AC-C6 COURSE AND UNIT POLICY AND PROCEDURE

1   PURPOSE

This policy and procedure outline the framework whereby *BBI – The Australian Institute of Theological Education* (BBI-TAITE or the Institute) designs, develops and reviews its courses and units of study through the application of best practice course and unit design, development, and review principles.

Institute courses and units have as their foundation a substantial body of knowledge, scholarship, and skills, at the appropriate AQF level to demonstrate the application of advanced knowledge and skills for professional or highly skilled work and further learning.

This policy and procedure rescind and incorporate the following policies

- C1 Cancellation of Course Policy
- C6 Course of Study Design and Development Policy
- C7 Course Review Policy
- C10 Course Completion Policy

2   BACKGROUND

The *Higher Education Standards Framework (2015) Section 3.1 Course Design* requires that

1. *The design for each course of study is specified, and the specification includes*
   a. *the qualification(s) to be awarded on completion*
   b. *structure, duration and modes of delivery*
   c. *the units of study (or equivalent) that comprise the course of study*
   d. *entry requirements and pathways*
   e. *expected learning outcomes, methods of assessment and indicative student workload*
   f. *compulsory requirements for completion*
   g. *exit pathways, articulation arrangements, pathways to further learning, and*
   h. *for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.*

2. *The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including*
   a. *current knowledge and scholarship in relevant academic disciplines*
   b. *study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and*
   c. *emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.*

3. *Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.*

4. *Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.*

5. *Where professional accreditation of a course of study is required for graduates to be eligible to practice, the course of study is accredited and continues to be accredited by the relevant professional body.[1]*

3   SCOPE

This policy and procedure apply to Institute courses and units of study, whether new courses or units or those under review in the regular review cycle.

4   DEFINITIONS

Assessment refers to the 'systematic collection and analysis of information to improve student learning' (Stassen et al., 2001, p5). It is the process whereby the Institute measures a student's achievement of the learning outcomes for a unit of study; they receive feedback and a grade assigned to a task. This process reflects a student's performance following a critical evaluation of that task by the lecturer or tutor. Assessment can be formative or summative. Feedback and discussion are the decisive elements that differentiate formative and summative assessment.

Assessment tasks in coursework units may include assignments, essays, quizzes, examinations, practice-based assessments, and major papers/dissertations. Assessment involves one or more tasks the student completes to satisfy the requirements of a unit of study.

Assumed knowledge refers to the knowledge and understanding students should have acquired before commencing a particular unit of study.

Articulated set of courses relates to the nesting of one or more courses within a higher level course. For example, a Graduate Certificate is nested within a Graduate Diploma, a Graduate Diploma is nested within a Master's course. Units within the structure of the Graduate Certificate are part of the structure of the Graduate Diploma, and those units in the Graduate Diploma are part of the structure of the Master's award.

Australian Qualifications Framework (AQF) '…is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.'[2] Courses offered by the Institute must comply with the AQF framework.

Constructive alignment means that the various components of instruction, for example, methods and assessment tasks, are aligned to the learning outcomes of the unit of study.

Core unit refers to required units within a course structure that the student must pass.

Course(s)/Courses of study refers to all courses and awards offered by the Institute.

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[1] Australian Government. *Higher Education Standards Framework, Section 3 Teaching, 3.1 Course Design.* Accessed online at https://www.legislation.gov.au/Details/F2022C00105/Html/Text#_Toc67664709 on 29 August 2022.

[2] The Australian Qualifications Framework (2014). '*About the AQF'.* Located at https://www.aqf.edu.au/, accessed 2 June 2020.

Course accreditation is how new and existing courses are approved and reviewed. These courses must be of a high academic standard, be consistent with the Institute's educational mission and its academic policies and procedures, and be reviewed externally to ensure benchmarking with similar awards before final approval of the course.

Course design means the application of best practice curriculum design principles to the development of the various components for the design of a course of study. These may include collaborative design, constructive alignment, *HESF (Threshold Standards) (2021)* application, and best practice curriculum design principles in developing high-quality courses and units of study.

Course review is the process for the review of a course of study at the Institute. At BBI-TAITE, this process should occur at least once every five years.

Course modification refers to changes made to a course or unit that requires the approval of the *Academic Board*.

Disability – refer to the definition in the *Disability Discrimination Act (Cth)* 1992.

Elective refers to a unit a student can choose from a list of restricted electives in the course structure.

EFTSL refers to Equivalent Full-time Student Load, 8 units or 80 points = 1 EFTSL.

