POLICY: Delivery of Units

Policy Group(s):	Group B: Academic – 1: Students (Ref: B1/0718.2)
Related Policy(s):	Examinations
	Grievance Policy and Procedures for Domestic Students – Academic Grievances
	Grievance Policy for Overseas Students
	Internal Moderation of Unit Exit Results
	Unit Outlines

Commencement Date:	June 2018
Scheduled Review Date:	June 2023

POLICY STATEMENT

Intent:

Christian Heritage College (CHC) is committed ensuring the quality of delivery of units regardless of whether they are delivered by the internal mode of study or the external/online mode of study. This policy provides the requirements for units delivered by each mode.

Scope:

All units offered by CHC.

Objectives:

1. To provide guidelines on the design of quality learning resources for delivery of units by modes of study.
2. To provide guidelines on the quality delivery units by mode of study.

Policy Provisions:

1. General

1.1 All modes of delivery of units at CHC should include learning resources sufficient to allow students to demonstrate achievement of the learning outcomes.

1.2 All units of study at CHC should contain quality materials and guided study that clearly specifies reading tasks and learning activities that clearly reflect the outcomes indicated in the unit outline.

1.3 Materials used in class such as readings, PowerPoints, recordings or other material should be made available via the LMS.

1.4 Classes may be recorded and made available through the LMS.

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1.5 At CHC, the modes in which units may be delivered are:

    1.5.1 **On campus** - a mode of curriculum delivery in which the content and learning activities of a unit are delivered in a face-to-face context in an on-campus setting. The contact hours for the unit are scheduled in either as weekly timetabled classes or as intensives which are a number of whole days that are scheduled together as consecutive days, or as a series of one-, two-or three-day sessions at various points across the declared teaching weeks in a particular academic semester, including weekends and during holiday periods; and

    1.5.2 **External** - a mode of curriculum delivery in which unit content and learning activities are made available offsite through the use of technology, and which predominately utilises asynchronous methods. It involves lecturer with lecturer availability and periodic planned meetings.

    1.5.3 **Online** - a mode of curriculum delivery in which unit content and learning activities are made available off site through the use of technology, utilising both synchronous and asynchronous methods, high levels of lecturer presence, immediacy and interactivity between students and lecturers, students and content materials and interactivity between the students themselves

    1.5.4 **Multimodal** - a mode of curriculum delivery in which unit content and learning activities are made in a combination of modes that could include both on and offsite options including the use of technology. It utilises both asynchronous and synchronous methods, involves high levels of lecturer presence, immediacy and interactivity between students and lecturers, and students and content materials, with interactivity between students encouraged. It can include timetabled classes in a weekly or intensive pattern but attendance options can be flexible.

1.6 A further explanation of mode delivery can be found in the supporting procedures and guidelines at point 1

1.7 CHC will determine the units that are to be delivered in any given academic semester according to the requirements of the courses that are being offered in that semester. Units may be delivered in multiple modes in a single semester.

1.8 CHC will advertise the units that are being offered in a particular academic semester through documents that are published on the CHC website.

1.9 Students will select the units in which they are to enrol in a particular academic semester, and the modes in which these units are delivered by completing unit selection via the student management system for the semester.

    1.9.1 A domestic student may enrol in any mode in which a unit is offered in a particular academic semester, subject to any course requirements.

    1.9.2 In accordance with the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, overseas students may enrol in units as per the requirements of their visa and any other current Government requirements.

1.10 CHC will outline any specialist resource requirements that pertain to particular modes of delivery on the relevant course pages and other Course information documents on the CHC website. This includes any non-standard computer software or hardware requirements[1]. Where this incurs costs that are additional to tuition fees, these costs will be noted in the fees and charges document that is published on the CHC website.

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[1] Or such resource as may be used from time to time.

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1.11 All students are required to have access to a computer (with sound and a microphone) and the internet for the duration of their course. Particular units require students have the ability to communicate synchronously with staff and students (cameras may be required). Students are notified of this requirement at the outset of commencement of study.

