

# Program Management

## Procedure Manual – Coursework

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## 2013 Edition

[CLICK HERE for 2012 Manual \(Edition 1\)](#)

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## Foreword

This manual should be read in conjunction with the *Rules Governing Awards and Programs* its associated Schedules and the *Coursework Program Management Policy*. In the event of an inconsistency between lower level policy documents and a Rule(s) or Schedule to the Rule(s), the Rule(s) made by Council prevails to the extent of the inconsistency.

In the event of an inconsistency between an Academic Senate policy document and a Faculty policy, procedure or guideline, the policy document of Academic Senate prevails to the extent of the inconsistency.

The *Coursework Program Management Procedures Manual – 2013* applies to:

- enabling programs;
- undergraduate and postgraduate coursework programs; and
- programs offered by the University of Newcastle to students studying in Australia and offshore, and including those enrolled through a partner institution.

This manual was developed in 2011 and updated for 2013 as part of an Academic Senate initiative. The intention was to rationalise and streamline the Rules and policies for which Academic Senate is responsible. The most current version of the procedure manual will be published on the University website and will remain *in effect* for the calendar year (January to December). Changes will only be made if required by external legislation or by Academic Senate.

### Application of this Manual

This manual is designed to provide clear and concise directions for staff and students of the University when designing, managing, reviewing programs and when recommending the introduction or discontinuation of coursework programs offered by the University.

### Acknowledgements

The content of this manual has benefitted from input from other Universities. The content has been reviewed to ensure the University of Newcastle academic policies comply with the relevant sections of the Higher Education Threshold Standards 2011.

### Further information for staff

Where there is a perceived need for a variation from the processes described in the procedure manual, staff should contact the Office of the President of Academic Senate or the Academic Registrar.

Where assistance is required with the interpretation of policies and/or procedures, staff should contact the Governance and Policy team.

Staff may provide feedback on the *Coursework Program Management Procedures Manual* by emailing [policy@newcastle.edu.au](mailto:policy@newcastle.edu.au)

## Further information for students

For further information or clarification of the content contained in this procedure manual contact [policy@newcastle.edu.au](mailto:policy@newcastle.edu.au)

## Communication with Students

The University's primary method of communication with students is electronic, through the UoN student email account. Students may re-direct their University email to a personal account.

All students are expected to check their UoN student email account on a regular basis.

## Significant additions or amendments to this edition

Various minor edits have been made in the 2013 edition with significant amendments listed in Table A.

**Table A**

Section or Clause (in 2013 Manual)	Description of Amendments and Comments
Title	Amended name to Procedure Manual to align with legal advice
Related Documents	Updated link to AQF website
1.3, 1.5, 2.6.3, 7.1.4.vii, 10.2.5,	Content expanded for greater clarity
1.7.2	Additional clause listing dates for submission to PCAC of programs' academic content and exceptional circumstances
1.9	Clarification of the responsibility of the PVC to ensure adequate resourcing of services when programs are delivered through third party providers.
1.11	Statements have been re-numbered.
2	Revised to incorporate: Undergraduate Coursework Program Principles and Structures Guideline (new Clauses 2.1 and 2.2) approved by Academic Senate on 28 March 2012; Combined Degree principles (new Clause 2.3) endorsed by Academic Senate on 25 July 2012; Definition of a Minor approved by Academic Senate on 25 July 2012 included (new clause 2.5.5) Course Prerequisites: Guidelines and Criteria (new Clause 2.5.6) approved by Academic Senate on 7 November 2012; 2.6.3 i – revised to provide clarity around responsibility for approval of new locations of offer; Significant renumbering to this Section.
2.6.3.iii.	Program Content and Third Party Providers
3	Section renumbered and minor updates made.
4	Clause 4.1 updated to include reference to AQF mapping. New Tables added: Table 2 – Mapping Graduate Attributes to AQF Learning Outcomes Table 3 – Key words for each AQF level descriptor Table 4 – Key words for each course level Reference to Graduate Learning Outcomes Mapping Template (Appendix 1) inserted Clause 4.5 (new) New Clause Mapping assessment items Clause 4.6 updated to provide clarity around responsibility for approval of Graduate Learning Outcome mapping.
5	Section renumbered, with additional information added for greater clarity. Clause 5.4 expanded to include Research Integrated Learning
6	Inserted notification that this section is under review. Clause 6.1 renumbered and expanded for greater clarity. Clause 6.25 updated to satisfy AQF implementation.

	<p>Clause 6.2.6 - Additional information about recognition of prior learning when determining unspecified credit</p> <p>Clause 6.2.7 – Deletion of Clause 6.2.7.ii. 'equivalent pass'; and the remainder of clause 6.2.7 subsequently renumbered.</p> <p>Clauses 6.2.11 and 6.4.1 – Updated to ensure that credit is only available for studies completed through an accredited, recognised or registered provider as per the intent of the clause.</p> <p>Clause 6.2.12 – Expanded for greater clarity.</p>
7.1.1.iii	Describing Program Convenor's responsibility for quality assurance and third party providers
7.1.3	<p>Clause 7.1.3 i. c. - new clause inserted to ensure compliance with quality assurance and third party providers.</p> <p>Clause 7.1.3.iv. – updated for greater clarity.</p>
7.4	<p>Sub Clauses amended from letters to numbers with 7.4.2 (i) and (ii) expanded for greater clarity (formerly 7.4.2.a and b);</p> <p>Clause 7.4.2 (v) and (vi) inserted "through the Teaching and Learning Committee";</p> <p>Clause 7.4.2 (viii) expanded for greater clarity;</p> <p>Clause 7.4.2.viii.b. – new clause inserted on suspension and discontinuation of poorly performing programs;</p>
7.5.2	Sub-clause ii inserted to ensure PQR report on Student Feedback to Academic Senate through the Teaching and Learning Committee.
8.0	Reference to Generic Terms of Reference for External Program Review Panel – new appendix #9
8.1.1 v.	Inserted reference to appendix 6
8.2.1	Deletion of former clause 8.2.1 vii.
8.3.1.v.	removed reference of Chair – this has been moved to Clause 8.3.2
8.4.1.vi.	Minor amendment to Role of Chair of Program External Review Panel who is authorised to seek contributions from experts. Deleted old clause 8.7.7 – responsibility has been transferred to the Chair of the External Review Panel.
8.6.2	Updated for greater clarity and inserted reference to new appendix #10.
8.8.2.	New clause (8.8.2) added to ensure that academic standards are benchmarked against similar HE provider offerings in accordance with [TEQSA] Provider Course Accreditation Standards Section 5.0 Clause 5.5
8.8.4	This clause was formerly numbered 8.7.3
8.8.5	This clause was formerly numbered 8.7.4
8.8.6	This clause was formerly numbered 8.7.5
8.8.7	<p>Additional information inserted for External Program Review Panels to address [TEQSA] Provider Course Accreditation Standards Section 5.0 Clause 5.4.</p> <p>Added new clause to address Provider Course Accreditation Standards Section 5.0 Clause 5.6 for the demonstration of progression and completion rates and attainment of graduate attributes including English Language Proficiency.</p>
9.0	<p>Deleted 2012 Transition Arrangements for Student Progress</p> <p>Amendment to the requirement to issue hard copy letters under this section</p> <p>Some renumbering and minor amendments have occurred to Clauses 9.3.3 and 9.3.4 to provide greater clarity.</p>
10.1.1	<p>Sub-clauses iii. and iv. – notes have been inserted to provide additional information/requirement.</p> <p>Sub-Clause – updated for greater clarity.</p> <p>New sub-clause (ix) – major reviews to include alterations to AQF levels or Volume of Learning.</p>
10.2.1. a.	Inserted a new sub-clause – this was formerly clause 10.1.4
10.2.2 and 10.2.3	New Clauses – listing dates for submission to PCAC of programs' academic content and exceptional circumstances
New Appendices	New Appendices: Appendix 1, Graduate Learning Outcome Mapping Templates; Appendix 9, External Program Reviews - Generic Terms of Reference Guidelines incorporating suggested edits to demonstrate TESQA compliance in Program Reviews; Appendix 10

## Relevant Definitions

**terms** means a period of time for the delivery of a course in which students enrol and for which they are charged fees; standard terms include, semesters; trimesters; and summer terms. Non-standard terms include: blocks; intensive; and professional development.

This document is to be read in conjunction with the [Rules Governing Awards and Programs \[000958\]](#) and the *Academic Policies Glossary 2013, incorporating AQF Glossary 2011*.

## Authorising Policy

The *Program Management Procedures Manual - Coursework* has been developed under the authority of the *Program Management Policy - Coursework*

# 1. Program Development

## 1.1. Nomenclature

Reflects the level and content of the program and must conform with the Rule Listing Awards [000951].

## 1.2. Rationale for Creating a New Program

New programs may be developed in response to the strategic directions of the University, or to projected market or student demand.

## 1.3. Planning a New Program

Any proposed new program must:

- i. comply with the:
  - a. Australian Qualifications Framework (AQF) 2011 and its Addenda (excluding enabling programs);
  - b. Higher Education Standards Framework 2011 (especially the Qualification Standards);
  - c. policy framework of the University including the Planning and Approval of New Programs Procedure [000549];
- ii. align with the strategic directions of the University as described in the current approved University Strategic Plan;
- iii. ensure a breadth of expertise and stakeholder input by the inclusion of external representatives in the program planning team;
- iv. ensure input from other Faculties which may be involved in or affected by the introduction of the new program; and
- v. involve the University Services Division.

