UNIT POLICY

UNIVERSITY OF DIVINITY

Current version in effect from: 1 Apr 2024
Approved by Academic Board: 15 Sep 2017
Revised by Academic Board: 1 Jun 2018, 27 Jul 2018, 31 May 2019, 15 Nov 2019,
                                   29 May 2020, 24 Jul 2020, 19 Nov 2021, 21 Apr 2023, 16 Feb
                                   2024

Related documents

Australian Qualifications Framework

Higher Education Standards Framework sections 1.3, 1.4, 3.1, 7.2

Higher Education Support Act 2003

Assessment Policy

Course Policy

Regulation 2 *Academic Board*

1.   Rationale and Objectives

1.1   This Policy establishes processes for the development, approval and review of units of
        study that assure the University, its students and partners of the quality of its learning
        and teaching and that embed quality assurance throughout the University's collegiate
        structure.

2.   Scope

2.1   This Policy applies to all units of study approved by the University and to all proposed
        units presented for approval.

3.   Principles

3.1   Each unit contributes to the attainment of the Course Outcomes for each award in
        which it is offered and to the attainment of the University's Graduate Attributes.

3.2   The content and design of each unit is clear in educational purpose, pitched at an
        appropriate level, and shaped by current scholarship and pedagogy.

3.3   Information about each unit is accessible by current and prospective students and staff
        of the University, through the Unit Management System, which supports the
        University's compliance to the Higher Education Standards Framework.

3.4   The process for approval of units supports the implementation of these principles.

4.   Definitions

4.1   **Unit:** A unit is a discrete quantum of study organised around a topic that:

        a)   contributes to a course of study leading to an award of the University

b) has Learning Outcomes that contribute to the attainment of the Course Outcomes for each award in which it is offered and to the attainment of the University's Graduate Attributes

c) has assessment tasks that together measure all of the Learning Outcomes and conform to the University's Assessment Policy

d) is assigned to one or more approved Disciplines of the University and delivers a substantial amount of content or skills related to each Discipline to which it is assigned

e) is assigned to one Unit Level established by this Policy and ensures that the content, design and learning outcomes of the Unit is appropriate to that Level.

4.2 **Learning Outcome:** A Learning Outcome is a short description of knowledge or a skill or a personal attribute achieved by a student on successful completion of a unit of study. A Learning Outcome is a measurable goal that is tested by the assessment for the unit.

4.3 **Unit Volume:**

4.3.1.1 The standard volume of a unit is:

a) 18 points at diploma or undergraduate level, one-eighth of the equivalent full-time student load for a year (144 points)

b) 24 points at postgraduate level, one-sixth of the equivalent full-time student load for a year (144 points).

4.3.1.2 Prior to 1 January 2019 the standard volume of a unit at undergraduate level was 15 points, one-eighth of the equivalent full-time student load for a year (120 points); and at postgraduate level was 15 points, one-sixth of the equivalent full-time student load for a year (90 points).

4.3.1.3 For the purpose of ensuring students enrolled prior to 1 January 2019 are eligible to complete their awards, units satisfactorily completed by such students prior to 1 January 2019 are to be treated from 1 January 2019 as equivalent in value to units in the current points system, by multiplying undergraduate unit points by 1.2 and by multiplying postgraduate unit points by 1.6.

4.3.2 Units of non-standard volume may be approved provided that such units are able to form part of a sequence of units that leads to completion of a course of study prescribed for an award of the University.

4.3.3 Whereas the *Australian Qualifications Framework* sets the indicative volume of learning for a full-time student in a higher education award at 1,200 hours per year, consequently at the University of Divinity student workload requirements are usually:

a) 150 hours for a 18 point undergraduate unit, usually expressed as 36 hours of engagement with class or teacher and 114 hours of study time; or

b) 200 hours for a 24 point postgraduate unit, usually expressed as 36 hours of engagement with class or teacher and 164 hours of study time; or

c) equivalent hours for units of non-standard volume.

4.4   Unit Levels:

a)   Diploma

Diploma units are set at an early post-secondary level, emphasise learning outcomes which contribute to broad or specialised knowledge and skills, and may have application which builds on the unit's learning outcomes or those of prerequisite units. Assessment is shaped in the light of the skills expected of an early tertiary learner, with regular feedback provided to assist the building of competence and confidence.

b)   Undergraduate Level 1

Undergraduate Level 1 units are set to challenge post-secondary learners, and provide a basis for future degree level learning by building broad or specialised foundational knowledge and skills. Assessment is shaped in the light of the academic skills expected of an early tertiary learner, with regular feedback provided to assist the building of competence and confidence. A final hurdle assessment may be included where the outcomes tested are essential to further learning in the field.

c)   Undergraduate Level 2

Undergraduate Level 2 units build on the learning acquired in Level 1 units which are normally expected as prerequisites. Level 2 units extend further than Level 1 units in knowledge, scope, depth and or critique. Assessment requires demonstration of some integration of knowledge with discipline specific skills and may point to or engage particular contexts of application. Learning Outcomes of prerequisite units may be part of what is assessed in Level 2 units, alongside the Learning Outcomes of the particular unit.

d)   Undergraduate Level 3

Undergraduate Level 3 units build on the learning acquired in Level 2 units which are normally expected as prerequisites. Level 3 units require skills and or knowledge at or near the level expected of a graduate. Learning Outcomes require students to apply sophisticated knowledge and skills critically and competently. As high-level undergraduate units, Level 3 units are frequently assessed with regard to application in complex everyday life or professional work scenarios, or as a basis for further learning. Substantial pieces of creative or critical work involving communication of complex ideas may be expected in assessment at this level.

e)   Postgraduate Foundational

A Postgraduate Foundational unit provides a broad introduction to a discipline or field of study, at postgraduate level. Learning Outcomes include developing awareness, skills and knowledge in a broad or narrow area of study that is new to the student, utilising the generic research, analysis, and communication skills of a graduate. Assessment may demand specialised knowledge or skills, application to complex problems, or completion of hurdle tasks that prepare students for further sophisticated postgraduate study in a specialised field.

f)   Postgraduate Elective

A Postgraduate Elective unit builds upon knowledge and skills acquired in Postgraduate Foundational units or in earlier studies, at postgraduate level. It engages sophisticated applied or theoretical concepts and scenarios and emphasises advanced, sophisticated and integrative expertise, involving high-level critical understanding and advanced skills. Assessment demands application of advanced concepts and skills, critical analysis and competent communication and frequently requires at least one major piece of work. A student may be required to create knowledge or artefacts of knowledge or to engage complex real world disciplinary or professional problems.

4.5   Unit Categories:

4.5.1   Capstone Units

4.5.1.1 A Capstone Unit is a category of unit which culminates and integrates learning across an award, thus demonstrating the Course Outcomes of that award.