1.12 CHC utilises an online Learning Management System (LMS) to deliver its online teaching and learning platform.

1.13 All students who are enrolled at CHC will be provided with access to the LMS. Every unit has a designated LMS page.

2. LMS requirements for all modes of study

2.1 It is essential all students studying have equal access to unit material and guided study.

2.2 The following information must be provided on the LMS page for the unit:

    2.2.1 Details of the lecturer (including contact hours and details.

    2.2.2 A list of prescribed text(s).

    2.2.3 The unit outline.

    2.2.4 A summary of assessment requirements, and submission methods.

    2.2.5 A news and/or discussion forum/s.

    2.2.6 A welcome message from the lecturer.

2.3 Access to the LMS will normally be provided no later than the Monday of Orientation week (the week prior to Week 1 of the semester of enrolment), and no later than the Monday of Week 1 of the semester of enrolment.

2.4 When students are selecting units after the Monday of Orientation week, access to the LMS will normally be provided within 48 hours of the unit selection.

2.5 Where learning resources are released progressively throughout the semester of enrolment, they will be made available to students no later than the Monday of the week to which the resources apply.

    2.5.1 When making material available for students, lecturers should take into consideration that if students are studying by different modes within a unit they maybe studying at different paces.

2.6 Students will be provided with the unit outline no later than the Monday of the first week of the semester of enrolment.

2.7 Teaching staff and students will agree to arrangements for regular contact by appropriate means, including electronic (synchronous or asynchronous), face-to-face and telephone communication.

3. Assessments

3.1 Students shall be advised of the schedule of assessment via the unit outline.

3.2 Assessment items may be different for units that are delivered in different modes, as approved by the Academic Board, but they must be equivalent in terms of the objectives assessed and content covered.

3.3 The receiving date/time for assessment items will be interpreted as the date/time of uploading to the assessment portal.

3.4 Marked assessment items should be made available to students within three weeks of the submission date and at least one week prior to following assessment/s.

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1. Unit Delivery Mode Explanation

Options	Delivery Mode Explanation
Option 1 – Online	A LMS Moodle page with content, readings, and activities **+** Online classes (**live**) (minimum 1hr per week or 1-2hrs per fortnight) **+** Recorded materials which may include recorded lectures
Option 2 – Multi-modal	A LMS Moodle page with supporting content, readings and activities **+** Online classes (**live**) in one of the following combinations *1hr per week* *1-2hrs per fortnight* *Monthly/Personalised* **+** On campus classes (may be **live** streamed) in one of the following combinations: *Weekly (suggested time 1-2hrs)* *2 days in a row* *3 days in a row* ***Note: lectures may be recorded and made available on Moodle.**
Option 3 – On-campus	A LMS Moodle page with supporting content, readings, and activities **+** On campus classes/tutorials/workshops in one of the following combinations - weekly (2hrs) - intensive 2, 3, 4 or 5 full days split over the semester ***Note: lectures may be recorded and made available on Moodle.**
Option 4 – External	A LMS Moodle page with content, readings, and activities **+** Availability of a lecturer/tutor **+** Periodic check ins with students (minimum of 4 per semester)

Note: Here are some options for modes that may be taught together:
- Option 1: On-campus class **live** streamed (may also be recorded), separate online (live) tutorial (weekly/monthly/personalised) (online students)
- Option 2: On-campus class recorded and added to Moodle, separate online (**live**) tutorial (1hr per week or 1-2hrs per fortnight) (online students)
- Option 3 On-campus class (1.5hrs), online (**live**) class (recorded) (1.5hrs per week) (online students)
- Option 4: On-campus class, online (**live**) tutorial (recorded) (1hr per week) (for online and on-campus students)
- Option 5 (Flipped model): Lecturer overview recorded + Articulate unit or similar (2-3 hours engagement time), on-campus weekly tutorial workshop 1-1.5 hrs (may be live streamed), online weekly tutorial workshop 1-1.5 hrs (repeat/equivalent of on-campus + recorded)

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2. Unit Writing and Development Tools

CHC Unit Standards

Item	All modes	CHC Standardised *(with allowances for in school differences where necessary)*
Unit handbook/Assessment book (template used)/Unit overview	✓	Yes
Unit outline	✓	Yes
Timeline/schedule/teaching strategies	✓	Yes
News forum	✓	Yes
Contact and availability options are outlined	✓	Yes
Lecturer profile/bio	✓	Yes

