POLICY: Unit Outlines

Policy Group(s)	Group C: Administration – 1: Academic (Ref: C1/0417.3.1-1218)
Related Policy:	Assessment
	Course Development and Accreditation
	Graduate Attributes
Commencement Date:	April 2017
Review Date:	April 2018
Scheduled Review Date:	April 2022

POLICY STATEMENT

Intent:

Christian Heritage College (CHC) is committed to providing students with accurate and timely information. The purpose of this policy is to ensure that each unit offered as part of a CHC course is developed according to CHC requirements and in alignment with the Australian Qualifications Framework (AQF) and Tertiary Education Quality Standards Agency (TEQSA). This policy ensures consistency of format and that Unit Outlines include sufficient and accurate information to ensure that students understand what is expected of them in the unit.

Scope:

This policy applies to all units offered at CHC

Restricted to: Nil

Excludes: Nil

Objectives:

1. To outline what students are expected to learn and how they will be assessed within each unit.

2. To provide information about the formal status of the unit in the course, including credit points, unit level, prerequisites for study and mode of study.

3. To ensure these processes comply with legislation particularly the Higher Education Standards Framework (2015).

4. To ensure these processes form a part of CHC's quality assurance processes.

Policy Provisions:

1. **General**

   1.1. All units in CHC courses must have a Unit Outline that contains the information as provided in Policy Provision 2 and is approved by Academic Board. Typically, Unit Outlines are prepared at initial accreditation or revised at renewal of accreditation.

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1.2. Academic Board is responsible for providing guidelines pertaining to the design of units. This includes but is not limited to:

    1.2.1. volume of learning;

    1.2.2. unit rationale;

    1.2.3. maximum number of learning outcomes (see Policy Provision 4);

    1.2.4. maximum number of assessment tasks (see Policy Provision 4);

    1.2.5. alignment with the AQF; and

    1.2.6. embodiment of CHC graduate attributes.

1.3. A single Unit Outline is used for all offerings of the unit, where a unit is offered to different cohorts of students (e.g. internal and external) under the same code.

1.4. Unit Outlines are to be written in student-centred language.

1.5. A Unit Outline may be supplemented by an appendix that provides more extensive details regarding learning and teaching activities and assessment than is provided in the Unit Outline (see Policy Provision 5.2, CHC Policy: *Assessment*).

1.6. Any additional information provided to students must be consistent with the Unit Outline and not alter the intent or details of the unit outline.

1.7. New units may be introduced, or amendments may be made to existing units, during an accreditation period, subject to approval by the relevant body.

1.8. Changes to Unit Outlines as required by the Learning and Teaching Committee or Academic Board must be communicated to the School via the Dean.

1.9. Changes will only be made to Unit Outlines in response to feedback from students, academic staff, the School Advisory Committee (SAC) or Board of Studies (BOS) (see Policy Provision 3).

    1.9.1. Changes to Unit Outlines are to be presented to the Learning and Teaching Committee.

    1.9.2. Where amendments are proposed with regard to major changes to units[1], the Learning and Teaching Committee shall make recommendations to Academic Board.

2. Postgraduate Unit Outlines

2.1. Where undergraduate courses and postgraduate courses both constitute first training in a discipline area, units in the courses that share content may have elements that are co-taught. In such cases, the units are to have separate unit codes, and separate Unit Outlines are required for the undergraduate and postgraduate courses.

2.2. The postgraduate unit must contribute to the learning outcomes of the postgraduate course and, in combination with other units, must enable students to demonstrate achievement of the course learning outcomes for the relevant AQF qualification level and type.

2.3. The design of the postgraduate unit must acknowledge the different expectations, learning styles, prior knowledge and life experiences of postgraduate students.

2.4. The two units offered at different award levels are not considered to be equivalent and a student will not receive transfer of credit into a postgraduate course for the completion of a related unit in an undergraduate course.

3. Unit Codes and Titles

3.1. The unit code is a unique alpha-numeric code.

3.2. The first two or three characters are the alpha characters and reflect the field of study.

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[1] The Learning and Teaching Committee may refer to the Academic Registrar for advice regarding whether a change to a unit is to be considered 'major'.

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3.3. The last three characters of the unit code are numeric and reflect the unit level:
- 100 = first year undergraduate
- 200 = second year undergraduate
- 300 = third year undergraduate
- 400 = fourth year undergraduate (Bachelor of Education courses only); postgraduate (Ministries)
- 500/600 = postgraduate/Masters
- 700/800 = Doctoral

3.4. The unit title must clearly encapsulate the intent of the unit.

3.5. The unit title must not exceed 50 characters (including spaces).

3.6. Unit codes and titles must have the approval of the Academic Registrar.

4. Unit Outline Requirements

4.1. Unit outlines must include the following:

4.1.1. a cover page including CHC logo, unit code and title, semester and year of offering, and CRICOS provider name and number;

4.1.2. unit code;

4.1.3. unit title;

4.1.4. associated higher education awards;

4.1.5. volume of learning;

4.1.6. level of the unit;

4.1.7. details of the relevant lecturer and course coordinator;

4.1.8. whether the unit is a core or an elective;

4.1.9. unit credit point weighting and relevant course weighting;

4.1.10. expected student workload;

