Course Design and Management Manual

Section 1 - About this Manual

Introduction

(1) This manual supports the Governance Rule and its associated Schedules. 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 prevail to the extent of the inconsistency.

(2) This Manual must be read in conjunction with the Course Assessment and Grading Manual, which provides information on designing and implementing assessment items, and grading courses.

Purpose

(3) This Manual is designed to provide clear and concise directions for staff of the University of Newcastle (University) when designing, managing, and reviewing courses, and to provide information to students.

Scope

(4) This Manual applies to enabling, undergraduate and postgraduate courses created and offered by the University, including those in which students enrol through a partner institution.

(5) This Manual applies to micro-credentials to the extent specified in the Micro-credentials Policy and the Micro-credentials Schedule. In the event of an inconsistency between this Manual and the policies specific to micro-credentials, the latter will prevail to the extent of the inconsistency, unless the matter relates to a Rule or delegation of authority.

(6) This Manual applies to the Joint Medical Program (JMP). In the event of an inconsistency between this Manual and the policies and procedures specific to the JMP, the policies and procedures of the JMP will prevail to the extent of the inconsistency, unless the matter relates to a Rule or delegation of authority.

(7) This Manual does not apply to Higher Degrees by Research (please see Higher Degree by Research Policy).

(8) This Manual makes references to College structures and positions. Equivalent structures and positions may exist in Pathways and Academic Learning Support Centre (PALSC) and are referenced where relevant.

Section 2 - Course Design Policy

Part A - General Course Principles

(9) The University utilises the following course types within programs:

a. core courses;
b. compulsory courses;
c. a course on a course list; and

d. electives.

(10) Courses that are core, compulsory or on a course list within a program should be aligned to the relevant program learning outcomes.

(11) Within each course, the learning outcomes, assessment items, course content, learning activities and teaching methods must be aligned.

(12) Course learning outcomes must be specific statements that are measurable, observable, attainable, and clearly indicate what a student should know and be able to do upon completion of the course. Learning outcomes must be written clearly using future tense and appropriate verbs from the chosen taxonomy. Resources are available on the Learning Design and Teaching Innovation (LDTI) Creating Learning Outcomes webpage.

(13) The learning outcomes, knowledge, skills and application of knowledge and skills for each course level will vary depending on the field of study.

(14) Course design must encompass consideration of appropriate assessments in accordance with the principles and policies outlined in the Course Assessment and Grading Manual.

(15) Courses should be designed with appropriate consideration of the mode(s) in which they will be delivered.

Student Workload

(16) The total workload required per course must be commensurate with the unit value of the course.

(17) A student should expect to spend, on average, 120–140 hours of effort or total load (including contact and non-contact course requirements) per 10-unit course. This applies to all courses, for all fields of study and modes of delivery, excluding placement and NUPrep courses.

Part B - Course Codes

(18) Each course has a unique alphanumeric course code used to identify the course in the Curriculum Management System.

(19) The course code is comprised of the academic subject code appropriate for the course's primary area of study and a numerical value appropriate for the level of study for the course.

Academic Subject Code

(20) An academic subject code for an undergraduate or postgraduate course is the four-letter prefix at the beginning of a course code, for example: EDUC or MATH.

(21) For enabling courses, the academic subject code is a six-letter prefix, for example: EPMATH.

(22) New academic subject codes should correspond to one of the narrow Field of Education codes listed in the Australia Standard Classification of Education.

(23) New academic subject codes must be approved by the Senior Deputy Vice-Chancellor (Academic) on the recommendation of the Academic Division General Manager and Academic Registrar.

(24) An academic subject code may be disestablished by Academic Governance and Compliance when:

a. it has been replaced by a more appropriate code; or
b. there are no longer any courses utilising the code available at the University.

Level of Study

(25) Table 1 outlines the numerical values for each level of study.

Table 1 – Levels of Study

Level of Study		Numerical Value
Enabling		100-900
Undergraduate	Introductory	1000-1999
	Intermediate	2000-2999
	Senior	3000-3999
	Advanced	4000-5999
Postgraduate		6000

Part C - Course Structure

Unit Value

(26) The standard unit value for courses is 10, 20, 30 or 40 units.

(27) The Program and Course Approval Committee (PCAC) may consider courses proposed to have a unit value other than a standard unit value.

(28) A course approved as a credit bearing micro-credential may have a lower unit value. Suggested unit values are 2 or 5 units. Refer to the Micro-credentials Policy and Micro-credentials Schedule.

Co-Badged Courses

(29) Where the same subject matter is relevant to both undergraduate and postgraduate students, two separate courses may be created to deliver this content at an appropriate level of study for each cohort. The two courses are described as ‘co-badged’ courses.

(30) Each co-badged course must have its own course code and a unique entry in the Curriculum Management System.

(31) An undergraduate course may be co-badged with a postgraduate course.

(32) An undergraduate course cannot be co-badged with a higher-level undergraduate course.

(33) Where an undergraduate course has been co-badged with a postgraduate course, the postgraduate course will:

a. include unique course learning outcomes appropriate to the higher AQF level of the course;
b. include unique assessment item(s) aligned with the higher-level learning outcomes; and
c. provide opportunities for students to engage with course content, targeted learning activities and assessment items that are appropriately aligned to the postgraduate level learning outcomes. This may require additional learning activities to be offered on top of those required for the undergraduate course.