Content	Mode Internal	External	Online	Multi-modal	CHC Standardised *
Course is broken down into manageable chunks/weeks/topics/modules and learning pathway is clear		✓			
Readings and reading schedule (links to readings provided minimum and maximum number/quantum of reading expected may vary). Note: See recommended reading guidelines		✓			✓
Readings are provided either by a website URL or Flex link		✓			✓
Study guide		✓			X
Class notes (handouts) Note: Copies to be added to Moodle		✓			
Multimedia (videos, audio recordings, YouTube etc. available on Moodle)		✓			
Weekly/Topic/Module learning outcomes are specified		✓			
PowerPoints (or equivalent)		✓			
Activities					
Individual online learning activities (e.g., quizzes, reflection exercises, chat, choice, forum, journal, wiki) and Collaborative online activities (e.g., debate, peer review, wiki, forum discussion etc.) Note: Min. of 1 activity per Week/Topic/Module *(Except in circumstances such as when there are intensives in the unit or assessment due or other exceptional circumstances as agreed with the Dean)*		✓			✓
Communication/Touchpoints					
Introduction/welcome – forum or label in Moodle Note: At the beginning of semester		✓			✓
Touchpoints may include - Announcements/News /Discussion/Assessment Forums/ Feedback on student postings/email. Note: Min touchpoint of 1 per Week/Topic/Module		✓			✓

(Except in circumstances such as when there are intensives in the unit or assessment due or other exceptional circumstances as agreed with the Dean)		
Assessment		
Assessment information (type, detailed instructions, topics that the assessment relates to, the learning outcomes assessed, weighting and due date, templates/examples)	✓	✓
Assessment portals are created for assessment to be submitted and marked online. Due dates correctly align with the Unit Outline.	✓	✓
Rubrics/mark sheet (template used) for each assessment (unless exception approved by the Dean of the relevant school)	✓	✓

Deans to work with schools and the Director of Online Learning, to develop a series of templates for planning and study guides which can then be used within a specific school. These will guide the ways in which content material is presented on Moodle and the pathways via which students will engage with the content materials and progress through a unit. The goal of these templates is to create a degree of standardisation for the student experience, the CHC style and standard of presentation, while at the same time providing some degree of choice and flexibility for lecturers and curriculum developers.

1.3 Unit Development Checklist.

Item description	Response
Questions to ask of the material/content	
Have you considered ways to transform student learning at different levels?	
Do the activities chosen support learning at different cognitive levels?	
Do the unit materials/activities provide options and flexibility for students?	
Is the material engaging?	
Does the curriculum help students to manage their time/learning?	
Does the unit provide opportunity for students to learn digital competencies and the ability to research?	
Are students given the opportunity to actively participate in the learning process?	
Have you considered different learning styles and provided items to support a variety of learning styles including a variety of visual, textual, auditory and interactive/field activities to enhance student learning?	
Is the learning contextualised emphasising real-world experience and relevance?	
Does the unit allow opportunities for: • Communication, • Collaboration, • Creativity, and • Critical thinking?	
Does the unit help challenge students higher order thinking skills?	
Is the content original work or is properly cited in the School's chosen referencing system and free from plagiarism?	

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Does the unit material/content align with the TEQSA approved unit outline?	
Are the Christian worldview components relevant and appropriate to the unit being written? Where possible, is it integrated well throughout the content?	
Is the unit material/content clear and easy to understand and navigate and includes the use of labels?	
Are the expected levels of communication and participation clearly defined?	

1.4 LMS Deliverables

LMS deliverables	
Has a unit template has been used and relevant unit administration and introduction information is available. Introduction information includes: • Welcome video/message/letter from the unit lecturer. • Lecturer contact details, bio and availability. • Unit outline. • Textbook details. • Summary of assessment requirements and submission methods (assessment information including type, detailed instructions, topics that the assessment relates to, the learning outcomes assessed, weighting and due dates). • A news and/or discussion forum. • Other required items as noted in School Handbooks.	
Is the unit content grouped into topics/weeks/modules, or clearly structured and clearly labelled to match the approved unit content?	
Are the expected levels of communication and participation clearly defined?	
Is the unit handbook/assessment guide complete and available on LMS (an editable copy should be sent to the school administration)?	
Readings as required are appropriate and recent, electronic copies are provided to school administration together with the completed reading list for approval?	
Are weekly learning outcomes specified?	
Are quality learning experiences and materials available and sufficient to allow students to demonstrate achievement of learning outcomes?	
Is a study guide that clearly specifies reading tasks and learning activities that clearly reflect the outcomes indicated in the unit outline available (the study guide should use pedagogy (or andragogy) that actively engages students in the learning process)?	
Are interactive activities that enhance learning available?	
Are an appropriate number of individual and collaborative actives available for students?	
Have PowerPoints (using the required template) been provided in editable format to administration and PDF copies placed on the LMS unit page?	
Is a timeline/schedule available?	

