

HIGHER EDUCATION QUALIFICATIONS POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 This policy and procedure establishes CQUniversity's framework for academic governance and the structure, development and quality assurance of its higher education [award courses](#).
- 1.2 This framework aims to ensure these courses:
 - a) comply with relevant legislation and quality standards for Australian higher education
 - b) meet CQUniversity's requirements and align with the University's strategic objectives, and
 - c) provide students with high quality learning experiences and outcomes.

2 SCOPE

- 2.1 This policy and procedure applies to CQUniversity higher education award courses from AQF Level 5 to AQF Level 10, as described in the [course duration and substructure](#) section (Table 1).
- 2.2 The Australian Qualifications Framework (AQF) allows Diplomas, Advanced Diplomas, Graduate Certificates and Graduate Diplomas to be accredited and issued as higher education or vocational education and training (VET) qualifications. This policy and procedure applies only to higher education qualifications.
- 2.3 Higher education coursework, and research courses vary according to AQF qualification specifications and CQUniversity course requirements that are stated in this document or other specified course-related policy documents.
- 2.4 This policy and procedure does not apply to:
 - a) VET courses (see the [VET Product Registration Policy and Procedure](#))
 - b) non-award courses (see the [Non-Award Courses and Micro-credentials Policy and Procedure](#)), or
 - c) external accrediting bodies (professional bodies or learned societies that establish their own accreditation standards and processes).

3 POLICY STATEMENT

Course and AQF qualification types

- 3.1 The University offers coursework (undergraduate and postgraduate) courses and research (postgraduate) courses. The AQF qualification types and levels associated with these courses are shown in Table 1 of the [course duration and substructure](#) section.
- 3.2 Coursework courses are largely comprised of taught units and may include some research. Coursework course specifications (e.g. structure, duration) are set out in this policy and procedure.
- 3.3 Research courses are largely comprised of time-based components of research, research training, and independent study, and may include some coursework units. Research course specifications are set out in this policy and procedure (e.g. structure, duration), and in relevant research course rules listed in [related legislation and documents](#).

Course governance

- 3.4 The University is registered with the Tertiary Education Quality and Standards Agency (TEQSA) as a self-accrediting higher education provider.
- 3.5 TEQSA recognises the University as an Australian university with authority to accredit its own higher education award courses. Under this authority, the University is responsible for the quality and consistent standard of its courses and student learning outcomes.
- 3.6 To maintain its self-accrediting higher education provider status, the University and its courses must comply with standards prescribed by the [TEQSA Act 2011](#) (Cwlth), specifically the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cwlth) and the [Australian Qualifications Framework](#) (AQF).

- 3.7 Courses offered to international students studying in Australia on a student visa must also have Commonwealth Register of Institution and Courses for Overseas Students (CRICOS) registration and comply with the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (Cwlth).
- 3.8 Course governance is based on systematic processes comprising course proposal, development, accreditation, enhancement and review, and re-accreditation or termination. These processes are aligned with the University's self-accrediting higher education provider obligations and institutional requirements.
- 3.9 Courses delivered offshore and those delivered through partners or agents will be quality assured and monitored in line with this policy and procedure, the [Partnerships Policy and Procedure](#), and documented formal agreements with individual partners.
- 3.10 [University accreditation](#) of courses is the evaluation process used to quality assure courses, maintain rigorous academic standards, meet the University's strategic intent and goals, and ensure courses meet their stated objectives and constituent units achieve optimal learning outcomes for students.
- 3.11 Courses for which [external accreditation](#) is sought must also obtain University accreditation.
- 3.12 Course governance, including accreditation and re-accreditation by the University, is managed and documented through the University's academic governance and institutional committee structure and processes, and the Academic Information Management System ([AIMS](#)).
- 3.13 This policy and procedure, including specified committee terms of reference, procedures and guidelines, and the instructions in AIMS together comprise the University's course governance framework.

Course development

- 3.14 Courses and units will be designed, developed and delivered in line with the [Learning and Teaching Framework](#) and other references endorsed by Academic Board (or delegated accrediting committee).
- 3.15 Appropriately skilled and qualified employees will lead and oversee all aspects of academic quality in key activities such as:
- curriculum design and delivery, including alignment of learning outcomes, learning activities and assessment tasks
 - course and unit development
 - external accreditation, if relevant, and
 - reflection and course/unit enhancement and review.
- Refer to the University's [Enterprise Agreement](#), the [Academic Profiles Policy and Procedure](#), the [Professional Experience Equivalence Policy and Procedure](#), and the [Sessional Educators Policy and Procedure](#) for information on academic employee roles and the knowledge and skills required.
- 3.16 Course content and learning activities will be based on advanced knowledge and inquiry appropriate for:
- the expected learning outcomes (e.g. current, theoretical and emerging knowledge or scholarship/practice in the discipline), and
 - the level of study (e.g. AQF qualification level, year of study in the course).
- 3.17 Entry requirements for student admission into a course and unit enrolment must be specified. They must also be appropriate to the AQF qualification level of the course and its purpose (e.g. entry requirements into a higher level course in the same discipline to deepen knowledge may vary from that required in a course in a different discipline to broaden knowledge).
- 3.18 Course learning outcomes¹ will be informed by national and international comparators through external referencing.

¹ For further information about developing learning outcomes, see the [TEQSA Guidance Note: Course Design \(including Learning Outcomes and Assessment\)](#) and CQUniversity information resources on the [Educational Quality and Integrity StaffNet website](#).

- 3.19 The inherent requirements of new courses will be published in the [CQUni Handbook](#) and kept up to date.
- 3.20 Coursework assessment will be developed in line with the assessment practice procedure (section 4) of the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).
- 3.21 Courses with work-integrated learning components, including work placements, will be developed in line with the [Work-Integrated Learning Policy and Procedure](#) and external accreditation, if applicable (e.g. for professional practice or registration).

Course development responsibility

- 3.22 The division/school responsible for developing and delivering courses will vary depending on the course type and discipline/field of study. More than one division or school may be involved in developing a new course or unit. Cross-disciplinary approaches are encouraged.
- 3.23 The division/school responsible for developing a course will consult with other relevant divisions/schools to ensure that courses required for entry into higher level coursework or research courses align and to consider academic pathways and articulation opportunities.
- 3.24 Divisions/schools proposing to develop a new course outside their primary area of responsibility will first consult with the relevant Vice-President to decide which division/school is most appropriate for course delivery. If the parties do not agree, they will refer the issue to the University Management Committee for resolution.

Course structure and student workload

- 3.25 Course units must be structured to enable students to meet the requirements for admission into a subsequent course at the next AQF qualification level (where a higher level exists) and to achieve the intended learning outcomes (e.g. broader learning or deeper learning in a cognate discipline).
- 3.26 Courses must meet AQF specifications in terms of their duration (volume of learning) expressed in equivalent full-time years, and their level expressed as course learning outcomes.
- 3.27 Courses will be structured where possible to create systematic, clear, flexible qualification pathways that enable students to progress into and between qualifications, including between VET and higher education.
- 3.28 Developing course structures that offer flexible qualification pathways includes considering the suitability of comprehensive curriculum models, such as:
- nested courses² that enable articulation between qualifications and multiple entry and exit points
 - combined courses leading to double or dual qualifications issued by the University
 - joint courses³ involving a single course or two separate courses offered with a partner
 - an embedded VET course into a higher education course (e.g. VET Diploma embedded as the first year of a Bachelor Degree. [Appendix 1](#) shows the Embedded VET Award process. As each articulation is unique, flexibility will be allowed to suit the individual course/s.)
 - an articulation agreement, between University courses or with an external partner/s, that enables students to articulate into higher education courses with pre-assessed admission and/or credit for prior learning (see [Articulations Policy and Procedure](#)).
- 3.29 Coursework courses will comprise a coherent structure of units, each with a notional student workload; the sum of the workload of all units in a course will be the volume of learning for that course. Coursework courses may also include some research in line with AQF specifications for the qualification type of the course.
- 3.30 Coursework will be structured so that students progress from introductory to more advanced learning throughout their course. This will be evident through the learning outcomes of the units at each level, with alignment of unit learning outcomes to course learning outcomes, and the relevant AQF qualification type descriptor.

² For further information about nested courses, see the [TEQSA Guidance Note: Nested Courses of Study](#).

³ For further information about joint and dual awards with partners, see the [TEQSA Guidance Note: Joint and Dual Awards](#).

- 3.31 Coursework courses may include substructures (e.g. majors, minors) and core, discipline, extension, elective, and requisite units as defined in the [course duration and substructure](#) section.
- 3.32 Bachelor Honours Degrees are coursework courses that must include a research component in line with the [Bachelor Honours Degree courses](#) section.
- 3.33 Combined courses are structured to combine at least two coursework courses in line with the [combined courses \(double and dual awards\)](#) section.
- 3.34 Research courses may include time-based units (components of research) and some taught coursework units in line with AQF specifications for the qualification type of the course.

Notional student workload and credit points

- 3.35 Notional student workload and credit points apply only to coursework courses.
- 3.36 The course's notional student workload is expressed as the sum of all time spent in all the learning activities in the course. This includes the time spent in optional and compulsory face-to-face or online activities (e.g. lectures, tutorials, workshops, residential schools) and the notional time spent in personal study (directed and independent learning) and preparing for and completing assessments.
- 3.37 At the University, the notional student workload for a volume of learning equivalent to one year of full-time study in an undergraduate or postgraduate level course is 1200 hours (48 credit points), calculated as shown below:
- One full-time year of study = 50 hours of study per week x 24 study weeks (two terms of 12 weeks each) = 1200 notional study hours.
 - As an example, this equates to 150 hours of notional student workload for each six credit points (12.5 hours of study over each of the 12 weeks of term).
- 3.38 The credit value of coursework courses must be justified in terms of the notional student workload of the course when proposing new courses for accreditation and undertaking five-yearly course review and re-accreditation.
- 3.39 Credit points are used to express the amount of study (notional student workload) required in a particular course. One credit point represents the same notional student workload in all coursework courses.
- 3.40 Each credit point is equivalent to just over two hours of notional student workload per week, which is 25 hours of notional student workload over a standard twelve-week term.
- 3.41 All units in undergraduate and postgraduate coursework courses consist of six credit points or multiples of six (e.g. 12, 18, 24).
- 3.42 A variation in credit points per course reflects a different amount of notional student workload for the units rather than the units' academic level. Academic level is specified through the course learning outcomes and alignment with AQF qualification descriptors.

Undergraduate certificate courses

- 3.43 The Undergraduate Certificate is a higher education qualification of six months equivalent full-time study (i.e. 24 credit points over one term) that may be used to articulate into an existing qualification at AQF levels 5, 6, or 7, i.e. higher education Diploma through to Bachelor Degree.
- 3.44 Undergraduate Certificate courses qualify individuals with knowledge and skills for further study, professional upskilling, employment, and participation in lifelong learning.
- 3.45 Undergraduate Certificates must be completed and conferred in accordance with Government requirements.
- 3.46 Undergraduate Certificates must provide articulation or credit into an existing accredited University undergraduate course, as:

- a) an introductory undergraduate course comprising the first four units (or first 24 credit points) of an existing accredited undergraduate course
- b) a subject specific undergraduate course developed from an extension minor designated in AIMS which consists of four units (or equivalent totalling 24 credit points), or
- c) a higher education studies exit award from an existing undergraduate award. To be eligible, a student must have successfully passed four units (or equivalent totalling 24 credit points) towards their intended undergraduate qualification before withdrawing prior to completion of the full award (see [Exit and Interim Awards](#) for further requirements).