4.5.1.2 In a Capstone Unit, the student is responsible for creating and undergoing a formational learning experience which demonstrates a sophisticated level of understanding and skill, integration of the elements of their learning, and achievement of the outcomes of the award. The unit is culminative, self-directed, peer-engaged, integrative and provides a basis for the student's continuing development in scholarly, vocational and professional practice.

4.5.1.3 The Learning Outcomes for each Capstone Unit require students: to engage critically with the content and concerns of more than one discipline; to articulate awareness of problematic and challenging issues; and to communicate sophisticated ideas through structured argument.

4.5.1.4 Assessment must require competent research, appropriate methodology, and an application or creation of expert knowledge and judgement.

4.5.1.5 A Capstone Unit:

a)   may not be taken as any other form of unit including a Supervised Reading Unit

b)   must only permit enrolment by students in the final two semesters of a Bachelor's or Master's degree

c)   may permit student attendance in a class associated with another unit.

4.5.2   Supervised Theological Field Education Units

4.5.2.1 Supervised Theological Field Education is a category of units in which concepts and skills are applied in a practical, real world ministry context. This practical application in a ministry placement forms the basis for further knowledge acquisition, skill formation or conceptual development through theological reflection, supervision and analysis of experience.

4.5.2.2 A Supervised Theological Field Education Unit must comply with the Supervised Theological Field Education Framework which is Schedule G of this Policy and may only be revised by the Academic Board.

4.5.2.3 The Supervised Theological Field Education Panel is comprised of one person with relevant expertise from each College offering one or more units of Supervised Theological Field Education appointed by the Principal of that College.

4.5.2.4 A new or revised Supervised Theological Field Education Unit must be assessed against compliance with this Framework by a member of the Supervised Theological Field Education Panel, in addition to the unit approval and review processes of this Policy.

5. Unit Record

5.1 The Unit Record is the set of information about a unit required for the purposes of approval of a unit under this Policy and consists of:

a) Title: a title that concisely communicates the content or purpose of the unit

b) Unit Code: a code unique to the unit

c) College: the College sponsoring the Unit Record

d) Unit Level: the Unit Level to which the unit is assigned

e) Volume: the volume of the unit, expressed as points in accordance with this Policy

f) Discipline: the Discipline to which the unit is assigned

g) Unit Sequence: a statement of how the unit relates to a course of study, including where applicable any prerequisite units, co-requisite units, and prohibited combinations of units

h) Content: a paragraph describing the unit in terms suitable for publication for information of a prospective or current student

i) Learning Outcomes: the Learning Outcomes of the unit

j) Graduate Attributes: how the Learning Outcomes support attainment of one or more of the Graduate Attributes

k) Assessment: the Assessment Tasks required for satisfactory completion of the unit, specifying the weighting of each task, when the task is due, and which Learning Outcomes are assessed by each task

l) Mode of Delivery: A Mode of Delivery used in the design and delivery of the unit set out in Schedule F of this Policy.

m) Student Workload: the hours required for successful completion of the unit, divided into hours of class or teacher engagement and personal study hours

n) Pedagogy: a concise statement of the unit's pedagogical framework

o) Academic Staff: the accredited member(s) of academic staff of the University with primary responsibility for delivery of the unit

p) Bibliography: a list of up to 10 texts used in delivery of the unit

q) Library Impact Statement: a statement certified by a librarian on library resources required to support the unit

r) Approvals: certifications required by this Policy for approval of the unit including the date on which the unit received final approval and the date on which the unit will expire if no further action is taken.

5.2 Schedule A to this Policy is the rules for determining Unit Codes, which may be amended by the Dean of Academic Programs.

5.3 Other information about a unit may be created and disseminated without further approval provided that no such information is at variance with the approved Unit Record.

6. Unit Approval Process, Scheduling of Units and Unit Enrolments

6.1 Students may only be enrolled in units that have been:
a) fully approved and appropriately scheduled via the UMS prior to the commencement of unit delivery; and

b) where the student has been made completely aware of the unit key dates (start date, end date, census date) and unit requirements (assessment tasks, mode of attendance) as identified via the Unit's scheduled Delivery ID located on the UMS and the University's website.

6.2 A unit may only be offered for credit towards an award of the University if a Unit Record has been approved under this Policy. Only approved units can be scheduled for delivery on a College timetable, which must occur prior to the commencement of unit delivery and must contain the relevant crucial unit information.

6.3 All Unit Approvals must be completed by the Final Approval Due Date in the semester prior to intended delivery, in order to facilitate unit scheduling, preparation of timetables, the student record system, and the Learning Management System.

6.4 A request for approval of a new Unit Record or revision of a Unit Record must be received by the submission cut-off date in order for the new or revised version of the unit to be scheduled in the subsequent semester.

Submission cut-off date	Final Approval Due Date	Required Semester for Unit Scheduling and Delivery
September 1	September 30	Semester 1, the following year
April 1	April 30	Semester 2, the same year

6.5 In exceptional circumstances, a College may apply to the Chair of the Academic Board for exemption from the requirements of section 6.2. The Chair may grant an exemption if:

a) there is no disadvantage to any student of the University; and

b) the Chair is satisfied that exceptional circumstances exist; and

c) sufficient notice of the Unit Approval and timetabling is able to be given for the purposes of compliance with the *Higher Education Support Act*.

6.6 Unit Approval consists of the following stages:

a) initiation by an academic staff member of the University through preparation of a proposed Unit Record, or major modification by initiation of the Academic Dean or their delegate.

b) external review of the proposed Unit Record (section 7 of this Policy)

c) where applicable, assessment against compliance with the STFE Framework (Section 4 and Schedules G and H of this Policy)

d) endorsement of the proposed Unit Record by a College Academic Committee (section 8 of this Policy)

e) approval of the proposed Unit Record by the Dean of Academic Programs (section 9 of this Policy)

f) reporting of the approval to the Academic Board.

7. External Review

7.1 A proposed unit must be externally reviewed prior to endorsement by a College Academic Committee. The purpose of external review is to provide independent advice on the academic quality of a proposed unit.

7.2 Schedule C to this Policy is an External Review Report which may be amended by the Academic Board.

7.3 An external reviewer is a person who:

a) is not a member of the College sponsoring the proposed unit

b) is not involved in delivery of the proposed unit as a lecturer or tutor

c) is qualified to deliver units in the Discipline and at the Level of the proposed unit

d) where the reviewer is a member of the University, has received training in the principles and procedures of this Policy.

Where a suitable external reviewer satisfying 7.3 (a, b, c, d) is not available the Academic Dean of the college proposing the unit may designate an alternative external reviewer.

7.4 The Academic Board is responsible for supporting external review by:

a) monitoring the effectiveness of Schedule C: External Review Report

b) providing training for external reviewers

c) maintaining a list of external reviewers to assist Academic Deans.

