

## COURSE AND UNIT DEVELOPMENT, APPROVAL AND REVIEW PROCEDURE

|                              |  |
|------------------------------|--|
| <b>Approving authority</b>   | Executive Management Team  |
| <b>Purpose</b>               | This procedure sets out the basis for approving Courses and Subjects and for the review of Courses and Subjects.   |
| <b>Responsible Officer</b>   | Academic Dean  |
| <b>Next scheduled review</b> | August 2026  |
| <b>Document Location</b>     | <a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>  |
| <b>Associated documents</b>  | Course and Subject Development, Approval and Review Policy<br>Academic Staff Professional Development<br>Assessment Policy and Procedure<br>Assessment Moderation Policy and Procedure<br>Benchmarking Policy and Procedure<br>Course Discontinuation , Termination and Teach Out Policy and Procedure<br>Free Intellectual Enquiry in Learning and Teaching Policy<br>Records Management Policy and Procedure<br>Unit Coding Policy<br>Unit Credit Points Policy<br>Student Feedback Policy and Procedure<br>Learning and Teaching Plan |

### 1. PRINCIPLES

The Ozford Institute of Higher Education (hereafter referred to as “the Institute”) processes for development of new courses and the review of existing courses will be consistent with and take account of matters specified in the Higher Education Standards Framework.

A key strategic objective is to strive for excellence in learning, teaching and scholarship for all courses in ways which deliver practical employment outcomes for graduates. The Institute’s approach to learning and teaching is underpinned by well-designed courses that are of interest to students, informed by theory, research and practice, challenging and of relevance to contemporary industry and potential employers. In adopting this approach, the Institute:

- ensures that that the curriculum is designed and assessed in a way which aligns unit learning outcomes through content and assessment to course learning outcomes.
- engages students with advanced knowledge and inquiry, critical and independent thinking and research-based learning appropriate for the AQF level of the course.
- focuses on employability using an internship approach.
- Offers industry relevant and professionally recognised courses through accreditation and recognition arrangements with relevant professional bodies such as the Chartered Accountants Australia and New Zealand and CPA Australia.
- Provides a personalised learning opportunities through flexible learning approaches.
- Encourages and fosters opportunities for cross-cultural interaction and discussion.

All courses will be regularly evaluated and continually improved by evidence-based review both internally and externally through expert and comprehensive reviews.

## 2. SCOPE

This procedure applies to all staff involved in the review of all Institute courses listed on the National Register and the development of all courses that the Institute seeks to have listed on the National Register.

## 3. DEFINITIONS

### ***Accredited course***

Means a course of study that TEQSA has approved to be listed on the national register

### ***AQF***

Australian Qualifications Framework

### ***Assessment***

The process of forming a judgement on the quality and extent of student achievement or performance and, therefore, by inference, is a judgement about the learning itself.

### ***Benchmarking***

Benchmarking can be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice.

### ***Course***

A course is a cluster of prescribed units to study in a broad area of academic interest leading to the award of a qualification. A course may contain a minimum number of units (or units) to be completed sequentially over a period of time.

### ***Learning activities***

Means the tasks that students undertake in order to develop and gain mastery of the knowledge, skills and professional behaviours that are desired as learning outcomes.

### ***National Register***

Means a register established and maintained by TEQSA of registered higher education providers and accredited courses.

### ***Substantive change***

Substantive change is one or a collection of changes that significantly change the accredited course or unit or change the nature of the risk or risk mitigation strategies of the Institute.

Whether a change is Substantive or not is determined by the Responsible officer and endorsed by the Executive Management team of the Institute. Any change of accredited course or unit name is automatically regarded as a substantive change.

### ***Unit***

A unit of study is an individual subject that is studied as part of a course. It is the smallest stand-alone component of a course that can be recorded on an academic transcript and has an assigned credit point value. Units of study can be core (mandatory) or elective (optional). A unit can also be viewed as the study of a particular topic within a wider field and is a unit of the basic building block of a qualification.

