



Course Unit Booklet Policy

Approved by	Academic Board
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Responsible Officer(s) and Committee(s)	Director of Academic Coursework Coursework Committee
Related documents	Work Integrated Learning Policy Site Fieldwork Policy and Guidelines
Higher Education Standards (2021)	1.4.4; 6.3.2d 3. Teaching and Learning (3.1.1-4, 3.2.1-4 and 3.3.1) 5. Institutional Quality Assurance (5.1.2; 5.1.3; 5.3.1-4 and 5.4.2) 6. Governance and Accountability (6.3.1-6.3.3) 7. Information for Prospective and Current Students (. 7.2)
National Code (2018)	Standard 1: Marketing Information and Practices

1. Purpose

To ensure that students, teaching staff, administrators, Discipline Coordinators, committees, and external accrediting bodies are provided with, or have access to, clear and consistent documents that provide information about University College coursework units in a format that guides learning, teaching, comparison between teaching bodies, and enquiry into the quality and content of learning and teaching within the University College.

Summary

The Course Unit Outline forms a baseline for the manner in which teaching bodies design their Course Unit Booklets. On the basis of the Course Unit Outline (CUO), teaching bodies develop their Course Unit Booklet (CUB) to ensure that their teaching is consistent with their own theological values. This combination of CUO and CUB enables the expression of the variety of theological emphases that exists within, and is valued by, the University College.

A Course Unit Booklet guides student learning. It provides students with concise information about a coursework unit. It includes a curriculum objective, contribution to Graduate Attributes, and contribution to the Award (which combine to showing how this unit contributes to University College courses); learning outcomes (showing the goals of this unit in relation to the student's further grasp of the discipline); content (showing what the student's learning will be oriented towards in this unit); assessment (oriented to the Learning Outcomes); and other requirements of the unit.

It provides students with information about what they can expect from the unit and what is expected of them as they undertake the unit. It expresses the commitment of the teaching body and the University College to the student and it forms an integral part of the University College's quality assurance process for its teaching and learning activities. For teachers, developing a Course Unit Booklet and reviewing it each time the unit is taught can be a stimulus to ensure that the latest developments in the discipline and in pedagogy are reflected in their teaching. Course Unit Booklets also provide evidence of teaching effectiveness. Successive Course Unit Booklets reveal the development of a teacher's approach to learning and teaching over time. Course Unit Booklets become a valuable resource for applications for promotion.

2. Scope

All staff involved in the teaching or management of a coursework unit. All coursework students.

3. Definitions

3.1 The Policy Document Glossary applies to this policy.

3.2 The following definitions also apply to this policy:

Term	Definition
Course Unit Outline (CUO)	Means the outline of a course unit that has been approved by Academic Board and Council, thereby attaining proper accreditation.
Course Unit Booklet (CUB)	Means a booklet prepared by a teacher within a teaching body. It is a particular interpretation, amplification and extension of the Course Unit Outline that expresses the theological values of the teaching body and meets the needs of its stakeholder, consistent with the SCD Course Unit Outline.

Term	Definition
Register of Teachers and Units	Means the list of intended units for delivery at each Member Institution with associated staff for tabling at the Coursework Committee as part of the Course Unit Booklet Verification Process.

4. Statements and Objectives

4.1 Availability

Before teaching a unit, the teacher-in-charge of the unit will review, update, and where necessary re-write the Course Unit Booklet. Course Unit Booklets are required for all units including all generic units.

On campus students will receive a printed and/or electronic Course Unit Booklet no later than the first officially scheduled class. Distance or online students will receive the Course Unit Booklet on the date of commencement of the unit.

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the University College. The Course Unit Booklet, with its particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of an MI and meets the needs of its stakeholder, remains the property of the MI.
Content and Format

The Course Unit Booklet must contain the following information and at the teacher's discretion may include additional information:

- a. **Unit Code** (e.g. A7111)
- b. **Unit Title** (e.g. Introduction to Biblical Languages)
- c. **Credit Value** (e.g. 9 credit points)
- d. **Mode of Study:** Face to face weekly attendance; Intensive; Extensive; Distance education (Online, other)

NB: Generic Units. In the CUB for Generic units the following items should be modified to suit the specific needs served by the unit within the teaching body's program of teaching to meet student learning requirements:

