

# ACADEMIC TEACHING FRAMEWORK

ACA-STA-01

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## Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles’ Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

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### 1 Policy statement and principles

Academic teaching is core to the mission of Excelsia College. Students are at the heart of our College and therefore academic teaching must reflect the principles of Christian higher education, quality, equity, excellence and continuous improvement. Academic teaching at the College also needs to align and be compliant with the Higher Education Standards Framework, the relevant Australian Qualifications Framework levels, and other policy and legislation of relevance.

The purpose of this policy framework is to:

- provide an overarching framework for the management and delivery of quality academic teaching at undergraduate and postgraduate levels, with an emphasis on scholarship, research, innovation and with continuous cycles of review and reporting, all of which reflect the Christian mission and values of the College
- outline the processes by which units offered by the College are created, taught and managed each semester
- ensure the consistency and equivalency of academic teaching delivery in terms of all College units of study, and provide specific guidance as to how program opportunities and student outcomes are made equivalent across locations, modes, and patterns of delivery (LMPDs) of learning and teaching
- identify the factors to be considered when implementing academic teaching delivery in different LMPDs, including the nature of support to be provided for staff and students in using emerging teaching and learning technologies applicable for different LMPDs
- ensure the appropriate provision of teaching and resources for students for whom academic reading and writing is overtly challenging, in order to enable their successful progression, in alignment with the [Student Learning Framework](#), [Support for Students Policy](#), and [Student Wellbeing Framework](#).

The College’s approach to this policy framework is guided by the following principles.

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## 1.1 Academic teaching

- i. Academic teaching is a core practice at the College and will therefore be underpinned with quality curriculum design, delivery and review processes in each of the Schools and overseen by the Provost Office, and in particular the Chief and Deputy Chief Academic Officers.
- ii. In consultation with the Chief Academic Officer and Deputy Chief Academic Officer, Heads of School have the primary responsibility for ensuring consistency in academic teaching delivery in each semester and/or teaching period and across all modes of delivery.
- iii. Authentic industry and community engagement and experience is built into the student experience when and where appropriate.
- iv. Academic teaching is underpinned and informed by the appropriate professional standards, a Christian world view, and the United Nations Sustainable Development Goals (UN SDGs).
- v. Heads of School will implement appropriate internal and external unit and course moderation procedures, in accordance with the [Assessment Framework](#) and [Quality Assurance Framework](#), and in consultation with the Chief Academic Officer and/or Deputy Chief Academic Officer, with the Quality office, and via reporting to the Learning and Teaching Committee and Academic Board.
- vi. Curriculum and course review, renewal and revitalisation are a core part of the academic operations at the College, with Schools, Admissions, Quality, Academic Support and the Academic Office working effectively towards achieving unit and course outcomes.

## 1.2 Locations, modes and patterns of delivery (LMPDs)

### 1.2.1 Equivalence across location, mode and pattern of delivery (LMPD)

- i. Heads of School and course coordinators will make informed decisions when selecting LMPDs in order to ensure that different LMPDs deliver equivalent opportunities, experiences, and student outcomes.
- ii. The College will allow units to be offered in different LMPDs if the Chief Academic Officer or delegate confirms that sufficient support can be offered to students to enable them to achieve stated learning outcomes.
- iii. Staffing, learning materials, and student access to library, electronic and equipment resources must be equivalent across any different LMPDs each time a unit is offered.
- iv. All students, full-time and part-time and regardless of LMPD, shall receive unit information that includes unit title, aims, learning outcomes, pre- or co-requisites, indicative content, assessment activities and details of core learning resources.
- v. Communication and feedback channels for staff and students must be equivalent across all LMPDs each time a unit is offered. For the purposes of academic support, every student will be given the contact details of the unit coordinator approved by the Head of School each time a unit is offered.

- vi. Heads of School, course and unit coordinators will ensure that the [Support for Students Policy](#) is embedded in the culture of the school, in teaching, and in the advice given to students during their studies.
- vii. The College will ensure that all staff and students, regardless of the ways in which units are delivered, have equal opportunities for interaction and support. Additionally, the College and/or respective School will provide clear written guidance to all students on how they can access personal support during their studies, as detailed in the [Support for Students Policy](#).
- viii. The regular monitoring of College courses and units by the Quality Office and/or Academic Offices may include such methods as sample unit auditing, assessment moderation procedures, and feedback and quality assurance systems embedded in School operations.