FTE is the abbreviation for full-time equivalent.

Head of Discipline: The Head of Discipline has responsibility for the leadership, management, and quality assurance of discrete units of study within their discipline.

Inherent requirements are the academic and other requirements a student must meet to achieve the course learning outcomes. These may include but are not limited to ethical behaviour, communication skills, interpersonal engagement, knowledge and cognitive skills, and sensory abilities.

Quality Assurance – TEQSA broadly defines quality assurance as "…a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained, or is highly likely to be attained or sustained. 'Academic activities' generally include teaching, learning, scholarship, research and research training for higher degrees by research. The mechanisms (systems, processes, activities) employed to verify such attainments are typically known as quality assurance systems, quality systems or even just 'quality assurance'."[3]

Quality Assurance Framework refers to BBI-TAITE's whole of institution approach to the quality assurance of programs, courses and units of study through systematic monitoring and continuous improvement. The quality assurance principles underpin the Institute's framework for evaluating, assuring, and managing course and unit quality. They ensure the Institute's programs and courses are aligned with statutory and regulatory requirements, implemented consistently, appropriately benchmarked, evaluated regularly, and consistent with sector and discipline norms.

Microcredentials: The *National Microcredentials Framework* defines microcredentials "as a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification, that is additional, alternate, complementary to or a component part of an AQF award qualification."[4] At the Institute, a

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[3] TEQSA. (2017). *Academic Quality Assurance.* Online at https //www.teqsa.gov.au/latest-news/publications/guidance-note-academic-quality-assurance. Accessed 29 August 2022.

[4] DESE. (2021). *National Microcredentials Framework, located at: https://www.dese.gov.au/higher-education-publications/resources/national-microcredentials-framework, accessed 5 September 2022.*

microcredntial is a short course, for instance, a professional development program for teachers, aligning with the requirements of diocesan, ecclesial or other bodies. For example, four or more grouped micro-credentials may be equivalent to a particular unit of study and stacked together could serve as credit towards a relevant AQF award.

Non-award unit refers to a post graduate unit a student enrols in which is not part of an Institute award; that is, the student has not been admitted to a course of study that leads to an award from the Institute.

Prerequisite: A prerequisite is a unit that a student must complete before beginning study in the unit that requires the specific prerequisite.

Restricted elective refers to an elective unit chosen from a list of restricted electives available for a particular course. For example, a Graduate Certificate may have four restricted electives, a Graduate Diploma may have eight restricted electives, and a Master's program may have 12 restricted electives (these are indicative figures only). Students may only choose their electives from the list of restricted electives for their enrolled course of study.

Unit Profile refers to the document on record at the Institute approved by the Academic Board, indicating the unit code, title, abstract, learning outcomes, potential syllabus, teaching strategies, bibliography, and proposed assessments. This profile may be either a new unit profile or a revised unit profile reflecting approved changes since the first offering of the unit.

Unit Credit Point Value: At BBI-TAITE, units are usually worth ten (10) credit points each; however, in some cases, there may be 20-point units within a Master's program.

Unit Learning Outcomes refers to what a student should know upon completing the unit of study in which they are enrolled. The unit learning outcomes should constructively align with the course learning outcomes.

Unit of Study refers to a discrete component of a course of study offered in a particular discipline. Depending on the AQF level of the course of study, courses may comprise 4, 8, 12 or up to 16 units of study.

d al refers to how, when and where the Institute offers a unit. Unit offerings may include the unit value, location, mode (e.g. online), teaching period or Session of offering.

5 POLICY

5.1 Academic Governance

5.1.1 *The Board of Directors*[5]

The Board of Directors oversees the Institute's academic activities and concerns. They have the authority to approve or reject proposals for new courses of study and to:

a. assess the alignment of the proposed course(s) with the mission and values of the Institute

b. determine from the evidence provided the need and demand for the course(s) of study

c. assess any resource implications, including the required staff profile, and the potential impact of these implications on the Institute, and

d. determine the timeline for the introduction of the course.

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[5] Refer to the Institute's *Governance Charter* and *D1 Delegations and Authorities Policy* and accompanying schedules.

5.1.2 *Academic Board*[6]

The *Academic Board* is the peak academic body of the Institute. As part of its role, HESF 6.3.2.(c) requires the *Academic Board* to:

> (c) *Critically scrutinise, review and approve courses and units of study underpinned by sustained, current and coherent bodies of scholarship which reflect the Institute's educational mission, and fulfil relevant accreditation authority requirements* [HESF 6.3.2 (c)] [7]

On behalf of the *Board of Directors* the *Academic Board* ensures that:

a. the structure, content, depth and standards of assessment are appropriate for the level of award

b. the course and award are consistent with AQF requirements, and

c. the methods and modes of course delivery are appropriate for achieving the aims and objectives of the course.

