

HIGHER EDUCATION QUALIFICATIONS POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 As an Australian university, CQUniversity is a self-accrediting higher education provider, which meets nationally agreed criteria for a university and is authorised to accredit its own higher education award courses (qualifications) and non-award courses.
- 1.2 This document sets out the University's policy and procedural framework for the academic governance, quality assurance, and structure and development of all CQUniversity higher education courses. Through this governing policy and procedure, CQUniversity aims to:
- meet Australian higher education legislative and quality standards
 - maintain its self-accrediting university status, and
 - provide high quality learning experiences and outcomes for students.
- 1.3 This policy and procedure is designed to assist CQUniversity staff to:
- understand and meet legislative, policy and quality assurance requirements, ensuring the University's courses and their structure align with the [Australian Qualifications Framework](#) (AQF)
 - understand and apply processes when proposing and developing new courses, from concept to accreditation and implementation, and
 - understand and implement processes for developing, accrediting, reviewing and terminating courses.

2 SCOPE

- 2.1 This policy and procedure applies to the following [AQF qualification types](#) accredited and issued as higher education courses, and their constituent units:
- Diploma* (AQF Level 5)
 - Advanced Diploma* and Associate Degree (AQF Level 6)
 - Bachelor Degree (AQF Level 7)
 - Bachelor Honours Degree, Graduate Certificate* and Graduate Diploma* (AQF Level 8)
 - Masters Degree (Coursework) and Masters Degree (Research) (AQF level 9), and
 - Doctoral Degree (Professional) and Doctoral Degree (Research) (AQF level 10).
- * Under the [AQF](#), Diplomas, Advanced Diplomas, Graduate Certificates and Graduate Diplomas may be accredited and issued as higher education or vocational education and training (VET) qualifications.
- 2.2 This policy and procedure does not apply to or specify requirements or processes for:
- Diplomas, Advanced Diplomas, Graduate Certificates and Graduate Diplomas issued as vocational education and training (VET) qualifications and accredited through the [Australian Skills Quality Authority \(ASQA\)](#). For details, refer to the [Vocational Education and Training \(VET\) Qualifications \(Scope of Registration\) Policy and Procedure](#)
 - Non-award courses, such as enabling education courses [e.g. STEPS, Tertiary Entrance Program (TEP)], ELICOS units, and professional development courses, which are governed by the [Non-Award Programs Policy and Procedure](#), or
 - external accreditation of CQUniversity courses or units by professional bodies or associations.

3 POLICY STATEMENT

Governance

- 3.1 CQUniversity takes full responsibility for and ensures consistent standards of all higher education courses including, through specific strategies, the monitoring of all courses delivered offshore and those delivered through partners or agents. Such arrangements will be monitored in accordance with the [Partnerships Policy](#), [Partnerships Procedures](#), and as documented in formal agreements with individual delivery partners.
- 3.2 CQUniversity broadly applies a three-step governance process to its courses and their development, accreditation, review and enhancement:

Coursework courses

Step 1: Course Committee

Step 2: Education Committee

Step 3: Academic Board

Research courses

Step 1: Research Higher Degrees Committee

Step 2: Education Committee (consultative role as needed)

Step 3: Academic Board

- 3.3 The functions, membership, processes, and decision-making authority of Academic Board and the above committees are detailed in their terms of reference.
- 3.4 Before new courses are developed and submitted through the three-step governance process, concept proposals for new courses require Vice-Chancellor's Advisory Committee (VCAC) consideration and the Vice-Chancellor and President's approval.
- 3.5 Where additional funding is required, approval of a Business Case by the Executive Management Committee is also required before final approval by the Vice-Chancellor and President. Refer to the [Procedure](#) section and relevant [appendices](#) for processes regarding governance and approval, and course development through to implementation and review.

Framework

- 3.6 CQUniversity's higher education courses vary in regard to their structure, elements and requirements according to [AQF qualification specifications](#) and CQUniversity requirements. As the structure, elements and requirements of coursework and research courses differ, not all sections in this policy and procedure apply equally to both types of courses.
- 3.7 CQUniversity's undergraduate and postgraduate coursework courses are largely comprised of constituent, taught units. CQUniversity's postgraduate research courses (research higher degrees) are largely comprised of time-based components of research, research training, and independent study, and may include some coursework units.

Development, accreditation and review

- 3.8 The development, accreditation and review procedures in this policy and procedure, including those regarding changes to and termination of courses and units, are broadly similar for coursework and research degrees. Refer to the relevant committee terms of reference for more information about their authority, responsibilities, and membership.

4 PROCEDURE

Course development – structure and elements

Course structure

- 4.1 All higher education courses will meet [AQF](#) specifications in terms of their duration (volume of learning), expressed in equivalent full-time years, and level, expressed in terms of course learning outcomes. Coursework courses will comprise a number 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. Research courses include time-based units (components of research) and some taught coursework units.
- 4.2 Course content will be structured so that students progress from introductory to more advanced material 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 descriptor.
- 4.3 Coursework courses may include sub-structures, with majors, minors and electives, as defined in the [Course sub-structure](#) section below.
- 4.4 The University's Student Management System allocates course codes for new courses.

Notional student workload

- 4.5 Notional student workload is expressed in terms of the sum of all of the time spent in all of the learning activities within a course. This includes not only the time spent in optional and compulsory contact hours or activities (for example, lectures, tutorials, workshops, labs, residential schools, etc.) but also all of the notional time spent in personal study (directed and independent learning) and all of the notional time spent preparing for assessments. This is in alignment with the [AQF](#), which uses the notional duration of all learning activities to define the volume of learning of a particular qualification, at 1200 hours per year.
- 4.6 At CQUniversity, the notional student workload for a volume of learning equivalent to one year of full-time study, at either undergraduate or postgraduate level, is 1200 hours, 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, for coursework courses, this equates to 150 hours of notional student workload for each six credit point unit at undergraduate or postgraduate level (12.5 hours of study over each of the 12 weeks of term).
- 4.7 For all courses with constituent units based on credit value, their credit value must be justified in terms of the notional student workload within the course, as part of the proposal process for new courses, and the process of five-yearly review and accreditation.

Units of credit

- 4.8 CQUniversity uses the concept of units of credit to express the amount of study (notional student workload) required in a particular coursework course.
- 4.9 One unit of credit represents the same notional student workload in all courses.
- 4.10 Each unit of credit 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.
- 4.11 The [AQF](#) volume of learning for one year (1200 hours of notional study workload) equates to 48 units of credit at CQUniversity.
- 4.12 All units at undergraduate and postgraduate level normally consist of six units of credit or multiples thereof (e.g. 12, 18, 24).

- 4.13 Where there is a variation in units of credit per course, this reflects the different amount of notional student workload associated with the unit, rather than the academic level of the unit, which is specified through the course learning outcomes and alignment with [AQF](#) qualification descriptors.

Course duration

- 4.14 CQUniversity's courses must adhere to the [AQF's](#) volume of learning (notional student workload) (see Table 1)¹. Courses that do not meet the below requirements must:
- justify their non-alignment and make it clear to students and stakeholders that the course is [AQF](#) non-compliant
 - make changes to bring the course into alignment, or
 - be terminated.
- 4.15 In exceptional circumstances, a course may not align with the University's documented framework for duration, notional study hours and/or units of credit but may still meet relevant AQF volume of learning requirements. Such courses must justify their non-alignment to Academic Board and seek approval to continue offering the course at the relevant [AQF](#) level.

Table 1: Elements required for all AQF courses

Type of Qualification	AQF Volume of Learning	AQF Level	CQUni Duration	Notional Study Hours	Units of Credit	Typical Number of 6 Credit Units
Diploma	1–2 years	5	1 year	1200	48	8 x 6 credits
Advanced Diploma	1.52 years	6	2 years	2400	96	16 x 6 credits
Associate Degree	2 years	6	2 years	2400	96	16 x 6 credits
Bachelor Degree	3–4 years	7	3–4 years	3600–4800	144–192	24 x 6 credits (3-year course) 32 x 6 credits (4-year course)
Dual and Double Bachelor Degrees	4–4.5 years	7	4–4.5 years	4800–5400	192–216	32 x 6 credits (4-year qualification) 36 x 6 credits (4.5-year course)
Honours Degree	1 year following a Bachelor Degree	8	1 year	1200	48	8 x 6 credits
Honours Degree	4 years when incorporated as the final year of a 4-year Bachelor	8	4 years	4800	192	32 x 6 credits (4-year course)
Graduate Certificate	0.5–1 year	8	0.5 years	600	24	4 x 6 credits
Graduate Diploma	1–2 years	8	1 year	1200	48	8 x 6 credits

¹ Further details of CQUniversity's research qualifications study load and course duration are in the [Research Higher Degree Course Rules Policy and Procedure](#).

Type of Qualification	AQF Volume of Learning	AQF Level	CQUni Duration	Notional Study Hours	Units of Credit	Typical Number of 6 Credit Units
Master's Degree (Coursework)	1–2 years (depending on entry, longer for conversion Masters Degree)	9	1–2 years	1200–2400	48–96	Various, depending on length E.g. 12 x 6 credits for 1.5 years E.g. 16 x 6 credits for 2 years
Master's Degree (Research)	1–2 years (typically)	9	Not less than 1 EFTSL*	Not applicable	Not applicable	Not applicable
Doctoral Degree (Professional)	3–4 years (typically)	10	Not less than 2 EFTSL*	Not applicable	Not applicable	Not applicable
Doctoral Degree (Research)	3–4 years (typically)	10	Not less than 2 EFTSL*	Not applicable	Not applicable	Not applicable

Notes: * EFTSL means equivalent full-time study load. One EFTSL is equivalent to one year's full-time study.

Unit code descriptors, levels and terminology

- 4.16 The University's Student Management System allocates unit codes for new units.
- 4.17 CQUniversity unit codes are prefixed with four letters. These letters describe the subject area of the unit, for example: ACCT = Accounting, MGMT = Management, JOUR = Journalism, HLTH = Health, NURS = Nursing.
- 4.18 These four letters are then followed by five numbers as follows:
- 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
 - access/enabling units have an initial number which is usually a '4' e.g. MATH40248.
- 4.19 Undergraduate units are further defined by levels. The unit level is identified by the second unit number, for example:
- level 1 – e.g. HRMT11011 (equivalent to first year)
 - level 2 – e.g. COIS12036 (equivalent to second year)
 - level 3 – e.g. BLAR13035 (equivalent to third year), and
 - level 4 – e.g. PSYC14047 (equivalent to fourth/honours year).
- 4.20 The numbering of certain units does not align with the above numbering scheme. A number of 'advanced' units are identified by a second unit number of '9,' e.g. MRKT19036. These units must specify which level in the above scheme they are equivalent to, so that all undergraduate units are calibrated in terms of their level. Specifications of undergraduate unit level will be recorded in the University's academic governance system.
- 4.21 Certain units may have pre-requisites. A pre-requisite is a unit in which a passing grade is required before study in a subsequent unit is permitted. All pre-requisites must be specified as part of unit accreditation. Students may be able to enrol in the subsequent unit while studying the pre-requisite unit, however, unit coordinators must advise students that if a passing grade in the pre-requisite unit is not obtained, they must un-enrol (drop) the subsequent unit before the relevant Census date.

