

## University Course and Unit Proposals Committee (UCUPC) Terms of Reference – 2020

### **Purpose and Function**

To provide oversight of: orientation and progression; learning outcomes and assessment; qualifications and certification; course design; research training; course approval and accreditation; monitoring, review and improvement; delivery with other parties; and academic governance in relation to domains 1.3, 1.4, 1.5, 3.1, 4.2, 5.1, 5.3, 5.4 and 6.3 of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#).

The University Course and Unit Proposals Committee will report to Academic Senate, making recommendations with regards to:

### **Orientation and Progression (HESF 1.3):**

- Ensuring students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study (shared ToR with UAC, SEC & ULTC).

### **Learning Outcomes and Assessment (HESF 1.4)**

- Ensuring the expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
- Ensuring the specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
  - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
  - b. generic skills and their application in the context of the field(s) of education or disciplines involved
  - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
  - d. skills in independent and critical thinking suitable for life-long learning.
- Ensuring methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

### **Qualifications and Certification (HESF 1.5)**

- Ensuring when an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the *Australian Qualifications Framework*.
- Ensuring qualifications that do not align with a qualification that is recognised in the *Australian Qualifications Framework* are not described using the nomenclature of the *Australian Qualifications Framework* or implied to be a qualification recognised in the *Australian Qualifications Framework* or an equivalent qualification.

### **Course Design (HESF 3.1)**

- Ensuring the design for each course of study is specified and the specification includes:
  - a. the qualification(s) to be awarded on completion
  - b. structure, duration and modes of delivery
  - c. the units of study (or equivalent) that comprise the course of study
  - d. entry requirements and pathways
  - e. expected learning outcomes, methods of assessment and indicative student workload
  - f. compulsory requirements for completion
  - g. exit pathways, articulation arrangements, pathways to further learning, and
  - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
- Ensuring the content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
  - a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
- Ensuring teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
- Ensuring each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery
- Ensuring where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

### **Research Training (HESF 4.2)**

- Ensuring coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider (shared ToR with URC).

### **Course Approval and Accreditation (HESF 5.1)**

- Ensuring there are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.
- Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.
- A course of study is approved or accredited, or re-approved or re-accredited, only when:
  - a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*

- b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
- c. the resources required to deliver the course as approved or accredited will be available when needed.

### **Monitoring, Review and Improvement (HESF 5.3)**

- Ensuring the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support (shared ToR with UAC, URC and ULTC).

### **Delivery with Other Parties (HESF 5.4)**

- Ensuring when a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement (shared ToR with URC).

### **Academic Governance (HESF 6.3)**

- Ensuring that students have opportunities to participate in academic governance (shared TOR with Academic Senate, URC, ULTC & SEC).

### **In addition, University Course and Unit Proposals Committee will:**

- Where relevant, refer matters to other Academic Senate Committees.
- Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate.

### **Membership of University Course and Unit Proposals Committee**

| <b>Member</b>   | <b>Incumbent</b>             |
|---|------------------------------|
| <b>Chair</b><br>Academic Executive Director                                   | Prof Mitch Parsell           |
| <b>Deputy Chair</b><br>Acting Director Learning and Teaching                  | Assoc Prof Leonie Ellis      |
| <b>Ex-officio</b>   |                              |
| <b>Chair/Deputy Chair of Academic Senate</b>                                  | Assoc Prof Kristyn Harman    |
| College of Arts, Law and Education<br>Associate Dean (Learning and Teaching)  | Assoc Prof Heather Monkhouse |
| College of Business and Economics<br>Associate Dean (Learning and Teaching)   | Dr Seedwell Sithole          |
| College of Health and Medicine<br>Associate Dean (Learning and Teaching)      | Prof Ros Bull                |
| College of Sciences and Engineering<br>Associate Dean (Learning and Teaching) | Assoc Prof Tina Acuna        |
| University College<br>Associate Dean (Learning and Teaching)                  | Assoc Prof Andrea Carr       |

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| Academic Division (Head of TILT)<br>Associate Dean (Learning and Teaching) | Assoc Prof Leonie Ellis                            |
| Executive Director, Student Operations (or representative)                 | Ms Clare Moore (representative)                    |
| Director, Student Services   | Ms Kate Lee  |
| Tasmanian Institute of Learning and Teaching<br>Representative             | Dr Steve Drew                                      |
| <b>Student representative</b>  |  |
| Student (as at 1/12/19)  | Mr Joel Philpott                                   |
| <b>Academic Senate appointments</b>  |  |
| Academic Senate member   | Assoc Prof Trevor Wilmshurst<br>(31 December 2020) |
| Academic Senate member   | Dr Sonya Stanford<br>(31 December 2021)            |
| <b>Observers</b>   |  |
| Manager, Compliance and Government Reporting                               | Ms Clare Moore (above)                             |
| Curriculum Analyst   | Mr Jeremy Wadlow                                   |
| Deputy Director, CSD (North/ North-West)                                   | Tania Harvey                                       |
| Deputy Vice Chancellor (International)                                     | Mr Rob Wilson                                      |
| <b>Secretariat</b>   |  |
| Secretary  | University Governance                              |

The Committee may not make arrangements for alternates but may make co-option arrangements for members with specific expertise.

Observers may be invited with the Chair's permission.

### **Chair and Deputy Chair**

The University Course and Unit Proposals Committee is chaired by the Executive Academic Director.

The Deputy Chair is the Acting Director, Learning and Teaching.

In the absence of both the Chair and the Deputy Chair, the Chair may appoint an Acting Chair from the membership who assumes the same rights and responsibilities accorded to the Chair, including attendance at meetings to speak to the Report of the Committee.

### **Executive Committee**

The University Course and Unit Proposals Committee will have an Executive Committee, empowered to act executively between meetings where urgent business requires such action, and to form ad-hoc working parties on such matters as determined by the Executive Committee.

Executive Committee actions and approvals are reported to the University Course and Unit Proposals Committee at its next scheduled meeting.

The Executive Committee comprises:

- Academic Executive Director as Chair of University Course and Unit Proposals Committee or an Acting Chair appointed by the Chair.
- Any other two members of the Committee appointed by the Chair.

## **Quorum**

A quorum consists of one half of the membership plus one. Where there is no quorum the Committee may still meet to ensure that the work of Committee continues. Any recommendations made at such meetings would need to be endorsed by a subsequent meeting where a quorum was present. Equivalent quorum and approval requirements apply to resolutions without meeting (via electronic communication).

## **Secretariat arrangements**

A member of University Governance will act as Committee Secretary. The Committee Secretary maintains minutes of meetings of the Committee and a record of reports and associated material as part of the official University records.

## **Schedule of meetings**

The University Course and Unit Proposals Committee normally meets between 10-12 times per year.

Videoconferencing facilities are used wherever possible to minimise travel requirements.

The Committee should not meet unless there is sufficient business to warrant a meeting being held. When there is insufficient business to justify a committee meeting but there is an urgent matter for consideration, the Committee Secretary may gain a decision by consulting committee members via electronic communication.

## **Working Parties**

The Committee may establish working parties to assist its work.

## **Reporting**

The University Course and Unit Proposals Committee reports to Academic Senate subsequent to each of its meetings.