business.

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## Course Characteristics

(6) A course that leads to an award will be consistent with:

a. the qualification specifications for that award in the Australian Qualifications Framework (AQF), and
b. the standards that apply to courses in the Higher Education Standards Framework (Threshold Standards) 2021.

(7) Staff who teach in courses will have:

a. the level of qualification required, or have been assessed as having a combination of qualification(s), achievements and experience equivalent to the required level of qualification; and
b. maintain scholarly activity in their discipline and in learning and teaching.

(8) Course structures, modes of delivery and ways of facilitating student learning will be appropriate to the discipline, professional area, course level and type, and characteristics of the student cohort.

(9) Courses may include exits at lower AQF levels and each exit will have its own course learning outcomes and course requirements.

(10) Course requirements will be the same for all offerings of a course.

(11) Courses will, where possible, provide opportunities for international internships, study abroad and student exchange.

(12) Courses will define and publish their inherent requirements so students can make informed choices, and as a basis for reasonable adjustments to accommodate disability.

## Course Learning Design

(13) Course learning design will:

a. support the transition of students into their course;
b. use evidence-based approaches to student learning;
c. support student success and student retention;
d. facilitate students' transition to professional practice and work;
e. consider:
    i. course structure and the sequence of learning activities;
    ii. content, pedagogical approaches, types and frequency of assessment tasks in the course; and
    iii. learning technologies to be used.
f. ensure that the content and learning activities of each course enable:
    i. advanced knowledge and inquiry consistent with AQF level of award to which the course leads;
    ii. course learning outcomes to be achieved; and
    iii. provide students with opportunities to develop the skills, knowledge and attributes stated in the course learning outcomes and in the University's graduate attributes.

(14) Assessment will be designed to provide evidence to demonstrate that students have attained the skills, knowledge and attributes stated in the course learning outcomes.

## Course Admissions

(15) Admission into courses will be consistent with the University of Canberra (Admission) Rules 2022, policies and

procedures.

## Course Completions

(16) A student must complete all academic requirements of a course to be conferred the award to which the course leads, unless an exception is approved.

## Course and Unit Quality

(17) Requirements for demonstrating course quality will be set at University level by the Deputy Vice-Chancellor.

(18) The Faculty will undertake regular interim monitoring of each course it offers and report on risks to course quality through the University's governance process.

(19) A comprehensive review report for a course will be provided to support the case for internal reaccreditation of a course.

(20) The Faculty will ensure each required course component in a course contributes to course quality.

## Course Suspensions to New Admissions

(21) The Faculty will manage the suspension of new admissions into a course to mitigate its effects on current and prospective students.

## Course Closures

(22) The Faculty will manage the permanent closure of a course to mitigate its effects on current and prospective students.

## Course Revisions

(23) When considering course revisions, the Faculty will:

a. mitigate the effects on current and prospective students; and
b. ensure the changes do not prevent continued professional accreditation.

(24) A revised course will be considered a new course, and a new course code allocated, where:

a. the name, award title, Australian Standard Classification of Education (ASCED) field of education code, required credit points total, or course level of a course is/are to be changed; or
b. revisions to the course are so substantial that the Chair of the Curriculum Committee advises the Faculty that the revised course will be a new course.

## Student Transitions

(25) Where a permanent course closure or course revision requires student transition, the Faculty will develop and carry out a Student Transition Plan to ensure students are:

a. supported to transition to the new course, or course requirements;
b. advised of any arrangements to teach out the old course or course version; and
c. provided with new or revised study plans.

### Communication about Revisions or Other Changes to Courses

(26) The Faculty will:

a. keep impacted students informed about course revisions, suspensions to new admissions, course closures, transition and teach out arrangements;
b. support students through such changes to courses and course availability; and
c. keep University and, where relevant, third party stakeholders informed of course revisions, suspensions to new admissions, closures, transitions and teach out arrangements, and measures to support students through these.

