CONTENTS

1 Objective ................................................................................................................... 2
2 Scope ........................................................................................................................ 2
3 University of Tasmania Courses ................................................................................ 3
3.1 Regulatory Compliance ............................................................................................. 3
3.2 Types of Academic Courses ...................................................................................... 3
3.3 Course Attributes ....................................................................................................... 4
3.4 Units .......................................................................................................................... 4
4 The Course Quality Framework in Summary ............................................................. 5
5 Design and Development........................................................................................... 6
5.1 Design, Development and Management of Units ....................................................... 6
5.2 Design and Development of Courses ........................................................................ 6
6 Approval and Amendment ......................................................................................... 7
6.1 Approval of New Courses .......................................................................................... 8
6.2 Amendment of Courses ............................................................................................. 9
6.2.1 Significant amendment ............................................................................................ 10
6.2.2 Minor amendment .................................................................................................... 10
6.2.3 Late amendment ...................................................................................................... 10
7 Performance Monitoring .......................................................................................... 10
7.1 Performance Monitoring of Units ............................................................................. 10
7.2 Performance Monitoring of Courses ......................................................................... 11
7.3 Reflective College-Level Performance Monitoring ................................................... 11
7.4 Performance Monitoring of Courses Delivered Offshore .......................................... 12
8 Periodic Review and Re-Accreditation ................................................................... 12
Objective

This Policy expresses the approach to the quality assurance of courses at the University of Tasmania. It sets out the requirements for the design, development, approval, amendment, monitoring and review of courses to ensure their ongoing viability, quality and alignment with strategic priorities.

This Policy supports the achievement of the goals of Open to Talent: Strategic Plan 2012 Onwards and the University of Tasmania’s Strategic Plan for Learning and Teaching 2016-2020.

This Policy forms part of a wider overall Course Quality Framework and therefore operates in conjunction with additional course quality policies, procedures and processes relating to:

- Design and development
- Approval and amendment
- Performance monitoring
- Review and re-accreditation
- Professional accreditation
- Discontinuation and suspension of intake.
- Course and unit consolidation and teaching efficiency

Scope

This Policy applies to all University of Tasmania coursework courses (both award and non-award), including courses that are approved by the University of Tasmania and delivered wholly, or in part, by a third party provider at either an onshore or offshore delivery location.

This Policy does not apply to Higher Degrees without a coursework component or to Professional Doctorates.

For information on the approval, amendment, monitoring and review of Higher Degrees by Research and Professional Doctorates, see Rule 4 – Rules of Graduate Research.
This Policy should be read in conjunction with the Procedures listed as supporting documents in this Policy.

3 University of Tasmania Courses

The University is committed to ensuring that its courses remain relevant and current, providing students with a high-quality learning experience. A robust, sustainable quality assurance system is integral to maintenance of the quality of the University's courses.

The University views the academic quality assurance of its curriculum and decisions regarding the development and offering of that curriculum, as two interrelated processes.

3.1 Regulatory Compliance

The University of Tasmania is a registered self-accrediting higher education provider with the Tertiary Education Quality and Standards Agency (TEQSA), with authority to self-accredit courses of study that it offers and awards that it confers.

The University of Tasmania is responsible under the TEQSA Act, 2011 for ensuring that all self-accredited courses of study comply with the Higher Education Standards Framework (Threshold Standards), 2015.

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single national qualifications framework. All University award courses must meet AQF requirements.

The process for assuring courses meet AQF compliance is embedded in the quality assurance processes related to: course design and development; course approval and amendment; course and unit performance monitoring; periodic course review and re-accreditation; and course discontinuation and suspension.

Colleges and Divisions are responsible for ensuring that course quality assurance activities include evaluation against the relevant AQF Qualification Type specifications.

3.2 Types of Academic Courses

The University of Tasmania offers:

- Award courses
- Non-award courses and other offerings (both credentialed and non-credentialed).

Award and non-award courses that are accredited by the University of Tasmania are assigned a course code as a unique identifier.

The University may offer double, combined, dual and joint courses and awards. The University may also offer sequenced suites of two or more courses in accordance with Rule 6 – Admission, Assessment and Student Progress.

An award is a qualification that is granted or conferred by the University of Tasmania on completion of a University of Tasmania accredited course.
An award course is a structured combination of approved units which, when completed, qualifies a student for an award. An award course may be categorised as either a Higher Education course or a Vocational Education course, depending on the appropriate regulatory framework. Award courses are formally accredited by Academic Senate or by an external authority with the power to accredit or endorse Training Package qualifications or Vocational Education and Training (VET) accredited courses.