### 1.2.2 Choice of LMPD

- i. When choosing an LMPD, the College and/or School considers the nature of its student cohort(s) and best practice in learning and teaching methods for higher education study in a Christian and student-centred environment.
- ii. Choice of an LMPD should aim to accommodate the various learning needs of students, including specialised knowledge, career advancement, or intellectual and social development.
- iii. The College and/or School will consider best practice for advanced information and communications technology usage while designing learning experiences for students, including clear guidelines on the use of artificial intelligence.

### 1.2.3 Curriculum

- i. The College uses the principles of constructive alignment in curriculum design.
- ii. When approving offerings of a unit of study, it is essential to consider whether the chosen LMPD is suitable for the specific requirements of the course and/or unit. Consideration must include but is not limited to:
  - a. learning objectives of the course and/or unit
  - b. the content of the unit
  - c. the mix of learning and teaching activities required in the unit
  - d. the extent and nature of contact expected between staff and students
  - e. the extent and nature of contact expected between students
  - f. the assessment tasks and resource requirements of the unit.

### 1.2.4 Teaching methods

- i. Teaching methods of each LMPD may incorporate a variety of formats such as:
  - a. face-to-face instruction, student-centred pedagogies, self- and peer-assessment, practical work, fieldwork and placements

- b. synchronous virtual collaboration (e.g. live online learning, online chat sessions, conference calls, and video conferencing)
  - c. asynchronous virtual collaboration (e.g. online discussion boards, blogs, wikis)
  - d. self-paced asynchronous instruction (e.g. video tutorials, simulations, online self-assessments, archived webinars, podcasts).
- ii. Selection of the teaching methods will be in order to support students to achieve the intended learning outcomes of the unit, and contribute to the broader course outcomes.

### 1.2.5 Assessment

- i. Regardless of LMPD, assessment should be:
  - a. student-centred and outcomes-focused
  - b. appropriate to the level of study
  - c. designed to minimise plagiarism and maximise authenticity
  - d. fair and equitable in relation to timing, weighting and frequency.
- ii. Students will normally submit the same assessment tasks across LMPDs with appropriate adjustments to timing and format (but not usually substantive content) as required. Significant variations in assessment tasks across LMPDs will require approval from the Chief Academic Officer.
- iii. Occasionally, and following approval by the course coordinator and/or Head of School, meeting the assessment requirements above may require minor amendments to the assessment tasks and submission requirements.
- iv. Adjustments to assessments may include changes to type, format, delivery and timing of the assessment, however, such adjustments will not include substantive content changes. Examples of assessment variations may include an exam being moved from face-to-face to online, theatre performances being moved or occurring online, field studies being moved or altered to a different dynamic approach, and practicums being moved in terms of timing and/or location.
- v. Assessment adjustments and alternative assessment arrangements, including for students with disabilities, students making religious and spiritual observances, or students with language or perception barriers or diverse cultural backgrounds are covered in the [Assessment Framework](#).

### 1.2.6 Technology

- i. Technologies are to be used in conjunction with each LMPD in order to broaden and deepen teaching and learning in different learning situations. For this reason, each Head of School should ensure that:
  - a. the choice of technology caters for student needs and expectations
  - b. teachers have the required knowledge and skills to intentionally and effectively use technology in their teaching

- c. where online delivery modes are used, the students concerned have access to the necessary learning technologies and training support
- d. with the assistance of College IT staff, technical systems and networks are reliable and robust.

### 1.2.7 Resources and professional development

- i. Regardless of LMPD:
  - a. through its provision of technical and physical infrastructure the College will facilitate the adoption of the full range of approved teaching modes and patterns
  - b. the provision of resources, and the communication of digital material, is subject to the *Copyright Act 1968 (Cth)*
  - c. in modes which require the use of printed materials, students must have appropriate access to these materials
  - d. through its staff training and professional development programs, the College supports its staff in the acquisition and development of relevant skills for each LMPD in which staff teach.

### 1.2.8 Student support

- i. Regardless of LMPD:
  - a. students are informed of the modes by which a course and unit will be delivered, as well as the content of all courses before they enrol in a unit
  - b. students should be given consistent and transparent guidance on how they are expected to engage with learning processes and activities
  - c. students are informed of the [Support for Students Policy](#) and encouraged to engage with this while studying at the College
  - d. the effectiveness of a unit and its teaching mode(s) from the student perspective are considered and reviewed each time a unit is offered.

