

COURSES AND AWARDS POLICY

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1. Purpose

This policy describes the development and delivery of undergraduate and postgraduate award courses at the College. The objectives of this policy are to:

- describe the process for developing and approving new units of study and award courses;
- describe the process for approving variations to existing units of study and award courses;
- define naming conventions for units of study and award courses;
- describe the process for internal course monitoring and annual course review;
- describe the process for external quality assurance and cyclical review of courses; and
- course transition and teach-out arrangements

This policy recognises that course approval, monitoring and quality assurance occurs through the relevant academic governance and management structures of the College.

2. Scope

This policy applies to all award courses offered by the College. This document should be read in conjunction with other related policies (see Related Documents).

3. Definitions

Item	Definition
<i>Academic Integrity</i>	<p>The following plain-English definition of academic integrity is provided by the Exemplary Academic Integrity Project at the University of South Australia, https://lo.unisa.edu.au/course/view.php?id=6751</p> <p>Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and the College's reputation.</p>
<i>AQF</i>	The Australian Qualifications Framework, which describes the minimum standards and levels of Australian qualifications and award courses.
<i>Core unit</i>	A mandatory unit in an award course or major.
<i>Course</i>	A structured sequence of study leading to the award of a degree, diploma, certificate or other recognized qualification, which when successfully completed is conferred on the graduand by the Governing Board of APIC.
<i>Course Learning Outcome</i>	A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course.
<i>Elective unit</i>	A non-compulsory unit in an award course, that does not contribute towards the assurance of Course Learning Outcomes for the award course within which the unit is included as an elective.

Item	Definition
<i>Exit Point</i>	A specified point of exit leading to the award of a lower level qualification, for students who choose not to complete the full duration of the course in which they were enrolled. An exit point will be defined by a unique set of course rules for the lower qualification.
<i>Graduate Attributes</i>	A set of characteristics each that graduate, regardless of level of award, should have developed by the time they have completed their enrolled award course.
<i>Learning outcome</i>	A specific and measurable statement of what knowledge and skills students are expected to acquire in a unit and/or course of study and to be able to demonstrate at its completion.
<i>Major</i>	A specified sequence of units that makes up an area of special focus in a field of study within a degree.
<i>Major course change</i>	Any modification to an approved award course that results in a change to the Course Learning Outcomes for that course, or which varies the Volume of Learning for the course.
<i>Major unit change</i>	Any modification to an approved unit that results in a change to the Unit Learning Outcomes for that unit.
<i>Maximum time to completion</i>	The maximum period of time (expressed in calendar years) that a student may take to complete an award course, inclusive of any approved periods of leave of absence of study.
<i>Minimum time to completion</i>	The minimum period of time (expressed in calendar years) that a student may take to complete an award course, excluding any reduction on the basis of Recognition of Prior Learning.
<i>Minor course change</i>	Any modification to an approved award course that does not impact upon the Course Learning Outcomes, nor the Volume of Learning for the course.
<i>Minor unit change</i>	Any modification to an approved unit that does not impact upon the Unit Learning Outcomes for that unit.
<i>Moderation</i>	Regulating the marking of individual markers to achieve consistency in the application of Course and Unit Learning Outcomes, performance standards and marking criteria.
<i>TEQSA</i>	Tertiary Education Quality and Standards Agency. The Australian independent national regulator of the higher education sector.
<i>Unit</i>	A component of an award course with specified assessment requirements for which a final grade is awarded upon completion, a.k.a. 'subject or 'module'.
<i>Unit Learning Outcome</i>	A statement of what students are expected to learn and/or skills they are expected to acquire in the unit and be able to demonstrate upon completion of the unit.
<i>Unit of Study Guide</i>	A document in either hard copy or electronic format that defines content, learning and teaching approaches and assessment requirements for a unit of study.
<i>Volume of Learning</i>	The notional duration (expressed in equivalent full-time years) of all activities required for the achievement of the learning outcomes specified for a AQF qualification type.

4. Course and Unit Design Principles and Practice

The following principles and practice form the foundation for this policy and inform the design, development and delivery of all award courses and units at APIC:

Award courses offered by the College are the primary means through which students engage with the College and through which the College establishes its reputation.