- 4.22 If a deferred or supplementary exam or assessment is required after census date and the student receives a fail grade, the unit coordinator will inform the Deputy Dean - Learning and Teaching. The Deputy Dean - Learning and Teaching will inform the Student Governance Centre in writing to request withdrawal without academic penalty and removal of financial liability. If a student remains enrolled in the subsequent unit after receiving a failing grade in the pre-requisite unit then receives a failing grade in the subsequent unit, no special consideration will be given.
- 4.23 Certain units may have co-requisites. A co-requisite is a unit that must be studied concurrently with another specified unit unless a passing grade for that co-requisite unit has already been obtained. This should be specified as part of unit accreditation.
- 4.24 Certain units may have anti-requisites. An anti-requisite is a unit that is too similar in content to the specified unit to allow students to be given credit for both within a course. If a passing grade has previously been obtained in the anti-requisite unit, that unit can normally be substituted for the specified unit. This situation may occur due to course/unit changes.

Course and unit classification

- 4.25 Under the [Australian Standard Classification of Education](#) (ASCED), Australian universities must use field of education (FoE) classification to categorise higher education courses and units according to their vocational emphasis and subject matter within a hierarchical structure. FoE classification is used to classify courses, specialisations (e.g. majors) and units with the same or similar vocational emphasis within the same 'field of education'. The classification system is used nationally in all administrative and survey collections, which incorporate data on education by field. Applying the correct FoE classification codes to courses, specialisations and units is critical to University funding, benchmarking and reporting.
- 4.26 When proposing new courses and specialisations, their vocational emphasis is used to determine the most appropriate FoE classification (codes). If no specific vocational emphasis can be attributed, the subject matter is used to determine the most appropriate FoE codes. When proposing new units within new or changed courses, the subject matter is used to determine the most appropriate FoE codes. The [AQF](#) level of qualification to which a course leads is not relevant in determining FoE codes.
- 4.27 The Student Governance Officer in the Student Governance Centre (via sgc@cqu.edu.au) will assist schools in regard to [ASCED](#)/FoE coding and interpretation. For information on how to code the field of education of new courses or units, refer to the [Department of Education and Training higher education management information systems](#) (HEIMS). Field of education information is also available through the [Australian Bureau of Statistics](#).

Course sub-structure

- 4.28 Courses can comprise up to four different types of unit, arranged to give different sub-structures:
- core units taken by all students. These may include compulsory and optional components
 - units forming a sub-structure that normally leads to a specific post-nominal [e.g. Bachelor of Business (Management)] are termed 'majors.' These may include compulsory and optional components
 - units forming a sub-structure that does not lead to a specific post-nominal are termed 'minors'. These may include compulsory and optional components, and
 - units that are not specified by any of the above are termed 'electives'.
- 4.29 Unit types will be specified through the new course proposal and change course proposal processes.
- 4.30 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 units of credit, and
 - normally change the post-nominal of the qualification.

- 4.31 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 units of credit, and
 - not change the post-nominal of the qualification.
- 4.32 Electives may be restricted to specific types of units (e.g. specific to a particular course area or school) or may be unrestricted, in which case students will be free to choose their electives, subject to meeting the requirements for the appropriate amount of credit for level 1 and level 3 units as outlined below.
- 4.33 Bachelor degree courses will have a minimum of 36 units of credit at each of levels 1, 2 and 3. Any variance from this principle will need academic justification.

Entry, exit and interim awards

Entry awards

- 4.34 This is an award that is available for students to apply for admission to, and enrol in, for the purposes of gaining the qualification.
- 4.35 Units within a course shall be structured to enable students to meet the requirements for admission into a course at the next [AQF](#) qualification descriptor level. 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 descriptor.
- 4.36 Units of credit, course duration and notional student workload shall be considered in the structure of entry awards.

Exit awards

- 4.37 This is an award that may be available to students who are unable to fulfil the requirements of the course for which they are enrolled, or who choose to exit the course on completing the requirements of an alternate award. Where such an award exists, students may apply to the Dean of School (or nominee, normally the Student Advisor) to withdraw from their current course and graduate with the appropriate exit award.
- 4.38 The Dean of School (or nominee) shall ensure that students have sufficient units of credit and have completed the required units for the intended exit award.

Interim awards

- 4.39 This is an award that is granted to a student on completing a component of a degree course, while remaining enrolled in the original course.
- 4.40 A student enrolled in a coursework course at CQUniversity may, on completing the required units which meet course and [AQF](#) qualification descriptor requirements, request to graduate with an appropriate interim award, for example a Diploma, Advanced Diploma or Associate Degree for undergraduate students, or a Graduate Certificate or Graduate Diploma for postgraduate students. The student will then continue to study the course in which they are currently enrolled.
- 4.41 Students must take the interim awards progressively throughout the course, as multiple awards will not be conferred on one single confer date, e.g. a student in the Master of Business Administration may request the interim award of a Graduate Certificate; however, once eligible to request the interim award of Graduate Diploma, the student cannot retrospectively receive the Graduate Certificate.
- 4.42 Interim awards will not be given retrospectively.

Articulations, pathways and comprehensive curriculum models

- 4.43 When developing new higher education courses, eligibility and suitability for articulation or dual offer arrangements of strategic benefit to the University (including with external providers) are to be considered for implementation, where appropriate. Of particular focus should be the alignment of new higher education courses with existing and/or proposed CQUniversity VET courses with one or more of the University's comprehensive curriculum models.
- 4.44 The below list defines the various relationships between CQUniversity higher education coursework and VET courses to support the University's comprehensive model. Compliance with one or more of the listed curriculum models is not mandatory; however, each Course Committee is to consider the appropriateness of each model when developing new courses and undertaking annual course enhancement and five-yearly reviews of existing courses.

Embedded diplomas

- 4.45 In developing first-year courses for a Bachelor level qualification, the units of competency of an associated VET Diploma are embedded within the higher education units. On completing the identified units and any associated requirements, students are eligible to apply for an interim or exit award of the Diploma qualification. The specified units are delivered as higher education units but include the learning outcomes and, where appropriate, assessment of the corresponding units of competency.

Articulation

- 4.46 Articulation is a process that enables students to progress from one completed qualification to another with admission and/or unit credit granted in a defined pathway. The development of an articulation, via a formal articulation agreement provides a pathway between related VET and higher education qualifications where some level of equivalence is identified. Such agreements enable students to progress from a completed VET qualification to a higher education course, normally with some level of pre-assessed and identified unit credit.
- 4.47 All articulation agreements must be documented in the University's articulations database to ensure consistent application. Refer to CQUniversity's [Articulation Policy and Procedure](#) for information on articulation agreements.
- 4.48 Articulation is most suitable for Diploma-level qualifications to Bachelor degrees where a sequential and concurrent pathway can be clearly identified. When considering if a course is suitable for an articulation model, refer to the [Articulation Policy and Procedure](#) and the [AQF Qualifications Pathways Policy](#) for information on compliance requirements.

Pathways

- 4.49 Pathways are identified between related VET and higher education coursework courses that will enable students to progress from a completed VET qualification to a higher education course. Admission to the identified higher education course is guaranteed on completing the relevant VET course; however, any recognition of prior qualifications is not pre-assessed and will be discretionary in accordance with the University's [Credit for Prior Learning in Higher Education Policy and Procedure](#). Such arrangements will be documented in the University's articulations database, and students will be advised via the Student Handbook and other marketing platforms. Pathways are most suitable for Certificate-level qualifications to Bachelor degree and other higher education coursework courses. When considering if a course is suitable for a pathway model, refer to the [Articulation Policy and Procedure](#) and the [AQF Qualifications Pathways Policy](#) for information on compliance requirements.

Dual offers

- 4.50 Pathways are identified between related VET and higher education courses and are advertised through the relevant Tertiary Admissions Centre (TAC) as a combined qualification. On completing the identified VET qualification, the student is granted automatic admission into the subsequent higher education course. Where equivalence between the two qualifications is identified, students may also be granted some level of pre-assessed course credit on admission to the higher education course.

Parallel qualification

- 4.51 Qualifications, skill sets, and units of competency are identified to complement a higher education qualification. Students will have the option to undertake additional study with the relevant Vocational Education School parallel to their chosen higher education course to gain additional skills. Students will be advised of these options via the Student Handbook and other marketing platforms.

Course and unit accreditation

Course concept proposals

Completing the course concept proposal template

- 4.52 The proposer completes the Course Concept Proposal Template ensuring alignment with this policy, the [AQF](#) and University plans, and providing evidence of demand. The Course Concept Proposal includes an abridged version of the University's [Business Case Template](#). To assist in developing the Course Concept Proposal, the proposer is to contact the Marketing Directorate to obtain the market intelligence required.

Approving course concept proposals

- 4.53 The course concept proposal approval process is as follows:
- The proposer completes the Course Concept Proposal Template in the University's governance and accreditation system, Nexus, and submits it to the relevant Dean of School (coursework courses) or the Dean, Graduate Studies (research courses) for endorsement.
 - The Dean submits the endorsed Course Concept Proposal to the Provost or Deputy Vice-Chancellor (Research) (or other relevant Deputy Vice-Chancellor), whomever is appropriate in regard to the type of course.
 - The Provost or Deputy Vice-Chancellor (Research) (or other relevant Deputy Vice-Chancellor) submits a completed VCAC agenda item coversheet with the endorsed Course Concept Proposal to VCAC for recommendation to the Vice-Chancellor and President for approval of the concept, after which the proposer will be advised of the decision.
 - The approved Course Concept Proposal then proceeds to the Executive Management Committee for consideration of the business case component and recommendation to the Vice-Chancellor and President for approval of the business case. The proposer will then be advised of the decision.

Developing business cases

- 4.54 If the course is to be delivered from recurrent funds of up to \$1 million (i.e. no additional funds are required), no additional documentation is required.
- 4.55 If the course requires funding of greater than \$1 million and/or the set-up of a new delivery site, the Provost (or relevant Deputy Vice-Chancellor) must submit a full [Business Case Template](#) to the Strategic Planning and Projects Committee for recommendation to Council for approval.