(34) Common content may be made available to both postgraduate and undergraduate students through shared or common channels (e.g. in-person lectures, merged LMS course sites, etc).

(35) The course record in the Curriculum Management System must clearly identify if courses are co-badged so that

students are not able to count both courses towards their program requirements.

Multi-Term Sequence Courses

(36) Single term courses are the norm and the preferred option. Multi-term sequence courses are the exception.

(37) If a course is supervised (for example, WIL, a project, a thesis, fieldwork, or a practicum), it may be a multi-term sequence course. Justification must be provided for the creation of a multi-term supervised sequence course as part of the course approval process.

(38) Multi-term sequence courses will be identified by an alphabetical suffix following the alphanumeric course code e.g. ABCD1234A and ABCD1234B.

(39) Multi-term sequence courses will usually have a combined unit value of 20, 30 or 40 units. The unit value of a multi- term sequence course is the total value of the sequence and is not divisible.

(40) Multi-term sequence courses may only be offered in standard terms (semester or trimester).

(41) Multi-term sequence courses must have clearly identifiable components which align with the term of offer (semester or trimester).

(42) The preferred option for the offering of multi-term sequence courses is Part A in Semester 1 and Part B in Semester 2 of any particular year. Variations to this preferred option may be justified to facilitate mid-year commencement or where the multi-term sequence is comprised of more than two components. However, all components must be offered consecutively.

(43) The component courses within each multi-term sequence must be studied sequentially in consecutive terms.

(44) In extenuating circumstances, at the discretion of the Program Convenor, the Program Convenor may approve an exception to allow a student to complete the components of a multi-term sequence course concurrently or non-consecutively. This must be supported by the Course Co-ordinator for the multi-term sequence course, and only where the student has demonstrated an ability to succeed in the course.

Part D - Course Components

Course Content

(45) Course content must:

a. be appropriate for the field of study and the level at which it is being offered;
b. be current and of high quality;
c. be distinctive and avoid unnecessary duplication with other existing courses;
d. be delivered by those with appropriate expertise in the relevant field of study;
e. be equivalent across modes and locations in terms of the academic content and the number, weighting, and types of assessment items within a course;
f. comply with the Code for the Protection of Freedom of Speech and Academic Freedom;
g. be aligned with, and support student attainment of, course learning outcomes; and
h. comply with copyright legislation (refer to the Copyright Compliance Policy).

Compulsory Course Requirements

(46) A Compulsory Course Requirement is an element in a course which must be satisfactorily completed before a

passing mark will be awarded for the course.

(47) Compulsory Course Requirements:

a. are approved:
    i. for new courses, by the College Board or Pathways and Academic Learning Support Centre Board as part of the academic content of the proposed course; or
    ii. for existing courses, in accordance with the course revision policies and procedures set out in Section 6 of this Manual;
b. must be entered into the Curriculum Management System for inclusion in the Course Outline;
c. must be specifically linked to the course learning outcomes; and
d. may or may not be awarded marks.

(48) Compulsory Course Requirements may include:

a. placement and WHS requirements (see clauses 51-53 below, and the Work Integrated Learning Policy and associated procedures);
b. assessments requirements (refer to the Course Assessment and Grading Manual); or
c. compulsory attendance requirements (see clauses 54-59 below).

(49) Wherever possible, satisfactory completion of a Compulsory Course Requirement should not cause the student workload for the course to exceed 120-140 hours of effort per term for a 10-unit course. This may be relaxed for compulsory placement requirements.

Compulsory Placement and WHS Requirements

(50) Compulsory placement or WHS requirements must be met by students to enable them to proceed with a placement or other activity. Types of placement and WHS requirements are set out in Table 2.

(51) Compulsory placement or WHS requirements will not be awarded marks.

(52) Regardless of the final mark obtained for a course, failure to undertake or successfully complete any compulsory placement or WHS requirement will result in a component fail (CF) grade for the course. Refer to the Course Assessment and Grading Manual.

Table 2 – Types of Placement and WHS Requirements

Requirement Type	Description
AHPRA Requirement	Provisional or full registration with the Australian Health Practitioner Regulation Agency (AHPRA).
Anaphylaxis training	Students must complete approved anaphylaxis training.
Career Planning Document	Document developed by student and supervisor with regard to placement objectives.
Child Protection Awareness Training	Students must complete approved child protection awareness training.
First Aid Certificate	Students must complete a First Aid Certificate issued by an approved provider.
Immunisation Requirements	Students must have up to date Vaccination Records.
Induction	Students must complete the designated Induction activity(s).
Internship Preparation Module	Students must complete the Internship Preparation Module.
National Police Certificate	Students must complete a National Police Check.

Requirement Type	Description
NSW Health Verification Requirements	Mandatory NSW Health Verification Requirements must be met.
Prohibited Employment Declaration	Declaration that student is not a prohibited person in terms of the Child Protection (Prohibited Employment) Act 1998.
Senior First Aid Certificate	Students must complete a Senior First Aid Certificate issued by an approved provider.
UEb Grade 2 Braille Competency	Students must demonstrate the required competency.
WHS Requirement	Students must complete a Workplace Safety Induction or risk assessment.
Working with Children Check	A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

Compulsory Attendance

(53) Compulsory attendance is a requirement for all scheduled learning activities other than lectures in 1000-level courses. For these courses:

a. students must attend at least 80% of the sessions scheduled for each type of learning activity in the course, (excluding lectures); and
b. attendance must be recorded via the myUni app 'Attendance Check-In' system.

