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1 PURPOSE

- 1.1 This policy and procedure establishes CQUniversity's framework for the academic governance, quality assurance, structure and development of all CQUniversity non-award courses and aims to ensure its non-award courses:
- a) meet relevant legislative and CQUniversity requirements and quality standards
 - b) align with and support CQUniversity's strategic objectives, and
 - c) provide students with high quality learning experiences and outcomes, including pathways into vocational education and training (VET) and higher education.

2 SCOPE

- 2.1 This policy and procedure applies to the following CQUniversity non-award courses and their constituent units or modules: enabling courses, English language intensive courses for overseas students (ELICOS) courses, and short courses¹ for professional development.
- 2.2 This policy and procedure applies to all CQUniversity-branded short courses offered, hosted or delivered by CQUniversity as professional development, whether or not in partnership with an external organisation. Reference to short courses in this document excludes VET short courses (see section 2.4a).
- 2.3 Some sections in this policy and procedure do not apply to all non-award courses, only to the types of courses specified. This is to accommodate differences in course structure and governance.
- 2.4 This policy and procedure does not apply to:
- a) VET short courses or VET award courses, i.e. [Australian Qualifications Framework \(AQF\) Levels 1 to 6](#), and other vocational training products, which are governed under the [Vocational Education and Training \(VET\) Qualifications \(Scope of Registration\) Policy and Procedure](#).
 - b) higher education courses, i.e. AQF Levels 5 to 10, which are governed under the [Higher Education Qualifications Policy and Procedure](#).

3 POLICY STATEMENT

Course types

- 3.1 This document applies to three types of non-award courses offered by CQUniversity: enabling, English language and short courses.
- a) **enabling courses**, such as Skills for Tertiary Education Preparatory Studies (STEPS) and Tertiary Entry Program (TEP), provide a pathway for people intending to gain entry into a tertiary education course. Enabling courses are designed for students who do not already hold an undergraduate qualification. TEP is designed for Aboriginal and Torres Strait Islander people to gain the skills, knowledge and confidence to undertake tertiary education study.

¹ Short courses for professional development are not VET short courses (see section 2.4a).

- b) **English language courses**, such as General English (GE), English for Academic Purposes (EAP) and IELTS² and PTE-A Preparation³, assist students to improve their English skills for work and/or study. These courses are primarily, but not exclusively, for international students studying in Australia on a student visa who seek entry into a tertiary education course. Domestic students or international students studying overseas may also undertake these courses.
- c) **short courses** are designed to offer individuals relevant professional development to maintain, improve and expand their competence and knowledge in their chosen interest area or profession. Short courses are offered across a variety of disciplines to suit the professional development needs of individuals, employers and industry, or professions. These needs are met through flexible arrangements which may involve delivery for external third parties, fee-for-service, and various study modes and delivery methods.

Governance and course approval

- 3.2 CQUniversity is a [self-accrediting provider](#), which meets nationally agreed criteria for a university.
- 3.3 CQUniversity is authorised to approve its own [non-award courses](#), and is responsible for and ensures consistent standards of all non-award courses (hereafter called 'courses').
- 3.4 Non-award courses do not lead to an AQF qualification and must not be represented as accredited AQF qualifications.
- 3.5 Non-award courses are not governed by the AQF, however, CQUniversity may apply particular AQF specifications to its non-award courses as a quality assurance measure.
- 3.6 CQUniversity non-award courses offered to international students studying in Australia on a student visa must comply with the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (National Code) and [ELICOS Standards 2018](#), and must be consistent with CQUniversity's CRICOS⁴ registration.
- 3.7 CQUniversity monitors all courses delivered offshore and those delivered through partners or agents. Such arrangements will be monitored in accordance with the [Partnerships Policy and Procedure](#) and documented formal agreements with individual partners.
- 3.8 All CQUniversity non-award courses (and their constituent units or modules) will be developed, approved, reviewed and enhanced in accordance with this policy and procedure.
- 3.9 Course approval is CQUniversity's internal, peer assessment process that ensures each course meets its stated objectives and that its constituent units/modules achieve optimal learning outcomes for students. CQUniversity strives to maintain rigorous standards in approving its academic courses to meet its mission and strategic goals.
- 3.10 Course approval involves assessment of proposals based on an objective, transparent and equitable process that is clearly documented.
- 3.11 New enabling and English language courses and their constituent units are considered on the basis of strategic and resource aspects and academic governance and standards before they can be approved by CQUniversity.
- 3.12 The approval process for enabling and English language courses involves a clear distinction between the committee responsible for considering the strategic elements of a proposal (Vice-Chancellor's Advisory Committee) and the Committee responsible for considering the academic standards (Academic Board). The functions and responsibilities of Academic Board and all relevant Committees, in relation to course approval, are set out in their terms of reference.

² 'IELTS' means International English Language Testing System, a universally recognised English language proficiency test. Details are on the [IELTS website](#). CQUniversity centres are accredited IELTS test centres.

³ PTE-Academic means Pearson Testing of English Academic, a universally recognised English language proficiency test. Details are on the [Pearson PTE website](#). CQUniversity Sydney campus is an accredited PTE-Academic test centre.

⁴ 'CRICOS' means Commonwealth Register of Institutions and Courses of Overseas Students.

- 3.13 New short courses are considered based on their alignment with CQUniversity's strategic goals and academic and/or professional standards, and their financial and commercial viability before they can be approved by CQUniversity.
- 3.14 The approval process for short courses involves consideration of the strategic, financial and commercial elements of a proposal and relevant academic and/or professional standards by the host school or division and the relevant Course Committee. The functions and responsibilities of this Committee are set out in the [Course Committee Terms of Reference](#), as delegated by Academic Board.
- 3.15 Academic Board (or delegated authority) may also take any of the following actions:
- require information from an academic organisational unit, including statistical information
 - apply conditions on course or unit/module approval
 - revoke course or unit/module approval based on reasonable grounds, such as quality, currency, viability and relevance, and/or
 - initiate a course or unit/module review outside the normal five-yearly review and re-approval process.
- 3.16 Non-award courses generally do not require external accreditation. However, if a course is proposed on the basis that it requires or it is beneficial to obtain external accreditation or membership with an external organisation or network, approval by Academic Board (or delegated authority) will be conditional on the course first obtaining the external accreditation or membership.
- 3.17 Approved courses and units/modules will be required to meet standard reporting obligations and conditions decided by Academic Board and CQUniversity policies and procedures.
- 3.18 All non-award courses are approved for a five-year period, unless otherwise approved for a lesser period.
- 3.19 Following approval, a course and its constituent units/modules will remain approved for the relevant maximum period (i.e. five years or as otherwise approved) and be subject to review and re-approval within that time.
- 3.20 Course approval is granted on condition that no changes are made to the course and its constituent units/modules, unless those changes have been progressed and approved in line with this policy and procedure.

Course development

- 3.21 Courses and units will be designed, developed and delivered based on the principles of CQUniversity's [Learning, Teaching and Assessment Framework Policy](#), and guided by the 'Seven Principles for Good Practice in Undergraduate Education'⁵ and other references endorsed by Academic Board.
- 3.22 Appropriately experienced academic staff will provide leadership and supervise 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, reflection, enhancement and review.
- 3.23 The discipline area of all courses/units/modules will be underpinned by a substantial level of scholarship demonstrated by a coherent body of knowledge, theoretical framework, published research and current literature. This scholarship will be reflected in course and unit development.
- 3.24 The primary area responsible for developing and delivering courses will vary depending on the course type and discipline or area of study. However, more than one academic organisational unit may be involved in developing a new course or unit/module. Cross-disciplinary approaches are encouraged.
- 3.25 Divisions proposing to develop a new course outside their primary area of responsibility will first consult with the Provost or relevant Deputy Vice-Chancellor to decide the most appropriate area for delivering the course. If the issue of course delivery is not agreed, the parties will refer the issue to CQUniversity's Senior Executive for a final decision.

⁵ Chickering, A.W., & Gamson, Z.F. (1987). 'Seven principles for good practice in undergraduate education'. *AAHE Bulletin*, 39(7), 3-7.