## 1.4. Approval for Inclusion in the University's Profile

Any proposed new program must be approved by the Vice-Chancellor who will determine its viability and whether it is consistent with the profile of the University by reviewing the business plan for the program(s).

## 1.5. Business Plan

Any proposed new program requires a business plan that includes:

- i. the business plan coversheet signed off by all Faculty Pro Vice-Chancellors and the Deputy Vice-Chancellor (Services);

- ii. the expected level of demand for the program and the expected enrolments for the first five years of the program;
- iii. an assessment of the financial viability of the program;
- iv. any similar offerings at other institutions;
- v. how the program will contribute to the University's Institutional Strategic Plan;
- vi. the development of any strategic alliances required (e.g. TAFE, Area Health Services, other universities); and
- vii. an outline of the proposed program including:
  - a. AQF Level;
  - b. volume of learning;
  - c. mode of delivery;
  - d. locations of offer, including detailed information about third party providers who either teach into or offer the program
  - e. sample structure; and
  - f. projected pathway options for progression through the AQF Levels.

All business plans associated with programs will be provided to the Secretary to the Program and Course Approval Committee (PCAC), once approved by the Vice-Chancellor.

#### **1.6. Equity Groups**

When Faculties are developing a program to attract applicants from a designated equity group, the program design should include a description of the specific strategies proposed in the areas of admission, program delivery and support. Equity groups include one or more of the following:

- i. Aboriginal and Torres Strait Islanders;
- ii. people from non-English speaking backgrounds;
- iii. people with a disability;
- iv. women in non-traditional areas of study;
- v. people from rural and isolated areas; and
- vi. people from socio-economically disadvantaged backgrounds.

Student and Academic Services, The Wollotuka Institute and Planning, Quality and Reporting (PQR) are available to provide information on specific target groups, as required.

## **1.7. Approval of Academic Content**

- 1.7.1.** The academic content of new programs will be approved by Program and Course Approval Committee on behalf of Academic Senate.
- 1.7.2.** Programs to be offered from 2014 will need to ensure that the content is submitted for consideration at the Program and Course Approval Committee scheduled for 6 June 2013.
- 1.7.3.** In exceptional circumstances the Chair of the Program and Course Approval Committee will exercise a delegation to approve academic content out of session.
- 1.7.4.** The business plan and the Vice-Chancellor's approval must be included as an appendix to the submission to the Program and Course Approval Committee.
- 1.7.5.** If the structure of the program, once developed, differs from the details outlined in the business plan, the Faculty is required to provide a revised business plan to the Vice-Chancellor for consideration and approval.
- 1.7.6.** The academic content of new courses associated with new programs will be approved by the relevant Faculty Board(s) and submitted to the Program and Course Approval Committee for approval and addition to the University's course availability list (CAL).

## **1.8. Program Documentation**

The official program documentation is available in either:

- i. the Pro Forma<sup>1</sup>; or
- ii. the Program Tracking System<sup>2</sup> (PTS).

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<sup>1</sup> The Pro Forma is a MS Word Document used for the new and revised programs as well as existing programs: refer to the table above. These programs will remain in Pro Forma format and will not be stored in PTS. The Pro Forma contains hyperlinks to detailed background information to assist staff. Please click in the table for a Pro Forma template.

<sup>2</sup> PTS is an online system used for reporting new programs and revised programs as well as existing programs. Staff will either:

- enter the data for a new program in PTS or
- find the existing active program in PTS and update the data for review or revision: refer to the existing approved Program information to assist with this process.

**Table 1**

ELICOS programs	Pro Forma
Enabling programs	Pro Forma
Undergraduate programs	Program Tracking System (PTS)
Postgraduate Coursework programs	Program Tracking System (PTS)
Honours programs	Program Tracking System (PTS)

Once a program has been approved by the Program and Course Approval Committee, selected data fields in the PTS will be used to populate the program eHandbook.

The eHandbook is the official record of program requirements available to students, the community and the Commonwealth Government.

### **1.9. Resourcing of Programs**

**1.9.1.** The resourcing of programs is the responsibility of the Pro Vice-Chancellor of the relevant Faculty.

**1.9.2.** The Pro Vice-Chancellor is also responsible for ensuring that where the program is offered by a third party provider, that the provider has allocated adequate resources to ensure that library, IT and other support services are provided to students at a comparable level to those available to students studying at the Callaghan campus.

### **1.10. Fees**

**1.10.1.** The setting of course fees is the Vice-Chancellor's responsibility.

### **1.11. Authority to Promote a New Program**

**1.11.1.** Preliminary marketing of a new program is permitted, with appropriate disclaimers, to **domestic students and students studying off-shore only**, following approval of the academic content of the program by Program and Course Approval Committee.

**1.11.2.** A proposed new award must be approved by Council and have received CRICOS registration prior to being marketed to international on-shore students.

**1.11.3.** New programs will need to receive appropriate Committee approvals by June in order for intakes to commence for the following academic year.

## **2. Structure of Coursework Programs**

### **2.1. Principles of Coursework Program Design – Undergraduate Programs**

**2.1.1.** The design of each undergraduate coursework program in the University must ensure that graduates have:

- i. met the graduate attributes profile and the generic skills defined by the Faculty and approved by the Program and Course Approval Committee on behalf of Academic Senate;
- ii. had their perspectives and knowledge extended beyond a single field of study and/ or professional area through the completion of an elective;
- iii. studied course content that is current, sufficiently challenging and addressed in the depth and breadth required to meet University and relevant external requirements; and
- iv. had the opportunity to receive recognition for relevant prior learning.

**2.1.2.** Undergraduate coursework program design should ensure that graduates have had an opportunity to:

- i. participate in different modes of educational delivery;
- ii. investigate or research topics both independently and co-operatively; and
- iii. undertake “engaged learning” opportunities, leadership courses, overseas exchange programs or similar that contributed to their breadth of experience and knowledge.

### **2.2. Program Structures**

**2.2.1.** An 80 unit undergraduate coursework program will:

- i. require the completion of a 60 unit sequence of core courses;
- ii. include at least 10 units of electives.

**2.2.2.** A 160 unit undergraduate coursework program will:

- i. require the completion of a 60 unit sequence of core courses;
- ii. include at least 10 units of electives.

**2.2.3.** A 240 unit undergraduate coursework program will:

- i. require the completion of a 60 unit sequence of core courses with at least 40 units at the 3000 level; or

- ii. require the completion of a major of a minimum of 80 units, which consists of:
  - a. at least 60 unique units of compulsory and / or directed courses with at least 40 units at the 3000 level.
- iii. require the completion of between 40 and 100 units at each level in the program;
- iv. include at least 10 units of electives.

**2.2.4.** A 320 unit undergraduate coursework program will:

- i. require the completion of a 60 unit sequence of core courses with at least 40 units at the 4000 level; or
- ii. require the completion of a major of a minimum of 80 units, which consists of: at least
  - a. at least 60 unique units of compulsory and / or directed courses with at least 40 units at the 4000 level.
- iii. require the completion of between 40 and 100 units at each level in the program;
- iv. include at least 10 units of electives.

**2.2.5.** The structure of an undergraduate coursework program will be varied only in response to particular articulation agreements or external requirements, as approved by the Program and Course Approval Committee.

**2.2.6.** The structure of a combined degree will require the completion of each separate program component in accordance with clauses 2.2.1.-2.2.4.

**2.3.** Combined Degree Principles

**2.3.1.** The core and minimum requirements for each component program must be met. This should be done economically, exploiting overlaps where possible, so that any accreditation of either program is not compromised.

**2.3.2.** Any courses in the programs that have overlapping content should be assessed in accordance with Academic Senate's credit and articulation procedures, ensuring that:

- i. the learning outcomes of the courses and the methods adopted to achieve these objectives are similar;
- ii. the volume of learning of the courses is similar ;

- iii. the breadth and depth of the material studied in the courses is similar;  
and
- iv. the assessment used is in accordance with Academic Senate's policy on courses and assessment.

**2.3.3.** Each combined degree must be approved by the Program and Course Approval Committee, who will ensure that the approved combined degree has an appropriate study plan describing the structure and requirements to complete the combined degree within the advertised timeframe.

**2.3.4.** The two programs that are to be combined will usually be at the same AQF level, however, accepted combinations include Level 7 / Level 7, Level 7/ Level 8, Level 7/ Level 9, Level 8 / Level 9 and Level 9 / Level 10. Other combinations will be considered from time to time as proposed by Faculty Boards along with any requirements such as the graduates having to complete the lower level qualification first to graduate.

**2.3.5.** Each component degree of a combined degree should be described in separate program documentation. The minimum requirements for each component program must be met.

This means that a student will either:

- i. complete the required programs within the combined degree and receive a testamur for each of the two degrees, simultaneously; or
- ii. complete the requirements for one program and not the requirements for the other receive a testamur for the completed degree and leave the University.

**2.3.6.** The volume of learning of two combined degrees will usually be less than two separate degrees. For example:

- i. 3+3 year programs (480 units if taken separately), the combined degree should normally be 320 units, i.e. volume of learning equivalent to 4 years;
- ii. 4+3 programs (560 units if taken separately), the combined degree award should normally be 400 units, i.e. volume of learning equivalent to 5 years;
- iii. 4+4 programs (640 units if taken separately), the combined degree award should normally be 480 units, i.e. volume of learning equivalent to 6 years;

- iv. If units vary from those described above, relevant volume of learning information must be provided in published combined degree program information.

**2.3.7.** Consistent with the AQF Qualifications Pathways Policy (2011) and Academic Senate credit and articulation policies, students entering a combined degree may apply and be granted credit from other institutions.