7.5 The College proposing a unit is responsible for submitting a proposed Unit Record to an external reviewer and obtaining an External Review Report.

7.6 Where a proposed Unit Record is assigned to more than one Discipline, the College must either ensure that the external reviewer is qualified in all of those Disciplines, or that separate external reviews are sought from persons qualified in each Discipline.

7.7   A proposed Unit Record may only be endorsed by a College Academic Committee after receipt of an External Review Report.

7.8   If the External Review Report advises changes to the proposed Unit Record, the College must make a written statement on the External Review Report explaining:

   a)   what changes have been made to the proposed Unit Record in response to the advice; and

   b)   where the College determines not to act on any or all such advice, the reasons for that determination.

7.9   When a unit has one or more alternative codes, only one external review is required.

8.   College Review

8.1   The College Academic Committee of the College proposing a unit is responsible for ensuring that the proposed Unit Record meets the requirements of this Policy.

8.2   Schedule D to this Policy is the College Review Checklist which may be amended by the Academic Board. The purpose of the College Review Checklist is to ensure a proposed Unit Record meets the definition prescribed by section 4.1 of this Policy and the process of Unit Approval prescribed by section 6 of this Policy.

8.3   The College Academic Committee must review the proposed Unit Record against the College Review Checklist and the External Review Report.

8.4   If after such review the College Academic Committee is not satisfied with the proposed Unit Record then the Unit Record may be returned to the College for further revision.

8.5   When the College Academic Committee has satisfied itself that the proposed Unit Record meets the requirements of this Policy, the College Academic Committee may endorse the proposed Unit Record for University Approval.

8.6   When a proposed Unit Record has been endorsed by the College Academic Committee, the Academic Dean of the College submits through the Unit Management System:

   a)   the proposed Unit Record;

   b)   the External Review Report;

   c)   where applicable, the STFE Framework Checklist approved by the STFE Panel member; and

   d)   the College Review Checklist.

9.   University Approval

9.1   The Academic Board delegates authority for the approval of Unit Records to the Dean of Academic Programs.

9.2   The Dean of Academic Programs must give notification of a decision on Unit Approval to the Academic Dean of the College within 30 days of receipt of the proposed Unit Record.

9.3   The Dean of Academic Programs may only approve a Unit Record when the Dean is satisfied that the proposed Unit Record:

a)   meets the requirements of this Policy

b)   has been reviewed by an appropriately qualified external reviewer or reviewers

c)   has been endorsed by a College Academic Committee of the University.

9.4   The Dean of Academic Programs may consult any member or members of the Academic Board for advice prior to reaching a decision on approval of a proposed Unit Record.

9.5   The Dean of Academic Programs may approve a Unit Record by entering the approval on the Unit Record.

9.6   If the Dean of Academic Programs does not approve a Unit Record, the Dean must provide a written explanation of the reasons to the Academic Dean of the College proposing the Unit Record, and may specify whether:

a)   the Unit Record may be amended and resubmitted by the Academic Dean

b)   the Unit Record may be resubmitted after a further External Review Report or after further action by the College Academic Committee

c)   the Unit Record may not be resubmitted.

9.7   The Academic Dean may appeal the Dean of Academic Programs's decision by referring the proposed Unit Record, the External Review Report, the STFE Framework Checklist (where applicable), the College Review Checklist, the Dean of Academic Programs's written explanation, and a response from the College Academic Committee to the Chair of the Academic Board for decision on Unit Approval. If the Chair of the Academic Board does not approve the unit the College may have recourse to the Appeals Policy.

9.8   When a Unit Record is approved, the Dean of Academic Programs must:

a)   inform the Academic Dean of the College proposing the unit in writing

b)   add the Unit Record to the Unit Register

c)   report the Unit Code, Title, and date of approval to the next meeting of the Academic Board

d)   report the Unit Code, Title, and date of approval in the next issue of the University Gazette.

10.   Minor Revisions

10.1   A minor revision is an amendment to any or all of the following elements of an approved Unit Record:

a)   Title

b)   Unit Code

c)   Awards

d) Unit Sequence

e) Content

f) Bibliography

10.2 Amendment of Assessment may also be treated as a minor revision but only if one or more of the following circumstances applies:

a) An assessment task is amended to a different assessment task within the same category of assessment task as determined by the Assessment Policy

b) The relationship of each assessment task to the Learning Outcomes of the unit is unchanged

c) The weighting of each assessment task is modified by no more than 10%.

10.3 A minor revision may be approved by the Dean of Academic Programs on the request of the Academic Dean of the College which delivers the unit.

10.4 The Dean of Academic Programs may refuse approval for a proposed minor revision if the Dean is of the opinion that the revision substantially affects the content and outcome of the unit. In such cases the Dean must provide a written explanation of the reasons to the College proposing the minor revision.

10.5 Any other revision to a Unit Record requires completion of the full Unit Approval process.

11. Unit Register

11.1 The Dean of Academic Programs is responsible for maintaining a Unit Register of all currently approved units.

11.2 The Unit Register must include:

a) a copy of each currently approved Unit Record, including any Minor Revisions

b) the date on which each currently approved unit is due to expire.

11.3 The Academic Dean of a College is entitled at all times to access a copy of any information on the Unit Register regarding units sponsored by that College, including a copy of approved Unit Records.

11.4 The Office of the Vice-Chancellor is responsible for ensuring that information about all currently approved units is available on the University website in accordance with the requirements of the *Higher Education Support Act* or as otherwise prescribed by relevant Commonwealth Government departments or agencies.

12. Unit Expiry and Annual Review

12.1 An approved Unit Record is current for five years from the date of initial or most recent approval.

12.2 A minor revision to a Unit Record does not extend the period of approval.

12.3   A unit may only be delivered beyond the initial period of approval if the Unit Record is revised and resubmitted for approval as if it were a new unit.

12.4   In conjunction with the annual review, the Dean of Academic Programs must provide a report to the Academic Board on the effectiveness of this Policy, including identifying areas for improvement and areas of best practice in the development and approval of units.

13.   Supervised Reading Units

13.1   A Supervised Reading Unit is an individual program of study undertaken by a student under direction of a supervisor and approved in accordance with the requirements of section 11 of this Policy. The program of study may include participation or attendance in classes, lectures, seminars or conferences.

13.2   A Supervised Reading Unit may only be undertaken at Undergraduate Level 3 or at Postgraduate Elective level.

13.3   A Supervised Reading Unit may only be supervised by a person who is qualified to deliver a standard Unit of an equivalent Level and Discipline.

13.4   A Supervised Reading Unit may only be approved by the Academic Dean of a College of the University. The Academic Dean must be satisfied that:

a)   sufficient academic support exists for the student to complete the unit; and

b)   the proposed supervisor is appropriately qualified; and

c)   the Supervised Reading Unit proposal has been reviewed by a person who is qualified to deliver a standard Unit of an equivalent Level and Discipline.