Course structure

- 3.26 All courses will be designed to achieve the purpose of the course, meet the needs of its intended student cohort, and enable students to achieve the learning outcomes and [graduate attributes](#) (if applicable), of the course and its constituent units/modules.
- 3.27 All courses will have documented course learning outcomes (and graduate attributes if applicable) that are relevant to the purpose and expected level of student performance and form the basis of assessment.
- 3.28 When designing new courses, potential alignment with or suitability of the course as a pathway into a related higher education or VET course will be considered.
- 3.29 Enabling courses will be structured to include core and elective units in an overall course plan and to meet entry requirements into higher education or VET qualifications, where appropriate.
- 3.30 English language courses do not have core or elective units. Instead, these courses form a structured pathway that enable students to progress from one course to the next based on their achievement of English language proficiency.
- 3.31 Short courses may vary to meet the wide variety of professional development needs of students, employers, industry and business. Short course structures may consist of one or more core modules, and may include elective modules, in an overall course plan.
- 3.32 Enabling, English language and short courses have a relatively specific focus and short duration, and therefore do not comprise groups of units in a particular area of study, i.e. major or minor specialisations.
- 3.33 Each approved course will be allocated a unique identifying code by CQUniversity's academic governance system (AIMS).

Notional student workload and credit points

- 3.34 CQUniversity applies AQF specifications regarding notional (duration) student workload and credit points to its enabling courses as a guide to estimate the volume of learning. Notional student workloads and credit points apply only to enabling courses.
- 3.35 Enabling 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.
- 3.36 The notional student workload in an enabling course is expressed as the sum of all time spent in all the learning activities in a unit. This includes the time spent in optional and compulsory face-to-face or online activities (e.g. lectures, tutorials, workshops, residential schools) and all the notional time spent in personal study (directed and independent learning) and preparing for assessments.
- 3.37 The notional student workload for a volume of learning equivalent to one year of full-time study in a CQUniversity enabling course is 1200 hours, calculated as shown below:
 - a) 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.
 - b) As an example, this equates to 150 hours of notional student workload for each unit of six credit points (12.5 hours of study over each of the 12 weeks of term).
- 3.38 The credit value of enabling courses must be justified in terms of the notional student workload of the course when proposing new courses for approval and undertaking five-yearly course review and re-approval.
- 3.39 Credit points are used to express the amount of study (notional student workload) required in a particular enabling course.
- 3.40 One credit point represents the same notional student workload in all enabling courses.
- 3.41 Each credit point is equivalent to just over two hours of notional student workload per week, which is 25 hours of notional student workload over a standard twelve-week term.

- 3.42 The AQF volume of learning for one year (1200 hours of notional study workload) equates to 48 credit points in CQUniversity enabling courses.
- 3.43 All units in an enabling course normally consist of six credit points.
- 3.44 Any variation in credit points per course reflects a different amount of notional student workload for the unit rather than the academic level of the unit, which is specified through the course learning outcomes.

Course duration

- 3.45 Course duration will vary based on a number of factors, including:
- course type and purpose
 - learning outcomes (and graduate attributes if applicable) to be achieved
 - intended student cohort (domestic or international students)
 - student attendance mode
 - student attendance type (e.g. full- or part-time)
 - relevant regulations, standards or CQUniversity policies that specify course duration, including contact time, and
 - fees or relevant terms and conditions of a partnership agreement, if applicable (e.g. short courses).
- 3.46 Courses designed for international students studying in Australia on a student visa must comply with any relevant course duration / contact hour / student attendance mode requirements in the [National Code](#) and [ELICOS Standards](#), and be consistent with CQUniversity's CRICOS registration.
- 3.47 Enabling course duration is generally 12 weeks, but may vary for each student based on an assessment of student skills and needs on entering the enabling course and the number of credit points required for entry into the students' intended undergraduate course.
- 3.48 Academic English language course duration is 10 weeks and must provide students with a minimum of 20 contact hours a week over that time. General English course duration is up to 50 weeks and must provide students with a minimum of 20 contact hours a week.
- 3.49 Short course duration may vary widely depending on the number of modules required to meet the intended learning outcomes of the professional development and student attendance mode. For example, courses may be a single core module requiring only four hours on-campus delivery and assessment; a course comprising four modules with a four-week duration via on-campus, online or mixed mode attendance, or a fully online, self-paced course with a nominal duration.
- 3.50 All courses may be designed for full-time or part-time study, subject to meeting relevant regulatory provisions regarding student attendance mode. Table 1 includes indicative duration/contact times for courses.

Table 1

Course type	Course duration / contact time	Notional study hours	Credit points	No. of units x CPs
Enabling: STEPS	12 wks / 37.5 contact hrs per wk	450	18–24 [^]	3–4 units x 6 CPs
Enabling: TEP	12 wks / 15 contact hrs per wk	NA ^{^^}	18–24	3–4 units x 6 CPs
English language: IELTS Preparation	12 wks / 20 contact hrs per wk	NA	NA	NA
English language: General English	Up to 50 wks / 20 contact hrs per wk	NA	NA	NA
English language: English for Academic Purposes	10 wks / 20 contact hrs per wk	NA	NA	NA
Short: Professional Development	Variable	NA	NA	NA

[^] STEPS students may need to complete more than 3 units depending on the undergraduate course in which students aim to enrol.

^{^^} CPs means 'credit points'

^{^^^} NA means 'not applicable'

Course elements (units/modules)

- 3.51 All units in an enabling course will have documented unit learning outcomes that are aligned to the course learning outcomes (and or graduate attributes, if applicable) and the expected level of student performance, which will form the basis of assessment. These unit learning outcomes will include advanced knowledge and inquiry at a level appropriate for the course.
- 3.52 Each approved unit in an enabling or English language course will be allocated a unique identifying code by CQUniversity's student management system (StudentOne), e.g. the unit code MATH40237 indicates a mathematics (MATH) unit in an enabling course (number begins with '4').
- 3.53 Short course modules, if applicable, will be allocated unique identifier codes by CQUniversity's academic governance system (AIMS).

Course and unit classification

- 3.54 CQUniversity is required to assign Field of Education (FoE) codes to certain courses under the Australian Standard Classification of Education (ASCED) for national data collection purposes.
- 3.55 Each enabling and English language course and unit will be assigned the correct FoE code as part of course and unit approval. FoE codes do not apply to short courses.
- 3.56 Information about how to code courses and units is available from the Student Governance Centre (by emailing sgc@cqu.edu.au) or the [Department of Education and Training HEIMS website](#).⁶

Advertising courses

- 3.57 Non-award course marketing and related material must comply with the [CQUniversity Brand Guideline](#) (available via the Marketing StaffNet website).
- 3.58 Non-award courses and units/modules must not be advertised (e.g. in a prospectus, course brochure, or website) or implemented, and no students may be enrolled, until course approval is granted.
- 3.59 Although CQUniversity approves non-award courses, they are not accredited AQF qualifications and must not be represented as such in any advertising/promotional material. In the context of CQUniversity as a self-accrediting university, non-award courses may only be represented as non-accredited courses.
- 3.60 Non-award courses must not be advertised or marketed to international students before their approval and CRICOS registration.

Review and re-approval

- 3.61 Regular and systematic review and evaluation of each enabling and English language course and their constituent units by the relevant Course Review Panel is an integral component of academic quality assurance. Short courses are quality assured by the relevant Course Committee through an annual review process.
- 3.62 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-approval.
- 3.63 These review processes are designed to ensure that courses reflect high standards of curriculum development; these standards are underpinned by the competence staff apply when developing courses and units through the Course Committee, and the relevant Course Reference Committee if required.
- 3.64 Reviews ensure that courses remain viable and units remain relevant within a course, and that a course is compliant with minimum academic and or professional standards for the discipline area/s.

⁶ 'HEIMS' means Higher Education Information Management System.

