QF016 Course Development, Review and Improvement Policy

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1. Purpose

This Policy provides the framework and guidance for developing and maintaining academically rigorous courses, and for continuous quality improvement of courses in line with the HESF 2021, the AQF, and professional accreditation requirements. Specifically:

- the design, development, and approval of courses (Part A);
- the review, evaluation, and improvement of courses (Part B); and
- other course structure requirements (Part C)

2. Scope

This Policy applies to all award courses being developed and/or offered by the Asia Pacific International College (hereafter "APIC" or "the College").

3. Course Design Principles

In designing, reviewing and improving its courses, the College adheres to the professional development standards indicated by academic research in its fields of expertise as well as the standards and guidelines established by peer higher education providers, professional bodies and peak industry associations (where applicable).

The College's courses are designed to:

- provide students with accredited qualifications in their chosen field of study, supported by high quality teaching and learning practices, and scholarship;
- enable students to achieve course learning outcomes and the College's graduate attributes;
- extend students' abilities to apply for and engage in a range of career options, thereby enhancing their future employment prospects;
- provide a critically reflective theoretical and experiential learning context;
- integrate theory and practice in a dynamic learning environment, with a range of content that engages students from diverse backgrounds;
- through sequence, continuity and integration, provide learning experiences that reinforce the units presented earlier and build on these with more complex, integrated material presented in later units;
- ensure major curriculum themes are visible throughout the curriculum as the student progresses through the course (vertical organisation) and integrated across units at the same level, reinforcing key principles through application (horizontal organisation); and
- support, promote and foster personal and professional development.

Course design is grounded in an educational philosophy that:

- emphasises the centrality of the learner within the learning process; and
- supports the personal and professional development of each student to foster the values of the College.

All courses and units must meet the specifications set out in the Australian Qualifications Framework (AQF), the Higher Education Threshold Standards (Threshold Standards) (HESF) 2021, and the external accreditation requirements by a professional body when this is required for professional practice.

PART A: NEW COURSE DEVELOPMENT AND APPROVAL PROCESS

4. Key Responsibilities

The following roles have key responsibilities in the College's governance structure applying to the new course approval process:

- **The Board of Directors** is responsible for:

  Determining whether a proposed new course meets the College's strategic, academic and commercial objectives, and resourcing expectations through approval of the business and academic case.

  Providing the final approval for the Chief Executive Officer to lodge new course documentation with TEQSA for its assessment.

- **Academic Board** is responsible for:

  Convening a suitably qualified Course Advisory Committee (CAC) (with independent expertise), following approval of the business and academic case by the Board of Directors.

  Providing academic oversight and final internal endorsement of the new course documentation before submission to the Board of Directors.

- **The Course Advisory Committee** (CAC) is responsible for:

  Contributing advice and expertise to the development of the new course. This includes assisting the Dean, Quality Head, and Course Development project team in identifying need and demand for a course and assisting academic staff with industry and content specific advice and guidance in the development of the College's courses.

  Reviewing key elements of the course design.

  Critically reviewing drafts of the course documentation and incorporating feedback from external experts (contributing to the validation of the course documentation) before submitting to Academic Board for its final internal approval.

- **The Chief Executive Officer (CEO)** is responsible for:

  Submitting the initial business and academic case setting out the New Course proposal to the Board of Directors.

  Lodging the final documentation with TEQSA (following the completion of all internal governance and quality assurance processes).

  In collaboration with the Dean, coordinating ongoing communication during the course accreditation process.

- **The Dean** is responsible for:

  Leading and facilitating the course design and development process, from the preparation of the initial business and academic case, through to the final documentation submitted to TEQSA.

  The Dean is supported by a Course Development project team, which includes suitably qualified academic staff who have expertise in the proposed subject areas, the Course Coordinator, and the Quality Head.

5. New Course Development Process and Approvals

The College develops new courses using the following process and approvals.

Step 1: Development of a business and academic case

The CEO and Dean prepare, or oversee preparation of, the strategic, business, and academic cases in the required format.

The course proposal assesses the feasibility of the proposed new course, as in the ***New Course Proposal form [FRM050]*** for the required format.

Step 2: Approval to proceed to Course Development.

The CEO is responsible for presenting the New Course proposal to the College's Board of Directors.

