



THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A

**POLICY:**  
**UNIT OUTLINES**

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<b>Purpose</b>	This policy specifies the University's expectations for the content and quality of Unit Outlines
<b>Applicability</b>	All Campuses
<b>Supporting Documents &amp; Location</b>	.University regulatory documents relevant to Unit Outlines .Unit Outline Template in <a href="#">N:Administration/QMO/Shared/Unit Outlines/Unit Outline Documents</a> .Unit Outline Development Template (with notes) in <a href="#">N:Administration/QMO/Shared/Unit Outlines/Unit Outline Documents</a> .University supplied images for Unit Outline cover in <a href="#">N:Administration/QMO/Shared/Unit Outlines/Unit Outline Documents</a>
<b>Responsible Executive</b>	PVC Academic
<b>Management/Contact</b>	QMO
<b>Quality Monitoring</b>	Periodic Unit Outline audits by QMO
<b>Approved</b>	By Vice Chancellor on 13 <sup>th</sup> April 2012
<b>Effective From</b>	8 <sup>th</sup> June 2012 (12WT/ 12S2 as transition period. Full implementation from 13ST)
<b>Review</b>	December 2016 - photographs for Template cover must also be changed in liaison with Graphic Design Office/s
<b>Modification History</b>	Created April 2012 (SE); amended June 2012 (SE); updated September 2016.

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## 1 Principles

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- 1.1 Unit Outlines succinctly provide information which will guide and support high quality student-centred learning and teaching.
- 1.2 Unit Outlines identify mutual obligations, expectations and responsibilities of students and staff of the University as a community of learners and teachers.
- 1.3 Unit Outlines support practices for monitoring and assuring academic quality. These include: benchmarked comparisons for informing best practices in unit design and curriculum development; moderation of assessment and academic standards; improvements based on self-review, peer review, and evaluations by students and other stakeholders.
- 1.4 Unit Outlines provide evidence of development and improvement of approaches to learning and teaching over time.

## 2 Related Regulatory Requirements

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A number of related University documents must be applied and drawn together with this policy for the development or modification of Unit Outlines:

- 2.1 Refer to the [University's General Regulations](#)
  - Attendance Requirements [6.1];
  - Unit Outlines and Submission of Items of Assessment (excluding examinations) [6.2];
  - Changes to Published Unit Outlines [6.2.1];
  - Assessment [6.2.2], [6.2.3], [6.2.4], [6.2.5], [6.2.6], [6.4];
  - Invigilated Examination [6.5], [6.11], [6.13];
  - Grade Determination [6.16];
  - Final Grades [6.18], [6.19];
  - Directed Individual Study Units [3.3.1(b)];
  - Violation of Academic Integrity [8.3].

## 2.2 Refer to the [University's Related Policies/Procedure](#)

- Policy: Examinations
- Policy: Double-Coding & Cross-Coding of Units
- Policy: Student Academic Integrity
- Policy: Ethics Approval for Research Involving Humans
- Policy: Ethics Approval for Research Involving Animals
- Policy: Intellectual Property
- Policy: Teaching Policies & Guidelines for Academic Staff
- Policy: Students with a Disability
- Policy: Assessment in Coursework Units
- Procedure: Third Party Collaborative Coursework Arrangements

## 2.3 Refer to Other Important Documents

- Higher Education Standards Framework
- Australian Qualifications Framework (AQF)
- [School Regulations and School Policies as applicable.](#)
- [Course Regulations.](#)
- [Research Degree Regulations](#)
- [Copyright Act 1968 \[Commonwealth\]](#) (also refer to the University's Copyright Coordinator for assistance)

## 3 Definitions

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For the purposes of this policy and its enactment the following definitions for key words apply:

- Unit means a discrete component of study which is part of a course.
- Unit Outline means the University's official summary document of essential and approved information relating to the unit being studied, which is made available (i.e. "published") to students enrolled in the unit.
- Unit Coordinator means the staff member responsible for the administration and management of a particular unit(s) of study.
- Course means a program of study approved by the University, the completion of which leads to the awarding of a degree, diploma or certificate at undergraduate or postgraduate level.
- QMO means the University's national Quality Management Office.
- Unit Outline Template means the official and current template which incorporates the compulsory elements for the University's Unit Outlines.
- Unit Outline Support Template (with notes) means the annotated version of the University's Unit Outline Template which has support information to assist in the modification or development of Unit Outlines, in line with the University's expectations.