4 PROCEDURE: ENABLING AND ENGLISH LANGUAGE COURSES

- 4.1 Part 4 of this document applies only to enabling and English language courses. For information about short courses, see [Part 5 Procedure: Short Courses](#).
- 4.2 Academic governance involves a systematic process of proposal, endorsement, approval, review and re-approval through relevant decision-makers, Academic Board and its sub-committees. Concept proposals for new courses also require consideration by the Vice-Chancellor's Advisory Committee and the Executive Management Committee. Details of committee functions and responsibilities are in each committee's terms of reference.
- 4.3 Academic governance processes are managed primarily through CQUniversity's academic information management system (AIMS), unless otherwise stated. AIMS is designed to capture course and unit information necessary for effective academic governance. These processes are set out below and are represented in simple workflow diagrams in the [appendices](#).

Course concept proposal

- 4.4 Before each new course is developed, proposers must first submit a Course Concept Proposal for approval by the relevant decision-makers/Committees. A workflow diagram is shown in [Appendix A.1](#).
- 4.5 The course concept proposal approval process is as follows:
- a) The proposer completes the Course Concept Proposal form in AIMS:
 - ensuring the proposal's alignment with this policy and procedure and CQUniversity plans
 - providing evidence of demand for the course (which includes contacting the Marketing Directorate to obtain the required market intelligence), and
 - completing the business case component in the form (an abridged version of CQUniversity's Business Case Template).
 - b) The proposer submits the Course Concept Proposal via AIMS to the Dean of School (or equivalent role) for endorsement.
 - c) The Dean of School (or equivalent role) submits the endorsed Course Concept Proposal via AIMS to the Provost or the relevant Deputy Vice-Chancellor of the division/area responsible for course delivery.
 - d) The Provost or relevant Deputy Vice-Chancellor submits a completed [VCAC agenda item coversheet](#) (available via the VCAC StaffNet website) with the endorsed Course Concept Proposal to the Vice-Chancellor's Advisory Committee (VCAC) for recommendation to the Vice-Chancellor and President for approval of the concept.
 - e) 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 be advised of the decision.

Business case for additional funds

- 4.6 For courses to be delivered using Recurrent Funds of up to \$1 million (i.e. no additional funds are required), no additional documentation is required.
- 4.7 For courses requiring funding of greater than \$1 million⁷, and/or the set-up of a new delivery site, the Provost or relevant Deputy Vice-Chancellor must submit a full business case (via the [Business Case Template](#)) to the Strategic Planning and Projects Committee for recommendation to Council for approval. The proposer will be advised of the decision.

⁷ Authority for expending funds specified in the [Delegation of Authority Policy \(FMPPM\)](#).

New course and unit approval

- 4.8 Timelines to obtain approval will vary depending on a number of factors, including the course type, the complexity of the proposal, and/or the need to provide additional information if the proposal lacks relevant details. Three months is an indicative timeframe that staff should allow for submitting a complete and satisfactory Course Concept Proposal through to course approval.

New course proposals

- 4.9 After the Course Concept Proposal is approved, the developer must submit a New Course Proposal to seek approval of the new course. Relevant workflow diagrams are shown in [Appendix A.2](#) and [A.3](#).
- 4.10 The new course proposal process for course approval is as follows:
- a) The developer completes the New Course Proposal form in AIMS, in consultation with the relevant Course Committee and Course Reference Committee. The developer will include the following information:
 - consultation with divisions and key stakeholders
 - any required or preferred external accreditation or membership obtained or sought, if applicable
 - all unit/s required to complete the course, and
 - transition arrangements if the new course is replacing an existing course, i.e. course termination (see [course and unit termination](#)).
 - b) At the same time, the developer must also complete a New Unit Proposal form in AIMS for each new unit in a new course, following consultation with the relevant Course Committee and Course Reference Committee.
 - c) The developer submits the completed New Course Proposal form with the relevant Unit Proposal form/s via AIMS to the relevant Course Committee for endorsement.
 - d) The Course Committee submits the endorsed New Course Proposal and Unit Proposal/s via AIMS to the Education Committee for endorsement.
 - e) The Education Committee submits the endorsed New Course Proposal via AIMS to Academic Board for approval of the new course and its constituent units.

New unit in an existing course (including course termination)

- 4.11 When including a new unit into an existing course, it is common practice to terminate an existing unit within the current course. The developer must complete and submit the following forms via AIMS:
- a) Unit Termination Proposal Form (for approval to terminate the unit, see [course and unit termination](#))
 - b) New Unit Proposal Form (for unit approval, see [new unit proposals](#)), and
 - c) Change Course Proposal Form (for approval to add the new unit to the existing course, see [course change proposals](#)).

New unit proposals

- 4.12 The new unit proposal process for unit approval is as follows (and shown in [Appendix A.3](#) and [A.4](#)):
- a) The developer completes and submits the New Unit Proposal form via AIMS to the relevant Course Committee for endorsement.
 - b) The Course Committee submits the endorsed New Unit Proposal via AIMS to the Education Committee for approval.

Overview of review and re-approval processes

- 4.13 CQUniversity's review processes are focussed on quality assurance and enhancement.
- 4.14 All CQUniversity courses and units undergo two types of review:
- an annual enhancement reporting process, and
 - a five-yearly review and re-approval process, which involves three-stages:
 - [Stage 1](#): Producing a self-evaluation report
 - [Stage 2](#): Considering the self-evaluation report by a Course Review Panel, and producing a Course Review Panel Report – Work Plan for Academic Board to decide whether to re-approve the course, and
 - [Stage 3](#): Addressing the Course Review Panel Report – Work Plan, which may include course and unit changes, terminations, or other appropriate actions.
- 4.15 The Dean of School (or equivalent role) in consultation with the Head of Course is responsible for ensuring all courses and constituent units are systematically reviewed before submission to Academic Board for re-approval.
- 4.16 The processes for each of these reporting/review activities are in the relevant sections below and shown as workflow diagrams in [Appendices A.9, A.10](#) and [A.11](#).

Annual course enhancement

- 4.17 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. It also provides significant reference points for developing best practice.
- 4.18 Commitment to the experience of students as learners is essential, and is founded on the standards and outcomes of the academic courses and units.
- 4.19 Courses must have effective mechanisms to collect regular, valid and reliable feedback from stakeholders, such as students (e.g. unit evaluations) and staff (e.g. peer review and teaching evaluations, academics who taught course graduates) to ensure the feedback results in course and unit enhancement.
- 4.20 Changes implemented as a result of stakeholder feedback should be identified and appropriately communicated back to stakeholders.
- 4.21 Annual Course Enhancement Reports will be submitted each year that the course is offered. This annual reporting process is described below (and shown in [Appendix A.9](#)):
- The Head of Course completes the Annual Course Enhancement Report Form in AIMS, 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 or membership with an external organisation or network (if applicable for course re-approval) and any related risks or concerns
 - engagement strategies and their effectiveness
 - feedback on the course from employers, industry, staff and/or students, and
 - potential alignment with or suitability as a pathway into existing and/or proposed higher education or VET courses.
 - If course resource requirements or academic outcomes change, the Head of Course must also complete a Change Course Proposal form in AIMS and apply the process for [course changes](#).

- c) The Head of Course submits the completed Annual Course Enhancement Report via AIMS to the relevant Course Committee for endorsement.
- d) The Course Committee submits the endorsed Annual Course Enhancement Report via AIMS to the Education Committee for approval.

Annual unit enhancement

- 4.22 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 (or equivalent role) must nominate the term in which the Unit Enhancement Report will be submitted.
- 4.23 This annual reporting process is described below (and shown in [Appendix A.10](#)):
- a) The Unit Coordinator completes the Annual Unit Enhancement Report in AIMS, 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, industry stakeholders, etc., and any recommended actions to address feedback, and
 - good practice in learning/teaching/assessment.
 - b) 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.
 - c) If unit resource requirements or academic outcomes change, the Unit Coordinator must also complete a Unit Course Proposal form in AIMS and apply the process for [unit changes](#).
 - d) The Unit Coordinator submits the completed Annual Unit Enhancement Report via AIMS to the relevant Course Committee for approval.