Award courses accredited by the University, or by state or national accrediting authorities are structured to form a coherent body of knowledge, skills and application of knowledge and skills, and will have a duration of learning and/or an assigned credit point value that is indicative of the total volume of learning.

Non-award courses are courses that, although recognised by the University or other relevant bodies, do not lead to a University award. Examples of non-award courses include English Language Intensive Course for Overseas Students (ELICOS), foundation courses and professional year programs. Non-award courses may be allocated credit points or credit equivalences in accordance with the Credit in Recognition of Prior Learning Policy.

Non-credentialed courses are not regulated under the Australian Qualification Framework or other regulatory standards, and generally do not award academic credit although credit equivalences may be specified. Examples of non-credentialed courses are short courses.

3.3 Course Attributes

All courses offered by the University of Tasmania will reflect the following attributes:

- **Quality** – judged by reference to relevant sector and disciplinary standards and through benchmarking and other comparators.
- **Viability** – judged by reference to financial and academic sustainability measures.
- **Strategic Alignment** – judged by reference to the strategic priorities of the University and of the College or Division.

3.4 Units

A unit is a component of a course, which in the case of Higher Education courses has been assigned a unit code and a credit point value. In the case of a Vocational Education course the component unit of competency has been endorsed by a national or state authority.

The University of Tasmania credit point system for Higher Education award courses is a relative measure of the proportion of the volume of learning which a unit represents to a student. The total credit points for a full-time year of a course is 100, unless specified differently in the accreditation of the particular course.

For Higher Education students undertaking an industry or work placement, the duration and/or contact hours may be used as an alternative to credit points to determine a full-time study load; (or example, an industry-based learning unit requiring full-time workplace attendance taken over one year is regarded as a full-time study load (equal to 100 credit points) notwithstanding any credit points specifically assigned to a particular award.
4 The Course Quality Framework in Summary

The Course Quality Framework describes the system for the quality assurance of all coursework-related activities at the University of Tasmania, and the ways in which they relate to the University’s Quality Framework. The framework includes the following key components:

- The Course Design and Development Procedure regulates course design and development for all proposed and approved University of Tasmania courses.
- The Course Advisory Committee Policy sets out the requirements, roles and membership of Course Advisory Committees.
- The Course Nomenclature Guidelines specify requirements around course and award titling and approved abbreviated titles.
- The Course and Unit Approval and Amendment Procedure details course approval and amendment procedures for all courses and units at the University of Tasmania.
- The CRICOS Course Registration and Amendment Procedure sets out the University’s procedures to meet the requirements of the Education Services for Overseas Students Act, 2000.
- The Course and Unit Monitoring Procedure sets out the processes for performance monitoring of existing courses and units.
- The Periodic Course Review and Re-Accreditation Procedure sets out the processes for reviewing and re-accrediting existing courses.
- The Professional Accreditation Procedure sets out the delegations of approval, processes for submission of professional accreditation documentation to professional bodies and requirements around the follow up and monitoring of any subsequent recommendations for improvement.
- The Course Discontinuation and Suspension of Intake Procedure sets out the processes for discontinuing, teaching out and suspending existing courses.

The Course Quality Framework is represented diagrammatically below.
5 Design and Development

Details of the requirements for each stage of the development and design process are set out in the Course Design and Development Procedure. See also, the Course Advisory Committee Policy and Course Nomenclature Guidelines.

5.1 Design, Development and Management of Units

Units will be developed by, or with oversight from, academic staff with relevant expertise.

To maintain consistency across Colleges and Divisions with regard to quality assurance, standards and the publication of information, a proposal to establish a unit, or make significant amendment to a unit, will be in accordance with procedures and criteria approved by Academic Senate through the University Course and Unit Proposals Committee (UCUPC).

In developing a unit, consideration should be given to its relationship with the course, or courses, within which it will be offered, and the educational aims and learning outcomes of the relevant course or courses.

For units with Aboriginal and Torres Strait Islander related content, consideration should be given to ensuring that material is appropriate to the learning outcomes and is culturally responsible in its format and delivery.

Intended learning outcomes must be specified for each unit, based on the taxonomy(ies) adopted by the University and approved in accordance with procedures established by UCUPC.

Academic Units are responsible for ensuring the delivery and management of units, and for ensuring that a Unit Coordinator is appointed for each unit.

5.2 Design and Development of Courses

Courses and their component units should be designed and delivered within a framework that comprises detailed specifications of the curriculum including: educational aims, learning outcomes, assessment arrangements and graduate statements.

Educational aims will express the broad educational intentions of the course. The aims should associate the course with the continuous and incremental acquisition of knowledge and skills in particular disciplinary or multi-disciplinary fields, and, where relevant, with specific professions, occupations or areas of employment.

