



CHRISTIAN HERITAGE COLLEGE

POLICY: Delivery of Units

Policy Group(s):	Group B: Academic – 1: Students (Ref: B1/0718.2)
Related Policy:	Examinations Grievance Policy and Procedures for Domestic Students – Academic Grievances Grievance Policy for Overseas Students Internal Moderation of Unit Exit Results Invigilation of External Exams Unit Outlines
Commencement Date:	June 2018
Review Date:	June 2019
Scheduled Review Date:	June 2023

POLICY STATEMENT

Intent:

Christian Heritage College (CHC) is committed ensuring the quality of delivery of units regardless of whether they are delivered by the internal mode of study or the external/online mode of study. This policy provides the requirements for units delivered by each mode.

Scope:

Restricted to: All units offered by CHC

Excludes: Nil

Objectives:

1. To provide guidelines on the design of learning resources for units delivered by the on campus (internal and intensive) modes of study.
2. To provide guidelines on the design of learning resources delivered by the external/online mode of study.
3. To provide guidelines on the delivery units delivered by the on campus (internal and intensive) modes of study.
4. To provide guidelines on the delivery of units delivered by the external/online mode of study.

Policy Provisions:

1. General

1.1. At CHC, the modes in which units may be delivered are:

- 1.1.1. On campus - a mode of curriculum delivery in which the content and learning activities of a unit are delivered in a face-to-face context in an on-campus setting, for which the contact hours for the unit are scheduled in either of the following ways:

- 1.1.1.1. in regularly timetabled sessions across the declared teaching weeks in a particular academic semester; or
 - 1.1.1.2. condensed into a number of whole days that are scheduled together as consecutive days, or as a series of one-, two- or three-day sessions at various points across the declared teaching weeks in a particular academic semester, including weekends and during holiday periods; and
 - 1.1.2. External/online - a mode of curriculum delivery in which unit content and learning activities are made available off site through the use of technology, and which utilises both asynchronous and synchronous methods, involves high levels of lecturer presence, immediacy and interactivity between students and lecturers, and students and content materials, with interactivity between students also encouraged.
- 1.2. CHC will determine the units that are to be delivered in any given academic semester according to the requirements of the courses that are being offered in that semester. Units may be delivered in multiple modes in a single semester.
- 1.3. CHC will advertise the units that are being offered in a particular academic semester, and the modes in which they will be delivered, in the *Units on Offer* document that is published on the CHC website.
- 1.4. Students will select the units in which they are to enrol in a particular academic semester, and the modes in which these units are delivered, by completing the online *Unit Selection* form for that semester.
 - 1.4.1. A domestic student may enrol in any mode in which a unit is offered in a particular academic semester, subject to any course requirements that pertain to minimum amounts of on campus study.
 - 1.4.2. In accordance with the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, overseas students may enrol in no more than one-third of their total course in the external/online mode, and not exclusively in that mode in any compulsory study period (i.e. Semester 1 and Semester 2), unless they are undertaking a single unit in the last semester of their course of study and they return to their home country to undertake the unit.
- 1.5. CHC will outline any specialist resource requirements that pertain to particular modes of delivery on the relevant course pages, and in the *Courses Handbooks* and *Booklists*, on the CHC website. This includes any non-standard computer software or hardware requirements¹. Where this incurs costs that are additional to tuition fees, these costs will be noted in the fees and charges document that is published on the CHC website
- 1.6. All students are required to have access to a computer (with sound and a microphone) and the internet for the duration of their course. Particular units require students have the ability to communicate synchronously with staff and students (cameras may be required). Students are notified of this requirement at the outset of commencement of study.
- 1.7. CHC utilises the Moodle™ Learning Management System (LMS) as its online teaching and learning platform.
- 1.8. All students who are enrolled at CHC will be provided with access to Moodle™. Every unit has a designated Moodle™ website.

¹ Or such resource as may be used from time to time.