Bachelor Honours Degree courses

- 3.47 Bachelor Honours Degree⁴ courses qualify individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning.
- 3.48 These courses may be undertaken as a pathway for entry into a Masters Degree (Research) or for a Doctoral Degree, depending on a graduate's level of achievement.
- 3.49 The University may award Bachelor Honours Degrees as either:
- a) a one-year equivalent, full-time course equating to a minimum of 48 credit points following a Bachelor Degree, or
 - b) a complete Bachelor Honours Degree as an additional year embedded in a Bachelor Degree equating to a minimum of 192 credit points. Embedded Bachelor Honours Degrees must meet the AQF specifications for each qualification type.
- 3.50 Research must be evident in all Bachelor Honours Degree courses; however, the type of research and the balance between research and coursework in the Bachelor Honours Degree course will vary according to its purpose:
- a) for a course intended as a pathway to a research higher degree, the amount and the type of research in the course must comprise adequate preparation for research at a higher level demonstrated by the student's completion of a piece of research.
 - b) for a course designed for advanced learning or for professional outcomes, research may comprise applied research or professionally-oriented research and the outcome of the research will be the student's completion of a project.
- 3.51 The minimum proportion of research for a Bachelor Honours Degree course, whether it requires a thesis or applied or professionally-oriented research, will be at least 12 credit points. Courses designed as pathways to research higher degrees will typically have a higher proportion of research than 12 credit points.

Combined courses (double and dual awards)

- 3.52 A combined course is one that is undertaken as a combined (or double) course leading to one or more higher education awards (qualifications).⁵
- 3.53 Combined courses enable students to undertake coursework that combines at least two courses from related or different disciplines to gain broader or multidisciplinary perspectives.
- 3.54 A combined course may lead to awards at the same AQF level (e.g. Bachelor of Accounting/Bachelor of Business) or at mixed AQF levels (e.g. Bachelor of Echocardiography and Cardiac Physiology/Graduate Diploma of Echocardiography).
- 3.55 Combined courses can be undertaken as a double award or dual award conferred by the University.

⁴ For further information, see the [AQF Bachelor Honours Degree: An Explanation](#).

⁵ Sources: [Higher Education Support Act 2003](#) (Cwlth) and [TEQSA Act 2011](#) (Cwlth)

Double award courses

- 3.56 A double award course combines two University award courses from two disciplines undertaken simultaneously. The course has one course code, one set of course rules, and graduates will receive two testamurs. Naming convention for a double award is that the qualification names are separated by 'and'.
- 3.57 A double award course must be the equivalent of at least one and a half courses (or an appropriate proportion for mixed AQF level courses), but may be up to two complete courses. The course is completed in less time than the total time for each course because of reciprocity of credit for up to 50 per cent of one award course for specified subjects (or appropriate proportion in mixed AQF level courses). Students may receive an award with distinction for one or both awards.

Dual award courses

- 3.58 A dual award course combines two University award courses from two disciplines undertaken simultaneously. The course has one course code, one set of course rules, and graduates will receive one testamur. Naming convention for a dual award is that the qualification names are separated by '/'. Students may receive an award with distinction for the combined award.

Collaborative courses (joint and dual awards)

- 3.59 Collaborative joint and dual award courses are offered through formal collaborative arrangements between the University and one or more partners (e.g. another Australian or overseas education provider).
- 3.60 A **collaborative joint award course** involves a single course arranged and delivered jointly by the University and a partner/s. These courses lead to the award of a single qualification recognised within the AQF and is typically conferred jointly by the providers involved. These courses will have one course code, one set of course rules, and graduates will receive one testamur, which includes the name of both providers awarding the qualification.
- 3.61 A **collaborative dual award course** involves one or more courses that lead to two separate qualifications. These courses involve collaboration between the University and a partner/s, where each provider will confer a qualification. The collaborative dual award may be at one AQF level or two sequential levels (e.g. Bachelor Degree and Diploma).
- 3.62 The [TEQSA Guidance Note: Joint and Duals Awards](#) provides guidance on these collaborative course types, including key similarities and differences, the intent of the Higher Education Standards, and potential risks to course quality.
- 3.63 Collaborative courses involve close cooperation between partner providers, the details of which must be documented in a formal course partnership agreement in line with the [Partnerships Policy and Procedure](#). An agreement sets out all key aspects of the partnership including but not limited to:
- the tertiary education providers that are party to the agreement
 - the principal course coordinator as well as Heads of Course from each tertiary education provider
 - responsibilities for course design, development, delivery and assessment, and award requirements, and
 - operational procedures including student enrolment, learning management system, fee and graduation arrangements.
- 3.64 The Head of Course is responsible for establishing the partnership agreement and ensuring that all University course and unit requirements are met.
- 3.65 University co-tutelle research course arrangements with an external partner are governed by the [Research Higher Degree \(Offshore\) Course Rules](#).

Course duration and substructure

- 3.66 Course duration varies according to the AQF qualification specifications associated with each course.

- 3.67 Courses must adhere to the AQF volume of learning (notional student workload) for each AQF qualification (see [Table 1](#) below). Research courses (i.e. research higher degrees, Graduate Certificate in Research) must also adhere to the study load, course duration and other requirements set out in relevant course rules policies and procedures.
- 3.68 In exceptional circumstances, a course may not align with the specified duration, notional study hours and/or credit points (in Table 1), but may still meet relevant AQF volume of learning requirements. In this case, non-alignment must be justified to and be approved by Academic Board (or accrediting committee) to continue offering the course at the relevant AQF level.

Table 1: AQF qualification and associated University course requirements

AQF qualification type	AQF volume of learning (full-time)	AQF level	Course duration	Notional student workload (hours)	No. credit points (CPs)	Typical No. units (x CPs)
Undergraduate Certificate [^]	0.5 years	5, 6 or 7	0.5 year	600	24	4 x 6 CPs
Diploma	1–2 years	5	1 year	1200	48	8 x 6 CPs
Advanced Diploma	1.5–2 years	6	2 years	2400	96	16 x 6 CPs
Associate Degree	2 years	6	2 years	2400	96	16 x 6 CPs
Bachelor Degree	3–4 years	7	3–4 years	3600–4800	144–192	24 x 6 CPs (3 years) 32 x 6 CPs (4 years)
Dual and Double Bachelor Degrees	4–4.5 years	7	4–4.5 years	4800–5400	192–216	32 x 6 CPs (4 years) 36 x 6 CPs (4.5 years)
Bachelor Honours Degree (following a Bachelor Degree)	1 year	8	1 year	1200	48	8 x 6 CPs
Bachelor Honours Degree (embedded as an additional final year of a 4-year Bachelor Degree)	4 years	8	4 years	4800	192	32 x 6 CPs (4 years)
Graduate Certificate (Coursework)	0.5–1 year	8	0.5 year	600	24	4 x 6 CPs
Graduate Certificate (Research)	0.5–2 years	8	0.5 year	NA [#]	NA	NA
Graduate Diploma	1–2 years	8	1 year	1200	48	8 x 6 CPs
Masters Degree (Coursework)	1–2 years (typically)	9	1–2 years	1200–2400	48–96	8 x 6 CPs (1 year) 12 x 6 CPs (1.5 years) 16 x 6 CPs (2 years)
Masters Degree (Research)	1–2 years (typically)	9	Not less than 1 EFTSL*	NA	NA	NA
Doctoral Degree (Professional)	3–4 years (typically)	10	Not less than 2 EFTSL*	NA	NA	NA
Doctoral Degree	3–4 years	10	Not less than	NA	NA	NA

AQF qualification type	AQF volume of learning (full-time)	AQF level	Course duration	Notional student workload (hours)	No. credit points (CPs)	Typical No. units (x CPs)
(Research)	(typically)		2 EFTSL*			

Notes: * EFTSL is 'equivalent full-time study load' (One EFTSL is equivalent to one year full-time study). # NA is 'not applicable'.
 ^ Undergraduate Certificates must be completed and conferred in accordance with Government requirements.

Types of units

- 3.69 Courses can comprise up to four types of units, arranged to create different substructures:
- core units taken by all students. These may include compulsory and optional components
 - units forming a substructure that normally leads to a specific postnominal [e.g. Bachelor of Business (Management)] are termed 'discipline majors.' These may include compulsory and optional components
 - units forming a substructure that does not lead to a specific postnominal are termed 'discipline minors', 'extension majors' or 'extension minors'. These may include compulsory and optional components, and
 - units that are not specified by any of the above are termed 'electives'.
- 3.70 Unit types will be specified during the [new course proposal](#) and [update course proposal](#) processes.

Majors and minors

- 3.71 Discipline majors will:
- provide coherent and extensive learning in a particular area of study
 - comprise a specific set of units totalling no less than one third of a course's credit points, and
 - normally determine the postnominal of the qualification resulting from the course (see [Postnominals Procedure](#)).
- 3.72 Discipline minors will:
- provide a coherent foundation in an area of study
 - comprise a specific set of units totalling less than one third of a course's credit points, and
 - not determine the postnominal of the qualification resulting from the course.
- 3.73 Extension majors will:
- provide coherent and extensive learning in a related or different area of study to the core or discipline units
 - comprise a specific set of units totalling one third of a course's credit points, and
 - not determine the postnominal of the qualification resulting from the course.
- 3.74 Extension minors will:
- provide a coherent foundation in a related and/or different area of study to the core or discipline units
 - comprise a specific set of units totalling less than one third of a course's credit points, and
 - not determine the postnominal of the qualification resulting from the course.
- 3.75 For undergraduate courses (unless prevented by external accreditation requirements), all electives must take the form of extension major or extension minor unit groupings from courses designated in AIMS. Exceptions may be permitted where academically justified and endorsed by the Vice-President (Academic).
- 3.76 For postgraduate courses, electives may be restricted to specific types of units (e.g. specific to a particular course area or school) or may be unrestricted. If unrestricted, students can choose their electives, subject to meeting specified course requirements.

Bachelor degree structure

- 3.77 A three-year Bachelor Degree (144 credit points), that is not subject to external accreditation, will align with the following substructure:
- Core component (48 credit points of units)
 - Discipline component (48 credit points of units)
 - Extension component (48 credit points of units)
- 3.78 Any variance from this substructure will require endorsement from the Vice-President (Academic) prior to submission through the approval and accreditation processes.
- 3.79 Bachelor Degrees that are subject to external accreditation will align with this substructure where possible within the constraints of the external accrediting body's requirements.
- 3.80 The core component will:
- a) develop core knowledge and skills essential to the discipline
 - b) comprise a specific set of units totalling 48 credit points
 - c) contain units that are shared across courses within a course suite where possible
 - d) include an introductory unit (six credit points) that supports students in their transition to university study and enables students to develop foundational skills, learn about their chosen profession and career options, and where appropriate, plan their extension component, and
 - e) include a professional practice unit (six credit points) within the second or third year of full-time study (or equivalent part-time) that allows students to consolidate their knowledge about their chosen profession/discipline through an authentic learning experience (such as a professional project, placement or internship, or study abroad opportunity).
- 3.81 The discipline component will:
- a) further develop knowledge and skills essential to the discipline through a carefully sequenced progression of study
 - b) comprise a specific set of units totalling 48 credit points, and
 - c) include a capstone unit (six credit points) at an advanced level in the final year of study that brings together all aspects of a student's learning throughout the course.
- 3.82 The extension component will comprise a specific set of units totalling 48 credit points either as:
- one extension major, i.e., eight units (48 credit points) that provides a coherent and extensive learning in a particular area of study; or
 - two extension minors, each containing four units (24 credit points), that provide coherent learning in two areas of study.