Learning outcomes will specify the expected achievements that will be demonstrated by students in the areas of knowledge, skills and their application as a result of their successful completion of a course.

These elements should provide an educational framework that is clear and coherent, and that:

- Forms the basis for teaching and assessment activities.
- Is oriented towards the development of students as independent, lifelong learners.
- Aligns with the overall academic goals and objectives of the University.
Courses will be developed by, or with, oversight from academic staff with relevant expertise, and of suitably qualified people external to the University. Courses will be developed having regard to:

- The specifications appropriate for the level of the awards as described in the AQF.
- The Higher Education Standards Framework (Threshold Standards) 2015
- Relevant strategic priorities established by the University and the College or Division.
- Emerging areas of knowledge and professional activity and identified areas of community need and demand.
- Appropriate expertise or accessing guidance and advice to ensure Aboriginal and Torres Strait Islander content is included where relevant, is high quality and course-appropriate and culturally appropriate and respectful.
- The capacity of the University to offer a high quality and sustainable academic program, having regard to the specialist areas of knowledge and areas of research focus of academic staff within relevant disciplinary and/or professional fields and the resources required to teach the course.
- Course admission criteria that are set to allow the University to admit to a course, applicants the University believes can undertake the course with a reasonable prospect of success.
- Consideration of equity, diversity and accessibility issues, and awareness in the development of, and access to, courses.
- Course rules that provide clear and consistent completion requirements.
- Course structures that are consistent across Colleges and Divisions and can be clearly communicated to all stakeholders.
- Courses are compliant with regulations for international and domestic students.
- The University’s Blended Learning Model.
- The University’s Credit in Recognition of Prior Learning Policy.
- The Indigenous Curriculum Section of Curriculum 2025: The White Paper 2016 and the guidance for staff around Aboriginal and Torres Strait Islander students and curriculum content.
- The ability to deliver strong graduate outcomes.
- The ability to clearly communicate pathways and the possibility of early exit points within a suite of courses.
- The existence of other courses already offered by the University.

6 Approval and Amendment

The University of Tasmania is registered in the Australian University provider category and is authorised under the Tertiary Education Quality and Standards Agency Act, 2011 to self-accredit each course of study (program) that leads to a higher education award that it offers or confers.

In accordance with Ordinance 13 - Academic Senate, University Council delegates certain functions to Academic Senate, to be exercised in accordance with the principles, plans and policies approved by Council. These delegated functions include course quality assurance.
The University:

- Maintains an effective framework to ensure all approved courses reflect the attributes for a University of Tasmania course.
- Develops and implements strategic and efficient governance process for course approval.
- Adopts procedures to appropriately manage amendment and discontinuation of courses.
- Includes within the procedures specific details relating to the assessment of relevant matters in course approval.
- Adopts strategies to monitor, review and improve College and Division managed processes for course and unit approval, monitoring and review.

Details of the requirements for each stage of the approval and amendment process and related forms and templates are included in the Course and Unit Approval and Amendment Procedure. See also the CRICOS Course Registration and Amendment Procedure.

6.1 Approval of New Courses

The course approval process encourages and assists the planning, monitoring and periodic review of courses that are aligned with the vision, purpose and values of the University of Tasmania, and develops highly valued graduates who have capabilities that reflect the University of Tasmania Graduate Qualities Statement.

The course approval process encourages and supports sound curriculum design, and the development and approval of consistent and sustainable course structures.

The course approval process assists the University to respond in a timely way to new opportunities as these arise.

The course approval process is cognisant of the rate of change of courses – both within courses and to courses – that may occur within at least a three year period.

The course approval process will provide sufficient time for system configuration and marketing to occur to ensure that a new course can be open for application on the same date as all other already approved University courses.

Consideration of course proposals is guided by all legislation, rules, policies and principles relevant to the design, delivery, management and quality assurance of award courses.

The course approval process shall be a staged process whereby the successive stages provide an opportunity to assess opportunities and risks. At University level, these stages are approved sequentially through:

- Course proposal, curriculum design and business planning at College/Divisional level
- College/Division endorsement
- Endorsement by the University Course and Unit Proposals Committee (UCUPC) and
- Approval by Academic Senate.

Courses are formally approved by Academic Senate based on assessment of the opportunities and risks in offering the course, including the following key areas:
• Alignment with the University of Tasmania’s strategic objectives.
• Compliance with the relevant provisions of the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework (Threshold Standards) 2015.
• Resourcing and capability.
• Advice and endorsement of UCUPC.
• Academic governance arrangements.
• Arrangements for monitoring, periodic review and re-accreditation and professional accreditation as appropriate.
• Considerations for Student Operations and Academic Administration capability to facilitate quality support.