13.5   Schedule E to this Policy is the Supervised Unit Reading Unit Approval Form which may be approved or amended by the Academic Board.

13.6   The Supervised Reading Unit Approval Form must be completed, approved and lodged with the Dean of Academic Programs no later than the census date for the semester in which the Supervised Reading Unit is to be undertaken.

13.7   If a student is enrolled in a Supervised Reading Unit and the Supervised Reading Unit Approval Form is not received by the census date for the semester in which the Supervised Reading Unit is to be undertaken, the student's enrolment in the Supervised Reading Unit may be discontinued.

13.8   The Dean of Academic Programs must report annually to the Academic Board on the number of Supervised Reading Units approved and their outcome, and may make recommendations.

14.   Date of next review

14.1   This policy must be reviewed no later than 31 December 2026.

SCHEDULE A: Unit Codes
Approved by the Academic Board: 4 April 2014
Revised by the Academic Board: 27 July 2018, 16 Sep 2022
Revised by the Dean of Academic Programs: 27 Sep 2023

1.   **Unit Code Properties**
          Every unit code has seven characters, in the form Discipline + Level + three digit
          identifier + College. The symbol used for each element of the code is established below.

2.   **Disciplines**
          AH History
          AL   Biblical Languages
          AL   Languages ancient and modern
          AP   Philosophy
          AR   Religious Studies
          BA   Old Testament
          BN   New Testament
          BS   Biblical Studies
          CH   Church History
          CT   Systematic Theology
          DA   Mission and Ministry
          DC   Canon Law
          DD   Spiritual Direction
          DE   Education Studies
          DL   Liturgy
          DM Missiology
          DP   Pastoral Theology and Ministry Studies
          DR   Religious Education
          DS   Spirituality
          DT   Moral Theology
          DU   Ecumenical Studies
          DZ   Professional Counselling
          CO   Counselling
          IS   Indigenous Studies
          LE   Leadership
          PS   Professional Supervision
          CP   Clinical Pastoral Education*
          SC   Spiritual Care*
          X   Capstone units [cross-disciplinary]

          * For the purposes of meeting prescribed course structures, units coded CP or SC will be
          considered equivalent to DP units

3.   **Level**
          0   Diploma
          1   Undergraduate Level 1
          2   Undergraduate Level 2
          3   Undergraduate Level 3
          8   Postgraduate Foundational

9   Postgraduate Elective

4.   Three-digit identifier
Three numbers are allocated to each unit by the College Registrar or the Dean of Academic Programs to create an enduring, unique code.

5.   Colleges
A   St Athanasius Coptic Orthodox Theological College
B   Catherine Booth College
B   Eva Burrows College
C   Catholic Theological College
F   Sentir Graduate College of Spiritual Formation
J   Jesuit College of Spirituality
L   Australian Lutheran College
P   Pilgrim Theological College
S   Stirling Theological College
T   Trinity College Theological School
U   United Faculty of Theology
W   Whitley College
Y   Yarra Theological Union
-    Morling College

M   University of Divinity
R   Credits
Z   Units shared by more than one College that require a shared unit code

6.   Research Theses
Every research thesis code has seven characters, in the form R + Q + 9 + three digit identifier + M. The three digit identifier is made up of degree program + semester + full-time/part-time as below:

1. Degree Program
    1   MA
    2   MTheol
    3   MPhil
    4   PhD
    5   DTheol
    6   DMinStuds
    7   Research Essay
    8   BTheol Honours Thesis
2. Semester
    1   Semester 1
    2   Semester 2
3. Full-time / part-time
    1   Full-time
    2   Part-time
4. RQ9748M Minor Thesis
5. The code for the unit Research Methodologies is RQ9021x where x is the name of the College hosting the unit.

Note: Items in italics are not current but are preserved to support interpretation of student academic records.

SCHEDULE B: Unit Record

This version is in effect from: July 2020

	UNIT RECORD	
1.	**Title** *A title that concisely communicates the content or purpose of the unit*	
2.	**Unit Code(s)** *Provide a unique code for each Level and Discipline in accordance with Unit Policy Schedule A*	
3.	**College** *The College sponsoring the Unit Record*	
4.	**Unit Level** *Must be ONE of the following:* Diploma Undergraduate Level 1 Undergraduate Level 2 Undergraduate Level 3 Undergraduate Level 1 and 2 Undergraduate Level 2 and 3 Postgraduate Foundational Postgraduate Elective *Where applicable specify if this is also a* Capstone *unit*	
5.	**Volume** *The volume of the unit, expressed as points (a standard undergraduate unit is 18 points; a standard postgraduate unit is 24 points)*	
6.	**Discipline(s)** *The Discipline or Disciplines to which this unit is assigned*	
7.	**Unit Sequence** *State how the unit relates to a course of study, including where applicable any prerequisite units, co-requisite units, and prohibited combinations of units*	

8.	**Content**	
	A paragraph describing the unit in terms suitable for publication for information of a prospective or current student	

9.	**Learning Outcomes**
	A Learning Outcome is a short description of knowledge or a skill or a personal attribute achieved by a student on successful completion of a unit of study. A Learning Outcome is a measurable goal tested by the assessment for the unit.
	There is no minimum or maximum number of Learning Outcomes; please add or delete rows as needed.

Upon successful completion of this unit, it is expected that students will be able to:

1.	
2.	
3.	
4.	
5.	

10.	**Graduate Attributes**	
	Show how the Learning Outcomes support attainment of one or more Graduate Attributes. Use the numbers in section 9.	
	LEARN Graduates are equipped for critical study, especially of Christian texts and traditions	
	ARTICULATE Graduates articulate theological insight and reflection	
	COMMUNICATE Graduates communicate informed views through structured argument	
	ENGAGE Graduates engage with diverse views, contexts and traditions	
	SERVE Graduates are prepared for the service of others	

11.	**Assessment**
	Describe the Assessment Tasks required for satisfactory completion of the unit. Add or delete rows as necessary.