Five-yearly course and unit review and re-approval

- 4.24 In the second last year of the course's approval period, the Head of Course will begin self-evaluating the course to decide whether to propose the course be re-approved for a further period and to identify any changes needed to ensure its ongoing success. This will take the form of a renewal plan for the course and its constituent units. Alternatively, the Head of Course may propose the course be terminated.
- 4.25 CQUniversity requires relevant benchmarking of each course's academic performance against other universities to identify and act on areas needing improvement.
- 4.26 Benchmarking provides assurance that standards of courses and units, and student learning outcomes, are comparable with standards expected across the Australian tertiary education sector.

Course review panel role and formation

- 4.27 Broadly, the Course Review Panel's role is to:
- a) evaluate the course against the relevant external and internal references and benchmarks
 - b) identify potential alignment with or suitability as a pathway into existing and/or proposed higher education or VET courses, and
 - c) make recommendations on the course's continuation or enhancement.
- 4.28 Course Review Panel functions and responsibilities, membership composition and responsibility for their formation are in the panel's [Terms of Reference](#).
- 4.29 The Course Review Panel's composition will vary depending on the course under consideration, and include representation from higher or vocational education, where appropriate. 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.

- 4.30 The process for forming a course review panel is as follows:
- a) The Head of Course identifies the panel Chair and members and submits a completed Course Review Panel Membership form via AIMS to the Dean of School (or equivalent role) for endorsement.
 - b) The Dean of School (or equivalent role) submits the endorsed Course Review Panel Membership Form via AIMS to the Provost or relevant Deputy Vice-Chancellor for endorsement.
 - c) The Provost or relevant Deputy Vice-Chancellor submits the endorsed Course Review Panel Membership form via AIMS to Academic Board for approval.

Stage 1 – Self-evaluation report

- 4.31 Self-evaluation is a holistic [360-degree feedback](#) process that involves collecting feedback from multiple sources. Academic staff undertake reflective analysis of the course and its constituent units, which forms the basis for a review by the Course Review Panel.
- 4.32 In the second last year of the course's approval period, the Head of Course will begin Stage 1 of the five-yearly course and unit review process as follows:
- a) The Head of Course refers to the Course Review Schedule (on the [Academic Board StaffNet website](#)) to identify when the five-yearly course and unit review and re-approval is due. Learning and Teaching Services offers advice about the overall process.
 - b) The Head of Course, in consultation with the relevant Course Committee, completes the Five-Yearly Course and Unit Review and Re-Accreditation Form in AIMS for self-evaluation and submits this, with all supporting materials and data, via AIMS to the Course Review Panel for consideration.

Stage 2 – Self-evaluation and course review panel reports considered

- 4.33 At this point, the Course Review Panel will have been [formed](#), and the Head of Course will have completed Stage 1, including the collation of supporting materials and data for the review by the panel.

Course review panel site visit

- 4.34 Site visits usually take three days, but may range from two to five days, depending on the size and complexity of the course review. These visits include a half-day for the panel to consider its findings before the visit formally concludes.
- 4.35 The range of people and groups met during the panel visit varies depending on the course and units. If appropriate, people in other locations may be interviewed via teleconference or videoconference. Generally, a panel may meet the following, as required:
- a) the appropriate VCAC member
 - b) members of key committees, such as Academic Board and its sub-committees, including the Learning and Teaching Committee, which is responsible for academic policy development and oversight
 - c) key people in the institution responsible for managing and operating the quality system and sub-systems, such as Deans of School, Heads of Course, representative/s of the discipline from the higher and vocational education
 - d) staff and students involved in the course
 - e) a cross-section of past and current students (the panel may nominate specific groups)
 - f) a selection of graduates from the current course approval period
 - g) representatives of stakeholder groups from industry, commerce and government with experience of its graduates, and
 - h) community representatives.

Course review panel report

- 4.36 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 or not the course is recommended for re-approval.
- 4.37 The Panel Chair is normally responsible for writing the report, assisted by the Administrative Officer to the Course Review Panel and other panel members as required. A draft report must be completed by the end of the site visit while all panel members are on site, before the exit meeting. The Panel Chair is responsible for ensuring that all panel members agree with the report's contents or have the opportunity to register a minority view.
- 4.38 The course review panel report approval process is as follows (and shown in [Appendix A.11](#)):
- The Course Review Panel submits the completed report via AIMS to the Head of Course, using the [Course Review Panel Report template](#).
 - The Head of Course writes a succinct response to the report, including a work plan to address each of the report's recommendations, using the [Course Review Panel Report – Work Plan template](#).
 - The Head of Course submits the Panel Report, Work Plan and the original self-evaluation document via AIMS to the Dean of School (or equivalent role) for endorsement.
 - The Dean of School (or equivalent role) submits the endorsed Panel Report, Work Plan and the original self-evaluation document via AIMS to the Provost or relevant Deputy Vice-Chancellor, for endorsement.
 - The Provost or relevant Deputy Vice-Chancellor submits the endorsed Panel Report, Work Plan and the original self-evaluation document via AIMS to Academic Board to consider course re-approval and monitor implementation of the report's recommendations.

Stage 3 – Addressing course review panel report recommendations

- 4.39 The process for addressing course review panel report recommendations is as follows:
- The Head of Course implements the approved work plan in response to the Course Review Panel Report's recommendations.
 - The Head of Course, in consultation with the relevant Course Committee, reports on progress within a maximum of one year of the Course Review Panel Report date, by completing a formal written response to each of the report's recommendations, with documented evidence, using the [Course Review Panel Report – Progress Report at 12 Months template](#).
 - The Head of Course submits the completed progress report via AIMS to Academic Board for approval.
 - If changes to a course have resource implications or alter course academic outcomes, the Head of Course must also complete a [Change Course](#) form.
 - If changes to a unit have resource implications or alter unit academic outcomes, the Unit Coordinator must also complete a [Change Unit](#) form.
 - If a course or unit/s are to be terminated as a result of the Five-Yearly Course and Unit Review and Re-Approval Report, the Head of Course must also complete the applicable Course Termination/Unit Termination Form/s in AIMS and consider teach-out and transition arrangements for current students (see [course and unit termination](#)).

Course and unit changes

- 4.40 Changes to courses and/or units usually occur as a result of annual course and unit enhancement reviews or the five-yearly course and unit review and re-approval process.
- 4.41 Changes that have resource implications or alter course or unit learning outcomes require approval for course and unit changes.

- 4.42 The process for approving course changes is as follows (and shown in [Appendix A.5](#)):
- a) The Head of Course completes the Change Course Proposal Form in AIMS, 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.
 - b) The Head of Course must also complete the New Unit Proposal form/s in AIMS at the same time if introducing a new unit/s as part of the Change Course Proposal (see [new unit proposals](#)).
 - c) The Head of Course submits the completed Change Course Proposal form (and New Unit Proposal form/s if applicable) via AIMS to the relevant Course Committee for endorsement.
 - d) The Course Committee submits the endorsed Course Change Proposal (and New Unit Proposal form/s if applicable) via AIMS to the Education Committee for approval.

- 4.43 The process for approving unit changes is as follows (and shown in [Appendix A.6](#)):
- a) The Unit Coordinator completes the Change Unit Proposal form in AIMS, 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. The Unit Coordinator also needs to consider resource implications, impact on students, and marketing and recruitment implications.
 - b) The Unit Coordinator submits the completed Change Unit Proposal Form via AIMS to the relevant Course Committee for approval.

Course and unit termination

- 4.44 Academic Board may terminate offering a unit or a course after considering a recommendation from the Education Committee. Course and unit termination usually occur as a result of annual course or unit enhancement reviews or a five-yearly course and unit review and re-approval process. A course or unit may also be terminated as a result of a new course or unit being introduced.

- 4.45 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 decide an alternative date.

- 4.46 The process for terminating a course is as follows (and shown in [Appendix A.7](#)):
- a) The Head of Course completes the Course Termination Proposal Form in AIMS, 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.
 - b) If course termination also requires units to be terminated, the Head of Course must also complete Unit Termination Proposal form/s in AIMS at the same time as the Course Termination Proposal Form.
 - c) The Head of Course submits the completed Course Termination Proposal Form (and Unit Termination Proposal Form/s if applicable) via AIMS to the relevant Course Committee for endorsement.
 - d) The Course Committee submits the endorsed Course Termination Proposal (and Unit Termination Proposal Form/s if applicable) via AIMS to the Education Committee for endorsement.
 - e) The Education Committee Chair submits the endorsed Course Termination Proposal (and Unit Termination Proposal Form/s if applicable) via AIMS to Academic Board for approval.

