

Coursework Curriculum - Academic Policy

1. Purpose of policy

1.1 This policy outlines the principles which inform the effective design, delivery and improvement of the University's coursework curriculum.

2. Policy scope and application

2.1 The University self-accredits programs of study that lead to higher education awards. This policy applies to higher education award programs, courses, study components, micro-credentials and non-award programs. It excludes Higher Degrees by Research (HDR) programs.

2.2 Where this policy states "program/s" it refers to both "program/s and non-award enabling program/s" and where this policy states "course/s" it refers to both "course/s and non-award bridging course/s".

3. Definitions

Please refer to the University's Glossary of Terms for policies and procedures. Terms and definitions identified below are specific to this policy and are critical to its effectiveness:

Australian Qualifications Framework (AQF) 2013 (and updates) is the Australian Government's policy for regulated qualifications in Australian education. It defines the learning outcomes for each level of AQF and qualification type.

Course is a discrete element of a program, normally undertaken over a single teaching session, in which the student enrolls, and on completion of which the student is awarded a grade.

Graduate Attributes are the qualities of being and thinking that the University community values and agrees its graduates should exhibit on completion of their study.

Higher Education Standards Framework (Threshold Standards) 2021 (HESF) sets out the minimum acceptable requirements and standards for the provision of higher education in or from Australian registered higher education providers.

Inherent Academic Requirements (IARs) of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the learning outcomes of the program without compromising the academic integrity of that program.

Non-award bridging course is non-award and not recognised as providing credit towards a Higher Education Award.

Non-award enabling program is offered by the University for which no Higher Education Award is conferred upon successful completion and is a non-AQF qualification (Refer Schedule 1—Dictionary, Higher Education Support Act, 2003).

Program is a set of coherently scoped, sequenced and structured studies or courses undertaken by the student in order to meet the requirements for award of a qualification, including a program of study with a major research component.

Technology Enhanced Learning Accreditation Standards (TELAS) are a set of internationally benchmarked standards designed to assess the quality of online learning, particularly in relation to the tertiary sector.

UniSC Academic Performance Standards Framework (APSF) (staff login required) describes and defines academic endeavour to provide a clear framework for academic staff to develop and deliver on their individual academic progression and is organised around the University's three recognised domains of scholarly activity: learning and teaching, research and engagement.

APPROVAL AUTHORITY

Academic Board

RESPONSIBLE EXECUTIVE MEMBER

Deputy Vice-Chancellor (Academic)

DESIGNATED OFFICER

Director, Centre for Support and Advancement of Learning and Teaching

FIRST APPROVED

31 May 2016

LAST AMENDED

6 March 2023

REVIEW DATE

6 March 2028

STATUS

Active

4. Policy Statement

4.1 The University's quality assurance and improvement approach to the design, approval, delivery, evaluation and continuous improvement of coursework curriculum is guided by the Quality and Standards Framework and the University's Quality System – Plan, Implement, Review, Improve (PIRI) cyclical system.

4.2 The University is committed to providing high quality and well-designed coursework curriculum that meets the needs of its students and the community. Coursework curriculum is guided by the Universal Design for Learning (UDL) framework and the Sustainable Development Goals (SDGs) which balance the three dimensions of sustainable development: the economic, social and environmental and provide a plan of action for people, planet and prosperity.

4.3 The University's coursework curriculum will meet the requirements of the HESF, the AQF and the TELAST. They will also comply with the APSF.

5. Principles

5.1 Academic Board, as outlined in its Terms of Reference, will:

- (a) define and monitor the University's academic standards to assure the quality of teaching, research and research training;
- (b) foster excellence and innovation in teaching, learning, scholarship and research through critical evaluation of proposals for quality and effectiveness; and
- (c) critically evaluate and accredit new programs and approve significant program amendments.

5.2 The University is committed to designing programs and courses that are consistent with the requirements of the HESF and the AQF.

5.3 The University will ensure that coursework curriculum aligns with and supports the achievement of the strategies and Key Performance Indicators identified in the University's Strategic Plan and associated Top Level Plans.

5.4 The University's coursework curriculum will be consistent with other relevant internal policy documents.

5.5 The University will ensure that all coursework curriculum aligns with the University's Curriculum Design Principles:

- (a) learning-centred;
- (b) standards based;
- (c) constructively aligned; and
- (d) career and future focussed.

5.6 The University will ensure that all coursework curriculum aligns with the Work Integrated Learning - Governing Policy and related procedures.

5.7 The University will ensure that all coursework curriculum aligns with the principles outlined in the University's Diversity and Inclusion Plan 2021-2023:

- (a) safe, supportive and respectful;
- (b) accessible and equitable opportunities and experiences;
- (c) culture of belonging; and
- (d) individual and collective responsibility.

5.8 The University's coursework curriculum will have learning outcomes which align with the relevant University Graduate Attributes, achieve the learning outcomes appropriate to the qualification type and consider IARs where appropriate.

5.9 The University will respond to both internal and external data about student outcomes, student satisfaction and graduate outcomes.

5.10 The University will respond to data about market position, competitor offerings and market demand to maintain relevance and currency.

5.11 The University's coursework curriculum will be developed in collaboration and consultation with professional accrediting bodies, industry, employers, partners, and other stakeholders to ensure that graduates have industry-relevant knowledge, capabilities and skills.

5.12 The University will ensure that coursework curriculum offered by the University is financially sustainable.

6. Authorities/Responsibilities

6.1 The following authorities/responsibilities are delegated under this policy:

ACTIVITY	UNIVERSITY OFFICER/COMMITTEE
<ul style="list-style-type: none">• Define and monitor the University's academic standards to assure the quality of teaching, research and research training.• Foster excellence and innovation in teaching, learning, scholarship and research through critical evaluation of proposals for quality and effectiveness.• Critically evaluate and accredit new programs and approve significant program amendments.	Academic Board (as per Terms of Reference)

END

RELATED DOCUMENTS

- Assessment: Courses and Coursework Programs - Academic Policy
- Assessment: Courses and Coursework Programs - Procedures
- Coursework Curriculum - Procedures
- Work Integrated Learning - Academic Policy

LINKED DOCUMENTS

- Coursework Curriculum - Procedures

SUPERSEDED DOCUMENTS

- Coursework Program and Awards - Academic Policy

RELATED LEGISLATION / STANDARDS

- Australian Qualifications Framework
- Higher Education Standards Framework (Threshold Standards) 2021 (Cth)