5.1.3 *Course committees of Academic Board*

The Institute's *Academic Board* may set up a course committee to undertake the development, review or modification of a course or group of courses and advise the Academic Board on the course's viability, and the continued offering of the course.

The course committee oversees the development of all elements of course design and all components of the relevant TEQSA application form where required. This may include delegation of the development of components, for example, unit outlines delegated to staff not on the course committee.

a. *New course team membership*

Usually the membership of a course team for the development of a new course shall comprise:

- o the Associate Dean (Courses)
- o the Head of Discipline or a senior member of staff potentially teaching in the course
- o two academic staff who will be involved in the teaching of the course
- o an external discipline expert
- o an external practitioner or stakeholder, and
- o a second-year enrolled student of the Institute.

b. *Course review team membership*

Usually the membership of a course review team shall comprise:

- o the Associate Dean (Courses)
- o the Head of Discipline, or a senior member of staff teaching in the course
- o two academic staff teaching in the course

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[6] Refer to the Institute's *Governance Charter* for a complete list of the roles and responsibilities of the *Academic Board*.
[7] TEQSA. (2021) Higher Education Standards Framework (Threshold Standards) 2021 Section 6.3.2(c).

o an external discipline representative, or a recent graduate of the course where appropriate

o an external practitioner or stakeholder where appropriate, and

o a second-year enrolled student in the course of study.

5.2 Course advisory panel

5.2.1 Course advisory panel criteria

The course advisory panel shall ensure that:

a. the course is of a high standard, built on current scholarship, and is an intellectually stimulating and challenging learning experience

b. the course is at an appropriate AQF level and consistent with its proposed aims and objectives

c. the course is relevant to the changing needs of the community, its industry, and its potential market, and

d. the Advisory Panel keeps appropriate records of meeting discussions and outcomes.

5.2.2 Appointment of course advisory panel

The *Academic Board Standing Committee* will appoint an expert Advisory Panel relevant to the course in development, modification, or review. This panel will consist of:

o the Associate Dean (Courses)

o two external appropriately qualified academics with expertise in the discipline area of the course; and

o the Registrar of the Institute (as required).

5.3 New course development

When the Executive Team proposes a new course to the Academic Board, if endorsed to take the proposal forward, the Associate Dean (Courses) will develop a Business Case (refer 6.2.1 below) to determine if the course is viable and meets the requirements of the Institute. Suppose the Institute's Board of Directors approve the Business Case. In that case, the proposal will proceed to the course development phase, and a course team is appointed to develop the course and take it through accreditation.

5.4 Course structure

5.4.1 Volume of Learning

In line with *Australian Qualifications Framework* requirements, the Volume of Learning for Institute courses will be:

a. *Graduate Certificate:* 0.5 years FTE

b. *Graduate Diploma:* 1 year FTE

c. *Master's degree*

o 2 years FTE following a level 7 award in a different discipline
o 1.5 FTE years following a level 7 award in the same discipline, or
o 1 year FTE following a level 8 award in the same discipline.

5.4.2 Course completion and minimum study requirements

To complete their course within the maximum time limits shown below, students must complete _a minimum of 2 units every 12 months_.

The maximum period refers to the elapsed time from the admission term, including periods of leave of absence, exclusion or academic suspension.

Award Type	Course Points	Equiv. Full-time Load	Maximum Duration
Graduate Certificate	40	0.5	2 years
Graduate Diploma	80	1.0	4 years
Master by Coursework (1.5 years)	120	1.5	6 years
Master by Coursework (2 years)	160	2.0	8 years

5.4.3 Course structure content

In determining the structure of a new course of study, the course committee may include:

- _Core units_ units essential to meeting the outcomes of the course

- _Elective units_ units at the appropriate AQF level designed to develop the depth and breadth of the student's knowledge, and

- _Capstone units_ a unit taken in the final Session of study, designed to demonstrate a student's learning and skills development throughout their course – usually, a course has only one capstone unit.

5.5 Course review cycle

5.5.1 Five-yearly course review

The Institute reviews its award courses every five years ensuring they continue to meet internal and external standards. Ideally, these reviews should occur with each course's TEQSA reaccreditation processes.