- 4.47 The process for terminating a unit/s is as follows (and shown in [Appendix A.8](#)):
- a) The Head of Course completes the Unit Termination Proposal Form/s in AIMS, 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 or the relevant course/s.
 - b) The Head of Course submits the completed Unit Termination Proposal Form via AIMS to the relevant Course Committee for endorsement.
 - c) The Course Committee submits the endorsed Unit Termination Proposal via AIMS to the Education Committee for approval.

Teach-out and transition arrangements

- 4.48 Immediately after the last intake into the course, the course will be considered to be in teach-out mode and no new enrolments will be permitted.
- 4.49 Teach out of courses will be completed as soon as possible, taking into consideration student numbers and enrolment patterns, as well as possibilities to provide substitute units, or the ability of students to access cross-institutional studies to complete their course.
- 4.50 When the approved teach-out period ends, enrolment into the course will not be permitted. Course details will be moved from the database of active courses to the archives.
- 4.51 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 and approved by Academic Board as part of the [Course Termination Proposal](#) to avoid an extended teach-out period.

5 PROCEDURE: SHORT COURSES

- 5.1 Part 5 of this document applies only to short courses (e.g. professional development)⁸. For information about other non-award courses, see [Part 4 Procedure: Enabling and English Language Courses](#).
- 5.2 Academic governance involves a systematic process of proposal, endorsement, approval, review and re-approval through relevant decision-makers and the relevant Course Committee (as delegated by Academic Board).
- 5.3 These governance processes are managed through CQUniversity's academic information management system (AIMS), unless otherwise stated. AIMS is designed to capture course information necessary for effective academic governance. These processes are set out below and are represented in simple workflow diagrams in [Appendix B1](#). And [B.2](#).

Short course concept proposal

- 5.4 Before a new short course is developed or approved, proposers must first ensure the concept for the course is approved by the host school or division.
- 5.5 The course concept proposal approval process is as follows (and shown in [Appendix B.1](#)):
- a) The proposer submits a Short Course Concept Proposal⁹ outlining the concept for the course for approval by the Dean of School, Director (or equivalent) in the host school or division. This proposal must include but is not limited to the following:
- brief course outline (sufficient to describe the concept)
 - intended course host (e.g. school, division, Centre for Professional Development)
 - rationale for the course (e.g. need or demand)
 - brief outline of intended external partnership (if applicable)
 - estimated staff required, costs, revenue, fees
 - brief statement about course alignment with strategic plans, school or division plans, other courses
 - name of the staff member that will be responsible for the course (i.e. course lead/author)
 - request for commitment of school or division funds (within the budget) to support the course for the duration of its approval.
- b) The Dean of School or Director (or equivalent) in the host school or division decides whether to approve the course concept proposal.

⁸ This policy and procedure does not apply to VET short courses (see the [scope](#) in Part 2 of this document).

⁹ The Short Course Concept Proposal Template is under development. Contact the [Centre for Professional Development](#).

Partnerships with external parties

- 5.6 Short courses may also be initiated to meet the needs of external parties (e.g. public sector organisations; private sector employers from industry or business; professional bodies; community groups).
- 5.7 Arrangements to develop, host and/or deliver short courses for an external party must be formalised in an education partnership agreement.
- 5.8 The requirements applicable to establishing and managing these agreements are in the [Partnerships Policy and Procedure](#). CQUniversity's Procurement Advice Team and the Centre for Professional Development may also provide guidance on short course partnership arrangements.
- 5.9 If an external partner will be involved, the proposer must submit a completed Short Course Concept Proposal (as stated above) and do the following (see [Appendix B.2](#)):
- consult with relevant host school/division staff and external parties, and
 - prepare and submit an education partnership agreement to the Deputy Vice-Chancellor (Strategic Development) for approval.
- 5.10 The business area (host school or division) is responsible for establishing, managing, reporting on and evaluating partnership agreements and for retaining such agreements and related records in accordance with the [Partnerships Policy and Procedure](#).

Business case for additional funds

- 5.11 Short courses generally do not require funding of greater than \$1 million¹⁰ and/or the set-up of a new delivery site. However, if such funding or a new delivery site is required, the Provost or relevant Deputy Vice-Chancellor (host division) must submit a full business case (via the CQUniversity [Business Case Template](#)) to the Strategic Planning and Projects Committee for recommendation to Council for approval. The proposer will be advised of the decision.

New short course approval

- 5.12 If the short course concept is approved, the proposer (i.e. course lead/author) must submit a New Short Course Proposal to seek course approval.
- 5.13 The process for short course approval is as follows (and shown in [Appendices B.1](#) and [B.2](#)):
- The course lead/author (nominated by the host school or division) completes the New Short Course Proposal Form in AIMS and submits it to the Non-Award Course Committee for course approval. This proposal expands on the previous outline of the course concept, and must include sufficient course details to enable the Course Committee to make an informed decision.
 - The Course Committee decides whether to approve the course and the period of course approval.
 - For short courses developed, managed and/or hosted by the school or division, the course lead/author finalises course design and development, and arranges marketing and course delivery. (Short Course Development Guidelines are available on the StaffNet [Centre for Professional Development \(CPD\) website](#) as a guide).
 - For short courses developed in conjunction with and/or hosted through the CPD, the course lead/author must liaise with the Director, Centre for Professional Development (or nominee) to finalise course design and development, and to arrange marketing and course delivery.
- 5.14 If a certificate of attendance is to be issued to students, the course lead/author must ensure certificates comply with the CQUniversity Brand Guideline and requirements for awarding certificates of attendance.

¹⁰ Authority for expending funds specified in the [Delegation of Authority Policy \(FMPM\)](#).

Course review and enhancement

- 5.15 Annual review and enhancement of short courses are integral components of the academic quality assurance process aimed at improving students' experiences and learning outcomes. It also provides an opportunity for developing best practice.
- 5.16 Short courses must have effective mechanisms to collect regular, valid and reliable feedback from stakeholders, such as students, staff, and external partners to ensure the feedback results in course enhancement.
- 5.17 Changes implemented as a result of stakeholder feedback must be communicated back to stakeholders, where appropriate (e.g. external partners, staff associated with the course, Course Committee).
- 5.18 A Short Course Review Report¹¹ must be completed each year that the course is offered (i.e. 12 months following short course approval and at 12 month intervals). This annual reporting process is described below (and shown in [Appendix B.3](#)):
- a) The course lead/author reviews the course, in conjunction with one or more peer reviewers (e.g. CQUniversity staff member, or external partner nominee), reflecting on the following:
 - short course statistics, including trends and implications
 - previous year's recommendations and action taken, if any
 - strengths, weaknesses, opportunities and threat analysis of the course
 - relevance and adequacy of course resources, including facilities, software and information resources
 - engagement strategies and their effectiveness
 - self-evaluation, peer feedback, stakeholder feedback (e.g. students, staff, external partners, Course Committee)
 - potential alignment with or suitability as a pathway into existing and/or proposed award or non-award courses
 - financial viability (e.g. availability of funds and staff, revenue) to continue the course
 - the status of professional accreditation by or membership with an external organisation or network, if applicable.
 - b) The course lead/author completes the Short Course Review Report, which must include one of the following recommendations:
 - continue the course with minimal or no changes, including a rationale
 - create a new (replacement) course, including a rationale and proposed changes (e.g. funding, staff, course focus or content, partnership arrangements, other aspects), or
 - terminate the course, including reasons and proposed actions for teach-out or transition, if applicable.
 - c) If additional funding is required for staff or resources to continue the course beyond the 12-month period, the course lead/author must obtain funding approval from the relevant Dean of School, Director (or equivalent) in the host school or division.
 - d) The course lead/author submits the completed Short Course Review Report to the Non-Award Course Committee for approval, with evidence of approved additional funding if this is required to continue the course or to create a new course.

¹¹ The Short Course Review Report Template is under development. Contact the [Centre for Professional Development](#).

