

Course and Unit Policy

Section 1 - Purpose and Scope

- (1) This Policy provides a framework for course and unit design and approval at the University of New England (UNE). This Policy is designed to ensure that continuous improvement and quality assurance processes are maintained in the course and unit design and approval life cycle. For the purposes of this Policy, course approval and re-approval nomenclature equates with the terms course accreditation and re-accreditation under the [Higher Education Standards Framework \(Threshold Standards\)](#).
- (2) This Policy applies to all UNE undergraduate and postgraduate coursework award courses.
- (3) This Policy does not apply to higher degree by research courses (see [HDR Course Approval Policy](#)).
- (4) This Policy does not cover admission rules related to English Language Requirements which is governed by the [Admission, Credit and Enrolment Policy](#) and the [English Language Requirements Higher than the University Minimum Requirement Annex](#).
- (5) Within this Policy:
- a. Part A covers the principles for design of courses and units;
 - b. Part B covers the lifecycle of courses;
 - c. Part C covers the lifecycle for units; and
 - d. Part D covers general provisions for unit delivery.

Section 2 - Policy

Part A - Principles for course and unit design

- (6) UNE's courses and units:
- a. foster learning and equip students for success;
 - b. align with UNE's Strategic Plan, values and current and planned course profile;
 - c. are relevant to current and future societal and industry need, and are co-designed with relevant students, professional bodies and partner organisations;
 - d. develop skills and knowledge for professional practice and meet requirements of professional accreditation bodies where relevant;
 - e. support pathways into and progression through study with UNE;
 - f. are structured to support scaffolded learning appropriate to the relevant [Australian Qualifications Framework](#) level;
 - g. support student demonstration of course and unit learning outcomes and achievement of UNE's Graduate Attributes;

- h. are constructively aligned with learning outcomes, assessment and teaching and learning activities;
- i. are consistent with the [Higher Education Standards Framework](#), [Australian Qualifications Framework](#) and other relevant legislative or regulatory requirements;
- j. focus on quality and continuous improvement through design, approval, monitoring, amendment, and review.

(7) To ensure quality in UNE's courses and units, all proposals for approval, re-approval, amendment, suspension or discontinuation of courses or units must demonstrate adherence to an evidence-based curriculum design and continuous improvement cycle. Proposers must consider the following guidance and matters, where relevant to a proposal:

- a. UNE's Strategic Plan, values and current and planned course profile;
- b. UNE's Learning and Teaching Plan and Indigenous Education Strategy;
- c. relevant UNE policies and procedures, including the [Course and Unit Design Procedure](#), [Assessment Policy](#), [Graduate Attributes Procedures](#) and [Intensive School Procedures](#);
- d. external regulation, including the [Higher Education Standards Framework](#) and the Australian Qualification Framework;
- e. recommendations or advice from course and unit monitoring and reviews, disciplinary bodies or peer reviews;
- f. research into the scholarship of teaching and learning, pedagogic and discipline-based standards, and benchmarking with other institutions;
- g. societal needs and public good (which may be identified by partners, industry, employer groups or independent research among others);
- h. requirements of professional accreditation bodies (where relevant);
- i. in the case of joint courses, any additional requirements agreed with partner institutions; and
- j. operational factors, including resourcing and staffing.

Part B - Course life cycle

General provisions

(8) All UNE courses must be approved by UNE before courses are offered for admission. This is a separate process from any professional accreditation by an external organisation (see Professional Accreditation Procedure).

(9) Course approval is provided for a maximum of seven years (an earlier timeframe may be approved through the approval process) and all courses must be reviewed and re-approved (or discontinued) before the expiration of the current approval.

(10) The stages of the course life cycle are as follows:

- a. initial approval;
- b. course monitoring;
- c. course amendments (where required);
- d. course review and re-approval; or
- e. suspension/discontinuation.

(11) Each course will have an owner School.

(12) Initial approval, amendments, re-approval and suspension and discontinuation are managed through the Curriculum Management System. All required information at each stage of the process must be provided as outlined in the Curriculum Management System.

(13) The owning school must consult with relevant stakeholders at each stage of the life cycle. Those consulted may include academic and professional leaders and administrators of the courses and units (such as Discipline Conveners, School Education Committee Chairs or Conveners, Course Coordinators), current and former students, Curriculum and Academic Management, UNE International (for all Commonwealth Register of Institutions and Courses for Overseas Students course), all relevant schools, faculties and directorates, Accounting, Student Journey, systems support, and any professional accrediting bodies or partners.

(14) The extent of consultation, and evidentiary requirements, is determined by the nature and impact of the work involved at each stage of the life cycle.

Initial approval

(15) The approval process for initial approval has two stages – an initial proposal stage (business case) and the full proposal stage (academic case). The approval process for both stages is outlined in the [Course Approval Workflow](#).

(16) The owning School is responsible for developing the business and academic case in accordance with the design considerations in Part A. The relevant Head of School and Executive Dean must be informed of, and indicate support for, a course before it is developed. This will support the identification of potential challenges and improvement areas prior to moving to the initial proposal stage.