	Assessment Type and Volume *Must be listed in Schedule A of the Assessment Policy*	Word Count *or equivalent (Assessment Policy 5.3)*	Weight *expressed as a %, adding up to a total of 100%*	When due *Week number, or % of time elapsed in unit*	Learning Outcomes assessed *Use the numbers in section 10*

12.	**Delivery** *Describe the delivery of the unit (e.g. online, asynchronous, intensive)*	

13.	**Student Workload**

Specify the hours required for successful completion of the unit, divided into hours of class or teacher engagement, and study hours. For a standard unit, the hours are usually:

Undergraduate *18* point unit: 36 engagement + 114 study = 150 hours

Postgraduate *24* point unit: 36 engagement + 164 study = 200 hours

a) Engagement hours	b) Study hours	**Total hours** (a + b)

14.	**Pedagogy** *A concise statement of the unit's pedagogical framework*	
15.	**Academic Staff** *The accredited member(s) of academic staff of the University with primary responsibility for delivery of the unit*	

16.	**Bibliography** *A list of up to 10 texts used in delivery of the unit*

17.	**Library Impact Statement** *A statement certified by a librarian on library resources required to support the unit*	
	Are current library resources sufficient to support this unit? *Y or N*	

	Action required (if any)	
	Librarian Name	
	Date of certification	
18.	**Approvals** *Certifications required by the Unit Policy*	
	External Review Report *Please list the name of the External Reviewer(s) below and the date on which the External Review Report was completed* **** ATTACH** *a copy of the External Review Report(s)*	
	Name	*Date*	
	STFE Framework Assessment (if applicable) *Please enter the name of the assessing member of the Supervised Theological Field Education Panel below, the date of assessment of the proposed unit and the completed STFE Framework Checklist.* **** ATTACH** *a copy of the signed STFE Framework Checklist*	
	Names	*Date*	
	College Academic Committee *Please enter the name of the Chair of the College Academic Committee below and the date on which the College Academic Committee endorsed the proposed Unit Record* **** ATTACH** *a copy of the College Review Checklist*	
	Name	*Date*	
	University Approval *to be completed by the Dean of Academic Programs* I certify the Unit Record meets the requirements of the Unit Policy and has been approved.	
	Name	*Date*	
	Expiry Date *to be completed by the Dean of Academic Programs* *Date is the 31 December of the fifth year after the date of University Approval*	
	Date entered in Unit Register	
	Date reported to Academic Board	

SCHEDULE C: External Review Report

This version is in effect from: 1 January 2019

Unit Code	
Unit Name	
External Reviewer Name	
Date of Report	

Review Item	Y or N	Comments
1. Concept and Content Is the unit 1.1 a discrete quantum of study, 1.2 coherently expressed and 1.3 appropriate to the a) discipline and b) levels at which it is offered?		
2. Learning Outcomes 2 a) Are the Learning Outcomes appropriate to the unit's content and level?		
2 b) If the unit is taught at two levels, are Learning Outcomes clearly stated that are appropriate for each level?		
3. Assessment tasks Does the unit have assessment tasks that together measure all of the Learning Outcomes to the appropriate level?		
4. Bibliography Does the bibliography reflect current scholarship consistent with the unit content?		
5. Pedagogy Is the overall pedagogical design of the unit appropriate?		
6. Other Any other comments?		
College Comments *in response to the External Review Report*		

SCHEDULE D: College Review Checklist

This version is in effect from: 1 January 2019

Review Item	Y or N	Comments
1. Concept and Content		
a) Is the unit a discrete quantum of study, coherently expressed and appropriate to the level or levels at which it is offered?		
b) Is the unit assigned to a Discipline or Disciplines of the University, and does it deliver a substantial amount of content or skills related to that Discipline or Disciplines?		
2. Course of Study		
Does the unit contribute towards an approved course of study of an award of the University?		
3. Learning Outcomes		
a) Are the learning outcomes appropriate to the unit's content and level?		
b) If the unit is taught at two levels, are learning outcomes clearly stated and appropriately gradated for each level?		
c) Do the learning outcomes contribute to the Course Outcomes of all awards for which the unit is available?		
d) Do the learning outcomes contribute to attainment of the University's Graduate Attributes?		
4. Assessment Tasks		
Does the unit have assessment tasks that together measure all of the Learning Outcomes and conform to the University's Assessment Policy?		
5. Pedagogy		
Are the pedagogical framework and design of the unit appropriate?		
6. Bibliography		
a) Does the bibliography reflect current scholarship consistent with the unit content?		
b) Is the bibliography consistently formatted?		
7. Other		

a) For new units, is the unit code unique within the University, and is the unit name unique within the College?		
b) Is the unit level(s) correctly stated?		
c) Is the expected volume or student workload explicitly stated and appropriately divided into hours of engagement and hours of personal study?		
d) Is the Library Impact Statement completed?		
e) Is the Approvals section complete?		

SCHEDULE E: Supervised Reading Unit Approval Form
This version is in effect from: 1 January 2019

Instructions for the student and supervisor
Please complete this form electronically
1.   You must receive approval from your academic dean before commencing a Supervised Reading Unit (SRU). You must complete a re-enrolment form in addition to this Supervised Reading Unit Approval Form.

2.   A Supervised Reading Unit may only be undertaken as an Undergraduate Level 3 unit or as a Postgraduate Elective unit.

3.   A Supervised Reading Unit is usually taken either as a 18 point Undergraduate Level 3 unit (with 5,000 words of assessment) or a 24 point Postgraduate Elective Unit (with 8,000 words of assessment) or a 36 point Undergraduate Level 3 unit (with 10,000 words of assessment) or 48 point Postgraduate Elective Unit (with 16,000 words of assessment).

4.   You will work with an accredited supervisor. Your academic dean will help you determine an appropriate supervisor. You must complete the Supervised Reading Unit Approval Form in consultation with your supervisor. This will involve: identification of a topic, setting learning outcomes, forming a bibliography, and agreeing on a pattern of meetings with your supervisor. You must submit work to your supervisor at least five days before each meeting.

5.   You may choose or your supervisor may require you to attend classes in addition to supervision.

6.   Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example a conference paper may be proposed as a part or whole of the assessment.

7.   You must complete all sections in the template below except the final page (your College will complete the Approvals section).

8.   You must complete and submit the Supervised Reading Unit Approval Form prior to the census date of the semester in which it will be undertaken. Please note that some Colleges require an earlier date.

9.   Delete the first two pages of this document prior to submission. Send the completed Supervised Reading Unit Approval Form electronically (as a doc or docx file) to your academic dean.

Instructions for the Academic Dean
1.   Please review the Supervised Reading Unit Approval Form, and verify it with a reviewer (an academic qualified in the discipline and level of the Supervised Reading Unit). The student may be asked to make some changes as part of this review process.

2.   When finalised, please approve the Supervised Reading Unit and send a copy to the Dean of Academic Programs no later than the census date for the semester in which the Supervised Reading Unit is to be undertaken.

Setting Learning outcomes

Learning outcomes are the knowledge, wisdom, skills and capabilities you gain from doing a unit or a course. Every unit you study at the University of Divinity has a set of learning outcomes. The learning outcomes of all the units you take in your course should enable you to satisfy the course learning outcomes.

In a Supervised Reading Unit, you may help shape your own learning outcomes. This will normally be done in consultation with your Supervisor or Academic Dean, who will ensure that they are appropriate to your area of study and the level at which you are doing the unit, and by a reviewer.