When making decisions regarding the approval of a course proposal that involves delivery of the course through a partnership with a third party, Academic Senate will make assessments based on additional considerations.

For more information on the approval of courses involving delivery through third parties see the Third Party Academic Arrangements Policy.

In exceptional circumstances alternative approval processes for specific proposals may be agreed by Academic Senate.

6.2 Amendment of Courses

Change is an essential element of the process of curriculum development and renewal. Major drivers of change are the development and improvement of the student experience, student learning and graduate outcomes.

In granting approval for a change to a course, the relevant approval authority must be satisfied that the change will not compromise the academic integrity of any University course.

Changes to courses that have been accredited or approved by Academic Senate may be classified as significant amendments or minor amendments.

Significant amendments are endorsed by the relevant College or Division Learning and Teaching Committee and are submitted for endorsement by UCUPC and approved by Academic Senate.

College and Division approval processes for minor amendments are made under delegated authority from Academic Senate. These processes must be reviewed by Academic Senate at least once every five years.

In approving proposed changes, Academic Senate (in the case of a significant amendment), or its delegated Committee (in the case of a minor amendment), will take account of:

• The need for, and merit of, the proposed change.
• The requirement for, and/or adequacy of, a transition plan for any current students and applicants.
• The date within the academic calendar in which the change is requested.
• Advice from the College/Division Learning and Teaching Committee in the case of applications for approval of changes to course titles or majors that appear on a testamur.
Change to University courses and programs cannot be implemented until the requisite approval for the change has been formally provided in accordance with the relevant procedural requirements and guidelines associated with this Policy.

Changes to the nomenclature of a course shall be approved in compliance with the Course Nomenclature Guidelines.

6.2.1 Significant amendment

Changes requiring the approval of Academic Senate are considered significant amendments and are listed in the Course and Unit Approval and Amendment Procedure.

A change to admission criteria is always considered a significant amendment and requires Academic Senate approval. Changes to the admission criteria of a course shall be approved in compliance with Rule 6 - Admission, Assessment and Student Progress and with the Admissions Policy.

6.2.2 Minor amendment

The responsibility for approval of minor amendments has been delegated by Academic Senate to Colleges and Divisions on the basis that all Colleges and Divisions implement appropriate quality assurance mechanisms. These include proper consideration of all relevant matters related to minor amendments and undertaking appropriate consultation with other Colleges and Divisions with an interest in the course or unit.

Minor amendments approved at College or Division level under delegated authority from Academic Senate will be notified to UCUPC.

In accordance with Rule 6 - Admission, Assessment and Student Progress, Colleges and Divisions must not exercise this delegation from Academic Senate in such a way that a student who is already enrolled in the award is disadvantaged by the change.

The changes to courses that are considered to be minor amendments, and as such do not require approval from Academic Senate, are listed in the Course and Unit Approval and Amendment Procedure.

6.2.3 Late amendment

A late amendment includes a change to a unit in the year(s) that enrolment is open, and a change to a course in the year(s) in which application is open, and which involves amendment to published information about a unit or course in the Course and Unit Handbook.

The process of approval for late amendments that are considered to be significant amendments, and as such require approval from Academic Senate, are listed in Course and Unit Approval and Amendment Procedure.

7 Performance Monitoring

The University and Academic Senate monitors the quality of courses that have been approved or re-accredited. Each course must have a College/Division of ownership that is responsible for its monitoring, ongoing maintenance and review.
Details of the requirements for each stage of the monitoring process and related forms and templates are included in the Course and Unit Monitoring Procedure.

The performance of all accredited courses, irrespective of whether they are offered within or beyond Australia, shall be monitored and reviewed on a regular basis using a set of key tracking measures against an agreed set of benchmarked indicators.

Course and Unit Coordinators are expected to undertake ongoing evidence-based performance monitoring throughout the delivery of courses and units.

The University deploys a range of mechanisms and specific tools to achieve continuous improvement through the performance monitoring of courses and units. These include:

- monitoring unit performance
- monitoring course performance, and
- ongoing analysis and reporting.

Details of the requirements for each of these mechanisms and related forms and templates are included in the Course and Unit Monitoring Procedure.

7.1 Performance Monitoring of Units

University Learning and Teaching Committee (ULTC) oversees the unit performance monitoring process. This includes Unit Reports (which are completed by Unit Coordinators after each offering of a unit) and triggered Unit Reviews (which are instigated centrally based on criteria approved by Academic Senate). A unit review may be triggered when the need arises for operational reasons, such as significant concerns about the viability and/or quality of a unit and/or its compliance with learning and teaching policy.