Initial proposal (business case)

(17) The initial proposal stage involves the development and consideration of a business case. Information requirements are outlined in the Curriculum Management System, however the business case must demonstrate need and benefit, and outline proposed implementation, including how resources are, or will be, available to deliver the course.

(18) The Executive Team considers, and where appropriate, approves the initial proposal (business case). Executive Team considers the following in assessment of the proposal:

- a. course alignment with UNE's Strategic Plan, values and current and planned course profile;
- b. demonstrated need;
- c. financial impact on UNE;
- d. whether UNE has, or can obtain, the required staffing and physical resources to successfully offer and deliver the course; and
- e. appropriateness of any third-party arrangements (see Third Party Provider Arrangements Policy).

Full proposal (academic case)

(19) The full proposal stage involves development and consideration of the academic rationale, curriculum design, and alignment and compliance with legislative requirements such as the AQF and [HESF](#). Information requirements are outlined in the Curriculum Management System, however the academic case must provide sufficient academic rationale to demonstrate course design alignment with Part A of this Policy.

(20) The full proposal is considered, and where appropriate, endorsed by the School Education Committee and then Curriculum Committee. Academic Board provides final approval of the proposal. The Committees and Board consider the following in their assessment of the proposal:

- a. course design, including alignment with Part A of this Policy;
- b. course structure, learning outcomes and constructive alignment; and
- c. admission rules.

(21) Approval will be granted for the standard seven years or a shorter time period. Academic Board approval is necessary before a course can be offered and students admitted. If professional accreditation is also required, students cannot be admitted to the course until that professional accreditation (including any provisional accreditation) is approved.

(22) Where a course is not endorsed or approved at any governance stage, the course is provided back to the School for consideration with advice on changes necessary to receive approval.

Course monitoring

(23) Course monitoring is conducted to confirm and improve course design and quality, and includes:

- a. University-level monitoring: Education Quality Directorate leads, with key input from Finance and Business Intelligence, annual reporting on all courses within UNE's course profile to Curriculum Committee. Education Quality Directorate will provide the annual University-level reporting to School Education Committees for consideration.
- b. School level monitoring: The Head of School (or delegate) is responsible for annual monitoring of course data (including, but not limited to results, retention, progression, and completions) and any relevant student surveys or feedback for each course, and identifying any issues for consideration or action. The annual monitoring is provided to the School Education Committee for review. The School Education Committee provides an annual summary of course monitoring to the Curriculum Committee.

(24) At Head of School discretion, individual courses or cognate groups may choose to form a Course Advisory Board to assist with course monitoring (see [Terms of Reference \(DVC Approved\) - Course Advisory Board](#)). Where a Course Advisory Board or similar is a requirement of professional accreditation a Course Advisory Board is required.

(25) Academic Board sets and monitors institutional benchmarks and quality parameters to assist in the monitoring and assessment of course and unit quality and outcomes.

(26) The owning school is required to consider and propose amendments to courses as necessary to address outcomes of monitoring, and to ensure courses are up-to-date with discipline developments.

(27) Where issues are identified or a course is not meeting institutional benchmarks and/or quality parameters, Curriculum Committee may request the Head of School to further examine the course. The Head of School (or delegate) must report back to Curriculum Committee within a set timeframe with actions taken or recommend to address identified issues.

(28) Should identified issues not be adequately addressed or course performance continue to not meet institutional benchmarks and/or quality parameters, Curriculum Committee can recommend to Executive Team (via the Deputy Vice-Chancellor) that a course be discontinued before the expiration of the current approval. Executive Team can decide to discontinue the course (considering factors under the course discontinuation process) or continue it with or without conditions.

Course amendments

(29) Course amendments are modifications to a course during the course life cycle that primarily result from outcomes of course and unit monitoring. Amendments may be significant, minor, or editorial.

(30) Significant course amendments include:

- a. changes to course title;
- b. changes to course level learning outcomes;

- c. changes to admission rules, including credit assessments linked to admission;
- d. changes to course duration;
- e. changes in professional accreditation status, third-party arrangements and CRICOS registration;
- f. new or discontinued majors; and
- g. amendment to course-level mode of offering.

(31) The determination of whether significant amendments constitute the creation of a new course shall be made by the relevant Executive Dean (or delegate), based on the extent to which the proposed changes alter the course's fundamental nature and intended outcomes, noting this should be informed by TEQSA's guidance note [Changes in a course of study that may lead to accreditation as a new course](#).

(32) Significant course amendments are approved by Curriculum Committee (see [Course Amendment Workflow](#)).

(33) All other amendments (except editorial amendments outlined below) are considered minor and are approved by the relevant School Education Committee (see [Course Amendment Workflow](#)). Minor course amendments may include, but are not limited to:

- a. new or amended minors;
- b. changes to existing majors;
- c. changes to course-level inherent requirements;
- d. changes to exit pathways;
- e. changes to teaching location (must be jointly approved by Deputy Vice-Chancellor);
- f. changes to programs of study; and
- g. amendment to admission periods.