The design, development and delivery of award courses and units at the College will be guided by the principles of:

- student-centric learning and support;
- equity, diversity and access to higher education;
- ensuring appropriate academic standards and quality assurance;
- compliance with relevant external legislation, standards, and regulatory requirements; (refer [References and Legislation](#))
- alignment with the College's Vision, Mission and Values;
- alignment with relevant strategic plans and policies of the College; and
- regular internal and external monitoring and review.

All award courses, nested awards and units therein will be designed to:

- ensure academic and research integrity; (refer [Academic Integrity Policy](#), and [Responsible Conduct in Research and Scholarship Policy](#))
- deliver APIC Graduate Attributes (as listed and defined in Appendix 1);
- scaffold learning towards the achievement of Course Learning Goals and Course Learning Outcomes as according to the AQF Level of the award;
- assure the achievement of Unit and Course Learning Outcomes;
- meet the requirements of professional accrediting and professional where relevant; and
- assure alignment of all Outcomes. (refer [APIC Curriculum Mapping Tool](#) template)

The AQF Level of award courses and units, the broad Field of Study, and Outcomes will inform:

- the design of the learning environment, curriculum, and teaching and assessment (refer [Assessment Policy](#)); and
- the minimum qualifications and experience required of lecturers and tutors. (refer [Academic Staff Qualifications and Equivalence Framework](#))

Delivery of all teaching, learning and assessment will be in English unless another language is used to develop and assess proficiency in that other language, or delivery in another language is approved by the [Governing Board](#).

4.1. Nomenclature

All award courses will have an award title that unambiguously represents the qualification type, level and field of study of the qualification. All award titles and an award abbreviations will be consistent with the provisions of the [AQF Qualifications Issuance Policy](#).

Award titles will not normally include the name of the major. Where approved to be included (refer 6. Course and Unit Approvals) the major name will appear in parenthesis at the end of the award title, e.g. "Bachelor of Business (Accounting)", and will be included on the testamur corresponding to the award course. (refer [Graduation Transcripts and Testamurs Policy](#))

Award abbreviations will be easily understood by stakeholders as identifying the award course to which they correspond. Abbreviations should not be too complex, nor lead to possible misinterpretation.

Award abbreviations will only identify the major field of study of the corresponding award course. Majors within award course will not be represented in award abbreviations.

The field of study for Diploma, Bachelor, Graduate Diploma, and Masters level award courses will be indicated by using “of” as part of the award title, e.g. “Bachelor of Business”.

The field of study for Graduate Certificate level award courses will be indicated by using “in’ as part of the award title, e.g. “Graduate Certificate in Business Management”.

Units will be numbered sequentially with a prefix that accords to the course in which they included as follows (where xxx is the sequential unit number):

Course	Unit number prefix
Master of Business and Project Management	SBM1xxx
Master of Business Administration	SBA2xxx
Bachelor of Business	SBM3xxx
Bachelor of Business Information Systems	SBM4xxx

4.2. Duration of study

All award courses may be studied in full-time and/or part time modes, allowing students to complete flexibly.

The approved and CRICOS-registered duration of study for an award course is the minimum time to completion for the corresponding award course.

The minimum time to completion will be such that:

- the volume of learning is consistent with that specified by the ‘AQF qualification type learning outcomes descriptors’ (refer [Australian Qualifications Framework, Second Edition, January 2013](#)); and
- all requisite Course Learning Outcomes can be achieved within the minimum time specified.

The normal minimum time to completion for an award course may be reduced by the award of Recognition of Prior Learning. (refer [Recognition of Prior Learning Policy](#))

The maximum time to completion (expressed in calendar years) for domestic students enrolled in an award course is calculated as

$$[(n/4)*1.5]$$

and for international students enrolled in an award course is calculated as

$$[(n/4)*0.75]$$

where n is the number of units in the course.

The maximum time to completion for an award course will includes any approved periods of leave of absence.

4.3. Postgraduate course requirements

The following postgraduate course requirements are in accordance with the provision of the [Australian Qualifications Framework, Second Edition, January 2013](#).