2. On campus (Internal and Intensive) Modes of Delivery

- 2.1. Units that are delivered by the on campus (internal and intensive) modes provide scope for quality learning experiences through regular face-to-face interaction with teaching staff and other students. In addition, they provide access to quality learning experiences and materials.
- 2.2. Students who are enrolled in units that are delivered by the on campus modes will have access to:
 - 2.2.1. learning resources sufficient to allow students to demonstrate achievement of the learning outcomes; and
 - 2.2.2. materials and guided study that clearly specifies reading tasks and learning activities that clearly reflect the outcomes indicated in the unit outline.
- 2.3. Materials used in class such as readings, PowerPoints or other material as relevant may be used, but are also to be made available via the Moodle page for the unit.

3. External/online Mode of Delivery

- 3.1. Units that are delivered by the external/online mode may not always provide scope for regular face-to-face interaction with teaching staff and other students; however, they will provide access to quality learning experiences and materials, e.g. video conferences (via BigBlueButton or other), electronic forums (either synchronous or asynchronous), interactive learning activities and guided study.
- 3.2. Students who are enrolled in units that are delivered by the external/online mode will have access to:
 - 3.2.1. learning resources sufficient to allow students to demonstrate achievement of the learning outcomes;
 - 3.2.2. materials that include a study guide that specifies reading tasks and learning activities that clearly reflect the outcomes indicated in the unit outline, and which uses pedagogy that actively engages students in the learning process; and
 - 3.2.3. other materials that may include items such as readings or additional readings, PowerPoint/s and other material as relevant.

4. Moodle requirements for all modes of study

- 4.1. It is essential that students studying in the external/online mode of delivery have equal access to the same material and guided study as those studying via the on campus modes of delivery. If a unit is delivered by both on campus and external/online modes in the same semester, students will have access to the same material.
- 4.2. The following information must be provided on the Moodle™ page for the unit:
 - 4.2.1. details of the lecturer (including contact hours and details);
 - 4.2.2. a list of prescribed text(s);
 - 4.2.3. the unit outline;
 - 4.2.4. a summary of assessment requirements, and submission methods;
 - 4.2.5. a news and/or discussion forum/s; and
 - 4.2.6. a welcome message (letter/video) from the lecturer.
- 4.3. Where students submit their *Unit Selection* forms by the advertised on-time date for the semester of enrolment, access to Moodle™ will normally be provided no later than the Monday of Orientation week (the week prior to Week 1 of the semester of enrolment), and no later than the Monday of Week 1 of the semester of enrolment.

- 4.4. Where students do not submit their *Unit Selection* forms by the advertised on-time date for the semester of enrolment, access to Moodle™ will normally be provided within five working days of the approval of their unit selection. Where learning resources are released progressively throughout the semester of enrolment, they will be made available to students no later than the Monday of the week to which the resources apply.
 - 4.4.1. When making material available for students, lecturers should take into consideration that students studying by the external/online mode may study at a different pace to students studying by the on campus mode.
- 4.5. Students will be provided with a copy of the unit outline no later than the Monday of the first week of the semester of enrolment.
- 4.6. Teaching staff and students will agree to arrangements for regular contact by appropriate means, including electronic (synchronous or asynchronous), face-to-face and telephone communication.

5. Assessments

- 5.1. Students shall be advised of the schedule of assessment via the unit outline. Where detailed instructions or advice are provided, this must be made available with sufficient lead time and, in all cases, with explicit care not to disadvantage students studying in any mode of study.
- 5.2. Assessment items may be different for units that are delivered in the external/online and internal modes, as approved by the Academic Board, but they must be equivalent in terms of the objectives assessed and content covered.
- 5.3. The receiving date/time for assessment items will be interpreted as the date/time of uploading to the assessment portal or the date stamp applied by the staff member who collects items of assessment not able to be submitted electronically.
- 5.4. Marked assessment items should be made available to students within three weeks of the submission date and at least one week prior to following assessment/s.

Supporting Procedures and Guidelines

1. Unit Writing and Development Tools

The following tools have been created to assist in the writing and development of quality units.