## **2.4.** Program Listing

**2.4.1.** All coursework programs are listed in the relevant Award and Program Schedule to the Rules Governing Awards and Programs. The Award and Program Schedules also define the structure and requirements of coursework programs.

## **2.5.** Program Components

### **2.5.1.** Courses

Courses and course management are described in the Courses and Assessment Procedures Manual.

### **2.5.2.** Major

A major is a sequence of courses, approved by the Program and Course Approval Committee, which students may be required to complete as part of their undergraduate program. Where there is no specific major then the core courses can form a major. Each major:

- a. must have at least 60 unique units of courses and
- b. is a minimum of 80 units;

Majors approved by the Program and Course Approval Committee will be included on the official academic transcript.

Details of the requirements of a major are noted in Clauses 2.2.3. ii and 2.2.4.ii..

### **2.5.3.** Double Major

A double major consists of two majors taken within a single program. Each major must conform to the requirements described in the program documentation. Each major must have 60 unique units. The selection of appropriate courses to complete a double major is a responsibility of the student;

### **2.5.4.** Specialisation

A specialisation is a sequence of courses, approved by Academic Senate, which students may be required to complete as part of their postgraduate coursework

program. Specialisations approved by Academic Senate will be included on the official academic transcript.

- i. where a specialisation is offered it must contain at least:
  - a. 20 units in a 40 unit graduate certificate;
  - b. 40 units in an 80 unit graduate diploma; or
  - c. 40 units in an 80 or 120 unit masters program.
- ii. a specialisation may not include any undergraduate courses.

#### **2.5.5. Minor**

A minor is a sequence of depth of study in a second or third area of specialisation, available in some programs, comprising fewer units of study than a major

- a. A minor will not be recorded on the official academic transcript

#### **2.5.6. Compulsory Program Components (CPC)**

A compulsory program component is a course or other element in a program which is:

- i. defined as compulsory in the approved program documentation and included in the eHandbook entry;
- ii. either graded or ungraded; and
- iii. required to be completed satisfactorily to either progress in the program or satisfy program requirements.

Compulsory program components are typically elements which have a requisite associated with a placement or activity. This definition does not include core courses in the program.

#### **2.5.7. Prerequisites**

Refer also to Clause 5.6 in the Course Management and Assessment Manual

- i. Guidelines for course prerequisites:
  - a. A course pre-requisite must meet one or more of the criteria for course prerequisites as listed under clause 2.5.7 ii below;
  - b. A course will not usually have more than two (2) prerequisites;
  - c. The Program and Course Approval Committee (PCAC) must approve all course prerequisites;

- d. Faculties must ensure all applications to PCAC for the approval of course prerequisites provide sufficient and appropriate information, including an indication of which criteria in Section 2 are being met; and
  - e. The Program Convenor on the advice of the Course Coordinator may waive course prerequisites for students on a case by case basis.
- ii. Criteria for course prerequisites:
- a. Enrolment limited by program - enrolment in a course is limited to students enrolled in specified programs. This may be due to resource limitations.
  - b. Professional placement - successful completion of listed courses or compulsory components is required prior to enrolment in approved clinical or professional experience courses.
  - c. Health and safety reasons - prior successful completion of listed courses or compulsory components is required for safety reasons.
  - d. Required Prior Learning - a pre-requisite may be approved when the prior successful completion of a course or unit of study is necessary to ensure successful progression of a student cohort. Appropriate evidence must be provided that prior knowledge affects the outcomes for a student cohort e.g. mapping of course content, the correlations between prior knowledge and student cohort outcomes.
  - e. Capstone course - where the course represents the culmination of study in a program, and is described as such in the program and course management system(s).

## **2.6. Delivery of Content**

**2.6.1.** If a program is offered in different modes or locations the student learning outcomes must be the same.

### **2.6.2. Modes**

- i. Face to Face
- ii. Distance
- iii. Online
- iv. Mixed Mode, a combination of i - iii, above.

**2.6.3.** The mode of delivery of a coursework program, and the courses within a program, may differ between:

- i. Locations of offer
  - a. The University of Newcastle is a multi-campus institution and the Vice-Chancellor is responsible for the approval of new locations of offer.
  - b. The Program and Course Approval Committee is responsible for the approval of programs offered at each location.

- ii. Academic Terms

In accordance with the [Rules Governing Admission and Enrolment](#), all term dates (standard and non-standard) must be approved by Academic Senate.

- iii. Third party providers

If the program is offered through arrangements with another entity whether in Australia or overseas, the Pro Vice-Chancellor is responsible for ensuring a comparable standard of delivery of content to students and full compliance with the academic policies of the University of Newcastle.

## **2.7. Maximum Time for Completing a Program**

**2.7.1.** The maximum time for completing each program is described in the [Rules Governing Awards and Programs](#) and detailed in the [Maximum Time for Completion of Programs Schedule \[000962\]](#).

**2.7.2.** Under ESOS legislation an international student visa holder must complete within the 'expected duration of their Confirmation of Enrolment'. This means they must complete within the minimum duration specified unless they have compassionate or compelling circumstances or are on an intervention plan.

## **2.8. Professional Accreditation**

**2.8.1.** Where relevant, the Faculty will be responsible for the establishment and maintenance of professional accreditation for its approved programs.

**2.8.2.** The professional accreditation of a program will only be promoted following the receipt of written advice from the accrediting authority by the University through the Pro Vice-Chancellor of the relevant Faculty.

**2.8.3.** Professional accreditation will be noted by the Program and Course Approval Committee on behalf of Academic Senate.

### 3. Equity and Support

#### 3.1. Equitable Access

**3.1.1.** Academic Senate supports the University's commitment to providing equitable access through enabling programs offered to Australian and international students. The content, skill development, confidence building and induction to University culture delivered by these programs provide a high quality preparation for University study. Programs offered include Open Foundation, Newstep, International Foundation, Yapug, English Language courses and a range of bridging courses.

#### 3.2. Learning Support

##### 3.2.1. Managing Diversity

Students with special needs admitted to a program are required to complete the requirements of that program (with reasonable adjustments if required).

When a student is accepted into a program, the Faculty (in liaison with the Student Support Unit) is responsible for providing any reasonable accommodations necessary to allow the student to complete the program. Refer to the *Students with a Disability Policy* [000334] for further information.

##### 3.2.2. Learning Development

The Centre for Teaching and Learning is responsible for the development and implementation of strategies to engage and support student learning.

#### 3.3. Scholarships

**3.3.1.** The University offers a variety of Scholarships to support students and provide access to our programs. Refer to the [Rules Governing Postgraduate Research Scholarships \[000307\]](#) and the [Rules Governing University Undergraduate Scholarships \[000312\]](#).

## 4. Learning Outcomes

### 4.1. Mapping Graduate Learning Outcomes

Programs are designed to ensure graduates meet the Graduate Learning Outcomes (Table 2). Currently these include *Graduate Profile Statements* and comprise both *Graduate Attributes and Generic Skills*, which are detailed in Clause 4.2 below. To align with the AQF2011, programs mappings (see Appendix 1 for mapping templates) will include Graduate Learning Outcomes (existing Graduate Profile Statements) along with AQF qualification level descriptors for that program. Table 2 shows how they map to the four AQF2011 Graduate Learning Outcomes.

Graduate learning outcomes underpin the design of all academic programs offered by the University, either directly, or on its behalf by third party providers. They express the knowledge, skills and the application of knowledge and skills that a student will acquire as a consequence of completing their program. The level of attainment depends on the AQF level of the program, as described in Table 3. Their gradual development is monitored, and reported by the Program Convenor in the Annual Program Report.

Many programs will have additional, discipline-specific outcomes that are needed for professional accreditation. Program Convenors should ensure graduates are aware of the learning outcomes to be acquired during the completion of a program.

Graduate outcomes build from the completion of successive levels of individual courses. The learning outcomes from core and compulsory courses in a program contribute to these outcomes. The courses at each level (see Table 4) will also have learning outcomes assessed during the course, contributing to the overall learning outcomes for the program.

**Table 2 - [Mapping Graduate Attributes to AQF Graduate Learning Outcomes](#)** (link to mapping templates)

	Fundamental Skills	People Skills	Thinking Skills	Personal Skills
Professionalism		✓		✓
Community responsiveness			✓	✓
Scholarship	✓		✓	
Oral and written communication	✓	✓		
Teamwork		✓		
Information literacy	✓			

Ability to use technology	✓			
Problem solving			✓	
Ability to critically analyse			✓	

**Table 3 Key Words for each AQF Level**

AQF Level	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Key Words to use in Graduate Profile statements	Undertake skills	Undertake paraprofessional	Apply Broad Coherent	Apply Professional Highly Skilled	Apply Advanced Specialised	Expert Substantial New Knowledge

**Table 4 – Key Words for Each Course Level \***

Typical Programs	Undergrad (AQF levels 5- 8 except Graduate Certificate and Graduate Diploma)				PG (AQF Level 8 [Grad Cert, Grad Dip and 9 [extended and coursework] 6000 level (postgraduate)	Research Higher Degrees (AQF 9 R and 10) 9000 level (RHD)
	1000 level (Introductory)	2000 level (mid-program)	3000 level (senior)	4000/5000 level (advanced)		
Key Words to use in <b>Proof of Learning Outcome attainment</b> for each Graduate Profile statements	Introductory Foundation Elementary Preliminary Growing awareness Basic	Intermediate Mid-level Developing	Senior <i>For 3 year programs:</i> Capstone Specialised	Advanced Capstone	Advanced Capstone	Expert Substantial New Knowledge

*\*Note: 1000 (introductory), 2000 (mid program), 3000 (senior) and 4000 (advanced) level courses reflect the increasing levels of knowledge, skills, and the application of knowledge and skills expected in a program and course.*

*Courses at higher levels will have assessment tasks that require a demonstration of greater depth and breadth of knowledge and greater complexity in skills.*

*In general terms, assessment tasks at higher levels require more critical analysis, research skills and independent thinking than tasks at lower levels.*

#### **4.2. Graduate Profile Statements**

Graduate Profile Statements include Graduate Attributes and Generic Skills. Graduate Learning Outcomes will be reviewed during 2013 and 2014 to ensure compliance with AQF2011.