Admission requirements for each level of postgraduate award course are as provided in the [Admission Policy](#). Additional and/or alternative admission pathways, where appropriate, are as described in the [Guidelines for Recognising Uncredentialed Learning](#).

4.3.1 Masters degrees

A Masters degree qualifies students who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

Graduates of a Masters degree will have a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and knowledge of research principles and methods applicable to a field of work and/or learning.

Masters degree award courses will be comprised of 72 credit points over 12 units at AQF Level 9. Up to four units within a Masters degree award course may be electives.

The minimum time to completion of a Masters degree award course will normally be three to four semesters full-time equivalent study.

4.3.2 Graduate Diplomas

The Graduate Diploma qualifies students who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway for further learning.

Graduates of a Graduate Diploma award course will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.

Graduate Diploma award courses will be comprised of 48 credit points over eight units at at least AQF Level 8. Graduate Diploma award courses will not normally include elective units.

The minimum time to completion of a Graduate Certificate award course will normally be two semesters full-time equivalent study.

Subject to completion of the specified course rules, students may elect to early exit from a Masters degree with a Graduate Diploma.

4.3.3 Graduate Certificates

The Graduate Certificate qualifies students who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway for further learning.

Graduates of a Graduate Certificate award course will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.

Graduate Certificate award courses will be comprised of 24 credit points over four units at at least AQF Level 8. Graduate Certificate award courses will not normally include elective units.

The minimum time to completion of a Graduate Certificate award course will normally be one semester full-time equivalent study.

Subject to completion of the specified course rules, students may elect to early exit from a Masters degree with a Graduate Certificate.

4.4. Undergraduate course requirements

The following undergraduate course requirements are in accordance with the provision of the [Australian Qualifications Framework, Second Edition, January 2013](#).

Admission requirements for each level of undergraduate award course are as provided in the [Admission Policy](#).

4.4.1 Bachelor degrees

A Bachelor degree qualifies students who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning.

Graduates of a Bachelor degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

Bachelor degree award courses will be comprised of 144 credit points over 24 units at AQF Level 7. Up to eight units within a Bachelor degree award course may be electives.

The minimum time to completion of a Bachelor degree award course will normally be six semesters full-time equivalent study.

4.4.2 Diplomas

A Diploma qualifies students who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.

Diploma award courses will be comprised of 48 credit points over eight units at at least AQF Level 5. Diploma award courses will not normally include elective units.

The minimum time to completion of a Diploma award course will normally be two semesters full-time equivalent study.

Subject to completion of the specified course rules, students may elect to early exit from a Bachelor degree with a Diploma.

4.5. Majors

A major in an award course is a specified sequence of units that makes up an area of special focus in a field of study within a degree.

A major will normally be comprised of 48 credit points over eight units.

Majors may be a specified component of Bachelor and Masters level awards only. Award courses comprised of less than 72 credit points will not be approved to include majors.

Majors will typically be accredited with a professional body or organisation.

4.6. Units

A unit is a component of an award course with specified assessment requirements for which a final grade is awarded upon completion.

All units will be defined by a unique set of not more than eight Unit Learning Outcomes that articulate what students are expected to learn and/or skills they are expected to acquire in the unit and be able to demonstrate upon its completion.

Individual units will normally be comprised of six credit points each, or integer multiples thereof.

A student's time commitment per each enrolled six credit point unit will normally be 10 hours per week comprising:

- class contact hours;
- pre- and post-class reading
- assessment preparation and completion
- other private study

Continuous assessment and weekly tutorial tasks should be designed such that the number and duration of tasks in an individual unit should not require more than 10 hours' study per week. (refer [Assessment Policy](#))

All units are either core or elective to at least one course.

Core units are mandatory in an award course or major and will always contribute towards the assurance of Course Learning Outcomes and Graduate Attributes for the award course within which the unit is included as a core unit. (refer [APIC Curriculum Mapping Tool](#) template)

Elective units are non-compulsory in an award course, and do not contribute towards the assurance of Course Learning Outcomes and Graduate Attributes for the award course within which the unit is included as an elective unit. (refer [APIC Curriculum Mapping Tool](#) template)

Elective units may be selected by students according to their interests and career objectives from the 'Electives List' specified for the award course the in which the student is enrolled. Elective units from other award courses may only be selected with the prior approval of the relevant Director of Studies.