(34) Editorial amendments are approved by Curriculum and Academic Management (see [Course Amendment Workflow](#)). Editorial course amendments include:

- a. correction of errors;
- b. changes to Course Coordinator details or other nomenclature (such as titles of entities, accrediting bodies, legislation etc.);
- c. updates of links;
- d. changes to fee category or approved Commonwealth Supported Places for existing offerings;
- e. updates to special closing dates for admission;
- f. presentation of published information (such as re-ordering of information); and
- g. other amendments that do not alter the intent of the course information.

(35) Proposed amendments under 34(g). must be co-approved with the relevant Chair of School Education Committee.

(36) Where an amendment impacts currently enrolled or deferred students, the Course Coordinator must ensure that impacted students and relevant internal and external stakeholders are advised of the change, options available to students or any other transitional arrangements.

(37) An approved amendment does not change the scheduled date for course review and re-approval.

Course review

(38) Course reviews are evaluation activities to assist in ensuring that UNE's courses are appropriate for continued offering. Factors for consideration in course reviews, include, but are not limited to:

- a. course design, including learning outcomes, assessment, graduate attributes, structure and constructive alignment;
- b. appropriateness of admission standards;
- c. student outcomes, including results, satisfaction, retention, progression and completions, and employment;
- d. academic governance and management;
- e. strategic alignment with UNE's Strategic Plan, values and course profile;
- f. staffing and resources;
- g. financial viability
- h. ongoing societal and industry need;
- i. emerging development in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course or study; and
- j. any matters of concern that should be addressed or changes that should be made.

(39) Education Quality Directorate maintains a schedule of courses for review. A three-year rolling list of courses for review in any given year is endorsed by the Deputy Vice-Chancellor and provided to Curriculum Committee for noting.

(40) Schools should commence the review process 18 to 24 months before the course's approval expiry date.

(41) Cognate courses may be grouped for review, and the timing of external processes for courses with professional accreditation requirements will be factored in the development of the schedule.

(42) Where a course is professionally accredited, the documents required to be evidenced in a course review may be amended by the Director Education Quality and Policy to align with professional accreditation requirements and eliminate duplication of work.

(43) The Executive Principal Education Futures may approve changes to the course review requirements for an individual course where the characteristics of the course mean that not all of the review requirements can be met.

Types of review

(44) Courses are reviewed via the standard process of desktop benchmarking and self-review where:

- a. course monitoring has identified no or minimal issues;
- b. where the course consistently meets or exceeds benchmarks and/or quality parameters; or
- c. identified issues have been resolved.

(45) On the recommendation of the relevant Head of School, Director Education Quality and Policy or Curriculum Committee, the Dean(or delegate) may determine that a panel-based review is more appropriate. Reasons for undertaking a panel-based review may include but are not limited to the existence of third-party arrangements, consistent underperformance against institutional benchmarks and/or quality parameters, evidence of issues not being rectified despite implementation of changes, or the identification of areas of concern by students, staff, alumni, or external stakeholders of the university.

(46) A Panel review (see Terms of Reference – Panel Review) follows a process as follows:

- a. desktop benchmarking;
- b. additional external expert or peered benchmarking of units;
- c. self-review;
- d. panel review; and
- e. School response.

Course review phase: benchmarking

(47) Desktop benchmarking relative to similar courses offered at comparable institutions is required for all course reviews. The School is responsible for completion of the benchmarking. The benchmarking examines:

- a. course content, structure and learning outcomes;
- b. admission criteria and course rules;
- c. teaching, learning and assessment methods; and
- d. available information on student outcomes.

(48) Additional expert or peer benchmarking of core units of study core to ensure the progressive and coherent achievement of learning outcomes is required where a panel-based review has been determined.

Course review phase: self-review

(49) The Head of School (or delegate), with advice and input from relevant business areas, is responsible for completing the self-review. The self-review examines:

- a. alignment with the UNE Strategic Plan and course profile;
- b. course design and content, including admission standards, learning outcomes and constructive alignment;
- c. student outcomes and feedback since the previous approval;
- d. feedback from staff and external stakeholders since the previous approval;
- e. changes in the discipline, and needs of current and prospective students, and professional bodies;
- f. staffing and resources;
- g. ongoing financial viability; and
- h. any issues or risks to the quality of the course.

Course review phase: school response

(50) Where a panel-based review has been conducted, the Head of School, in consultation with relevant staff, is responsible for the development of the School response to the report findings and recommendations.

Course review phase: approval and implementation

(51) The Head of School (or delegate) provides the final review report, including any School response, to the School Education Committee for feedback on any recommendations and suggested actions. The Dean provides final approval of the course review and implementation of any actions to address recommendations.

(52) The Head of School (or delegate) is responsible for implementing the recommendations of the course review. Reports on implementation are provided to the Dean at six months and twelve months after the approval of the review. Unless otherwise approved, the implementation of recommendations should be completed within twelve months of approval of the review.

(53) Education Quality Directorate provides an annual report on the progress, completions, and outcomes of course reviews to Curriculum Committee.

Course re-approval

(54) Following the conclusion of a course review, the owning School can either propose:

- a. re-approval of the course; or
- b. course discontinuation in accordance with the course discontinuation process.