### 1.3 English language support

- i. The College strives to empower students from a range of different communities to access the same educational opportunities as their English-speaking peers and to become fully integrated members of the College and wider community.
- ii. The College intentionally seeks to identify the English language needs of each student, recognise the skills the student brings to the College, and ensure equal access to the curriculum.
- iii. The College academic staff will endeavour, as much as is possible, to monitor the language and literacy performance of each student and recommend appropriate interventions and support where necessary.

## 1.4 Third-party arrangements

- i. For any third-party arrangement (TPA) for the delivery of its courses, the College is accountable for ensuring quality and compliance with regulatory and legislative requirements and for the student experience.
- ii. All TPAs are governed by written agreements, such as a memorandum of understanding (MOU) or a joint venture agreement (JVA), which must be approved by the Board of Directors and signed before they are implemented.
- iii. In the event of establishment or discontinuation of a TPA, the College will immediately notify the relevant bodies.
- iv. Criteria for establishing a new third-party arrangement shall include:
  - a. proven and appropriate experience, reputation and recognition as an educational institution
  - b. adequate investment and management arrangements
  - c. maintains appropriate facilities and infrastructure, including facilities and infrastructure to support specific student cohorts such as those with disability, religious or cultural needs (e.g. prayer rooms)
  - d. employs qualified faculty and staff
  - e. demonstrates satisfactory provisions for student wellbeing and safety
  - f. longevity of operation and adequate business plans
  - g. provides effective student support services
  - h. maintains efficient and effective student management systems
  - i. demonstrates viable market demand
  - j. agrees to adhere to all requirements of relevant College policies and procedures, including those concerning academic integrity, student safety and wellbeing, and quality assurance and monitoring processes
  - k. understands that the College retains control over all College programs and courses (including responsibility for course curriculum). This includes:
    - admission criteria, including language proficiency requirements
    - admission rules and practices – students will not be admitted and enrolled into a College program at the third-party until they are admitted and enrolled by the College
    - assessment by the third-party will be quality assured using the College grade descriptors, marking criteria, monitoring processes and external moderation
    - teaching and learning policies and practices
    - curriculum review.
- v. Established TPAs will be regularly monitored and reviewed to ensure the TPP is:
  - a. compliant with relevant legislation and standards, including the Higher Education Standards Framework (2021) and the National Code 2018, especially in regard to:
    - staffing numbers and qualifications
    - student support services
    - student wellbeing and safety
    - academic integrity.
  - b. compliant with College policy and procedures
  - c. compliant with other relevant accreditation bodies
  - d. fit for purpose.



- vi. In the event the TPP is found to be in breach of an agreement or MOU with College, or the College is unable to assure itself of a TPA's compliance with relevant regulatory frameworks, the College will take action to protect the interests of students. This may involve ending the relationship with the TPP.
- vii. If, for any reason, a TPA should be terminated while students are enrolled in the program, the College is responsible for ensuring that students under the TPA have an appropriate opportunity to complete their studies, including transition arrangements.

Non-compliance with this policy framework may result in disciplinary action in accordance with Excelsia College by-laws.

## 2 Scope

- i. This policy framework applies to all College staff.
- ii. The Third-Party Arrangements Policy and procedures:
  - a. apply to all staff of the College, staff of the third-party provider and any staff involved with a third-party arrangement
  - b. apply to third-party arrangements for courses delivered by the College or by the College jointly with a third party.
  - c. do not apply to work-integrated learning activities with a third party. Refer to the [Student Learning Framework](#).

## 3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
Academic Administrative Staff	<ul style="list-style-type: none"> <li>• populating and uploading unit content on ExO for each semester and assigning units to relevant School</li> <li>• advising the Learning Systems Administrator if any units which were expected to be scheduled are missing from ExO</li> <li>• removing front end visibility of all completed units at the end of each teaching period</li> </ul>
Chief Academic Officer	<ul style="list-style-type: none"> <li>• overseeing the development, implementation and review of the provision of student support across the College, including support for academic reading and writing skills</li> <li>• ensuring adequate physical and virtual teaching resources are made available to support teaching delivery</li> </ul>
Chief Financial Officer	<ul style="list-style-type: none"> <li>• approving ExO upgrades</li> <li>• liaising with Androgogic regarding system upgrades and issues</li> <li>• liaising with Androgogic and Silverband regarding compatibility of ExO with Paradigm</li> </ul>