Where a degree has been professionally accredited, students will be advised of any electives units they must complete to meet academic requirements for professional accreditation.

Pre-requisite units will only be approved where it can be demonstrated that the pre-requisite is essential to success completion of the unit for which a pre-requisite is specified.

A statement of 'Assumed Knowledge' identifying the knowledge required to successfully complete a unit may be used in place of a formal pre-requisite. Students, under advisement of the relevant Director of Studies, will be responsible for assessing their ability to meet the requirements of any specified Assumed Knowledge'.

Co-requisite units will only be approved where there is a clear pedagogical rationale for concurrent enrolment in the co-requisite units.

The relevant Director of Studies may grant exemption from any pre-requisite and/or co-requisite units where it can be demonstrated that:

- the student has prior knowledge or studies equivalent to the requisite unit; or
- enrolment in the requisite would disadvantage the student.

5. Learning Resources

Courses will be delivered in a learning environment that provides all students with equitable and consistent access to facilities, infrastructure, resources and support to assist their progression. The learning environment may be physical, online, or a combination of physical and online.

All learning resources available to students will be of equivalent nature independent of the physical and/or online location at which the learning is delivered.

A list of available learning resources for all students will be maintained and made available on the College's public website.

Unit of Study Guides will be produced for all scheduled units in each teaching session in accordance with a template approved by the Dean. (refer [Unit of Study Guide](#) template)

Unit of Study Guides will be made available to enrolled students through the College's Online Learning System prior to the start of teaching in each session.

A single instance of the Online Learning System will be maintained for each scheduled unit for use by students in all physical and/or online locations at which the unit is being delivered.

6. Course and Unit Approvals

The following will apply to all proposals for new award courses and units, award course re-accreditation, major and minor course changes, and unit variations.

6.1. New award courses

Proposals for new award courses will normally be initiated by the Dean through submission of a [Course Proposal](#) to the [Academic Board](#) and a [Course Proposal](#) and business case the [Governing Board](#).

Developed in consultation with relevant stakeholders, the [Course Proposal](#) will consider the academic merit of the proposed award course, in particular its alignment with the College's Vision, Mission and Values, and with the relevant strategic plans and policies of the College.

The business case will be used to demonstrate the financial viability of the course including evidence of demand, cost of delivery, and employability of graduates.

A separate benchmarking report for the proposed award and other confirmed evidence as required by TEQSA course will also be completed.

Approved proposals for new award courses will be developed in consultation with the [Course Advisory Committee](#) and will take account of the views of relevant community, professional, academic and student stakeholders.

The completed confirmed evidence will be submitted to the Courses and Awards Accreditation Committee for recommendation to Academic Board, and approved by the [Academic Board](#) and [Governing Board](#) prior to submission to TEQSA for accreditation.

The Board may approve courses with nested sub-courses, to enable multiple entry and exit points.

All course related approval processes should be completed in a timely manner to ensure adequate time for stakeholder consultation and implementation.

Students will be advised of all new award courses prior to their availability.

The workflow for the development and approval of new award courses is provided in Appendix 2.

6.2. Award course re-accreditation

Award courses currently on offer will be periodically due for re-accreditation with TEQSA in accordance with the published courses renewal schedule. (refer [TEQSA website](#))

The [Course Proposal](#) will consider the academic merit of the award course to be re-accredited, in particular its alignment with the College's Vision, Mission and Values, and with the relevant strategic plans and policies of the College. A summary of major changes since the course was last accredited will also be included in the [Course Proposal](#).

The business case will be used to demonstrate the financial viability of the course to be re-accredited including evidence of demand, cost of delivery, and employability of graduates.

A separate benchmarking report for the proposed award and other confirmed evidence as required by TEQSA course will also be completed.

Changes in the course curriculum will be developed in consultation with the [Course Advisory Committee](#) and will take account of the views of relevant community, professional, academic and student stakeholders.