- Unit Code: X to be replaced with relevant discipline code.
- Unit Title: modified to suit specifics of discipline/teaching
Learning Outcomes: to be made specific for the discipline and the requirements of the unit within the teaching program.
- e. **Course Unit Workload**
 - Total Workload for teaching session (typically 143 hours per 9 credit point unit)
 - Workload will be allocated according to the mode of learning (e.g. face to face: time spent at lecturers, tutorials; online: engaged with online or other learning package; clinical or other placements), and the required assessable & non-assessable tasks.
- f. **Prerequisites, corequisites or exclusions**

g. Special Conditions for specific learning environments such as Fieldwork Site or Workplace Learning must be included in the relevant description section of the Course Unit Booklet.

h. Teaching Staff

Name, Qualifications, Contact Details

i. Curriculum Objectives

This statement must be exactly the same as in the approved Course Unit Outline. It communicates to the student how the unit contributes to their learning experience.

j. Contribution to Graduate Attributes

This statement must be exactly the same as in the approved Course Unit Outline. It communicates to the student how the unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes.

k. Contribution to Award

This statement must be exactly the same as in the approved Course Unit Outline. It communicates to the student how the unit contributes to their University College award.

l. Learning Outcomes

This statement must be exactly the same as in the approved Course Unit Outline. It communicates to the student the specific learning goals for this particular unit. [for Generic Units, see note below]

m. Learning Activities

This section is an interpretation, amplification, and extension of the Content and Teaching Methods section of the Course Unit Outline. The Content included here seeks to promote the achievement of the Learning Outcomes. Not every topic listed in the CUO must be addressed in every presentation of the unit, and different teachers will address the topics in different ways.

However, the actual Content each time the unit is taught must be consistent with the Course Unit Outline Content and be directed towards enabling the student to meet the Outcomes and the Assessment Profile specified in the CUO. The Content listed in the CUO is specific enough to guide the teacher preparing the unit, while flexible enough to allow for the needs of different teaching bodies and teachers.

The Teaching Methods include Practicum, Group Projects, Seminars, Tutorials, Lectures, Field Work, Simulations, Student Presentations, Online Learning Activities, Workshops, and so on. (NB some teaching methods, e.g. Practicum, Field Work, may require Special Conditions to be specified, as above)

4.2 Assessment Standards

Standards are relatively stable descriptions of the qualities of performance or learning products that describe “how well” the assessment task was carried out. Establishing assessment standards requires the teacher to define and publish expected levels of performance in a unit. Assessment of student performance is then determined according to the agreed standards. Teachers may choose to refine the standards so that they apply to each assessment task. They will need to be clear about them before designing the assessment tasks.

To write the Assessment Standards, teachers will need to refer to the Assessment Profile

in the CUO and the University College Assessment Policy and Procedures, particularly the Grade descriptors. The Assessment Standards inform the student about the level of performance that is required on all or each of the assessment tasks to achieve particular grades. The Assessment Profile provides information about the number and type of tasks.

All foundational units require an early, low risk diagnostic task to a) provide feedback for students and b) alert teachers to the need to address likely learning challenges. Following this assessment item students may complete *Student Self-Assessment of Academic Progress*.

4.3 Assessment Profile

The assessment profile of the CUO contains both mandatory and indicative elements. In interpreting the Assessment Profile in the CUB, an individual teacher is required to retain the mandatory elements of the CUO while constructing specific activities of learning and assessment suited to the particular context of delivery. The over-arching *guideline for suitable assessment instruments* is three-fold:

- a) they must be explicitly and clearly geared to the attainment of the Learning Outcomes;
- b) they must comply with the University College Assessment Policy and Procedures in terms of weighting and demand); and
- c) they should be guided, but not necessarily limited, by the indicative types of assessment provided in the CUO.

That is, those elements of the CUO Assessment Profile which are clearly linked to Learning Outcomes are mandatory; those elements of the CUO Assessment Profile which indicate forms and weightings of assessment are typical and indicative.

Assessment Tasks

Full description of each assessment task including

- Number of words, length of exam etc.
- Date due
- What outcomes does this assessment item address?
- Percentage of the total assessment for the unit that this assessment item addresses

4.4 Learning Resources

The Learning resources include essential texts, recommended texts, and online resources

4.5 Course Unit Revision

Date when the CUO was last revised. Date when the CUB was last revised. Date when the lecturer last updated the content, teaching methods, assessment details, or references. This could include reference to the Teacher's own research and scholarship output of particular significance to the unit. Brief details of any updates that took account of Student Feedback Surveys.