#### **4.3. Graduate Attributes**

The University identifies three broad domains of attributes for its graduates. These attributes reflect the University's scholarly values in relation to teaching and research, the employability of its graduates and its partnerships with the community. They continue to support the purpose of the University "to make a difference to the lives of individuals and to society...we prepare graduates who are lifelong learners and sought after by employers, and who contribute to society by being adaptable, critical, and global citizens" (Building Distinction: Strategic Plan 2011-2015).

The domains of attributes are generic to all undergraduate programs and defined as follows:

##### **Professionalism: an attitude or stance towards work and activity**

Graduates of the university, through well-founded knowledge and skills within their fields of study will be enabled to act professionally with honesty and integrity within a global context. They will have the capacity to act effectively and ethically in decision-making and problem-solving and to work both autonomously and collaboratively. They will have the ability to respond effectively to change, and to seek continuous improvement in practice.

##### **Community responsiveness: an attitude or stance towards society**

Graduates will be enabled to play effective and responsible roles as members of local, national and global communities. They will have a capacity for perspective forming and an appreciation of the philosophical and social contexts of their disciplines. They will have the ability to engage in constructive public discourse to sustain communities.

##### **Scholarship: an attitude or stance towards knowledge and learning**

Graduates of the university will have a scholarly attitude towards knowledge and learning, demonstrated in a commitment to the expansion of knowledge and a respect for intellectual integrity and the ethics of scholarship. As scholars with an international perspective, they will be enabled to apply logical, critical and creative thinking to the advancement of knowledge and understanding through a capacity for rational enquiry and self-directed learning. They will be able to communicate their knowledge effectively.

#### 4.4. Generic Skills

Within each of these overarching attributes is a combination of six overlapping clusters of skills and abilities:

**Oral and written communication:** Graduates of the University will utilise and value oral and written communication as tools for negotiating, creating, interacting, relating to others, supporting new understanding, and furthering their own learning. Where proficiency in oral communication is not demonstrable an alternative approach will be identified to achieve this skill;

**Teamwork:** While graduates of the University are able to work independently, they also understand and recognise the importance of collaboration and being a reliable, committed, responsible and productive team member;

**Information literacy:** Graduates of the University are able to locate, analyse, evaluate and synthesise information from a wide variety of sources;

**Ability to use technology:** Graduates of the University are proficient in the appropriate use of contemporary technologies and are adaptable to emerging technologies within their disciplinary context;

**Problem solving:** Graduates of the University are curious and imaginative thinkers with a desire to meet new challenges and uncover creative solutions; and

**Ability to critically analyse:** Graduates of the University will question existing knowledge by identifying, defining, analysing and resolving problems. Our graduates have the curiosity to explore, create, and be imaginative when presenting alternative solutions.

#### 4.5. Mapping Assessment

**4.5.1.** Mapping assessment items in a program's core and compulsory courses can identify the competing workload demands on students and possible opportunities for mitigating these (see Appendix 1 for mapping templates).

**4.5.2.** Assessment mapping can also increase the coherence of a program for students; and

- i. inform Program Convenors and Program Management Committees how assessment items contribute to program learning outcomes.
- ii. Assessment mapping should include:
  - a. the assessment type and size (word limits etc);
  - b. due dates;
  - c. weighting; and

- d. how these assessments items will demonstrate the attainment of the knowledge and skills and the application of knowledge and skills required, leading to the graduate learning outcomes.

**4.6. Approval and Auditing – Learning Outcomes**

- 4.6.1.** The Program and Course Approval Committee approve Graduate Learning Outcome Mapping for each program and will oversee and monitor program compliance with Graduate Learning Outcomes for all academic programs offered by the University.

## **5. Engaged Learning**

### **5.1. Exchange**

**5.1.1.** Student Exchange provides students with an opportunity to study overseas and to receive credit in their program at the University of Newcastle for the volume of learning undertaken. The University has reciprocal student exchange agreements with various international institutions, also enabling international students to study with the University for a single term or a whole year. University of Newcastle students who study overseas on exchange are currently eligible to retain Commonwealth support for the duration of the overseas study.

### **5.2. Study Abroad**

**5.2.1.** Study abroad is a formal arrangement between the University and partner overseas universities which send students to study in Australia for a single term or a whole year and credit that study to the students' home degrees. Each student's study plan is agreed with their own institution and a tuition fee paid prior to their arrival in Australia.

### **5.3. Placement**

**5.3.1.** A placement means a clinical placement, practicum, internship and any similar form of professional, industrial or vocational experience included in a course or program, in which students are:

- i. assessed; and/or
- ii. awarded a grade; and/or
- iii. required to complete for an award of the University.

More information about the management of courses with placements is provided in the Courses and Assessment Procedures Manual.

### **5.4. Work- Integrated Learning (WIL) and Research- Integrated Learning (RIL)**

**5.4.1.** WIL and RIL are the terms used to describe educational activities that integrate theoretical learning with its application in a workplace, profession, career or future employment. WIL is now available for a broad range of undergraduate programs. In some instances WIL may be recognised through assessment and credit. Research-Integrated Learning opportunities are under development.

**5.4.2.** The WIL experience can be off or on campus, real or simulated, depending on the discipline area, but must involve clearly stated outcomes and assessment and be consistent with quality teaching and learning.

## 6. Academic Program Pathways, Credit and Articulation

This section is under review to incorporate transition to AQF. Credit for AQF approved programs, as authorised by the Program and Course Approval Committee, will need to be assessed under the AQF Pathways Policy (2011). For more information contact: [policy@newcastle.edu.au](mailto:policy@newcastle.edu.au) .

### 6.1. Academic Program Pathways

- 6.1.1. Academic Senate supports the University of Newcastle's commitment to lifelong learning and recognises the need to maximise the credit students can gain for learning already undertaken.
- 6.1.2. The information on credit and articulation below outlines the requirements for the assessment and granting of credit and the development and approval of institutional articulation arrangements. It must be read in conjunction with the [Credit and Articulation Procedure \[000862\]](#) and the credit provisions of the Schedules to the [Rule Governing Awards and Programs](#), [Recognition of Prior Learning Policy \[000282\]](#), Non-AQF Compliant Programs and Courses Policy [000985] and the Education Services for Overseas Students (ESOS) Act 2000 (Cth) and National Code for Registration Authorities and Providers of Education to Overseas Students - which it supports.
- 6.1.3. Credit may be granted on the basis of non-AQF compliant courses and modules (e.g. a series of linked modules completed as professional development training within an approved period) with demonstrated comparable and equivalent:
  - i. learning outcomes;
  - ii. volume of learning;
  - iii. content; and
  - iv. learning and assessment approaches.

### 6.2. Credit

- 6.2.1. Provisions regarding the granting of credit within undergraduate and postgraduate coursework programs are stipulated in the relevant Award and Program Schedule to the [Rule Governing Awards and Programs](#).
- 6.2.2. Eligibility for credit will be determined on the basis of the University's assessment of an individual's application and information they have provided about prior study or learning.
- 6.2.3. Existing credit transfer agreements will be honoured for the life of those agreements.

- 6.2.4.** All new credit transfer agreements must be developed in accordance with the [AQF Qualifications Pathways Policy](#)<sup>3</sup> using the following as the basis of negotiations:
- i. 50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree;
  - ii. 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4 year Bachelor Degree;
  - iii. 33 % credit for a Diploma to a 3 year Bachelor Degree;
  - iv. 25% credit for a Diploma to a 4 year Bachelor Degree.
- 6.2.5.** Specified credit will generally be granted for the successful completion of a specific course or courses where the learning outcomes are the same and there is substantial overlap of content, as determined by the Faculty, and where the level is deemed to be equivalent to a University of Newcastle course or courses.
- 6.2.6.** Unspecified credit will generally be granted for the successful completion of courses deemed to be at an appropriate level and in an appropriate field of study. This may include recognition of prior learning in accordance with Recognition of Prior Learning Policy [000282].
- 6.2.7.** Credit will not be granted for courses awarded a:
- i. terminating pass (or equivalent); or
  - ii. conceded pass (or equivalent); or
  - iii. fail grade.
- 6.2.8.** Where specified credit has been approved, such approval may be used as a precedent for the awarding of that credit in matching circumstances for three years, subject to any guidelines approved by the relevant Pro Vice-Chancellor.
- 6.2.9.** Credit precedents will be stored in the Credit Application Tracking System (CATS) for the term of their currency and may be applied by the Pro Vice-Chancellor (or nominee) or the relevant Program Officer.
- 6.2.10.** The Pro Vice-Chancellor as Chair of the Faculty Board may approve guidelines for the granting of credit towards courses within programs for which they have responsibility, ensuring such guidelines are compliant with the policies established by Academic Senate. Faculty credit guidelines may include:
- i. provisions relating to currency of courses;
  - ii. limitation on the use of precedence deemed appropriate by the Faculty;

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<sup>3</sup> [Australian Qualifications Framework](#) – Qualifications Pathways Policy July 2011, page 77, section 2.1.10.

iii. limitations on the granting of credit for particular programs.