Both Unit Reports and Unit Reviews are submitted by the Unit Coordinator to the Course Coordinator, who uses them to monitor and analyse key indicators related to student profile, student demand and the quality of learning and teaching of the course as a whole and to complete the Annual Course Report.

7.2 Performance Monitoring of Courses

University Learning and Teaching Committee (ULTC) oversees the annual course performance monitoring process. This includes Annual Course Reports, which are completed by the Course Coordinator and used by the College/Division to monitor and analyse key indicators related to the student profile, student demand and the quality of learning and teaching. The major focus is to analyse course performance and identify both areas of strength and initiatives for improvement. Annual Course Reports are submitted by the Course Coordinator to the Associate Dean (Learning and Teaching), who uses them to inform the College/Division Summary Report on Quality Assurance to ULTC.

7.3 Reflective College-Level Performance Monitoring

All Colleges/Divisions are required to periodically submit summary reports on quality assurance activities and outcomes to ULTC. The purpose of these summary reports is to enable ULTC to fulfil its monitoring role and refer systemic issues to appropriate bodies for further action.
College/Division Summary Reports on Quality Assurance include reflection on: course and unit monitoring activity and outcomes; periodic course reviews; professional accreditation exercises; and certain areas of academic risk, including third party delivery, work integrated learning and placement, academic misconduct and student grievances and complaints.

ULTC is responsible for notifying University Quality and Standards Committee (UQSC) of any systemic or thematic issues and risks identified through this process. If appropriate, UQSC will subsequently consider the need for targeted intervention and improvement strategies (such as a triggered course review, for example). UQSC may refer the matter to other organisational units for progression as deemed appropriate (eg, Library, Student Operations).

If performance, for example in the areas of attrition, retention and success, fails to meet minimum agreed performance standards over a two-or three-year period, the Chair, University Quality and Standards Committee (UQSC) may recommend to the College or Division that further action be taken, including discontinuation and ‘teach out’ of the course.

7.4 Performance Monitoring of Courses Delivered Offshore

All offshore programs are subject to normal course and unit monitoring processes.

In addition, ULTC receives Annual Quality Assurance Reports for third party academic arrangements involving the delivery of courses offshore and submits a summary report to the committee responsible for monitoring third party academic arrangements. This report includes:

- Listing of all offshore courses
- Performance against performance indicators and benchmarks
- Analysis against third party delivery goals
- An overall risk assessment of activities.

The report also forms part of the basis for the Third Party Academic Arrangements Review and Monitoring Report, which is submitted annually to Academic Senate.

8 Periodic Review and Re-Accreditation

Course and unit performance monitoring is an integral enabler of, and input into the periodic course review process overseen by Academic Senate.

Colleges and Divisions are required to implement a regular, periodic review cycle for all courses, whereby courses are reviewed at least once every five years (and earlier as required).

In addition to the regular, periodic review cycle for all courses implemented by Colleges and Divisions, UQSC may commission course reviews based on triggers related to clearly identified and demonstrated risks and/or the absence of sufficient externality in the regular, periodic review process or the absence of a professional accreditation process.

Sequenced courses (e.g. honours courses; combined degrees; graduate certificates, graduate diplomas and the Master courses they nest within) are usually considered as a set for periodic course review purposes.
Periodic course review processes are designed to:

- Facilitate the provision of high quality curriculum and pedagogy that delivers recognised academic standards.
- Enhance strategic outcomes by providing timely identification of high performing and underperforming courses.
- Maintain strong links with the University's strategic planning, quality and review systems to support the University's strategic objectives.
- Support the cyclical improvement and re-accreditation of courses through data-driven decision making.
- Ensure compliance with relevant requirements, such as the Higher Education Standards Framework (Threshold Standards) 2015.

Once the approval period for a course has expired, the course must be re-accredited and re-approved for delivery by Academic Senate.

Details of the requirements for each stage of the periodic course review and re-accreditation processes and related forms and templates are included in the Periodic Course Review and Re-Accreditation Procedure.

8.1 Periodic Review of Courses

Periodic course review is integral to academic quality assurance. It includes processes that require critical review and reflective practice in order to better understand, respond to, and improve the quality of academic standards, organisational performance, and the student experience.

In alignment with the Higher Education Standards Framework (Threshold Standards) 2015, all courses of study are placed under periodic course review at least once every five to seven years. Periodic course reviews must be comprehensive, in accordance with the definition provided by the Higher Education Standards Framework (Threshold Standards) 2015:

“A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students’ achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.”

Periodic course reviews will include external referencing or other benchmarking activities and consideration of:

- The design and content of the course/s
- The expected learning outcomes
- The methods for assessment of those outcomes by adhering to the Assessment Policy and Assessment Procedure
- The extent of students’ achievement of learning outcomes
- Emerging developments in the field of education
- Modes of delivery
- The changing needs of students
- Identified risks to the quality of the course of study.
8.2 Review and Re-Accreditation of Courses

To maintain course approval courses must be reviewed and reaccredited for delivery by Academic Senate normally within a five year period and in no case longer than seven years.