5.5.2 Mid-cycle review

Each course of study will undergo a mid-cycle review. This mid-cycle review is a light-touch review of annual course reports, assessing issues and determining if the Institute should address them before the standard five-yearly course review cycle.

5.6 Course Reports

The Associate Dean (Courses), in conjunction with the Head of Discipline for a course, will submit the Annual Course Report to the Academic Board once course statistics are available. The report should highlight enrolment data, attrition, progress and completion rates, student and staff feedback, stakeholder feedback, changes approved during the year, and any proposed improvements to the course.

The Academic Board or its subcommittees will oversee the implementation of improvements arising from the annual report.

5.7 *Cancellation of a course*

If the Institute cancels the delivery of a course, it is required to ensure that either:

a. students currently enrolled in the course can complete their course of study within the standard period of candidature through the Institute,; or

b. students currently enrolled in the course will be presented with options to transfer to another provider to complete their course of study – the Institute is responsible for facilitating transfer arrangements with the new provider and communicating these arrangements with enrolled students.

5.8 *Unit design*

a. At BBI-TAITE, a unit of study has a credit point value of ten (10) points or a multiple of ten (10) points. In some cases, there may be 20-point units within a Master's program.

b. A typical 10-point unit will have 140 hours of learning and assessment activities constructively aligned to the unit's learning outcomes.

c. Units with a credit point value of 20 points require appropriate proportional adjustment to the learning outcomes and the learning and assessment activities.

d. The unit learning outcomes, combined with the inherent requirements and learning outcomes of other units in the course structure, construct the course's learning outcomes. Therefore, they must map to the learning outcomes of the course of study.

e. Considering the diversity of students, including students with disabilities, a unit's inherent requirements, learning activities, and assessments should enable all students to successfully complete the unit of study. Students with a disability or chronic health condition may request reasonable adjustments to assist them in meeting the requirements of a unit of study.

f. A unit of study may have *assumed knowledge* that identifies other units the Institute recommends students complete to have a reasonable possibility of success in the unit. Assumed knowledge is a guide to the content progression between units; it is not mandatory, and the Institute will not enforce them.

g. Although rare, a unit may have a prerequisite unit(s). These prerequisites are essential to the content progression between units, and the Institute will enforce them.

h. Units delivered online may occasionally require an intensive school as part of the unit's assessment or attendance requirements.

i. As required, the Institute may create credit-only units. These may range from 10 to 40 credit points and represent discipline-specific credit (GOVCXXX, LEADXXX, THEOXXX and REDUXXX) at 800 or 900 level. In addition, the Institute may create Non-specific credit or RPL (CRGRXXX) at 800 and 900 level – refer *AC-C8 Credit Policy and Procedure*.

j. The learning resources for a unit of study, for example, unit readings, the library, online resources, the Blackboard unit site, and other items specified for the effective learning of students, must be up to date and, where supplied as part of the course of study, able to be reasonably accessed.

6. PROCEDURE

6.1 *Endorsement and approval authority* *(refer to D1 Delegations and Authorities policy, Schedule 2 – Academic and Course Delegations)*

    a. Business case

- *Academic Board – Endorsement*
- *Board of Directors – Approval*

    b. New course documentation following business case, course review or course modification

- *Academic Board – Approval*

6.2 *Course development, review and modification*

6.2.1 *Business Case*

When the Institute's Executive Committee proposes a new course of study, the *Academic Board* of the Institute will consider the proposal and, if endorsed, will request the Associate Dean (Courses) or nominee to develop a Business Case for the delivery of the proposed course.

    a. The Business Case should include:

- the course title
- the start date
- the rationale for the development and delivery of the course, including alignment with the Institute's Strategic Plan and integration of the Institute's Graduate Attributes
- the business case, including market research, where applicable
- a discussion of the viability of the course, including locations and modes of delivery, and
- the budget for course development, including a list of staff involved in the course delivery.

    b. If the Academic Board endorses the Business Case, it will go to the *Board of Directors* for final approval. The *Board of Directors* will approve or reject the Business Case.

    c. If approved, the *Academic Board* will appoint a course committee to undertake the development of the course.