**6.2.11.** The Pro Vice-Chancellor of the Faculty (or nominee) may grant credit for courses and awards completed at:

- i. recognised Australian higher education institutions;
- ii. recognised overseas tertiary institutions;
- iii. registered private providers of accredited tertiary education courses; and
- iv. registered Vocational Education and Training providers.

**6.2.12.** The Pro Vice-Chancellor of the Faculty (or nominee) may grant credit for:

- i. prior learning; and
- ii. courses or awards completed as part of an articulation, cross-institution studies, study abroad or exchange agreement.

### **6.3. Cross-Institution Credit**

**6.3.1.** Cross-institutional credit will not be awarded for core courses unless approved by the Pro Vice-Chancellor (or nominee);

**6.3.2.** A maximum of 10 units of cross-institutional credit will be awarded at the:

- i. 3000 level within a 240 unit program; or
- ii. 4000 level within a 320 unit program.

**6.3.3.** The provisions listed in 6.3.1 and 6.3.2 do not apply to students on study abroad or exchange.

### **6.4. Articulation Arrangements**

**6.4.1.** In accordance with the [Rules Governing Awards and Programs](#), the Pro Vice-Chancellor of the Faculty may approve articulation arrangements with recognised overseas tertiary institutions, registered private providers of accredited tertiary education courses, and registered providers in the Vocational Education and Training sector.

**6.4.2.** Private Registered Training Organisations (RTO) and private VET Colleges wishing to have credit articulation arrangements with the University of Newcastle will need to lodge an application, through the Academic Registrar, for approval.

**6.4.3.** The Academic Registrar (or nominee) will refer all such applications to the relevant Pro Vice-Chancellor who will make a determination as to whether the University will proceed with the application, and will advise the RTO of the outcome.

- 6.4.4.** Where articulation arrangements have been approved they may be applied by the relevant Program Officer without additional approval.
- 6.4.5.** Approved articulation arrangements must be reported by the Pro Vice-Chancellor to the Academic Registrar for inclusion in the Credit Application Tracking System (CATS).
- 6.5.** Appeals Against Decisions on Credit
  - 6.5.1.** The University offers the right of appeal against decisions on credit.
  - 6.5.2.** An appeal must be lodged in writing within ten (10) university working days of the date of notification of the outcome of the application for credit and must state the grounds for appeal.
  - 6.5.3.** The President of the Academic Senate will determine the outcome of the appeal in consultation with the relevant responsible officers.
  - 6.5.4.** An appellant will be notified in writing of the outcome of the appeal within twenty (20) university working days of the date of lodgement of the appeal.
  - 6.5.5.** Appellants will also have access to the [University's Complaints Resolution Policy](#).

## 7. Management and Quality Assurance

### 7.1. Program Convenor

#### 7.1.1. Definition and Appointment

A “Program Convenor” is the academic staff member of the University appointed by the Pro Vice-Chancellor of a Faculty with overall responsibility for the management and quality of a program (and the courses offered within that program) leading to an award of the University.

The Program Convenor may be a Head of School, Head of Discipline or an academic appointed specifically for the task, depending on the structure of the Faculty.

- i. each program is required to have a duly appointed Program Convenor;
- ii. where more than one Faculty is involved (for example, combined programs) the appointment of the Program Convenor should be based on decisions of the relevant Pro Vice-Chancellors;
- iii. where a program is offered on a number of campuses or in conjunction with a third party provider the Pro Vice-Chancellor may appoint Assistant Program Convenors for each campus to assist the Program Convenor;
- iv. a Program Convenor will typically be an academic at a Level C or above;
- v. the Pro Vice-Chancellor will determine the term of office of a Program Convenor at the time of the appointment. The usual term of office for a Program Convenor will be two years;
- vi. the Pro Vice-Chancellor may designate an alternate to act as Program Convenor in the absence of the appointed staff member;
- vii. the Program Convenor must be appointed at least 6 weeks prior to the start of any teaching period; and
- viii. each Pro Vice-Chancellor will maintain a list of Program Convenors within their Faculty as a quality assurance mechanism when managing programs.

#### 7.1.2. Roles & Responsibilities

The management and quality of existing programs are primarily the responsibility of the Program Convenor with support from the relevant Pro Vice-Chancellor and Head(s) of School.

i. Program Management.

A Program Convenor as Chair of the Program Management Group is responsible for:

- a. writing the Annual Report on Program(s) for submission to first Faculty Board in a year. Refer to Clause 7.4 Program – Annual Program Reports;
- b. overseeing the development of the documentation required for an external review of the program. Refer to Section 8 External Program Review; and
- c. any other program related activity as required by the Pro Vice-Chancellor of the Faculty in which the program exists or is the lead Faculty for a combined degree.

**7.1.3. Program Quality**

The Program Convenor is responsible to the Pro Vice-Chancellor for program conduct, quality and performance and thus will be responsible for:

- i. assisting the Head(s) of School to ensure:
  - a. the quality and accuracy of course outlines and other materials used in the program;
  - b. adequate staffing and resourcing of courses within the program; and
  - c. where a program is offered in conjunction with a third party provider, that they comply with any academic contractual agreements described in a memorandum of understanding.
- ii. assisting Course Coordinators for core courses to ensure congruency of assessment tasks with the learning objectives, and that the instructions, requirements and criteria are clear, appropriately weighted and timed;
- iii. supporting peer review of teaching into the program;
- iv. ensuring that content meets the learning outcomes for the program, and that course objectives are consistent with Graduate Learning Outcomes (Profile Statements and Attribute) Mapping;
- v. identifying possible issues in students' timetables;
- vi. monitoring the program and addressing issues which may affect student success;

- vii. monitoring program performance including admission criteria, rates of attrition, progression, any articulation arrangements and professional or accreditation requirements; and
- viii. regularly reviewing and evaluating the performance of the program in accordance with University policy.

#### **7.1.4. Student Matters**

Program Convenors are responsible for contributing to the experience of students in the program and thus for:

- i. engaging with students and providing an approachable and supportive environment;
- ii. endorsing aspects of a student's program of study if an amended program is required;
- iii. providing recommendations on matters pertaining to the progress of students through the program, in consultation with the relevant Course Coordinators;
- iv. facilitating active engagement by relevant academic staff in student orientation and transition activities for the program;
- v. developing effective means of communicating with students about the program and being responsive to their feedback. This should include meeting with students from the program at least once per teaching term in an environment enabling informal input and general group discussion (including face to face or online discussion forums);
- vi. considering applications for credit and articulation in consultation with the Course Coordinator and in accordance with the University Policy; and
- vii. making and keeping appropriate written or electronic records of advice provided to students.

#### **7.2. Program Management Groups**

**7.2.1.** All programs are required to have a Program Management Group. The generic Program Management Group Terms of Reference are available as Appendix 2 to this Manual.

#### **7.3. External (Professional or Industry) Advisory Groups**

**7.3.1.** Each program or suite of programs (i.e. cluster of coursework programs from the same discipline or program area) with professional accreditation will be required to have an External (Professional or Industry) Advisory Group. The generic

External (Professional or Industry) Advisory Group Terms of Reference are available as Appendix 3 to this Manual.

#### **7.4. Programs – Annual Program Reports**

**7.4.1.** An annual program report on the performance of each academic program over the previous year will be prepared for the relevant Faculty Board by the Program Convenor. The annual program report for each program will usually be submitted to the first Faculty Board meeting of the year following delivery.

**7.4.2.** To promote efficiencies and to achieve the best outcome from the review process, programs that are similar in nature should be reported in a single document. (Programs are not required to produce an annual report in the year an external program review is scheduled).

- i. Using the Annual Report template (Appendix 4, and supporting report templates: Appendices 5-8), the report will be produced by the Program Convenor in liaison with relevant academics and Faculty and School professional staff.
- ii. The annual program report will highlight successes, areas for improvement and potential development. It will also contain an action plan outlining actions to be undertaken to address the goals and issues identified within the report (Appendix 5, Annual Action Plan Report template).
- iii. The annual program report will be evidenced based and include supporting data. For example data indicating student demand, success and satisfaction levels.
- iv. Current student and graduate data can be obtained by the Faculty from the Program Performance Report (PPR) and in the Program and Core Course Reports which will be provided by Planning, Quality and Reporting (PQR) annually. Other relevant data not available in these reports may be requested from PQR.
- v. Following the submission of each annual program report to the relevant Faculty Board, the Pro Vice-Chancellor of the relevant Faculty must submit a summary report for all programs offered by the Faculty including any action plans to the Program and Course Approval Committee, though the Teaching and Learning Committee, for consideration.
- vi. A copy of each annual program report will be forwarded to PQR after submission to the relevant Faculty Board. PQR will monitor the implementation of any actions highlighted in the annual program reports

for reporting to the Program and Course Approval Committee, through the Teaching and Learning Committee.

- vii. Annual program reports will be retained by the University through Records Management Office for use in external program reviews.
- viii. The Program and Course Approval Committee , together with the Teaching and Learning Committee:
  - a. will provide an annual summary report on the annual program reports usually to the second meeting of the Academic Senate of the year; and
  - b. may seek advice from the Pro Vice-Chancellor when a program has consistently performed poorly, as to whether it should be suspended or discontinued.

## **7.5. Student Feedback on Programs and Courses**

The University uses a number of surveys designed as indicators of learning and teaching practices from the student perspective. They are an important source of information to inform individual teaching practice, decisions about teaching duties, as well as program and course curriculum design. They also enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes.