Course re-approval or termination

- 5.19 Short courses are approved for a period of five years or less as decided by the Non-Award Course Committee.
- 5.20 In the final year of course approval, the Non-Award Course Committee will decide whether to re-approve the course for a further period. The Course Committee will consider the annual Short Course Review Report and any other information the Course Committee deems relevant to inform its decision.
- 5.21 The Non-Award Course Committee may decide to terminate a short course at any time during the course approval period, following an annual review or consultation with the course lead/author and Dean of School, Director (or equivalent) in the host school or division.
- 5.22 Following the Course Committee's decision to terminate a short course, the course lead/author (or nominee) completes the Terminate Short Course Form in AIMS, and implements any action necessary to finalise teach-out and/or transition arrangements (e.g. partnership arrangements, marketing arrangements, changes to website/s).

6 RESPONSIBILITIES

Compliance, monitoring and review

- 6.1 Academic Board is responsible for approving non-award courses, managing academic governance and establishing quality assurance mechanisms to ensure CQUniversity's compliance with relevant legislation and education standards.
- 6.2 Non-award courses are not AQF qualifications; however, CQUniversity's policy is to apply Australian higher education standards where relevant to ensure proper governance and quality assurance of its non-award courses. This is important given their role as academic pathways into tertiary education and in improving employment outcomes.
- 6.3 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-approval submissions to Academic Board and its sub-committees.
- 6.4 The Pro Vice-Chancellor (Learning and Teaching) is responsible for monitoring implementation of this policy and procedure and reviewing it to ensure it continues to achieve its intended purpose.
- 6.5 All staff with a role in any aspect of non-award course governance, approval, management, development, delivery, review and administration are responsible for complying with this policy and procedure.

Reporting

- 6.6 The University will report information on all enabling and English language courses and units to the [Department of Education and Training](#) in accordance with prescribed HEIMS data collections and other regulatory reporting requirements.

Records management

- 6.7 Staff must manage academic governance related records in accordance with the University's [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 6.8 University records relating to academic governance, such as course proposals, approval, review, and associated decision-making must be retained for the minimum periods specified in the University Sector Retention and Disposal Schedule on the [Queensland State Archives](#) website.

7 DEFINITIONS

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

Terms and definitions

Note: These definitions align with the AQF and should be read in conjunction with the [AQF Glossary of Terminology](#).

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

Academic organisational unit:¹² 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'.

Developer or course lead/author: the person developing a new course or unit/module for approval.

Higher education course: see the [Higher Education Qualifications Policy and Procedure](#) for details.

Non-award course: a structured course of learning (non-formal learning) that **does not** lead to an officially accredited AQF qualification or the award of a testamur. Non-award courses may be comprised of structured units of learning called 'units' or 'modules'.

Proposer: the person submitting a new course concept for approval or a new unit/module for approval.

Re-approval: a process of regular evaluation by Academic Board (or its sub-committees) of a previously approved course to ensure currency, quality, viability and relevance of content, delivery and outcomes.

Self-accrediting provider: is a higher education provider¹³ which has been given responsibility to accredit (approve) its own qualifications and non-award courses. As an Australian university, CQUniversity is a self-accrediting provider which delivers higher education qualifications that comply with the relevant titles and descriptors in the AQF and non-award courses.

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.

Vocational education and training (VET) course: see the [VET Qualifications \(Scope of Registration\) Policy and Procedure](#) for details.

Vocational training product: incorporates all training package qualifications, VET accredited courses, VET skill sets and VET short courses offered by CQUniversity. VET short courses are not covered under this policy and procedure. See the [VET Qualifications \(Scope of Registration\) Policy and Procedure](#) for details.

8 RELATED LEGISLATION AND DOCUMENTS

[Academic Board Terms of Reference](#)

[Course Committee Terms of Reference](#)

[Course Reference Committee Terms of Reference](#)

[Course Review Panel Terms of Reference](#)

[CQUniversity Brand Guideline](#) (see the Marketing StaffNet website)

[Education Committee Terms of Reference](#)

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

[ELICOS Standards 2018 \(Cwlth\)](#)

¹² 'Academic organisational unit' is defined by Australian Department of Education and Training, HEIMHELP website [glossary](#).

¹³ 'Higher education provider' is defined in the [AQF Glossary of Terminology](#).

[Executive Management Committee Terms of Reference](#)

[Graduate Attributes](#)

[Higher Education Standards Framework \(Threshold Standards\) 2015 \(Cwlt\)](#)

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

[Vice-Chancellor's Advisory Committee Terms of Reference](#)

Academic Information Management System (AIMS) forms *(these forms are accessible by University staff only)*

[Annual Course Enhancement Report Form](#)

[Annual Unit Enhancement Report Form](#)

[Change Course Proposal Form](#)

[Change Unit Proposal Form](#)

[Course Concept Proposal Form](#)

[Course Review Panel Membership Form](#)

[Course Termination Proposal Form](#)

[Five-Yearly Course and Unit Review and Re-Accreditation Form](#)

[New Course Proposal Form](#)

New Short Course Proposal Form (under development, contact the [Centre for Professional Development](#))

[New Unit Proposal Form](#)

[Unit Termination Proposal Form](#)

Report and coversheet templates

[Course Review Panel Report – Progress Report at 12 Months Template](#)

[Course Review Panel Report Template](#)

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

Short Course Concept Proposal Template (under development, contact the [Centre for Professional Development](#))

Short Course Review Report Template (under development, contact the [Centre for Professional Development](#))

[VCAC Agenda Item Cover Sheet](#) (VCAC StaffNet website)

9 FEEDBACK

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

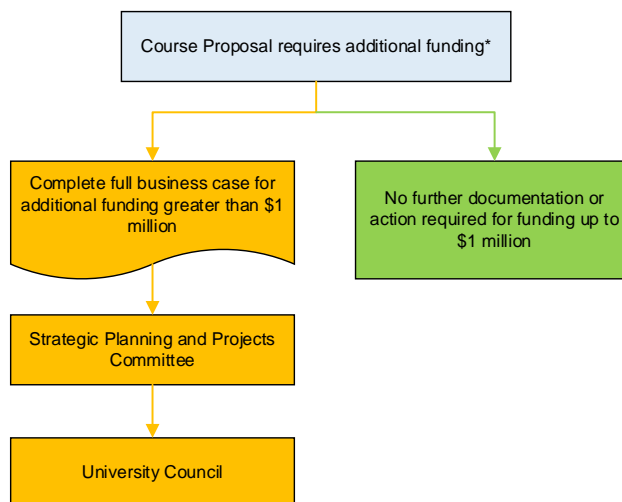
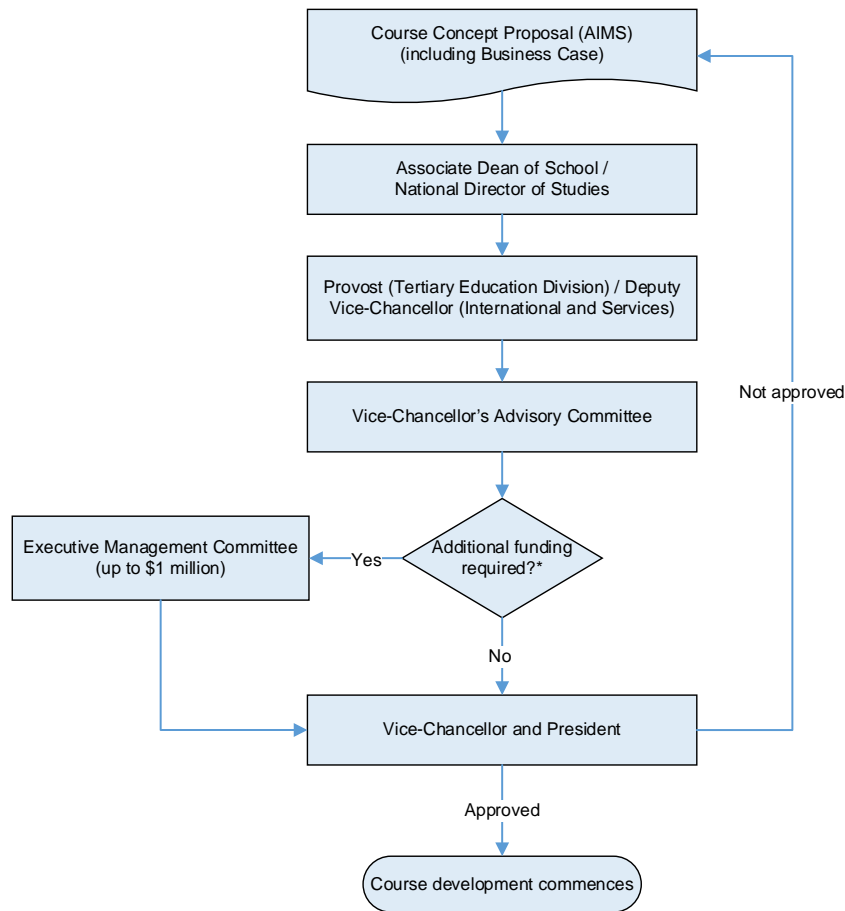
10 APPROVAL AND REVIEW DETAILS