The Board of Directors considers the New Course proposal against the College's strategic plan and objectives and reviews the financial implications and risks of proceeding with development.

The Board of Directors will:

- support the proposal and recommend it be referred to the Academic Board for implementation (Step 3); or
- request further information regarding the proposal before making a final decision; or
- reject the proposal as being not compatible with the College's strategic objectives or physical or financial resources.

Where the Board of Directors support the proposal, it:

- may revise the College's strategic objectives for the course to align with the College's strategic plan; and
- will ensure that adequate funds are available to support the development and implementation of the new course.

The Dean (or a senior academic leader appointed by the Dean) will lead a team of academics and work with the Course Coordinator and the Quality Manager (the Course Development project team) in developing the course and the associated documentation required for accreditation. The project team also acts as the course authors for the purpose of preparing the relevant submissions.

Step 3: Academic Board actions Course Development

Following referral of the New Course proposal by the Board of Directors (BoD), the Academic Board (AB) convenes a Course Advisory Committee (CAC) to oversee the development of the course by the Course Development project team.

The Academic Board may:

- utilise an existing CAC in its entirety; or
- modify the membership of an existing CAC; or
- create a new CAC.

The CAC's functions and responsibilities are prescribed in the Governance Charter.

The CAC is responsible for ensuring that the proposed new course is:

- of suitable quality and meets appropriate academic standards, supported by mapping against the attributes of a course at the same level as outlined in the AQF; and
- meets professional requirements, where necessary.

The CAC will consider and review the key academic elements of the course during the development process. These key elements include, but are not limited to, the following:

- Course name and abbreviation;
- Qualification to be awarded on completion, including nested awards;
- Nested awards;
- Course design and structure, including majors and specialisations;
- Course objectives and learning outcomes;
- Graduate destinations for those who have successfully completed the course;
- The body of knowledge that the course will draw on, including content and learning activities for each subject which should engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes;
- Delivery mode(s) and arrangements;
- Entry requirements and pathways;
- The units that make up the course and the unit outlines;
- Assessment requirements and methods in which expected learning outcomes can be achieved regardless of a student's place of study or mode of delivery;
- Indicative student workload;
- Unit sequencing, including the requirements for pre-requisites and co-requisites;
- How the graduate attributes are developed through the course and individual units;
- The constructive alignment mapping for course learning outcomes, unit learning outcomes and assessment;
- The rules for course progression;
- The compulsory requirements for completion;
- Where appropriate, the CAC will be required to include and consider the proportion and nature of research or research-related study in the course.

A review of the course proposal may be conducted through the Peer Review Portal (PRP), in which review documentation, feedback reporting and communications will be managed.

Step 4: Creating course documentation for Submission

Based on the deliberations of the CAC and the agreed course specifications, the documentation of the course in the format required by TEQSA is presented to the Academic Board.

Refer to https://www.teqsa.gov.au/application-forms-and-guides

Step 5: Validation and Approvals

The course documentation required for the accreditation process must be validated prior to submission to TEQSA. The documents can then proceed to the TEQSA experts for review. This validation is designed to pre-empt any concerns that TEQSA or its appointed external experts may raise about the course.

The Quality Team, and the CAC will critically review the completed course documentation and provide feedback to the Course Development project team.

The course documentation will be:

- revised to incorporate the amendments recommended by the CAC; and
- sent to one or more external experts to critically review and provide feedback (External Review). The preference is for external reviewers who are listed on the TEQSA Register of External Experts where practicable. The external experts must be familiar with the proposed course's discipline area as well as the requirements for accreditation of higher education courses in the non-self-accrediting sector.

Refer to Engaging TEQSA Experts for information and a link to the TEQSA Register of External Experts.

The External Review may be conducted through the TEQSA experts as approved by the Academic Board, in which review documentation, feedback reporting and communications will be managed.

Any recommendations by the external experts are referred to the CAC for consideration and incorporation into the application. The Committee considers each external expert's feedback and provides a summary of the Committee's consideration of each external expert's feedback to the respective external reviewer to seek their affirmation that any substantive issues raised by them have been adequately addressed.

Any further feedback from the external experts is considered by the CAC before incorporation into the final application (if applicable) is recommended to the Academic Board for its approval. The application is then referred to the Board of Directors for final approval.