New course proposals

Completing the new course proposal template

- 4.56 For coursework courses, once the Course Concept Proposal is approved, the developer establishes a Course Committee and Course Reference Committee (where none exists) to assist in completing the Course Proposal Template in Nexus. For research courses, the developer will work in conjunction with the Research Higher Degrees Committee (if necessary) to complete the Course Proposal Template². The developer will also advise of consultation with divisions and key stakeholders, and any professional

² For research courses, Nexus may not be available for all endorsement or accreditation processes. In these cases, documents must be submitted manually to the relevant committees. Refer to Appendix A in the [Research Higher Degrees Committee Terms of Reference](#) for details of the approval pathway.

accreditation or recognition sought. All taught unit/s required for the complete course offering must be submitted at the same time as the New Course Proposal (see [University Accreditation](#) procedures below).

Course termination arrangements

4.57 Where the new course is replacing an existing course (course termination), the developer will identify transition arrangements as part of the New Course Proposal (see the [Course and Unit Termination](#) procedures below).

New units in a new course

4.58 The developer will need to complete a New Unit Proposal Template for each of the new constituent units comprising a new course (see the [New Unit Proposal](#) procedures below).

Accrediting course proposals

4.59 The new course proposal accreditation process is as follows:

- The developer submits the completed New Course Proposal Template with the relevant unit proposal/s to the relevant Course Committee (coursework courses) or the Research Higher Degrees Committee (research courses) for endorsement.
- For coursework courses, the Course Committee submits the endorsed New Course Proposal and Unit Proposal/s to the Education Committee for endorsement.
- For research courses, the developer submits the endorsed New Course Proposal and Unit Proposal/s to the Education Committee for consultation and to the Research Higher Degrees Committee for endorsement.
- The Education Committee or the Research Higher Degrees Committee (whichever is relevant) submits the endorsed New Course Proposal Template to Academic Board for course accreditation.

New unit proposals

Completing the new unit proposal template

4.60 The developer completes the New Unit Proposal Template in Nexus ensuring that the relevant Course Committee and Course Reference Committee or the Research Higher Degrees Committee (if necessary) have had an opportunity to contribute to the proposal.

New units in a new course proposal

4.61 When introducing a new unit as part of a new course, the New Unit Proposal must be submitted at the same time as its related New Course Proposal (see the [New Course Proposal](#) procedures above).

New units in an existing course (including unit termination)

4.62 When introducing a new unit into an existing course it is common practice to terminate an existing unit within the current course. The terminating unit will require completion of the Unit Termination Template. The Unit Termination Template for the terminating unit must be submitted with the New Unit Proposal Template for accreditation (see the [Course and Unit Termination](#) procedures below). A Change Course Proposal must also be completed to add the new unit to the existing course.

New unit proposal accreditation

4.63 The new unit accreditation process is as follows:

- For coursework courses, the proposer submits the completed New Unit Proposal Template to the relevant Course Committee for endorsement. If endorsed, the Committee submits the New Unit Proposal Template to the Education Committee for unit accreditation.
- For research courses, the proposer submits the completed New Unit Proposal Template to the Research Higher Degrees Committee for initial endorsement and to the Education Committee for consultation, if appropriate. Subject to initial endorsement and consultation, the Research Higher Degrees Committee considers the New Unit Proposal Template for unit accreditation.

Development, accreditation and review

Development

- 4.64 Courses and units shall be designed, developed and delivered using the principles of CQUniversity's [Learning, Teaching and Assessment Framework Policy](#), and guided by the [Seven Principles for Good Practice in Undergraduate Education](#), and other references endorsed by Academic Board.
- 4.65 Course and unit learning outcomes shall include advanced knowledge and inquiry at a level appropriate for the qualification and year of study. Appropriately experienced academic staff will provide leadership and oversight of all aspects of academic quality for key tasks such as:
- curriculum design and delivery, including the alignment of learning outcomes, learning activities and assessment tasks
 - course and unit development
 - accreditation or licencing by external professional or licencing bodies, if required, and
 - reflection, enhancement and review.
- 4.66 Courses designed to ensure graduates are eligible for employment in a particular profession, registration to practice in a regulated profession, or licenced to practice by a professional or licencing body requires external accreditation by the relevant body before University accreditation can be granted. For more information, refer to:
- [Appendix A](#): Professions with professional practice accreditation requirements in courses, and
 - [Appendix B](#): Types of professional accreditation requirements relevant to CQUniversity courses.
- 4.67 Course learning outcomes will be benchmarked with national and international comparators.
- 4.68 The discipline area of all units will be underpinned by a substantial level of scholarship demonstrated by a coherent body of knowledge, theoretical framework, published research and current literature, and this scholarship will be reflected in course and unit development.
- 4.69 There may be more than one academic organisational unit involved in the development of a new course or unit, and cross-disciplinary approaches are encouraged.
- 4.70 The Tertiary Education Division is the primary area responsible for developing higher education coursework courses, although cross-disciplinary approaches to development are encouraged. Other divisions proposing to develop a new higher education coursework course must first consult with the Provost to determine the most appropriate area for delivering the course. Where agreement cannot be reached, the issue of delivery must be referred to the University's Senior Executive for a final determination.
- 4.71 The Research Division is the primary area responsible for developing higher education research courses. Input regarding research higher degree qualifying courses and units is required from the Tertiary Education Division (and other divisions if relevant) to ensure alignment between related coursework and research higher degrees.
- 4.72 As a general rule, staff should allow at least three months from the time of submitting a complete and satisfactory Course Concept Proposal to the development of a New Course Proposal through to University accreditation by Academic Board. This timeline is indicative only and may be extended by a number of factors, including the complexity of the proposal, and/or any lack of detail within the proposals and consequent committee requests for additional information. The time taken for providing any required additional/revised information will add to the indicative timeline.

University accreditation (self-accreditation)

- 4.73 Accreditation is the University's peer assessment process that ensures each course meets its stated objectives (and that any constituent units) achieve optimal learning outcomes for students. The University strives to maintain rigorous standards in accrediting its academic courses to meet its mission and strategic goals.

- 4.74 As part of the University's accreditation process, new courses (and their constituent units if any) are considered on the basis of (i) strategic and resource aspects (which are documented in a Course Concept Proposal) and (ii) academic governance and standards (documented in a New Course Proposal) before accreditation. The process is separated in terms of a clear distinction between the committee responsible for considering the strategic elements of a proposal (VCAC) and the Committee responsible for considering the academic standards (Academic Board).
- 4.75 All New Course Proposals require University accreditation. All unit/s for the complete offering of that course if any must be submitted at the same time as the New Course Proposal/s.
- 4.76 For courses requiring professional accreditation by an external accreditation or licencing body, Academic Board may grant provisional accreditation to enable application for professional accreditation or a licence to the relevant external accreditation or licencing body. Full University accreditation will be only be granted when evidence is provided to Academic Board in accordance with section 4.88 below.
- 4.77 All changes to courses require Education Committee or Research Higher Degrees Committee accreditation, whichever Committee is relevant to the type of course. For any changes to courses involving a new unit/s, the Change Course Proposal must be submitted at the same time as the New Unit Proposal/s.
- 4.78 All New Unit Proposals require Education Committee accreditation.
- 4.79 Changes to units not leading to a new unit are considered and accredited by the relevant Course Committee or the Research Higher Degrees Committee, whichever Committee is relevant to the type of course.
- 4.80 Proposals will be assessed through an objective, transparent and equitable process which is clearly documented.
- 4.81 Academic Board has the authority to require information from an academic organisational unit, including statistical information, and may set specific conditions on the accreditation.
- 4.82 Academic Board may also revoke University accreditation of a course or unit based on reasonable grounds. These might include quality, currency, viability, relevance, and status of professional accreditation by an external accreditation or licencing body.
- 4.83 Academic Board has the authority to initiate a course or unit review outside the normal five-yearly course and unit review and re-accreditation process.
- 4.84 Accredited courses and units will be required to meet standard reporting obligations and conditions determined by Academic Board and University policies and procedures.
- 4.85 Once accredited by Academic Board, a course will continue to be accredited for a maximum period of five years and is then subject to review and re-accreditation. Continuing University accreditation of a course is on condition that:
- a) no changes are made to the course and its constituent units, if any, unless those changes have been progressed and accredited in line with this policy and procedure, and
 - b) if applicable, the course continues to maintain its external accreditation by the relevant professional accrediting or licencing body.

External accreditation

- 4.86 External accreditation is in addition to University accreditation. A course may have an external accreditation process that can be either (i) professional accreditation or (ii) learned society accreditation.
- 4.87 Courses that require professional accreditation or a licence for graduates to be eligible to practice must receive conditional, provisional or full accreditation or a licence from the relevant professional/licensing body before Academic Board can grant University accreditation. This requirement does not extend to external accreditation by learned societies as this is not required for professional practice.

- 4.88 The course proposer will provide evidence and plans for obtaining professional accreditation or a licence to the Education Committee when seeking University accreditation. If Academic Board has granted provisional accreditation, in accordance with section 4.76, Academic Board will then require evidence of professional accreditation or a licence enabling graduates to be eligible to practice to confirm University accreditation.
- 4.89 Scheduling for review and University re-accreditation of courses and their external accreditation may overlap. In such cases these activities may be conducted sequentially.
- 4.90 The University course review and re-accreditation process is the priority as a minimum standard and must be complied with for continuance of course accreditation by the University. When external accreditation occurs before University re-accreditation, or when University and external accreditation is carried out sequentially, the membership of the Course Review Panel is modified to accommodate external accreditation requirements alongside those of University accreditation (see [Course Review Panel Terms of Reference](#)).
- 4.91 Academic Board, through the Education Committee, will receive and consider reports from external bodies on the reviews of courses they have accredited or for which accreditation has been sought, including the response from the academic organisational unit to this report.