The completed confirmed evidence will be submitted to the Courses and Awards Accreditation Committee for recommendation to Academic Board, and approved by the [Academic Board](#) and [Governing Board](#) prior to submission to TEQSA for accreditation.

Applications for award course re-accreditation may be accompanied by an additional application to TEQSA to teach out the existing award course. (refer 7. Transition and Teach-Out)

The workflow for the development and approval of new award courses is provided in Appendix 2.

6.3. Major course changes

A major course change is any modification to an approved award course that results in a change to the Course Learning Outcomes for that course, or which varies the Volume of Learning for the course.

Major course change proposals will be developed and approved in the same manner as proposals for new award courses. (refer 6.1 New award courses)

Students will be advised of all major course changes, and of any necessary transition arrangements prior to implementation of the change. (refer 7. Transition and Teach-Out)

6.4. Minor course changes

A minor course change is any modification to an approved award course that does not impact upon the Course Learning Outcomes, nor the Volume of Learning for the course.

Proposals for minor changes to approved award courses will normally be initiated by the Dean through submission of a revised [Course Proposal](#) to the [Academic Board](#) detailing the nature and impact of the change(s).

Developed proposals including the revised [Course Proposal](#), a revised [APIC Curriculum Mapping Tool](#) output and [Unit of Study Guides](#) where appropriate will be approved by the [Academic Board](#) prior to implementation.

Minor course changes will normally be implemented in the next teaching session following their date of approval by [Academic Board](#).

Students will be advised of all minor course changes, and of any necessary transition arrangements prior to implementation of the change. (refer 7. Transition and Teach-Out)

6.5. New units

Proposals for new units will normally be initiated by the Dean through submission to the [Academic Board](#) of a [Unit of Study Guide](#) for each proposed new unit and a revised [Course Proposal](#) detailing the rationale and impact of the addition of the proposed unit to its intended approved award course. (refer 4.6. Units)

Proposals for new core units in an approved award course will be additionally accompanied by a revised [APIC Curriculum Mapping Tool](#) output for the course.

Where the addition of a new core unit to an approved award course results in a change to the Course Learning Outcomes for that course, a proposal for a major course change including the propose new unit(s) will instead be submitted. (refer 6.2. Major course changes)

Students will be advised of all new units prior to their availability.

6.6. Major unit changes

A major unit change is any modification to an approved unit that results in a change to the Unit Learning Outcomes for that unit.

Proposal for major unit changes will be developed and approved in the same manner as proposals for new units. (refer 6.5 New units)

Major unit change will normally result in a new unit number being assigned to the unit. (refer 4.1. Nomenclature)

Students will be advised of all major unit changes prior to implementation.

6.7. Minor unit changes

A minor unit change is any modification to an approved unit that does not impact upon the Unit Learning Outcomes for the unit.

Proposals for minor changes to approved award courses will normally be initiated by the relevant Director of Studies through submission of a revised [Unit of Study Guide](#) to the [Curriculum Committee](#).

Approved proposals including the revised [Unit of Study Guide](#) will be forwarded by the [Curriculum Committee](#) to [Academic Board](#) for noting prior to implementation.

Students will be advised of all minor course changes, through the revised [Unit of Study Guide](#). (refer 8.2. Units)

7. Transition and Teach-Out

The following transition and teach-out arrangements will apply to all approved award courses and units.

The [Governing Board](#) has the power to recommend that teaching in an accredited award course be discontinued. Award courses may be discontinued for no longer meeting the strategic needs of the College, or if they are being replaced by new course versions.

The decision to discontinue an award course will take into account all enrolled students' progression in the course and will specify arrangements for enrolled students to either:

- transfer to a new course version if available;
- transfer to a suitable replacement course if available;
- complete the existing discontinued course; or
- transfer to another higher education provider.

Where a new or replacement course has been identified, students may elect to continue in the discontinued course, or transfer to the new/replacement course. If a student elects to transfer, their existing marks and grades for all units will transfer to their record for the new/replacement course. Individual student transition plans will be advised by the relevant Director of Studies for all students who elect to transfer to a new/replacement course from a discontinued course.