(55) A proposal for re-approval is considered through the [Course Review and Reapproval Workflow](#). The re-approval proposal consists of:

- a. the completed, approved course review;
- b. current status of the outcomes of implementation, or planned actions in response to, recommendations of the review; and
- c. any changes to the course arising from the review.

(56) The re-approval proposal is submitted to the Executive Team for consideration, and where appropriate approval. The Executive Team considers the following in assessment of the proposal:

- a. the course continues to align with UNE's Strategic Plan, values and current and planned course profile;
- b. the course continues to meet need and is financially viable;
- c. UNE has, or there is a plan to obtain, the required staffing and physical resources to continue to offer and deliver the course; and
- d. whether any third-party arrangements continue to remain appropriate (see Third Party Provider Arrangements Policy).

(57) The course review and proposal for re-approval is considered, and where appropriate, endorsed by the School Education Committee and then Curriculum Committee. Academic Board provides final approval. The Committees and Board consider the following in its assessment:

- a. course design and structure, and any changes arising from the review, continue to align with the design principles and considerations in Part A; and
- b. course performance, including evidence of student success, completions, and graduate outcomes.

(58) Approval may be granted for the standard seven years or a shorter time period. Academic Board approval is necessary before a course can continue to be offered and students admitted beyond its approval expiry date. Should re-approval not be granted, advice on changes necessary to receive approval should be provided to the owning school or the course must be discontinued in line with the course discontinuation process.

(59) Where a course review and/or re-approval cannot be completed before the approval expires, the relevant Dean (or delegate) must apply for an extension of the current approval to Academic Board, with a timeline for completion of the review and/or re-approval. The extension request must outline the reasons why the review and/or re-approval has not been completed.

(60) Academic Board will consider the request and determine to:

- a. extend the current approval (with any conditions) for a time period (maximum twelve months) that allows completion of the review and/or re-approval process; or
- b. withdraw approval and suspend the course until completion of the review and/or re-approval process.

Course suspension or discontinuation

(61) A School may wish to temporarily suspend admissions to a course for up to twelve months. The School wishing to suspend admission must provide:

- a. reason for suspension (such as insufficient student numbers or inadequate resourcing);
- b. evidence of consultation with impacted Schools or external stakeholders;
- c. risk and impact assessment, including financial and reputational impact, and any impact on students currently enrolled or students with an offer of admission; and

- d. a proposed timeframe for reinstatement of admissions to the course. If there is no viable proposal to reinstate admissions, the School must propose discontinuing the course.

(62) During an approved suspension period, the School must decide whether to reinstate admissions or discontinue the course. If the School decides to reinstate admissions, they must demonstrate to Executive Team how the reasons for the suspension have been addressed.

(63) Executive Team approves proposals for course suspensions (Course Suspension Workflow).

(64) A School wishing to permanently cease admissions to a course must provide:

- a. reasons for discontinuation;
- b. evidence of consultation with impacted School, faculties or external stakeholders;
- c. risk and impact assessment, including financial and reputational impact, and impact on students currently enrolled or students with an offer of admission; and
- d. teach-out plan, which may involve transferring to another course or continuing under the previous rules for a designated period to allow completion, for students currently enrolled.

(65) The School must seek approval for the discontinuation through the process outlined in the [Course Discontinuation Workflow](#). Executive Team approves proposals for course discontinuation and Academic Board approves teach-out plans. The School should note the requirement for Commonwealth Government approval to discontinue certain courses. The Executive Team will confirm whether the discontinuation requires Government approval and if so, request the approval. Courses may be suspended as an interim measure while discontinuation is sought.

(66) If a course is discontinued, the relevant Head of School (or delegate) must ensure that:

- a. relevant internal and external stakeholders are notified;
- b. relevant publications and systems are updated;
- c. enrolled and deferred students are notified and advised of the options available, which may involve transferring to another course or continuing under the previous rules for a designated period to allow completion.

(67) Where a teach-out period extends beyond the current approval expiry date, the relevant School must provide advice to Academic Board about the mechanisms in place to ensure quality standards are maintained for the teach-out period. Academic Board may request the School review or change activities if there is concern around the maintenance of quality.

Part C - Unit life cycle

General provisions

(68) All UNE units must be approved by UNE before they can be offered for enrolment. This is a separate process from any professional accreditation by an external organisation (see Professional Accreditation Procedure).

(69) The time period of a unit approval is determined during the approval process. The maximum length of approval is seven years, however units should be reviewed regularly to ensure continuous alignment with current academic, industry and accreditation standards. All units must be re-approved or discontinued before the end of the approval period.

(70) The stages of the unit life cycle are as follow:

- a. initial approval;
- b. unit monitoring;

- c. unit amendments (where required);
- d. unit review and re-approval; or
- e. discontinuation.

(71) Each unit will have an owner School.

(72) Initial approval, amendments, re-approval, and discontinuation are managed through the Curriculum Management System. All required information at each stage of the process must be provided as outlined in the Curriculum Management System.

(73) In the initial approval, amendment, re-approval and discontinuation of units, the owning School must consider the impact on any relevant course and units and detail this consideration in their proposal. For a new unit, this includes consideration of whether there are other units of a similar nature, including those offered by other schools or faculties.