A course may continue to be offered on condition that:

- No changes have been made to the course unless those changes have been progressed and approved consistent with the Course and Unit Approval and Amendment Procedure and therefore endorsed by UCUPC.
- The course has been formally reviewed; normally, at least once every five years (and in all cases no longer than seven years from the date of initial offer) and a review report, together with an implementation plan addressing any recommendations arising from the review has been considered by the relevant College and Senate committees and the course is submitted to Academic Senate for formal reaccreditation.
- Academic Senate is satisfied that appropriate actions have been put in place to address any recommendations contained in the review report.
- The Vice-Chancellor or delegate is satisfied that the course continues to be viable and does not pose any unacceptable risk to the University.

Sequenced courses (eg honours courses; combined degrees; graduate certificates, graduate diplomas and the Master courses they nest within) are usually considered as a set for course re-accreditation purposes.

8.3 Professional Accreditation of Courses

If courses receive accreditation from external professional bodies, owning Colleges and Divisions are encouraged to request a period of University of Tasmania accreditation that enables them to submit documentation for internal and external accreditation at the same time.

Professional accreditation delivers external quality assurance for the University's accredited courses. It confirms that the University of Tasmania graduate has achieved the knowledge, skills and capabilities required for entry into a specific profession.

Details of the requirements for each stage of the professional accreditation process and related forms and templates are included in the Professional Accreditation Procedure.

9 Discontinuation and Suspension of Intake

Details of the requirements for each stage of the discontinuation and suspension of intake processes and related forms and templates are included in the Discontinuation and Suspension of Intake Procedure.

9.1 Discontinuation of Courses

Discontinuation of a course is the process by which Academic Senate decides that a course ceases to be offered to new students for admission, while enabling students already admitted to the course to continue their studies in accordance with the existing course structure and requirements. ‘Teach out’ of a course is for a limited
period, approved by Academic Senate, at the end of which the course is discontinued.

Where a College or Division and UCUPC recommend that a course no longer be delivered, discontinuation of the course will be subject to approval by the Academic Senate.

Discontinuation proposals must be approved by Academic Senate before students are formally notified.

Once discontinuation and ‘teach out’ of a course has been approved by Academic Senate and implemented in the Student Management system, the course cannot be reset to ‘active’ to be offered to new students. International students must be notified of this change and appropriate management arrangements put in place.

Where an intake to a course is to be discontinued completely, or the course is to be restructured to the extent that some streams or majors are to be discontinued and students will be unable to transfer to comparable streams or majors, the course discontinuation process applies, and ‘teach out’ plans must be submitted. Where international students are affected Tuition Protection Service procedures must be followed in relation to Provider Default.

There will be no exceptions to the ‘teach out’ period beyond the approved ‘teach out’ date.

9.2 Suspension of Intake into Courses

Proposals to suspend intake into a course for a specified period are approved by UCUPC.

A course may be suspended for up to one year at a time, after which time the College or Division may wish to seek a further suspension of no more than another twelve months. Courses may not be suspended indefinitely. In considering proposals for suspension, UCUPC considers in particular any plans for the ‘teach out’ of the course and the impact on the students concerned. The aim should be to maintain the quality and academic integrity of the student experience during the suspension process.

10 Course Management

10.1 Course Coordinators

The operation and delivery of each course will be overseen by a Course Coordinator. Where a course is offered wholly or mainly by one College or Division, the College or Division will ensure that a Course Coordinator is appointed.

Where a combined course is offered through more than one College or Division, a Joint Combined Course Committee will be established. The responsibilities of the Joint Combined Course Committee and accountability arrangements with the relevant Colleges/Divisions will be specified in the terms of reference and operating procedures of the Committee.

10.2 Course Advisory Committees

In accordance with the Course Advisory Committee Policy, Colleges and Divisions will ensure that appropriate consultation is undertaken with relevant external parties
including employers, professional organisations, graduates and community organisations, as part of the ongoing development and management of courses.

10.3 Delivery with Third Parties

Where a course is offered jointly or in partnership with another organisation, a Partnerships Committee or equivalent will be appointed to oversee its operation and delivery. The College or Division will retain responsibility for ensuring the quality of the course. The role of the Partnership Committee and its relationship to the parties will be specified in an agreement or contract, and/or in its terms of reference and operating procedures.