Students who elect to remain enrolled in a discontinued course for which there is a new or replacement course will be allowed to complete the discontinued course within a specified teach-out period not longer than the minimum time to completion for the course. (refer 4.2 Duration of study)

Where a discontinued award course has no new course version or suitable replacement course, students will be allowed to complete the discontinued course within a specified teach-out period not longer than the minimum time to completion for the course. (refer 4.2 Duration of study)

Students electing and approved to transfer to another higher education provider because of their existing enrolled course being discontinued may be eligible for a refund of fees paid to College. (refer [Refund and Withdrawal Policy](#))

New students will immediately cease to be admitted to an award course that has been discontinued.

The [Academic Board](#) has the power to discontinue teaching in an approved majors and units in award courses. Majors and units may be discontinued for no longer meeting the strategic needs of the College, or if they are being replaced by new versions.

The decision to discontinue a major will not always result in the discontinuation of all units in the major.

Currently enrolled students will be permitted to complete all units in a discontinued major within a specified teach-out period not longer than 12 months from the effective date that a major is discontinued.

New students will immediately cease to be eligible to be awarded a major that has been discontinued prior to their enrolment in the course.

New student enrolments in discontinued units will normally immediately cease for all discontinued units.

Where a discontinued unit is core in a course, or is required for professional accreditation, individual student transition plans will be advised by the relevant Director of Studies for all impacted currently enrolled students.

8. Course and Unit Review Cycle

A regular cycle of course and unit review and renewal will be maintained to ensure the currency of course and unit design and content.

8.1. Courses

All courses will be subject to annual internal review (Annual Course Report) and one external review per accreditation cycle, approximately every three to five years.

The Annual Course Report will be conducted by the [Teaching and Learning Committee](#) by March of year x for year $x-1$ in accordance with a template approved by the Dean. (refer [Annual Course Report](#) template)

Outcomes of the Annual Course Report process will inform the Academic Plan as approved by the [Academic Board](#) for year x and may be fed back to students via the relevant Unit of Study Guides as appropriate. (refer [Unit of Study Guide](#) template)

Each course will be reviewed externally once per accreditation cycle by the [Course Advisory Committee](#). The Course Advisory Committee will evaluate and report on relevant information pertaining to the course under review including and not limited to:

- student attrition, retention and progression;
- course structure, volume of learning, and AQF Level of attainment;
- appropriateness of Course Learning Outcomes;
- relevance and currency of unit content;
- assessment and Unit Learning Outcomes;
- student achievement of Course and Unit Learning Outcomes; and
- staffing and learning resources

8.2. Units

Units will be subject to student evaluation through the Subject Evaluation Questionnaire (SEQ). All taught units will be surveyed in the teaching session in which they are offered. The administration of the SEQ and use of data collected from it will protect respondent confidentiality.

[Teaching and Learning Committee](#) will recommend actions to be taken by the [Curriculum Committee](#) based on SEQ results for each unit in each teaching session.

SEQ results and actions will be reported to the [Academic Board](#) through the [Teaching and Learning Committee](#), and will be fed back to students via the corresponding Unit of Study Guides. (refer [Unit of Study Guide](#) template)

The quality of academic performance standards in units across campuses and cohorts will be internally audited on a semi-annual basis in accordance with a template approved by the Dean. [Teaching and Learning Committee](#) will report to the [Academic Board](#) on the audit findings with respect to the comparability of standards of delivery and marking for assessment tasks across campuses and cohorts. (refer [Academic Audit Report](#) template)

Units in all courses will be internally audited at least once every accreditation cycle.

Curriculum alignment, and the reliability, validity and fairness of assessment will be externally benchmarked on a semi-annual basis in accordance with a template approved by the Dean. [Teaching and Learning Committee](#) will report to the [Academic Board](#) on benchmarking outcomes and will recommend actions to be taken by the [Curriculum Committee](#) based on the outcomes for externally benchmarked units. (refer [Assessment Benchmarking Report](#) template)

Prior to the release of results to students at the end of each teaching session the [Board of Examiners](#) will consider – and moderate as appropriate – the distribution of grades within all courses and units therein to ensure broad comparability from semester to semester, and across all courses and campuses in APIC and in other comparable Higher Education institutions.