4.6 Extensions of Time

Statement on extensions of time for completion of assessment tasks

4.7 Plagiarism

Statement on plagiarism and academic misconduct, and to stipulations relating to the appropriate use of Generative Artificial Intelligence, with a reference to where the Academic Integrity Policy can be located.

A brief statement referring the student to Studiosity, as the only permitted online study assistance permitted within University College, and how to access its services.

4.8 Course Unit Booklet Verification

The University College Course Unit Booklet Verification Procedure ensures that each Course Unit Booklet has been prepared at a standard acceptable to the University College and consistent with the accredited Course Unit Outline.

4.9 Changes

Changes to the Course Unit Booklet after the beginning of the semester may be made by consulting the Academic Dean of the Teaching Body (who certifies compliance with the University College Course Unit Outline) and then advising students in writing. Any changes to verified Course Unit Booklets are to be made at least two weeks before the first assessment is due.

5. Related Procedures and Forms

Schedule:	
Appendix #1	Course Unit Booklet Template
Appendix #2	Course Unit Booklet Verification Procedures
Appendix #3	Course Unit Booklet Verification Form



Appendix 1: Course Unit Booklet Template

[INSERT NAME OF TEACHING BODY]

[INSERT UNIT CODE AND TITLE]

[INSERT STUDY PERIOD – e.g. Semester One, 2023]

Teaching Staff:

Name:	[Type name here]
Phone:	[Type phone number here]
Email:	[Type email address here]
Consultation times:	[Type consultation times here]

Insert Unit Code and Unit Title

[Insert as per Course Unit Outline, except for Generic Units.]

For Generic Units

1. X before the unit code to be replaced with relevant discipline code.
2. Unit Title: modified to suit specifics of discipline/teaching, but followed by the appropriate abbreviation in brackets to indicate its connection with the accredited unit and course, as in the following legend:

Legend: Generic Unit Codes

ARP = Action Research Project	IGS = Independent Guided Studies	RES = Research Essay	STU = Studies in ...
CAP = Capstone	INT = Introduction to...	RPR = Research Project	THE = Honours Thesis
FIE = Fieldwork	ISS = Issues in...	SEM = Seminar Units	

[INSERT STUDY PERIOD – e.g. Semester One, 2024]

Credit value: [e.g. 9 credit points]
[Face to face weekly attendance; Intensive; Extensive; Distance education (online, other)]

Pre-requisite units: [Insert as per UNIVERSITY COLLEGE Course Unit Outline]

Co-requisite units: [Insert as per SCD Course Unit Outline]

Units excluded: [Insert as per SCD Course Unit Outline]

NB A survey unit at a lower level should not exclude a more focused specialist unit at a higher level

Scheduled times and Venues: (free text)

Teaching Staff: Name: [Type name here]
Position & Qualifications: [Type details here]
Phone: [Type phone number here]
Email: [Type email address here]
Consultation times: [Type consultation times here]

Learning Management System: [Insert link to LMS]

Workload: Total Workload for unit: [typically 143 hours]
Allocation of Workload: [e.g. face to face: time spent at lectures, tutorials; online: engaged with online or other learning package; clinical or other placements); assessable & non-assessable tasks]

Special Conditions:

This unit requires a [Field work/ Work Integrated Learning / Ethics Clearance/ Research Supervision or Approval] component.

In accord with

[insert: relevant SCD Policy and/or guidelines

For Work Integrated Learning. See *Work Integrated Learning Policy*.

For Site Field Work. See *Site Fieldwork Policy and Guidelines*.

For Ethics Clearance. See *Coursework Ethics Clearance Policy*.

For Research Approval and Supervision. See requirements as specified on the Course Unit Outline.]

This unit's special requirements are:

For the staff and faculty of [insert Member Institution]:

[insert special conditions as required]

For students enrolled in this unit:

[insert special conditions as required]

Forms to be completed:

[include relevant forms and instructions as required]

Background and Context

[Insert information that provides background, context, or other detail to engage interest or inform. Delete this section if not necessary]

Curriculum Objectives

[Insert the Curriculum Objectives EXACTLY as per SCD Course Unit Outline.]