1.1. Unit Blueprint

Week/Learning objective	Content	Resources	Tools	Activity/engagement	Assessment and feedback
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

Week 8					
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					

1.2. Unit Items to be available through Moodle™

1.2.1. Content

Item	Additional information	Mode	
		On campus	External/Online
Unit outline/unit handbook/assessment book (template used)		✓	✓
Textbook, readings and reading schedule (reading list template completed and electronic copies of readings provided)		✓	✓
Class notes/study guide (editable copies provided)		If used in class	✓
Multimedia (videos, audio recordings, YouTube etc. available on Moodle™)		If used in class	✓
Weekly learning outcomes are specified		✓	✓
PowerPoints (or equivalent)		If used in class	If used in class
Timeline/schedule/teaching strategies		✓	✓

1.2.2. Activities

Item	Additional information	Mode	
		On campus	External/Online
Individual online learning activities (e.g. quizzes, reflection exercises, chat, choice, forum, journal, wiki)		If desired	✓
Collaborative online activities (e.g. debate, peer review, wiki, forum discussion etc.)		If desired	✓
In class activities relevant to the topic (both individual and collaborative experiences provided)		✓	-

1.2.3. Communication

Item	Additional information	Mode	
		On campus	External/Online
Lecturer contact details/bio, availability and introduction		✓	✓
Announcements/News forum		✓	✓
Discussion/assessment forum		✓	✓
Virtual class/s via BBB		If desired	✓

1.2.4. Assessment

Item	Additional information	Mode	
		On campus	External/Online
Assessment information (type, detailed instructions, topics that the assessment relates to, the learning outcomes assessed, weighting and due date, templates/examples)		✓	✓
Assessment portals are created for assessment to be submitted and marked online (unless exception approved by the Dean of the relevant school)		✓	✓
Rubrics/mark sheet (template used) for each assessment		✓	✓

1.3. Unit Development Checklist

Item description	Response
Questions to ask of the material/content	
Have you considered ways to transform student learning at different levels?	
Do the activities chosen support learning at different cognitive levels?	
Do the unit materials/activities provide options and flexibility for students?	
Is the material engaging?	
Does the curriculum help students to manage their time/learning?	
Does the unit provide opportunity for students to learn digital competencies and the ability to research?	
Are students given the opportunity to actively participate in the learning process?	
Have you considered different learning styles and provided items to support a variety of learning styles including a variety of visual, textual, auditory and interactive/field activities to enhance student learning?	
Is the learning contextualised emphasising real-world experience and relevance?	
Does the unit allow opportunities for: <ul style="list-style-type: none"> • communication, • collaboration, • creativity, and • critical thinking? 	
Does the unit help challenge students higher order thinking skills?	
Is the content original work or is properly cited in the School's chosen referencing system and free from plagiarism?	
Does the unit material/content align with the TEQSA approved unit outline?	
Are the Christian worldview components relevant and appropriate to the unit being written? Where possible, is it integrated well throughout the content?	
Is the unit material/content clear and easy to understand and navigate and includes the use of labels?	
Are the expected levels of communication and participation clearly defined?	

1.4. Moodle™ Deliverables

Moodle™ deliverables	
Has a Moodle™ unit template has been used and relevant unit administration and introduction information is available. Introduction information includes: <ul style="list-style-type: none"> • Welcome video/message/letter from the unit lecturer, • Lecturer contact details, bio and availability, • Unit outline, • Textbook details, • Summary of assessment requirements and submission methods (assessment information including type, detailed instructions, topics that the assessment relates to, the learning outcomes assessed, weighting and due dates), • a news and/or discussion forum, and • Other required items as noted in School Handbooks. 	
Is the unit content grouped into topics/weeks/modules, or clearly structured and clearly labelled to match the approved unit content?	
Are the expected levels of communication and participation clearly defined?	
Is the unit handbook/assessment guide complete and available on Moodle™ (an editable copy should be sent to the school administration)?	
Readings as required are appropriate and recent, electronic copies are provided to school administration together with the completed reading list for approval?	
Are weekly learning outcomes specified?	
Are quality learning experiences and materials available and sufficient to allow students to demonstrate achievement of learning outcomes?	
Is a study guide that clearly specifies reading tasks and learning activities that clearly reflect the outcomes indicated in the unit outline available (the study guide should use pedagogy (or andragogy) that actively engages students in the learning process)?	
Are interactive activities that enhance learning available?	
Are an appropriate number of individual and collaborative activities available for students?	
Have PowerPoints (using the required template) been provided in editable format to administration and PDF copies placed on the Moodle™ unit page?	
Is a timeline/schedule available?	
Are teaching strategies available?	
Does the Moodle™ page have a discussion forum (if needed)?	
Have the number of virtual classes been noted and approved?	
Have assessment portals been created for assessment to be submitted and marked online (unless exception approved by the Dean of the relevant school)?	
Have rubrics/mark sheet been created for each assessment using the required template and are they available for students (editable electronic copy must also be sent to student administration)?	