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Are teaching strategies available?	
Does the LMS page have a discussion forum?	
Have the number of virtual classes been noted and approved?	
Have assessment portals been created for assessment to be submitted and marked online (unless exception approved by the Dean of the relevant school)?	
Have rubrics/mark sheet been created for each assessment using the required template and are they available for students (editable electronic copy must also be sent to student administration)?	

3. Unit material specific information

3.1 *Unit Outlines:* Unit outlines are approved by Academic Board as part of course accreditation and reaccreditation processes, on the recommendation of the Learning and Teaching Committee. Changes to unit outlines are approved as per the CHC Policy: *Unit Outlines*.
Unit outlines will state clearly material requirements, the breakdown of workload into its elements, such as directed study (e.g. topic readings, exercises, review of study materials), personal study, and assessment preparation. Standard workload per unit is 150 hours for a 10-credit point unit. Study schedules should be available to students.

3.2 *Minimum standards for interaction between lecturers and students:* Paragraph 2.7 states, "Teaching staff and students will agree to arrangements for regular contact by appropriate means, including electronic communication (either synchronous or asynchronous), face-to-face or by telephone". To provide opportunities for contact and interaction between lecturers and students, the teaching staff involved in delivering a unit must make their work contact details available. A CHC email address must be provided and utilised for CHC related student communication.

3.3 *Assessment:* Assessment items are approved by Academic Board as part of course accreditation and reaccreditation processes, on the recommendation of the Learning and Teaching Committee. Changes to assessment items are approved as per the requirements of the Policy: *Unit Outline*.

CHC Policy: *Assessment* specifies that marked assessment items should be returned to students within three weeks of the submission date. Where marked assessment items cannot be returned to students within this timeframe, students will be informed via a notification through a forum on the LMS for the unit or via CHC email of the expected return of assessments, taking into consideration that assessments should be returned at least one week ahead of any subsequent assessment due date.

3.4 *Resource Requirements:* Resource requirements will be communicated with students via information published on the CHC website each semester. Unit outlines also include lists of required resources.

RELEVANT COMMONWEALTH/STATE LEGISLATION

National Code of Practice for Providers of Education and Training to Overseas Students 2018

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WHO SHOULD KNOW THIS POLICY?

Students

Deans

Academic Staff

Academic Administration Staff

DEFINITIONS

Dean

The head of the School administering a course (includes the Executive Director of the Millis Institute).

School

The academic organisational units of CHC (includes the Millis Institute).

ACRONYMS

CHC

Christian Heritage College.

Dean

The head of the School administering a course (includes the Executive Director of the Millis Institute).

LMS

Learning Management System

School

The academic organisational units of CHC.

Synchronous Learning

Synchronous online learning means that students are required to log in and participate in class at a specific time each week

Asynchronous learning

Asynchronous online learning allows students to view instructional materials each week at any time they choose and does not include a live video lecture component

ACCOUNTABILITY

Implementation:	Deans
Compliance:	Academic Board
Monitoring & Evaluations:	Academic Board
Development/Review:	Academic Board
Approval Authority:	Academic Board
Interpretation & Advice:	Director of Quality and Standards

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APPROVAL – section maintained by the Director of Quality and Standards				
Reference No.	**Approved**	**Date**	**Committee/Board**	**Resolution No. / Minute Ref.**
B1/0718.2	Yes	12 July 2018	Academic Board	5.2

REVISION HISTORY – section maintained by the Director of Quality and Standards				
Revision Reference No.	**Approved/Rescinded**	**Date**	**Committee/Board**	**Resolution No. / Minute Ref.**

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