

# Course Procedure - Monitoring, Review and Improvement

## Section 1 – Purpose

- (1) This Procedure supports the *Course Policy* by stating requirements for the monitoring, review and improvement (MRI) for each course.
- (2) The purposes of this Procedure are to ensure that:
  - a. course quality is assured throughout the course lifecycle; and
  - b. the University gathers evidence of course quality, viability, and fitness for purpose, and strategic alignment, to inform decisions on how a course can be improved, whether to continue to offer a course, and to identify high performing courses.
- (3) This Procedure is designed to be read alongside the *Course Policy*.
- (4) The monitoring, review and improvement of microcredentials and short courses is detailed in the *Microcredential and Short Course Procedure*.

## Section 2 – Scope

- (5) This Procedure has the same scope as the *Course Policy*.

## Section 3 – Policy

- (6) This Procedure supports the *Course Policy*.

## Section 4 – Procedure

### General

- (7) MRI is a course-based quality assurance cycle that provides reporting points within an internal accreditation cycle, including an Unit Review Report, Student Performance, Experience and Outcome (SPEO) Report, Interim Monitoring Course Report (IMCR), professional accreditation reporting (where relevant), and Annual Partner Reviews (for courses offered through a third party provider) that feed into the Comprehensive Review Report (CRR) for a course towards the end of the accreditation cycle. MRI utilises course-specific data to review and assess course performance, and unit-specific information such as student feedback and grade distribution in individual units. The focus for MRI is on the required units in a course of study.
- (8) If a course is professionally accredited and the most recent professional accreditation approval is within the last three years, the faculty may choose to carry out a gap analysis and use some or all of the evidence gathered for professional accreditation for MRI

purposes and only include in the IMCR/CRR any aspects that have not been addressed as part of the professional accreditation.

- (9) Course quality activities and data reviewed will demonstrate alignment with the requirements of the relevant legislation and standards, including Monitoring, Review and Improvement (Standard 5.3) of [Higher Education Standards Framework \(Threshold Standards\) 2021](#).
- (10) If a faculty decides to suspend new admissions to a course or close a course (following teach-out), as outlined in the [Course Procedure: Courses and Course Components \(Development, Revision, Suspension and Closure\)](#), the faculty will:
  - a. continue to provide MRI reports for the course as scheduled,
  - b. ensure it remains internally accredited throughout the course suspension/teach-out period, and
  - c. retain its professional accreditation (for courses that are professionally accredited) until the last student has graduated from the course.

## MRI Schedule

- (11) Each faculty will establish, and subsequently maintain, an MRI schedule for each award course it offers when the course is approved or reaccredited.
- (12) The MRI schedule must include reporting dates for the SPEO Report, IMCR, CRR, professional accreditation reports (where relevant) and Annual Partner Reviews (if the course is offered through a third party provider).
- (13) An IMCR for an existing award course must be scheduled to enable the review of, and reporting on, at least two to three years of course data since the previous accreditation/reaccreditation.
- (14) An IMCR for a new award course must be scheduled to enable the review of, and reporting on, at least two to three years of data since the course first admitted students.
- (15) An CRR for a new or existing award course will be submitted to the Academic Board in the calendar year, and at least six months prior to, the current internal accreditation expiry date.
- (16) The faculty may choose to align the MRI schedule with professional accreditation reporting and/or Annual Partner Review reports.
- (17) A faculty may choose to bring forward their submission of a CRR to support reaccreditation of a course to enable internal and professional accreditation of a course to be aligned, to manage workload, to enable particular groups of courses to be considered together, or to address course or unit quality issues.

## Monitoring of Unit Quality

- (18) The faculty that offers a unit will assure unit quality by monitoring unit-level data.
- (19) A unit may be used as a component of a unit set including minor, core major, specialisation major, breadth major, or breadth minor, and may be part of the course requirements for a course managed by another faculty. Accordingly, the faculty that offers a unit will consider

revisions to units in the context of all courses for which the unit is required and will consult the stakeholders before seeking approval for unit revisions.

- (20) The monitoring and continuous improvement of unit quality in a specific teaching period includes the Unit Convener:
- a. developing the unit outline for the unit (including the incorporation of any improvements made in response to MRI activities and/or student feedback), which is reviewed and approved by the faculty delegate in accordance with the [Unit Outline Procedure](#);
  - b. developing the UCLearn(Canvas) teaching site (including the incorporation of any improvements made in response to MRI activities and/or student feedback), which is reviewed, approved and published to students by the faculty delegate in accordance with the [UCLearn Teaching Site Publishing Procedures](#); and
  - c. developing, implementing, and documenting the unit's moderation process for each assessment item in a teaching period in accordance with the [Assessment Policy](#) and [Assessment Procedures](#).

## Student Feedback

- (21) The Unit Convener will monitor student performance in learning activities and assessment tasks and adjust their teaching strategies as needed to support student learning and student progress.
- (22) During each teaching period the Unit Convener and Program Director (or equivalent) will:
- a. review and respond to student feedback provided through the University approved student feedback survey, and any other student feedback; and
  - b. ensure information about revisions to a unit, made in response to student feedback, is included in the unit outline for subsequent offerings of that unit, following approval of the unit revisions as required by the [Delegations of Authority Policy](#).