## 4. PROCEDURE

### New Course Development and Approval

The steps in the process for developing and approving a new course are as follows:

- 4.1 An Institute stakeholder identifies a new opportunity and initiates the proposal for the development of a new course by seeking Executive Management Team agreement to prepare the proposal in consultation with the academic team.
- 4.1 The Institute stakeholder with support from all relevant Institute staff will develop an initial course proposal that includes:
  - Course Rationale and alignment to the Institute’s Strategic Plan
  - Business Opportunity/Problem
  - Business case
- 4.2 The Executive Management Team will consider the initial course proposal and decide whether to endorse the proposal. The Executive Management team may:
  - endorse the proposal and arrange for it to be submitted to the Governing Board for approval; or
  - endorse the proposal but request changes prior to its submission to the Governing Board; or
  - decide not to proceed any further with the proposal.
- 4.3 If the proposal is endorsed by the Executive Management Team, the proposal will be presented to the Governing Board. The Governing Board will review the Academic Board’s recommendation and consider the proposal for the new course including the initial business case. The Governing Board may:
  - approve the proposal and agree to work commencing on the new course; or
  - approve the proposal but request changes prior work commencing on the new course; or
  - decide that the Institute should not proceed with the proposal. If this occurs, the Executive Management Team will withdraw the proposal.
- 4.4 If the proposal is approved, the Academic Board will convene the Education Committee to oversee the development of the proposed new course.
- 4.5 The Academic Board may appoint new or temporary members to the Education Committee to ensure that it includes suitably qualified external subject or discipline experts from the Higher Education sector and at least one member from the relevant profession or industry.
- 4.6 The President and CEO in consultation with the Academic Dean will form a specialist Institute course development team as appropriate to develop the proposed course, which may include external discipline experts and teaching staff.
- 4.7 The course documentation including course and unit outlines, with particular focus on learning outcomes, course content and assessment tasks of all new courses, will be consistent with TEQSA requirements and guidance notes and address the items listed in Appendix 1 and Appendix 2.

- 4.8 The new course will be evaluated by at least one suitably qualified independent expert. The President and CEO and the Academic Dean will identify one or more discipline experts to undertake the evaluation.
- 4.9 The preferred independent expert will be recommended to the Academic Board for approval. The Academic Board will review the expert's knowledge and expertise to ensure if suitable approve the nomination.
- 4.10 The Education Committee will actively evaluate the new course documentation, including any external or other review reports and the course development team's response to any such reports to ensure all required matters are satisfactorily addressed.
- 4.11 The Education Committee will report on the development of the course for each scheduled Academic Board meeting until the new course has been developed.
- 4.12 The Education Committee once satisfied that all Higher Education Threshold Standards and AQF, have been met will submit a report to the Academic Board endorsing the course application.
- 4.13 The Academic Board will scrutinise the new course application to ensure that the Threshold Standards, AQF, and TEQSA application requirements have been met. The Academic Board may approve the new course application and recommend the proposal to the Governing Board for approval before submission or recommend that the Institute completes further work and resubmit the new course application for approval once this work is completed.
- 4.14 If the Academic Board requests further work before approval, the course development team will complete the required work and the new course documentation will be subsequently resubmitted to the Education Committee and Academic Board respectively as set out above.
- 4.15 Once approved by the Academic Board, the Governing Board will review the new course application. The Governing Board will review the Academic Board's recommendation, consider the new course application and supporting evidence. The Governing Board may approve submission of the new course application to TEQSA or recommend that the Institute completes further work and resubmit the new course application for approval once this work is completed.
- 4.16 If the Governing Board requests further work before approval, the course development team will complete the required work and the new course application will be subsequently resubmitted to the Education Committee and Academic Board respectively to be scrutinised and endorsed/approved before its resubmission to the Governing Board for review as set out above.
- 4.17 Once the new course application has been approved, the President and CEO has responsibility for submission. The application will be submitted using the TEQSA approved form for applications (the form in the TEQSA provider portal) and the associated fee will be paid.
- 4.18 The President and CEO, with support from the Academic Dean and other relevant staff and where necessary external experts, has responsibility for responding promptly to any queries that TEQSA has in respect to the application including requests for comment on assessment reports.

- 4.19 If TEQSA requires changes to the new course application before approval, the course development team will complete the required work and the new course application will subsequently be resubmitted to the Education Committee and Academic Board respectively to be scrutinised and approved before its resubmission.
- 4.20 The Academic Dean will report on the new course application's progress to the Academic Board and Governing Board including requests from TEQSA and the Institute's responses.