### **7.5.1. Student surveys currently used by the University include:**

- i. Student Feedback on Programs (SFP);
- ii. Student Feedback on Courses (SFC);
- iii. Student Feedback on Teaching (SFT);
- iv. Student Feedback on the University of Newcastle (SFUN);
- v. Australian Graduate Survey (AGS);
- vi. Australasian Survey of Student Engagement (AUSSE); and
- vii. Commencing Students Survey.

### **7.5.2. Implementation and evaluation of Student Feedback**

- i. The Planning, Quality and Reporting (PQR) Unit is responsible for the implementation, evaluation and management of surveys in the University.
- ii. PQR will provide regular reports to Academic Senate, through the Teaching and Learning Committee, on survey outcomes.

## 8. External Program Reviews

### 8.1. External Program Reviews

A program review is the formal appraisal by a group of academic and professional experts and stakeholders of the quality, currency and sustainability of an academic program or programs.

All external program reviews will be conducted by an External Review Panel in accordance with the provisions listed below.

The Academic Senate and the University's quality enhancement framework require that every program in the University is externally reviewed in a seven-year period. The cycle of external program reviews is approved by Academic Senate and available from the Secretary to the Program and Course Approval Committee.

**8.1.1.** Within the External Program Review process Academic Senate requires that:

- i. each external program review addresses the External Program Review - Terms of Reference (refer to Generic Terms of Reference: Appendix 9) which may be extended to include other foci relating to the program(s) under review;
- ii. the external program reviews process be transparent and clearly documented;
- iii. where programs are offered in more than one location (including onshore and offshore) a single external program review is undertaken. This single review will consider the comparability of quality and learning experiences;
- iv. where appropriate, external program reviews may be linked to a professional accreditation review and conducted within a shorter timeframe than the seven year period prescribed by Academic Senate;
- v. the relevant Faculty produces a Program Self-Review Report (Appendix 6 – Program Self-Review Report template) prior to an external program review. This Program Self-Review Report will be provided to the External Review Panel as background for each program and the Faculty's plans for it;
- vi. the relevant Faculty will include the approved business plan for consideration by the External Review Panel (this requirement applies only to programs undertaking their initial External Review); and
- vii. the Faculty ensures the timely implementation of Program and Course Approval Committee approved review reports and agreed outcomes. This will be monitored by the Program and Course Approval Committee, with the assistance of Planning, Quality and Reporting (PQR). The

Faculties will be required to report regularly to the Program and Course Approval Committee as outlined in the following sections.

## **8.2. Initiating the Review**

- 8.2.1.** Programs that are similar in nature (including undergraduate and postgraduate) should be reviewed simultaneously as this may promote efficiencies and achieve the best outcome from the review process. Core, compulsory and directed courses offered within the program(s) must also be reviewed at the same time.
- 8.2.2.** Wherever relevant and/or practical, external accreditation documentation can be used to support the review process, as it will likely contain much of the required information.
- 8.2.3.** At the commencement of the review process the Centre for Teaching and Learning will offer training to Faculty staff involved in the review.
- 8.2.4.** The consultation, data collection and analysis process should begin at least one year prior to the scheduled review.
- 8.2.5.** A Call for Submissions will be forwarded by the Deputy Vice-Chancellor (Academic), with the assistance of PQR, to all staff and students and other relevant stakeholders of the program.
- 8.2.6.** Non-confidential submissions are included in the program documentation compiled and distributed by the relevant Faculty Quality Assurance, Teaching and Learning Officer.
- 8.2.7.** Confidential submissions are distributed to the External Review Panel by PQR during the review visit and collected at the conclusion of the review.

## **8.3. External Review Panel Membership**

- 8.3.1.** The External Review Panel must comprise no less than seven members, including four external to the University, consisting of at least one:
  - i. employer from a related industry/service;
  - ii. senior academic teaching in a related field at another University;
  - iii. graduate of the program(s);
  - iv. indigenous representative, nominated by the Director, Wollotuka Institute;
  - v. member of the Academic Senate who is not teaching into the program(s); and
  - vi. senior member of the University Services Division, nominated by the Deputy Vice-Chancellor (Services).

**8.3.2.** The Chair will be appointed by the Pro Vice-Chancellor from among the senior academic members of the External Review Panel, typically the member appointed under Clause 8.3.1 (v).

**8.3.3.** The Director of Planning, Quality and Reporting (PQR) will appoint a member of PQR to act as secretary to the external review panel.

#### **8.4.** Role of Chair of the External Review Panel

**8.4.1.** The Chair of the External Review Panel will:

- i. chair the External Review Panel meetings, ensuring all Terms of Reference for that external program(s) review are adequately addressed;
- ii. ensure that all members of the External Review Panel have equal and fair opportunity for input;
- iii. compile the review report in consultation with External Review Panel members, within the prescribed 6 week timeframe (as per clause 8.5.1. iii); and
- iv. invite contributions from persons with particular expertise required for the External Review, and not represented on the External Review Panel.

#### **8.5.** Role of External Review Panel members

**8.5.1.** The External Review Panel will:

- i. review the documentation supplied to them. This will be forwarded to members by the relevant Faculty within four weeks prior to them visiting the University;
- ii. conduct interviews with the Program Convenor(s), students, members of staff involved in teaching in the Program(s) and any other person or people relevant to the External Review Panel's deliberations; and
- iii. report the finding of the external program review to the relevant Pro Vice-Chancellor(s) no more than six weeks following the completion of the review visit.

#### **8.6.** Post-Review Actions

**8.6.1.** The external program review report will be sent to the relevant Pro Vice-Chancellor for checking of errors no later than 6 weeks following the External Review Panel meeting.

**8.6.2.** The revised and agreed report is circulated to the Faculty for the development of a Faculty Response and Action Plan. The Faculty Response and Action plans are to be developed no later than 6 weeks following receipt of the final report (Appendix 10, Faculty Response and Action Plan template). These are

forwarded to Program and Course Approval Committee, through the Teaching and Learning Committee for approval and PQR for noting and subsequent follow-up.

- 8.6.3.** PQR, with the assistance of the Centre for Teaching and Learning, must liaise with Faculties to assist with the implementation of the action plan, track progress against timelines and share good practices across the University.
- 8.6.4.** Faculties, with the assistance of PQR, must forward annual reports to Program and Course Approval Committee as to the progress of implementation of review outcomes.
- 8.6.5.** External program review outcomes must be communicated to stakeholders, including students, staff, industry, professional and community bodies, and the External Review Panel. This will include, among other strategies:
  - i. A brief summary of the external program review report being placed on the Faculty website within two weeks of the approval of the report. This is to be facilitated by the Program Convenor and approved by the appropriate Pro Vice-Chancellor or delegate;
  - ii. A summary of the Faculty Response and Action Plan is placed on the Faculty website within four weeks of its approval by the Program and Course Approval Committee; and
  - iii. The Program and Course Approval Committee will provide advice to Academic Senate on the status of the Faculty Response and Action Plan.

## **8.7. Role of Pro Vice-Chancellor**

**8.7.1.** The Pro Vice-Chancellor of the Faculty is responsible for:

- i. ensuring the relevant Faculty staff coordinate the review visit schedule;
- ii. ensuring that external program reviews occur in accordance with the Academic Senate approved cycle of review;
- iii. approving the Program Self-Review Report and providing this report to PQR no less than five weeks prior to the external program review;
- iv. approving the terms of reference for the review in consultation with relevant stakeholders, President of the Academic Senate and Deputy Vice-Chancellor (Academic);
- v. approving of the final composition of the External Review Panel including appointing the Chair;

- vi. forwarding the final Review Report, together with the draft response and action plan to the Faculty Board(s), via the Faculty Teaching and Learning Committee, then to the Program and Course Approval Committee for approval;
- vii. ensuring the communication of review findings to stakeholders, including students and staff of the program, via website, forums and other means. Where more than one Faculty contributes to a program the Pro Vice-Chancellor of the Faculty which owns the program will have overall responsibility for the review; and
- viii. ensuring that the Faculty implements the approved Response and Action Plan in a timely manner.

## **8.8. Documentation Required for the External Program Review**

The following information is to be prepared by the relevant Faculty(ies) and provided to PQR at least five weeks ahead of the panel visit for checking. It will be subsequently forwarded to the External Review Panel at least four weeks prior to their visit to the University by the Faculty responsible for a program.

### **8.8.1. Program Self-Review Report**

An executive summary of the program, as per the University supplied template, supported by the documentation requested below, to be facilitated by the Program Convenor and/or other relevant persons and approved by the Pro Vice-Chancellor. (Appendix 6, Annual Program Self Review Report template)

### **8.8.2. External Benchmarking**

The relevant Faculty Pro Vice-Chancellor will ensure that the academic standards (including generic and discipline specific learning outcomes) are achieved by students and the standards actually achieved by students in the program are benchmarked against similar programs offered by other national or international higher education providers.

### **8.8.3. Supporting Documentation (*provided by PQR to the Faculties as required or requested*)**

- i. The latest Program and Core Course Report, which contains trend data on demand, student success, attrition and retention. In generalist programs course reports are organised by discipline or major.
- ii. The previous external program review and subsequent actions and progress on their implementation (where possible).
- iii. Analysis of the alignment of course objectives with content, teaching, learning and assessment methods and graduate capabilities in existing

and proposed core and directed courses. In the case of generalist programs, this would include representative examples from the majors and disciplines. The Course Alignment template is attached to assist with this (Appendix 7, Annual Course Alignment Report template).