(74) The owning School must consult with relevant stakeholders at each stage of the unit life cycle. Those consulted may include academic and professional leaders and administrators of the courses and units (such as Discipline Conveners, School Education Committee Chairs or Conveners, Course Coordinators), current and former students, Curriculum and Academic Management, UNE International (for all Commonwealth Register of Institutions and Courses for Overseas Students course), all relevant Schools, faculties and directorates, Accounting, Student Journey, systems support, and any professional accrediting bodies or partners.

(75) The extent of consultation, and evidentiary requirements, is determined by the nature and impact of the work involved at each stage of the life cycle.

Initial approval

(76) The owning School is responsible for developing a proposal for initial approval of a unit in accordance with the design considerations in Part A. The approval process is outlined in the [Unit Initial Approval and Amendment Workflow](#).

(77) The relevant Head of School (or delegate) must support a proposal before it is submitted for governance review and approval. The Head of School (or delegate) consider the following in assessment of the proposal:

- a. unit alignment with UNE's Strategic Plan, values and existing course profile (including professional accreditation requirements);
- b. financial and reputational impact on UNE;
- c. teaching location and mode delivery (a teaching location outside the Armidale campus requires the approval of the Deputy Vice-Chancellor); and
- d. whether UNE has, or can obtain, the required staffing and physical resources to successfully offer and deliver the unit.

(78) The School Education Committee receives the proposal and considers the following in its assessment:

- a. unit design, including alignment with Part A of this Policy;
- b. unit learning outcomes; and
- c. unit aligns with relevant AQF level, course structures and learning outcomes.

(79) School Education Committee approval is necessary before a unit can be offered and students enrolled.

Unit monitoring

(80) Unit monitoring is conducted to confirm and improve course design and quality, and includes:

- a. University-level monitoring: Education Quality Directorate provides regular reports on unit monitoring, including results, completions, and engagement, and outcomes of unit evaluations, to Teaching and Learning Committee and Curriculum Committee. Education Quality Directorate will provide the regular University-level reporting to School Education Committees for consideration.
- b. School level monitoring: The Head of School (or delegate) is responsible for annual consideration of unit data (including, but not limited to, enrolments, results and completions) and any relevant student surveys or feedback for each unit, and identifying any issues for consideration or action. The annual monitoring is provided to the School Education Committee for consideration. The School Education Committee provides an annual summary of unit monitoring to the Teaching and Learning Committee and Curriculum Committee.

(81) Academic Board sets and monitors institutional benchmarks and quality parameters to assist in the monitoring and assessment of unit quality and outcomes.

(82) The owning School is required to consider and propose amendments to units as necessary to address outcomes of monitoring, and to ensure units are up to date with discipline developments.

(83) Where issues are identified or a unit is not meeting institutional benchmarks and/or quality parameters, reviewing committees may request the Head of School to examine the unit. The Head of School (or delegate) must report back to the requesting committee within a set timeframe with actions taken or recommended to address identified issues.

(84) Should identified issues not be adequately addressed or unit performance continue to not meet institutional benchmarks and/or quality parameters, the School Education Committee can decide to withdraw unit approval or continue it with or without conditions. In any decision to withdraw unit approval, the School Education Committee must consider the factors for consideration outlined in the discontinuation process.

Unit amendments

(85) Unit amendments are modifications to units during the life cycle that primarily result from outcomes of course or unit monitoring. All unit amendments must consider the impact on courses that the unit is taught in.

(86) Unit amendments include changes to:

- a. unit title and level;
- b. credit point value
- c. enrolment rules, including prerequisites and corequisites;
- d. learning outcomes; and
- e. assessment in relation to number, weighting, volume and learning outcomes.

(87) Unit amendments are approved by the School Education Committee (see [Unit Initial Approval and Amendment Workflow](#)).

(88) Changes to assessment relating to topic, content, format, and medium are not considered unit amendments. These changes are proposed by the Unit Coordinator, in consultation with the Course Coordinator where appropriate, and approved by the Head of School (or delegate). Where changes impact the UNE Course Handbook, Curriculum and Academic Management will process the changes as an editorial amendment.

(89) Editorial unit amendments include:

- a. changes to unit overview or outline;
- b. changes to Unit Coordinator details or other nomenclature (such as titles of entities, professional accrediting bodies, legislation etc.).

- c. changes to teaching period, delivery mode and teaching location (subject to approvals in accordance with Part D);
- d. correction of errors;
- e. updates of links;
- f. presentation of published information (such as re-ordering of information); and
- g. other amendments that do not alter the intent of the unit information.

(90) Editorial amendments are approved by Curriculum and Academic Management (see [Unit Initial Approval and Amendment Workflow](#)). Proposed amendments under 88g must be co-approved with the relevant Chair of School Education Committee.

(91) An approved amendment does not change the scheduled date for unit review or re-approval.