## Grading and Unit Review Report

- (23) At the end of each teaching period the Unit Convener and the Program Director (or equivalent) will review grades, grade distribution, and student performance in the unit.
- (24) The Unit Convener will submit a Unit Review Report to GradeLink at the end of each teaching period.
- (25) In accordance with the Faculty Assessment Board Charter, Faculty Assessment Boards will:
- a. quality assure the assessment for undergraduate and postgraduate coursework courses;
  - b. review the quality of assessment tasks;
  - c. ensure assessment, moderation, and grade allocation are undertaken in a timely fashion; and
  - d. prepare annual quality assurance reports on relevant grade distribution summaries including:

- i. student progression and achievement;
  - ii. reviewing the effectiveness of assessment practice with the faculty;
  - iii. performance at the unit and course level; and
  - iv. approval final grades and authorise the release of final grades.
- (26) The faculty must review assessment design in units in the following circumstances:
  - a. where 20% or more of students in a unit are awarded an academic fail (including NN, NC, NX and NU) in a teaching period;
  - b. where more than 50% of students are awarded a high distinction in a teaching period;
  - c. where there is a difference in student performance when the same unit is offered:
    - i. at more than one location;
    - ii. in more than one mode of delivery.
  - d. where there is a withdrawal rate from a unit prior to census date of 10% or greater.
- (27) The faculty will report annually to Academic Quality and Standards Committee and Academic Board on action taken in response to any grade distribution or student satisfaction risks identified in a unit.

## Monitoring of Course Quality

### Course Issues, Risks and Action Table

- (28) The faculty will:
  - a. retain evidence of MRI activities undertaken for each course, and review the impact and success of improvement activities; and
  - b. identify any issues and risks to course quality and associated actions and maintain a Course Issues, Risks and Action Table for each course to monitor management of those issues, risks and actions.

### Student Performance Experience and Outcome (SPEO) Reports

- (29) The SPEO Report provides a regular faculty-based overview of metrics related to student performance, experience and outcomes for each award course within the faculty. Each metric is measured against thresholds, with results in green, amber or red indicators, from which key themes, successes and issues can be identified. Any actions required to mitigate those issues and risks are captured and entered into the corresponding Course Risks, Issues and Actions Plan. Any updates on previous actions identified in SPEO Reports will also be included.
- (30) Faculty Boards must provide SPEO Reports to the Academic Quality and Standards Committee and Academic Board. The corresponding Executive Dean is responsible for the SPEO Report.

## SPEO Evidence and Data

- (31) The faculty will prepare the SPEO Report using the SPEO template, with data provided by Data Analytics.
- (32) The SPEO Report comprises of three parts:
- a. Part 1: Student Data, monitoring course viability, student demand and student outcomes;
  - b. Part 2: Student Surveys, monitoring response rates and student satisfaction; and
  - c. Part 3: Staff Data, monitoring the staffing profile within the faculty providing academic oversight and teaching capacity suited to the nature and level of expected learning outcomes of each course of study.
- (33) Any issues and actions identified for a specific course in an SPEO Report should be included in the corresponding IMCR/CRR, incorporating planned actions and any update on previous actions, with links to the SPEO Reports for the previous three years included in the IMCR/CRR.

## Interim Monitoring Course Reports (IMCR)

- (34) The purpose of an IMCR is to identify issues and risks to the quality of a course through a review of the course and student data and take actions to mitigate those issues and risks, as captured in the corresponding Course Risks, Issues and Action Plan.
- (35) Faculty Boards must provide IMCRs to Curriculum Committee and Academic Board.

## IMCR Evidence and Data

- (36) The faculty will prepare the IMCR for a course using the IMCR template and the Course Assurance Summary template.
- (37) The faculty's IMCR of course and student performance data will consider:
- a. quality of teaching;
  - b. supervision of students undertaking research projects;
  - c. summary of faculty-level delegated unit revisions;
  - d. student success (grade distributions for required units within the course);
  - e. issues, concerns or successes arising from relevant Unit Review Reports;
  - f. external referencing against comparable courses of study including:
    - i. success of student cohorts broken down by locations of delivery;
    - ii. assessment methods and grading of students for selected units required for the course;
    - iii. meetings of and feedback from Course Advisory Groups;
  - g. evidence of previous SPEO Reports, with reporting by exception on any of the aspects that have had amber or red indicators in the most recent SPEO Report(s)

- h. scholarly practice informing course design as described in 3.1 of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#), particularly course design that demonstrates the progressive and coherent achievement of expected learning outcomes throughout the course;
  - i. assurance of academic and research integrity;
  - j. the professional accreditation status of the course (where relevant), including the most recent approval by the professional accrediting body, information about any conditions imposed on the professional accreditation and actions taken to address those conditions;
  - k. evidence of Annual Partner Reviews (for courses delivered by a Third Party Provider); and
  - l. a review of Inherent Requirements and CRICOS register (for courses offered to International Students) to ensure accuracy and completeness.
- (38) The IMCR will include a link to an updated Course Risks, Issues and Action Plan to:
- a. capture risks or issues identified as impacting on the course quality, course viability or student experience;
  - b. actions taken to mitigate those risks;
  - c. a review and evaluation of the impact of the action taken, and any future plans; and
  - d. any course revisions resulting from the risks and issues identified.
- (39) If an IMCR includes course revisions, any required updates to the Academic Case for the course will also be submitted.