Overview of review processes

- 4.92 An integral component of academic quality assurance is the regular and systematic review and evaluation of every course and its constituent units by the relevant Course Review Panel.
- 4.93 Regular and systematic reviews are undertaken to evaluate and improve learning outcomes, to identify priorities for development and planning, and to reassess existing learning and teaching activities before re-accreditation. A review process is designed to ensure that the course reflects high standards of curriculum development, recognising that the competence in developing courses is formulated within the Course Committee, with inputs from the relevant Course Reference Committee or the Research Higher Degrees Committee, depending on the type of course. Review ensures that courses remain viable and units remain relevant within a course, and that a course is compliant with minimum academic standards for the discipline area/s, once determined.
- 4.94 All combined qualifications (such as dual and double degrees) must be reviewed and re-accredited as a cognate suite wherever possible.
- 4.95 CQUniversity undertakes the following activities to review its courses:
- 1) All courses and units undergo an annual enhancement reporting process, and
 - 2) All courses undergo a five-yearly course and unit review and re-accreditation, which consist of the following three-stage process:
 - Stage 1: Production of a Self-Evaluation Report
 - Stage 2: Consideration of the Self-Evaluation Report by a Course Review Panel, and production of a Course Review Panel Report – Work Plan for Academic Board consideration in terms of either re-accrediting the course or not, and
 - Stage 3: Actions addressing the Course Review Panel Report – Work Plan, which may include course and unit changes, terminations, or other appropriate actions.
- 4.96 Detailed procedures for each of these reporting/review activities are in the relevant sections below. Workflow diagrams of these activities are shown in the [Appendices](#).
- 4.97 Self-evaluation is a holistic 360-degree feedback process that involves collecting feedback from multiple sources.
- 4.98 The Dean of School in consultation with the relevant Deputy Dean - Learning and Teaching and Head of Course is responsible for ensuring that all coursework courses and constituent units are systematically reviewed. The Dean, Graduate Studies in consultation with the relevant Deputy Dean/s - Research is responsible for ensuring that all research courses are systematically reviewed. These reviews must be undertaken before submission to Academic Board for re-accreditation, where Academic Board will endorse the integrity of academic courses.

Course review panels and their role

- 4.99 Reviews are undertaken by a Course Review Panel.
- 4.100 Panel membership will be proposed in consultation with the relevant Course Committee and Course Reference Committee (coursework courses) or Research Higher Degrees Committee (research courses). The Dean of School and Provost or the Dean, Graduate Studies and Deputy Vice-Chancellor (Research) (or other relevant Deputy Vice-Chancellor) is responsible for endorsing panel membership, depending on the type of course. Academic Board (see the Course Review Panel Membership Template) will decide panel membership in regard to all courses.
- 4.101 The Course Review Panel's composition will be relevant and appropriate to the course under consideration. Representation from external stakeholders may include, but is not limited to, a range of interested parties including industry, practitioners, employers, community representatives and senior academic leaders from other institutions. Where appropriate, include representation from the discipline area in the equivalent vocational school to provide input regarding potential articulations, pathways and relationships with existing and/or proposed CQUniversity VET courses.
- 4.102 The majority of the panel's members shall be external to the University. The Chair of the Course Review Panel will be proposed by the Head of Course (coursework courses) or Dean, Graduate Studies (research courses) and decided by Academic Board. The Chair will be independent of the course and school, and of any academic units involved in delivering units within the course/s to be reviewed.
- 4.103 The Course Review Panel's role is to:
- evaluate the course against the relevant external and internal references
 - identify possible articulations, pathways and relationships with existing and/or proposed CQUniversity VET qualifications that support the University's comprehensive environment and identified curriculum models, and
 - provide recommendations on the continuation or enhancement of the course.
- For details, refer to the [Course Review Panel Terms of Reference](#).
- 4.104 The relevant Head of Course/Dean, Graduate Studies (or nominee) shall provide documented evidence to Academic Board of its responses to the Course Review Panel Report – Work Plan within a maximum of one year from the date of the report, using the Course Review Panel Report – Progress Report at 12 Months Template.
- 4.105 Course Review Panel Reports will be forwarded to Academic Board through the Dean of School and Provost (coursework courses) or the Dean, Graduate Studies and Deputy Vice-Chancellor (Research) (research courses) (or other relevant Deputy Vice-Chancellor, where appropriate) for monitoring the implementation of the report recommendations (see the [Five-Yearly Course Review Schedule and Re-Accreditation](#) procedures below).

Overview of re-accreditation and benchmarking

- 4.106 All University courses are normally accredited for a period of five years. In the penultimate year of the course's accreditation period, the Head of Course/Dean, Graduate Studies will begin the process of self-evaluating the course to determine whether it should be submitted for re-accreditation for a further five years and to identify any changes which may be necessary to ensure its ongoing success. This will take the form of a renewal plan for the course and its constituent units. The focus of the process is on quality assurance and enhancement.
- 4.107 The University requires relevant benchmarking of the academic performance of courses against other universities to identify, and act upon, areas requiring improvement. Benchmarking and external accreditation provide assurance that standards of courses and units, and student learning outcomes, are comparable with standards expected across the Australian higher education sector.

Annual course enhancement

- 4.108 Annual reporting and enhancement of courses and units are integral components of the academic quality assurance process aimed at improving students' experiences and learning outcomes. A commitment to the experience of students as learners is essential, and is founded on the standards and outcomes of the academic courses and units. The annual enhancement process provides significant reference points for developing best practice.
- 4.109 The course must have effective mechanisms to collect regular, valid and reliable feedback from stakeholders, such as students (e.g. unit evaluations, Student Experience Survey), graduates (e.g. Graduate Outcome Survey), staff (e.g. peer review and teaching evaluations), and employers of graduates, to ensure course and unit enhancement. Changes implemented as a result of stakeholder feedback should be identified and appropriately communicated back to stakeholders.

Completing annual course enhancement reports

- 4.110 Annual Course Enhancement Reports are submitted each year that the course is offered. The Head of Course/Dean, Graduate Studies (or nominee) completes the Annual Course Enhancement Report Template, reflecting on the following:
- course statistics, including trends and implications
 - 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 professional accreditation by an external accreditation or licencing body (if required for course accreditation) and any related risks or concerns
 - engagement strategies and their effectiveness
 - feedback on the course from employers, industry, staff and/or students, and
 - identified articulations, pathways and relationships with existing and/or proposed CQUniversity VET qualifications and how the qualification may align with the University's various comprehensive curriculum models.
- 4.111 In the event of changes to the resources or academic outcomes, the Head of Course/Dean, Graduate Studies (or nominee) must complete a Change Course Proposal Template and apply the procedures for course changes in the relevant section below.

Approving annual course enhancement reports

- 4.112 For coursework courses, the Head of Course submits the Annual Course Enhancement Report in Nexus to the relevant Course Committee or for endorsement and submission to the Education Committee for approval.
- 4.113 For research courses, the Dean, Graduate Studies (or nominee) submits the Annual Course Enhancement Report in Nexus to the Research Higher Degree Committee for approval.

Annual unit enhancement

Completing annual unit enhancement reports

- 4.114 This section applies to taught units in coursework and research courses. Annual unit enhancement is conducted once a year in each year that a unit is offered. If a unit is offered in more than one term, the Dean of School (coursework courses) or Dean, Graduate Studies (research courses) (or equivalent role) must nominate the term in which the Unit Enhancement Report will be submitted.

- 4.115 The unit coordinator completes the Annual Unit Enhancement Report Template reflecting on the following:
- unit statistics
 - previous year's recommendations and action taken
 - self-evaluation, peer feedback, student feedback and any additional feedback, including from Course Committees, Course Reference Committees, the Research Higher Degrees Committee, industry stakeholders, etc., and any recommended actions to address feedback
 - good practice in learning/teaching/assessment, and
 - relevance and adequacy of course resources, including facilities, software and information resources.
- 4.116 The unit coordinator also develops recommendations for the following year including communication strategies to inform students of the recommendations, potential impact on resources and change to the synopsis, learning outcomes, graduate attributes and/or assessment items.
- 4.117 In the event of changes to academic outcomes or resource requirements, the unit coordinator must complete a Change Unit Proposal Template and apply the procedures for unit changes in the relevant section below.

Approving annual unit enhancement reports

- 4.118 The unit coordinator submits the completed Annual Unit Enhancement Report to the relevant Course Committee (coursework courses) or the Research Higher Degrees Committee (research courses) for approval.

Five-yearly course reviews

Stage 1: Self-evaluation

- 4.119 Self-evaluation involves academic staff in reflective analysis of the course and its constituent units, forming the basis for a review process through a Course Review Panel.

Course review schedule and re-accreditation

- 4.120 All University courses are normally accredited for a five-year period. In the penultimate year of the course's accreditation period, the course and its units will undergo a review to evaluate its quality and viability to determine whether it should be accredited for a further five years, and to identify any necessary changes to ensure its ongoing success.
- 4.121 The Head of Course/Dean, Graduate Studies refers to the Course Review Schedule (available from the CQUniversity Academic Board StaffNet page) to determine when the five-yearly course and unit review and re-accreditation is due. Depending on the type of course, advice is available about the overall process from Learning and Teaching Services (Tertiary Education Division) and the Office of Research (Research Division).
- 4.122 All University courses with external accreditation may undertake the external accreditation process before, after or concurrently with the internal five-yearly course review and re-accreditation. If external accreditation is undertaken before University re-accreditation, the external accreditation report must be submitted to the Course Review Panel with the Self-Evaluation Report (Five-Yearly Course and Unit Review and Re-Accreditation Template).
- 4.123 Where the external accreditation occurs after University re-accreditation, review panel composition for courses with Academic Board accreditation in section 5 of the [Course Review Panel Terms of Reference](#) applies. (See also the [External Accreditation](#) procedures.)

Completing the five-yearly course review and re-accreditation template

- 4.124 The Head of Course/Dean, Graduate Studies, in consultation with the relevant Course Committee (coursework courses) or the Research Higher Degrees Committee (research courses), completes the Five-Yearly Course and Unit Review and Re-Accreditation Template for self-evaluation. The Head of Course/Dean, Graduate Studies then submits this, with all supporting materials and data, to the Course Review Panel for consideration.

Stage 2: Self-evaluation report consideration and a course review panel report

Roles and functions

- 4.125 The Course Committee (coursework courses) or the Research Higher Degrees Committee (research courses) recommends the membership for a Course Review Panel.
- 4.126 The Head of Course/Dean, Graduate Studies completes Stage 1 Five-Yearly Course and Unit Review and Re-Accreditation Template and collates supporting materials and data for the Course Review Panel.
- 4.127 The panel's functions and role are in the [Course Review Panel Terms of Reference](#).

Course review panel site visits

- 4.128 Site visits usually last for three days, but may range from two to five days, depending on the size and complexity of the course review, including a half-day for the panel to consider its findings before the visit formally concludes.
- 4.129 The range of people and groups met during the panel visit relates to the course and units. Generally, a panel may meet the following, as required:
- the appropriate member of the VCAC
 - members of key committees, such as Academic Board, the Education Committee, the Research Higher Degrees Committee and the Learning and Teaching Committee (the latter two which are responsible for academic/research policy development and oversight)
 - key people in the institution responsible for managing and operating the quality system and sub-systems, such as Deans of School, the Dean, Graduate Studies, Heads of Courses, representative/s of the discipline from the equivalent Vocational School
 - staff and students involved in the course
 - a cross-section of students drawn from different levels, disciplines and categories, such as undergraduates, postgraduates. Specific groups may be nominated by the panel
 - a selection of graduates from the current course accreditation period
 - representatives of stakeholder groups from industry, commerce and government with experience of its graduates, and
 - community representatives.
- 4.130 If appropriate, people in other locations may be interviewed via teleconference or videoconference.