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Course coordinators (see Appendix 1 for a full list of expected duties)	<ul style="list-style-type: none"> <li>• providing overarching leadership of the relevant degree, diploma or certificate</li> <li>• working closely with the Head of School to ensure effective staffing and unit coordination</li> <li>• engaging in program review, moderation and accreditation and/or registration requirements as required</li> </ul>
Deputy Academic Registrar	<ul style="list-style-type: none"> <li>• scheduling all units in Paradigm and ensuring their correct implementation on ExO</li> </ul>
Deputy Chief Academic Officer	<ul style="list-style-type: none"> <li>• developing and implementing a holistic and contemporary student support service</li> <li>• implementing ongoing professional development to ensure teaching staff are supported to deliver high quality learning and teaching experiences</li> <li>• overseeing academic administration to ensure responsible and efficient service delivery to teaching staff</li> </ul>
Director of Quality and Risk (or delegate)	<ul style="list-style-type: none"> <li>• reviewing CUOs with minor or major changes for errors and compliance</li> <li>• ensuring any minor and major CUO changes are accurately implemented throughout CUO and unit</li> </ul>
Heads of School	<ul style="list-style-type: none"> <li>• overseeing the preparation of the Academic Staff Register for each teaching semester</li> <li>• ensuring course coordinators are in place each teaching semester and made aware of the policies and procedures relevant to the Academic Teaching Framework</li> <li>• with the assistance of course coordinators, ensuring that all units are assigned unit coordinators, initially from the permanent academic staff cohort, then with sessional staff as appropriate</li> <li>• ensuring equivalency for teaching staff who do not have a qualification at least one level higher than is awarded for the course of study they are teaching (HESF standard 3.2.3c) and maintaining a register of teaching equivalency in order to provide this as required by relevant regulatory and/or accrediting bodies.</li> <li>• managing a continuous cycle of feedback, review, moderation and benchmarking of curricula offered within the school</li> </ul>
Learning Systems Administrator	<ul style="list-style-type: none"> <li>• providing technical and administrative support for students and staff (on-campus and online) via Helpdesk</li> <li>• managing various data uploads and extracts (e.g. group imports, grade sync, etc.)</li> <li>• managing staff orientation and development for ExO</li> <li>• liaising with Androgogic on system errors, issues, and enhancements</li> </ul>
Lecturers/Tutors	<ul style="list-style-type: none"> <li>• preparing each student, on an ongoing basis, to access learning opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• providing, as required, modified programs of work and assessment based on the curriculum</li> <li>• assisting each student to develop appropriate and independent strategies and skills to support their learning</li> <li>• entering marks/grades into the gradebook</li> <li>• entering comments and feedback for assessments</li> </ul>
Provost	<ul style="list-style-type: none"> <li>• overall responsibility for ensuring the effective and efficient implementation of this policy framework</li> </ul>
Registrar	<ul style="list-style-type: none"> <li>• managing ExO upgrades and enhancements</li> <li>• liaising with Androgogic regarding system upgrades</li> <li>• liaising with Androgogic and Silverband regarding compatibility of ExO with Paradigm</li> <li>• checking in ExO that moderation changes have been updated as per moderation meeting</li> </ul>
Unit Coordinators (see Appendix 2 for a full list of expected duties)	<ul style="list-style-type: none"> <li>• ensuring the effective design, delivery and review of a unit of study</li> <li>• ensuring staffing and resourcing of the unit(s) is arranged in advance of the teaching semester</li> <li>• working with the course coordinator to ensure consistency of delivery across the relevant units in the program</li> </ul>

## 4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
category	The location in ExO where a unit can be found.
ExO	Short for 'Excelsia Online', ExO is the College's Learning Management System.
LMPD	The acronym used for location, mode and pattern of delivery.
location of delivery	The actual physical location in which study occurs. Location of delivery could be a centralised teaching location (e.g. a campus) or a student's own study environment (e.g. their home or office for online study).
mode of delivery	the way in which course content is delivered e.g. face-to-face, online, or in blended (face-to-face and online) mode.
pattern of delivery	The arrangement of course unit delivery e.g. units delivered in parallel in traditional semester-based study, units delivered in sequence in a carousel model, or units delivered periodically in intensive mode.
student evaluations	Forms that students complete in order to provide a unit evaluation.
third-party arrangement (TPA)	An arrangement made with one or more other parties (in Australia or overseas) for the provision of a College course of study, or any parts of a College course of study, or research training.