## Comprehensive Review Report (CRR)

- (40) A CRR has three purposes:
- a. to inform the decision whether to continue to offer the course by reviewing its strategic fit and viability (course health check);
  - b. to verify that the monitoring, review and improvement activities for the course meet the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) so that the course may be offered for a further 7-years, or for the time specified by the faculty (academic case); and
  - c. to provide evidence to inform decisions whether the course or a course component needs to be revised, or to provide advice on revisions already undertaken or proposed to improve the course.
- (41) A faculty may choose to seek reaccreditation of related courses, such as diplomas aligned to bachelor courses, a bachelors and masters in the same discipline, or a set of courses in the same program, at the same time. Where that is the case the faculty will provide separate CRR for each course or ensure that separate responses and data for each course is provided.
- (42) Where a faculty is reviewing a set of nested courses, such as a masters, graduate diploma and graduate certificate, a single CRR can be provided. The faculty will provide data for

each course, respond to risks to each course, and report on different course experiences for students in the nested courses.

## CRR Evidence and Data

- (43) Gathering evidence for the comprehensive review of a course is an incremental process which includes collating evidence of: unit quality activities, external referencing and benchmarking activities; meetings with the Course Advisory Group; and interim monitoring, review and improvement activities.
- (44) The faculty will prepare the CRR for a course using the CRR template and the Course Assurance Summary template.
- (45) The CRR will be considered by Faculty Board (and any relevant third party provider governance committee for courses offered through third party providers), the Course Advisory Panel and Curriculum Committee before review by Academic Board.
- (46) Where a course is a higher degree by research (HDR) course, an honours course or has embedded honours, the University Research Committee will be requested to review the CRR and provide advice to Curriculum Committee on the research components of the course.
- (47) Members of Faculty Board, the Course Advisory Panel, the University Research Committee, where relevant, Curriculum Committee or Academic Board, may request information about a course from a faculty, third party provider or business unit in addition to that provided in the CRR.
- (48) Where a course is professionally accredited, the faculty will provide the most recent approval by the professional accrediting body, and information about any conditions imposed on the professional accreditation and actions taken to address those conditions.
- (49) Where a course is offered in more than one location, the faculty will provide information about the performance of the course, student progression and success, and student feedback about the course, from each location, and actions taken in response to any identified issues at the different locations.
- (50) The faculty will provide:
  - a. a brief strategic case for seeking reaccreditation of a course; and
  - b. evidence of actions taken to improve student outcomes in response to:
    - i. course viability data (previous and future);
    - ii. student success reporting;
    - iii. student experience reporting;
    - iv. external referencing and benchmarking activities;
    - v. issues, concerns or successes arising from relevant Unit Review Reports and summary of revisions made to the course or course components by Faculty Board, Curriculum Committee, University Research Committee or Academic Board;
    - vi. educational innovations within a course;

- vii. assuring academic and research integrity;
  - viii. scholarly practice informing course design or delivery; and
  - ix. information about the quality assurance of work integrated learning and of courses offered through a partner (including Annual Partner Reviews).
- (51) The faculty may provide the IMCR and/or any other relevant evidence, such as that from a professional accrediting body, to support the comprehensive review and reaccreditation of a course.
- (52) A CRR will include a review of the academic case for the course to satisfy the relevant standards of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#), in particular:
- a. Orientation and Progression (1.3);
  - b. Learning Outcomes and Assessment (1.4);
  - c. Facilities and Infrastructure (2.1);
  - d. Course Design (3.1);
  - e. Learning Resources and Educational Support (3.3);
  - f. Research (4.1) and Research Training (4.2), where relevant; and
  - g. Delivery with Other Parties (5.4).
- (53) A CRR for a course will include analysis of and commentary on the course's contribution towards the University's educational objectives including:
- a. [Indigenising the Curriculum Framework](#); and
  - b. experiential learning.
- (54) Where a course is professionally accredited a CRR:
- a. will include evidence that the course, including any proposed revision to the course, will continue to be accredited by the relevant professional body; and
  - b. evidence provided for the most recent professional accreditation submission.
- (55) When a course is offered with a third-party provider, the CRR will include links to the Annual Partner Review reports.
- (56) The CRR will include a link to the corresponding updated Course Risks, Issues and Action Plan to:
- a. capture risks or issues identified as impacting on the course quality, course viability or student experience over the past period of accreditation;
  - b. actions taken to mitigate those risks;
  - c. a review and evaluation of the impact of the action taken, and any future plans; and
  - d. any course revisions resulting from the risks and issues identified.