Contribution to Graduate Attributes

[Insert the following explanatory statement:

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located. This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

[Insert the Contribution to Graduate Attributes Table EXACTLY as per SCD Course Unit Outline.]

Contribution to Award

[Insert the Contribution to Award statement EXACTLY as per SCD Course Unit Outline.]

Learning Outcomes

At the end of this course unit, students will be able to:

1. [insert learning outcome 1 EXACTLY as per SCD Course Unit Outline.]
2. [insert learning outcome 2 EXACTLY as per SCD Course Unit Outline.]
3. [insert learning outcome 3 EXACTLY as per SCD Course Unit Outline.]
4. [insert learning outcome 4 EXACTLY as per SCD Course Unit Outline.]
5. [insert learning outcome 5 EXACTLY as per SCD Course Unit Outline.]

NB for Generic Units, CUO Learning Outcomes need to be adapted to suit the discipline and the specific requirements of the unit within the teaching program

Content and Learning Activities

[Insert details about the **content** and the associated **learning activities** here.]

[Explain the pattern and purpose of Practicum, Group Projects, Seminars, Tutorials, Lectures, Field Work, Simulations, Student Presentations, Online Learning Activities, Workshops, and so on.]

Learning Resources

Delete as applicable

Essential Texts

- [Insert text name and references here.]

Recommended Texts

The following textbooks may also be referred to.

- [Insert recommended texts here]
- [And here otherwise delete this section.]

Online Resources

- [Insert online resources, electronically available reference items, and other quality electronic resources specific to this unit here]

Assessment

All students must complete all assessment requirements as set and conform with SCD Policy requirements.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
[insert task 1 assessment type here e.g. journal article review]			
[insert task 2 assessment type here e.g. presentation]			
[insert task 3 assessment type here e.g. written essay]			

Detailed information on assessment tasks and assessment standards

1. [Insert assessment 1 details here including detailed explanation of the assessment standards that will apply to this task]
2. [Insert assessment 2 details here including detailed explanation of the assessment standards that will apply to this task]
3. [Insert assessment 3 details here including detailed explanation of the assessment standards that will apply to this task]

Course Unit Revision

[Insert date of last revision of learning activities, learning resources, or assessment details. Give brief details of any updates that took account of Student Feedback Surveys. Teacher's research and scholarship output may be added as appropriate]

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. Any use of Generative Artificial Intelligence must be appropriate and properly acknowledged. For more information on plagiarism, other forms of academic misconduct, and appropriate use and acknowledgement of Generative Artificial Intelligence, refer to College guidelines and to the SCD Academic Integrity Policy.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the University College. The interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution

Appendix 2

Course Unit Booklet Verification Procedure

1. Purpose

The purpose of the process is to verify consistency of the individual Course Unit Booklet (CUB) with the accredited Course Unit Outline (CUO) and with relevant Sydney College of Divinity (SCD) academic policies. While professional judgement is needed to ensure key elements accord with the official documents, such judgement is to be exercised in relation to the official standards rather than as a comparative moderation judgement across the SCD teaching bodies.

2. Scope

This procedure applies to the quality assurance processes within the remit of the Coursework Committee of the University College.

3. Definitions

3.1 The Policy Document Glossary applies to this Procedure.

4. Statements and Objectives

4.1 The Course Unit Booklet Verification Process is conducted regularly, based on sampling information provided for each unit, using a process of mutual feedback.

4.2 The Course Unit Verification Process is conducted for the identification and implementation of actions for improvement in timely and accurate unit information for students.

4.3 The Director of Academic Coursework will table a collated list of accredited staff and units planned for delivery for the following six months (called the Register of Teachers and Units (RTU) at the first and fourth meeting of the University College Coursework Committee each year.

4.4 Academic Deans or their delegated staff will certify each six months that the RTU represents all the units to which Course Unit Booklets apply, and these have been completed and distributed to students.

4.5 End-to-end conduct of Course Unit Booklet Verification is the responsibility of the Director of Academic Coursework.

5. Procedure

First Coursework Committee Meeting each SCD “Semester”:

5.1 The Director of Academic Coursework will provide this data to each Academic Dean (or delegated staff), all units being delivered in the following six-month period (“Semester”) including at least but not limited to:

- a. Unit codes;
- b. Unit titles;
- c. Names of delivery staff;
- d. start and end dates.