Units in all courses will be externally benchmarked at least once every accreditation cycle.

SEQ results, internal audit and external benchmarking outcomes, and [Board of Examiners](#)' reports for the previous year will inform the current year's Annual Course Report. (refer 8.1 Courses)

9. Roles and Responsibilities

The [Governing Board](#) is responsible for the approval of submission to TEQSA of proposals for new higher education award courses.

The [Academic Board](#) is responsible for:

- the approval of major changes to approved award courses;
- the approval of new units;
- ensuring appropriate academic standards and quality assurance of approved award courses and units;
- ensuring compliance with relevant external legislation, standards, and regulatory requirements; (refer References and Legislation); and
- ensuring alignment of proposed and approved award courses and units with the relevant strategic plans and policies of the College.

The [Teaching and Learning Committee](#), under the direction of [Academic Board](#), is responsible for the ongoing monitoring and improvement of award courses and units.

The [Board of Examiners](#), under the direction of [Academic Board](#), is responsible for monitoring the distribution of grades within all courses and units therein.

The Dean will initiate new course and unit proposals, and course and unit changes.

The Dean is responsible for managing the professional accreditation process for courses that require professional accreditation by professional and industry bodies and organisations.

The Deputy Dean (Academic) is responsible for assigning academic staff with appropriate academic qualifications and/or professional experience to teaching roles in units. (refer [Academic Staff Qualifications and Equivalence Framework](#))

The Deputy Dean (Academic), supported by the Directors of Studies, will ensure that learning resources are equivalent across all physical and online campuses.

Directors of Study will be responsible for maintaining the Online Learning System unit sites for units in their respective course portfolios.

It is the responsibility of the Dean and Deputy Dean (Academic), supported by the Directors of Studies, to maintain academic oversight of all teaching and learning activities and their outcomes.

All College teaching staff are expected to deliver their unit(s) in accordance with the relevant approved Unit of Study Guide(s). (refer [Unit of Study Guide](#) template)

10. Policy Suspensions

This policy supersedes the following:

Document ID	Approval Date
Asia Pacific International College General Regulations Section 1 Preamble: 1.3 Course Regulations 1.7 Undergraduate and Postgraduate Courses Section 3 Studying at APIC 3.5 Completion Times Section 8 Specialisation, Majors and Minors Section 9 Postgraduate Awards	27 April, 2016
APIC Academic Benchmarking Policy	3 September, 2015
APIC Academic Benchmarking Procedure	3 September, 2015
APIC Academic Benchmarking Guideline	3 September, 2015
Course Review Panel Guidelines	18 December, 2013

11. Document Change Control

Version	Change Description	Date	Author
1.2	Added Section 6.2 Award course re-accreditation.	7.11.17	Craig Ellis

Appendix 1: APIC Graduate Attributes

For enhanced clarity, explicit definitions for each Graduate Attribute have been framed as follows:

GA1: Collaborator

Works constructively with others in the creation of a shared goal, product or outcome.

GA2: Excellent Communicator

Expresses complex ideas orally, in writing, and by various digital means.

GA3: Analyst

Determines robust, logical and transferable information from a variety of sources.

GA4: Problem Solver

Finds novel and effective solutions for both anticipated and unexpected challenges.

GA5: Decision Maker

Selects an appropriate, timely and logical choice when presented with available options.

GA6: Leader

Directs and motivates individuals and teams.

GA7: Planner

Identifies the necessary steps, timing and resources used in the creation of a goal, product or outcome.

GA8: Manager of Change

Develops and directs processes to support the adoption of the changes required by a project or initiative.

GA9: Inquirer, Innovative and Creative

Seeks information by questioning, and combines their discoveries with novel thinking to inform the development of new ideas or products.

GA10: Resilient and Adaptable

Adjusts quickly and positively to new conditions and/or circumstances.

GA11: Culturally Aware

Is sensitive to and respectful of the similarities and differences between cultural groups.

GA12: Researcher

Evaluates questions, ideas or processes and forms conclusions based on qualitative and/or quantitative evidence.

Appendix 2: Course Renewal Process

