

# Course Accreditation Submission Guidelines

## Section 1 - Preamble

(1) This Guideline replaces Appendix 2.10(c) of the Academic Policy (December 2010).

## Section 2 - Definitions

(2) For the purpose of this Guideline, refer to the Academic Board's Definitions Policy.

## Section 3 - Guidelines for a Course Accreditation Submission

### Part A - Section A Summary Data

1	Title for the Course	The full course title e.g. Bachelor of Arts
2	Abbreviated Title for the Course	This must conform to University standards and be consistent within similar courses e.g. BA
3	Level of Award	Undergraduate or Postgraduate
4	Academic Organisational Unit	The Academic Organisational Unit that will be academically and administratively responsible for the course. Only this unit may initiate changes to the Course.
5	Faculty	Name of Faculty in which the responsible Academic Organisational Unit is located.
6	Campus	On which campus or campuses will this course be offered. This should include off shore locations if relevant.
7	Duration	How many years will it normally take to complete the course for a student with a full time load.
8	Total Units	How many units are required to complete this course.
9	Year and teaching period for introduction	Indicate year and teaching period of planned first intake into the course.
10	Funding Source	- Commonwealth Supported - Australian Fee Paying Student Fees - International on shore student fees - International off shore student fees - Other (please specify) If indicating Commonwealth supported load, does the course require an allocation of new load or can it be offered through redistribution of load from other courses? If a course is to be funded through tuition fees, indicate the proposed fee level.
11	ASCED Field of Education Code (FOE)	This is a ASCED requirement. FOE selection may directly affect the government funding cluster and student HECS Band contribution (for Commonwealth supported students). This field must show the ASCED FOE six (6) digit code and textual description. For example, '100705 (Written Communication)'. refer to: Deputy Vice Chancellor, Faculty Student Services Officer. NOTE: Combined and double degrees require two FOEs with the first code being the primary or initiating course.

## Part B - Section B Details

### 12. New Course Concept Proposal

(3) Does this Course Accreditation Submission vary from the approved New Course Concept Proposal? If so, how?

### 13. Aims of Course

(4) General statement of the overall aims of the course and a clear indication of the general intent and emphasis of the course, and of its conceptual basis.

(5) Aims express teaching aspirations: 'to introduce students to...', 'to familiarise students with...', or 'to enable students to experience...'.  
(6) State in sentence form what this course aims to do and what students will be introduced to.

a. for example:

Graduate Certificate in Education (Textiles and Design)

'The proposed course aims to provide targeted professional development, at Graduate Certificate level, to secondary teachers, which will enable them to teach elective Textiles and Design Stages 4, 5 and 6 in the Design and Technology curriculum stream of the 2003 NSW Board of Studies syllabus. Graduates from this Graduate Certificate will be eligible for professional accreditation in this teaching area with the NSW Institute of Teachers in accordance with NSW DET requirements.'

The proposed course meets the University's strategic directions, according to the 2005-2010 Strategic Plan, in the following ways.'

### 14. Relationship to University Strategic Direction and Academic Plan

(7) Make a statement regarding the course's relationship to the University's current Strategic and Academic Plans. Refer to the current Plans and indicate where the submission complies with these Plans.

### 15. Need for the Course

(8) Detailed justification for introducing the course, including information about:

- is this course in a new discipline area for the University?
- the likely demand for graduates from the course,
- the likely demand from students to undertake the course over the next three (3) years,
- the relationship with other courses within the University;
- information on competitor courses; and
- the capacity of the University to offer the new course.

(9) Does this information vary from that provided in the New Course Concept Proposal?

### 16. Intake Attendance Status and Size of Student Cohorts

(10) Indicate here how many:

- a. full-time students for the first three years;
- b. part-time students for the first three years;
- c. EFTSL (full-time/part-time) for the first three years; and
- d. how many of these students will be studying externally.

(11) These calculations should take into account typical retention patterns for SCU.

## 17. Sources of Advice

(12) Details of the consultation process during the development of the Course.

- a. a brief summary of the process followed,
- b. membership, expertise, role and type of advice provided by the Course Development Team;
- c. membership, expertise, role and type of advice provided by the Reference Group;
- d. details of any other sources of advice in preparing the proposal (e.g. employer groups, academics, past and present students),
- e. the role and the type of advice provided by these sources.

## 18. Professional Recognition

(13) Provide details of:

- a. possible professional recognition or registration, where applicable; and
- b. the consultation, if any, that has taken place with professional or accrediting authorities.