Course review panel reports

- 4.131 The Course Review 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.
- 4.132 The Panel Chair is normally responsible for writing the report with assistance from the Administrative Officer to the Course Review Panel and other review panel members as required. A draft of the report is to be completed by the end of the site visit while all members of the review panel 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 the opportunity to register a minority view.

Approving course review panel reports

4.133 The course review panel report approval process is as follows:

- The Course Review Panel submits the completed Course Review Panel Report to the Head of Course/Dean, Graduate Studies.
- The Head of Course/Dean, Graduate Studies provides a succinct response to the report including a work plan to address each of the recommendations, using the Course Review Panel Report – Work Plan Template.
- For coursework courses, the Head of Course submits the Course Review Panel Report, Course Review Panel Report – Work Plan, original self-evaluation document, and, if appropriate, the external accreditation report to the Dean of School for endorsement, who then submits the documents to the Provost (or other relevant Deputy Vice-Chancellor, where appropriate) for endorsement.
- For research courses, the Dean, Graduate Studies submits the endorsed Course Review Panel Report, Course Review Panel Report – Work Plan, original self-evaluation document, and, if appropriate, the external accreditation report to the Deputy Vice-Chancellor (Research) for endorsement.
- The Provost or Deputy Vice-Chancellor (Research) (or other relevant Deputy Vice-Chancellor) submits the endorsed Course Review Panel Report, Course Review Panel Report – Work Plan, original self-evaluation document, and, if appropriate, the external accreditation report to Academic Board. The Board will consider course re-accreditation and monitor implementation of the report's recommendations.

Stage 3: Action required addressing course review panel report recommendations

Responding to course review panel report recommendations

4.134 The Head of Course/Dean, Graduate Studies, in consultation with the relevant Course Committee (coursework courses) or the Research Higher Degrees Committee (research courses), submits to Academic Board a formal written response to each of the report's recommendations, with documented evidence, within a maximum of one year from the date of the report, using the Course Review Panel Report – Progress Report at 12 Months Template.

Course and unit changes

- 4.135 Where there are changes to a course that have resource implications or lead to changes in academic outcomes of the course, the Head of Course/Dean, Graduate Studies must complete a Change Course Template.
- 4.136 Where there are changes to a constituent unit within a course that have resource implications or lead to changes in academic outcomes of the unit, the unit coordinator must complete a Change Unit Template. Course and unit change procedures are below.

Course and unit terminations

4.137 Where a decision has been made to terminate a course or unit as a result of the Five-Yearly Course and Unit Review and Re-Accreditation Report, the Head of Course/Dean, Graduate Studies must complete the applicable Course Termination/Unit Termination Templates and give due consideration to teach-out and transition arrangements for current students (see [Course and unit termination](#) procedures below).

Course and unit changes

4.138 Where course changes have resource implications or alter course learning outcomes, the Head of Course/Dean, Graduate Studies must complete the Change Course Template. Such changes usually occur as a result of either the Annual Course Enhancement Report or the Five-Yearly Course and Unit Review and Re-Accreditation.

- 4.139 Where unit changes have resource implications or altered unit learning or assessment outcomes, the unit coordinator must complete the Change Unit Template. Changes usually occur as a result of the Annual Unit Enhancement Report. Changes to a unit level (first year/second year/advanced level) or changes to a unit code require a New Unit Proposal.

Completing the change course template

- 4.140 The Head of Course/Dean, Graduate Studies completes the Change Course Template in Nexus, detailing the proposed change/s and the reason for the change/s as well as CRICOS implications, Student Handbook implications, and anticipated impact on resources and students.
- 4.141 A Change Course Proposal, which includes the introduction of a new units/s, must be submitted at the same time as the New Unit Proposal/s.

Accrediting course changes

- 4.142 For coursework courses, the Head of Course submits the completed Change Course Template to the relevant Course Committee for endorsement, after which the Committee submits the endorsed Change Course to the Education Committee for course accreditation.
- 4.143 For research courses, the Dean, Graduate Studies submits the completed Change Course Template to the Research Higher Degrees Committee for course accreditation.
- 4.144 Any course changes with resource implications or other issues that potentially impact on the continuing viability of course delivery will require consideration before course accreditation is decided. In such cases, the accrediting committee will refer relevant course information to VCAC and the Executive Management Committee if appropriate for consideration.

Completing the change unit template

- 4.145 The unit coordinator completes the Change Unit Template detailing the proposed change/s and the reason for the change/s as well as any impact on the alignment of unit learning outcomes with the course learning outcomes and/or graduate attributes and external accreditation. The unit coordinator also needs to consider resource implications, impact on students, and marketing and recruitment implications.

Accrediting unit changes

- 4.146 The unit coordinator submits the completed Change Unit Template in Nexus to the relevant Course Committee (coursework courses) or to the Research Higher Degrees Committee (research courses) for unit accreditation.
- 4.147 Any unit changes with resource implications or other issues that potentially impact on its continuing viability within the course will require consideration before unit accreditation is decided. In such cases, the accrediting committee will refer relevant unit information to the Dean of School for consideration.

Course and unit termination

- 4.148 Academic Board has authority to terminate offering a course or unit having considered a recommendation from the Education Committee (coursework courses) or the Research Higher Research Degrees Committee (research courses).
- 4.149 When terminating the offering of a course, Academic Board 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 Course Termination Proposal or determine an alternative date.
- 4.150 Where a decision has been made to terminate a course or a unit, usually following an Annual Unit Enhancement Report, Annual Course Enhancement Report or Five-Yearly Course and Unit Review and Re-Accreditation, the Head of Course/Dean, Graduate Studies must complete the Course Termination Template or Unit Termination Template. A course or unit may also be terminated as a result of a new course or unit being introduced.

Course termination

- 4.151 The Head of Course/Dean, Graduate Studies completes the Course Termination Template documenting the reason for the termination, impacts on other courses and schools, transition arrangements, and consultation with the relevant Course Committee and Course Reference Committee or the Research Higher Degrees Committee. Where a course termination requires units to be terminated as well, the Unit Termination Template must be submitted at the same time as the Course Termination Template.
- 4.152 The course termination approval process is as follows:
- For coursework courses, the Head of Course submits the completed Course Termination Template in Nexus to the relevant Course Committee for endorsement. Subject to its endorsement, the Course Committee submits the template to the Education Committee for endorsement. If endorsed, the Education Committee submits the template to Academic Board to approve course termination.
 - For research courses, the Head of Course submits the completed Course Termination Template in Nexus to the Research Higher Degrees Committee for endorsement. Subject to endorsement, the Research Higher Degrees Committee submits the template to Academic Board to approve course termination.

Unit termination

- 4.153 The Head of Course/Dean, Graduate Studies completes the Unit Termination Template 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 (coursework courses) or the Research Higher Degrees Committee (research courses).
- 4.154 The unit termination approval process is as follows:
- For coursework courses, the Head of Course submits the completed Unit Termination Template in Nexus to the relevant Course Committee for endorsement. If endorsed, the Committee submits the template to the Education Committee for approval.
 - For research courses, the Dean, Graduate Studies submits the completed Unit Termination Template to the Research Higher Degrees Committee for approval.

Teach-out and transition arrangements

- 4.155 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. Teach out of courses should 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. When the approved teach-out period ends, no enrolments into the course will be permitted. Course details will be moved from the database of active courses to the archives.
- 4.156 If a course is to be terminated without an appropriate teach-out period, transition arrangements into a new course for existing students must be noted by the Education Committee or the Research Higher Degrees Committee, and approved by Academic Board as part of the Course Termination Proposal to avoid an extended teach-out period.

Advertising courses

- 4.157 The relevant Admissions Centre may be informed of courses, subject to Academic Board granting University accreditation.
- 4.158 Courses must not be advertised (e.g. in a prospectus, course brochure or website) or implemented and no students may be enrolled until Academic Board grants University accreditation.
- 4.159 Courses requiring professional accreditation or a licence to enable graduates to practice must not be advertised as leading to professional registration or professional/recognised/licensed practice outcomes until professional accreditation/a licence and University accreditation has been granted. Students must not be enrolled in courses requiring professional accreditation or a licence to enable graduates to practice

that have only been granted provisional University accreditation. Refer to [Appendix A](#) and [Appendix B](#) for more information.

- 4.160 Courses must not be advertised or marketed to international students until they have gained University accreditation and CRICOS endorsement.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 Academic Board is responsible for accrediting higher education courses, managing academic governance and establishing quality assurance mechanisms to ensure CQUniversity's compliance with the Tertiary Education Quality Standards Agency (TEQSA) legislation, higher education standards and the [AQF](#).
- 5.2 The Pro Vice-Chancellor (Learning and Teaching) and Academic Board are responsible for implementing, monitoring and reviewing this policy and procedure to ensure its continuing effectiveness.
- 5.3 All staff are responsible for complying with this policy. Compliance monitoring occurs through various processes undertaken to give effect to this policy and procedure, including new course proposals, change course proposals, annual course and unit enhancement, and five-yearly course and unit review and re-accreditation submissions to Academic Board and its sub-committees.

Reporting

- 5.4 The University will report information on all higher education courses and units to the Australian Government Department of Education in accordance with prescribed [HEIMS data collections](#) and other regulatory reporting requirements.

Records management

- 5.5 Staff must maintain all records relevant to administering this policy and procedure in a recognised University recordkeeping system.

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 staff, students, graduates and employers.

Academic organisational unit: a unit formed by an institution to undertake as their primary objective teaching only, research only, or teaching-and-research functions, or which is used for statistical reporting purposes. Such units are referred to by various names, such as 'schools' and 'departments'³.

Articulation arrangement: an arrangement that enables students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway.

Articulation agreements: an agreement within CQUniversity or between CQUniversity and an external institution that will allow a student to gain admission and/or credit for their previous qualification from CQUniversity or the external qualification towards a CQUniversity award.

ASCED: refers to the Australian Standard Classification of Education, which comprises two classification groups, i.e. Level of Education and Field of Education. It is used to compare administrative and statistical data on educational activities and attainment classified by level and field.

³ Source: Australian Government Department of Education and Training

Combined qualifications: a combined qualification is defined as ‘...a [qualification] recognised by the higher education provider at which the [qualification] is undertaken as a combined or double [qualification] leading to one or more higher education awards⁴.

At CQUniversity, a combined qualification can be undertaken through either of the two following pathways:

1. Double degree

A double degree is a combination of two CQUniversity degree qualifications from two disciplines, which is undertaken simultaneously and has one course code, one set of course rules, and graduates will receive two testamurs. Naming convention for a double degree is that the qualification names are separated by ‘and’.