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	15/11/2020

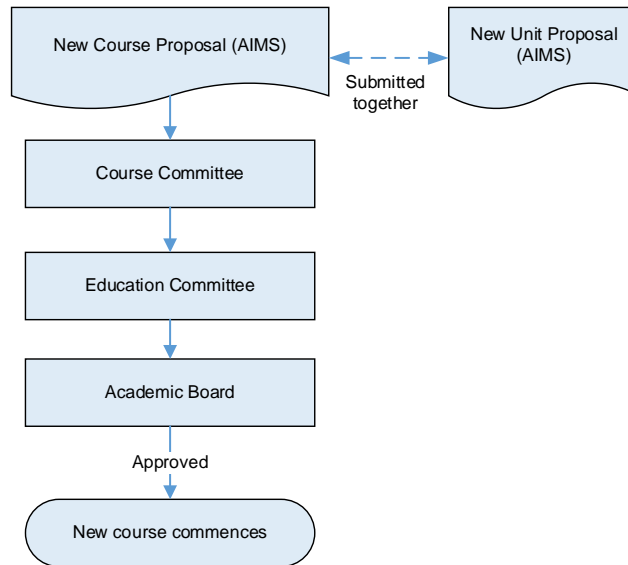
Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 26/11/2014
Amendment Authority and Date	Learning and Teaching Committee 15/11/2017; Legislative updates 5/03/2018.
Notes	This document replaced the Non-Award Programs Policy and Procedure (effective date 01/01/2015).

11 APPENDIX A: ENABLING AND ENGLISH LANGUAGE COURSE WORKFLOWS

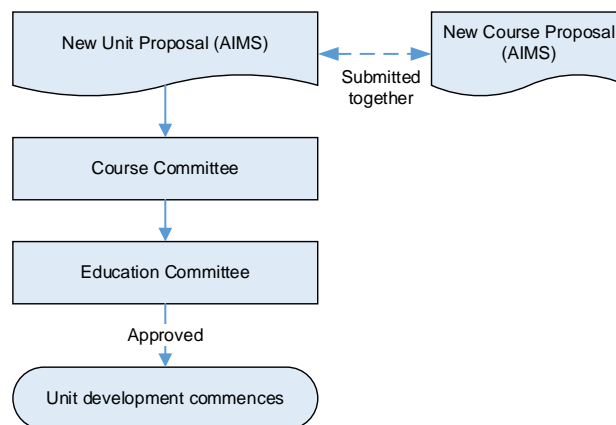
Workflow A.1: Course concept proposal



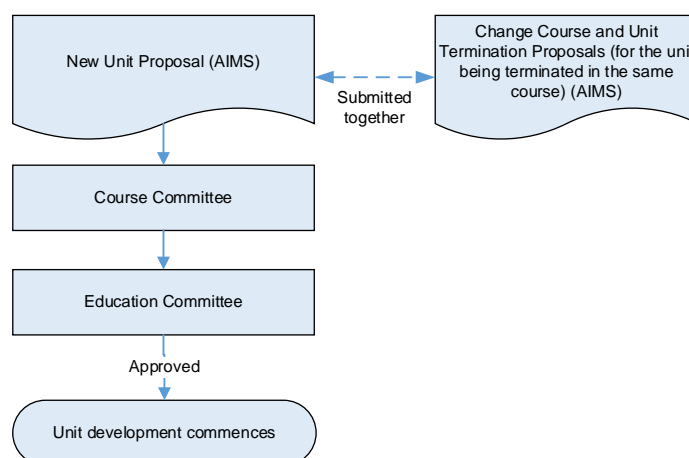
Workflow A.2: New course proposal



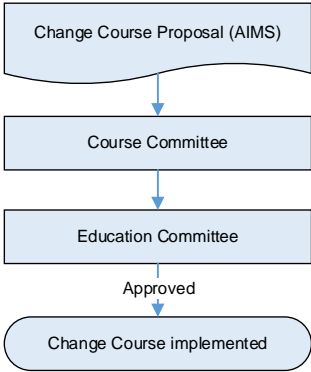
Workflow A.3: New unit into new course proposal



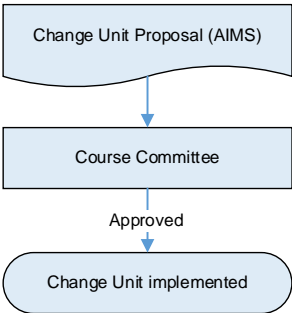
Workflow A.4: New unit into existing course proposal



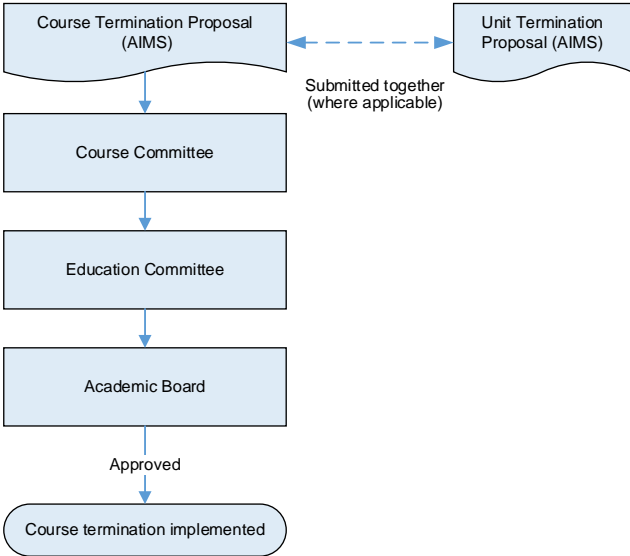
Workflow A.5: Change course proposal



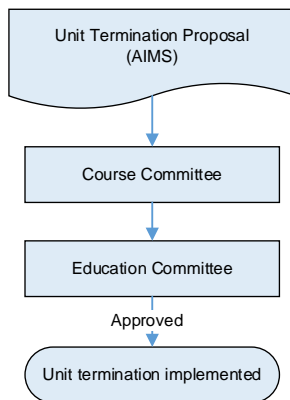
Workflow A.6: Change unit proposal



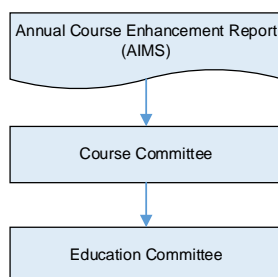
Workflow A.7: Course termination proposal



