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:

a. award courses of Australian Qualifications Framework (AQF) levels 5–10; and
b. non-award courses that correspond to a unit of an award course.

(3) Higher Degrees by Research (HDR) courses are also governed by the HDR policies.

(4) Faculty includes any portfolio that offers an award course and non-award courses that correspond to a unit of an award course.

Out of Scope

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

Section 3 - Principles

Course Purpose

(6) Courses will:

a. meet or surpass the requirements of:
    i. the Commonwealth and Territory governing frameworks, legislation and standards when required;
    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.

Course Characteristics

(7) 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.

(8) A non-award course that corresponds to a unit of an award course, will usually be structured as either:

a. the equivalent number of credit points of the corresponding award unit; or
b. divided into modules where each module is a third of the learning and assessment of the award unit.

(9) In relation to Clause 8, a non award course:

a. must be the equivalent AQF level;
b. may have different learning outcomes; and
c. may have different learning activities and assessment than the unit of the associated award course.

(10) 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.

(11) 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.

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

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

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

(15) 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

(16) 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 for award courses the University's graduate attributes.

(17) 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

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

Course Completions

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

(20) A student must complete all academic requirements of a non award course to receive their certificate.

Course and Unit Quality

(21) Requirements for demonstrating course and unit quality will be set at University level by the Deputy Vice-Chancellor, in accordance with the Course Procedure – Courses and Course Components (Development, Revision, Suspension and Closure).

(22) 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.

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

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

Course Suspensions to New Admissions

(25) The Faculty will manage the suspension of new admissions into a course to mitigate its effects on current and prospective students in accordance with Course Procedure: Courses and Course Components (Development, Revision, Suspension and Closure).

Course Closures

(26) The Faculty will manage the permanent closure of a course (either immediately or following teachout) to mitigate its effects on current and prospective students in accordance with the Course Procedure: Courses and Course Components (Development, Revision, Suspension and Closure).

Course Revisions

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

a. mitigate the effects on current and prospective students;
b. ensure the changes do not prevent continued professional accreditation; and
c. undertake approval of the course revisions in accordance with Course Procedure: Courses and Course Components (Development, Revision, Suspension and Closure).

Student Transitions

(28) 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 teachout the old course or course version; and
c. provided with new or revised study plans as required.

Communication about Revisions or Other Changes to Courses

(29) The Faculty will:

a. keep impacted students informed about course revisions, suspensions to new admissions, course closures, transition and teachout 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 teachout 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 2026.
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. • Oversee accreditation and reaccreditation of award courses, and development and revision of non award courses that correspond to a unit of an award course. • Oversee course quality procedures. • Represent the faculty's course proposals at Course Advisory Panels, Curriculum Committee and Academic Quality and Standards Committee meetings. • Monitor and act on course and unit learning and teaching data analytics. • 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.

Who	Responsibilities
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.
Dean	• Assure the quality of courses offered by the faculty. • Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures. • Ensure the faculty follows administrative processes to support the course lifecycle for each course. • Ensure recordkeeping of the course lifecycle for each course. • Ensure faculty staff are aware of their responsibilities in supporting course lifecycle management. • Ensure students have the opportunity to provide feedback about courses. • Monitor and review student feedback. • Implement improvements to courses and to their delivery.
Director, Education & Student Experience (DESE)	• Determine the process by which advice is provided to Academic Board on course-related matters. • Chairs the Curriculum Committee. • Deputy Chair, Academic Quality and Standards Committee (AQSC). • Provide direction and advice on curriculum and course quality matter.
Faculty Assessment Board	• As described in the Facult Assessment Board Charter.
Faculty Board	• As described in the Faculty Board Charter.
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. • Provide advice on educational and course design. • Quality assure award courses, course components and non award courses that correspond to a unit within an award course.
Program Directors (or equivalent)	• Ensure award courses within a program and non-award couurses that correspond to a unit in an award course are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures. • Coordinate accreditation/reaccreditation of award courses and the quality assurance lifecycle of courses. • Represent the Faculty's course proposals at Course Advisory Panels and Curriculum Committee meetings. • Incorporate Course Advisory Group, student and external feedback into the Monitoring Review and Improvement (MRI) for each course. • Monitor and act on course and unit learning and teaching data analytics. • Lead and mentor teaching team for courses in a program. • Where required, collaborate with other program directors or equivalent where units are shared, offered or used as service units, and on double degree award course planning and quality assurance. • Participate in Course Advisory Panels for courses from other faculties.
Education Partnerships	• Support faculties in quality assurance of course offerings delivered through third-party providers. • Support faculties in arranging improvements to quality of course offerings that involve action by third-party providers. • Ensure consultation and communication with third-party providers over course revisions, suspensions to new admissions, course closures and student transition arrangements for courses with offerings delivered through third-party providers. • 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. • Assure the quality of the units and non-award courses that correspond to a unit within an award course in which they have the role of Unit Conveners. • Ensure units in award courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedure. • Manage and implement unit quality procedures with a focus on continuous improvement. • Review and respond to student feedback. • Review and respond to data on unit performance. • Develop unit outlines. • Develop UCLearn (Canvas) teaching sites. • Establish and communicate moderation procedures for each assessment item. • Ensure moderation of marks and grades is undertaken. • Finalise students' marks and grades. • Provide a unit review at the end of each teaching period. • Undertake interim monitoring for units of award courses. • Contribute to program and course reviews. • Lead unit and non-award course reviews.
University Research Committee (URC)	As described in the URC Charter.

Section 5 - Procedures

(30) 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	As defined in 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.
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.

Terms	Definitions
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: a. diploma b. advanced diploma c. associate degree d. undergraduate certificate e. bachelor degree f. bachelor honour's degree g. graduate certificate h. graduate diploma i. masters degree (coursework), and 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.
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.

Terms	Definitions
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: • masters degree (research); • doctoral degree (professional); • 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	As defined in the University of Canberra (Courses and Awards (Courses of Study)) Rules 2023.
Minor	As defined in the University of Canberra (Courses and Awards (Courses of Study)) Rules 2023.
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. A non-award course is not recognised as a qualification in the Australian Qualifications Framework.
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." "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.
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.

Terms	Definitions
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' For UC Courses: EFTSL = 24 credit points 1 credit point = 50 hours 24 credit point = 1200 hours
Work Integrated Learning (WIL)	A form of 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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