(54) A higher attendance requirement than outlined in clause 54(a) may be set for specific learning activities in a 1000-level course. The higher attendance requirement must be specified in the Curriculum Management System and included in the Course Outline.

(55) Compulsory attendance may be set for specific learning activities in 2000-level or higher courses. For these courses:

a. the attendance requirement must be specified in the Curriculum Management System and included in the Course Outline;
b. attendance records must be maintained for all compulsory learning activities, and must be stored in accordance with the University's Records Governance Policy; and
c. students must be advised in the Course Outline that attendance records are being kept, and the means by which they are being kept.

(56) For all courses, students who are unable to attend a compulsory learning activity due to adverse circumstances may submit an application for an exemption in accordance with the Adverse Circumstances Affecting Assessment Items Policy and Procedure.

(57) Where possible, a student who has been unable to attend a compulsory learning activity due to approved adverse circumstances should be provided with an appropriate alternative option to gain the knowledge or skills they would otherwise miss due to their absence.

(58) Regardless of the final mark obtained for a course, where a student has not met the compulsory attendance requirement, and no exemption has been granted, a component fail (CF) grade will be awarded for the course. Refer to the Course Assessment and Grading Manual.

Reporting Indicators

(59) The following government reporting indicators must be noted in the Curriculum Management System where applicable to a course:

Table 3 – Reporting Indicators

Indicator	Description/Criteria
Indigenous Content	The course incorporates elements of Indigenous ways of knowing and being that are appropriate to the subject being studied, so that students develop a deeper and more meaningful understanding of Aboriginal and Torres Strait Islander peoples and their communities.
Work Integrated Learning (WIL)	Students will undertake a significant engagement experience with industry, government, a non-government organisation or other possible future employer in order to develop their awareness of workforce practices and improve their workplace readiness. WIL may be simulated, undertaken within the University or externally, and may include, among other things, clinical or other professional placements or internships, or project work.
Internationalisation	The curricula of the course includes international content and perspectives, in order to develop student's understanding of the global contexts of what they are learning. This might include, among other things, international internships, or in class activities and/or coursework assessments that require consideration of international contexts and perspectives.

Part E - Course Enrolment Attributes

Course Enrolment Rules

(60) The Program and Course Approval Committee (PCAC) must approve all new Course Enrolment Rules, as part of the creation of a new course or as a revision to an existing course.

(61) Course enrolment rules will only be used to limit enrolment where there is an evidence-based need such as:

a. for professional accreditation; or
b. to ensure the health, safety and wellbeing of students or the community.

(62) Course enrolment rules are systematised to either allow or restrict enrolment, and must be entered in the Curriculum Management System.

(63) The course enrolment rule types are outlined in Table 4.

Table 4 – Course Enrolment Rule Types

Course Enrolment Rules	Description
Program Enrolment Rule	Limits enrolment to students in a specific program or programs.
Program Exclusion	Prevents students from completing a course as part of their program.
Course Prerequisite	Prevents students from enrolling in a course until they have successfully completed a specific course or courses.
Course Concurrent Study	Prevents students from enrolling in a course unless they are also enrolled in other specified course in the same term.
Course Prerequisite or Concurrent Study	Prevents a student from enrolling in a course unless they have either successfully completed a specified course, or they are enrolled in that specified course in the same term.
Course Exclusion	Prevents students from enrolling in a course if they have successfully completed a specified course, or if they are enrolled in that specified course in the same term.
Multi Term Sequence Part A	Prevents a student from enrolling in a Multi Term Sequence Part B course until they have completed Multi Term Sequence Part A.

Course Enrolment Milestones

(64) Course enrolment milestones are systematised to prevent students who do not meet the milestone from enrolling into the course, and must be entered in the Curriculum Management System.

(65) The types of course enrolment milestones are outlined in Table 5.

Table 5 – Course Enrolment Milestones Types

Course Enrolment Milestone	Description
LANTITE Milestone	Prevents students from enrolling in a course until they have met the LANTITE Milestone.
MATH1110 Milestone	Prevents students from enrolling in a course until they have met the MATH1110 Milestone.
Psychology Competency Test Milestone	Prevents students from enrolling in a course until they have completed the Psychology Competency Test Milestone.
Teacher Education Milestone	Prevents students from enrolling in a course until they have met the Teacher Education Milestone by the completion of either: - Three HSC band 5s (including one in English); or - 80 units of University courses; or - A comparable pathway approved by the regulatory authority.
Teacher Mathematics Milestone	The successful completion of the NESA Band 4 Mathematics milestone is required prior to enrolling in this course.

Assumed Knowledge and Other Enrolment Information

(66) The inclusion of assumed knowledge in a course indicates that the course will be taught on the basis that students will already have a certain level of knowledge.

(67) Assumed knowledge may refer to specific courses or a volume of units at a certain level of study that students should have completed before enrolling into a course.