## Reaccreditation for Another Seven Years

- (57) A CRR is evidence of course quality and improvement to support internal reaccreditation of a course for a maximum of seven years.
- (58) The faculty will provide a CRR and Course Assurance Summary to the Course Advisory Panel for review when seeking internal reaccreditation.
- (59) Where a faculty decides to close a course then a student transition plan will be included with the CRR supporting further internal reaccreditation and the teach-out period.
- (60) The Course Advisory Panel recommends whether the CRR should be considered by Curriculum Committee for endorsement prior to Academic Board review.
- (61) Academic Board approval triggers a new accreditation start date and the next seven year period (maximum) of the course's internal accreditation, and its next monitoring, review and improvement cycle.

## Double Degrees

- (62) A double degree has its own course code, and its structure comprises two constituent courses, or a course and a program.
- (63) The monitoring, review and improvement of a double degrees are primarily achieved through the MRI activities (including IMCR and CRR) of the constituent courses/program(s), SPEO reporting, professional accreditation (where relevant), and Annual Partner Reviews (where relevant) for the double degree, with no requirement for an IMCR for the double degree.
- (64) If a constituent course in a double degree has not had a CRR or IMCR completed in the last three years, then the faculty will provide an IMCR for the constituent course.
- (65) When seeking reaccreditation of a double degree via an CRR, the faculty may provide a mix of IMCRs and CRRs when evidence of review of each constituent course is provided. If one or more constituent components of a double degree is made up of a program, then it is expected that the most recent IMCR and CRR for each course in the program will be provided.
- (66) These reports, along with any associated Course Assurance Summaries, can be provided as links in the double degree CRR.
- (67) Where a constituent course in the double degree is professionally accredited then evidence that this professional accreditation is maintained for that course in the double degree will be provided.
- (68) The CRR supporting reaccreditation for double degrees will focus on course viability and student experience, and will include:
  - a. a brief strategic case for seeking reaccreditation of the double degree;
  - b. evidence of MRI activities for the constituent courses/program(s) and their corresponding academic cases;
  - c. evidence of actions taken within the double degree to improve student outcomes in response to:

- i. course viability data (previous and future);
  - ii. student success reporting for the double degree;
  - iii. educational coherence and sequencing of the double degree study pattern for full-time and part-time students demonstrating unit availability and timely progression; and
  - iv. student experience reporting for the double degree (where it is available for the double degree and where there are sufficient respondents (for example, >10) for it to be meaningful), with comparison to the equivalent data for the constituent courses/program(s);
- d. any issues and risks identified to course quality for specific double degrees via amber or red indicators in SPEO Report(s), incorporating planned actions and any update on previous actions, with links for the SPEO Reports for the previous three years; and
  - e. any risks specific to the provision and delivery of the double degree.

## Reporting

- (69) The faculty will provide IMCRs to Curriculum Committee (for acceptance) and Academic Board (for noting via Curriculum Committee Report). Any course or unit revisions associated with an IMCR requires approval by the delegated authority.
- (70) In consultation with faculties, business units and third-party providers, Education Partnerships will provide Annual Partner Review reports to Academic Quality and Standards Committee (for endorsement) and Academic Board (for approval via Academic Quality and Standards Committee Report) for award courses that are delivered with or through a partner.
- (71) The faculty will provide CRRs with current Course Assurance Summary to support reaccreditation of a course to Curriculum Committee (for endorsement) and Academic Board (for approval via Curriculum Committee Report).
- (72) Expected submission dates for SPEO Reports, IMCRs, CRRs, and Annual Partner Reviews will be added to the workplans of the appropriate governance committees.
- (73) Faculties may provide reports on all courses in a program, or courses that are related, together.
- (74) If Academic Board has concerns about the quality of a course, it may request additional monitoring and reporting or earlier review for reaccreditation.
- (75) Any relevant MRI reports will be distributed to third party providers to inform improvements where the third party provider is delivering the same units in a different course (for example, where units are delivered in diploma and bachelor programs, Unit Review Reports will be shared), or delivering courses on behalf of the faculty (for example, SPEO Reports which include diploma courses delivered by the third party provider will be shared).