In respect of the point above, the Board of Directors/ Academic Board, in considering the application put before them, may:

- support the application and recommend it be referred to the Board of Directors or TEQSA (as appropriate)
- request further information regarding the application before making a final decision or
- reject the application as being no longer compatible with the strategic plan or physical or financial resources of the College (Board of Directors only).

The CEO/ Quality Head is responsible for lodging the final application with TEQSA.

PART B: COURSE REVIEW AND IMPROVEMENT

6. Overview

The College is committed to a culture of continuous evaluation and improvement across its courses to ensure that they remain academically rigorous and learner-centred, and that they reflect up-to-date scholarship and industry and professional requirements. The mechanisms by which the College fosters this culture includes:

- Continuous evaluation and feedback of course delivery and assessment.
- Continuous and periodic reviews of course and unit design, content and delivery mechanisms. This includes an annual review of each accredited course and its Units as part of an *Annual course review report* by the CAC under the direction of the Dean and then presented to the Academic Board.
- Documenting course and unit improvements and their effectiveness.

7. Continuous evaluation of delivery and assessment

The College is committed to continuous monitoring and review of course delivery and assessment enabling it to:

- evaluate the quality of delivery methods

- monitor and review the assessment methodology and instruments
- identify areas of strength and areas for improvement, and strategies to address these and
- document the improvements to courses over time.
- the variation to the course is approved by the Delegated authority as in the *Delegations Authority Register*.
- The *Course Variation Register* is updated with the variations from the ***Course Variation Form (FRM051)*.**

The College has a range of prescribed structures and processes for monitoring and evaluation course delivery and assessment. These include, but are not limited to, the following:

- **Student feedback**

  The Student Feedback Policy and Procedure outlines the principles, responsibilities and procedures in relation to obtaining, analysing, evaluating and disseminating data concerning the quality of the learning and teaching experiences of students. APIC uses student feedback as well as other sources of data, to inform continuous improvement of its courses, units and teaching.

- **Student representation in academic governance**

  The Governance Charter requires there be student representation on the LTC and Academic Board, and there be at least one Alumni member of the CAC. These memberships support input and feedback from current and former students on course content and delivery mechanisms, and administrative and support systems.

- **Educator Feedback**

  Educators have direct and frequent access to their peers and the Dean and Course Coordinator to foster Unit evaluation feedback/ currency of the industry/ professional requirements, allowing for the exchange of information and enhanced communication. Meetings of educators are opportunities to review course delivery and assessment.

- **Moderation of Assessment**
  The College undertakes assessment moderation to ensure consistency, equity and fairness in its assessment practices.
  Refer ***Quality Framework*** and ***Assessment and Moderation Policy***
- **Learning and Teaching Committee (LTC)**
  The LTC is responsible for monitoring student progress; reviewing outcomes of student feedback; reviewing student results and reporting to the Academic Board. The LTC makes recommendations to the Academic Board on changes to existing courses, including matters relating to delivery.

- **Course Advisory Committee (CAC)**
  The CAC reviews, monitors and assesses the achievement of each course's objectives and learning outcomes and ensures the ongoing currency and relevance of curriculum, and units that make up the course.

- **Academic Board (AB)**

The AB is responsible for the achievement of educational objectives, the development and implementation of academic policy and monitoring of the teaching and learning environment and receives reports from its CAC and LTC.

8. Continuous and Periodic Reviews of Courses

The College undertakes both continuous and periodic more formal reviews of all courses (and their constituent units).

The course approval cycle is normally seven years. The College will initiate formal reviews of a course in the fifth year of accreditation by TEQSA.

The objective of the formal reviews is to ensure that the particular course's aims; learning outcomes; content and structure; assessment activities and marking criteria; learning and support resources; study mode(s); and delivery method(s) are monitored, evaluated and updated in a systematic way.

Academic Board may initiate an *ad hoc* review of a course if required (that is, before a formal review would normally be scheduled). Such reviews will normally be conducted along the lines of a formal review.

Continuous review

A unit is normally reviewed at least annually (or when offered) through the process of continuous evaluation.

Between the conduct of a formal review, changes to a course (and its constituent units) may be required to respond to specific feedback received from stakeholders such as professional regulatory bodies (as in Section 7) or content amended due to changes in the external real-world environment. The CAC is responsible for considering proposed changes to a course or unit and reporting such changes (including proposed changes) to the Academic Board through the CAC. The Dean will keep a register of all changes to the College's curriculum through *Course Variation Register*.