## **Re-accreditation**

- 4.21 At least 18 months before the expiry date of an existing accredited course the Academic Dean will seek Executive Management Team and Academic Board approval to proceed with re-accreditation. The assessment of whether or not to pursue re-accreditation applications will be informed by comprehensive reviews.
- 4.22 The Governing Board review and endorse the re-accreditation proposal.
- 4.23 TEQSA will inform the Institute of the evidence that is required to be submitted for the course re-accreditation application (ie. Confirmed Evidence Table).
- 4.24 The President and CEO in consultation with the Academic Dean will form a specialist Institute course re-accreditation team as appropriate to develop the course re-accreditation application, which may include external discipline experts and teaching staff.
- 4.25 The Education Committee will provide advice on the re-accreditation application.
- 4.26 Once the Education Committee is satisfied that all matters have been satisfactorily addressed and all Higher Education Threshold Standards and AQF have been met, it will recommend that the course re-accreditation application is submitted to the Academic Board for approval.
- 4.27 The Academic Board will scrutinise the course re-accreditation application to ensure that all Higher Education Threshold Standards, the AQF and TEQSA requirements have been met. The Academic Board may endorse the application to the Governing Board for approval before submission or recommend that the Institute completes further work and resubmit the application for approval once this work is completed.
- 4.28 If the Academic Board requests further work before approval, the course re-accreditation team will complete the required work and the application will subsequently be resubmitted to the Education Committee and Academic Board respectively as set out above.
- 4.29 Once approved by the Academic Board, the Governing Board will review the course re-accreditation application. The Governing Board will review the Academic Board's recommendation and consider the course re-accreditation application. The Governing Board may approve submission of the application to TEQSA or recommend that the Institute completes further work and resubmit the application for approval once this work is completed.
- 4.30 If the Governing Board requests further work before approval, the course re-accreditation team will complete the required work and the course re-accreditation application will subsequently be

resubmitted to the Education Committee and Academic Board respectively to be scrutinised and endorsed before its resubmission to the Governing Board for review as set out above.

- 4.31 Once the renewal of course application has been approved, the President and CEO has responsibility for the submission. The application will be submitted using the TEQSA approved form for applications (the form in the TEQSA provider portal) and the associated fee will be paid.
- 4.32 The President and CEO, with support from the Academic Dean and other relevant staff and where necessary external experts, will respond promptly to any queries that TEQSA has in respect to the course re-accreditation application including requests for comment on assessment reports.
- 4.33 If TEQSA requires changes to the Institute's application, the course re-accreditation team will complete the required work and the changes will subsequently be resubmitted to the Education Committee and Academic Board respectively to be scrutinised and endorsed/approved before its resubmission to the Governing Board for review as set out above.
- 4.34 The Academic Dean will report on the course re-accreditation application's progress to the Academic Board and Governing Board including requests from TEQSA and the Institute's responses.

#### **Comprehensive Course review**

- 4.35 The timing of the comprehensive course review will be in accordance with the cyclical course review schedule, which will ordinarily provide for comprehensive reviews in preparation for applications to TEQSA for re-accreditation.
- 4.36 The Academic Board may initiate additional comprehensive course reviews, including on the advice of the Education Committee.
- 4.37 The President and CEO and the Academic Dean will identify one or more internal and/or external discipline experts to undertake the comprehensive review. The comprehensive course review process will include an evaluation of the course by at least one suitably qualified independent expert.
- 4.38 The Academic Dean, supported by academic staff, will provide independent expert(s) with all required information and respond to any queries that arise.
- 4.39 The Academic Board will request that the Education Committee oversee the comprehensive course review.
- 4.40 The Academic Board may appoint new or temporary members to the Education Committee to ensure that it includes suitably qualified external subject or discipline experts from the higher education sector and at least one member from the relevant profession or industry.
- 4.41 The scope of the comprehensive course review will include:
  - the course design and content, the expected learning outcomes;
  - the methods of assessment of those outcomes;
  - the extent of students' achievement of learning outcomes;
  - emerging developments in the field of education;

- modes of delivery;
- the changing needs of students; and
- identified risks to course quality.