(68) Assumed knowledge requirements are not systematised, and students who do not meet the assumed knowledge requirement may still enrol into a course.

(69) Assumed knowledge and other information to guide student enrolment will be captured within the Curriculum Management System and will be published via the Course Handbook.

Table 6 – Enrolment Information Fields

Enrolment Guidance	Description
Assumed knowledge	Free text field used to guide student enrolment choice.
Information	Free text field used to guide student enrolment choice. Example: Students must obtain permission from the Course Co-ordinator to enrol in this course.

Section 3 - Course Creation

Part F - New Course Policy

(70) A new course may be developed to:

a. offer new content;

b. replace an existing course; or
c. consolidate two or more existing courses under a new course code.

(71) A new course may only be offered where:

a. the course meets at least one of the criteria in clause 73 for creation of new courses;
b. the academic content of the new course proposal is approved by the relevant College Board or Pathways and Academic Learning Support Centre Board; and
c. the relevant delegate has approved the creation of the new course:
    i. Program and Course Approval Committee (PCAC), for enabling, undergraduate or postgraduate coursework courses, and credit-bearing micro-credentials;
    ii. Pathways and Academic Learning Support Centre Board, for NUPrep courses; or
    iii. College Board for non-credit bearing microcredentials.

(72) At least one of the following criteria must be demonstrated to justify the creation of a new course:

a. the course is proposed as part of a:
    i. revised program, balanced by the deletion of another course;
    ii. new program, balanced by the deletion of another course; or
    iii. new program, where the Portfolio Strategy Group has approved a net increase in course numbers;
b. the course is required for a revised program following an external program review, developed in response to an approved College Response and Action Plan;
c. the course is replacing another course with similar content; or
d. the course is otherwise appropriately justified.

(73) When approving course content, the relevant College Board or Pathways and Academic Learning Support Centre Board will be guided by the level of study to determine if content is appropriate.

Part G - New Course Procedure

(74) New course proposals, other than non-credit bearing micro-credentials and NUPrep courses, will be considered by PCAC, and must include:

a. the criteria (per clause 73) under which the new course is proposed;
b. the assessment item weightings for the proposed course; and
c. the duration of the formal examination (if applicable).

(75) In deciding whether to approve a new course, the delegate must consider:

a. the content of the course in relation to existing bodies of knowledge and research;
b. the proposed academic level of the course;
c. the alignment of learning activities, teaching methods, assessment requirements and learning outcomes;
d. the appropriateness of the number, type, timing, level, and weighting of assessment items;
e. whether the learning outcomes of the new course are valid, achievable, and at the appropriate level;
f. the existence and clarity of the proposed Curriculum Management System entry; and.
g. the proposed mode(s) of delivery for the course.

Section 4 - Course Delivery Policy

Part H - Modes of Delivery

(76) Table 7 specifies the available modes of delivery for courses, as approved by Academic Senate.

(77) The mode of delivery chosen for any course must:

a. be appropriate to ensure that students can develop the skills and knowledge required to achieve the course learning outcomes; and
b. align with the approved mode of delivery of any programs in which the course appears.

Table 7 – Modes of Delivery for Courses

Type	Mode	Description	Content Delivery		Active Learning	
			In-Person Attendance?	Timetabled Component?	In-Person Attendance?	Timetabled Component?
On Campus	Face-to-Face	Both content delivery and active learning sessions are delivered on campus. Supplementary information may be available via LMS.	Yes	Yes	Yes	Yes
	Blended	Content delivery will usually occur online via LMS, with active learning sessions on campus. Flexibility for this to be reversed where appropriate.	No	No	Yes	Yes
	Simultaneous	All sessions (both content delivery and active learning) are delivered jointly on campus and online simultaneously. Students must attend at least one in-person session each week.	Flexible	Yes	Flexible	Yes
Online	Scheduled Online	Content is delivered online via LMS, with scheduled active learning sessions delivered online.	No	No	No	Yes
	Flexible Online	Content is delivered online via LMS, and students engage with content/ complete active learning activities online in their own time.	No	No	No	No
	Online with Intensive	Content is delivered online via LMS, and students engage with content/ complete active learning activities online in their own time. Students must attend campus for scheduled (not weekly) face-to-face intensive session(s).	No	No	Yes (scheduled intensive)	Yes

Part I - Course Availability

(78) A course may be offered:

a. at one or more locations in the same term; and/or
b. using different modes of delivery during the same term.

(79) The Course Availability List (CAL) specifies the terms, locations and modes of delivery for all course offerings.

(80) To facilitate the production of the timetable (in accordance with the Timetabling Policy and Procedure), the relevant delegate must approve the Course Availability List (CAL) for all terms in a given academic year by no later than 31 May of the previous year.

(81) In extenuating circumstances, late additions or removals of course offerings may be approved in accordance with Table 8.