## 4 Policy Statements

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- 4.1 This Policy applies to all undergraduate, postgraduate, Tertiary Enabling Program and Foundation Year Program units offered by the University or on behalf of the University by partnership entities, regardless of instructional delivery mode.
- 4.2 The compulsory elements have been represented in the University's Unit Outline Template. The Unit Outline Support Template (with notes) must be referred to for fuller explanations on these requirements, and complied with.
- 4.3 The Unit Outline Template must be used for all of the University's units except where:
- there are arrangements in place for directed individual study units (including units for supervised research) which are documented, managed and retained by the responsible Schools or Research Offices;
  - Vocational Education & Training units on the Broome Campus must meet the requirements set out in the Standards for Registered Training Organisations (RTOs) 2015 (although use of the University's template with modifications is encouraged);
  - the PVC, Academic has given documented approval for exemption (which is forwarded to QMO for records).
- 4.4 If School, accreditation, discipline, unit and/or individual-specific additions are necessary and appropriate, these can be incorporated into the Unit Outline Template.
- 4.5 For the Unit Outline cover, if the intention is to use other graphics rather than the specific School-relevant photographs provided by the University for this purpose, all consent/copyright or other such requirements need to have been considered met (e.g. the use of materials from the internet or other sources). In such cases and where intended variations require clarification or assistance, there should be consultation with the Senior Graphic Designer (Office of Marketing & Communications) to ensure relevance, accuracy of representation (e.g. facilities), consistency and appropriateness of presentation quality.
- 4.6 A handbook cannot be used as a Unit Outline substitute. A Unit Outline may be incorporated into the handbook document only where student payment is not required for the handbook.
- 4.7 The Unit Coordinator's responsibilities include but are not limited to the following:
- Develop the Unit Outline for a new unit or modify the Unit Outline for an existing unit to a high standard (e.g. currency, accuracy and accessibility of content).
  - Ensure that the resources referred to are limited to those which are integral as opposed to extensive listings, cited in a consistent manner using the relevant

style advocated by the School, and where applicable, have been cross-checked with the Library to ensure these are available.

- Embed sound pedagogical practices into the unit (e.g. alternative perspectives on content and relevant social and professional contexts in teaching, stimulating intellectual challenges suitable to the level of the students, addressing the close relationship between theory, research and practice in the context of the changing nature of professional knowledge, integrated assessment based on real world problems with prompt and constructive feedback).
- Coordinate liaison with other lecturers/tutors for the unit to ensure overall consistency (e.g. content, learning environment and activities, marking/assessment standards) and initiate liaison with other Unit Coordinators of the same unit offered on the other Campuses.
- Assure compliance with any discipline-specific, regional, professional, safety, ethical or externally mandated requirements and any legislated and University regulatory requirements.
- Ensure complete consistency with other University documentation (e.g. Unit & Course Approval Committee [UCAC] documents, web information, brochures) and initiating (with Dean consent) the required University processes where changes to existing information are required.

4.8 The Unit Coordinator has an obligation to ensure appropriate levels of parity (e.g. similar academic content and standards, the same unit description, the same learning outcomes, similar assessment weightings, the same exam weighting) for units of the same code which are delivered:

- on different Campuses,
- in different delivery modes,
- across non-standard teaching periods (e.g. intensive delivery),
- by another entity on behalf of the University.

4.9 For cross-coded and double-coded units, Unit Coordinators must ensure that:

- students have been advised, in each of the Unit Outlines, of the shared teaching arrangements;
- there are separate Unit Outlines which consider cohort diversity (e.g. learning styles, prior knowledge, life experiences) and demonstrate pedagogically appropriate ways of managing this diversity (e.g. differentiated learning outcomes, volume/depth of content, different reading materials (and amount of), differentiated assessment requirements, separate tutorials).

4.10 The Dean of School has responsibility for the final approval of all Unit Outlines before they are published to students in each new teaching period; this includes reviewing the appropriateness of any customisation or innovations made to the Unit Outline Template. The Dean may delegate review responsibilities and receive advice from a relevant existing or especially formed School committee. In reviewing Unit Outlines, consideration should be given to how the varying levels of changes will be managed (e.g. administrative changes, academic changes, new units, changes which require UCAC processes).

- 4.11 The Unit Coordinator must place a copy of the final approved Unit Outline and any documents which supplement the Unit Outline (e.g. handbook, assessment guides/handouts/grading rubrics, referencing guide) onto the University's Learning Management System (i.e. Blackboard). Printing of Unit Outline hardcopies for distribution to students is discouraged.
- 4.12 QMO liaises with the Senior Administrative Officer (or delegate) for each School (or equivalent) to collect sign-off evidence of Dean approval and to make archiving arrangements for each semester's Unit Outlines (including summer and winter terms). It is imperative that only the exact Unit Outline version published to students is sent to QMO.
- 4.13 Where it is necessary to re-publish a subsequent changed version to the same cohort, University Regulation [6.2.1] must be adhered to.
- 4.14 QMO does not require a copy of a Unit Outline if the unit is cancelled or if the unit was offered but had no students enrolled.
- 4.15 QMO undertakes a periodic audit of Unit Outlines (including all instructional delivery modes) to monitor their quality and compliance with University expectations based on compliance with this Policy and the *Unit Outline Template*.
- 4.16 The Institutional Unit Outline Repository is maintained by QMO.
- 4.17 The University owns the Intellectual Property, including copyright ownership, on all Unit Outlines and unit/course materials created by an employee in the course of their employment with the University for the purpose of unit/course delivery at or under the auspices of the University.
- 4.18 The Unit Coordinator is responsible for version control of the Unit Outline, managing, documenting and providing historical records relating to unit quality processes (gathering regular, valid, reliable feedback/evidence to identify areas for revision/improvement, planning, reviewing and implementing changes, monitoring the effect of changes) and showing evidence of this in subsequent Unit Outlines, as informed by (for example):
- feedback from student evaluations and peer review of teaching in the unit;
  - course and curriculum review information which may have come to light;
  - developments within the discipline (e.g.) new books, journals, emerging practices;
  - feedback from external reviews/accreditation processes.