10.4 Annual Report on Changes to Institutional Course Profile

Student Operations will produce an annual report to Academic Senate and the Senior Management Team setting out for that year:

- New courses set to active in Student Management.
- Courses nearing the end of their accreditation period.
- Courses that, on the advice of Academic Senate, have been set to ‘teach out’ or that are discontinued.
- The report should also be shared with Compliance and Fees to ensure the review of CRICOS and fees occurs.

11 Responsibilities

Strategic oversight of course quality and compliance with mandatory higher education standards, such as the Higher Education Standards Framework (Threshold Standards) 2015 is at the highest levels of University governance.

The Provost has executive oversight of the implementation of this Policy.

Academic Senate is responsible for advising Council and the Vice-Chancellor on academic matters, including providing advice on the means of achieving and maintaining excellence in academic activities. All Committees of Academic Senate therefore play an important role in overseeing course quality.

Academic Senate is responsible for ensuring the academic quality assurance processes across the University are maintained and monitored.

Academic Senate is primarily responsible for the administration of this Policy, and is responsible for administering course-related procedures, processes and systems in accordance with this policy.

Colleges and Divisions are responsible for ensuring the educational quality of courses that they offer, and for ensuring that courses conform to overall University standards and comply with policies and other requirements.

The Academic Division is responsible for providing information, advice and consultation to Colleges and Divisions individual academic staff to facilitate the design of units, major study areas and courses that are constructively aligned and reflective of research-based educational practice.

Each Head of College/Division and each Associate Dean (Learning and Teaching) is jointly responsible within their respective organisational unit for:
• Ensuring that College/Division processes and governance arrangements are in place and operating as required to contribute to course quality related activities outlined in this Policy.
• Overseeing course activities in accordance with the provisions of this Policy.
• Reporting the outcomes of these activities as required under the strategic planning process and the course portfolio planning process.

11.1 Committee Responsibilities

The University Course and Unit Proposals Committee (UCUPC), University Learning and Teaching Committee (ULTC), University Quality and Standards Committee (UQSC) and Academic Senate provide general oversight of course approval, amendment, monitoring, periodic review, re-accreditation, professional accreditation, discontinuation and suspension of intake.

College and Division Management Committees and College and Division Learning and Teaching Committees are responsible for overseeing the development of new courses and proposals for significant amendments to existing courses.

College and Division Learning and Teaching Committees have the oversight of minor amendments to existing courses.

Academic Senate is responsible for final approval of new courses, significant amendments to existing courses and the re-accreditation and discontinuation of existing courses.

University Committee responsibilities for course quality are summarised in the table below. These responsibilities are fully outlined in the procedures that support the implementation of this Policy.

<table>
<thead>
<tr>
<th>Lifecycle stage</th>
<th>Responsibilities</th>
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</table>
| Unit design, development and management | Undertaken by Academic Unit
|                                       | Approved by College/Division Learning and Teaching Committee                      |
| Course design and development        | Undertaken by Academic Unit
|                                       | Endorsed by College/Division Learning and Teaching Committee                     |
| New course proposal/business planning | Endorsed by College/Division Learning and Teaching Committee
|                                       | Endorsed by UCUPC
|                                       | Approved by Academic Senate
|                                       | Reported to Student Operations                                                   |
| Course amendment (significant)       | Endorsed by College/Division Learning and Teaching Committee
|                                       | Endorsed by UCUPC
|                                       | Approved by Academic Senate
|                                       | Reported to Student Operations                                                   |
| Course amendment (minor)             | Approved by College/Division Learning and Teaching Committee
|                                       | Reported to UCUPC
|                                       | Reported to Student Operations                                                   |
| Performance monitoring of units      | Undertaken by Unit Coordinator
|                                       | Reported to Course Coordinator to inform Annual Course Report                    |
Performance monitoring of courses | Undertaken by Course Coordinator
| Reported to Associate Dean (Learning and Teaching) to inform College/Division Quality Assurance Summary Report to ULTC
| Any systemic issues reported by ULTC to UQSC for follow up and referral

Performance monitoring of courses (delivered offshore) | Undertaken by Course Coordinator
| Reported to Associate Dean (Learning and Teaching)
| Annual TNE Quality Assurance Report submitted to ULTC
| Any systemic issues reported by ULTC to UQSC for follow up and referral
| Third Party Academic Arrangements Review and Monitoring Report submitted annually to Academic Senate

Periodic review of courses | Undertaken by College/Division
| Reported to ULTC
| Any systemic issues reported by ULTC to UQSC for follow up and referral

Re-accreditation of courses | Endorsed by College/Division
| Endorsed by ULTC and UQSC
| Approved by Academic Senate

Professional accreditation of courses | Undertaken by College/Division (with participation of Provost and UQSC)
| Submission approved by Provost
| Report, implementation plan and progress reports provided to Provost and UQSC