Please see Appendix 3 for further details of the review scope.

- 4.42 The comprehensive course review will include recommendation(s) for:
- enhancing the quality of the course;
  - changes to the course, including to ensure the course retains currency and relevance with contemporary higher education and professional practices and scholarship
  - the continuation of the course without changes, continuation of the course with changes and/or discontinuation of the course.
- 4.43 The Education Committee will actively evaluate the comprehensive course review documentation and analysis, including any external or other review reports and the internal response to any such reports to ensure all required matters are satisfactorily addressed.
- 4.44 The Education Committee will submit a report to the Academic Board on the comprehensive course review, including recommendations and a proposed implementation plan.
- 4.45 The Academic Board will note the recommendations by the Education Committee, scrutinise the course review and approve any course, learning or teaching changes.

### **Interim Course Reviews**

- 4.46 Interim course reviews will be conducted in accordance with the cyclical course review schedule, usually at the end of each year. The course review will be initiated by the Academic Dean and may involve the academic staff involved with the course.
- 4.47 The Academic Dean may recommend that independent subject/discipline expert(s) contribute to the course review process and to the documentation of review findings. The Executive Management team will approve the appointment of independent experts involved in interim reviews.
- 4.48 The interim course review will include consideration of the items set out in Appendix 4 and the Review Report will address each of these items.
- 4.49 The Academic Dean will prepare a report outlining the review findings and provide the report to the Education Committee to review the findings and recommendations related to improving the course, units or subjects, and any findings related to learning and teaching matters and the recommendations for improvement to learning and teaching.
- 4.50 The Review Report, including recommendations for changes to the course and/or teaching and learning once reviewed and endorsed by the Education Committee will be submitted to the Academic Board.

4.51 The Academic Board will note the recommendations by the Education Committee, scrutinise the course review and approve any course, learning or teaching changes including if there is a recommendation for a comprehensive course review.

## Unit review

4.52 During a period of accreditation individual units of existing courses will be reviewed at least once in every third offering in alignment with the moderation process as set out in the ***Assessment Moderation Policy and Procedure***. A Unit Review may also result from revised textbooks, discipline-specific research and pedagogical research.

4.53 The unit review will include consideration of the items set out in **Appendix 5**. The review will take into account stakeholder feedback and input including student feedback, teaching staff feedback and subject or discipline expert input. Where it is appropriate and relevant, feedback and input from professional bodies, employers, government regulators and agencies should also be considered.

4.54 The unit review will be carried out by the Academic Dean or their delegate. The delegate may be a member of the academic team or an independent expert. The Executive Management Team will approve the appointment of independent experts involved in unit reviews.

4.55 The Academic Dean will prepare a report outlining the review findings and provide the report to the Education Committee to review:

- the findings and recommendations related to improving the units or subjects; and
- any findings related to learning and teaching matters and the recommendations for improvement to learning and teaching.

4.56 The report, including recommendations for changes to the course and/or teaching and learning once reviewed and endorsed by the Education Committee will be submitted to the Academic Board. Where there are no substantive changes to the unit, the Executive Management team will approve the change.

4.57 The Academic Board will note the recommendations made by the Education Committee, scrutinise the unit review findings and approve any changes.

## 5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HES Threshold Standards the procedure will be:

- 5.1 internally approved by the Executive Management Team on development or review
- 5.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier).
- 5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.



## 6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed Responsible officers of the Institute.

## 7. ACKNOWLEDGEMENT

This procedure has been developed with reference to the following:

- Queensland University of Technology, Curriculum design, approval and accreditation, 2020 ([https://www.mopp.qut.edu.au/C/C\\_04\\_01.jsp](https://www.mopp.qut.edu.au/C/C_04_01.jsp))
- University of Queensland, Course Design Policy , 2023 ([Course Design - Policy - Policies and Procedures Library - The University of Queensland, Australia \(uq.edu.au\)](https://www.uq.edu.au/course-design-policy))
- University of Melbourne, Courses, Subjects, Awards and Programs Policy, 2023 (<https://policy.unimelb.edu.au/MPF1327/>)
- Deakin University, Higher Education courses Policy, 2023 ([Higher Education Courses policy / Document / Deakin Policy Library](https://www.deakin.edu.au/higher-education-courses-policy))
- Deakin University, Curriculum Design and Delivery Procedure, 2023 (<https://policy.deakin.edu.au/document/view-current.php?id=127>)
- TEQSA, Guidance note: Academic governance (v3.0), 2023 ([Guidance note: Academic governance | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/guidance-note-academic-governance))
- TEQSA, Application Guide for Registered Higher Education Providers Course Accreditation and Renewal of Course Accreditation, 2023 (<https://www.teqsa.gov.au/guides-resources/resources/application-guides/application-guide-registered-higher-education-providers-new-course-accreditation-renewal-course-accreditation-existing-providers>)
- TEQSA, Independent Experts engaged by providers, 2020 ([Independent Experts engaged by providers | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/independent-experts-engaged-by-providers))

## 8. VERSION CONTROL

| Version                                     | Date approved  | Description                           | Approved by |
|---|--|---------------------------------------|-------------|
| 2.0   | June 2018  | Initial Issue                         | EMT         |
| 3.0   | Nov 2019   | Internal Review                       | EMT         |
| 4.0   | November 2020  | Revised to reflect TEQSA requirements | EMT         |
| 5.0   | August 2023  | Internal Review                       | EMT         |
| Related legislation/<br>regulation/standard | Tertiary Education Quality and Standards Act 2011 (Cth)<br>Higher Education Standards Framework (Threshold Standards) 2021 (Cth) |                                       |             |

Notes:

EMT = Executive Management team

TEQSA = Tertiary Education Quality and Standards Agency

## Appendix 1: New Course Documentation

1. Course Rationale (including expected graduate employment opportunities) and alignment to the Institute's Strategic Plan
2. Business Opportunity/Problem
  - Target Market
  - Competitor/Market Analysis
  - Projected Student Numbers
  - Marketing Plan
3. Course Objectives/Aim
4. Course details
  - Course name(s)
  - Qualifications to be awarded on completion
  - Exit/Interim Award
  - Nested Course(s)
  - Major Specialisation/Stream
  - Admission criteria
  - Course Learning Outcomes, methods of assessment and indicative student workload
  - Relationship between AQF level specifications, course learning outcomes, unit learning outcomes, assessments and rubrics are rationally aligned
5. Course Structure
  - Benchmarking
  - Course plan (subjects and sequence) – structure, duration and modes of delivery
  - Course rules
  - List of units of study indicating whether compulsory or elective
  - Minimum requirements for completion of course
  - Exit pathways and any upstream articulation arrangements
6. Course Delivery
7. Industry Consultation
8. Professional Recognition
9. Resources Required
  - TEQSA Accreditation Requirements
  - Attachments
  - Planned staffing component, showing qualifications and experience of course coordinators and for all teaching positions including:
    - resumes of any teaching staff already engaged
    - position descriptions for positions not yet filled
    - evidence of equivalent academic or professional experience relevant to unit of teaching.

## New Course - Required elements

New courses or renewal of accreditation are expected to demonstrate how the course engages with advanced knowledge and inquiry consistent with the level of study, and should include:

1. rationale (including expected graduate employment opportunities)
2. qualifications to be awarded on completion
3. admissions criteria
4. course learning outcomes, methods of assessment and indicative student workload, and national/international comparators (consistent with Standards 1.4.1-3 and 1.4.5-7 (if applicable))
  - rationale for relationship between learning outcomes, AQF level specifications, unit learning outcomes and unit assessment and summary table mapping this alignment
  - learning outcomes should include both discipline-related and generic outcomes
5. structure, duration and modes of delivery
6. list of units of study (indicating whether compulsory or elective)
7. compulsory requirements for completion
8. exit pathways, articulation arrangements, pathways to further learning
9. research content (for Bachelor Honours, Masters or Doctoral qualifications)
10. planned staffing complement, showing qualifications and experience of course coordinator and for all teaching positions as required by Standard 3.2.3, and:
  - resumes for any staff already engaged
  - positions descriptions for positions not yet filled
  - evidence of equivalent academic or professional experience relevant to policy criteria, and
  - arrangements for oversight of staff who do not fully meet Standard 3.2.3