6.2.2 *Design and development*

In designing and developing a new course of study, the course committee will ensure that:

    a. it aligns with the Strategic Plan of the Institute

    b. it integrates the Institute's Graduate Attributes in the development of the course rationale, structure, and outcomes, and the unit abstracts, learning outcomes and assessments

    c. it corresponds with the requirements of the *Australian Qualifications Framework (AQF) 2014* and the *Higher Education Standards Framework (Threshold Standards) 2021*

    d. it is consistent with the requirements of professional accreditation bodies

e. it takes account of the needs of potential stakeholders, for example, students, employers, ecclesial bodies and contexts

f. the course aligns with benchmarks set by similar courses in the Australian and international contexts

g. it prepares students for independent research and acts as a pathway to higher learning, and

h. the course is subject to rigorous internal and external peer review.

6.2.3 *New course development and review*

The course committee's role in developing a new course of study includes designing and delivering the new course and completing TEQSA's *Application for Accreditation of a Higher Education Course of Study (AQF Qualification)* in collaboration with other members of the Institute.

Once the course design is complete, the course committee initiates a review of the course documentation by:

a. one internal academic staff member not a member of the course review team

b. two external academics who are discipline experts in the field of education of the course, and

c. one professional stakeholder in the course, for example, a leader from a potential employer likely to employ graduates of the course.

Accreditation documentation

Course Committees may access the TEQSA application guides at their *Application Guides and Support page.* In addition, they can access the application forms through their *Provider Portal*.

6.2.4 *Course review*

The course team addresses the current course learning outcomes, inherent requirements, unit outcomes, course content and structure, and appropriate assessment and ascertains if any improvements are required.

The course team undertakes a comparison of the course performance against available course data, among others:

o student feedback

o student progress

o student satisfaction

o completion rates

o industry feedback

o industry standards

o professional practice standards, and

o best practice in teaching and learning in the field.

The course team will align the course with the *Higher Education Standards Framework (Threshold Standards) 2021,* the *Australian Qualifications Framework (2014),* and the Institute's graduate attributes. The nature and extent of the review is decided in the early stages of the process, and if substantial changes are required the review will be considered a major review.

6.2.5 *External advisory committee*

During the review process, the Institute establishes an external advisory panel (refer 5.2 above) to provide industry feedback.

6.2.6 *Peer review of a course of study*

The peer review process addresses the following questions or statements for new courses, course reviews, and in some cases, course modifications:

- o The course enables students to fulfil the outcomes listed in the *Australian Qualifications Framework* (level 8, graduate certificate and graduate diploma; Level 9, Master's).
- o The course's graduate attributes map to the outcomes listed in the *Australian Qualifications Framework.*
- o Individual unit learning outcomes are appropriate for this level of study.
- o The unit assessments are appropriate to meet the learning outcomes for this level of study.

Discipline experts

- o The content of the course reflects current knowledge in the academic discipline.
- o The course's core units enable students to meet the Institute's graduate attributes and achieve the course learning outcomes.
- o The elective units within the course would allow students to develop breadth and depth in a particular discipline area.

Student body

- o The course's content reflects the sector's requirements in this area of study.
- o The graduate attributes will enhance students' skills and knowledge in their professional areas of study.
- o The course is attractive to students and competitive in the sector.
- o Will the course increase the employability of graduates?

6.3 *New or revised unit development* *(refer to Section 5.8, and Appendices 1 & 2)*

Best practice unit design should underpin new or revised units of study. This design process is complex, not linear, and must be collaborative. These approaches include, but are not limited to:

Identifying

- o the particular context of the unit of study
- o the strategic rationale for the unit of study
- o the connection between teaching, learning and assessment[8] (Constructive alignment)
- o the topic which is the basis of the unit
- o the unit's location in the course of study (core or elective)

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[8] Cooper, Sharon A. and Siva Krishnan. (2020). *Effective Unit Design for Higher Education Courses: A Guide for Instructors.* London: Routledge, p. 8.

- o the unit's intent and purpose in the course of study:
  - ▪ Is it foundational?
  - ▪ Is it to provide breadth or depth of learning in the unit of study?
  - ▪ Is it to develop skills of critical thinking, problem-solving, reflection on professional practice, and research skills, among others, or a combination of two or more of these?
- o how the unit relates to the learning outcomes of the course of study
- o the academic level of the unit (800 or 900 level)
- o the body of knowledge to support the intended topic
- o the characteristics of the typical learner who would take this unit of study
- o 'what is important for these students to know and how might they best learn it?'[9]
- o the content that is crucial for the student to understand and what is desirable
- o what value would this unit add to a student's employability?
- o the relationship to other units in the course of study in which the unit will form part of the course structure (assumed knowledge or prerequisites)
- o the relationship to units on offer by the Institute outside the structure of the course of study in which the unit is resident
- o the sector scope and standards for the unit topic – benchmarking similar offerings of other providers in the sector
- o the mode(s) of delivery