A double degree must be the equivalent of at least one and one half degrees but may be up to two complete degrees. The course is completed in less time than the total time for each course because of reciprocity of credit for up to 50% of one degree qualification for specified subjects. Students may receive a degree with distinction for one or both of these awards.

2. Dual degree

A dual degree is a combination of two CQUniversity degree qualifications from two disciplines, which is undertaken simultaneously and has one course code, one set of course rules, and graduates will receive one testamur. Naming convention for a dual degree is that the qualification names are separated by ‘/’.

Students may receive a degree with distinction for the combined qualification.

There are no interim awards in a combined qualification. Exit awards from a combined qualification require students to complete the required units of credit and the units specified for a single stand-alone course.

A Head of Course will be assigned to each combined qualification. Where a combined qualification involves more than one school, the Head of Course and their school will be responsible for the qualification including course review and re-accreditation. In the event of an organisational restructure, the combined qualification will reside in the Head of Course’s school.

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.

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

External accreditation: in addition to University accreditation, a course may have a further external accreditation process that can be either:

1. Professional practice accreditation or a licence, required for graduates to legally register to practice (e.g. Nursing, Education or Engineering) and/or for recognition by the relevant profession or licensing body to enable a graduate to represent themselves as a recognised or licensed practitioner (e.g. Accountancy), with accreditation granted by the legally and/or professionally designated or licensing body.

2. Learned society accreditation, which is not required for professional practice but is an academic standards benchmarking assessment of the course (e.g. Applied Physics, Applied Chemistry), being accredited by the appropriate learned society. Typically society membership is granted to graduates of an accredited course.

Field of Education classification: a classification system used by Australian universities and higher education providers to classify higher education courses, specialisations and units of study.

Joint qualifications: a joint (or dual badge) qualification is where CQUniversity agrees with another tertiary education institution to offer a course of learning which draws on units from both institutions and leads to one qualification which is conferred by both institutions. The course of learning will have one course code, one set of course rules and graduates will receive one testamur.

⁴ Source: [Higher Education Support Act 2003](#) (Cwlth)

A Head of Course will be assigned to each joint qualification. The Head of Course is responsible for establishing the joint qualification agreement with the other tertiary education institution/s and ensuring that all CQUniversity course and unit requirements are met. A joint qualification agreement sets out:

- 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, and
- operational procedures including student enrolment, learning management system, fee and graduation arrangements.

Non-award course: a structured course of learning (non-formal learning) that does not lead to an award, but is available to those wishing to update or expand their knowledge in a specific discipline or skill area without enrolling in an award course. CQUniversity offers enabling education non-award courses, such as STEPS and Tertiary Entrance Program (TEP); ELICOS courses for international students; and professional development non-award courses as pathways into [AQF](#) qualifications. Non-award courses are comprised of structured units of learning (see the [Non-Award Programs Policy and Procedure](#) for details).

Proposer: the person 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. CQUniversity also refers to a higher education qualification as a 'course', i.e. the course leads to the award of a testamur certifying that the student has met the requirements of the qualification. Non-award courses are not [AQF](#) qualifications.

Re-accreditation: a process of regular evaluation by Academic Board of a previously accredited course to ensure currency, quality, viability and relevance of content, delivery and outcomes.

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

Self-accrediting provider: is a higher education provider which has been given responsibility to accredit its own courses. As an Australian university, CQUniversity is a self-accrediting provider which delivers higher education courses that comply with the relevant titles and descriptors in the [AQF](#).

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.

Unit Credit: the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or courses which reduces the amount of learning required to achieve a qualification.

Vocational education and training (VET) qualification: is a qualification delivered as a VET course of learning. At CQUniversity and nationally, VET qualifications are called 'courses', which are comprised of structured units of competency called 'units' (see the [Vocational Education and Training \(VET\) Qualifications \(Scope of Registration\) Policy and Procedure](#) for details).

7 RELATED LEGISLATION AND DOCUMENTS

[Articulation Policy and Procedure](#)

[Australian Qualifications Framework \(AQF\)](#)

[Bachelor Honours Degree Policy](#)

[Chickering, A.W., & Gamson, Z. \(1987\). Seven Principles for Good Practice in Undergraduate Education. AAHE Bulletin, 39\(7\), 3–7](#)

[Course Committee Terms of Reference](#)

[Course Reference Committee Terms of Reference](#)

[Course Review Panel Terms of Reference](#)

[Credit for Prior Learning in Higher Education Policy and Procedure](#)

[Degrees with Distinction Procedure](#)

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

[Education Committee Terms of Reference](#)
[Higher Education Standards Framework \(Threshold Standards\) 2015 \(Cwlth\)](#)
[Learning, Teaching and Assessment Framework Policy](#)
[National Code of Practice for Providers of Education and Training to Overseas Students 2017](#)
[Research Higher Degrees Committee Terms of Reference](#)
[Research Higher Degree Course Rules Policy and Procedure](#)
[Research Higher Degree \(Offshore\) Course Rules Policy and Procedure](#)
[Tertiary Education Quality and Standards Agency Act 2011 \(Cwlth\)](#)

Templates

Relevant templates are available on one of the following University systems as marked:

- Nexus, the University's online governance and accreditation system (N)
- Policy Portal, the online repository for key University documents, including policies, procedures, templates (P)
- StaffNet, the central online portal for University committees accessible by staff (S)

[Annual Unit Enhancement Report Template](#) (N)
[Annual Course Enhancement Report Template](#) (N)
[Change Unit Template](#) (N)
[Change Course Template](#) (N)
[Unit Termination Template](#) (N)
[Five-Yearly Course and Unit Review and Re-Accreditation Template](#) (N)
[New Unit Proposal Template](#) (N)
[New Course Proposal Template](#) (N)
[Course Concept Proposal Template](#) (N)
[Course Review Panel Membership Template](#) (N)
[Course Review Panel Report – Progress Report at 12 Months Template](#) (P)
[Course Review Panel Report Template](#) (P)
[Course Review Panel Report – Work Plan Template](#) (P)
[Course Termination Template](#) (N)
[VCAC Agenda Item Coversheet Template](#) (S)

8 FEEDBACK

- 8.1 University staff and students may provide feedback about this document by emailing policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Advisory Committee to Approval Authority	Learning and Teaching Committee
Administrator	Pro Vice-Chancellor (Learning and Teaching)
Next Review Date	24/05/2020

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
Notes	This document replaces the Higher Education Coursework Qualifications Policy and Procedure. All related templates are separate to this document (see the Related Legislation and Documents section above).

10 APPENDICES

Appendix A: 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)
- chiroprapist
- 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 B: Types of professional accreditation requirements relevant to CQUniversity 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](#), which lists authorities that regulate professions where profession practitioners must undertake higher education courses to be eligible to practice.

National Registration and Accreditation Scheme (NRAS) for health professions

The National Registration and Accreditation Scheme (NRAS) regulates registration of health practitioners under the [Health Practitioner Regulation National Law](#). From July 2010 (October 2010 for Western Australia, and July 2012 for professions indicated by*), the following professions became nationally regulated by a corresponding national board:

- Aboriginal and Torres Strait Islander health practitioners*
- Chinese medicine practitioners (including acupuncturists, Chinese herbal medicine practitioners and Chinese herbal dispensers)*
- occupational therapists*
- chiropractors
- 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
- optometrists
- osteopaths
- pharmacists
- physiotherapists
- podiatrists
- psychologists
- paramedics.⁵

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.)

⁵ The Council of Australian Governments has agreed that the paramedic profession will be added to the NRAS in 2017 at which point the same requirements for evidence of accreditation and approval of graduates for registration will apply for paramedic courses leading practitioner registration. However, until such time as a relevant national board is established, the evidence required for maintaining CQUniversity accreditation will be confirmation of continued accreditation by the Council of Ambulance Authorities Inc. of any paramedic courses leading to professional practice.

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

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 CQUniversity course to be granted full University accreditation, Academic Board 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 accordance with rules 9 and 10 of the [Private Health Insurance \(Accreditation\) Rules 2011](#), Schedule 1 of the [Health Insurance \(Allied Health Services\) Determination 2014](#), section 2.1.1 of the [Health Insurance \(Diagnostic Imaging Services Table\) Regulation 2017](#), and section 3A of the [Health Insurance Regulations 1975](#):

- 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 accordance 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 CQUniversity course to be granted full University accreditation, Academic Board 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. In some professions however 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 accordance with [Regulatory Guide 180: Auditor Registration](#).

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

4. Professional accreditation and employment advantages

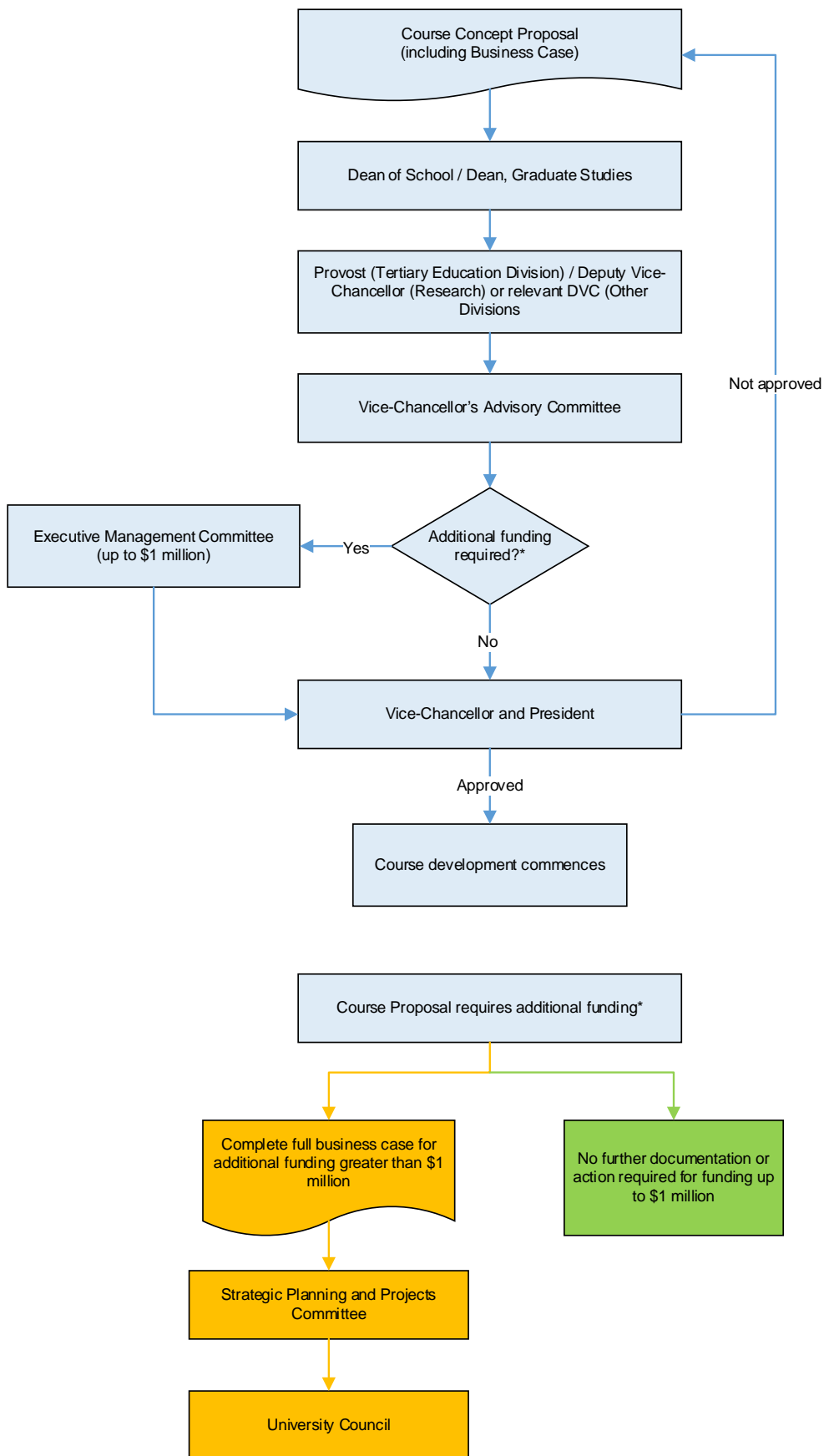
In some circumstances, professional accreditation of a course provides a clear and distinct employment advantage to graduates and CQUniversity has recruited students on the basis that the course is professionally accredited by the relevant professional body. Students enrolled in such a course should 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. Academic Board 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 [Threshold Standards](#):