Vertical degree pathway from Bachelor Degree

- 3.83 A vertical degree pathway will support coherent progression into postgraduate study, giving students the opportunity to complete a total of 24 credit points (4 x 6 credit points) of postgraduate units at AQF level 8 in the extension component of a three-year Bachelor Degree and achieve credit towards a Master's degree which may be completed with an additional year of full time equivalent study.
- 3.84 Student preparedness and criteria for study of postgraduate units will be considered in the context of the discipline. This may include a minimum grade point average requirement to access units at AQF level 8 while enrolled in an undergraduate degree. Where these requirements are unable to be met, an alternative pathway to completing the undergraduate degree will be available.

Unit code descriptors and AQF levels

- 3.85 Unit codes are assigned via AIMS with a four-letter prefix. These letters describe the unit's subject area, e.g. ACCT = Accounting; HLTH = Health.

- 3.86 The four-letter prefix is followed by five numbers. The first number identifies the course type as shown:
- undergraduate taught units begin with the initial number '1' e.g. ACCT11057
 - postgraduate taught units begin with the initial number '2' e.g. HRMT20007
 - postgraduate research units begin with the initial number '3' e.g. SCIE30001.
- 3.87 Undergraduate units are also defined by level, which equates to an AQF level. The second number identifies the level as shown:
- level 1 – e.g. HRMT11011 (equivalent to first year) (AQF level 5)
 - level 2 – e.g. COIS12036 (equivalent to second year) (AQF level 6)
 - level 3 – e.g. BLAR13035 (equivalent to third year) (AQF level 7), and
 - level 4 – e.g. PSYC14047 (equivalent to fourth/honours year) (AQF level 8).
- 3.88 Each year of an undergraduate course must have an appropriate proportion of units at the relevant AQF level to enable progressive, coherent acquisition of learning outcomes of the intended AQF qualification⁶. For example, Year 1 includes a majority of AQF level 5 units. In addition:
- Undergraduate Certificate courses contain four units (or equivalent totalling 24 credit points) at AQF level 5, 6 or 7, or combination thereof
 - Diploma courses typically contain at least six units (or equivalent totalling 36 credit points) at AQF level 5
 - Advanced Diploma/Associate Degree courses typically contain at least six units (or equivalent totalling 36 credit points) at AQF level 6, and
 - Bachelor Degree courses typically contain at least six units (or equivalent totalling 36 credit points) at AQF level 7 or above (i.e. level 8).

Any variance from these principles will need academic justification that details how the course learning outcomes meet the AQF specifications for the qualification being awarded, particularly with regard to knowledge, skills and application of knowledge and skills.

- 3.89 Postgraduate courses must have an appropriate proportion of AQF level 8 and level 9 units to enable progressive, coherent acquisition of learning outcomes of the intended AQF qualification. The required proportion of AQF level 8 and 9 units in a Masters Degree will take account of entry requirements that require completion of an AQF level 8 Bachelor Honours Degree or Graduate Diploma intended to deepen knowledge and skills. In general, postgraduate coursework qualifications designed for deepening existing knowledge and skills will have a higher proportion of level 9 units. Those designed to broaden a student's knowledge and skills in a different discipline would typically have a higher number of level 8 units combined with a greater volume of learning. [Appendix 2](#) shows the proportion of AQF level 8 and level 9 units that comprise postgraduate courses. Courses may vary from these principles only where there is a clear academic justification that details how the course design continues to meet the AQF specifications for the qualification being awarded, for example through the predominance of preparatory units in a Graduate Certificate.
- 3.90 AQF unit level specifications are recorded in AIMS when submitting course and unit proposals. Structuring units in a course at the appropriate AQF levels enables students to graduate having achieved learning outcomes appropriate to the AQF level qualification, whether they graduate with an exit, interim or full award.

Unit requisites

- 3.91 Courses may include units that have pre-requisites, co-requisites and/or anti-requisites (see [definitions](#)).
- 3.92 If units include pre-requisites, co-requisites or anti-requisites, they must be specified as part of unit accreditation. The need to specify anti-requisites may not be apparent until a course/unit is updated.
- 3.93 If a student achieves a passing grade for an anti-requisite unit, that unit can normally be substituted for the specified unit.

⁶ For further information, see the [AQF Proportion of Components of a Qualification at a Level: An Explanation](#).

Qualification (award) titles

- 3.94 Awards will be issued in line with the [AQF Qualifications Issuance Policy](#) and University-specific requirements in the [Awards Policy and Procedure](#). Qualification titles are abbreviated in line with the [Postnominals Procedure](#).
- 3.95 Undergraduate Certificates will be conferred in line with the following:
- where awarded as an introductory course comprising the first four units (or 24 credit points) of an undergraduate course, it will be conferred as an Undergraduate Certificate in (field of study/discipline), for example Undergraduate Certificate in Business
 - where awarded as a subject specific course from an extension minor, it will be conferred with a title that mirrors the designation of the relevant extension minor, for example World History, i.e. Undergraduate Certificate in World History, and
 - where awarded as an exit award comprising any four undergraduate units at level 5, 6 or 7, it will be conferred as an Undergraduate Certificate in Higher Education Studies.
- 3.96 A Bachelor Honours Degree will be conferred as a Bachelor of (field of study/discipline)(Honours), (level of achievement), e.g. Bachelor of Psychological Science (Honours), (First Class). This aligns with CQUniversity policies and the AQF ([AQF Bachelor Honours Degree: An Explanation](#)).
- 3.97 The title 'Bachelor Honours Degree' depicts an AQF qualification type, in which the term 'Honours' is part of the qualification title. The term 'Honours' must not be used to recognise meritorious achievement for an AQF qualification, e.g. a Bachelor of Business must not be conferred with 'Honours' to indicate meritorious achievement. A term other than 'Honours' may be used, e.g. distinction.
- 3.98 Undergraduate and postgraduate coursework qualifications (awards) may be awarded with distinction to indicate a specified level of achievement. Refer to the [Degrees with Distinction Procedure](#) for details.

Exit and interim awards

- 3.99 Coursework courses will include [exit awards](#) and [interim awards](#) (qualifications) appropriate to the AQF level and discipline/field of study of the full award course, where possible, and must be specified in AIMS.

Exit awards

- 3.100 Exit awards enable students to exit their intended course before its completion and to instead graduate with a lower level AQF qualification in recognition of the completed course component.
- 3.101 All undergraduate courses will include an exit award at the end of each full-time equivalent year of study except where external accreditation requirements proscribe such exit awards.
- 3.102 Students who do not complete their intended research course may be eligible and apply for an exit award in line with the relevant course rules (e.g. Research Higher Degree Course Rules).
- 3.103 Students who do not complete their intended coursework course may be eligible and apply for an exit award if they:
- a) are deemed to meet all the requirements of a University higher education course or VET course embedded in a higher education course, and
 - b) have not claimed the same units (credit) for a previous award of the same AQF qualification type.
- 3.104 Eligibility for an exit award for students in a collaborative course will also take into consideration provisions in the course agreement between the University and its course partner/s.
- 3.105 Students (undertaking research or coursework) may apply to the Course Advice Team to withdraw from their current course and graduate with the appropriate exit award.

Interim awards

- 3.106 Interim awards recognise student achievement of a component of their intended course before they complete the course (e.g. a student may receive a Diploma as an interim award before they complete their Bachelor Degree).
- 3.107 Students in a coursework course may be eligible and apply to graduate with a University interim VET or higher education award, and continue to study their intended course, if they:
- are deemed to meet all the requirements of the interim award related to their intended course, and
 - have not claimed the same units (credit) for a previous award of the same AQF qualification type.
- 3.108 Interim awards may be a Diploma, Advanced Diploma or Associate Degree for undergraduate students, or a Graduate Certificate or Graduate Diploma for postgraduate coursework students.
- 3.109 Interim awards may be available to research course students if allowable in the relevant course rules.
- 3.110 Interim awards are not available in a combined or collaborative course, unless otherwise specified in the course information (including a collaborative course agreement, if applicable).
- 3.111 Students may apply to the Course Advice Team to request graduation with an interim award related to their intended course.
- 3.112 If their request is approved, students will receive the interim award and then continue to study their intended course.
- 3.113 Interim awards are intended to be given progressively during the course at the time the student has met the AQF and other requirements for the requested interim award. This means that once a student has met the requirements of a higher AQF level interim award or the full course award, lower AQF level interim awards will not be given. For example, a Masters Degree student deemed eligible for a Graduate Certificate interim award on completing the award's requirements cannot receive this award once the student is eligible for the higher AQF level Graduate Diploma interim award or the full course award.
- 3.114 Interim awards and the full course award will not be awarded on the same conferral date, unless the Dean of School decides that special circumstances apply that would justify same-date conferral.

Deciding exit and interim awards

- 3.115 When deciding eligibility for an exit or interim award, the Course Advice Team will ensure that students have met all course requirements for the exit or interim award, credit for prior learning policy requirements, and any provisions in an applicable collaborative course agreement. This includes AQF requirements, learning outcomes, required units and credit points and/or research components or milestones, and any external accreditation or other requirements of a relevant professional accrediting/licencing body, statutory body or industry group.

Course and unit classification

- 3.116 The University is required to assign [field of education \(FoE\)](#) classification codes to higher education courses and units under the Australian Standard Classification of Education (ASCED) for national data collection purposes.
- 3.117 FoE codes are used to classify courses, specialisations (e.g. majors) and units with the same or similar vocational emphasis within the same field of education. Each course and unit must be assigned the correct FoE code as part of course and unit accreditation.
- 3.118 Information about how to code courses and units is available from Student Central (by emailing sgc@cqu.edu.au) or the [Department of Education, Skills and Employment HEIMSHelp website](#): Australian Standard Classification of Education (ASCED) 2001.

Course information and advertising to students

- 3.119 The [CQUni Handbook](#) is the University's official online website for publishing details of courses and units offered to students. [Appendix 3](#) lists course-related information to be made available to prospective and current students in line with the Higher Education Standards.
- 3.120 Course information is also published on the University website, in hardcopy form, such as a prospectus or guideline, and in various systems, such as the University's learning management system (Moodle).
- 3.121 Course information and its availability to prospective and current students is regulated by and must comply with the Higher Education Standards. Employees with responsibility for communicating course-related information must ensure that it:
- accurately represents the University's educational offerings (courses and units)
 - describes courses or units to be accredited by the University or a professional body only if such accreditation has been obtained (see sections 3.102 and 3.104 below)
 - is accurate, relevant, timely, publicly available and accessible, including for students with special needs, to enable informed decision-making about educational offerings and experiences
 - is available to students before accepting an offer of admission, written in plain English where practicable, with technical or specialised terms explained
 - meets statutory requirements, particularly in relation to international students holding or applying for a student visa to study in Australia (see the National Code), and
 - provides reasonable notice of changes to the University's operations, including increases in fees and associated costs and consequences that may affect students' choice of or ability to participate in an intended course.
- 3.122 Course marketing and related material must comply with the [CQUniversity Brand Guideline](#) (available via the Global Brand and Marketing StaffNet website).
- 3.123 Courses must not be advertised (e.g. in a prospectus, course brochure or website) or implemented, and no students may be enrolled, until these courses are granted University accreditation.
- 3.124 Courses must not be advertised or marketed to international students studying in Australia on a student visa until these courses are granted University accreditation and CRICOS registration.
- 3.125 Courses requiring professional practice accreditation must not be advertised as leading to professional registration or professional/recognised/licensed practice outcomes until the relevant status of external accreditation and University accreditation has been granted.