Developing

- o the intended learning outcomes
- o the unit syllabus
- o the intended learning experiences to assist students in completing the unit of study successfully – these may be formative or summative and should provide students with opportunities for active engagement with the unit content
- o the intended assessment tasks
- o the assessment criteria and performance standards
- o online learning activities
- o the basis of feedback for students to aid student learning – the feedback should be 'integrated, purposeful, and actionable by the student'[10]
- o unit evaluation processes to 'enable staff to understand the effects of teaching on students' learning and make judgements about the kinds of actions necessary for improving teaching practice'[11]

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[9] Toohey, Susan. (2008). *Designing Courses for Higher Education,* The Society for Research into Higher Education (SRHE) and Open University Press, Maidenhead, Birkshire, p. 44, as cited in Cooper, Sharon A. and Siva Krishnan. (2020). *Effective Unit Design for Higher Education Courses: A Guide for Instructors.* London: Routledge, 2.
[10] Cooper and Krishnan, *Effective Unit Design…,* 11.
[11] _____, *Effective Unit Design…,* 11.

Aligning
- o mapping the assessment tasks with the unit learning outcomes
- o mapping the unit learning outcomes with the course learning outcomes
- o mapping the unit learning outcomes with the Institute's Graduate Attributes

Determining
- o the methods of teaching most suitable for the lecturer
- o the complex understanding and level of achievement required on completion of the unit
- o the learning resources required for the delivery of the unit of study
- o the educational support services required to support the learning resources

7 RELEVANT LEGISLATION

Higher Education Standards Framework (Threshold Standards) 2021

The Australian Qualifications Framework (2014)

8 KEY RELATED DOCUMENTS

- *AC-A7 Enrolment Policy and Procedure*
- *AC-A8 Admissions Policy and Procedure*
- *D1 Delegations and Authorities Policy and accompanying schedules*
- *AC-C8 Credit Policy and Procedure*
- *AC-G2 Graduation Policy and Procedure*

9 NOTES

Contact Officer	Associate Dean (Academic)
Implementation Officer/s	Associate Dean (Academic) Associate Dean (Courses)
Approval Authority / Authorities	Academic Board / Audit and Risk Committee / Board of Directors
Date Approved	27 September 2022 (revision)
Date of Commencement	27 September 2022
Date for Review	24 MONTHS AFTER COMMENCEMENT
Amendment History	30/07/2020 Amalgamation of *C1 Cancellation of Course Policy, C6 Course of Study Design and Development Policy, C7 Course Review Policy,* and *C10 Course Completion Policy.* Extensive revisions to policy in this amalgamation. 01/09/2022 Extensive revision and addition of definitions; Integration of unit design and development policy and procedure; Change of some requirements undertaken by the Associate Dean (Academic) to the Associate Dean (Courses); and a tidy up of the text.
Key Stakeholders	Board of Directors Academic Board Associate Dean (Academic) Associate Dean (Courses) Full-time, Fractional and Sessional Academic Staff Students

NEW UNIT PROFILE

1. Unit code	
2. Unit title	
3. Unit title abbreviation	
4. Rationale	
5. Abstract	
6. Learning outcomes	
7. Syllabus	
8. Mode of delivery	
9. Grading system	
10. Point value (10/20/40)	
11. Duration	
12. Course served	
13. Enrolment restrictions	
14. Prerequisites	
15. Assumed knowledge	
16. Corequisites	
17. Relationship to existing units	
18. Incompatible unit	
19. Units made obsolete by this unit	
20. Year and Session of first offering	
21. Development panel	
22. Reference List	

23. Assessment strategies	
24. Proposed assessment items	
25. Document preparer contact details	
26. Academic Board approval	

REVISED UNIT PROFILE

	REVISED PROFILE	PREVIOUS PROFILE
1. Unit code		
2. Unit title		
3. Unit title abbreviation		
4. Rationale		
5. Abstract		
6. Learning outcomes		
7. Syllabus		
8. Mode of delivery		
9. Grading system		
10. Point value (10/20/40)		
11. Duration		
12. Course served		
13. Enrolment restrictions		
14. Prerequisites		
15. Assumed knowledge		
16. Corequisites		

	REVISED PROFILE	PREVIOUS PROFILE
17. Relationship to existing units		
18. Incompatible unit		
19. Units made obsolete by this unit		
20. Year and Session of first offering		
21. Development panel		
22. Document preparer contact details		
23. Academic Board approval		