## Typical Reporting Schedules

- (76) An IMCR must include two to three years of data and this requirement may mean that the IMCR dates vary from this typical reporting schedule (below), depending on when the course first admitted students.
- (77) Where the accreditation/reaccreditation period starts at the *beginning* of a calendar year, a typical reporting schedule is as follows:

ACTIVITY	REQUIREMENT	SCHEDULING*	EXAMPLE (using historic dates)
<b>Accreditation/ reaccreditation</b>	The course is approved for a maximum seven-year accreditation period, from 1 January to one day prior to the 7 year expiry (i.e. 31 December)	Approved at Academic Board in the previous calendar year	<i>Accreditation period: 1 January 2016 – 31 December 2022 (approved at AB meeting 2015/3)</i>
<b>First student intake</b>	The first student intake would be the appropriate admission period prior to the middle of the first year of accreditation/ reaccreditation period	N/A	<i>Semester 1 2016</i>
<b>Unit Review Reports</b>	A Unit Review Report is required for each unit at the end of the teaching period and is submitted via Gradelink	Approved by Faculty Assessment Board in the corresponding teaching period	<i>(depends on the teaching periods in which the unit is offered)</i>
<b>Professional accreditation reporting (where relevant)</b>	Reports as required by the professional accrediting body	As specified by the professional accrediting body.	<i>Annual report Accreditation documentation prior to the end of accreditation cycle</i>
<b>Annual reporting</b>	An SPEO Report and Annual Partner Review (where relevant) are required annually	AQSC and Academic Board in each calendar year of the accreditation period	<i>As per AQSC and AB workplan</i>

ACTIVITY	REQUIREMENT	SCHEDULING*	EXAMPLE (using historic dates)
<b>Interim monitoring</b>	An IMCR is required with at least two to three years of course data	Curriculum Committee in the third or fourth year of the accreditation period	<i>CC meeting 2019/3 (based on two years of data) or CC 2020/4 (based on three years of data)</i>
<b>Comprehensive review (for reaccreditation)</b>	A CRR supporting reaccreditation must be submitted no later than six months prior to the accreditation expiry date	Academic Board prior to the middle of the seventh year of the accreditation period	<i>AB meeting 2022/2 (via CC Report)</i>

\*Refer to [Course Procedure: Courses and Course Components \(Development, Revision, Suspension and Closure\)](#) for more information on approval processes and timelines.

- (78) Where the accreditation/reaccreditation period starts at the *middle* of a calendar year, a typical reporting schedule is as follows:

ACTIVITY	REQUIREMENT	SCHEDULING*	EXAMPLE (using historic dates)
<b>Accreditation/reaccreditation</b>	The course is approved for a maximum seven-year accreditation period, from 1 July to one day prior to the 7 year expiry (i.e. 30 June)	Approved at Academic Board in the previous calendar year	<i>Accreditation period: 1 July 2016 – 30 June 2023 (approved at AB meeting 2015/6)</i>
<b>First student intake</b>	The first student intake would be the appropriate admission period after the middle of the first year of accreditation period	N/A	<i>Semester 2 2016</i>
<b>Unit Review Reports</b>	A Unit Review Report is required for each unit at the end of the teaching period and is submitted via Gradelink	Approved by Faculty Assessment Board in the corresponding teaching period	<i>(depends on the teaching periods in which the unit is offered)</i>

ACTIVITY	REQUIREMENT	SCHEDULING*	EXAMPLE (using historic dates)
<b>Professional accreditation reporting (where relevant)</b>	Reports as required by the professional accrediting body	As specified by the professional accrediting body	<i>Annual report Accreditation documentation prior to the end of accreditation cycle</i>
<b>Annual reporting</b>	An SPEO Report and Annual Partner Review (where relevant) are required annually	AQSC and Academic Board in each calendar year of the accreditation period	<i>As per AQSC and AB workplan</i>
<b>Interim monitoring</b>	An IMCR is required with at least two to three years of course data	Curriculum Committee in the third or fourth year of the accreditation period	<i>CC meeting 2019/5 (based on two years of data) or CC 2020/5 (based on three years of data)</i>
<b>Comprehensive review (for reaccreditation)</b>	A CRR supporting reaccreditation must be submitted no later than six months prior to the accreditation expiry date	Academic Board prior to the end of the sixth year of the accreditation period	<i>AB meeting 2022/6 (via CC Report)</i>

\*Refer to [Course Procedure: Courses and Course Components \(Development, Revision, Suspension and Closure\)](#) for more information on approval processes and timelines.

## Section 5 – Roles and Responsibilities

ROLE	RESPONSIBILITIES
<b>Academic Board</b>	<ul style="list-style-type: none"> <li>As described in the <a href="#">University of Canberra Academic Board Rules 2021</a>.</li> </ul>
<b>Academic Quality and Standards</b>	<ul style="list-style-type: none"> <li>As described in the AQSC Charter.</li> </ul>