Periodic (Formal) Review

Through its Academic Board, the College will conduct a formal internal review for each accredited course and its constituent units (normally on an annual basis). An ***Annual Course Review*** is conducted by the CAC and presented to AB.

This review process will be conducted by the CAC under the direction of the Dean.

In addition to any additional terms of reference set by Academic Board, the formal review will address the following criteria:

- the role of the course within the College's educational profile and its ongoing contribution to the vision, mission and strategic goals of the College
- the demand for the course (based on enrolment statistics and market research and analysis)
- the impact of similar courses on the College's course by competitor higher education providers
- review of course aims, expected course and unit learning outcomes, methods for assessment of those outcomes, content and structure, learning strategies and resources, study mode(s) and delivery method(s) with reference to the AQF level of the course and the status of external accreditation with any relevant professional bodies
- adequacy, currency, and appropriateness of assessment practices and marking criteria
- emerging developments in the course discipline specifically, and education generally

- the changing needs of students
- quality of student and educator support services
- the quality, scope and adequacy of course-related information provided to current and prospective students
- analysis of significant trends drawn from student and educator evaluation and feedback data
- any identified risks to the quality of the course
- the extent to which the recommendations of previous formal reviews (if any) have been implemented and the effects of that implementation; and
- the systematic collection and analysis of data relating to admission and enrolment statistics, deferral rates, progression rates, student success, student satisfaction and feedback, withdrawal and retention rates, students' achievement of learning outcomes, completion times and rates, results per unit, graduate employability, and feedback from various stakeholders and external experts.

The Dean, as the Chair of the CAC, will submit the course-specific report to the Academic Board.

All approved recommendations arising from the review process will be in accordance with Section 10 Course Improvement Process.

A *comprehensive independent course review* of each course and its constituent subjects will be conducted no less than every five years, focussed on the criteria mentioned above, and the Guidelines specified in ***TEQSA Expert Report Course Accreditation Template.***

9. Course Review Guidelines

Formal course reviews will be conducted utilising at least one external reviewer.

External reviews may be conducted through the Peer Review Portal (PRP) (https://peerreviewportal.com/), TEQSA Experts in which review documentation, feedback reporting, and communications will be managed.

The College provides all reviewers (including nominated Committee members and external experts) involved in formal reviews with a set of guidelines to inform the review process (see TEQSA ***Expert Report Course Accreditation Template***). Refer to TEQSA Guidance note: Academic quality assurance.

10. Course Improvement Process

The following procedures are in place to effect improvements to courses and course delivery principles, practices and processes.

The Dean is responsible for leading the review and improvement process, supported by the Course Coordinator.

Step 1: Identified changes arising from a review of a course are presented to the Academic Board for endorsement through the Dean's Report. Depending on the nature of the change these may flow from deliberations by either the LTC or the CAC.

Step 2: The Dean will ensure that all administrative processes and requirements are completed for implementation of changes endorsed or approved by the Academic Board. This includes changes to information for current and prospective students, the College's website, and marketing and promotional materials. All changes must comply with the College's policies, and with Academic Board directives or those of its Committees, where so delegated.

Step 3: The Dean ensures that appropriate notification is communicated to students prior to implementation of any changes, including details of the specific changes, a rationale for the changes, and the impact of the changes on students.

Step 4: Throughout the change process, the Dean monitors risk management implications, including: the relationship of the changes to the College's mission and goals; issues related to course resourcing; the impact on compliance with regulatory (including material change notification) requirements; consistency with the College's Governance Charter and policies and procedures; impact of changes on staff and students; and the provision of sufficient notification and support regarding changes and impacts.

Step 5: All changes in accredited courses are recorded in the *Course Variation Register* maintained by the Dean.

are used to provide vertical scaffolding within a course that determines units are undertaken in a sequence that ensures fundamental skills and knowledge necessary for undertaking more advanced learning are acquired first. A statement of 'Assumed Knowledge' identifying the knowledge required to complete a unit may be used in place of a formal pre-requisite.

11. Learning Resources

The College's courses are delivered in a learning environment that provides all students with equitable access to facilities, infrastructure, resources and support to assist their progression, regardless of their mode of study or location.