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third-party provider (TPP)	A person or entity other than the College approved to deliver a College course of study, or any parts of a College course of study, or research training College courses in accordance with a TPA with the College.
unforeseen circumstances	Situations which are beyond the College's control e.g. major infrastructure and service interruptions, natural disasters, or global health outbreaks.
unit	A subject to be studied by a student.
unit ID	The number that connects a unit in the student management system (Paradigm) with a unit in ExO.
unit: blended	These units are offered face-to-face, however, significant elements of the units occur online (e.g. accessing content and/or submitting assignments).
unit: on-campus	These units are offered face-to-face, with appropriate supplementary materials available online.
unit: online	This is where the unit is offered online, and almost all interaction with students occurs online.

## 5 Procedures

### 5.1 Third-part arrangements (TPAs)

#### 5.1.1 TPA selection and approval

- i. A proposal or business case for the TPA should be tabled at Academic Board and Management Committee.
  - a. The proposal should outline:
    - how the TPP meets the criteria for selection
    - any potential risks of the proposed arrangement, including reputational, financial, social and environmental risks.
- ii. If the TPP applicant is initially deemed to meet the criteria for selection, then a College representative will conduct a site visit. The site visit should ensure that the facilities, resources and values of the TPP align to College quality standards and core values.
- iii. If the site visit meets the above requirements, a written agreement, such as an MOU or JVA, is developed between the College and the TPP to be submitted to Academic Board for endorsement and Board of Directors for approval. MOUs for TPAs will include (but not be limited to) information regarding:
  - a. course(s), award(s), and mode(s) of delivery
  - b. teaching periods
  - c. status of students
  - d. staffing arrangements including responsibilities for staff selection, orientation, staff development and performance reviews
  - e. responsibilities for the delivery of subject content and assessment
  - f. responsibilities for the admission, enrolment, fee-invoicing, course completion and graduation of students
  - g. responsibilities for student support, access to academic skills support including English language, access to library materials and services, and IT support services

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- h. responsibilities for student welfare and wellbeing including health, counselling, specialised international student support as required under the *ESOS Act 2000*, disability support, careers support and other support services to students
  - i. responsibilities for administration of student complaints, grievances, appeals and misconduct matters, including academic integrity
  - j. financial arrangements
  - k. branding and marketing
  - l. intellectual property
  - m. governance arrangements and quality assurance
  - n. provisions for withdrawal, phasing out or termination of the agreement including the management of consequences
  - o. processes for monitoring and review.
- iv. The written agreement is to be tabled at Academic Board and Management Committee for recommendation to Board of Directors for approval. If approved by Board of Directors, the written agreement may be signed by the College.
  - v. As a CRICOS registered provider, the College is required to apply to TEQSA to assess new TPAs at least 30 days prior to the intended commencement date for delivery of the course. The College is also required to submit an application to add a new location where delivery will take place at a location operated by the third party. This is the responsibility of the Quality Office. No TPA will commence until approval is received from TEQSA.

### 5.1.2 Modification to a TPA

If changes are required to an existing TPA, for example, delivery of additional College courses at an existing third-party provider (TPP) or the addition of another delivery site to an existing TPP, the following procedure is required.

- i. If an amendment concerns the addition of or changes to an existing delivery site at the TPP, a College representative should conduct a site visit to ensure that the facilities and resources align to College quality standards.
- ii. The written agreement addendum is presented to Academic Board for approval. If approved, the changes will be agreed to and signed by both parties.
- iii. The Quality Office applies to TEQSA to change the TPA, in accordance with Standard 11 of the National Code, at least 30 days prior to the intended commencement date for delivery of the course.