ROLE	RESPONSIBILITIES
<b>Committee (AQSC)</b>	
<b>Associate Deans (Education)</b>	<ul style="list-style-type: none"> <li>• Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedures.</li> <li>• Oversee accreditation of courses.</li> <li>• Oversee course quality procedures.</li> <li>• Represent the faculty's course proposals at Course Advisory Panels, Curriculum Committee and AQSC meetings.</li> <li>• Monitor and act on course and unit learning and teaching data analytics.</li> <li>• Chair the Course Advisory Panel meetings on a rotating basis as determined by the Director, Education and Student Experience.</li> </ul>
<b>Course Advisory Group</b>	<ul style="list-style-type: none"> <li>• As described in the <a href="#">Course Advisory Groups Policy</a> and the <a href="#">Course Advisory Groups Procedure</a>.</li> </ul>
<b>Course Advisory Panel</b>	<ul style="list-style-type: none"> <li>• As described in the Course Advisory Panel Terms of Reference.</li> </ul>
<b>Curriculum Committee</b>	<ul style="list-style-type: none"> <li>• As described in the Curriculum Committee Charter</li> </ul>
<b>Data Analytics</b>	<ul style="list-style-type: none"> <li>• Provide data and reports to support course quality and procedures as required to support the University's compliance with the <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a>, and as requested by Governance committees, faculties, or business units.</li> </ul>
<b>Deputy Vice-Chancellor</b>	<ul style="list-style-type: none"> <li>• Determine the process by which advice is provided to Academic Board on course- related matters.</li> </ul>
<b>Director, Education and Student Experience</b>	<ul style="list-style-type: none"> <li>• Chair the Curriculum Committee.</li> <li>• Provide direction and advice on curriculum and course quality matters.</li> <li>• Determine the process by which advice is provided to Academic Board on course- related matters.</li> </ul>

ROLE	RESPONSIBILITIES
<b>Education Partnerships</b>	<ul style="list-style-type: none"> <li>• Support faculties and third party providers in quality assurance of course offerings delivered through partner organisations.</li> <li>• Support faculties and third party providers in arranging improvements to quality of course offerings that involve action by partner organisations.</li> <li>• 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.</li> <li>• Oversee partnership agreements and corresponding compliance and governance requirements related to course procedures.</li> <li>• Coordinate the completion of Annual Partner Reviews, seeking input from third party providers, faculties and business units, identifying recommendations, and providing Annual Partner Reviews to AQSC and Academic Board.</li> </ul>
<b>Executive Dean</b>	<ul style="list-style-type: none"> <li>• Assure the quality of courses offered by the faculty.</li> <li>• Ensure courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedures.</li> <li>• Ensure the faculty follows administrative processes to support the course lifecycle for each course.</li> <li>• Responsible for the delivery of the SPEO Report for the corresponding faculty.</li> <li>• Ensure recordkeeping of the course lifecycle for each course.</li> <li>• Ensure faculty staff are aware of their responsibilities in supporting course lifecycle management.</li> <li>• Ensure students have the opportunity to provide feedback about courses.</li> <li>• Monitor and review student feedback.</li> <li>• Implement improvements to courses and to their delivery.</li> </ul>

ROLE	RESPONSIBILITIES
<b>Faculty Assessment Board</b>	<ul style="list-style-type: none"> <li>• Quality assure the assessment process for undergraduate and postgraduate coursework courses, ensuring that anomalies in unit pass and fail rates are addressed.</li> <li>• Review the quality of assessment tasks.</li> <li>• Ensure assessment, moderation, and grade allocation are undertaken in a timely fashion.</li> <li>• Prepare annual quality assurance reports on relevant grade distribution summaries including:               <ul style="list-style-type: none"> <li>○ student progression and achievement</li> <li>○ performance at the unit and course level</li> <li>○ reviewing the effectiveness of assessment practice with the faculty, and</li> <li>○ approval final grades and authorise the release of final grades.</li> </ul> </li> </ul>
<b>Faculty Board</b>	<ul style="list-style-type: none"> <li>• As described in the Faculty Board Charter</li> </ul>
<b>Learning &amp; Teaching</b>	<ul style="list-style-type: none"> <li>• Provide advice on course lifecycle management.</li> <li>• Provide advice on educational and course design.</li> </ul>
<b>Program Directors (or equivalent)</b>	<ul style="list-style-type: none"> <li>• Ensure courses within a program are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and University policy and procedures.</li> <li>• Coordinate accreditation and the quality assurance lifecycle of courses within a program of courses.</li> <li>• Lead design and delivery of programs.</li> <li>• Represent the faculty's course proposals at Course Advisory Panels and Curriculum Committee meetings.</li> <li>• Incorporate Course Advisory Group, student and external feedback into the MRI for each course.</li> <li>• Monitor and act on course and unit learning and teaching data analytics.</li> <li>• Lead and mentor teaching team for courses in a program.</li> <li>• 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.</li> </ul>