Note: *The content and learning activities of each course must engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:*

- *current knowledge and scholarship in relevant academic disciplines*
- *study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and*
- *emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.*

## Appendix 2: New Unit Documentation

11. Reason for new unit
12. Unit Rationale
13. Unit Objectives/Aim
14. Unit details
  - Unit name
  - Names of relevant courses
  - Name: Academic Dean or delegate
15. Benchmarking analysis
16. Industry Consultation/Input
17. Professional Recognition Impact
18. TEQSA Accreditation Requirements
19. Attachments

## New Unit Outline and guides – Required elements

Outlines and guides for all course units should include:

1. Unit learning outcomes (including both discipline-related and generic outcomes)
2. duration
3. level
4. credit points
5. prerequisites
6. topics
7. assessment tasks and weighting
8. student workload
9. delivery mode
10. work-integrated learning (if applicable)
11. specialised facilities or equipment (if applicable), and
12. a list of the prescribed and recommended texts for the unit.

## Appendix 3: Comprehensive Course Review Information

1. Name of responsible Academic Dean.
2. Name(s) of independent expert(s) appointed to undertake the review.
3. A summary of the analysis undertaken.
4. Review of the course data and feedback:
  - Unit Evaluation Questionnaire data (completed by students).
  - Course Evaluation Questionnaire data (completed by students).
  - Enrolment data.
  - Student progression/retention rates.
  - Graduate Outcomes data.
  - Data collected on the academic qualifications of teaching staff.
  - Unit and annual course reviews.
5. Detailed analysis which may address the following elements <sup>1</sup>:
  - Description of what worked well in the course.
  - Description of identified weaknesses in the course.
  - The content is intellectually challenging.
  - The content is being taught at an appropriate level.
  - Community.
  - The teaching methods to be applied are made specific.
  - The delivery methods (lecture, tutorials, print materials, on-line delivery etc) are appropriate.
  - The course has clear and appropriate aims and objectives.
  - The aims and objectives are made known to students.
  - The assessment practices and criteria reflect the aims and objectives.
  - The assessment practices and criteria are made known to students.
  - Failure rates/attrition rates for the course are analysed.
  - Workloads match the time and type of study.
  - Employment of Graduates.
  - Appropriate use is made of the results of the review.
6. Emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.
7. Confirm the course aligns to the Institute's Strategic Plan.
8. Based on the analysis of the review and input from external and internal stakeholders, provide recommendations and actions for enhancing the quality of the course under review.
9. Provide a recommendation
  - for the continuation of the course without change; or
  - continuation of the course with change; or
  - discontinuation of the course.

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<sup>1</sup> These elements are based on AVCC, *Guidelines for Effective University Teaching* (ACN 008 502 930), April 1993

## Appendix 4: Interim Course Review Information

1. Name of responsible: Academic Dean or delegate.
2. A review of methods of assessment tasks, marking criteria and rubrics to confirm students' achievement of unit and course learning outcomes
3. An analysis of student progression rates, attrition rates, completion times and rates. It should also include an analysis of full profile of each graduand.
4. Explanation of how any benchmarking/external referencing was carried out
5. A summary of the analysis undertaken.
6. Detailed analysis which may address the following elements:
  - Enrolment statistics.
  - Progression rates
  - Completion times and rates
  - Analysis of full profiles of each graduand student.
  - Retention/attrition statistics.
  - Student feedback.
  - Academic staff feedback
  - Any relevant feedback collected through the individual unit review/moderation (every third offering).
  - Other relevant stakeholder feedback.
7. Identify and recommend any changes to the course or a change to any of the individual subjects.

## Appendix 5: Unit Review Information

1. Unit details
  - Unit name
  - Names of relevant courses
  - Name of Unit Convenor (or Academic Dean)
2. Review and analysis which may address the following elements:
  - Stakeholder input and feedback including from students, staff and discipline expert(s)
  - Relevance to Professional Recognition
  - Learning materials
  - Benchmarking
  - Unit assessment and learning outcomes
  - Ongoing relevance and value of unit taking account of course objectives and learning outcomes
3. Identify and recommend any changes to the unit.