4.1.11. delivery mode(s);

4.1.12. prerequisites, corequisites and restrictions;

4.1.13. professional registration requirements, if any;

4.1.14. a clear, succinct rationale of no more than two paragraphs;

4.1.15. prescribed text(s) (generally published within 5 years unless seminal texts);

4.1.16. recommended readings (maximum 10; published within 10 years unless seminal texts);

4.1.17. specialist resource requirements, if any;

4.1.18. content topics to be covered;

4.1.19. learning outcomes (recommended 5-7);

4.1.20. clear, explicit links to the rationale and learning outcomes in the unit content and, where applicable, standards set by professional bodies (e.g. Australian Professional Standards for Teachers); and

4.1.21. brief details of assessment tasks, mapped to learning outcomes and graduate attributes, and CHC calendar week due for submission.

5. Unit Review

5.1. Unit Outlines are reviewed by the Board of Studies following student feedback through CHUEs at the end of each semester.

5.2. Unit Outlines are reviewed during a renewal of accreditation period.

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6. **Review Mechanisms**

   6.1. Unit Outlines are to be revised in accordance with CHC review mechanisms (see CHC Policy: *Course Review*).

7. **Recommended Approval Processes for Changes to Unit Outlines**

   7.1. Minor administrative and academic changes recommended by lecturers can be approved by course coordinators and noted at subsequent Boards of Studies (BOS) meetings. This includes but is not limited to:

      7.1.1. typographical or grammatical errors;

      7.1.2. order of content;

      7.1.3. unit coordinator or contact details;

      7.1.4. prescribed texts; and

      7.1.5. recommended readings.

   7.2. Non-substantive academic changes recommended by lecturers and course coordinators can be approved by Boards of Studies (BOS). This includes but is not limited to:

      7.2.1. changes to assessment tasks and weightings that do not require a remapping of unit learning outcomes;

      7.2.2. changes to content that do not compromise the unit learning outcomes; and

      7.2.3. non-substantive changes to learning outcomes that clarify, enhance or update the learning outcome without compromising the intent.

   7.3. Substantive changes recommended by the Board of Studies must be approved by the Learning and Teaching Committee:

      7.3.1. changes to unit code and/or title;

      7.3.2. substantive changes to one or more learning outcomes;

      7.3.3. content details that require a review of unit learning outcomes; and

      7.3.4. assessment details that require a remapping of unit learning outcomes.

   7.4. All new unit outlines and/or changes to existing unit outlines that occur as part of renewal of accreditation require approval by Academic Board, as per CHC Policy: *Course Development and Accreditation*.

8. **Publishing Dates for Unit Outlines**

   8.1. Unit Outlines are made available to students at least one week prior to the commencement of classes.

   8.2. Sample Unit Outlines are available on the CHC website to assist students in decision making and planning.

   8.3. Changes to Unit Outlines based on quality assurance improvements should be made before the publishing date.

SUPPORTING PROCEDURES AND GUIDELINES

1. **Developing a new Unit Outline**

   1.1. A request for a new unit outline is to be tabled by the course coordinator to the Board of Studies (BOS). This request is to include the intended cohort, a justification for the addition of the unit and a brief summary of the content to be covered.

   1.2. Upon BOS approval of the request, the course coordinator liaises with the School Administration Officer to develop the unit outline according to the fields required by the Unit Outline template.

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1.3. The draft Unit Outline is tabled at a BOS meeting for discussion, with recommendations for approval or amendment.

1.4. Upon BOS approval, the Unit Outline is submitted to the Learning and Teaching Committee for consideration.

2. Unit Outline Database

2.1. Unit outline information is held in the Unit Outline Database.

3. Approving Changes and Amendments

3.1. Administrative changes made by lecturer or course coordinator must be approved and documented by the Board of Studies (BOS).

3.1.1. Quarterly BOS reports submitted to Academic Board should include approved changes.

POLICY FURTHER INFORMATION

Relevant Commonwealth/ State Legislation	Higher Education Standards Framework (HESF 2015)
	Australian Qualifications Framework (AQF)

ACCOUNTABILITIES

Implementation:	Deans of each School
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

WHO SHOULD KNOW THIS POLICY?

Academic Board

Deans

Course Coordinators

Academic Staff

Administration Officers

EFFECTIVENESS OF THIS POLICY

Performance Indicators:	• Number of amendments to Unit Outlines required by Academic Board or the Learning and Teaching Committee.
	• Increased satisfaction of students as indicated in the CHUEs.
Definitions and Acronyms:	*CHUEs*
	Christian Heritage Unit Evaluations.
	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.

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Unit

> A unit is a coherent set of learning activities that is assigned a unit code and a credit point value (typically 10 credit points) and is approved by Academic Board.

Unit outline

> A rationale for the unit, overview of the unit, aim, learning outcomes, content, assessment and required resources.

APPROVAL – Section maintained by the Director of Quality and Standards

Reference No.	Approved	Date	Committee/Board	Resolution No. / Minute Ref.
C1/0417.3.1	Approved	13 April 2017	Academic Board	5.1

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

Revision Reference No.	Approved/Rescinded	Date	Committee/Board	Resolution No. / Minute Ref.
1218	Approved	3 December 2018	Academic Board	5.1

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