Table 8 – Approval Authorities for Course Availability List

Action	Timeframe	Types of Course/Offering	Approval Authority
Approve the CAL for the following academic year.	Prior to 31 May.	All	Head of School Head of Domestic Programs, PALS
Late addition to the CAL.	After 31 May but before commencement of the enrolment period for the relevant term of offer.	Online offerings only.	Head of School Head of Domestic Programs, PALS
		Face-to-face offerings.	College Pro Vice-Chancellor (CPVC) Director, Pathways and Academic Learning Support Centre
	After commencement of the enrolment period for the relevant term of offer.	All	Senior Deputy Vice-Chancellor (Academic)
Late removal from the CAL.	After 31 May but before commencement of the enrolment period for the relevant term of offer.	Courses that are not core or compulsory in any program.	Head of School Head of Domestic Programs, PALS
		Core or compulsory in a program.	College Pro Vice-Chancellor (CPVC) Director, Pathways and Academic Learning Support Centre
	After the commencement of the enrolment period for the relevant term of offer.	Offerings with no students enrolled.	College Pro Vice-Chancellor (CPVC) Director, Pathways and Academic Learning Support Centre
		Offerings with students enrolled.	Senior Deputy Vice-Chancellor (Academic)

(82) Late additions of face-to-face course offerings may not be guaranteed optimal timetabling. This means courses may not be timetabled clash-free and may not be allocated to preferred times or rooms.

(83) When removing a course offering on the CAL, the delegate must give consideration to:

a. the recommended enrolment pathway for any relevant programs;
b. where the course is on a course list, the availability of alternative course options in the relevant term; and
c. the overall availability of courses in any relevant programs, to ensure that:

i. there are sufficient courses offered in each term to enable completion within the minimum full-time duration (unless the program is offered part-time only); and
ii. where the program is available to international student visa holders, there are sufficient courses offered on-campus in each term to enable compliance with visa requirements.

(84) Students must not be disadvantaged as a consequence of an amendment to the Course Availability List (CAL).

Part J - Course Resources

Course Outline

(85) Course Outlines must be approved by the relevant Head of School.

(86) Course Outlines must include:

a. the course title, name, unit value, location of offer and term of offer;
b. the course description as published in the Curriculum Management System;
c. details of learning activities and contact hours, including any compulsory attendance requirements;
d. contact details of the Course Co-ordinator, teaching staff and School details, including details of availability for consultations;
e. details of the communication/interaction mechanisms that will be used (e.g. group emails, discussion boards, meetings etc);
f. a summary of course content as published in the Curriculum Management System;
g. the course learning outcomes;
h. a list of course materials, specifying which are required and which are optional;
i. details of any compulsory course requirements, including placement and WHS requirements;
j. an assessment summary, which outlines the number of assessments within the course, assessment titles, due dates and times, and their involvement (individual, group), weighting and alignment to learning outcomes;
k. specifics of each assessment item, detailing the type of assessment, assessment criteria, word or length limits, method of submission and return (where applicable), and how feedback will be provided;
l. any additional assessment details, including any compulsory pass or submission requirements, whether students will have an opportunity to reattempt, and the expectations regarding the use of generative artificial intelligence and emerging technologies;
m. grading scale (pre-populated in template); and
n. relevant policy information (pre-populated in template).

(87) The Course Outline must be produced from the course record in the Curriculum Management System.

(88) The Course Co-ordinator must make the approved Course Outline available to students at least two weeks before the commencement of each term in which the course is offered, via the Course Handbook.

(89) Where required by a Reasonable Adjustment Plan, the Course Co-ordinator must arrange for a Course Outline to be provided to a student in an appropriate alternate format, within an appropriate timeframe.

(90) Any revisions to an approved Course Outline must be approved by the Head of School.

a. all students in a course must be notified of any revisions to the Course Outline made after the commencement of the term.
b. the Course Co-ordinator must make the revised Course Outline available to students via the Learning Management System and the Course Handbook as soon as practicable after approval.

(91) Following the conclusion of the term, the School will store the approved Course Outline as a 'read only' document, in accordance with the Records Governance Policy. Copies of past Course Outlines will be available on request to staff and the students who were enrolled.

Learning Management System

(92) The University uses a Learning Management System (LMS) and every course offering, regardless of mode, has a site in that system.

(93) The combining of sites across locations and modes of delivery will be considered on a case-by-case basis on request to the Assistant Director, Learning Design and Teaching Innovation.

(94) Each course site must comply with the Learning Management System - Teaching Courses Minimum Presence requirements and reflect the University Course Site Quality Principles.

Teaching Methods and Course Materials

(95) Learning activities and teaching methods must be appropriate to the content, field of study, level offered, and mode of delivery. Assistance and advice are available from Learning Design and Teaching Innovation.

(96) Course materials must be aligned with the course learning outcomes.

(97) Course materials should:

a. be current and/or appropriate for the subject matter of the course;
b. appropriately referenced;
c. offer a variety of perspectives on the course content;
d. use a considered mix of media, appropriate to the mode of delivery; and
e. be copyright compliant (refer to the Copyright Compliance Policy).

(98) The purpose of course materials, their use in learning activities, and the distinction between required and optional material should be explained to students.

(99) All course materials are to be provided via the Learning Management System course site. The course site inclusions must comply with the standard LMS course site blueprint (See the Learning Management System - Teaching Courses Minimum Presence).

(100) When advised there is a need, Course Co-ordinators must provide accessible course materials to students with disability. See here for information on how to provide accessible resources. Course materials must be made available to the AccessAbility support service upon request. When appropriate, the Adaptive Technology Centre will adapt these materials.

