

Course Design and Delivery Policy

Version 1 – Approved 25 September 2020

Purpose:

Central to the University of Tasmania's learning and teaching activities, this policy regulates course design, development and delivery for all proposed and approved University of Tasmania courses.

1	Course design and delivery	Responsible
1.1	The University's course portfolio will be focused to enable Tasmanians to engage with the broad domains of higher education and to support the professional workforce needs of the State. Courses will be designed to offer distinctive Tasmanian experiences and to enable students to take advantage of distinctive Tasmanian opportunities and to meet the specific needs of Tasmania.	Deputy Vice-Chancellor (Education)
1.2	Courses will be developed having regard to disciplinary standards and emerging areas of knowledge and professional activity, financial sustainability measures and internal and external accreditation requirements.	Deputy Vice-Chancellor (Education)
1.3	Courses will form a coherent body of knowledge and skills and will be designed to allow students to progressively achieve course learning outcomes.	Deputy Vice-Chancellor (Education)
1.4	Course learning outcomes will specify the expected achievements that can be demonstrated by students on the successful completion of a course.	Deputy Vice-Chancellor (Education)
1.5	Courses will be developed by academic staff with input from other suitably qualified staff and external stakeholders as appropriate.	Deputy Vice-Chancellor (Education)
1.6	Course rules will facilitate the development of clear, consistent and transparent course structures, pathways, exit points and completion requirements.	Deputy Vice-Chancellor (Education)
1.7	Courses will undergo continuous monitoring, review and improvement.	Deputy Vice-Chancellor (Education)
1.8	Teaching staff will be appropriately qualified, maintain currency in their discipline and demonstrate understanding of relevant pedagogical approaches for the discipline and its students.	Deputy Vice-Chancellor (Education)
1.9	Courses may be developed and delivered in single locations where distinctive learning opportunities are unique to, or best available in, that region.	Deputy Vice-Chancellor (Education)
1.10	Within the University's state-wide offering, while mode of delivery may vary, all students will have equivalent opportunities to achieve course learning outcomes irrespective of their location.	Deputy Vice-Chancellor (Education)
1.11	The University will provide co-curricular opportunities relevant to the study skills, including English language proficiency required by enrolled students.	Deputy Vice-Chancellor (Education)
1.12	Relevant content relating to Aboriginal and Torres Strait Islander knowledge and perspectives will be included in courses based on expertise and appropriate cultural framing.	Deputy Vice-Chancellor (Education)

1.13	Accessibility and equity will be considered in the development and delivery of courses.	Deputy Vice-Chancellor (Education)
1.14	The University will deliver a student-centric teaching timetable that reflects the range of teaching arrangements across the calendar year.	Deputy Vice-Chancellor (Education)

Definitions and acronyms: [course](#) | [course structure](#) | [pathways](#) | [unit](#)

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