# Section 4 - Responsibilities

| Who | Responsibilities |
|---|---|
| Academic Board | As described in the University of Canberra Academic Board Rules 2021. |
| Academic Quality and Standards Committee (AQSC) | As described in the AQSC Charter. |
| Associate Deans, Education | • Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedures.<br>• Oversee accreditation of courses.<br>• Oversee course quality procedures.<br>• Represent the faculty's course proposals at Course Advisory Panels, Curriculum Committee and Academic Quality and Standards Committee meetings.<br>• Monitor and act on course and unit learning and teaching data analytics.<br>• Chair the Course Advisory Panel meetings on a rotating basis as determined by the Deputy Vice-Chancellor. |
| Course Advisory Group | As described in the Course Advisory Groups Policy and the Course Advisory Groups Procedure. |
| Course Advisory Panel | As described in the Course Advisory Panel Terms of Reference. |
| Curriculum Committee | As described in the Curriculum Committee Charter. |
| Data Analytics | Provide data and reports to support course quality and procedures as required to support the University's compliance with the Higher Education Standards Framework (Threshold Standards) 2021, and as requested by Governance committees, faculties, or business units. |
| Deputy Vice-Chancellor | Determine the process by which advice is provided to Academic Board on course-related matters. |
| Executive Dean | • Assure the quality of courses offered by the faculty.<br>• Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures.<br>• Ensure the faculty follows administrative processes to support the course lifecycle for each course.<br>• Ensure recordkeeping of the course lifecycle for each course.<br>• Ensure faculty staff are aware of their responsibilities in supporting course lifecycle management.<br>• Ensure students have the opportunity to provide feedback about courses.<br>• Monitor and review student feedback.<br>• Implement improvements to courses and to their delivery. |

| Who | Responsibilities |
|---|---|
| Faculty Assessment Board | • Quality assure the assessment process for undergraduate and postgraduate coursework courses, ensuring that anomalies in unit pass and fail rates are addressed.<br>• Review the quality of assessment tasks.<br>• Ensure assessment, moderation, and grade allocation are undertaken in a timely fashion.<br>• Prepare annual quality assurance reports on relevant grade distribution summaries including:<br>◦ student progression and achievement<br>◦ performance at the unit and course level<br>◦ reviewing the effectiveness of assessment practice with the faculty, and<br>◦ approval final grades and authorise the release of final grades. |
| Faculty Board | As described in the Faculty Board Charter Terms of Reference. |
| Finance & Analytics | Provide data and education to support course monitoring, review and improvement in line with quality, procedures and market demand. |
| Learning & Teaching | • Provide advice on course lifecycle management.<br>• Provide advice on educational and course design. |
| Deputy Vice-Chancellor | • Chairs the Curriculum Committee.<br>• Deputy Chair, Academic Quality and Standards Committee.<br>• Provide direction and advice on curriculum and course quality matter. |
| Program Directors (or equivalent) | • Ensure courses within a program are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures.<br>• Coordinate accreditation and the quality assurance lifecycle of courses within a program of courses.<br>• Lead design and delivery of programs.<br>• Represent the Faculty's course proposals at Course Advisory Panels and Curriculum Committee meetings.<br>• Incorporate Course Advisory Group, student and external feedback into the Monitoring Review and Improvement (MRI) for each course.<br>• Monitor and act on course and unit learning and teaching data analytics.<br>• Lead and mentor teaching team for courses in a program.<br>• Where required, collaborate with other program directors, or equivalent, where units are shared, or offered or used as service units, and on double degree course planning and quality assurance.<br>• Participate in Course Advisory Panels for courses from other faculties. |
| Education Partnerships | • Support faculties in quality assurance of course offerings delivered through partner organisations.<br>• Support faculties in arranging improvements to quality of course offerings that involve action by partner organisations.<br>• Ensure consultation and communication with partner organisations over course revisions, suspensions to new admissions, course closures and student transition arrangements for courses with offerings delivered through partners.<br>• Oversee partnership agreements and corresponding compliance and governance requirements related to course procedures. |

| Who | Responsibilities |
|---|---|
| Unit Conveners | • Ensure that procedures related to course quality are applied appropriately at the unit level.<br>• Assure the quality of the units in which they have the role of Unit Conveners.<br>• Ensure units in courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedure.<br>• Manage and implement unit quality procedures with a focus on continuous improvement.<br>• Review and respond to student feedback.<br>• Review and respond to data on unit performance.<br>• Develop unit outlines.<br>• Develop UCLearn (Canvas) teaching sites.<br>• Establish and communicate moderation procedures for each assessment item.<br>• Ensure moderation of marks and grades is undertaken.<br>• Finalise students' marks and grades.<br>• Provide a unit review at the end of teach teaching period.<br>• Undertake interim monitoring for units.<br>• Contribute to program and course reviews.<br>• Lead unit reviews. |
| University Research Committee (URC) | As described in the URC Charter. |

# Section 5 - Procedures

(27) Refer to the Course Procedure - Monitoring, Review and Improvement and the Course Procedure: Courses and Course Components.