Course monitoring, review and enhancement

- 3.126 Quality assurance of courses is achieved through course governance and accreditation involving rigorous oversight by Academic Board (or delegated sub-committees) that are:
- independent of the employees directly involved in course delivery, and
 - informed by a continuous improvement system of course monitoring, review and enhancement based on evaluation against internal and external comparators.
- 3.127 Course monitoring, review and enhancement aims to ensure that:
- courses reflect high standards of curriculum development by academic employees equipped with contemporary disciplinary knowledge, skills, and qualifications informed by ongoing disciplinary scholarship (see 3.17)
 - courses remain viable and units remain relevant within a course (e.g. learning outcomes are consistent with the qualification level and discipline, and informed by national and international comparators) (see 3.22)

- c) courses, including assessment, undergo external referencing⁷ to ensure expected academic and professional/industry standards relevant to the discipline/s and comparable with the Australian higher education sector are achieved, and
 - d) assessment validity takes into account the extent of student cohort achievement of course learning outcomes
 - e) course design and delivery take account of emerging developments in the discipline
 - f) courses meet the needs of student cohorts undertaking the course
 - g) risks to course quality are identified and mitigated, and
 - h) courses remain compliant with relevant standards required by legislation (i.e. AQF, Higher Education Standards, National Code, CRICOS registration).
- 3.128 To assure academic quality and maintain University accreditation of courses, all courses (and constituent units) will undergo:
- a) a comprehensive review every five years, unless the accrediting committee approves another timeline (e.g. to align with external accreditation), and
 - b) annual enhancement reviews as a regular, interim monitoring process.
- 3.129 Course monitoring, review and enhancement processes set out in the procedure are aligned with standard 5.3 of the Higher Education Standards (see [overview of course review and re-accreditation process](#)).

Low enrolment units

- 3.130 To support academic quality, financial viability, and appropriate resource allocation, all units (excluding hyperflexible units) will be subject to ongoing low enrolment review.
- 3.131 Low enrolment units are defined as those offered with a total enrolment of 10 or fewer students post-census date, across terms one, two, or three.
- 3.132 Units with low enrolment numbers will be considered for termination unless an exemption is approved by the Dean of School (or equivalent), and Vice-President (Academic).

4 PROCEDURE

Overview of course accreditation process

- 4.1 The overall course accreditation process comprises the following key steps. These steps are managed and documented through AIMS, unless otherwise stated:
- a) [new course concept proposal](#)
 - b) [new course proposal](#)
 - c) [course accreditation](#)
 - d) [course enhancement and review](#)
 - e) [course updates](#)
 - f) [course re-accreditation](#) or [course termination](#).
- 4.2 These key steps are broadly similar for coursework, and research courses; however, the approval pathway may vary according to the course type and the individuals/committees responsible for decision-making. Academic Board reserves its authority to accredit courses (and constituent units) on the University's behalf; however, the Board has delegated this authority to the Curriculum Committee.
- 4.3 The functions, responsibilities, membership and decision-making authority of Academic Board and its sub-committees are set out in their [terms of reference](#).

⁷ For further information about external referencing, see the [TEQSA Guidance Note: External Referencing \(including Benchmarking\)](#).

- 4.4 Key steps for course accreditation and approval pathways for each step are set out in this procedure and in AIMS forms and workflows.

University accreditation

- 4.5 University accreditation of courses (and constituent units) takes into account the strategic and resource implications and the academic governance and standards of the course, including external accreditation if required (i.e. professional practice accreditation).
- 4.6 University accreditation for combined courses and a suite of courses (e.g. in a cognate discipline or field) must be undertaken concurrently, where possible.
- 4.7 All new and updated courses and units require full University accreditation before they can be advertised, enrol students, or be delivered, unless otherwise approved by the accrediting committee (also see 4.11 and 4.12).
- 4.8 External accreditation may also be required or appropriate when courses/suites of courses and units are updated. Depending on the field of study or profession, external accreditation may be required **or** optional (see [external accreditation](#) for more details).
- 4.9 For courses/s requiring external accreditation (for professional practice), University accreditation will be granted fully or provisionally depending on:
- the accreditation requirements of the relevant professional accrediting/licencing body, and
 - evidence of meeting these requirements being confirmed by the accrediting committee.
- 4.10 If a professional body requires a course/s to have professional practice accreditation **before** it is delivered, full University accreditation will be granted after the accrediting committee confirms evidence of the required external accreditation status. Professional bodies decide the accreditation status (full, conditional, provisional or other status) they require for a course/s at initial accreditation or re-accreditation.
- 4.11 In exceptional cases, professional bodies require a course/s to have professional practice accreditation **after** it has begun delivery. In these cases, provisional University accreditation will be granted on condition that the Head of Course will actively monitor external accreditation status and promptly inform the accrediting committee of proposed or actual changes. Full University accreditation will be granted after the accrediting committee confirms evidence of the required external accreditation status.
- 4.12 Following University accreditation, courses remain accredited for a maximum of five years (unless another timeline is approved).
- 4.13 Courses and units maintain University accreditation on condition that:
- updates are progressed and approved in line with this policy and procedure
 - monitoring, review and enhancement is undertaken in line with this policy and procedure, and
 - external accreditation, if required for the course, is maintained with the relevant professional accrediting/licencing body.
- 4.14 The accrediting committee may do any of the following consistent with its terms of reference:
- require additional information, including statistical information, from a division, school, committee or individual to inform decision-making
 - set specific conditions on University accreditation of courses or units
 - revoke University accreditation of a course/s or unit based on reasonable grounds, which may include quality, currency, viability, relevance, and status of external accreditation, and/or
 - initiate a course or unit review outside the normal five-yearly course and unit review and re-accreditation process.

External accreditation

- 4.15 External accreditation is a means by which courses can be quality assured and accredited by relevant external professional accrediting/licencing bodies **or** learned societies. These bodies represent their profession or field of study. External accreditation is in addition to University accreditation.
- 4.16 **Professional practice accreditation** is a form of external accreditation, which is a **mandatory condition** of professional accrediting/licencing bodies to enable graduates to be eligible, registered or licenced to practice in the profession. Professional practice accreditation is also required to obtain University accreditation of a course/s.
- 4.17 **Learned society accreditation** is a form of external accreditation, which is **not a mandatory condition** to practice in a profession and is not required to obtain University accreditation of a course.
- 4.18 Courses that require professional practice accreditation must meet the professional accrediting/licencing body's requirements.
- 4.19 External accreditation for combined courses and a suite of courses (e.g. in a cognate discipline or field) must be undertaken concurrently, where possible.
- 4.20 [Appendix 4](#) lists many but not necessarily all professions that require professional practice accreditation. Course developers must identify current external accreditation requirements for the course and profession or discipline when developing courses.
- 4.21 [Appendix 5](#) lists many but not necessarily all types of accreditation requirements of professional accrediting/licencing bodies relevant to University courses. Course developers must identify current external accreditation requirements when developing courses.
- 4.22 Full University accreditation will be granted when the University accrediting committee confirms evidence of the professional accrediting/licencing body's requirements being met. [Appendix 6](#) shows an overview of the professional practice accreditation workflow (see also [University accreditation](#) for details).
- 4.23 If a professional accrediting/licencing body revokes professional practice accreditation of a course or does not re-accredit a course, the Head of Course must promptly inform the University accrediting committee, which will:
- review the University's accreditation status of the course (or suite of courses if applicable)
 - decide and implement strategies to mitigate risks, particularly to students (e.g. require additional coursework to ensure professional registration outcomes, transfer students to another course or institution), and
 - decide whether to terminate and teach-out the course or seek external re-accreditation and bring forward University re-accreditation.

University and external re-accreditation

- 4.24 Re-accreditation is the process of evaluating an accredited course or unit to ensure currency, quality, viability and relevance of content, delivery and outcomes. Re-accreditation results in approval by the authorised accrediting committee to continue the course or unit.
- 4.25 University re-accreditation (including course review) and external re-accreditation will be undertaken jointly where possible and agreed to by the professional accrediting/licencing body or learned society.
- 4.26 University re-accreditation will otherwise be undertaken within six months of the external re-accreditation. This would enable a streamlined course review to address any issues raised and gaps in the external re-accreditation review when compared to University review requirements.
- 4.27 University re-accreditation undertaken jointly or subsequent to external re-accreditation aims to ensure both parties' review outcomes and re-accreditation requirements are addressed comprehensively and efficiently.
- 4.28 The course review process undertaken as part of University re-accreditation is set out in this procedure (see [five-yearly course review and re-accreditation](#)) and the [Course Review Panel Terms of Reference](#).

New course concept proposals

- 4.29 To create a new course, proposers must first submit a new course concept proposal (NCCP) in AIMS to request approval to develop the course.
- 4.30 The new course concept proposal approval process is described below (and in the [AIMS](#) workflow approval process).

New course concept proposal (NCCP)

a) The proposer submits a NCCP in AIMS:

- ensuring the proposal aligns with this policy and procedure and University plans, e.g. strategic and divisional plans
- providing all course/unit details required in AIMS and this policy and procedure, e.g. course/unit names, number of new or existing units, combined course, and evidence of demand for the course (which includes obtaining the required market intelligence from the Global Brand and Marketing Directorate).

b) The NCCP requires the following approval in AIMS:

- Finance Directorate
- Dean of School
- Vice-President (Academic) (coursework courses) or Vice-President (Research) (research courses)
- University Management Committee (and for approval by the Vice-Chancellor and President).

c) The NCCP process for Undergraduate Certificate courses within AIMS will be condensed commensurate with their simplified structure and use of existing accredited units. A NCCP for Undergraduate certificates will require the following approvals:

- Dean of School
- Vice-President (Academic)

d) If the NCCP is approved, the Dean of School will assign a developer via AIMS to develop the new course proposal (NCP).

Business case for additional funds

- 4.31 Proposals for course delivery using recurrent funds of up to \$1 million do not require Council approval or additional documentation.
- 4.32 Proposals requiring more than \$1 million⁸ for course delivery and/or a new delivery site must submit a business case via the Vice-President (Academic) or Vice-President (Research) for Strategic Planning and Projects Committee consideration and Council approval. For details, see the [Business Case Procedure](#) (and [business case templates](#)).

Indicative timeline from new course concept to course accreditation

- 4.33 Timelines for obtaining course accreditation differ for various reasons (e.g. proposal complexity, approval for significant funding/resources, external accreditation). Proposers should allow about three months from submitting a new course concept proposal to finalising University accreditation of the course.
- 4.34 Course/unit proposal submission deadlines and cut-off dates are published on the [StaffNet Committees website](#) to assist planning.

⁸ Authority for expending funds are specified in the [Authorities and Delegations Register](#).

New course and new unit proposals

New course proposal (NCP)

- 4.35 After the new course concept proposal is approved, the developer must submit a new course proposal (NCP) in AIMS to request approval for University accreditation of the new course (and units).
- 4.36 The new course proposal approval process is described below (and in the [AIMS](#) workflow approval process):
- the developer completes the new course proposal (NCP) in consultation with all the relevant Course Committee/s. The developer will submit the required information in AIMS, including:
 - consultation with divisions and key stakeholders, including course committees, relevant to the discipline/s (e.g. broader consultation is required for multidisciplinary or combined courses)
 - details of any external accreditation (see [external accreditation](#))
 - details of all unit/s required to complete the course, and
 - transition arrangements if the new course is replacing an existing course, i.e. course termination (see [terminate course and unit proposals](#)).
 - at the same time, the developer must also submit a new unit proposal (NUP) in AIMS for each new unit (if any) in a new course.
 - the developer submits the completed new course proposal (NCP) with the new unit proposal/s (NUP) in AIMS. University accreditation of the course and units requires approval by the relevant Course Committee and the accrediting committee (i.e. Curriculum Committee).
 - the NCP process for Undergraduate Certificate courses within AIMS will be condensed commensurate with their simplified structure and use of existing accredited units. Accreditation of these courses will be streamlined through Curriculum Committee as designated in AIMS.
- 4.37 A unique course code is assigned in AIMS to University-accredited courses.