Part K - Communication with Students

(101) The University's primary method of communication to students is to their University email account.

(102) All students are required to check their University student email account frequently.

(103) Regular communication with students must be provided, irrespective of the mode of delivery.

(104) Course Co-ordinators must document in the Course Outlines the communication/interaction mechanisms to be used throughout the course. This may include group emails, discussion boards, and meetings.

(105) Staff must advise students of their availability for consultations in the Course Outline. Regular interaction is strongly encouraged.

(106) Student queries should be addressed within an appropriate timeframe (usually three University working days).

Section 5 - Course Management

Part L - Course Co-ordinators

Course Co-ordinator Policy

(107) Each course is required to have a Course Co-ordinator who is appointed by the Head of School to oversee and manage the course.

(108) The Head of School may appoint one Course Co-ordinator for all offerings of a course, or separate Course Co-ordinators for each location, mode of delivery, or term in which the course is offered.

(109) Where needed, the Head of School may appoint a secondary Course Co-ordinator to support the primary Course Co-ordinator, such as where a course has multiple offerings in the same term or has a high volume of students.

(110) A Course Co-ordinator will usually be a Level B academic or above, but may be a Level A academic or a conjoint academic member of the University if suitably qualified and experienced. The guidelines qualifications for course coordination are outlined in the Coursework Program Teaching Qualification Guidelines.

(111) The Course Co-ordinator should be appointed at least four weeks prior to the commencement of the relevant term.

(112) Details of the Course Co-ordinator must be entered into the course record in the Curriculum Management System.

Course Co-ordinator Responsibilities

(113) Course Co-ordinators are responsible for:

a. the delivery and management of a course with support from the relevant Head of School;
b. the planning of the course, assessing student learning outcomes in the course, ensuring students are given constructive and timely feedback, designing, and managing the course site, and managing course quality;
c. evaluating and making necessary adjustments to a course, considering staff and student feedback and student outcomes (pass and fail rates, withdrawals, and achievement levels) (see Teaching Staff Reflection on Course Offering);
d. approving late enrolments before the census date for the relevant term;
e. waiving course enrolment rules for students on a case-by-case basis;
f. approving requests to audit their course;
g. ensuring that their course site and the course material provided complies with copyright requirements (see Copyright Compliance Policy);
h. ensuring they understand all relevant operational and academic policies and procedures;
i. the preparation and provision of course materials including assessment items and assessment criteria;
j. planning teaching activities including lectures, tutorials, and online options;
k. managing the course site in the Learning Management System in accordance with the University's Course Site Quality Principles;

l. developing and seeking approval of the Course Outline;
m. designing course assessments in accordance with the Course Assessment and Grading Manual;
n. organising resources including textbooks and reference materials, online materials and support, the availability of facilities or equipment, access to required software, and inviting and scheduling any visiting lecturers;
o. communicating expectations regarding academic integrity, including appropriate use of generative artificial intelligence and other emerging technologies;
p. ensuring student access to staff for regular consultations, either online or by direct meetings throughout the term;
q. providing responses to student enquiries within three University working days;
r. providing assessment feedback within 15 University working days from date of submission of the assessment item, or earlier if students need to incorporate this feedback for subsequent assessment items;
s. being available to consult with students and/or respond to requests to review their results during the three University working days following the publication of the final results;
t. obtaining approval, from the appropriate delegate, for any proposed course changes;
u. actively working with those delivering the course, including placement supervisors, by:
    i. communicating effectively with all teaching/tutoring staff to review notes for teaching sessions;
    ii. discussing course details including learning outcomes, assessment, marking and student feedback;
    iii. supporting new and casual teaching staff in their teaching roles; and
    iv. working with joint Course Co-ordinators or Course Coordination team members;
v. coordinating responses to requests from students related to the course including:
    i. developing options for students who provide a Reasonable Adjustment Plan obtained from AccessAbility support service; and
    ii. approval of adverse circumstances applications (refer to the Adverse Circumstances Affecting Assessement Items Policy and Procedure);
w. evaluating each offering of the course after considering formal and informal student feedback and student academic outcomes, including:
    i. the course evaluation to assist Schools, College Boards and Academic Senate with monitoring continuous improvement and the quality assurance of courses;
    ii. liaising with all relevant Program Convenors to ensure that the needs of all participating student cohorts are considered when altering a course; and
    iii. obtaining approvals for any necessary adjustments to the course learning outcomes, course content, learning activities, teaching methods, assessment items and delivery modes in response to the outcomes of post offering follow-ups; and
x. all other activities related to the course, as directed by the Head of School, or as required by the policies of the University.

(114) To assist Course Co-ordinators, a checklist has been developed (see Course Co-ordinator Checklist).

Part M - Head of School Responsibilities

(115) The Head of School is responsible for:

a. approving late enrolments after the census date of the relevant term (refer to the Enrolment Manual);
b. appointment of Course Co-ordinators;
c. appointment of Honours supervisors;
d. provision of support to Course Co-ordinators; and
e. approval of Course Outlines.

Part N - Course Review Policy

(116) All courses are subject to regular interim monitoring as specified by the Education Quality Assurance Policy and its procedures.