ROLE	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• Contribute to Annual Partner Reviews, coordinated by Education Partnerships, and undertake recommendations identified through Annual Partner Reviews to improve quality of course offerings.</li> </ul>
<b>Third Party Providers (TPP)</b>	<ul style="list-style-type: none"> <li>• Collaborate with faculties and Education Partnerships to quality assure course offerings delivered under third party provider arrangements.</li> <li>• Contribute to Annual Partner Reviews, coordinated by Education Partnerships, and undertake recommendations identified through Annual Partner Reviews to improve quality of course offerings.</li> </ul>
<b>Unit Conveners</b>	<ul style="list-style-type: none"> <li>• Ensure that procedures related to course quality are applied appropriately at the unit level.</li> <li>• Assure the quality of the units in which they have the role of Unit Conveners.</li> <li>• Ensure units in courses are designed, delivered, developed, monitored, reviewed and closed in accordance with relevant legislation and university policy and procedures.</li> <li>• Manage and implement unit quality procedures with a focus on continuous improvement.</li> <li>• Review and respond to student feedback.</li> <li>• Review and respond to data on unit performance.</li> <li>• Develop unit outlines and UCLearn (Canvas) teaching sites.</li> <li>• Establish and communicate moderation procedures for each assessment item.</li> <li>• Ensure moderation of marks and grades is undertaken.</li> <li>• Finalise students' marks and grades.</li> <li>• Provide a Unit Review Report at the end of teach teaching period.</li> <li>• Contribute to program and course reviews.</li> <li>• Lead unit reviews.</li> </ul>
<b>University Research Committee (URC)</b>	<ul style="list-style-type: none"> <li>• As described in the URC Charter</li> </ul>

## Section 6 – Associated information

### Legislation, standards and codes

- [Disability Standards for Education 2005](#)
- [Education Services for Overseas Students Act 2000](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Higher Education Support Act 2003](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [Tertiary Education Quality and Standards Agency Act 2011](#)
- [University of Canberra \(Admission\) Rules 2022](#)
- [University of Canberra \(Admission\) Statute 1995](#)
- [University of Canberra \(Conferring of Awards\) Rules 2022](#)
- [University of Canberra \(Courses and Awards \(Courses of Study\)\) Rules 2023](#)
- [University of Canberra \(Courses and Awards\) Statute 2010](#)
- [University of Canberra Act 1989](#)

### University documents

- Admission (Coursework) Policy
- Admission (Coursework) Procedure
- Assessment Policy
- Assessment Procedures
- Course Advisory Groups Policy
- Course Advisory Groups Procedure
- Course Delivery by Third Party Providers Policy
- Course Delivery by Third Party Providers Procedure
- Course Procedure - Courses and Course Components
- Course Procedure - Courses and Course Components (Development, Revision, Suspension and Closure)
- Credit Procedure
- Graduate Attributes Policy
- Guideline - Course Structures and Study Patterns
- Guideline - Undergraduate Professional Practice Core Units
- Joint and Dual Award Courses Policy
- Joint and Dual Award Courses Procedure
- Microcredential and Short Course Procedure
- Unit Outline Procedure
- Variation of Course Requirements Policy

- Variation of Course Requirements Procedure

## Website links

- [AQF Qualification Titles](#)
- [AQF Addendum - Undergraduate Certificate](#)
- [AQF Qualifications Issuance Policy](#)
- [Australian Qualification Framework Research](#)
- [Australian Qualifications Framework](#)
- [Australian Standard Classification of Education](#)
- [Indigenising the Curriculum Framework](#)
- [Inherent Requirements](#)
- [TEQSA Guidance Note: Changes in a Course of Study That May Lead to Accreditation as a New Course](#)
- [TEQSA Guidance Note: Nested Courses of Study](#)
- [TEQSA Guidance Note: Research and Research Training](#)
- [Tertiary Education Quality and Standards Agency](#)
- [Volume of Learning v2 2014](#)

## Section 7 – Definitions

TERM	DEFINITION
<b>Academic Board</b>	The Academic Board of the University established by section 19 of the <a href="#">University of Canberra Act 1989</a> (The Act)
<b>Academic requirements</b>	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 <a href="#">University of Canberra Courses and Awards (Courses of Study) Rules 2023</a> .
<b>Accreditation</b>	Approval of a course as meeting the University's course quality requirements and thus able to be offered; see also Professional Accreditation

TERM	DEFINITION
<b>AQF levels</b>	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.
<b>AQF qualification type</b>	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.
<b>ASCED field of education code</b>	The <a href="#">Australian Standard Classification of Education</a> (ASCED) 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.
<b>Assumed knowledge</b>	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.
<b><a href="#">Australian Qualifications Framework</a> (AQF)</b>	The AQF is the national policy for regulated qualifications in Australian education and training.
<b>Award</b>	An award means the qualification that may be awarded by the University under the <a href="#">University of Canberra (Courses and Awards) Statute 2010</a> where a student has satisfactorily completed the course requirements for a course of study.
<b>Breadth major</b>	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.
<b>Core major</b>	A major in all courses in a program that a student must complete to meet the course requirements for the award.