New unit in an existing course (including unit termination)

- 4.38 When including a new unit in an existing course, the developer must complete and submit the following proposals in AIMS:
- new unit proposal (NUP) for unit accreditation (see [new unit proposals](#))
 - update course proposal (UCP) for approval to add the new unit to the existing course (see [update course proposals](#)), and
 - terminate unit proposal (TUP), if required, for approval to terminate the unit (see [terminate course and unit proposals](#)).

New unit proposal (NUP)

- 4.39 For new unit proposals for University accreditation of a unit, the developer submits the completed new unit proposal (NUP) in AIMS. Unit accreditation requires approval by the relevant Course Committee and the Curriculum Committee.
- 4.40 A unique unit code is assigned in AIMS to University-accredited units.

Update course and unit proposals

- 4.41 Updates to courses and/or units usually occur as a result of annual course and unit enhancement reviews or the five-yearly course review and re-accreditation process. Updates can also occur to convert coursework courses and units from traditional term-based delivery to hyperflexible delivery.
- 4.42 Updates that have resource implications or alter course or unit learning outcomes require approval for course and unit updates.
- 4.43 Changes to a unit level (first year/second year/advanced level) or changes to a unit code require a [new unit proposal](#).

Update course proposal (UCP)

- 4.44 The process for approving a course update is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course submits an update course proposal (UCP) in AIMS, in consultation with stakeholders/committees relevant to the course discipline/s, including:
 - details of the proposed update/s and the reason for the update/s
 - the delivery model/s for the updated course proposal (traditional term-based or hyperflexible) when seeking to convert an existing course to the alternate delivery model
 - details of any CRICOS, CQUni Handbook, external accreditation or other implications, and
 - anticipated impact of proposed changes on resources and students.
 - b) the Head of Course also submits the new unit proposal (NUP) in AIMS at the same time if including a new unit/s as part of the update course proposal (see [new unit proposals](#)).
 - c) University accreditation of the course requires approval by the relevant Course Committee and the Curriculum Committee.
- 4.45 When proposing to update a course, implications on any micro-credentials or articulation pathways in place must be considered.
- 4.46 Course updates with resource implications or other issues that potentially impact on the continuing viability of course delivery must be considered before University re-accreditation of the course. The accrediting committee will refer relevant course information to the University Management Committee for consideration, if appropriate.

Update unit proposal (UUP)

- 4.47 The process for approving a unit update is described below (and in the [AIMS](#) workflow approval process):
- a) the Unit Lead/Coordinator (coursework courses) or Head of Course (research courses with units) submits an update unit proposal (UUP) in AIMS, in consultation with stakeholders/committees relevant to the course discipline/s, including:
 - details of the proposed update/s and the reason for the update/s
 - the delivery model/s for the updated unit proposal (traditional term-based or hyperflexible) when seeking to convert an existing unit to the alternate delivery model
 - details of any [CQUni Handbook](#), external accreditation or other implications
 - details of any impact on the alignment of unit learning outcomes with the course learning outcomes and/or graduate attributes
 - details of any impacts on external accreditation and students, and
 - anticipated impact of proposed changes on students, resources, marketing and/or recruitment.
 - b) University accreditation of the unit requires approval by the relevant Course Committee.
- 4.48 When proposing to update a unit, implications on any micro-credentials or articulation pathways in place must be considered.
- 4.49 Unit updates with resource implications or other issues that potentially impact on its continuing viability in the course must be considered before University re-accreditation of the unit. The accrediting committee will refer relevant unit information to the Dean of School for consideration, if appropriate.

Low enrolment unit review process

- 4.50 Heads of College, in consultation with Heads of Course, Course Committee, and Deans of School (or equivalent), will identify and manage low enrolment units through a formal review process conducted following census date each term.
- 4.51 [Low enrolment units](#) (see [low enrolment units](#)), will be considered for termination in accordance with the [terminate unit proposal](#) process, or granted exemption from termination subject to justification and approval.

- 4.52 Unit level and individual delivery site enrolments will be considered with a view to terminating units with low enrolments or securing exemption and implementing strategies to improve unit viability. Strategies may include reducing the number of delivery locations or offerings scheduled, or moving to online delivery.
- 4.53 Terminating units due to low enrolment must not hinder a student's timely progression to graduation, and adequate [transition and/or teach out arrangements](#) must be implemented where necessary.
- 4.54 Justification for exemption from termination may include units which are:
- wholly or substantially funded by a third party
 - addressing a specific need within the regional communities served by the University
 - in areas of strategic or reputational importance for the University
 - offered in a field with demonstrated high potential for future growth
 - necessary for the University to achieve accreditation in a specific field
 - temporarily impacted by market downturn caused by a global crisis, e.g., COVID-19
 - new or experimental (exempt from termination for two years from initial offering)
 - teach out units
 - honours units (i.e., standalone Bachelor Honours Degree units), and
 - incorrectly categorised and not within the scope of this policy and procedure.
- 4.55 Applications for exemption from termination must be accompanied by evidence and approved by the Dean of School (or equivalent), and Vice-President (Academic).
- 4.56 Where units with low enrolment numbers are approved as being exempt from termination, the Head of College (or nominee) must implement mechanisms to achieve the minimum enrolment of 10 students per term prior to the next review where relevant.
- 4.57 Low enrolment unit review outcomes will be reported to the Tertiary Education Advisory Committee (TEAC).

Terminate course and unit proposals

- 4.58 Curriculum Committee may decide to terminate a course/suite of courses or unit/s based on recommendations from the relevant Course Committee.
- 4.59 Courses and units may be terminated for several reasons, e.g. an outcome of annual course or unit enhancement reviews or a five-yearly course review and re-accreditation process; changed accreditation requirements; introduction of a new course or unit; the course or units are no longer in demand or viable.
- 4.60 When terminating a course, the Curriculum Committee will approve the last term and year of intake of students into the course based on the teach-out and transition arrangements recommended in the terminate course proposal (TCP) or decide another date.

Terminate course proposal (TCP)

- 4.61 Terminate course proposals (TCP) will be informed by:
- a) Head of Course consultation with the relevant Course Committee and Course Reference Committee, and
 - b) establishment and communication of teach-out and transition plans to any impacted students.
- 4.62 The process for terminating a course is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course submits the terminate course proposal (TCP) in AIMS, documenting the reason for the termination; impacts on other courses and schools; transition arrangements (e.g. advice to schools, employees and/or students of impacts, changes or alternative arrangements), and consultation with the relevant Course Committee and Course Reference Committee.
 - b) if course termination also requires units to be terminated, the Head of Course also submits terminate unit proposal/s (TUP) in AIMS at the same time as the terminate course proposal (TCP).

- c) course termination requires approval by the relevant Course Committee and the Curriculum Committee.
- 4.63 Terminate course proposals should not be submitted until relevant teach-out and transition plans have been established and communicated to any impacted students.
- 4.64 When proposing to terminate a course, implications on any micro-credentials or articulation pathways in place must be considered.

Terminate unit proposal (TUP)

- 4.65 The process for terminating a unit/s is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course submits the terminate unit proposal (TUP) detailing the reasons for the termination, impacts on course structure, requisites and students; impacts on other courses and schools; and consultation with the relevant Course Committee and Course Reference Committee.
 - b) unit termination requires approval by the relevant Course Committee and the terminating committee (i.e. Curriculum Committee).
- 4.66 When proposing to terminate a unit, implications on any micro-credentials or articulation pathways in place must be considered.

Teach-out and transition arrangements

- 4.67 Immediately after the last intake into the course, the course will be considered to be in teach-out mode and no new enrolments will be permitted.
- 4.68 Teach-out of courses will be completed as soon as possible, taking into consideration student numbers and enrolment patterns, as well as possibilities to provide substitute units, or the ability of students to access cross-institutional studies to complete their course.
- 4.69 When the approved teach-out period ends, enrolments into units in the course will not be permitted. Course details will be moved from the database of active courses to the archives.
- 4.70 If a course is to be terminated without an appropriate teach-out period, transition arrangements into a new course for existing students must be approved by the Curriculum Committee as part of the [terminate course proposal](#) to avoid an extended teach-out period.
- 4.71 If a coursework course is being converted to an alternate delivery model (i.e. hyperflexible delivery), transition arrangements for existing students must be approved by the Curriculum Committee as part of the update course proposal.

Overview of course review and re-accreditation process

- 4.72 Course review and re-accreditation is essential to the continuous improvement system the University applies to assure the quality of its courses and units.
- 4.73 All courses and units will undergo the following types of review:
- a) regular interim monitoring:
 - [annual course enhancement review](#)
 - [annual unit enhancement review](#)
 - b) regular comprehensive review, with four stages:
 - [five-yearly course review and re-accreditation](#)
 - [stage 1](#): course review panel formation
 - [stage 2](#): producing a self-evaluation report (initial pre-panel review)
 - [stage 3](#): self-evaluation report, course review panel report, and work plan considered (for course re-accreditation), and
 - [stage 4](#): addressing the course review panel report recommendations (post course re-accreditation).

- 4.74 For coursework courses, the Dean of School will ensure that all courses and constituent units are systematically reviewed, in consultation with the relevant Deputy Dean Learning and Teaching and Head of Course.
- 4.75 For research courses, the Dean School of Graduate Research (who is also the [Head of Course](#)) will ensure that all research courses (and any constituent units) are systematically reviewed, in consultation with the relevant Deputy Deans Research, Postgraduate Research Coordinators, and Course Coordinator.
- 4.76 Five-yearly course reviews will be undertaken before courses (and constituent units) are re-accredited.
- 4.77 University and external re-accreditation will be undertaken at the same time or sequentially within six months in line with the [University and external re-accreditation](#) section.

Annual course enhancement review

- 4.78 Annual course and unit enhancement reviews are used to undertake regular, interim monitoring of the quality of courses and units. Annual reviews inform course and unit enhancement, five-yearly course reviews, and course re-accreditation.
- 4.79 The Head of Course will ensure courses have effective mechanisms to collect regular, valid and reliable feedback from stakeholders and to source externally-referenced performance data that is used to inform course and unit enhancement (see the [External Peer Review of Assessment Guideline](#)).
- 4.80 Feedback will be collected in relation to students (e.g. unit evaluations, Student Experience Survey), graduates (e.g. Graduate Outcome Survey), and employers of graduates, and may be collected from employees (e.g. peer review and teaching evaluations).
- 4.81 Updates implemented as a result of stakeholder feedback should be identified and appropriately communicated back to stakeholders.
- 4.82 Annual course enhancement review reports will be submitted each year the course is offered, except courses in teach-out. The review and reporting process is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course completes the annual course enhancement review report (ACER) in AIMS, reflecting on the following where applicable/available:
- course statistics, including trends and implications, relating to:
 - quality of teaching and research supervision
 - student cohort progress (including progression, attrition and completion rates, and completion times)
 - results of external peer review of assessment methods and grading of students' achievement of learning outcomes of units selected for review in the past year (see [external peer review of assessment](#) for the selection and sampling approach)
 - comparison of course performance statistics across delivery locations
 - previous year's recommendations and action taken
 - strengths, weaknesses, opportunities and threat analysis of the course
 - relevance and adequacy of course resources, including facilities, software and information resources
 - the status of external accreditation by an external accrediting body and any related risks or concerns
 - engagement strategies and their effectiveness
 - self-evaluation and feedback on the course from employers, industry, external accrediting bodies (if applicable), employees and committees, and/or students, and
 - identified articulations, pathways and relationships with existing and/or proposed VET courses and how the course may align with CQUniversity's comprehensive curriculum models (see 3.32).
- b) the Head of Course will develop recommendations for the following year in relation to any impacts identified as part of the review process.