- iv. Program Handbook entry.
- v. Submissions (non-confidential): staff, service centres (including the Library), industry and other community stakeholders. Confidential submissions are distributed to the External Review Panel by PQR during the review visit and collected at the conclusion of the review (see Initiating the Review).
- vi. The accreditation report (where relevant), if undertaken since the last review, and subsequent actions and progress on their implementation.
- vii. The last three annual program reports.
- viii. A table indicating recent and relevant School linkages with industry, the community, and/or other non-University bodies/groups to ensure program relevance and/or currency.

**8.8.4. Student Feedback** (*provided by PQR to the Faculties as required or requested*)

- i. Student submissions and results from focus groups, if undertaken.
- ii. Summary results for the last three years from the Student Feedback on Courses (SFC), formerly known as Student Evaluation of Courses (SEC), for core, compulsory and directed courses.
- iii. Latest Student Feedback on Programs (SFP) reports, formerly known as the Composite Student Questionnaire (CSQ).

**8.8.5. Other Student Survey Data** (*provided by PQR to the Faculties as required or requested*)

If not included in Annual Program Reports, the latest Australian Graduate Survey Data (AGS) data, including Course Experience Questionnaire (CEQ) and Graduate Destination Survey (GDS) data on the employment status and salary range of graduates.

**8.8.6. Staffing Profile and Governance**

- i. Provide a breakdown of academic staff, indicating student staff ratios and ratios of fulltime versus sessional /casual staff.
- ii. Complete the Staffing Profile template (Appendix 8, Annual Staffing Profile Report template), to provide a list of ongoing academic staff, indicating courses taught and other responsibilities, qualifications,

published research outputs and grants for the previous five years and professional development activities related to improving their teaching OR attach individual resumes with this information.

- iii. List key support (professional) staff positions and their roles/responsibilities.

#### **8.8.7. Other Information**

- i. external benchmarking may include:
  - a. comparative data on similar offerings at other institutions on the performance of students in the program, including information on the performance of students by:
  - b. entry pathway
  - c. mode of study; and
  - d. place of study

Comparative data should include student attrition, student progression, program completions and grade distributions;

- ii. data informing the committee of progression and completion rates for students within the program;
- iii. evidence that graduates of the program have attained key graduate attributes, including an appropriate level of English Language proficiency. This evidence includes mapping of Graduate Attributes to learning outcomes (generic and discipline specific); and
- iv. any additional information considered relevant for the evaluation of the program(s).

## 9. Student Progress

In accordance with the *Rules Governing Awards and Programs* a student is expected to maintain a satisfactory rate of progress through their program. This section describes the monitoring and support provided to assist their timely completion of a program.

### 9.1. *At Risk* or Potentially *At Risk* Students

9.1.1. Students are deemed to be *at risk* and not able to maintain a satisfactory rate of progress in their program if they have either:

- i. failed 50% or more of the units attempted in a term; or
- ii. failed a course that has been identified as a compulsory program component (CPC) that must be satisfactorily completed to progress in the program.

9.1.2. Student and Academic Services must:

- i. identify *at risk* students as soon as possible after the release of official results in a term;
- ii. record *at risk* status against a student record within the student system;
- iii. provide the relevant Assistant Academic Registrar (or nominee) with a list of *at risk* students within their Faculty;
- iv. contact *at risk* students via NUmair on behalf of the Deputy Vice-Chancellor (Services) providing the following information:
  - a. an indication of why they were identified as *at risk*;
  - b. advice about assistance and support;
  - c. the identification of remedial actions students should take; and
  - d. a warning that failure to improve their academic performance in the subsequent term of enrolment will result in a formal requirement to explain why actions, including suspension or exclusion from the program, should not be taken.

Hard copy letters issued under this clause will only be available on request.

- v. identify and monitor students who, at the fully graded date for the term, are deemed to be potentially *at risk* due to having:
  - a. a combination of I and/or S grades accounting for 50% or more of the units attempted in a term; or

- b. an I or S grade against a compulsory program component (CPC) that must be satisfactorily completed to progress in the program.
- vi. contact and case manage as appropriate potentially *at risk* students within a timeframe that will enable the student to undertake remedial action; and
- vii. take action as appropriate following conversion of I & S grades of potentially *at risk* students.

**9.1.3.** The relevant Assistant Academic Registrar (or nominee) ensures that the list of *at risk* students is distributed to the Program Convenors for information and action as appropriate. Copies are also forwarded to the Faculty Pro Vice-Chancellor (or nominee) and the Assistant Dean (Teaching and Learning).

**9.2. Students Required to *Show Cause***

**9.2.1.** The Faculty Progress and Appeals Committee is authorised by Academic Senate to conduct *show cause* hearings on its behalf.

**9.2.2.** An *at risk* student is required to *show cause* if they have either:

- i. failed 50% or more of the units attempted in two consecutive terms, regardless of program and any intervening periods of absence including leave of absence, suspension, exclusion, non-enrolment, withdrawal; or
- ii. failed, for a second time, a course identified as a compulsory program component (CPC) that must be satisfactorily completed to progress in the program, regardless of the period lapsed.

**9.2.3.** Student and Academic Services must:

- i. identify students who are required to *show cause* as soon as possible after the fully graded date for the term;
- ii. record the *show cause* status against a student record within the student system;
- iii. contact students required to *show cause* via NUmil on behalf of the Deputy Vice-Chancellor (Services), providing the following information:
  - a. an explanation of why they are required to *show cause* as to why they should not be excluded from the program;
  - b. the *show cause* statement template;
  - c. the due date for the *show cause* statement;

- d. advice that failure to provide a *show cause* statement may lead to automatic exclusion from the program for a period of one academic year; and
- e. information as to whom they should contact for assistance and advice about any aspect of the *show cause* process.

Hard copy letters issued under this clause are only available at the request of the student.

- iv. provide the relevant Assistant Academic Registrar (or nominee) with a list of the *show cause* students within their Faculty;
- v. identify and monitor students designated *at risk* in the previous term, regardless of program and any intervening periods of absence including leave of absence, suspension, exclusion, non-enrolment or withdrawal, and who, as at the fully graded date for the term, are deemed to be potentially *show cause* as they have:
  - a. a combination of I and/or S grades accounting for 50% or more of the units attempted in a term; or
  - b. an I or S grade against a compulsory program component (CPC) which has previously been failed.
- vi. contact and case manage as appropriate potentially *show cause* students within a timeframe that will enable the student to undertake remedial action;
- vii. take action as appropriate following conversion of I & S grades of potential *show cause* students; and
- viii. ensure sanctions imposed by the Faculty Progress and Appeals Committees are implemented and enforced.

**9.2.4.** The relevant Assistant Academic Registrar (or nominee) ensures that the list of *show cause* students is distributed to the Program Convenors for information and action as required. Copies are also forwarded to the Faculty Pro Vice-Chancellor (or nominee) and the Assistant Dean (Teaching and Learning).

**9.2.5.** Students required to *show cause* will:

- i. be offered an opportunity to provide a *show cause* statement addressed to the Chair of the Faculty Progress and Appeals Committee outlining why they should not be excluded from the program. The statement must be provided within the prescribed time period and should include:

an explanation for their poor academic performance and supporting documentary evidence;

- a. information about any remedial actions that they have undertaken since first being advised of their *at risk* status; and
  - b. strategies that they plan to follow to improve their academic performance, if permitted to continue.
- ii. notify the Secretary to the Faculty Progress and Appeals Committee if they intend to attend the Committee hearing in person or by teleconference (when distance is an issue);
  - iii. be subject to the sanctions outlined in Clause 9.3.1 if they fail to provide a *show cause* statement.

**9.2.6.** The Faculty Progress and Appeals Committee will convene a hearing to:

- i. consider statements provided by students required to *show cause*;
- ii. interview students who have elected to attend the Committee hearing in person or by teleconference (when distance is an issue). Students may be accompanied by a support person, noting that the support person has no right of speech, except at the invitation of the Chair;
- iii. make a determination based on each student's previous academic record and the information provided to the Committee;
- iv. determine sanctions to be applied to students who have failed to provide a *show cause* statement; and
- v. resolve all *show cause* matters in a timely manner.

### **9.3.** Outcomes of *Show Cause* Hearings

**9.3.1.** The Faculty Progress and Appeals Committee may determine that:

- i. the student has attempted to address their poor academic performance and the Committee may resolve to permit the student to either:
  - a. continue in the program; or
  - b. continue in the program with specified conditions e.g. enrolment limited to specific courses or number of units, participation in an academic support program;
- ii. the student has not adequately addressed their poor academic performance and the Committee may resolve to apply one of the following sanctions:

- a. allow the student to continue in the program but with specified conditions e.g. Enrolment limited to specific courses or number of units, participation in an academic support program; or
- b. suspend the student from the program or Faculty for a specified period; or
- c. exclude the student from the program or Faculty for a specified period.

**9.3.2.** The Faculty Progress and Appeals Committee may also recommend that the student consider attending counselling services, or undertake alternative study options.

**9.3.3.** The Secretary to the Faculty Progress and Appeals Committee will ensure that each student is provided with official written notification of the outcome of the show cause hearing and information on their right to appeal if they consider correct process has not been followed (procedural grounds). This is sent via NUmail, usually within seven working days of the hearing.

Hard copy letters issued under this clause are only available at the request of the student.

**9.3.4.** The Academic Registrar will:

- i. record all decisions;
- ii. report annually to Academic Senate, through the Teaching and Learning Committee, the decisions of the Faculty Progress and Appeals *Committees*; and
- iii. recommend strategies to Academic Senate to support student progression.