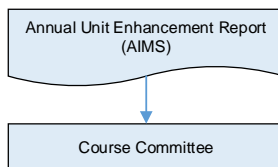
Workflow A.8: Unit termination proposal



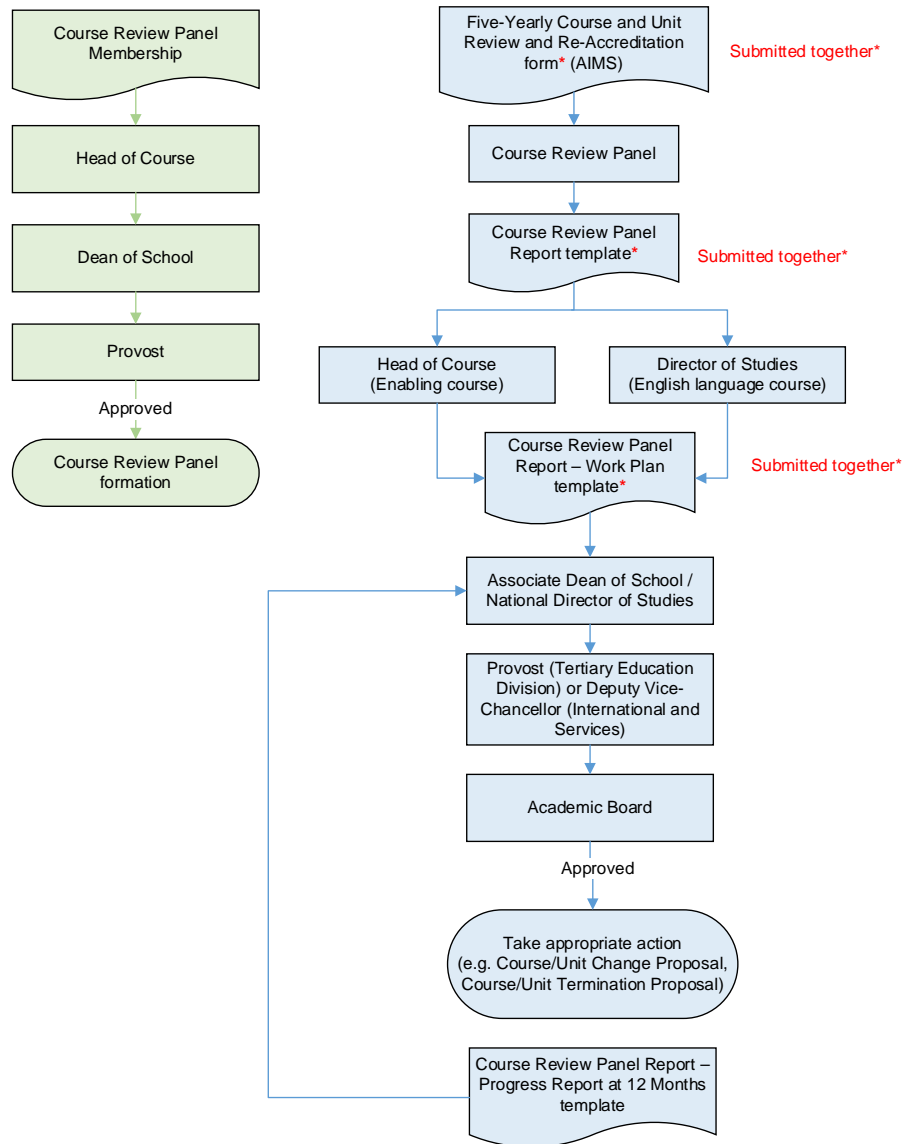
Workflow A.9: Annual course enhancement report



Workflow A.10: Annual unit enhancement report

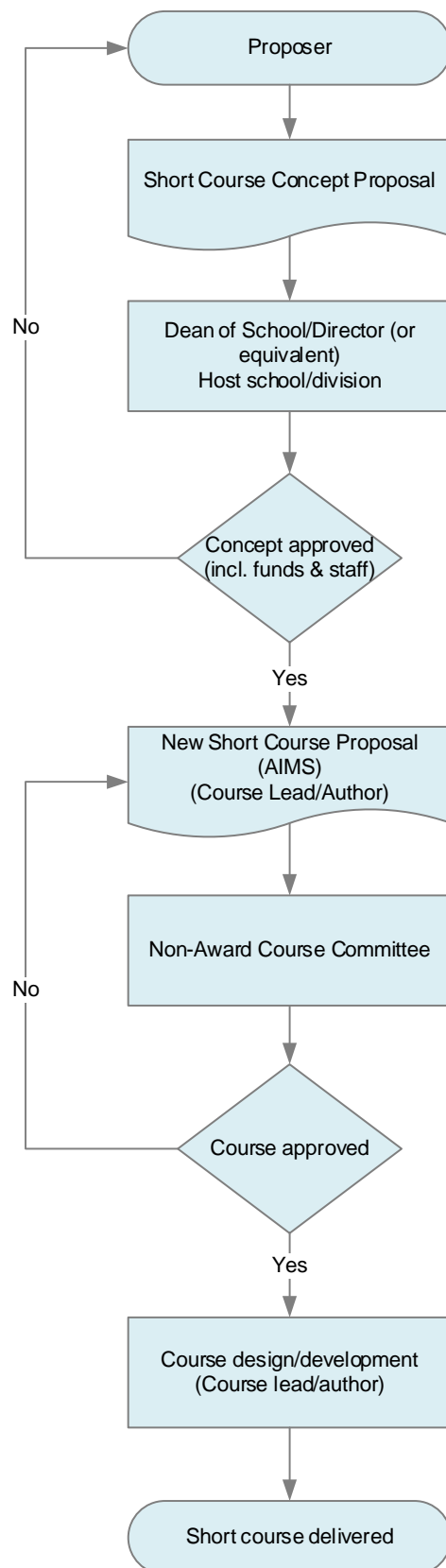


Workflow A.11: Five-yearly course and unit review and re-approval

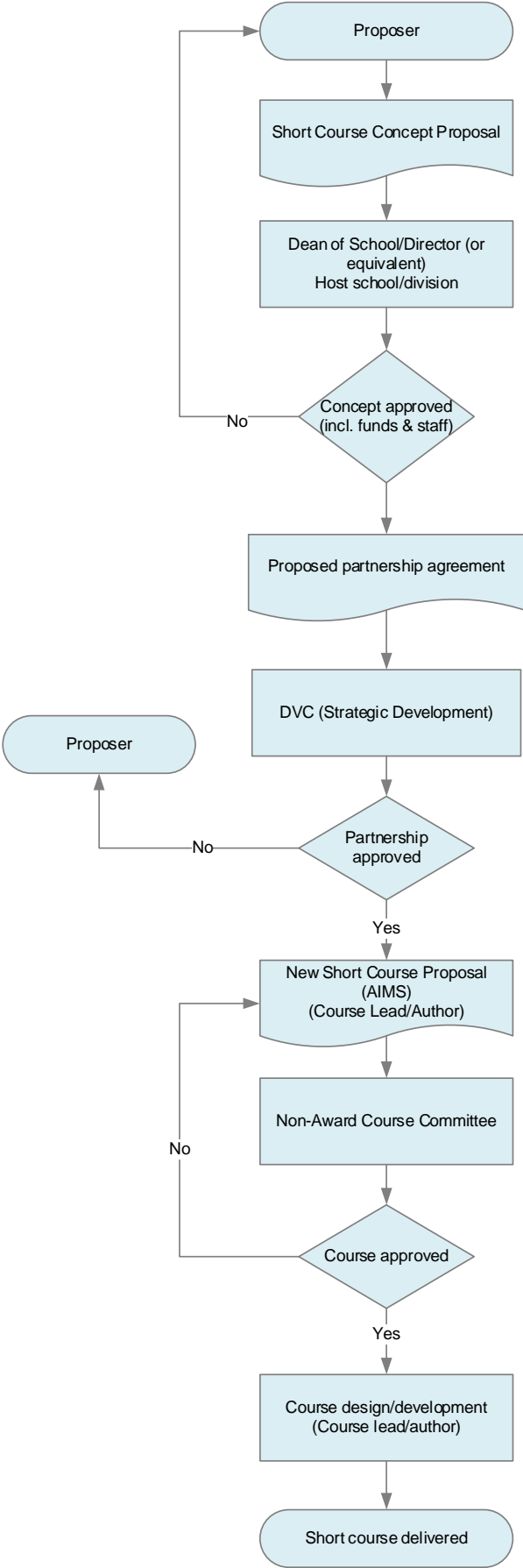


12 APPENDIX B: SHORT COURSE WORKFLOWS

Workflow B.1: Short course approval (no external partnership)



Workflow B.2: Short course approval (with an external partnership)



Workflow B.3: Short course review