- 4.83 If changes impact the course, such as changed resource requirements (e.g. staffing, funding) or academic outcomes (e.g. changes to units, entry requirements, majors/minors, external accreditation, CRICOS registration), the Head of Course will also submit a completed update course proposal (see [update course and unit proposals](#)).
- 4.84 Requests for additional funds must be referred to the relevant Dean or Vice-President (or delegated decision-maker) for approval. Funding over \$1 million requires Council approval (see financial delegations in the [Authorities and Delegations Register](#)).
- 4.85 The Head of Course submits the ACER in AIMS for approval by the relevant Course Committee/s and noting by Curriculum Committee.

Annual unit enhancement review

- 4.86 Annual unit enhancement review is undertaken once a year in each year that a unit is offered (i.e. following the first term the unit is offered in a calendar year).
- 4.87 The review and reporting process is described below (and in the [AIMS](#) workflow approval process):
- a) the Unit Lead/Coordinator (or equivalent) completes the annual unit enhancement review report (AUER) in AIMS in consultation with the Head of Course and the relevant teaching team within the College, reflecting on the following:
- pass rates
 - results of external peer review of assessment methods and grading of students' achievement of learning outcomes, where applicable (see [external peer review of assessment](#) for the selection and sampling approach)
 - previous year's recommendations and action taken
 - student unit evaluations
 - teaching evaluations
 - personal [scholarship](#)
 - potential innovations in the unit
 - relevance and adequacy of unit resources, including facilities, software and information resources, and
 - vertical and horizontal scaffolding of curriculum within the course.
- 4.88 The Unit Lead/Coordinator (or equivalent) also develops recommendations for the following year in relation to potential impacts on resources and changes to the synopsis, learning outcomes, graduate attributes and/or assessment tasks, and strategies to inform students about recommendations and changes.
- 4.89 If changes impact the unit, such as changed resource requirements (e.g. funding, staffing) or academic outcomes (e.g. core/elective, requisites, learning outcomes, work-integrated learning), the Unit Lead/Coordinator (or equivalent) will also submit a completed update unit proposal (see [update course and unit proposals](#)).
- 4.90 Requests for additional funds must be referred to the relevant Dean (or delegated decision-maker) for approval (see financial delegations in the [Authorities and Delegations Register](#)).
- 4.91 The Unit Lead/Coordinator (or equivalent) submits the AUER in AIMS for approval by the relevant Course Committee/s.

External peer review of assessment

- 4.92 External peer review of assessment will be undertaken as part of course and unit enhancement reviews as indicated above, and five-yearly course reviews.
- 4.93 The selection and sampling approach to be used when undertaking external peer review of assessment is set out below. Further advice on how to undertake these reviews, including calculating the sample size and sampling calculators, is available in the [External Peer Review of Assessment Guideline](#).

Selecting units for review

- 4.94 Each school will decide the units to be peer-reviewed based on the following criteria:
- a) strategic selection
 - b) high student numbers
 - c) capstone units
 - d) core and service units.

Frequency of review

- 4.95 One unit per level per year will be selected for peer review. If a unit is reviewed for one course, this review will be applicable for all courses into which the unit is taught.

Sampling approach used in reviews

- 4.96 A statistically valid sampling approach must be used based on the total number of students enrolled in the unit selected. If the number of students enrolled is ten or less, the sample size will include all students.
- 4.97 A margin of error or error level set at 15 per cent is required and a minimum confidence level of 95 per cent is required. If the sample of assessment reviewed will not be reflective of the total assessments, a higher confidence level should be used.

Five-yearly course review and re-accreditation

- 4.98 A comprehensive five-yearly review of each course is undertaken to regularly monitor and assure course quality and decide if the course will be enhanced, continued and re-accredited or terminated.
- 4.99 Course review panels, with independent CQUniversity and external representation, will be established to undertake course reviews in line with the Course Review Panel Terms of Reference (see [course review panel formation](#)).
- 4.100 Combined courses (e.g. dual and double degrees) and suites of courses (e.g. in a cognate discipline or field) must be reviewed and re-accredited as a cognate suite wherever possible, with the same review and re-accreditation dates.
- 4.101 The performance of each course and the success of student cohorts will be reviewed using multiple measures and compared against information and performance data relating to other CQUniversity courses and to external courses through external referencing.
- 4.102 Course review requirements are set out in the [Course Review Panel Terms of Reference](#).
- 4.103 For courses with external accreditation, joint University and external re-accreditation is recommended if possible (see [University and external re-accreditation](#)). External re-accreditation is an opportunity to undertake external referencing of a course/s (i.e. as part of course reviews).
- 4.104 If external re-accreditation precedes University re-accreditation, the Head of Course must submit the external accreditation report to the course review panel with the self-evaluation report, using the five-yearly course review (FYCR) form in AIMS.

Stage 1: Course review panel formation

- 4.105 Broadly, course review panels:
- a) evaluate a course/s against relevant internal and external references and/or benchmarks, and
 - b) make recommendations on course enhancement, continuation and re-accreditation or termination.
- 4.106 Panel functions and responsibilities, membership, and responsibility for panel formation are set out in the [Course Review Panel Terms of Reference](#).

- 4.107 Panel membership will vary depending on the course or suite of courses under review. Panels will include representation from the discipline/s in higher education (and VET if relevant) and external stakeholders (e.g. industry, practitioners, employers, community representatives and senior academic leaders from other institutions).
- 4.108 Panel membership will be modified to accommodate external re-accreditation requirements and timing in relation to University re-accreditation.
- 4.109 To form the panel, the Head of Course will submit details of the proposed panel chair and membership in AIMS, using the five-yearly course review (FYCR) form. Panel membership requires the following approval:
- a) coursework courses: Dean of School, and the Curriculum Committee
 - b) research courses: Dean School of Graduate Research, and the Curriculum Committee.
- 4.110 Brief curriculum vitae (CVs) for each panel member that includes, for example, the roles held, responsibilities and achievements in higher education/tertiary education sector, should accompany the FYCR submission in AIMS. For privacy reasons, the CV should not include private details (e.g. date of birth, personal phone details, home address). Any conflicts of interest should also be noted.

Stage 2: Self-evaluation report

- 4.111 A self-evaluation review is a holistic 360-degree feedback process that involves collecting feedback from multiple sources. Academic employees undertake this reflective analysis of a course/s and constituent units, forming the basis for review by a course review panel at Stage 3.
- 4.112 The self-evaluation review report will inform the course review panel's recommendation to re-accredit the course and implement identified updates to ensure its ongoing success (via a renewal plan) or to terminate the course.
- 4.113 In the second last year of the course's accreditation period, the Head of Course will begin Stage 1 (self-evaluation report) of the five-yearly course review (FYCR) process.
- 4.114 The FYCR process is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course identifies when review and re-accreditation of a course is due via the annual Course Review Schedule (see the accrediting committee's [StaffNet website](#)).
 - b) the Head of Course completes the self-evaluation report details in the five-yearly course review (FYCR) form in AIMS and submits this, with all collated supporting materials and data for consideration by the course review panel, through the Dean of School, to the relevant Course Committee for consideration and recommendation to Curriculum Committee. Self-evaluation report information and data requirements are set out in the [Course Review Panel Terms of Reference](#).

Stage 3: Course review panel report

- 4.115 The panel will undertake the course review (including site visits) and report its recommendations to the University as described below.

Course review panel site visit

- 4.116 Site visits usually take three days but may range from two to five days depending on the size and complexity of the course review. These visits include a half-day for the panel to consider its findings before the visit formally concludes.
- 4.117 The range of individuals and groups the panel will meet during the panel visit will vary depending on the course and units. If appropriate, people in other locations may be interviewed via teleconference or videoconference. A panel may meet the following people, as required:
- the appropriate University Management Committee member
 - members of key committees, such as Academic Board and its sub-committees, including those responsible for academic/research policy development and oversight

- key people in the institution responsible for managing and/or operating the quality system and sub-systems, such as Deans of School; Deputy Deans; Heads of College; Heads of Courses; representative/s of the discipline/s from higher education (and VET if relevant)
- employees (and partners if relevant) involved in the course
- a cross-section of past and current students drawn from different levels, disciplines and categories in the course, such as undergraduates, postgraduates (the panel may nominate specific groups)
- representatives of stakeholder groups from industry, commerce and government with experience of its graduates, including the relevant external accrediting/licencing body (if applicable), and
- community representatives.

Course review panel reports

- 4.118 The panel is responsible for writing a succinct course review panel report with recommendations addressing all aspects of the course considered by the panel. Among its recommendations, this report must specifically address whether the course is recommended for re-accreditation.
- 4.119 The [Course Review Panel Terms of Reference](#) set out the panel's role and the course information and performance data to be considered during the course review. These terms of reference and the [Course Review Panel Report Template](#) will assist the panel to address the course re-accreditation and course review and enhancement requirements of this policy and the Higher Education Standards.
- 4.120 The panel chair is normally responsible for writing the report, assisted by an administrative officer nominated to support the chair and panel members as required.
- 4.121 A draft report must be completed by the end of the site visit while all panel members are on site, before the exit meeting. The panel chair is responsible for ensuring that all panel members agree with the report's contents or have an opportunity to register a minority view.
- 4.122 The panel submits the completed report to the Head of Course, using the Course Review Panel Report Template.

Five-yearly course review (FYCR) report approval process

- 4.123 The five-yearly course review (FYCR) report approval process is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course writes a succinct response to the panel's report including a Work Plan to address each of the recommendations, using the [Course Review Panel Report – Work Plan Template](#), and submits this work plan and the Course Review Panel Report, original self-evaluation report, and the external re-accreditation report (if applicable) in AIMS.
 - b) the completed FYCR report in AIMS is submitted to the re-accrediting committee to decide if the FYCR report recommendations are approved and to monitor their implementation. University re-accreditation of a course requires the following approval:
 - coursework courses: Dean of School, Vice-President (Academic), and the Curriculum Committee
 - research courses: Dean School of Graduate Research, Vice-President (Research), and the Curriculum Committee.

Stage 4: Addressing course review panel report recommendations

- 4.124 The process for addressing course review panel report recommendations is described below (and in the [AIMS](#) workflow approval process):
- a) the Head of Course implements the approved work plan in response to the panel's report recommendations.
 - b) the Head of Course then completes a post five-year course review (PFYCR) form (with documented evidence) in AIMS (within 12 months of the course review panel report approval date) and submits it to the relevant Course Committee for consideration and recommendation to Curriculum Committee.