# Section 6 - Definitions

| Terms | Definitions |
|---|---|
| Academic Board | Academic Board means the Academic Board of the University established by section 19 of the University of Canberra Act 1989 (ACT). |
| Academic requirements | Means 'the matters entered in the Register in relation to a course that a student admitted to the course is required under these Rules to complete successfully in order to qualify for the grant of an award and, without limiting the generality of the foregoing, includes: a) any bridging requirements required to be undertaken; and b) the course components entered in the Register that a student admitted into the course is required to pass; and c) any other requirements (whether or not of an academic nature) entered in the Register in relation to the course that student is required to complete successfully' from the University of Canberra Courses and Awards (Courses of Study) Rules 2023. |
| Accreditation | Approval of a course as meeting the University's course quality requirements and thus able to be offered; see also Professional Accreditation. |
| Australian Qualifications Framework | The national policy for regulated qualifications in Australian education and training. |
| AQF level | AQF levels and the AQF levels criteria are an indication of the relative complexity and/or achievement and their autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity. |
| AQF qualification type | An AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF. |
| Australian Standard Classification of Education (ASCED) field of education code | The Australian Standard Classification of Education is a statistical classification for use in the collection and analysis of data on educational activity and attainment. The Australian Bureau of Statistics publishes the ASCED fields of education codes. |

| Terms | Definitions |
|---|---|
| Assumed knowledge | Knowledge that students are assumed to have in a particular subject area prior to enrolling in a unit or course. Where prior knowledge is assumed, and it is not an explicit admission requirement, faculties must consider how this assumed knowledge will be tested with students, and provide appropriate bridging or academic support where students are lacking this knowledge. |
| Award | An award means the qualification that may be awarded by the University under the University of Canberra (Courses and Awards) Statute 2010 where a student has satisfactorily completed the course requirements for a course of study. |
| Breadth major | A major that a student may choose to take from outside the primary discipline of a course, but is not required to complete to fulfil the course requirements. |
| Core major | A major in all courses in a program that a student must complete to meet the course requirements for the award. |
| Course | A course of study leading to an award, provided under Rule 5 of the University of Canberra Courses and Awards (Courses of Study) Rules 2023. |
| Course lifecycle | The sequence of activities for the management and quality assurance of a course of study including: initiation, design, development, approval, monitoring, review and improvement, comprehensive review, revision, and re/accreditation. It may also include suspension to new admissions, and permanent closure. |
| Course closure | When a course is formally closed by Academic Board, subject to any teach-out required for existing students within the course. No new admissions are permitted and the course cannot be reopened with the existing course code. |
| Course component | A course component, in relation to a course means a major, minor or unit that must or may be taken as part of the course (University of Canberra Courses and Awards (Courses of Study) Rules 2023). |
| Course structure | A statement of the University's requirements for design of a type of course. |
| Course suspension to new admissions | When Academic Board approves the suspension of new admissions to a course (or course offering) for a given calendar year or teaching period(s). A course suspended to new admissions will be reopened to new admissions at the end of the suspension period, unless it has also been approved for closure. |
| Coursework | Coursework is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component. |
| Coursework course | A coursework course is one of the following AQF qualification types, that has been approved by the University's Academic Board:<br>a. diploma<br>b. advanced diploma<br>c. associate degree<br>d. undergraduate certificate<br>e. bachelor degree<br>f. bachelor honour's degree<br>g. graduate certificate<br>h. graduate diploma<br>i. masters degree (coursework), and<br>j. masters degree (extended) |
| Coursework unit | A unit that is designed to include a sequence of structured learning that leads to the acquisition of knowledge and skills. This may be a unit that includes a Major Research Component. |
| Equivalent full-time student load (EFTSL) | The measure of a full time student's annual study load (Higher Education Support Act 2003 (HESA) section 169-27). |
| ELICOS | English Language Intensive Courses for Overseas Students. |
| Exit | A lower level qualification where student may choose to exit from a higher level course if they do not wish to continue in the higher level course into which they were admitted. |