## 19. Relationship to Other Courses or Institutions

(14) Provide:

- a. details of any potential impact on or overlap with other University courses and units;
- b. information on the consultation process and discussions with other Schools/Colleges and Faculties concerning the possible effects for them of approval of this course;
- c. written endorsement or comment from all relevant School/College Boards;
- d. a report on any arrangements possible with other universities, or with TAFE, including details of any proposed articulation or credit transfer arrangements; and
- e. details of whether this course builds on successful current partnerships.

## 20. Potential Sensitivities Internal or External to the University

(15) Indicate any known relevant objections to the course, or any expressed concerns about the course, from within the University or from other institutions, professional organisations or community groups.

## 21. Delivery Mode

i. internal/external/both
ii. print-based/online-based/flexible mode
iii. semester-based, trimester-based
iv. offshore
v. other

(16) In the specific case of courses offered off-shore or at a location other than a SCU campus, this section should describe how the course is delivered and assessed; how the students are supported; and the contributions of any third party organisations. In addition it should include an outline of quality control mechanisms to be used in relation to assessment, e.g. 20% moderation of assignments marked by offshore staff.

for example

'(a) external with three intensive one week textiles and design practice workshops held in Sydney during school vacations in January, April and July

(b) flexible mode of delivery, including print-based and online learning opportunities in pertinent curriculum specialisation studies

(c) semester-based option for standard delivery other than required by tender.'

## 22. Graduate Attributes for the Course

(17) The following are the graduate attributes for the University.

- a. intellectual rigour - a commitment to excellence in all scholarly and intellectual activities, including critical judgment
- b. creativity - an ability to develop creative and effective responses to intellectual, professional and social challenges
- c. ethical practice - a commitment to sustainability and high ethical standards in social and professional practices
- d. knowledge of a discipline - command of a discipline to enable a smooth transition and contribution to professional and community settings
- e. lifelong learning - the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning
- f. communication and social skills - the ability to communicate and collaborate with individuals, and within teams, in professional and community settings
- g. cultural competence - an ability to engage with diverse cultural and Indigenous perspectives in both global and local settings

(18) The course graduate attributes are derived from the University graduate attributes. List here what will be the graduate attributes for the Course and how they will be embedded in the units and the structure of the Course.

## 23. Teaching/Learning Methods

(19) Provide a general statement on teaching/learning methods to be employed in the course. for example

'Independent, project-based learning with externally submitted assessments will be fostered throughout the proposed course. As such each unit will require students to take on a greater degree of independence, self-direction, and information literacy skills, especially with respect to online research, communication and learning. The intention is to equip learners with self-managed postgraduate metalearning strategies that enable them to quickly build personal confidence and expertise, in conjunction with specialist pedagogical understanding, in Textiles Technology & Design Education.'

## 24. Assessment Methods

(20) Provide specific detail about:

- a. whether units are graded or ungraded (see Rule 3, Section 8 of the University's Rules Relating To Awards);
- b. how assessment will take into account the Academic Integrity Policy - Students; and
- c. how the assessment meets the requirements of the Assessment Policy and the Learning, Teaching and Curriculum Policy.

## 25. Research/Teaching Nexus

(21) Proposals should outline strategies for exposing students to research led teaching.

## 26. Transitional Arrangements (if applicable)

(22) If any course is to be phased out by the introduction of the new course, a teach-out plan for the phasing out courses(s) must be included in the transitional arrangements. It is also recommended that existing students be given the opportunity to course transfer to the new course following standard course transfer procedures and rules.

(23) If introduction of the course necessitates transitional arrangements for existing students, then these must be specified.

(24) The following format should be used for this section.

- a. All students enrolled in the (COURSE name to be inserted) will be strongly encouraged to move to the new structure, though student cohorts who have made substantial progress through the existing award (ie completed at least 50%) would normally continue studies under the current award structure. A student may not choose to complete their studies under a combination of old and new structures.
- b. There will be no new intake of students under the existing rules of (COURSE name to be inserted) from (DATE to be inserted). The final cohort of student enrolled under the present rules will complete their course by the end of (DATE to be inserted).
- c. If a student chooses to continue in the current award structure, they are required to take responsibility for enrolling in relevant units prior to these units being discontinued.
- d. Students who do not complete the required units by the nominated 'last offer date' must seek approval for unit substitution within their award from their Head of School.
- e. By (DATE to be inserted) all students will be informed of the effect of the changes on their study pattern. Those who are transferring to the new degree structure will receive individual advice by (DATE to be inserted) regarding the impact on their enrolment following confirmation of the new structure.
- f. This advice to students will include information about the dates that units within the award are to be discontinued. Any change to FOE should also be advised in this communication.
- g. Students will also be required to confirm by (DATE to be inserted) their intention to remain in the current award structure or transfer to the new award structure. Requests for transfer after this time will not be considered unless hardship to a student or class of students can be demonstrated.
- h. In all cases, students must indicate their intention to transfer to a new award structure prior to the commencement of their final period of study.
- i. The following units will be deleted from offerings by the dates listed below:

Unit Code	Unit Name	Last Offered (Study period)

- j. The following units will be substituted as indicated below if a student has not completed the unit by the discontinuation date:

Current Unit Code	Current Unit Name	Substitute Unit Code	Substitute Unit Name

k. Change to Field of Education (FOE)

- i. The change in FOE has resulted in a change to the funding cluster from (insert 6 digit code + description) to (insert 6 digit code + description) and the HECS band has changed from (insert No.) to (insert No.). Students will be informed of these changes in writing as indicated above; or
  - ii. There is no change in the funding cluster or HECS band.
- l. A links analysis has been undertaken and the proposed unit changes and deletions have been identified as impacting on the following courses. Other Schools identified have been consulted about these changes as indicated below:

Course Code	Course Name	School affected	Date of consultation

## 27. Course Entry Requirements

(25) State explicitly the conditions of eligibility to apply for admission.

## 28. Course Structure

(26) Show in Appendix 2 the:

- a. core units;
- b. titles and codes (if available) of all units in the course;
- c. majors and minors;
- d. details of the sequencing for all units;
- e. pre-requisite, co-requisite and anti-requisite requirements; and
- f. normal enrolment pattern of a student if completing the course full-time.

## 29. Specific Award Rules

(27) Show as Appendix 3 the Specific Award Rules as they will appear in the Handbook and which are in addition to the generic Rules Relating to Awards for example:

<b>Appendix 3 BACHELOR OF APPLIED SCIENCE( FORESTRY) (Abbreviated title: BAppSc(For))</b>	
Level of Award:	Undergraduate Degree
Faculty:	Health and Applied Science
Academic Organisational Unit:	School of Environmental Science and Management
Campus:	Lismore
Course Mode:	Internal
Duration:	4 years
Total Units:	32

Specific Award Rules
See the University's Rules Relating to Awards, in conjunction with the Specific Award Rules listed below.
4.1 Requirements for an Award
(a) To be eligible for the award of Bachelor of Applied Science (Forestry) degree a candidate shall successfully complete not less than thirty-two (32) units comprising: (i) all units listed in Part A of the Schedule of Units attached to these Rules (ii) five (5) units from Part B of the Schedule, or other approved units. (b) A candidate who while enrolled for the Bachelor of Applied Science (Forestry) has completed the requirements for the Associate Degree of Applied Science may elect to be awarded the Associate Degree of applied Science following removal from candidature for the Bachelors degree.
4.2 Advanced Standing
(a) A candidate enrolled in the Associate Degree of Applied Science or the Bachelor of Applied Science who successfully completes all eight (8) first-year units may transfer into the Bachelor of Applied Science (Forestry) with advanced standing for the eight (8) units.
Candidates who have vocational, employment or other relevant experience may be granted advanced standing for up to four (4) units provided that the work, units or experience so completed are considered to be equivalent to a unit or units in the Schedule attached to these Rules
Schedule of Units
PART A PART B

### 30. Staffing

(28) Provide:

- a. name and expertise of the Course Coordinator;
- b. a list of staff (including staff from other Schools/Colleges) involved as Unit Assessors in the course;
- c. each Unit Assessor's academic qualifications and lecturer level;
- d. number of contract or sessional staff required;
- e. extent of administrative support; and
- f. staff/unit ratios.

Name	Position in relation to the Course	Academic Qualifications	Lecturer Level	Expertise
	Course Coordinator			
	Unit Assessor			

### 31. Course Monitoring

(29) It is expected that courses will be regularly monitored and, as per the University Course Review Chapter, a comprehensive course review will be undertaken once every five years.

(30) Indicate:

- a. plans for monitoring;
- b. the date for the first comprehensive course review; and
- c. membership, terms of reference and proposed meeting schedule for the Course Advisory Committee.