### 5.1.3 TPA implementation

#### Responsibilities

- i. The Chief Academic Officer, in consultation with the Quality Office, will maintain oversight of TPAs to ensure effective quality assurance arrangements are in place.
- ii. The relevant Head of School, in consultation with the course coordinator, will have responsibility for overall review and management of the quality of College programs under the TPA.  
Responsibilities may include:
  - a. acting as primary point of contact between College staff and TPP staff
  - b. training the TPP in relevant College policies and procedures, and the responsibilities of the TPP under the TPA with the College

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- c. coordinate and organise TPP Steering Committee meetings
- d. collect and collate all reports required at the TPP Steering Committee meetings
- e. liaise with the TPP and College departments to ensure all reporting, compliance and requirements are being met, including:
  - assessment and communication of cross credit options
  - cooperation and engagement in the College’s academic governance and quality assurance procedures
  - implementation of the College student management system if required or integration with the TPP student management system
  - sharing and management of student records in accordance with the College [Information Management and Privacy Framework](#) and the *Privacy Act 1988* (Cth)
  - admission criteria and entry requirements
  - access to, induction and support for the College learning management system (where required)
  - accounts and financial reporting sufficient for the College to ensure the ongoing financial viability of the TPP
  - consistent application of the fee schedule agreed upon by the College and the TPP
  - notification to the College of TPP academic calendars, teaching periods, timetables and census dates
  - implementation of research and scholarship requirements for faculty, if relevant
  - library and information services access for staff and students.
- iii. The TPP will participate in all relevant College quality assurance and compliance activities including course and curriculum review processes, as well as other quality reviews or monitoring as required.
- iv. A Steering Committee will be appointed. This Committee will organise and coordinate information, communication, actions, responsibilities, and procedures necessary to monitor the implementation of the reporting, compliance, and other requirements mentioned above.

### **Reporting requirements**

- v. The Head of School will ensure all required information is received from the TPP and will report periodically to the Learning and Teaching Committee and Academic Board as appropriate on the effectiveness of the TPA. These may include reporting and improvement plans on activities related to academic administration, research and scholarship, learning and teaching, student support, and learning environment management.

### **Faculty**

- vi. All TPP faculty members must provide CVs noting experience, qualification and research status, for approval by the relevant College Head of School.
- vii. TPP faculty will undergo online induction and orientation programs facilitated by the TPP and will be provided the opportunity to participate in the mentoring and professional development activities of the College.

## Student support

- viii. While the College is responsible for student support services, the TPP, in liaison with the Chief Academic Officer, must provide agreed and appropriate teaching support and infrastructure areas (library, IT, etc.) to support the program(s) or course (s) being delivered by the TPP.

## 5.2 ExO management

### 5.2.1 General

- i. Each semester, every unit which is offered by the College for that semester should be created in ExO as a unit.
- ii. The Heads of School are responsible for determining which units they are going to offer in any given semester. This should be communicated to the Deputy Academic Registrar by the relevant cut-off date to ensure that units are scheduled and ready to be deployed in ExO before the start of each semester or teaching period.
- iii. There are three types of units created in ExO:
  - a. online units: This is where the unit is offered online, and almost all interaction with students occurs online.
  - b. on-campus units: These units are offered face-to-face, with appropriate supplementary materials available online.
  - c. blended units: These units are offered face-to-face, however significant elements of the units occur online.
- iv. As a minimum, every unit created in ExO should contain the following information available to students:
  - the name and code of the unit
  - the Course Unit Outline (CUO)
  - unit description
  - topics to be studied, including relevant materials and readings
  - assessment guidelines and submission points, including assessment rubrics and/or marking guides
  - Turnitin access for submission and plagiarism checks
  - attendance plug-in (on-campus and blended units only)
  - name and contact details (email address at minimum) of the lecturer
  - available hours of lecturer for out-of-class consultation
  - link to the Student Unit Evaluation.

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- v. Online units should also contain:
  - appropriate online conferencing software (such as Zoom) embedded, with instructions, for students to connect with lecturers for online discussion
  - relevant forums for discussions to take place with other students and lecturer.
- vi. In addition, each unit should include the following information in its 'settings' so that it can function properly:
  - the date and duration of the unit
  - the long (full) name of the unit
  - the short name of the unit
  - a Unit ID number (referred to as the Scheduled Unit ID in Paradigm), which allows for enrolment data from Paradigm to synchronise with ExO.
- vii. If a unit is accepting assignments online, then each assignment must be created and set out in the gradebook with the correct raw and weighted marks.
- viii. All units are required to be ready to release to students at least one week before the beginning of the relevant teaching period. It is at the discretion of the School whether they choose to give students access earlier.
- ix. Relevant information from the School to facilitate unit creation is required at least three weeks prior to the deadline.