Unit of Study Guides are provided for all scheduled units in each teaching period, setting out key information about the learning outcomes, content, assessment, learning and teaching program, student workload and resource requirements for each unit. These are made available to enrolled students electronically before the start of teaching in each study period.

An analysis of available learning resources and student support services is conducted as part of the process of course development and review.

12. Transition and Teach-Out

If an approved award course is discontinued, and enrolments ceased for any reason, the course will go into "teach-out." The teach-out period will be long enough to ensure that all students have a reasonable opportunity to complete the course. Students enrolled in a course going into "teach-out" will be notified and provided with detailed information, including arrangements for enrolled students to:

- transfer to a new course version if available;
- transfer to a suitable replacement course if available;
- complete the existing discontinued course; or
- transfer to another higher education provider.

Where a new or replacement course has been identified, students may elect to continue in the discontinued course or transfer to the new/replacement course without penalty. If a student elects to transfer, their existing marks and grades for all units will be transferred to their academic record for the new/replacement course. The Registrar will advise individual student transition plans.

Students who elect to remain enrolled in a discontinued course for which there is a new /replacement course will be allowed to complete the discontinued course within a specified teach-out period, not longer than the minimum time to complete for the course.

Where a discontinued award course has no new course version or suitable replacement course, students will be allowed to complete the discontinued course within a specified teach-out period that may be longer than the minimum time to complete the course.

Where the College determines that an approved unit(s) will no longer be delivered, timely and appropriate communication will be provided to all enrolled and prospective students to ensure that this decision does not disadvantage students.

13. Definitions

Item	Definition
AQF	The Australian Qualifications Framework (Second Edition, January 2013 and its Addendums) which describes the minimum standards and levels of Australian qualifications and award courses.
Award	The qualification that is conferred on a student when they have completed a course.
Award course (or course)	A structured sequence of study leading to the award of an AQF recognised higher education award.
Core unit	Is a mandatory unit in an award course.
Course Learning Outcome	A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course.
Elective unit	Is a non-compulsory unit in an award course, that does not contribute towards the assurance of the Course Learning Outcomes for the course.
Graduate Attributes	A set of characteristics that each graduate, regardless of the level of award, should have developed by the time they have completed their course.
HESF	Higher Education Standards Framework (Threshold Standards) 2021
Material Change	Under section 29(1) of the Tertiary Education Quality and Standards Agency Act 2011, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur: • An event that will significantly affect the provider's ability to meet the Threshold Standards. • An event that will require the National Register to be updated in respect to the provider. Material changes to an accredited course of study or to the operations of a higher education provider may lead TEQSA to take regulatory action. Any action we take will be mindful of not discouraging change, innovation and continuous improvement (Source: TEQSA Glossary of Terms).
Minimum time to completion	The minimum period (expressed in calendar years) that a student may take to complete an award course.
Peer Review Portal (PRP)	TEQSA has endorsed the PRP as an online support mechanism enabling education providers in meeting national standards in external peer review. The PRP is a document and workflow management system that provides a

	robust framework for management review (internal and external). It also assists in sourcing appropriately qualified external expert reviewers.
Pre-requisite units	are used to provide vertical scaffolding within a course that determines units are undertaken in a sequence that ensures fundamental skills and knowledge necessary for undertaking more advanced learning are acquired first. A statement of 'Assumed Knowledge' identifying the knowledge required to complete a unit may be used in place of a formal pre-requisite.
TEQSA	Tertiary Education Quality and Standards Agency, the regulator for the Australian higher education sector.
Unit	A component of an award course with specified assessment requirements for which a final grade is awarded on completion. A unit may be core (or mandatory) or an elective.
Unit Learning Outcome	A statement of what students are expected to learn and/or skills they are expected to acquire in the unit and be able to demonstrate upon completion of the unit.
Unit of Study Guide	Is a document that defines the content, learning objectives, learning and teaching approaches, assessment requirements and texts for a unit of study.
Volume of Learning	Is the notional duration (expressed in equivalent full-time years) of all activities required for the achievement of the learning outcomes specified for an AQF qualification type.