### 32. Arrangements for Student Feedback

(31) Detail here the arrangements for student feedback. Keep in mind that the University conducts an online survey of

students each teaching period - Student Feedback on Teaching and Learning Survey. How will this feedback be utilised.

### 33. Off-campus Practical Requirements

(32) Describe proposed arrangements for clinical, fieldwork, industrial or other practical experience requirements that involve cooperation or agreements with external organisations.

### 34. Unit Statements

(33) Unit statements for all new units are required. These are to be shown as Appendix 4. Information required to write a unit statement can be found in the Unit Statement Policy.

(34) Unit descriptions (as per the Unit Statement and the Handbook) for all existing units will be included here.

(35) If this course is at post graduate level, indicate which, if any, of the units are under graduate, why, and what arrangements will be in place to take account of this.

### 35. Full Resource Statement

(36) Indicate who has contributed to the required Full Resource Statement and to whom it has been submitted.

(37) Note that the Deputy Vice Chancellor is responsible for establishing all requirements and procedures for the approval of these Statements.

Position	Date
Director, Library Services and Copyright Officer *	
Technology Services *	
Student Services *	
Head of School	
Relevant Head of other Schools/ Colleges	
Pro Vice Chancellor of Faculty	
Deputy Vice Chancellor	

\* or delegate

(38) The following statement must be included in all submissions.

'The host School/College and Faculty have made provision for the resources necessary to mount the course. Other participating Schools/Colleges have indicated that the resources necessary to support their contribution to the course are available. There has been consultation with Technology Services, Student Services and the University Library who confirm that the library, computing, laboratory, technical, space and time resources necessary to mount this course are realistic and will be available.'

### 36. Approval and Implementation Timetable

(39) Does this vary from that in the New Course concept Proposal? If so, how?

#### Timetable

No	Step	Date
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i	approval of New Course Concept Proposal and Initial Resource Statement by Deputy Vice Chancellor	
ii	noting of New Course Concept Proposal by Programs Committee	
iii	formation of Course Development Team and Reference Group	
iv	recommendation of Course Accreditation Submission and Full Resource Statement by School/College Board	
v	development of a marketing strategy	
vi	if a postgraduate research course - recommendation of Course Accreditation Submission by Research & Research Training Advisory Committee	
vii	recommendation of Course Accreditation Submission by Programs Committee	
viii	recommendation or approval of Course Accreditation Submission by Academic Board	
ix	approval of Course Accreditation Submission by Council (if course is in a new discipline area)	
x	entry of details on systems by Student Services	
xi	implementation of the marketing strategy	
xii	development of course materials	
xiii	first cohort of students commence	
xiv	supply of course materials to students	
xv	first cohort of students graduate	

## 37. Approvals and Comments

### School/College/Faculty Endorsement of the Proposal

(40) The Course Accreditation Submission and Full Resource Statement are required to be endorsed by the School/College Board of each School/College which has a major input into the proposed course. In particular, where the proposal concerns a combined degree, the Schools/Colleges responsible for the single degrees are required to endorse the proposal. Where the proposal is for a Faculty-wide course, or where one of the degrees in a combined degree proposal is a Faculty-wide degree, the respective school board undertakes the initial endorsement step in place of a single School/College Board.

- a. Head of School /Head of College
  - i. Date
- b. Deputy Vice Chancellor
  - i. Date

### Resource Implication Checks

(41) The following officers have the opportunity to comment on the Course Accreditation Submission and the Full Resource Statement in regard to whether the introduction of the new course has significant resource implications for their area. Please attach any comments as an Appendix.

- a. Pro Vice Chancellor (Research)
  - i. Date
- b. Director, Technology Services
  - i. Date
- c. Director, Library Services and Copyright Officer

i. Date

d. Director, Student Services

i. Date

e. Deputy Vice Chancellor (DVC)

i. Date

**Appendix 1 New Course Structure**

**Appendix 2 New Specific Award Rules**

**Appendix 3 Unit Statements for all new units in the course**

## Status and Details

<b>Status</b>	Historic
<b>Effective Date</b>	14th August 2012
<b>Review Date</b>	14th April 2015
<b>Approval Authority</b>	Academic Board
<b>Approval Date</b>	14th August 2012
<b>Expiry Date</b>	22nd January 2013
<b>Head of Work Unit</b>	Andrew Rose Chair, Academic Board +61 2 66203189
<b>Enquiries Contact</b>	Governance Services