- c) if changes impact the course or units, such as changed resource requirements (e.g. funding) or academic outcomes, the Head of Course must also submit an [update course proposal](#) and [update unit proposal](#) (if applicable).
- d) any requests for additional funds must be referred to the relevant Dean or Vice-President (or delegated decision-maker) for approval (see financial delegations in the [Authorities and Delegations Register](#)).
- e) if course or unit termination is approved as a result of a five-yearly course review, the Head of Course must also submit the applicable terminate course or terminate unit proposals in AIMS (see [terminate course and unit proposals](#)), and consider [teach-out and transition arrangements](#) for current students.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 Academic Board and delegated sub-committees are responsible for accrediting higher education courses, managing academic governance and establishing quality assurance mechanisms to ensure compliance with all legislation, codes, frameworks, standards, and registration requirements relevant to course governance and accreditation.
- 5.2 The Director Educational Quality and Integrity is responsible for implementing, monitoring and reviewing this policy and procedure.
- 5.3 Compliance monitoring occurs through various processes undertaken to give effect to this policy and procedure, including new course proposals, update course proposals, annual course and unit enhancement, five-yearly course review and re-accreditation, and analysis and reporting on course data and performance to Academic Board or sub-committees responsible for course governance oversight.
- 5.4 All employees with a role in any aspect of award course governance, accreditation, management, development, delivery, review and administration are responsible for complying with this policy and procedure.

Reporting

- 5.5 The University will report information on all higher education courses and units to the [Department of Education, Skills and Employment](#) in line with prescribed [HEIMS data collections](#) and other regulatory reporting requirements.

Records management

- 5.6 Employees must manage academic governance and course accreditation related records in line with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 5.7 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

360-degree feedback: also known as multisource assessment, this involves seeking feedback from all stakeholders, including employees, students, graduates and employers.

AIMS: the Academic Information Management System, used to manage and document CQUniversity's course governance.

Anti-requisite unit: a unit that is too similar in content to the specified unit to allow students to obtain credit for both units in the course.

Articulation arrangement: defined in the [Articulations Policy and Procedure](#).

Articulation agreement: defined in the [Articulations Policy and Procedure](#).

Award course: a coherent sequence of units or supervised research leading to the award of an accredited AQF qualification or equivalent accredited overseas qualification.

Co-requisite unit: a unit that must be studied concurrently with another specified unit unless a passing grade for either unit has been obtained.

Coursework: is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component.

CRICOS: Commonwealth Register of Institutions and Courses for Overseas Students.

Developer: the employee developing a new course or unit for accreditation.

External accreditation: is the accreditation of a course by an external professional accrediting, registration or licencing body or by an external learned society. In addition to University accreditation, a course may undergo an external accreditation process that is either:

- a) **learned society accreditation**, which is **not required** for University accreditation or professional practice, but may be obtained if appropriate to the field of study and profession (e.g. applied physics, applied chemistry). Typically, society membership is granted to graduates of an accredited course.
- b) **professional practice accreditation**, which is **required** for University accreditation and for graduates to legally register to practice (e.g. nursing, education or engineering) and/or for recognition by the relevant profession or licencing body to enable a graduate to represent themselves as a recognised or licenced practitioner (e.g. accountancy). Professional practice accreditation is granted by the legally and/or professional-designated professional accrediting or licencing body.

Head of Course: In this policy and procedure, the Head of Course is the academic employee designated by their school to assume overall responsibility for managing an award course. For research courses, the Dean School of Graduate Research, is also the designated Head of Course.

Hyperflexible delivery mode: In this delivery model, students complete their coursework course units at their own pace within an overall course completion timeframe, not on a traditional term-by-term basis, such as the online Masters of Business Administration (Leadership). Higher education award courses delivered using the University's hyperflexible model are designed to offer students flexible, affordable, self-paced online learning, accessible via direct entry on a full-fee basis.

Nested courses: a set of courses that are offered sequentially and can lead to qualifications at different AQF levels. Courses at the lower qualification levels are described as 'nested' within the courses leading to qualifications at the higher levels.⁹ Nested qualifications enables multiple entry and exits points.¹⁰

Pre-requisite unit: a unit in which a student must be deemed competent or have achieved a passing grade that satisfies the requirements for a specified subsequent unit.

Proposer: the employee submitting a new course concept for approval or a new unit for accreditation.

Qualification: is an accredited complete course comprising structured units of learning leading to the certification of an [AQF](#) award.

Research higher degree: a course at masters or doctoral level for which at least two-thirds of the study commitment for the course is required as research work and not more than one third as coursework.

⁹ Source: [TEQSA Guidance Note: Nested Courses of Study](#)

¹⁰ Source: [AQF Glossary of Terminology](#)

Scholarship: broadly refers to activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. In the context of the Higher Education Standards, 'scholarship' includes advances in ways of teaching and learning in the field, advances in professional practice and/or applied practice, and/or advances in disciplinary knowledge through original research or advanced inquiry. (Source: Adapted from the TEQSA Guidance Note: Scholarship, Version 2.3: 4/09/2017, accessible via the [TEQSA website](#).)

Self-evaluation: an ongoing process that is built into all activities for continuous improvement; it might lead to major or minor changes to enhance activity.

Undergraduate certificate: a higher education qualification requiring successful completion of 24 units of credit at AQF levels 5, 6 or 7, that articulates into a CQUniversity undergraduate course. An Undergraduate Certificate qualifies graduates with knowledge and skills that may be applied to further study, professional upskilling, employment, or lifelong learning¹¹.

7 RELATED LEGISLATION AND DOCUMENTS

[Academic Profiles Policy and Procedure](#)

[AIMS proposal and report forms](#)

[Articulation Policy and Procedure](#)

[Australian Qualifications Framework \(AQF\) Explanations](#) (accessible via the AQF website)

[AQF](#) (accessible via the AQF website)

[Awards Policy and Procedure](#)

[Course Committee Terms of Reference](#)

[Course Reference Committee Terms of Reference](#)

[Course Review Panel Terms of Reference](#)

[Curriculum Committee Terms of Reference](#)

[Degrees with Distinction Procedure](#)

[Education Services for Overseas Students Act 2000](#) (Cwlth)

[Enterprise Agreement](#)

[External Peer Review of Assessment Guideline](#)

[Graduate Certificate in Research Course Rules Policy and Procedure](#)

[Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cwlth)

[Learning and Teaching Framework](#)

[Learning and teaching information resources](#)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (Cwlth)

[Postnominals Procedure](#)

[Professional Experience Equivalence Policy and Procedure](#)

[Research Higher Degree Course Rules](#)

[Research Higher Degree \(Offshore\) Course Rules](#)

[Sessional Educators Policy and Procedure](#)

[TEQSA Guidance Notes](#) (accessible via the TEQSA website)

[Tertiary Education Quality and Standards Agency Act 2011](#) (Cwlth)

[Work-Integrated Learning Policy and Procedure](#)

¹¹ Source: [Australian Qualifications Framework](#)

Word templates

[Course Review Panel Report Template](#)

[Course Review Panel Report – Work Plan Template](#)

8 FEEDBACK

8.1 Feedback about this document can be emailed to policy@cqu.edu.au.

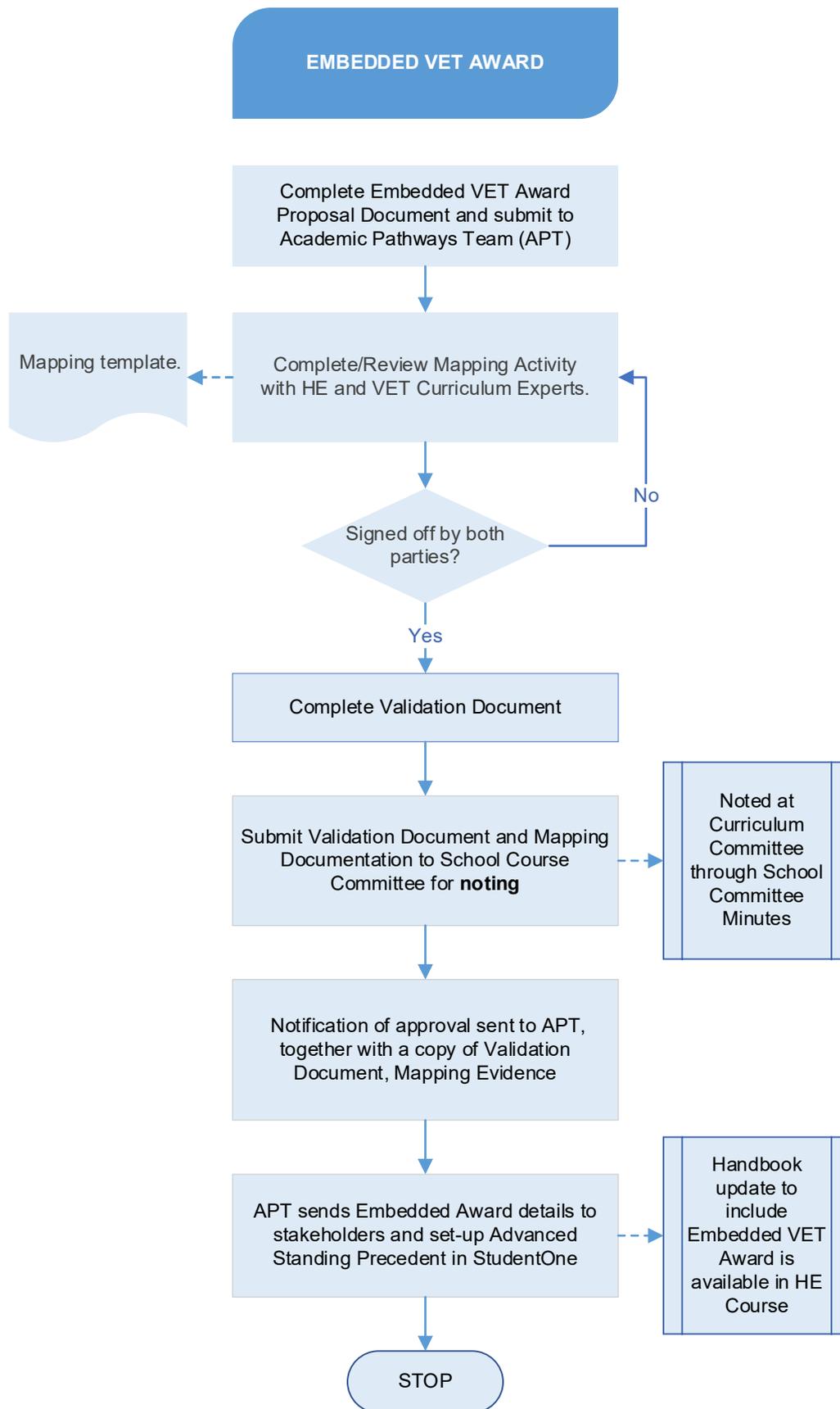
9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	N/A
Advisory Committee	Curriculum Committee
Required consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	18/11/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 26/11/2014
Amendment Authority and Date	Academic Board 25/05/2016; Academic Board 7/11/2016; Learning and Teaching Committee 22/02/17; Minor update Pro Vice-Chancellor (Learning and Teaching) 10/03/2017; Academic Board 24/05/2017; Learning and Teaching Executive Committee 20/05/2019; Learning and Teaching Committee 12/06/2019; Editorial Amendment 06/04/2020; Editorial Amendment 23/07/2020; Academic Board 18/11/2020; Director Educational Quality and Integrity 24/02/2021; Academic Board 24/11/2021.
Notes	This document was formerly known as the Higher Education Coursework Qualification Policy and Procedure (last approved 20/12/2016).

10 APPENDICES

Appendix 1: Embedded VET award workflow



Appendix 2: Proportion of AQF level 8 and level 9 units in postgraduate coursework courses

NOTE: Each unit in the following diagram is six credit points.