2. Unit material specific information

- 2.1. *Unit Outlines*: Unit outlines are approved by Academic Board as part of course accreditation and reaccreditation processes, on the recommendation of the Learning and Teaching Committee. Changes to unit outlines are approved by the Learning and Teaching Committee on the recommendation of the School Boards of Studies (see CHC Policy: *Unit Outlines*).

Unit outlines will state clearly material requirements, the breakdown of workload into its elements, such as directed study (e.g. topic readings, exercises, review of study materials), personal study, and assessment preparation. Standard workload per unit is 150 hours for a 10-credit point unit. A unit outline may be incorporated into a Unit Handbook, but the information contained in the Unit Outline must be available to students.

- 2.2. *Study Guides*: Unit Coordinators/writers will develop a unit study guide that complies with Paragraphs 2.2.2 and 3.2.2. The study guide does not need to be a specific document but can be incorporated in the learning resources on the Moodle™ website for the unit.
- 2.3. *Minimum standards for interaction between lecturers and students*: Paragraph 4.6 states, “Teaching staff and students will agree to arrangements for regular contact by appropriate means, including electronic communication (either synchronous or asynchronous), face-to-face or by telephone”. In order to provide opportunities for contact and interaction between lecturers and students, the teaching staff involved in delivering a unit must make their work contact details available. Staff may use their discretion in terms of providing out-of-office contact details. A CHC email address must be provided and utilised for CHC related student communication.
- 2.4. *Assessment*: Assessment items are approved by Academic Board as part of course accreditation and reaccreditation processes, on the recommendation of the Learning and Teaching Committee. Changes to assessment items are approved by the Learning and Teaching Committee on the recommendation of School Boards of Studies.

CHC Policy: *Assessment* specifies that marked assessment items should be returned to students within three weeks of the submission date. Where marked assessment items cannot be returned to students within this timeframe, students will be informed by a News Forum on the Moodle™ website for the unit or CHC email of the expected return of assessments, taking into consideration that assessments should be returned at least one week ahead of any subsequent assessment due date.

- 2.5. *Resource Requirements*: Paragraph 1.5 states that resource requirements will be communicated with students through the *Courses Handbooks* and Booklists that are published on the CHC website each semester. As noted above, unit outlines also include lists of required resources.

WHO SHOULD KNOW THIS POLICY?

Students
Deans
Academic Staff
Academic Administration Staff

POLICY FURTHER INFORMATION

**Relevant Commonwealth/
State Legislation** Nil

ACCOUNTABILITIES

Implementation: Deans
Compliance: Academic Board
Monitoring and Evaluation: Academic Board
Development and Review: Academic Board
Approval Authority: Academic Board
Interpretation and Advice: Director of Quality and Standards

EFFECTIVENESS OF THIS POLICY

Performance Indicators: • CHUE data regarding online delivery

Other:

Acronyms:

CHC

Christian Heritage College

Dean

The head of the School administering a course (includes the Executive Director of the Millis Institute).

School

The academic organisational units of CHC (includes the Millis Institute)

APPROVAL – section maintained by the Director of Quality and Standards

Reference No.	Approved	Date	Committee/Board	Resolution No. / Minute Ref.
B1/0718.2	Yes	12 July 2018	Academic Board	5.2

REVISION HISTORY – section maintained by the Director of Quality and Standards

Revision Reference No.	Approved/Rescinded	Date	Committee/Board	Resolution No. / Minute Ref.
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