5.2 The Academic Deans (or delegated staff) will be requested, by the scheduled date for agenda items for the first meeting of the Coursework Committee in that semester, to:

- a. Advise for completeness, noting any cancellations, or changes if applicable.
- b. Certify that each Course Unit Booklet for the units offered in the "Semester" is completed and complies with the currently accredited Course Unit Outline, with additional accurate information;
- c. Sign and date a statement that declares this quality measure (Register of Teachers and Units) is met.

5.3 As an agenda item, the Director of Academic Coursework, with the Coursework Committee, will:

- a. Note trends in the delivery data for the “Semester” as of use and according to the Coursework Committee remit;
- b. Endorse the trends report to Academic Board annually and to be used longitudinally;
- c. Allocate a buddy member institution to each committee member for the purposes of CUB verification, with any special focus (agreed and described on the Course Unit Booklet Verification Form under “Reason why this CUB was selected for verification”);
- d. Note that the CUB verification will be reported for the next Coursework meeting.

Between First and Second Committee Meetings each SCD “Semester”:

5.4 To verify Course Unit Booklets from their allocated Member Institution, each Coursework Committee member will:

- a. Select a sample of booklets from Course Unit Outlines being delivered by the Member Institution being verified that semester;
- b. Record on each CUB verification form which of the agreed criteria determined the selection;
- c. Call for those CUBs form Academic Dean of allocated Member Institution;
- d. Review the following items are exactly as on the CUO (Unit code; Unit Title;

Credit Value; Total Unit Workload; Prerequisites, corequisites, exclusions; Curriculum Objectives; Contribution to Graduate Attributes; Contribution to Award; Learning Outcomes);

- e. Review that the content of the CUO is mostly reflected in the CUB;
- f. Review that the assessment items of the CUB are consistent with the Assessment regime of the CUO;
- g. Review that other items appearing on the CUB are consistent with the CUB policy.

5.5 For each CUB, the report on the CUB Verification Form will highlight any issues for the attention of the Member Institution, and for follow up by the Coursework Committee. It will also indicate if this CUB will be a Recall item for review in the CUB Verification in the next teaching period.

5.6 Each member institution submits the CUB Verification Forms to the partner Academic Dean of the Member Institution, Director of Academic Coursework by the scheduled date for agenda items for second meeting of the “Semester”.

5.7 The Director of Academic Coursework will present to the Second Coursework Committee meeting of the “Semester”:

- a. CUB Verification reports into a compilation report;
- b. Incorporated issues for attention for teaching period, noting any CUBs for recall;
- c. Recommendation for endorsement to Academic Board.

Final Coursework Meeting of Year

5.8 The Director of Academic Coursework will table for endorsement to Academic Board, for the annual and previous three-year period:

- a. A CUB verification trend report;
- b. An annual Register of Teachers and Units trends report.



Appendix 3

Course Unit Booklet Verification Form

Member Institution:	Year / Member Institution Semester or Trimester:		
Unit Code & Name:			
Teacher(s) of Unit: If Associate Teacher, add Supervisor:			
Coursework Member Verifying this CUB:			
Reason why this CUB was selected for verification: New Unit Generic Unit Old (>3 years) Unit Comparative Unit (explain): At request of MI (explain): Recall Unit (explain):			
ITEM	YES	NO	IF NO, INDICATE ACTION REQUIRED
Unit Identification details (Code, Name, Period of Learning, Credit Value, Mode, Pre- and co-requisites) are as stated in the Course Unit Outline			
Scheduled time, venue, teaching staff and workload are clearly and appropriately stated			
Curriculum Objectives, Contribution to Graduate Attributes, Contribution to Award, and Learning Outcomes are as stated in the Course Unit Outline			
Contents, Learning Activities and Learning Resources are consistent with the Course Unit Outline and SCD academic policies			
Assessment Tasks and Standards are: (a) consistent with the Course Unit Assessment Profile (b) consistent with SCD Assessment Policy (c) clearly and appropriately specified for the unit			
All required SCD academic policy statements (Extensions; Attendance; Academic Integrity ; Academic Misconduct including Plagiarism, Contract Cheating; Studiosity]; Notification of updates in response to student feedback) are accurately and appropriately included			

Lecturer Response (*where Action Required is indicated above*):

The Course Unit Booklet is consistent with the Course Unit Outline and SCD academic policies.	
Signed:	Date