The level of the learning outcomes expected is set out in the Unit Policy (4.4 Unit Levels). Both Level 3 Undergraduate and Postgraduate Elective unit levels (at which SRUs are set) require high level skills and knowledge, often with application to complex real world or disciplinary issues, and with critical engagement with key ideas and sophisticated communication. Postgraduate SRUs are expected to have higher levels of critical engagement and to engage with critical disciplinary issues.

You need to align your learning outcomes with your Course Outcomes, which may be found at http://www.divinity.edu.au/study/our-courses/ (click on your course).

The Supervised Reading Unit Learning Outcomes must link to the University of Divinity Graduate Attributes, which may be found at http://www.divinity.edu.au/study/graduate-attributes/ .

Some useful starting points for learning outcomes are set out below. Each, when complete, should complete this sentence: "Upon successful completion of this unit, it is expected that students will be able to:"

- Demonstrate an informed, critical perspective on [your topic].
- Engage with substantial recent and classical literature on [your topic].
- Illustrate and support your argument by drawing upon insights from other (theological) disciplines. .
- Describe how you could apply your conclusions in a particular situation in the contemporary world.
- Identify and critically assess [an aspect of the chosen topic].
- Engage in informed theological reflection on issues arising from [your topic].

In all cases you will probably want to achieve the following:
- Outline the key elements of the question you are seeking to address and the resources you will use to address them.
- Summarise and critique literature relevant to your topic.
- Use primary and secondary resources (print, electronic) accurately and in keeping with academic practice.
- Apply sophisticated research skills/integrative insight/contextual awareness/or others as relevant.
- Design and produce an essay or presentation, applying sound (Level 3)/advanced (Level 9) critical thinking and research skills, and methodologies appropriate to the discipline
- Demonstrate skills in historical and exegetical analysis, in critical   thinking and clear presentation, and in the use of primary and secondary (including electronic) sources.

Assessment tasks

The assessment task or tasks set must, together, assess ALL of the Learning Outcomes set. (See the Assessment Policy for further details.)

SUPERVISED READING UNIT APPROVAL FORM
Version Date: 15 September 2017

1. Student Name	
2. Student ID Number	
3. College	
4. Due Date for submission of this Approval Form College to complete. No later than the census date of the semester.	
5. Due date for submission of essay College to complete. No later than the last day of the examination period.	
6. Unit code College to complete	aa3615x aa9615x
7. Unit value *usually either* 18 or 36 points (undergraduate) *or* 24 or 48 points (postgraduate)	
8. Level *insert either* Undergraduate Level 3 *or* Postgraduate Elective	
9. Discipline	
10. Title	
11. Description In a few sentences, write an introductory narrative about the essay you are going to write. Address the following: *What area or issue are you going to explore?* *If there is a particular text or scholar central to your inquiry state what / who it is.* *The one question my essay will address is… (keep this very clear, short and focussed).* *I will answer the question by… (how are you going to answer the question? – this will define your methodology)* *Name one or two of the challenges inherent within your question / topic*	

12. At this stage, do you know the answer to your question? If Yes, limit your response to one sentence	
13. What limits or restraints will you impose on your argument to contain your work within the word limit?	
14. Learning outcomes Draft 4-6 learning outcomes you wish to achieve. Use these to guide you: • Learning Outcomes of taught units in the same discipline and level • Course Outcomes of your course • University of Divinity Graduate Attributes Your supervisor will help you to refine the learning outcomes.	Upon successful completion of this unit, I expect to be able to: 1. 2. 3. 4. 5.
15. Supervisor	
16. Proposed meetings with Supervisor List dates, or provide indicative pattern of all meetings, eg. Fortnightly one-hour meetings	
17. Related class to attend lectures (if applicable)	
18. Assessment Usual assessment: Undergraduate Level 3: • 5,000 word essay for a 18-point unit • 10,000 word essay for a 36-point unit Postgraduate Elective: • 8,000 word essay for a 24-point unit • 16,000 word essay for a 48-point unit	
19. Indicative Workload *insert one of:* Undergraduate 18 points = 150 hours Undergraduate 36 points = 300 hours Postgraduate 24 points = 200 hours Postgraduate 48 points = 400 hours	

20. Bibliography
List below approximately ten works you will reference in your Supervised Reading Unit

21. Approvals
Please note: All approvals must be completed and this form lodged with the Dean of Academic Programs in the Office of the Vice-Chancellor no later than the census date for the semester in which the Supervised Reading Unit is to be undertaken (Unit Policy section 13.6)

Supervisor *insert name below* The Supervised Reading Unit content is appropriate and consistent with the student's program and the learning outcomes are consistent with the course and unit level.	
	Date

Reviewer *insert name below* The Supervised Reading Unit content is appropriate and consistent with the student's program and the learning outcomes are consistent with the course and unit level.	
	Date

Academic Dean *insert name below* I certify that the Supervised Reading Unit content is appropriate and consistent with the student's program and that the learning outcomes are consistent with the course and unit level, and approve the unit.	
	Date

Office of the Vice-Chancellor	
Date received:	

Schedule F
Model assessment profiles for new postgraduate unit word counts

Sample 1   A foundational skills-based unit

Assessment Type and Volume *Must be listed in Schedule A of the Assessment Policy. Specify volume (e.g. word count)*	Weight *expressed as a %, adding up to a total of 100%*	When due *Week number, or % of time elapsed in unit*	Learning Outcomes assessed *Use the numbers in section 10*
Multiple Choice Quizzes (6.2a) equivalent to 2000 words	30%	Weeks 2-11	1, 2, 3
3 hour written examination (5) (equivalent to 3000 words)	50%	Two thirds of the way through the semester	1, 2, 4
1.5 hour written examination (5) (equivalent to 1500 words)	20%	End of semester	1, 2, 3, 4, 5

Note additional proportionate weighting on final assessment task

Sample 2   A foundational knowledge-based unit

Assessment Type and Volume	Weight	When due	Learning Outcomes assessed
Forum contributions (2.2i) equivalent to 2000 words	25%	Throughout	1, 2
Written Task (2.2) 3000 words	45%	75%	3, 4
Podcast (3.2q) equivalent to 1500 words	30%	100%	2, 3, 4

Note podcast functions as summative task and attracts proportionately higher weighting.