(117) Academic Senate and/or the Program and Course Approval Committee (PCAC) may request periodic reviews to ensure that all courses continue to offer distinct content and appropriate learning outcomes, and to ensure quality of courses.

Section 6 - Course Revision and Discontinuation

Part O - Course Revision Policy

(118) Course revisions should not affect students currently enrolled in that course unless the revision is to correct an identified error.

(119) Corrections to typographical errors may be made at any point and do not require approval, providing the correction does not change the context.

(120) Course revisions are categorised as School-level, College-level or University-level revisions, depending on the level of approval required.

(121) All course revisions must be submitted through the Curriculum Management System.

School Level Revisions

(122) School level course revisions are approved by the Head of School or Deputy Dean (Education) (PALS).

(123) The types of course revisions that constitute a School level revision are outlined in Table 9 below.

Table 9 – School Level Revisions

Action	Timeframe	Conditions
Amend a Course Outline.	After the commencement of the term.	Nil.
Amend the assessment weighting, types, or methods of assessment.	Prior to commencement of the term.	Where the amendment is from an online open-book formal exam to an on-campus invigilated formal exam, approval is conditional on endorsement from the relevant College Associate Dean (Education) (refer to Course Assessment and Grading Manual).
Determine that an assessment item cannot be submitted after its due date.	Prior to commencement of the term.	Nil.
Approve new or amend existing assumed knowledge guidelines.	Prior to commencement of the enrolment period.	Nil.
Approve or amend the contact hours for a course offering.	May 31 of the previous year, in line with Table 8 – Approval Authorities for Course Availability List.	Refer to Table 8 – Approval Authorities for Course Availability List.

Action	Timeframe	Conditions
Approve compulsory course requirements, including placement and WHS requirements, compulsory assessments, or compulsory attendance requirements.	Prior to commencement of the term.	This authority may only be exercised where it is ensured that the compulsory requirements are achievable for all modes of delivery and locations of offer.
Amend course content, outcomes and mapping of assessment to outcomes, including amendments to course content to allow for contextualisation for specific offshore requirements or modes of delivery.	Prior to commencement of the term.	Nil.
Approve the distribution of teaching effort.	31 October of the previous year.	Nil.

College Level Revisions

(124) College level course revisions are approved by the College Board or the Pathways and Academic Learning Support Centre Board.

(125) The types of course revisions that constitute a College Level revision are outlined in Table 10 below.

Table 10 – College Level Revisions

Action	Timeframe	Conditions
Amend the Course Title.	31 October of the previous year.	Subject to the recommendation of the Head of School.
Amend the Field of Education Code.	31 October of the previous year.	Subject to the recommendation of the Head of School.
Amend the grading basis.	31 October of the previous year	Subject to the recommendation of the Head of School.
Removal of course enrolment rules.	Prior to commencement of the enrolment period	Nil.
Amendment of compulsory course requirements.	After commencement of the term.	Subject to the recommendation of the Head of School, and the compulsory requirements being achievable for all modes of delivery and locations of offer.

University Level Revisions

(126) University level course revisions are approved by the Program and Course Approval Committee (PCAC).

(127) The types of course revisions that constitute a University level revision are outlined in Table 11 below.

Table 11 – University Level Revisions

Action	Timeframe
Designate a course as a compulsory program requirement which will be monitored for academic progression purposes.	Prior to commencement of term.
Approve a formal examination within a course to have a duration of 3 hours.	Prior to commencement of term.
Add a new course enrolment rule.	Prior to commencement of enrolment period.
Amend an existing course enrolment rule.	Prior to commencement of enrolment period.

Part P - Course Discontinuation Procedure

(128) The approval authorities for course discontinuation are outlined in Table 12 below.

Table 12 – Approval Authorities for Course Discontinuation

Approval Authority	Limitations/Conditions	Notes
College Board Pathways and Academic Learning Support Centre Board	Limited to circumstances where students will not be disadvantaged and appropriate teach-out or alternative arrangements have been made.	Discontinued courses must be reported annually to PCAC by the relevant College Education and Innovation team.
PCAC	Nil	PCAC may direct a College or PALSC to discontinue a course.

(129) The Academic Governance and Compliance team will monitor courses to ensure that:

a. courses approved for discontinuation cease to be offered and are removed from the Course Availability List (CAL), in accordance with any teach-out or transition arrangements;
b. courses with zero enrolments for the most recent three years of offerings are discontinued following consultation with the appropriate School and College; and
c. courses that have not been offered for three consecutive years are discontinued following consultation with the appropriate School and College.

(130) If a course proposed for discontinuation is a core course or compulsory course within a program (including an enabling program), the relevant Head of School (or Head of Domestic Programs for PALSC) must consult with the Associate Dean (Education) of the relevant College (or the Deputy Dean (Education) for PALSC) to ensure that:

a. an appropriate replacement course is to be offered;
b. any necessary major program revisions are submitted to PCAC for approval; and
c. no students in the relevant program(s) will be disadvantaged.

(131) If the discontinued course is contained on a course list within a program (including an enabling program), the relevant Head of School (or Head of Domestic Programs for PALSC) must provide notice of the intended discontinuation to the Associate Dean (Education) of the relevant College (or the Deputy Dean (Education) for PALSC) to ensure that any necessary minor program revisions are submitted to the relevant College Board (or the Pathways and Academic Learning Support Centre Board).