Discontinuation and teachout | Endorsed by College/Division
| Endorsed by UCUPC
| Approved by Academic Senate
| Reported to Student Operations

Suspension of intake | Endorsed by College/Division
| Approved by UCUPC
| Reported to Student Operations

Annual report on changes to institutional course profile | Undertaken by Student Operations
| Reported to Academic Senate
| Reported to Senior Management Team

12 Definitions and Acronyms

<table>
<thead>
<tr>
<th>Term/Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit</td>
<td>Means the secondary organisational unit in the academic structure of the University, reporting directly to the College Executive Deans, as per Ordinance 14 – Academic Structure. Academic Units include Centres, Faculties, Institutes and Schools</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>Award</td>
<td>A degree, diploma or certificate as specified in Academic Senate Rule 1: Rules of Awards or Academic Senate Rule 4: Rules of Graduate Research</td>
</tr>
<tr>
<td>Award course</td>
<td>A course recognised under the Australian Qualifications Framework and approved by the Delegated Authority as an award or degree offered at the University of Tasmania. An award course leads to a higher education award as detailed in Rule 1: Rules of Awards</td>
</tr>
<tr>
<td>Combined course</td>
<td>Combined courses lead to the conferral of one degree as a combined award (ie they are issued one testamur only and one AHEG statement) and these artefacts are awarded in the approved award title of the combined degree. The combined course has its own course specifications, learning outcomes and structure</td>
</tr>
<tr>
<td>Course</td>
<td>A program of study offered by the University leading to an AQF qualification, or a non-award course</td>
</tr>
<tr>
<td>Course structure</td>
<td>Refers to the specific program of units that a student undertakes to meet the requirements of a course as specified in the Course and Unit Handbook for the year the course was commenced</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
</tr>
<tr>
<td>Delegated Authority</td>
<td>A person or body granted decision-making authority as detailed in the Delegations Policy</td>
</tr>
<tr>
<td>Dual Course</td>
<td>An approved course leading to the conferral of two degrees as separate awards upon a candidate who has complied with the course requirements for combined/double degrees and the two individual course requirements inclusively</td>
</tr>
<tr>
<td>ESOS</td>
<td>Education Services for Overseas Students</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>A higher degree by research enumerated in the Table accompanying Academic Senate Rule 4: Rules of Graduate Research</td>
</tr>
<tr>
<td>Non-award course</td>
<td>Any course that is not an award course, and the successful completion of which does not lead to a higher education award</td>
</tr>
<tr>
<td>Pathways</td>
<td>Pathways allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they can demonstrate</td>
</tr>
<tr>
<td>Program</td>
<td>A course, specialisation, stream, major, minor, or 'coursework component of a Research Degree'</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Provider Default</td>
<td>The provider fails to: start providing the course to the overseas student at the location on the agreed starting day; or after the course starts but before it is completed, it ceases to be provided to the student at the location; and the student has not withdrawn from the course before the default day</td>
</tr>
<tr>
<td>Testamur</td>
<td>Official certificate of the University that testifies that the recipient has successfully completed a particular course of study, and confers an academic degree</td>
</tr>
<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>UCUPC</td>
<td>University Course and Unit Proposals Committee</td>
</tr>
<tr>
<td>ULTC</td>
<td>University Learning and Teaching Committee</td>
</tr>
<tr>
<td>UQSC</td>
<td>University Quality and Standards Committee</td>
</tr>
</tbody>
</table>

| Unit | A set of lectures, seminars, tutorials or practical sessions (or any combination of those) on a particular topic within a course, that is assigned a weight for the purposes of credit in the course and that attracts an assessment grade |
| University | University of Tasmania |

13 Supporting Documentation

- Graduate Qualities Statement Policy
- Course Advisory Committee Policy
- Admissions Policy
- Course Nomenclature Guidelines
- Statement of Roles and Responsibilities for Unit Coordinators
- Statement of Roles and Responsibilities for Course Coordinators
- Third Party Academic Arrangements Policy
- Admissions Procedure
- Course Design and Development Procedure
- Course and Unit Approval and Amendment Procedure
- CRICOS Course Registration and Amendment Procedure
- Course and Unit Monitoring Procedure
- Periodic Course Review and Re-Accreditation Procedure
- Professional Accreditation Procedure
- Course Discontinuation and Suspension of Intake Procedure

14 Versioning
<table>
<thead>
<tr>
<th>Former Version(s)</th>
<th>Version 1 – Teaching and Learning Quality Assurance Manual (superseded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Version</td>
<td>Version 2 – <em>Course Policy</em>; (current document); approved Month, 2018</td>
</tr>
</tbody>
</table>