QUALIFICATION	COURSE STRUCTURE
Graduate Certificate (Coursework)	<ul style="list-style-type: none"> • All Graduate Certificates (total of 4 units)* • At least three units at AQF level 8, with an emphasis on foundation or introductory units in a subject area • The remaining unit may be at AQF level 8 or 9 <p><i>* Note: This is not applicable to the Graduate Certificate in Research</i></p>
Graduate Diploma (Coursework)	<ul style="list-style-type: none"> • All Graduate Diplomas (total of 8 units) • At least five units at AQF level 8 • The remaining units may be at AQF level 8 or 9
Masters Degree (Coursework)	<ul style="list-style-type: none"> • Masters Degree (total of 8 units) • At least two units at AQF level 8 (including units pitched at a foundational or introductory level in a subject area) studied earlier in the course (including in the Graduate Certificate and Graduate Diploma where these are exit points) • At least five units at AQF level 9 (advanced units) • At least three out of four units studied post Graduate Diploma must be at AQF level 9 to ensure progressive deepening of knowledge in a cognate discipline
	<ul style="list-style-type: none"> • Masters Degree (total of 12 units) • At least five units at AQF level 8 (including units pitched at a foundational or introductory level in a subject area) studied earlier in the course (including in the Graduate Certificate and Graduate Diploma where these are exit points) • At least six units at AQF level 9 (advanced units) • At least three out of four units studied post Graduate Diploma must be at AQF level 9 to ensure progressive acquisition of Masters Degree outcomes
	<ul style="list-style-type: none"> • Masters Degree (total of 16 units) • At least five units at AQF level 8 (including units pitched at a foundational or introductory level in a subject area) studied earlier in the course (including in the Graduate Certificate and Graduate Diploma where these are exit points) • At least eight units at AQF level 9 (advanced) unit • Second year of the course (post Graduate Diploma) should be principally composed of units at AQF level 9 to ensure progressive deepening of knowledge
	<ul style="list-style-type: none"> • All Masters Degrees • Electives can be at AQF level 8 or 9 provided this aligns with AQF level requirements for the overall distribution of units • Advanced standing (credit for prior learning) for AQF level 7 units is allowable into introductory AQF level 8 units only • Masters Degrees with an entry requirement of an AQF level 8 Bachelor Honours Degree or Graduate Diploma designed to deepen knowledge and skills may be comprised predominantly or entirely of AQF level 9 units.

Appendix 3: Course-related information for prospective and current students

1. The following course-related information must be made available to prospective and current students in line with the Higher Education Standards and section 3.108 of this policy and procedure. This includes but is not limited to information that:
 - a) assists decisions about courses or units, including course design, pre-requisites, assumed knowledge, when and where courses/units are offered, application dates, credit for prior learning arrangements, pathways to employment, eligibility for registration to practise if applicable, work-integrated learning (see the [Work-Integrated Learning Policy and Procedure](#) for details of information requirements)
 - b) assists planning for and participating in educational and other activities, including contact points, orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision-making and opportunities to participate in student representative bodies
 - c) outlines student obligations and their liabilities to CQUniversity, including expected standards of behaviour, financial obligations, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
 - d) gives access to current academic governance policies and requirements, including admission, credit for prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment.

Appendix 4: Professions with professional practice accreditation requirements in courses

- Aboriginal and Torres Strait Islander health practitioners
- accountant
- architect
- audiologist
- building designer
- Chinese medicine practitioners (including acupuncturists, Chinese herbal medicine practitioners and Chinese herbal dispensers)
- chiropodist
- chiropractors
- complementary therapist with access to health fund rebates (e.g. naturopath, Western herbal medicine practitioner)
- counsellor
- dental practitioners (including dentists, dental hygienists, dental prosthetists and dental therapists)
- diabetes educator
- dietitian
- engineer
- exercise physiologist
- hypnotherapist
- legal practitioner
- medical practitioner
- medical radiation practitioner (including diagnostic radiographer, radiation therapist and nuclear medicine technologist)
- midwife
- myotherapist
- nurse (registered)
- occupational therapists
- optometrist
- orthoptist
- osteopaths
- paramedics
- pharmacists
- physiotherapists
- podiatrists
- psychologists
- social worker
- sonographer
- speech pathologist
- surveyor
- tax practitioner
- teacher (early childhood, primary, secondary)
- valuer
- veterinarian

Appendix 5: Types of professional practice accreditation requirements of courses

1. Professions with statutory registration or licencing provisions

Professions with statutory registration or licencing requirements are listed below. This information is from the [Tertiary Education Quality and Standards Agency \(Information\) Guidelines 2017](#) (Cwlt) which lists authorities that regulate professions where profession practitioners must undertake higher education courses to be eligible to practice.

National Registration and Accreditation Scheme for health professions

The National Registration and Accreditation Scheme (NRAS) regulates registration of health practitioners under the [Health Practitioner Regulation National Law](#). Professions currently regulated under the scheme are listed below and published on the [NRAS website](#):

- Aboriginal and Torres Strait Islander health practitioners
- Chinese medicine practitioners (including acupuncturists, Chinese herbal medicine practitioners and dispensers)
- chiropractic
- dental practitioners (including dentists, dental hygienists, dental prosthetists and dental therapists)
- medical practitioners
- medical radiation practitioners (including diagnostic radiographers, radiation therapists and nuclear medicine technologists)
- nurses and midwives
- occupational therapy
- optometrists
- osteopaths
- pharmacists
- physiotherapists
- podiatrists
- psychologists.
- paramedics.¹²

The NRAS adopts a two-step process to ensure that graduates of a course are eligible to practice in the relevant profession:

Step 1: Course accreditation by an accredited authority appointed by the relevant national board. The accreditation authority may be an independent accrediting body contracted by the national board (e.g. the Australian Dental Council for dental practitioners) or a committee of the national board (e.g. the Medical Radiation Practice Accreditation Committee for medical radiation practitioners).

Step 2: Approval by the relevant national board of an accredited course that results in a qualification for the purpose of registration in the profession that the national board regulates (e.g. if the Medical Radiation Practice Accreditation Committee accredits a course the Medical Radiation Practice Board of Australia must subsequently approve the course for graduates to be eligible to practice.)

For a course to be granted full University accreditation, the University accrediting committee will require evidence of course accreditation by the relevant professional accreditation authority (step 1) and approval of the accredited course by the relevant national board (step 2).

¹² Paramedicine became a nationally regulated profession under the Health Practitioner Regulation National Law from 1 December 2018. The Paramedicine Board of Australia will establish a paramedicine accreditation committee to undertake accreditation functions for the profession. Refer to the [Paramedicine Board of Australia website](#) for current information about student and professional registration and course accreditation.

Non-NRAS professions with statutory registration provisions

The following non-NRAS professions require registration and/or licencing in one or more Australian state/s or territory/ies. Graduation from a course accredited or approved by a relevant professional or registering body is a requirement for registration or licencing.

- architect
- engineer
- legal practitioner
- surveyor
- teacher (early childhood, primary, secondary)
- veterinarian
- valuer
- tax practitioner
- building designer.

For a course to be granted full University accreditation, the University accrediting committee will require evidence of accreditation or approval of the course for registration purposes from the relevant state, territory or Commonwealth registering or licencing body.

2. Professions with statutory requirements for professional association registration or membership

Statutory requirements to enable access to a Medicare provider number and/or private health insurance rebates require professional registration and/or membership of a professional association in the professions listed below. Typically, this in turn requires graduation from a course accredited by the registering body or association. Additionally, state or territory laws and/or regulations may require registration and/or membership of a professional body to practice in public hospitals administered by the state or territory.

Evidence from the registration and/or accrediting body must be provided of graduates' eligibility to practice for the following professional practitioners, in line with rules 9 and 10 of the [Private Health Insurance \(Accreditation\) Rules 2011](#) (Cwlth) Schedule 1 of the [Health Insurance \(Allied Health Services\) Determination 2014](#) (Cwlth), section 2.1.1 of the [Health Insurance \(Diagnostic Imaging Services Table\) Regulations \(No. 2\)](#) (Cwlth) and section 3A of the [Health Insurance Regulations 2018](#):

- audiologist
- chiropodist
- diabetes educator
- dietitian
- exercise physiologist
- orthoptist
- speech pathologist
- sonographer
- social worker.

Private health insurance companies in Australia require ancillary service providers to be professionally qualified and a member of an applicable peak body that governs or regulates professional standards relevant to the practitioner's services. In line with rule 10 of the [Private Health Insurance \(Accreditation\) Rules 2011](#). These professions include:

- remedial massage
- counselling
- hypnotherapy
- myotherapy
- naturopathy
- Western herbal medicine.

In regard to counselling, Australian higher education providers commonly have their courses accredited by the [Psychotherapy and Counselling Federation of Australia](#) (PACFA) to enable their graduates to be listed on the PACFA register.

A range of professional bodies may cover a particular ancillary profession. Accreditation from a professional body that meets the requirements of the private health insurance accreditation rules will be required. The minimum requirements for such a professional body are that it:

- is a national entity with membership requirements for the profession
- provides assessment of the health care provider in terms of the appropriate level of training and education required to practise in that profession
- administers a continuing professional development scheme in which the health care provider is required, as a condition of membership, to participate
- maintains a code of conduct, which the health care provider must uphold to continue to be a member, and
- maintains a formal disciplinary procedure, which includes a process to suspend or expel members, and an appropriate complaints resolution procedure.

For a course to be granted full University accreditation, the University accrediting committee will require evidence from the registration and/or accrediting body of graduates' eligibility to practice.

3. **Recognised professions**

Many professions have no current statutory requirements for practitioners to register to practice, to be a member of a relevant professional body, or to graduate from a course accredited by the relevant professional body. However, in some professions the job market expects that graduates are a member of a recognised professional body, which requires graduation from a course accredited by the professional body. Consequently, graduates in these professions will be significantly disadvantaged in terms of securing a professional role without membership of the relevant professional body and graduation from a course accredited or approved by the professional body. Accountancy is one such recognised profession.

An accountancy course that qualifies a graduate as an accountant must be accredited by the relevant recognised professional accounting body:

- [Chartered Accountants Australia and New Zealand](#)
- [Certified Practising Accountants](#) (CPA), and/or
- [Institute of Public Accountants](#).

Membership of one of these bodies also provides an essential pathway for graduates to become registered company auditors through the Australian Securities and Investment Commission in line with [Regulatory Guide 180: Auditor Registration](#).

For a course to be granted full University accreditation, the University accrediting committee will require evidence of course accreditation by a recognised professional body and graduates' eligibility to practice.

4. Professional accreditation and employment advantages

In some circumstances, professional accreditation of a course provides a clear and distinct employment advantage to graduates and CQUniversity has recruited students on the basis that the course is professionally accredited by the relevant professional body. Students enrolled in such a course should reasonably expect to graduate from a professionally-accredited course.

In such instances, professional accreditation of a course by the professional body must be maintained until all the students recruited with the expectation of professional accreditation have graduated. The University accrediting committee must consider the potential or actual loss of accreditation for such courses because it may result in CQUniversity non-compliance with consumer law and the following Higher Education Standards:

- standard 7.1.1 in terms of representation of educational offerings, and
- standard 7.15 in terms of accuracy of undertakings regarding employment outcomes.

Schools or organisational units responsible for the course must maintain a list of courses where professional accreditation provides a distinct and significant employment advantage, and where loss of professional accreditation may trigger the compliance issues indicated.

Appendix 6: Professional practice accreditation workflow