Sample 3   An advanced ("elective") knowledge-based unit

Assessment Type and Volume	Weight	When due	Learning Outcomes assessed
Literature Survey (2.2n) Equivalent to 2000 words	25%	Week 4	2, 3
Thematic Essay (2.2a) of 2500 words	30%	Week 8	4, 5

Exegetical Essay (2.2a) of 3000 words	45%	Week 12	1, 2, 3, 5

Sample 4   **An advanced ("elective") constructive unit**

Assessment Type and Volume	Weight	When due	Learning Outcomes assessed
Document Study (2.2s) Equivalent to 1500 words	25%	Week 4	1, 3
Essay (2.2a) of 6000 words	75%	Week 12	1, 2, 3, 4

Sample 5   **An advanced ("elective") practice-based unit**

Assessment Type and Volume	Weight	When due	Learning Outcomes assessed
Literature Review Essay (same as 2.2n) 2500 words	30%	Week 3	1, 2
Practicum (3.2b) A 30 minute in class practical demonstration (or a recorded video) of a relational technique taught in class, practitioner reflection and client feedback Equivalent to 2500 words	30%	Week 7	3, 4
Essay (2.2a) 2500 words	40%	End of Semester	1, 2, 4, 5

Sample 6   **An advanced ("elective") practice/experience-based unit**

Assessment Type and Volume	Weight	When due	Learning Outcomes assessed
Journal (3.2a) (2500 words)	30%	Week 3	1, 2
Group Presentation (3.1) equal to 2500 words	30%	Weeks 6-10	2, 3, 4
Portfolio (2.2g) equal to 2500 words	40%	Week 14	3, 4

SCHEDULE G: Supervised Theological Field Education Framework
This version is in effect from: 1 April 2021

This Framework sets out the required parameters within which Supervised Theological Field Units must be offered at the University of Divinity. These Framework requirements apply to all Supervised Theological Field Education Units and are in addition to the requirements for a Unit as set out in the University's Unit Policy and Unit Record.

All new STFE units developed after 1 January 2020 must comply with this Framework. All STFE units (new and existing) must comply with this Framework from 1 January 2021.

Supervised Theological Field Education Framework

1.   Supervised Theological Field Education (STFE) is the formal learning process that a student undertakes to gain practical experience in an actual ministry setting that includes education, ministry experience, theological reflection, and supervision.

2.   The Unit Record for each STFE Unit must state in the Content field that this is a Supervised Theological Field Unit.

3.   Supervised Theological Field Units may be offered as UG or PG units.

4.   A Unit may be offered as a 'double unit' covering two consecutive semesters workload and placement. This must be noted in the Volume field of the Unit Record.

5.   Colleges may choose to require particular pre-requisite Unit/s before an STFE Unit may be taken. All pre-requisites must be listed in the Unit Record. A College may require a progression of units in Supervised Theological Field Education, where successful completion of one unit is a pre-requisite for a further unit in Supervised Theological Field Education. The progression of learning and engagement for the student across these Units must be set out in the Unit Record.

Student enrolment

6.   STFE Units may be offered by Colleges to all enrolled students, or may be offered only to the College's ministerial candidates. The STFE Unit Record must specify that being an accepted ministerial candidate of the College is a pre-requisite for enrolling in an STFE Unit, if this is the case.

7.   An STFE Unit must not be taken as a sole first unit of study. At minimum it must be taken concurrently with one or more other University of Divinity units in Biblical Studies, or Christian Thought and History, or Theology: Mission and Ministry. It is preferable that an STFE Unit is not commenced until several or more units in these areas have been completed. The STFE Unit Record must record any requirements the College has regarding the Unit Sequence.

8.   Enrolment in an STFE Unit must be preceded by an interview with the College STFE Coordinator to determine the student's capacity and experience to undertake and be suited to an STFE Unit. The student must only proceed with enrolment if the determination of the interview affirms the student's suitability. This requirement is in addition to other enrolment requirements. A record of the interview and its outcome must be made and retained by the College.

Student Workload and Assessment

9.   The Unit Record of each STFE Unit must reflect the following workload hours and breakdown:

Minimum overall workload: 150 hours undergraduate, 200 hours postgraduate

Within these minimum totals are the following:

i)   Placement work as set out in the Agreement. Minimums: 96 hours (undergraduate) and 144 hours (postgraduate)

Note: the duration of the placement may be for longer than the weeks of a standard semester.

ii)   Theological reflection, integration, and supervision, minimum 24 hours (undergraduate and postgraduate).

This must include a minimum of 6 hours individual Pastoral Supervision. Delivery for the remaining 18 hours of active integration may include discussion, analysis, feedback, and theological reflection in one or more of the following:

- a peer group,

- with an *in situ* ministry colleague,

- with a church official,

- with a placement feedback group,

- Spiritual Direction,

- seminars or workshops.

iii)   Planning, preparation, review of placement work in conjunction with Workplace Director, or STFE Coordinator, or in seminar/workshop, minimum 12 hours (undergraduate and postgraduate).

iv)   Reading/study/writing assessments minimum 18 hours (undergraduate) and 20 hours (postgraduate).

10.   An STFE Unit must have the following minimum written assessment requirements:

undergraduate 4,500-5,000 words

postgraduate 7,000-8,000 words

These and all other assessment tasks must be noted in the Unit Record.

Placement Agreement

11.   Whether the student or the College or the Denomination arranges the placement location, a Placement Agreement must be signed between the student, the entity in which the student is placed, and the STFE Coordinator of the College that is offering the STFE Unit in which the student is enrolled. This Agreement must identify the place of work and the Work Director, and include an overview of, and goals for, the work that is

to be undertaken by the student. The Agreement will also set out the arrangements regarding safeguarding. It is understood that in some Colleges the term Covenant (or similar) may be used instead of Placement Agreement. This Covenant (or Agreement) may include other elements in addition to the minimum requirements set out in this Framework.

12.   As part of their Agreement each student must keep a record of their placement work: date, duration, type of event, where, and brief detail of student's role in work or event (without detailing the content of event/meeting or any information related to other people). This record of accountability may be viewed by any of the three appointed people (see 13) and must be submitted to the STFE Coordinator by the end of the unit at a date to be notified to students.

13.   Each STFE Unit student must work with three appointed people who oversee, guide and supervise the student's work: i. STFE Coordinator, ii. Workplace Director, iii. Pastoral Supervisor. These people must all be named within the Placement Agreement.

14.   STFE Coordinator: This is the Staff Member at each UD College offering STFE Unit/s who is accredited as Lecturer to facilitate and deliver STFE Units.

15.   Workplace Director: This is the person at the 'placement' location who directs the work of the student. This person will have the relevant authority, experience, time, and availability to do so. They may also guide and reflect with the student, and will also provide a written report to the College regarding the student's placement work.

16.   Pastoral Supervisor: This is the person accredited by the College to provide Pastoral Supervision, i.e., the process of engaging the student in reflection upon the experience of ministry. The Pastoral Supervisor has the skills and suitable experience to enable and support an individual student in the process of reflecting upon her/his experience of ministry. The Pastoral Supervisor must not be working closely with the student in the work placement. With regard to each student, the Pastoral Supervisor must not be the same person as the Workplace Director or the STFE Coordinator. It is understood that in some programs the term Mentor may be used rather than Pastoral Supervisor, however the role is the same.