**9.4.** Appeals Against Faculty Progress and Appeals Committee Show Cause Outcome

**9.4.1.** The President of Academic Senate is authorised by Academic Senate to review decisions made by a Faculty Progress and Appeals Committee and determine if due process has been followed.

In reviewing an appeal, the President of Academic Senate will either:

- i. confirm the decision made by the Faculty Progress and Appeals Committee; or
- ii. request that the Chair of the Committee reconsider the original show cause case.

**9.4.2.** The President of Academic Senate may convene the Student Progress Sub-Committee to assist with deliberations and consider any appeals.

**9.4.3.** The President of Academic Senate will ensure that appeals are considered within seven (7) university working days of receipt.

**9.4.4.** Student appeals against Show Cause Outcomes, must be:

- i. made on procedural grounds i.e. the student must be able to demonstrate that correct process was not followed;
- ii. made in writing (either in hard copy or by via NUmail);
- iii. addressed to the President of Academic Senate; and
- iv. provided within ten (10) university working days of the receipt of the official written notification of the outcome of the show cause hearing.

## 10. Amendments to Programs

### 10.1. Major Program Revision

**10.1.1.** A major revision to an existing coursework program is any change that:

- i. may require additional resources from the Faculty, the University or support areas;
- ii. requires consultation external to the University;
- iii. has an impact on academic content including the addition or deletion of an undergraduate major or postgraduate specialisation [Note: must include Field of Education code appropriate to that major or specialisation];
- iv. requires a change to the name of an award (with no change to the course content) [Note: DIISRTE reporting requirements state that changing names of awards/programs will require a new program code];
- v. alters the core or compulsory course lists;
- vi. alters program requirements (this includes the requirement to complete compulsory program components or compulsory course components);
- vii. may affect Graduate Attributes/Learning Outcome Mapping and/or professional accreditation;
- viii. alters the attendance pattern or mode of offer of an existing program (e.g. external/off shore, online);
- ix. requires modifications to ensure AQF compliance that alter its level and/or length (volume of learning) requiring allocation of a new Program code, or
- x. is deemed by the Pro Vice-Chancellor of the relevant Faculty to be a major revision.

### 10.2. Approval of major revisions

**10.2.1.** Major revisions to academic programs must be submitted on the Program Tracking System (PTS) Executive Report and be approved by the Program and Course Approval Committee under the authority of Academic Senate; and

- a. Submissions must include transition arrangements to ensure students are not disadvantaged as per Clause 13.2 of the Rules Governing Awards and Programs.

**10.2.2.** Submission must be in a timely manner for consideration by the Program and Course Approval Committee no later than its September 2013 meeting for inclusion in 2014 advertising materials including the UAC website and guide.

**10.2.3.** In exceptional circumstances, submissions will be considered by the Program and Course Approval Committee post the September 2013 meeting for implementation in 2014. These amendments are not included in advertising materials. Faculties are responsible for promulgation to prospective students including UAC applicants and school leavers.

**10.2.4.** Notifying staff and students

The Assistant Deans, (Teaching and Learning), and the Program Convenor of the program working with the Assistant Academic Registrar is responsible for notifying relevant Faculty(ies), the Academic Registrar, other relevant staff and students of any impact caused by a major revision.

**10.2.5.** Discontinuation of a program

The process and approval authority for the discontinuation of a program is contained in Section 17 of the [Rules Governing Awards and Programs](#).

**10.3.** Minor Program Revisions

**10.3.1.** A minor revision to an existing coursework program is any change that:

- i. has minimal impact on academic content;
- ii. does not impact the mode of delivery of a program;
- iii. involves changes to the Program Tracking System (PTS) that do not impact on the program delivery, including amendments to the following PTS text fields:
  - a. Program Description
  - b. Why Study With Us
  - c. Professional Recognition
  - d. Career Opportunities
  - e. Additional Information
  - f. Accrediting Body
  - g. Transition Requirements
  - h. Articulated Credit Transfer
  - i. Admission Requirements

- j. International Students
- k. Students with Special Needs
- iv. involves the addition and/or deletion of a course(s) to a directed course list;
- v. includes a variation to program sequence (e.g. variation in program offerings);
- vi. changes the nomenclature of a course(s) in a program (with no change to award title);
- vii. changes the CRICOS and/or UAC codes; and
- viii. changes the descriptors used for marketing purposes.

#### **10.3.2. Implementation of minor revision**

The Quality Assurance, Teaching and Learning Officers are responsible for the implementation of a minor revision.

#### **10.3.3. Approval of minor revision**

As per the [Rules Governing Awards and Programs](#), minor program revisions are approved by the Program and Course Approval Committee and may be submitted on a standard committee coversheet. A PTS Executive Report is not required.

#### **10.3.4. Notifying staff and students**

The Assistant Deans, (Teaching and Learning) are responsible for notifying relevant Faculty(ies), the Academic Registrar, other relevant staff and students of any impact caused by a minor revision.

## **11. Alignment between Programs and the University Strategic Plan**

From time to time Academic Senate will develop procedures to ensure that the programs on offer align to the University of Newcastle Strategic Plan.

The details of the procedures are included in this section as required.

## **12. Strategic Planning**

12.1. Review of Program Completion Rates

12.2. Encouraging Students to Progress to Research

12.3. Indigenous Collaboration

## **13. Essential Supporting Documents**

[Rules Governing Awards and Programs 000958](#)

[Undergraduate Awards and Programs Schedule 000960](#)

[Postgraduate Coursework Awards and Programs Schedule 000961](#)

[Maximum Time for Completion of Programs Schedule 000962](#)

[Program Management Policy 000964](#)

[Credit and Articulation Procedure 000862](#)

[Rules Governing Admission and Enrolment 000966](#)

[Admission and Enrolment Policy – Coursework Programs 000963](#)

[Admissions and Enrolment Procedure Manual 000965](#)

## **14. Related Documents**

[Australian Qualification Framework \(AQF\) Council](#)

Higher Education Standards Framework 2011

<http://www.comlaw.gov.au/Details/F2012L00003/Download>

[Bachelor Honours Policy \[000990\]](#)

Courses and Assessment Policy Suite

[Non-AQF Compliant Programs and Courses Policy \[000985\]](#)

Guidelines for Faculties: Transition to AQF Compliance (under development)

## **15. Appendices**

Appendix 1 – Graduate Learning Outcome Mapping Templates

- [AQF Level 5 Template \(word doc\)](#)
- [AQF Level 7 Template \(word doc\)](#)
- [AQF Level 8 Grad Cert Template \(word doc\)](#)
- [AQF Level 8 Grad Dip Template \(word doc\)](#)
- [AQF Level 8 Honours Template \(word doc\)](#)
- [AQF Level 9 Masters Coursework Template \(word doc\)](#)
- [AQF Level 9 Masters Extended Template \(word doc\)](#)

[Appendix 2 – Program Management Group Terms of Reference](#)

[Appendix 3 – External \(Professional or Industry\) Advisory Groups Terms of Reference](#)

[Appendix 4 – Annual Report template](#)

[Appendix 5 – Annual Action Plan Report template](#)

[Appendix 6 – Annual Program Self Review Report template](#)

[Appendix 7 – Annual Course Alignment Report template](#)

[Appendix 8 – Annual Staffing Profile Report template](#)

[Appendix 9 – External Program Review – Generic Terms of Reference](#)

[Appendix 10 – Faculty Response and Action Plan Template](#)

<b>Approval Authority</b>	Academic Senate
<b>Amendment Authority</b>	President of Academic Senate
<b>Date Approved</b>	3 August 2011
<b>Date Last Amended</b>	18 February 2013
<b>Date for Review</b>	24 July 2013
<b>Policy Sponsor</b>	President of Academic Senate
<b>Policy Owner</b>	Pro Vice-Chancellor (Academic)
<b>Policy Contact</b>	Deputy Academic Registrar, Governance and Academic Administration
<b>Amendment History</b>	President of Academic Senate approved amendments to clauses 2.2.3.ii, 2.2.4.ii, 2.5.2 and 2.5.3 to reflect revisions to the definition and requirements for a major, under delegated

	<p>authority on 18 February 2013.</p> <p>Amended title to Procedure Manual to align with legal advice, Governance &amp; Policy, 25 January 2013.</p> <p>Revisions to Section 4, typographical corrections and other updates made to ensure clarity, approved by President of Academic Senate on 11 December 2012 under delegated authority, for implementation from 1 January 2013.</p> <p>Minor title change, Governance and Policy, 21 November 2012.</p> <p>12 November 2012 – Updated 2013 (Edition 2) of this Manual approved by President of Academic Senate under delegated authority, for implementation from 1 January 2013.</p> <p>Addition of content links on landing page. 7 August 2012.</p> <p>Minor correction to insert 6.2 Credit in TOC, Governance and Policy, 27 July 2012.</p> <p>Amendment to the composition of the External Program Review Panel Membership recommended by T.L.C. 22 May 2012 and approved by the President of Academic Senate 1 June 2012, to delete Clause 8.2.1 vii effective from 1 January 2013.</p> <p>Minor corrections to Relevant Definitions, Governance and Policy, 28 May 2012.</p> <p>Amendments to section 1, 6, 8 and 9 approved by PAS February 2012.</p> <p>A list of topics included in this manual added. 11 January 2012.</p> <p>Amendments to clause 2.4 (a) and 6.3.1 as approved by Council 14 October 2011.</p> <p>Approved Academic Senate, 3 August 2011 for implementation 1 January 2012.</p>
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