Unit review

(92) Unit reviews are evaluation activities to assist in ensuring that UNE's units are appropriate for continued offering. Factors for consideration in a unit review, include but are not limited to:

- a. unit design and content, including appropriateness and alignment of learning outcomes, teaching and learning activities, and assessment;
- b. student outcomes, including results, satisfaction, and completions;
- c. alignment with UNE's Strategic Plan, values and current course profile;
- d. alignment with any professional accreditation requirements;
- e. staffing and resources;
- f. financial viability;
- g. teaching location and mode of delivery;
- h. ongoing societal and industry relevance;
- i. any matters of concern that should be addressed or changes that should be made.

(93) Education Quality Directorate maintains a schedule of units for review. Schools should commence the review process at least 12 months before the unit's approval expiry date.

(94) Units are reviewed via benchmarking and self-review.

(95) The Head of School (or delegate), with assistance from relevant staff, is responsible for organising the unit review, including:

- a. Benchmarking relative to publicly available information on similar units offered at comparable institutions. The benchmarking examines unit content, structure and learning outcomes, and teaching, learning and assessment methods.
- b. A self-review of units, including but not limited to, the factors outlined in clause 91.

(96) A review report, including recommendations for any changes, is provided to the School Education Committee for feedback and the Dean (or delegate) for approval. Once approved, reports are provided to Education Quality Directorate.

(97) The Head of School (or delegate) is responsible for implementing the recommendations of the unit review. Reports on implementation are provided to the Dean (or delegate) at six months and twelve months after the approval of the review. Unless otherwise approved, the implementation of recommendations should be completed within twelve months of approval of the review.

(98) Education Quality Directorate provides an annual report on the progress, completions and outcomes of unit reviews to Teaching and Learning Committee and Curriculum Committee.

Unit re-approval

(99) Following the conclusion of a unit review, the relevant School can either propose:

- a. re-approval of the unit; or
- b. unit discontinuation in accordance with the unit discontinuation process.

(100) A proposal for re-approval is considered through the [Unit Review and Re-Approval Workflow](#). The re-approval proposal consists of:

- a. the completed, approved unit review;
- b. current status of the outcomes of implementation, or planned actions in response to, recommendations of the review; and
- c. any changes to the unit arising from the review.

(101) The relevant Head of School (or delegate) must support a proposal for re-approval before it is submitted for governance review and approval, considering the following:

- a. unit continues to align with UNE's strategic plan, values and current and planned course profile (including professional accreditation requirements);
- b. financial and reputational impact on UNE;
- c. whether UNE has the required staffing and physical resources to continue to successfully offer and deliver the unit; and
- d. impact of unit not being re-approved (see unit discontinuation section).

(102) The School Education Committee receives the proposal for re-approval and considers the following in its assessment:

- a. unit continues to align with the design consideration in Part A;
- b. unit learning outcomes, learning activities and assessment tasks are aligned;
- c. unit continues to align with relevant AQF level, course structures and learning outcomes; and
- d. unit performance, including evidence of student success and completions.

(103) The length of approval must be specified. The School Education Committee's re-approval is necessary before a unit can continue to be offered beyond its approval expiry date. Should re-approval not be granted, advice on changes necessary to receive approval should be provided or the unit must be discontinued in line with the course discontinuation process.

(104) Where a unit review and/or re-approval cannot be completed before the approval expires, the relevant Head of School (or delegate) must apply for an extension of the current approval to the School Education Committee, with a timeline for completion of the review and/or re-approval. The extension request must outline the reasons why the review and/or approval has not been completed.

(105) The School Education Committee will consider the request and determine to:

- a. extend the current approval (with any conditions) for a time period (maximum 12 months) that allows completion of the review and/or re-approval process; or
- b. withdraw approval and suspend the unit until completion of the review and/or re-approval process.

Temporary or permanent discontinuation of a unit

(106) A School wishing to temporarily not offer a scheduled unit must provide:

- a. reason for the temporary non offering (such as insufficient student numbers or inadequate resourcing);
- b. evidence of consultation with impacted Schools, faculties or external stakeholders;
- c. risk and impact assessment, including financial and reputational impact, impact on courses that the unit is taught in, and any impact on students currently enrolled in linked courses; and
- d. a proposed timeframe for re-offering of the unit. If there is no viable proposal to re-offer the unit, the School must discontinue the unit.

(107) A School wishing to permanently discontinue a unit must provide:

- a. reason for discontinuation;
- b. evidence of consultation with impacted Schools, faculties or external stakeholders; and
- c. risk and impact assessment, including financial and reputational impact, impact on courses that the unit is taught in (including constructive alignment and any professional accreditation requirements), and impact on students currently enrolled in linked courses.

(108) The School must seek approval through the process outlined in the [Unit Suspension and Discontinuation](#). The Head of School approves proposals for unit discontinuation.

(109) If units that are compulsory for a student to complete in order to satisfy course requirements are not offered or discontinued, the relevant Head of School (or delegate) must ensure that impacted students and Student Journey are advised of the change and alternative arrangements or options. If units are discontinued after the commencement of the enrolment period, compensation may be payable to students who demonstrate that they have entered into non-refundable commitments.

Part D - General provisions for units

Delivery schedule of units

(110) The Head of School (or delegate), in consultation with the School Education Committee, determines the schedule of units for each academic year taking into consideration need to support student progression and whether UNE has the required staffing and physical resources to deliver the units. The Head of School (or delegate) may approve changes to the agreed schedule.