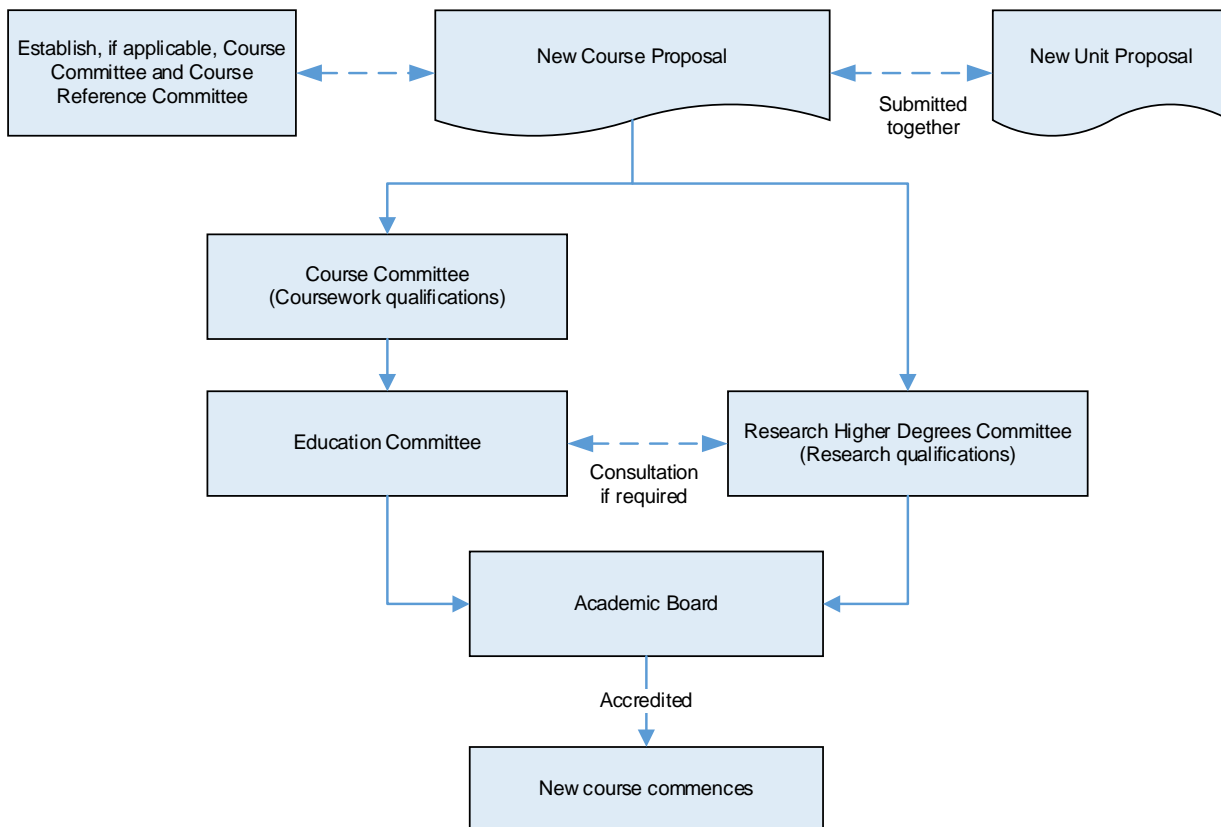
- section 7.1.1 in terms of representation of educational offerings, and
- section 7.15 in terms of accuracy of undertakings regarding employment outcomes.

Schools 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.

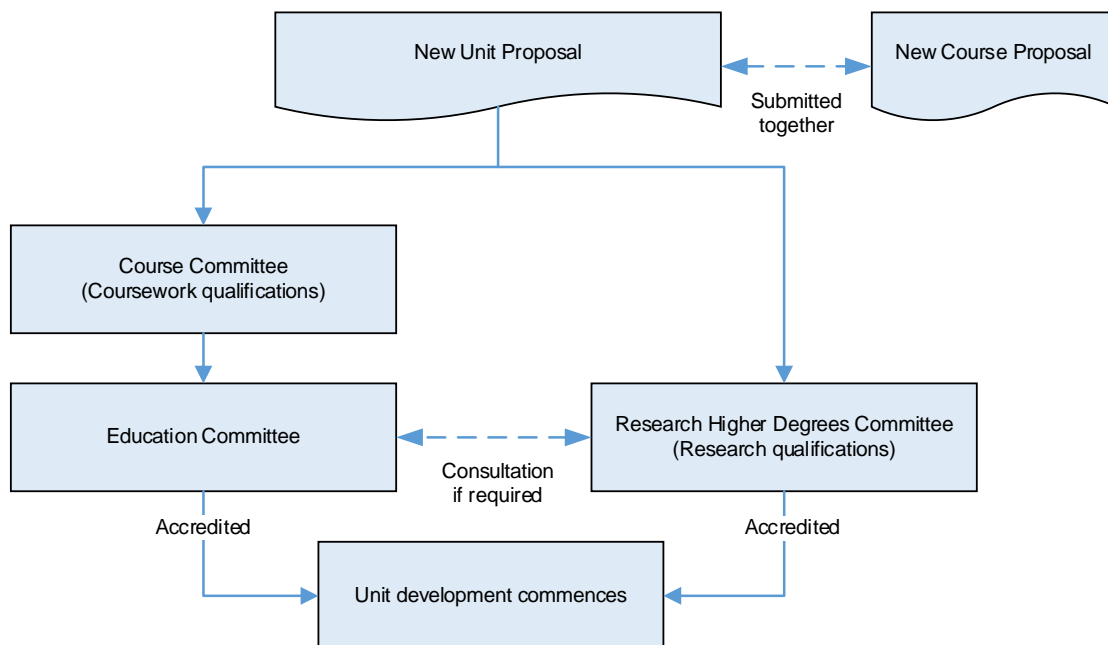
Appendix C: Course concept proposal workflow



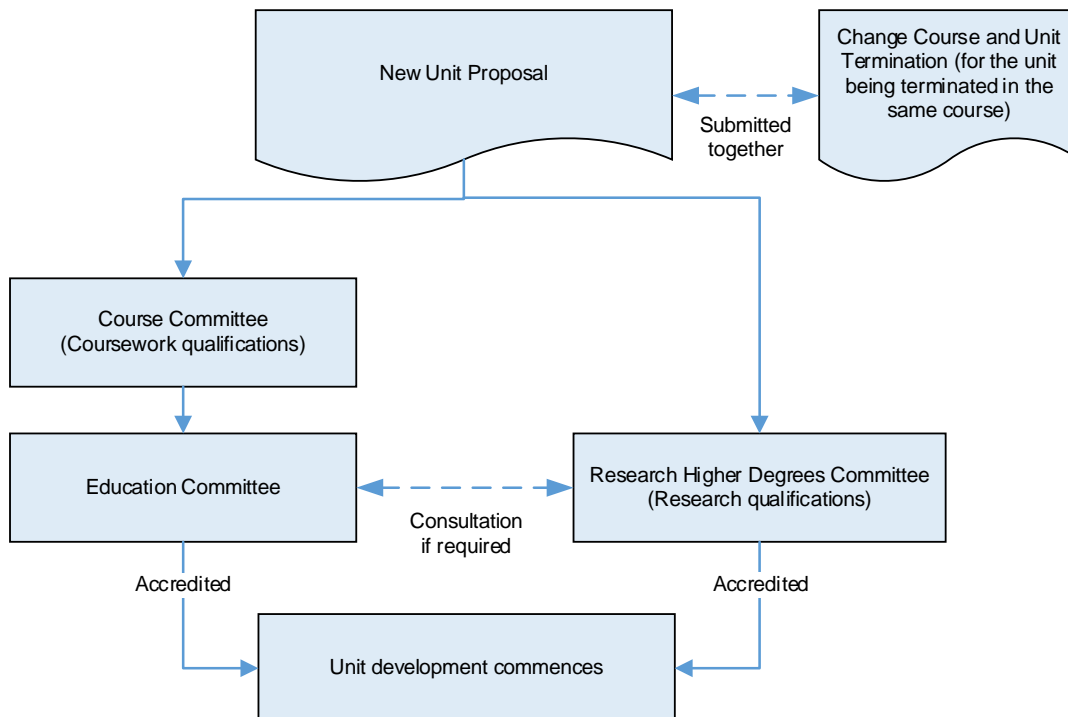
Appendix D: New course proposal workflow