TERM	DEFINITION
<b>Course</b>	A course of study leading to an award, provided under Rule 5 of the <a href="#">University of Canberra Courses and Awards (Courses of Study) Rules 2023</a> .
<b>Course Assurance Summary</b>	The Course Assurance Summary assembles the academic requirements, course components and educational information about a course for entry into course-related systems and to inform governance committees overseeing course quality.
<b>Course closure</b>	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.
<b>Course component</b>	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 to meet the academic requirements of the course. ( <a href="#">University of Canberra Courses and Awards (Courses of Study) Rules 2023</a> ).
<b>Course lifecycle</b>	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.
<b>Course structure</b>	A statement of University's requirements for the design of a type of course.
<b>Course suspension to new admissions</b>	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.
<b>Coursework</b>	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.
<b>Coursework course</b>	A coursework course is one the following AQF 2013 qualification types, that has been approved by the University's Academic Board:

TERM	DEFINITION
	<ul style="list-style-type: none"> <li>• diploma</li> <li>• advanced diploma</li> <li>• associate degree</li> <li>• undergraduate certificate</li> <li>• bachelor degree</li> <li>• bachelor honour's degree</li> <li>• graduate certificate</li> <li>• graduate diploma</li> <li>• masters degree (coursework), and</li> <li>• masters degree (extended).</li> </ul>
<b>Coursework unit</b>	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.
<b>ELICOS</b>	English Language Intensive Courses for Overseas Students.
<b>Equivalent full-time student load (EFTSL)</b>	It is the measure of a full time student's annual study load (HESA section 169-27).
<b>Exit</b>	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.
<b>Experiential learning</b>	Learning activities that simulate or include work experience or professional practice.
<b>GradeLink</b>	An application that enables review, approval, and transfer of marks and grades from the Canvas gradebook to Callista.
<b>Graduate</b>	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.
<b>Graduate attributes</b>	As defined in the <a href="#">Graduate Attributes Policy</a> .

TERM	DEFINITION
<b>Graduate course</b>	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 <a href="#">University of Canberra (Courses and Awards) Statute 2010</a> .
<b>Higher degree by research course</b>	A structured sequence of learning that includes a major research component, and is one of the following AQF 2013 qualification types that is approved by Academic Board: <ul style="list-style-type: none"> <li>• masters degree (research)</li> <li>• doctoral degree (professional)</li> <li>• doctoral degree (research)</li> </ul>
<b>Honours component</b>	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)
<b>Inherent requirements</b>	The inherent requirements determined by the University as applicable for a course, as in force at the relevant time
<b>InterFace</b>	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.
<b>Interim monitoring</b>	Regular interim monitoring is a term used in the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (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 procedure, incorporates University-specific activities and data.
<b>Major</b>	An approved set of sequential or related units of 24 credit points. (see Course component)
<b>Microcredential</b>	A non-award course that is a certification of assessed learning or competency with a volume of learning less than an AQF award qualification, that is additional, alternate, complementary to or a component part of an AQF award qualification.

TERM	DEFINITION
<b>Minor</b>	An approved set of units totalling 12 credit points. (see Course component)
<b>Nesting</b>	A set of courses of study that are offered sequentially and can lead to qualifications at different AQF levels. For further detail, see <a href="#">TEQSA Guidance Note: Nested Courses of Study</a> .
<b>Non-award course</b>	A course of study that does not lead to an award of the University, such as a short course.
<b>Professional accreditation</b>	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, where relevant, registration as a member of the profession.
<b>Program</b>	A program consists of one or more courses that share the same core major, designed as a coherent student learning journey eg the Program for the Bachelor of Arts
<b>Research</b>	“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)
<b>Research training</b>	“‘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.” ( <a href="#">TEQSA Guidance Note: Research and Research Training</a> )
<b>Short course</b>	A non-award package of learning provided by the University which does not meet the characteristics of a microcredential, excluding ELICOS, Enabling Programs, International Foundation Studies and Study Abroad Exchange Programs.

TERM	DEFINITION
<b>Specialist major</b>	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.
<b>Student transition</b>	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.
<b>Study pattern</b>	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.
<b>Study plan</b>	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.
<b><a href="#">Tertiary Education Quality and Standards Agency (TEQSA)</a></b>	TEQSA is Australia's independent national quality assurance and regulatory agency for higher education.
<b>UCLearn (Canvas)</b>	The university's virtual learning environment.
<b>Undergraduate course</b>	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 <a href="#">University of Canberra (Courses and Awards) Statute 2010</a> and includes a course that has been declared by the Academic Board under section 5 of the <a href="#">University of Canberra (Courses and Awards) Statute 2010</a> to be an undergraduate course of study.
<b>Unit of study</b>	A unit of learning. Courses require completion of units (see Course component).
<b>University approved</b>	The University's mechanism for feedback from students on their unit experience.

TERM	DEFINITION
<b>student feedback survey</b>	
<b>Volume of learning</b>	<p>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 <a href="#">Volume of Learning: An Explanation</a> 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 University Courses: EFTSL = 24 credit points 1 credit point = 50 hours 24 credit point = 1200 hours</p>
<b>Work Integrated Learning (WIL)</b>	<p>A form of experiential learning where theoretical knowledge and disciplinary skills are integrated with authentic work experiences and practices within relevant professional contexts.</p>

## Status and details

<b>Status</b>	Current
<b>Effective Date</b>	19 February 2026
<b>Review Date</b>	3 December 2029
<b>Approval Authority</b>	Academic Quality and Standards Committee
<b>Approval Date</b>	19 February 2026
<b>Custodian</b>	Deputy Vice-Chancellor
<b>Responsible Manager</b>	Director, Education & Student Experience
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