Changing the delivery mode of a unit

(111) Units may be delivered in multiple modes of delivery within one teaching period (e.g. on-campus (ON) or online (ONLINE))

(112) The delivery mode of a unit is initially determined in the unit approval process. However, the Head of School (or delegate) may approve changes to the delivery mode after initial approval where there are sound academic and/or administrative reasons such as (but not limited to):

- a. changes in student enrolment (such as fewer than six students in ON mode);
- b. more efficient or effective teaching;
- c. availability of teaching expertise; and
- d. unforeseen circumstances (e.g. damage to facilities or equipment).

(113) In making a decision to change the delivery mode, a Head of School (or delegate) in conjunction with the Unit and Course Coordinator must consider the impact of any decision on the following:

- a. impact on students, particularly on-campus students and student visa holders due to limits on the number of ONLINE mode units they can complete as part of their course;
- b. professional accreditation issues with students completing units in ONLINE mode; and
- c. the potential impact on any partnership arrangements.

(114) A unit that is a core requirement in any course offered in multiple modes may not be changed to ON mode only.

(115) The last day for implementing a change to delivery mode is the final working day of the first week of the teaching period.

Changing the teaching location of a unit

(116) Where a school wishes to change the teaching location from the Armidale campus or add a teaching location other than the Armidale campus due to factors such as enrolments or availability of teaching expertise or resources, it must seek approval from the Deputy Vice-Chancellor to change or add location.

(117) In making a case to change or add teaching location, a School must consider:

- a. impact on students in current teaching location;
- b. alignment with UNE's strategic plan and course profile;
- c. financial (institutional and course) impact of changing or adding teaching location;
- d. adequacy of resources; and
- e. the potential impact on any partnership arrangements.

Notification

(118) After approval has been granted for a change to a unit delivery mode or teaching location, the Head of School must ensure Student Journey, Curriculum and Academic Management, and impacted students are notified.

Deadlines

(119) To ensure courses are ready to be offered for admission for each year, Schools must provide Curriculum and Academic Management with the approved course information within the timeframes provided annually by Curriculum and Academic Management.

Summary of Roles and Responsibilities

Academic Board	Approval body for initial approval of courses Sets and monitors institutional benchmarks to assist in course and unit monitoring Approval body for re-approval of courses Approves teach-out plans for course discontinuation
Curriculum Committee	Endorses initial approval of courses Approves significant course amendments Endorses course review outcomes and re-approval of courses Endorses teach-out plans for course discontinuation Refers course exhibiting persistent performance below institutional benchmarks and/or quality parameters to Executive Team (via Deputy Vice-Chancellor) for consideration

School Education Committee	Endorses initial approval of courses Endorses significant course amendments Approves minor course amendments Endorses course review outcomes and course re-approval of courses Endorses teach-out plans for course discontinuation Approval body for approval and amendment of units Conducts course and unit monitoring through consideration of course and unit monitoring reports. Provides annual summary of course and unit monitoring to Teaching and Learning Committee and Curriculum Committee Provides feedback on course and unit reviews
Executive Team	Approves initial proposal (business case) for initial approval and re-approval of courses Approves temporary or permanent course discontinuation Considers whether courses exhibiting persistent performance below institutional benchmarks and/or quality parameters should be discontinued
Deputy Vice-Chancellor	Approves on-campus teaching locations outside Armidale list of courses for review Endorses three-year rolling
Executive Principal Education Futures	Makes procedures and processes for the effective implementation and operation of this policy Approves changes to the course review requirements for an individual case Monitors the operation of an compliance with the policy and provides an annual report to the Curriculum Committee and Academic Board
Executive Dean	Supports proposals for approval, significant amendment, and discontinuation of courses Approves course and unit reviews
Head of School	Supports proposals for approval, amendment, suspension and discontinuation of courses and units Conducts annual course and unit monitoring Approves unit discontinuation Advises students and relevant stakeholders of impacts of course amendments Investigates courses identified as not meeting institutional benchmarks and reports outcomes to Curriculum Committee. Responsible for self-review stage of course and unit review Implements recommendations from course and unit reviews Approves school schedule of units for each academic year and any amendments Approves changes to delivery mode and ensures students and relevant stakeholders are aware of changes
Curriculum and Academic Management	Provides quality assurance checks of course and unit proposals through life cycle Approves editorial course and unit amendments
Education Quality Directorate	Leads annual reporting on all courses to Teaching and Learning Committee and Curriculum Committee Leads annual reporting on all units to Teaching and Learning Committee and Curriculum Committee Maintains course and unit review schedule and provides 3-year rolling schedule to Deputy Vice-Chancellor for endorsement and noting by Curriculum Committee Provides annual reporting on course and unit reviews to Curriculum Committee and Teaching and Learning Committee
Schools	Designs course and units in accordance with this Policy Manages life cycle for courses and units in accordance with this Policy

Section 3 - Authority and compliance

Authority

(120) The Vice-Chancellor and Chief Executive Officer, consistent with the [Vice-Chancellor Functions Rule](#), makes this Policy.