### 5.2.2 Creating new units in ExO

- i. New blank units (or 'shells') are automatically created when a unit is scheduled in Paradigm by the Deputy Academic Registrar. The 'shell' has only the most basic information (unit name, unit code, Unit ID number), with School administrative staff populating all other content. School administrative staff assign such units to the relevant School in ExO.
- ii. The School administrative staff advise the Learning Systems Administrator if any units which were expected to be scheduled are missing from ExO.
- iii. Once the 'shell' unit has been created, the School administrative staff upload the relevant content to the unit, which can be done manually or via the 'import' function. The import function is most effective when setting up a unit that has run previously and requires minimal changes. The Head of School or their delegate should review each unit to ensure that all of the minimum content listed above is included and is accurate.
- iv. Student enrolments should also be reviewed by the School and any known issues or errors should be raised with the Learning Systems Administrator.
- v. At the conclusion of each teaching period and prior to the following one, the Academic Administrative staff remove front end visibility of all completed units.



### 5.2.3 ExO training and support

#### Professional development and support

- i. The Learning Systems Administrator provides a training session on the use of ExO during the New Staff Orientation conducted at the beginning of every semester. The Learning Systems Administrator provides support and ad-hoc training to staff, as required.

#### ExO upgrades

- i. The Academic Registrar and Learning Systems Administrator work with the vendor (Androgogic Pty Ltd) to identify enhancements and upgrades on ExO site, as required.
- ii. The Learning Systems Administrator prepares communications to staff regarding any changes or upgrades.

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## 6 Appendixes

### Appendix 1: The role of course coordinator

The course coordinator is an academic leader responsible for overseeing overall course (program) quality. The course coordinator is responsible for the effective design and cohesion of a program of study and ensures unit coordinators understand this design. Course coordinators ensure that unit coordinators are working towards building students' knowledge and skills towards course-level goals and have a clear understanding of the relationship between specific units and the course. The course coordinator will oversee course administration, and lead curriculum and assessment design and mapping that culminate in the students' effective demonstration of the achievement of course-level learning outcomes. This includes taking the lead in routine course reviews, monitoring progression data, leading constructive alignment conversations across the course, evaluating teaching methods and assessment practices, and liaising with students particularly on matters related to course progression and completion, including sensitive personal matters that impact overall progression. The course coordinator will also be involved in academic integrity matters referred by the unit coordinator.

Course coordination is usually undertaken by academic staff appointed at Level C or above.

A course coordinator will:

- drive course design, development, and curriculum improvements
- manage (and facilitate understanding of) curriculum mapping and assessment mapping across the course
- scaffold course design to support student progression (e.g. gateway, cornerstone and capstone methods)
- lead the practice of contemporary approaches to learning and teaching in higher education in the course and disseminate these through the teaching teams
- manage and be knowledgeable in relevant accreditation requirements
- manage student course progression (work with students on progression, communicate progression requirements, etc.)
- manage student issues where the matter impacts course progression or the circumstances warrant course coordinator rather than unit coordinator management
- monitor student appeals and make recommendations to the Head of School
- manage unit offerings each year and make recommendations to the Head of School related to unit offerings

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- liaise with administrative staff on course-related matters
- liaise with unit coordinators in the management of academic integrity matters using the College's academic integrity protocols, and make recommendations to the Head of School
- maintain records related to student matters, course developments, and unit coordinator feedback
- create opportunities for teaching teams to regularly work together on course and unit improvement using student feedback, lecturer observations and experiences, industry changes, benchmarking processes, etc.
- ensure effective moderation practices across the course
- ensure stability of student experience through the course (e.g. expectations on students are consistent per level of study (e.g. workload), responses to academic misconduct are consistent and fair, etc.)
- be involved in the recruitment of sessional tutors and make recommendations to the Head of School.

## Appendix 2: The role of unit coordinator

A standard academic teaching load would normally require academic staff to coordinate multiple units of study each semester on a pro-rata basis (guided by the workload allocation formula and managed by Head of School).

The unit coordinator plays an important part in the academic leadership within a course and is responsible for the effective management and delivery of units of study within a course. The unit coordinator works closely with the course coordinator, lecturers, tutors and students and is responsible for the quality of the day-to-day unit-based educational experience of students.

The unit coordinator will ordinarily be an ongoing or fixed-term member of staff, at Level B or above. In certain circumstances, a Level A member of staff can be appointed as unit coordinator where the Head of School is satisfied that the staff member has sufficient subject area expertise and tertiary level teaching experience to manage the responsibilities.