14. Related Documents

- FRM050 New Course Proposal Form
- FRM051 Course Variation Form
- Quality Framework
- Assessment and Moderation Policy and Procedures
- Course Progression Policy
- Expert Report
- Course Accreditation Template
- Course Variation Register

15. Relevant Legislation

- Australian Qualifications Framework (AQF) Second Edition 2013, and related Addendums
- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)

16. Version Control

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Version	Summary of Changes	Approval date	Review Date
1.1		Academic Board 12 May 2017	19 May 2017
2.0	Review and updated	Academic Board 14 June 2018	30 June 2018
2.1	Inserted Section 10: Credit Points and Student Workload. Definitions: Credit Point and Learning Activities rewritten to specify key terms better.	Academic Board 16 August 2018	30 August 2018
2.2	Reviewed	Academic Board 09 October 2020	20 October 2020
3.0	Previously the Courses and Awards Policy. Original Document (Harmonised across the three ECA IHEs from existing policies)	Academic Board 11 August 2023	11 August 2025

Appendix 1: Course Structure Requirements

Nomenclature

All award courses will have an award title that clearly represents the qualification type, level, and field of study of the qualification and meets AQF Qualifications Issuance Policy requirements.

The name of an award will be as listed in the TEQSA National Registrar: https://www.teqsa.gov.au/national-register and will be accurately displayed on all documentation. Award abbreviations will be aligned with accepted conventions in higher education.

Australian Qualifications Framework

The College's courses will comply with the specifications of the Australian Qualifications Framework (AQF), Second Edition, January 2013 and Addendums to AQF Second Edition.

The College's courses will meet the requirements of professional accreditation bodies, where necessary.

Credit Points and Student Workload

The College uses a **Credit Point Model** to provide an explicit measure of the relative volume of learning that all units of study contribute to an award program, regardless of the mode of delivery (e.g. on-campus, online, or block mode).

The Credit Point Model is an additional tool to complement other measures of learning and provides a uniform measure of the volume of learning to:

- support and inform the awarding, accumulation, and transferability of credit;
- facilitate articulation arrangements between qualifications and institutions;
- assist staff in providing academic advice to students and identify optimal pathways in training and education.

The Credit Point Model allows transparency and consistency concerning:

- the relative contribution of each unit to its related award(s); and
- the expected student workload for each unit.

Principles of the Credit Point Model

- For undergraduate and postgraduate coursework programs: Six (6) credit points will be the base weighting per unit, and 48 credit points (eight – 8 - units will comprise one full-time equivalent (FTE) year (AQF volume of learning of one year equivalent).
- A unit of study may contribute to more than one course (normally of the same AQF level), and it will carry the same number of credit points.
- The credit point value reflects the expected student workload for an average student to achieve a passing grade in the unit. The normal workload expectations of a student are approximately 20 hours per teaching term per credit point. This workload includes class contact hours and all other learning activities designed to ensure that the unit learning outcomes are met. Accordingly, for a standard unit of six credit points, a student should expect to undertake about 120 hours of work over the teaching term. For a full-time student in an undergraduate or postgraduate coursework program undertaking four units of six credit points each (24 credit points), the normal workload averaged across the 12 weeks of teaching, study and examinations are about 40 hours per week.

- The credit point value of a unit may be varied, providing that the workload implications of such variation are reflected in the delivery of the unit. Such variations may be made where this is consistent with the requirements of professional bodies; for example, where a professional regulator requires that accredited courses include work-integrated learning equivalent to a specified number of hours of student workload. In such situations, credit point values cannot exceed 24 credit points.

Course Duration and Volume of Learning

All award courses will have a course duration and volume of learning that meet Australian Qualifications Framework (AQF) requirements.

Award Type	**AQF Level**	**Indicative Total Credit Points (CPs) for Course**	**Indicative Course Duration**
Higher Education Diploma	5	48 credit points, normally consisting of 8 units of 6 credit points	1 year FTE
Bachelor Degree	7	144 credit points, normally consisting of 24 units of 6 credit points	3 years FTE
Graduate Certificate	8	24 credit points, normally consisting of 3 units of 8 credit points	0.5 years FTE
Graduate Diploma	8	48 credit points, normally consisting of 6 units of 8 credit points	1 year FTE
Master Degree (Coursework)	9	72 credit points, normally consisting of 96 credit points of 12 units of 8 credit points:	2 years FTE

FTE = full time equivalent

Duration of study

All award courses may be studied in full-time and/or part-time modes, with the approved accreditation and CRICOS-registered duration of study for an award course being the minimum time to complete the specific award course.