(121) The Executive Principal Education Futures is authorised to make procedures and processes for the effective implementation and operation of this Policy, and to publish as associated documents any tool that will assist with

compliance.

(122) The Rule/Policy Administrator for this Policy is the Chief Governance Officer who is authorised to make minor administrative updates to this Policy.

Compliance

(123) University Representatives must observe this Policy.

(124) Records or evidence-based curriculum design, consultation and decisions of management and committees regarding all course and unit development and changes must be recorded in UNE's Records Management System (RMS).

(125) This Policy operates as from the Effective Date. Previous procedures on course and unit approvals are replaced and have no further operation from the Effective Date of this new Policy.

(126) Notwithstanding other provisions of this Policy, the Vice-Chancellor and Chief Executive Officer may approve an exception to this Policy where the Vice-Chancellor and Chief Executive Officer determines the application of this Policy would otherwise lead to an unfair, unreasonable, or absurd outcome. Approvals by the Vice-Chancellor and Chief Executive Officer under this clause must:

- a. be documented in writing;
- b. state the reason for the exception; and
- c. be registered in the approved Records Management System (RMS) in accordance with the [Records Management Rule](#).

Section 4 - Quality Assurance

(127) The implementation of this Policy will be supported through:

- a. advice and support on the development and approval process for courses and units through the Curriculum Management System;
- b. assurance through the Curriculum Management System that the design and approval process has been followed; and
- c. the Executive Principal Education Futures regularly monitoring and providing an annual report to the Curriculum Committee and Academic Board on the operation of, and compliance with, this Policy.

Section 5 - Definitions

(128) Curriculum Management System: the system used by UNE to manage governance of the development and approval of courses and units and changes to courses and units for publication.

Status and Details

Status	Current
Effective Date	3rd August 2024
Review Date	1st August 2026
Approval Authority	Vice-Chancellor and Chief Executive Officer
Approval Date	9th July 2024
Expiry Date	Not applicable
Unit Head	Leopold Bayerlein Executive Principal Education Futures
Enquiries Contact	Leopold Bayerlein Deputy Executive Principal, Education Futures <hr/> Education Futures

Glossary Terms and Definitions

"Assessment" - Is the process whereby evaluative judgements are made in relation to a student's achievements against the learning outcomes of a unit of study.

"Graduate" - Is a person who has completed the requirements for a course and has had their award conferred on them by the University Council.

"Learning Outcomes" - Is the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

"Postgraduate" - Relates to a course or a student in that course leading to the award of Graduate Certificate, Graduate Diploma, Master or Doctor.

"Student" - Is an admitted student or an enrolled student, at the relevant time: 1. an admitted student is a student who has been admitted to a UNE course of study and who is entitled to enrol in a unit of study or who has completed all of the units in the UNE course of study; 2. an enrolled student is a student who is enrolled in a unit of study at UNE.

"Alumni" - Means graduates or diplomats of the University of New England and its antecedent institutions: New England University College (NEUC), University of New England (Northern Rivers), Armidale Teachers' College (ATC) and Armidale College of Advanced Education (ACAE) and includes other members of Convocation.

"AQF" - Means the Australian Qualifications Framework.

"CRICOS" - The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is a register of Australian education providers approved to offer courses to people studying in Australia on student visas and a list of the courses offered.

"Records Management System (RMS)" - The University of New England installation of TRIM (Content Manager), or equivalent replacement system, under the control of the Records Management Office.

"Course" - Course means a syllabus, a curriculum, a training package, units of study, or structured workplace learning, the successful completion of which leads to the conferral of an award on the student by the University (including but not limited to a regulated qualification under the Australian Qualifications Framework).

"Quality Assurance" - Is the ongoing, internal process of assessing a university's outcomes against its aims.

"Unit" - Is a part of a course with a code, title and credit point value for which a result is recorded on a student's academic record.

"Benchmark" - Means to evaluate processes, practices and outcomes by comparison with sector and discipline norms. (Assessment Rule)

"School" - Is an organisational unit comprising academic staff in related fields of study who are responsible for teaching and research in those academic fields together with support staff.

"Admission" - The process of assessment of an application leading to entitlement to enrol as a student in a course leading to an award of the University.

"Prerequisite" - Commonly a unit that must be completed before its associated unit can be enrolled in. It may also be used to define a prior academic background (qualification) required before enrolment is permitted in a course.

"Undergraduate" - Relates to a course or a student enrolled in that course leading to an award of Diploma, Advanced Diploma, Associate Degree or a Bachelor.

"Effective Date" - means the Rule/Policy takes effect on the day on which it is published, or such later day as may be specified in the policy document.

"University Representative" - means a University staff member, contractor, agent, affiliate, residential staff member, UNE Council member, Council committee member, employee of a controlled entity, director of a controlled entity and any other person engaged by the University to undertake some activity for or on behalf of the University. It includes corporations, affiliated organisations and other bodies falling into one or more of these categories.

"Faculty" - An organisational unit consisting of a group of related Schools, which is responsible for coordinating the management and quality of the teaching and research conducted by those Schools.

"UNE Course Handbook" - This means the listing of Courses and units offered by UNE and is available digitally via une.edu.au