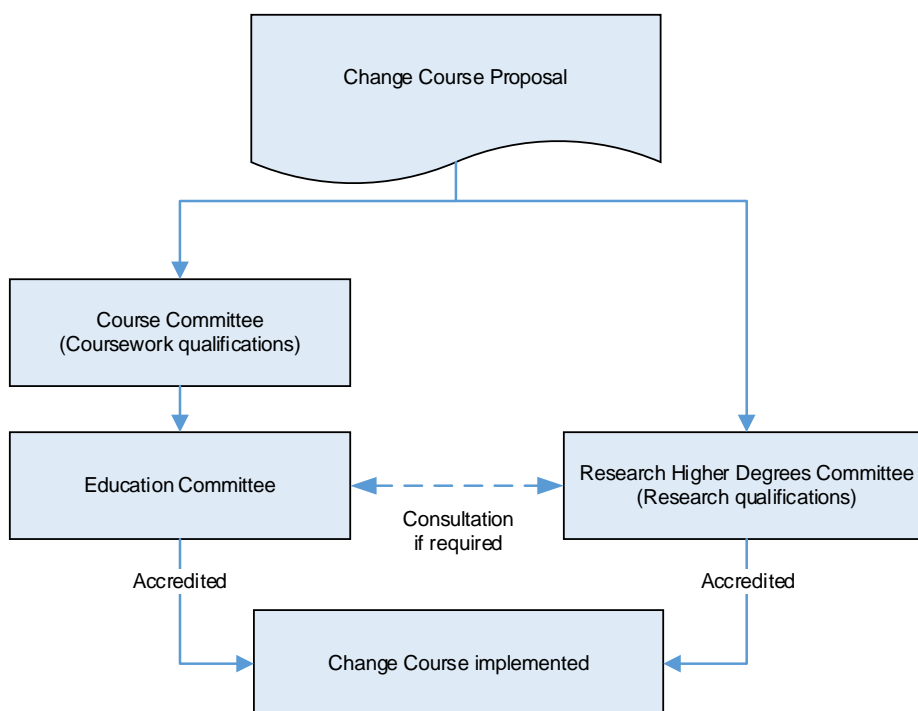
Appendix E: New unit into new course proposal workflow



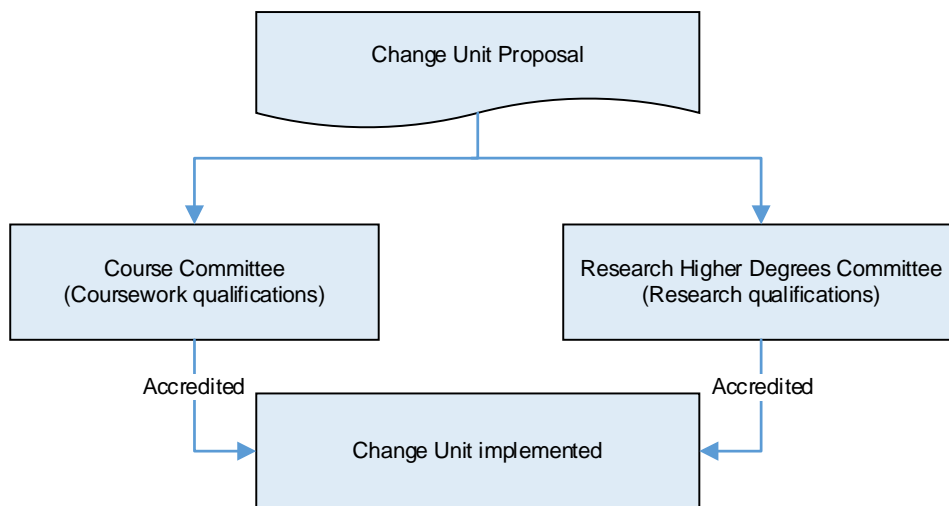
Appendix F: New unit into existing course proposal workflow



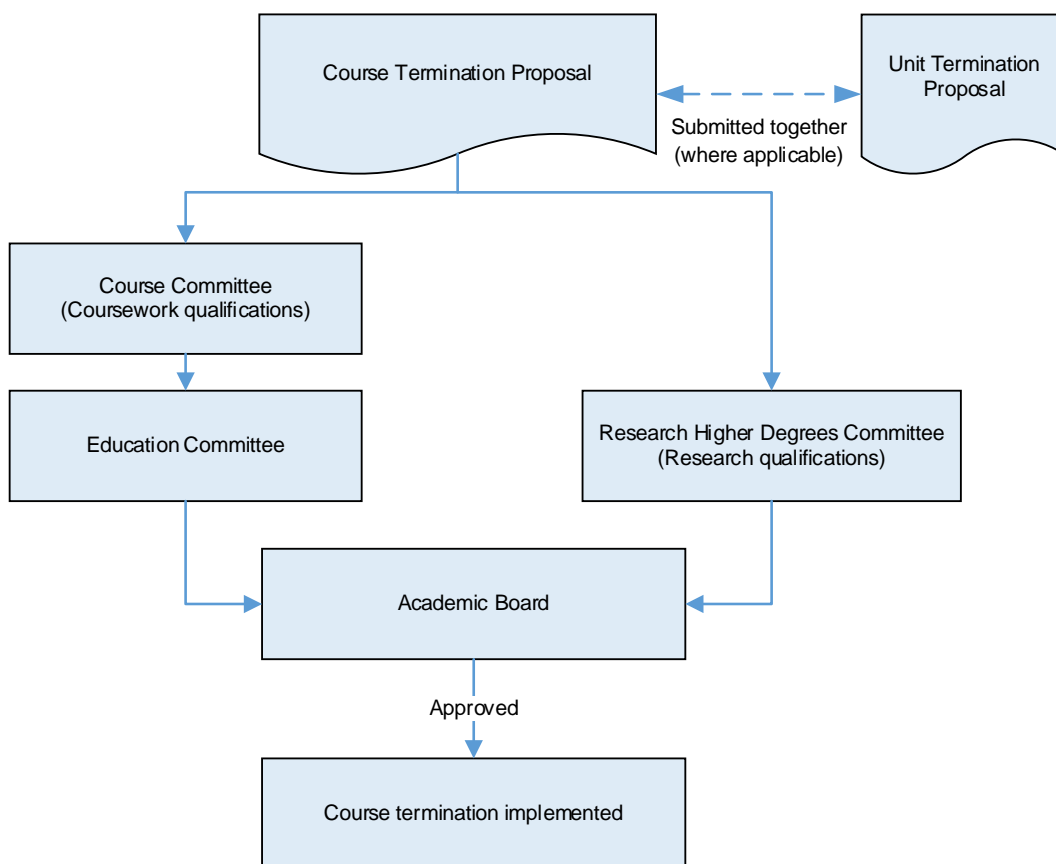
Appendix G: Change course proposal workflow



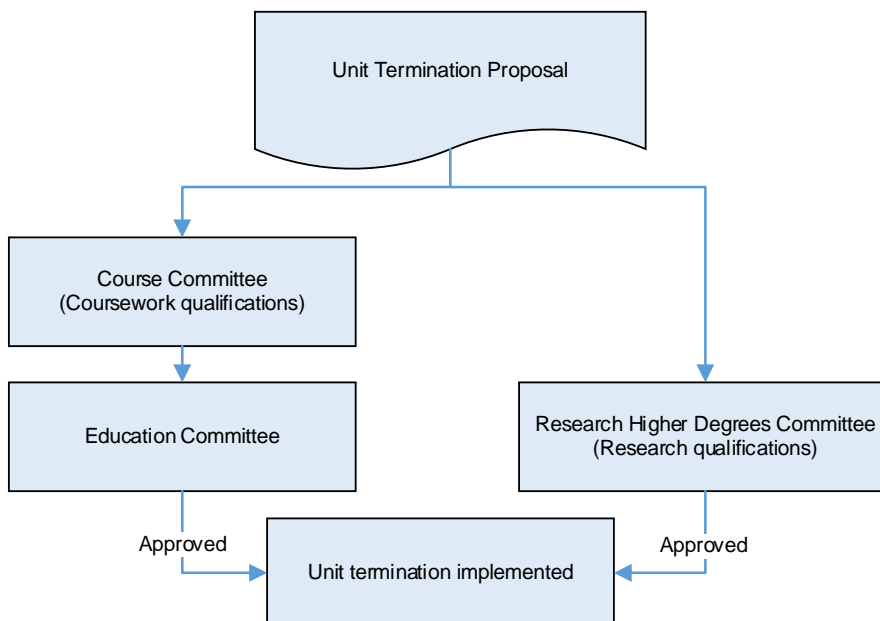
Appendix H: Change unit proposal workflow



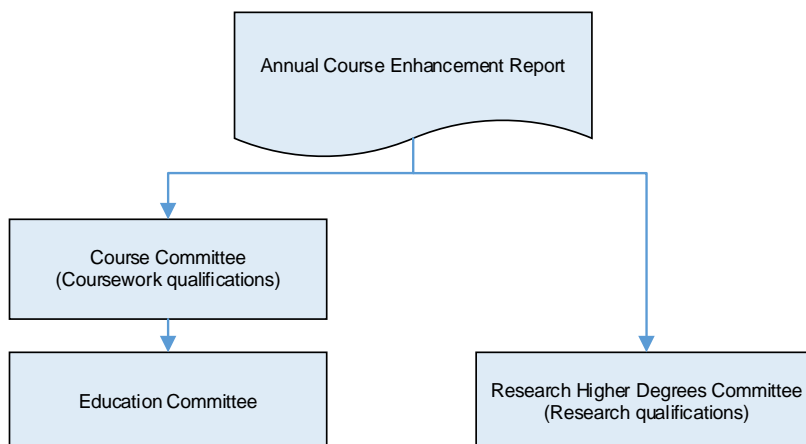
Appendix I: Course termination proposal workflow



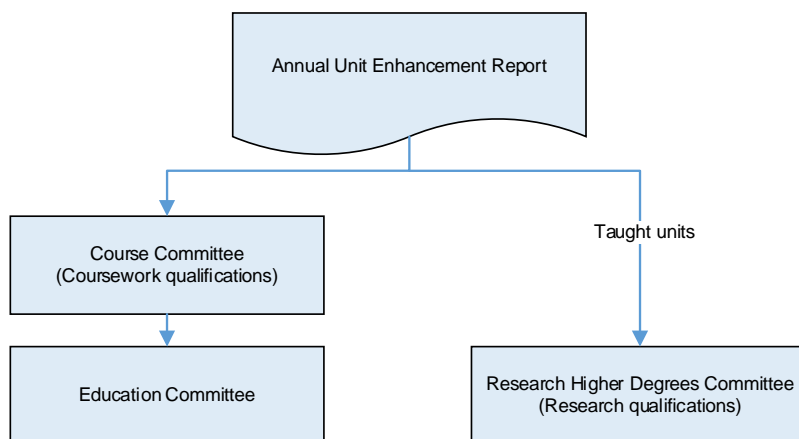
Appendix J: Unit termination proposal workflow



Appendix K: Annual course enhancement report



Appendix L: Annual unit enhancement report



Appendix M: Five-yearly course and unit review and re-accreditation