Section 7 - Relaxing Provision

(132) To provide for exceptional circumstances arising in any particular case (for an individual student or student cohort), the Senior Deputy Vice-Chancellor (Academic) and President Academic Senate in a joint capacity and on the recommendation of a College Pro Vice-Chancellor, may relax any provision of this Manual.

Section 8 - Appendices

(133) Teaching Staff Reflection on Course Offering

(134) Learning Management System - Teaching Courses Minimum Presence

(135) Course Coordinator Checklist

(136) Coursework Program Teaching Qualification Guidelines

Status and Details

Status	Current
Effective Date	10th July 2025
Review Date	10th July 2028
Approval Authority	Academic Senate
Approval Date	27th May 2025
Expiry Date	Not Applicable
Responsible Executive	Belinda Yourn Senior Deputy Vice-Chancellor (Academic)
Enquiries Contact	John Radvan Senior Manager, Academic Governance & Compliance Student Central

Glossary Terms and Definitions

"Enabling program" - A tertiary preparation program offered to domestic students.

"University" - The University of Newcastle, a body corporate established under sections 4 and 5 of the University of Newcastle Act 1989.

"Joint Medical Program (JMP)" - The Bachelor of Medicine or Bachelor of Medical Science and Doctor of Medicine as delivered in partnership by University of Newcastle and University of New England.

"Risk assessment" - The overall process of risk identification, risk analysis, and risk evaluation.

"Core course" - A course within a program which is necessary to fulfil the requirements of that program.

"Course Availability List (CAL)" - The list of courses approved by the Pro Vice-Chancellors of the Colleges, and under some circumstances by the President of Academic Senate, for offer in a particular term.

"Elective" - Any non compulsory course which may be undertaken within a program of study.

"Working day" - Any day other than Saturday, Sunday, or a public holiday in Newcastle, on which business may be conducted.

"Reasonable Adjustment Plan" - A document developed by a student with disability and the University's AccessAbility Team which records reasonable adjustments.

"Assessment item" - Any form of work used to measure student learning outcomes and to determine the final result for a student in a course.

"Campus" - means any place or premises owned or controlled by the University, but may also specifically refer to a designated operating location such as the Callaghan Campus.

"Census date" - The date in each term on which a student / candidate enrolled in a course is deemed to be financially liable for the course.

"Course" - When referring to a course offered by the University, a course is a set of learning activities or learning opportunities with defined, assessed and recorded learning outcomes. A course will be identified by an alphanumeric

course code and course title. Course types include core courses, compulsory courses, directed courses, capstone courses and electives. For all other uses of this term, the generic definition applies.

"Credit" - When referring to course credit, credit is the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit can reduce the amount of learning required to achieve a qualification. For all other uses of this term, the generic definition applies.

"Student" - A person formally enrolled in a course or active in a program offered by the University or affiliated entity.

"Learning outcome" - In accordance with the AQF definitions, the expression of a set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

"Postgraduate" - Any qualification being at the level of Graduate Certificate or above.

"Program" - When referring to learning, a program is a sequence of approved learning, usually leading to an Award. For all other uses of this term, the generic definition applies.

"Program Convenor" - The academic staff member with overall responsibility for the management and quality of a program.

"Research" - As defined in the Australian Code for the Responsible Conduct of Research, or any replacing Code or document.

"School" - An organisational unit forming part of a College or Division, responsible for offering a particular course.

"Staff" - Means a person who was at the relevant time employed by the University and includes professional and academic staff of the University, by contract or ongoing, as well as conjoint staff but does not include visitors to the University.

"Term" - When referring to an academic period, term means a period of time aligned to an academic year for the delivery of a course in which students enrol and for which they are usually charged fees for example semesters, trimesters, summer, winter or full-year term. The academic year for a term is determined by the academic year in which the course commences, not concludes. For all other uses of this term, the generic definition applies.

"Thesis" - A dissertation involving research by a candidate for the award of a Higher Degree by Research (HDR) qualification.

"Undergraduate" - Refers to any qualification up to and including the level of a Bachelor Honours degree.

"Unit" - When referring to an academic unit, unit means the proportional amount of academic credit allotted to a course. This term is used to define the requirements for a program award of the University and indicate a student's enrolment load. For all other uses of this term, the generic definition applies.

"Unit value" - The unit value for the course: 5,10, 15, 20, 25, 30, 35, 40, 50, 60, 70 or 80 units.

"Compulsory Course" - A course within a major or specialisation, which is essential and must be satisfactorily completed to fulfill the requirements of that major or specialisation.

"International student" - A student (as defined by the University) who is not an Australian citizen, Australian Permanent Resident or New Zealand citizen (or dual citizenship holders of either Australia or New Zealand). This includes students who will be studying offshore and those who will be studying onshore and have a student visa, provisional residency, temporary residency, bridging visa, or any other category of non-permanent visa for Australia.

"College" - An organisational unit established within the University by the Council.

"Learning Management System" - The web-based system used to help facilitate online interactions between staff and students in their learning and teaching activities.

"Delegate" - (noun) refers to a person occupying a position that has been granted or sub-delegated a delegation of authority, or a committee or body that has been granted or sub-delegated a delegation of authority.