The unit coordinator will:

- develop and maintain unit materials, such as unit outlines, assessments tasks, rubrics, digital resources, the learning management system, and readings
- lead the teaching activities of the unit, usually by delivering a lecture or curating the online equivalent of lecture content, and designing tutorial activities for tutors to roll out systematically across all classes
- ensure currency of units and drive a contemporary and scholarly approach to unit delivery
- coordinate teaching staff in the unit where there are multiple staff involved in unit delivery
- conduct marking moderation within the unit to validate results (e.g. pilot marking, coordinating and participating in double marking, coordinating and facilitating unit moderation meetings, end-of-semester rubric evaluation)
- be available for student consultation
- manage student matters such as attendance, extensions, withdrawals, special considerations and first-line response to academic integrity matters
- liaise with the library on resource availability
- manage contingencies (e.g. staff illness, make-up classes)

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- manage end-of-semester and delivery processes: validation and reconciliation of results, record-keeping, and evidence of processes, as required for internal and external (board of examiners) processes
- contribute to the development and implementation of unit improvement initiatives using multiple data sources or inputs, e.g. student feedback, tutor feedback, observations, new movements or developments in the field of study, technological change or innovation
- have current knowledge of relevant College policy frameworks to guide decision-making, e.g. Student Learning Framework, Assessment Framework, Academic Integrity Framework, Student Wellbeing Framework, Staff and Student Codes of Conduct.
- have knowledge of contemporary approaches to learning and teaching in higher education
- attend professional development opportunities in discipline area as well as in learning and teaching (either externally or internally hosted where available and appropriate)
- participate in communities of practice outside the classroom, e.g., make an active contribution to the teaching team within a course in pre-semester planning and post-semester evaluations, be available as a peer marker to other unit coordinators, and be involved in discipline-specific and learning and teaching networks
- where appropriate, liaise with academic skills advisors and library staff to integrate academic and information literacies development in the classroom.

## 7 Document status and governance

<b>Responsible Officer</b>	Provost	Date created: April 2024 Date of last review: May 2024
<b>Approving Authority</b>	Academic Board	Meeting date: 2 May 2024 Agenda item number: 08.2.2
<b>Endorsement</b>	Learning and Teaching Committee	Date endorsed: 2 April 2024 Agenda item number: 7.4
	Management Committee	Date endorsed: 12 April 2024 Agenda item number: 08.2.1
<b>Publication</b>	Version 1.0 (Public)	May 2024
<b>Related documents and references</b>	<b>External documents</b> <a href="#">Education Services for Overseas Students Act 2000 (Cth)</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a> <a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)</a> <a href="#">TEQSA Guidance Note: Academic Quality Assurance</a> <a href="#">TEQSA Guidance note: Delivery with other parties</a> <a href="#">TEQSA Material change notification policy</a>	

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	<a href="#">TEQSA: How to apply for TEQSA to assess a third-party agreement</a> <a href="#">Tertiary Education Quality and Standards Act 2011 (Cth)</a>  <b>Internal documents</b> <a href="#">ACA-STU-01 Academic Integrity Framework</a> <a href="#">ACA-STU-02 Student Grievance Framework</a> <a href="#">ACA-STU-03 Assessment Framework</a> <a href="#">ACA-STU-04 Student Wellbeing Framework</a> <a href="#">ACA-STU-05 Student Learning Framework</a> <a href="#">GOV-GS-STA-01 Staff Code of Conduct</a> <a href="#">GOV-GS-STU-01 Code of Conduct for Students</a> <a href="#">GOV-PLA-01A Learning and Teaching Plan Summary</a> <a href="#">GOV-STA-04 Information Management and Privacy Framework</a> PLA-GEN-04 Learning and Teaching Plan PLA-GEN-12 Scholarship Across the Curriculum Plan PLA-GEN-14 Academic and Professional Development Plan <a href="#">PO-STU-01 Support for Students Policy</a> <a href="#">QUA-STA-01 Quality Assurance Framework</a> <a href="#">QUA-STA-02 Course Development, Management and Review Framework</a> <a href="#">REG-STU-02 Student Lifecycle Framework</a> STA-T43 Course Unit Outline Template <a href="#">STU-AC-F24 Application for Extension</a> <a href="#">TOR-32 Steering Committee Terms of Reference</a>	
<b>HESF</b>	1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 5.3, 5.4	
<b>Review date</b>	Review of Version 1.0	May 2027

## 8 Document history

This policy framework has been amended as follows:

Version	Approved by and date	Sections amended