| Terms | Definitions |
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| Graduate | The AQF defines a graduate as a person who has been awarded a qualification by an authorised issuing organisation. The AQF recognises the terms graduate and postgraduate are synonymous and both connote a stage after graduation, but has adopted the term graduate in favour of postgraduate (AQF 2013). |
| Graduate Attributes | As defined in the Graduate Attributes Policy. |
| Graduate course | A course leading to the award of a degree of master, a degree of doctor, a graduate diploma, a graduate certificate or a post graduate degree of bachelor as specified in the Register of Courses kept under the University of Canberra (Courses and Awards) Statute 2010. |
| Honours component | This is the set of units and/or unit learning outcomes for an embedded honours in an undergraduate course. The honours component must meet the academic requirements for bachelor honours degree specified in the AQF.(see Course component). |
| Higher degree by research course | A structured sequence of learning that includes a major research component, and is one of the following AQF qualification types that is approved by Academic Board:<br>• masters degree (research);<br>• doctoral degree (professional);<br>• doctoral degree (research). |
| University approved student feedback survey | The University's mechanism for feedback from students on their unit experience. |
| Inherent Requirements | The inherent requirements determined by the University as applicable for a course, as in force at the relevant time. |
| InterFace | InterFace is a web dashboard for Unit Conveners and students. For Unit Conveners it displays student demographic and engagement information. For students it provides information about their progress in their units and towards completion of their course. |
| Interim monitoring | Regular interim monitoring is a term used in the Higher Education Standards Framework (Threshold Standards) 2021 (see 5.3). It describes a range of activities a University is expected to undertake to inform and support comprehensive review of a course. The requirements for interim monitoring, for the purposes of this Policy, incorporates University specific activities and data. |
| Major | An approved set of sequential or related units of 24 credit points (see Course component). |
| Minor | An approved set of units totalling 12 credit points (see Course component). |
| Nesting | A set of courses of study that are offered sequentially and can lead to qualifications at different AQF levels. For further detail, refer TEQSA Guidance Note: Nested Courses of Study. |
| Non-award Course | A course of study that does not lead to an award of the University, such as a short course. |
| Professional Accreditation | Accreditation of a course by a professional body as meeting the body's standards for courses to prepare students for entry to the profession and/or, where relevant, registration as a member of the profession. |
| Program | A program consists of one or more courses that share the same core major, designed as a coherent student learning journey e.g. the Program for the Bachelor of Arts. |
| Research | "Research comprises the systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge."<br>"In the AQF the term 'research' is intended to cover all types of research including original, exploratory, experimental, applied, clinically or work-based, and other forms of creative work undertaken systematically to increase knowledge and understanding deploying a range of research principles and methodologies". (AQF Research: An Explanation). |
| Research training | "'Research training' is a formal course of graduate study leading to the acquisition of advanced skills, techniques, and knowledge in the conduct of research. Research training also builds towards the production of a contribution to the field of research or creative or professional practice". (TEQSA Guidance Note: Research and Research training version 2.0). |
| Specialist major | An approved set of sequential or related units typically 24 credit points or more that must be completed for a student to meet the academic requirements of a course. |

| Terms | Definitions |
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| Study pattern | The typical sequencing of units across successive teaching periods to enable students to complete their course within the standard duration. A study pattern may be for full time or part time study, or may support accelerated completion. |
| Study plan | An individual plan for a student or group of students which lists the units and their sequence to enable the student or group of students to complete a course within the standard duration. |
| Student transition | For the purposes of this Policy, the process whereby, when a course is revised or closed, students enrolled in it must finish the course within a specified period or transfer to a different version of the course or to a different course entirely. |
| Tertiary Education Quality and Standards Agency (TEQSA) | Australia's independent national quality assurance and regulatory agency for higher education. |
| Undergraduate course | A course leading to the award of a degree of bachelor or an undergraduate diploma or an associate diploma or undergraduate certificate as specified in the Register of Courses kept under the University of Canberra (Courses and Awards) Statute 2010 and includes a course that has been declared by the Academic Board under section 5 of the University of Canberra (Courses and Awards) Statute 2010 to be an undergraduate course of study. |
| Unit of study | A unit of learning. Courses require completion of units. (see Course component) |
| University approved student feedback survey | The University's mechanism for feedback from students on their unit experience. |
| Volume of learning | The AQF (2013) states 'A volume of learning is included as an integral part of the descriptor for each qualification type. It is a dimension of the complexity of a qualification type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular qualification type. It is expressed in equivalent full time years.' The Volume of Learning: An Explanation states ' The teaching, learning and assessment activities are usually measured in equivalent full time years. The generally accepted length of a full time year, used for educational participation is 1200 hours'<br>For UC Courses:<br>EFTSL = 24 credit points<br>1 credit point = 50 hours<br>24 credit point = 1200 hours |
| Work Integrated Learning (WIL) | A form of experiential learning where theoretical knowledge and disciplinary skills are integrated with authentic work experiences and practices within relevant professional contexts. |

## Status and Details

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