Pastoral Supervision

17.   Each STFE Student will have an accredited Pastoral Supervisor with whom to undertake Theological Reflection on matters related to the student's work within the unit, for a minimum of 6 hours per unit. This is done through individual sessions. A report from this Supervisor must be submitted to the STFE Coordinator.

Safeguarding

18.   The College and any other entity that governs the placement and the actual workplace will both have demonstrably operative Safeguarding Policies.

19.   All STFE students in the early part of the Unit will complete a Learning Module about the University's Code of Conduct as well as additional learning about Safeguarding. Additionally, Colleges will ensure that Safeguarding processes particular to their denomination are fully understood by the STFE students.

20. Issues regarding the care and safeguarding of children, young people, and vulnerable adults, and the exercise of professional ministry standards should also be incorporated in the teaching and discussions within each STFE Unit.

21. All STFE students prior to commencing a Unit will hold a Victorian (or other Australian) Working With Children Check, or if the student has not been resident in Australia for three years, an appropriate Police Check.

22. STFE students must be over 18 at the time of enrolment for the STFE Unit.

Learning Outcomes

23. This is a required Learning Outcome for all STFE Units. It must be recorded in the Learning Outcomes field of the Unit Record in this or similar wording:

    Demonstrate an integrated understanding of Child Safeguarding and Professional Ministry Standards.

24. In developing new units or revising existing ones, some or all of the following Learning Outcomes may be used or adapted, but are not mandatory.

    Upon successful completion of this unit, it is expected that students will be able to:

    i) Demonstrate competencies in ministry practice in the field placement ministry context.

    ii) Demonstrate the ability to theologically reflect on ministry practice and ministry context.

    iii) Reflect critically on Christian commitment and denominational identity informed by the field placement.

    iv) Reflect critically on the contribution of the field placement to her/his spiritual and personal development, and vocational identity.

    v) Document evidence of learning about ministry and self-awareness that has resulted from the field placement.

    vi) Develop goals and demonstrate key ministry practice skills required within a Field Placement context.

    vii) Integrate wider theological reading into theological reflection on the placement context.

UNIVERSITY OF DIVINITY

UNIT APPROVAL: SUPERVISED THEOLOGICAL FIELD EDUCATION (STFE) FRAMEWORK ASSESSMENT

STFE Framework Checklist for new, revised, and reviewed STFE Units.

This Checklist is to be completed by the College as indicated, and forwarded with the Unit Record to the designated member of the STFE Panel, who must be a different person to the External Reviewer and not a member of the College presenting the Unit.

Yes *indicates the Unit complies with that STFE Framework Item – if* ***No****, please add comment regarding why it is not compliant. Please use N/A if Not Applicable. Additionally, where indicated, please tick to agree that the relevant information is included in the Unit Record.*

Unit Code	DP
Unit Name	
College	

	STFE Framework Item	***The College agrees this Unit will comply with this Framework Item*** *Yes or **No** or N/A* *Add comment if needed.*	***College: Reference to Framework item must be included in the Unit Record in the Field (URF) as numbered below. Please tick if this has been done.***	*STFE Panel Member affirms and/or comments*
Supervised Theological Field Education Framework				
1	Supervised Theological Field Education (STFE) is the formal learning process that a student undertakes to gain practical experience in an actual ministry setting that includes education, ministry experience, theological reflection, and supervision.		*This is definition. May be used or adapted in URF 8*	
2	The Unit Record for each STFE Unit must state in the Content field that this is a Supervised Theological Field Unit.		*URF 8* "This is a Supervised Theological Field Unit" ☐	
3	Supervised Theological Field Units may be offered as UG or PG units.		*URF 4* ☐	
4	A Unit may be offered as a 'double unit' covering two consecutive semesters workload and placement. This must be noted in the Volume field of the Unit Record.		*URF 5 & note consecutive semesters if relevant* ☐	
5	Colleges may choose to require particular pre-requisite Unit/s before an STFE Unit may be taken. All pre-requisites must be listed in the Unit Record. A		*If relevant note in URF 7*	

	College may require a progression of units in Supervised Theological Field Education, where successful completion of one unit is a pre-requisite for a further unit in Supervised Theological Field Education. The progression of learning and engagement for the student across these Units must be set out in the Unit Record.		☐	
Student Enrolment				
6	STFE Units may be offered by Colleges to all enrolled students, or may be offered only to the College's ministerial candidates. The STFE Unit Record must specify that being an accepted ministerial candidate of the College is a pre-requisite for enrolling in an STFE Unit, if this is the case.		*If relevant note in URF 7* ☐	
7	An STFE Unit must not be taken as a sole first unit of study. At minimum it must be taken concurrently with one or more other University of Divinity units in Biblical Studies, or Christian Thought and History, or Theology: Mission and Ministry. It is preferable that an STFE Unit is not commenced until several or more units in these areas have been completed. The STFE Unit Record must record any requirements the College has regarding the Unit Sequence.		*Where relevant note in URF 7* ☐	
8	Enrolment in an STFE Unit must be preceded by an interview with the College STFE Coordinator to determine the student's capacity and experience to undertake and be suited to an STFE Unit. The student must only proceed with enrolment if the determination of the interview affirms the student's suitability. This requirement is in addition to other enrolment requirements. A record of the interview and its outcome must be made and retained by the College.		*Not required to be stated in Unit Record*	
Student Workload and Assessment				
9	The Unit Record of each STFE Unit must reflect the following workload hours and breakdown: Minimum overall workload: 150 hours UG, 200 hours PG Within these minimum totals are the following: i) Placement work as set out in the Agreement. Minimums: 96 hours (UG) and 144 hours (PG) Note: the duration of the placement may be for longer than the weeks of a standard semester. ii) Theological reflection, integration, and supervision, minimum 24 hours (UG and PG). This must include a minimum of 6 hours individual Pastoral Supervision. Delivery for the remaining 18 hours of active integration may include discussion, analysis, feedback, and theological reflection in one or more of the following: a peer group, with an *in situ* ministry colleague, with a church official, with a placement feedback		*In URF 13 set out breakdown of hours e.g.,* *"a) Engagement Hours 132 (96+6+18 +12)* *"b) Study Hours 18"* ☐	

	group, Spiritual Direction, seminars or workshops. iii) Planning, preparation, review of placement work in conjunction with Workplace Director, or STFE Coordinator, or in seminar/workshop, minimum 12 hours (UG and PG). iv) Reading/study/writing assessments minimum 18 hours (UG) and 20 hours (PG).			
10	An STFE Unit must have the following minimum written assessment requirements: U/G 4,500-5,000 words P/G 7,000-8,000 words These and all other assessment tasks must be noted in the Unit Record.		*In URF 11* ☐	
Placement Agreement				
11	Whether the student or the College or the Denomination arranges the placement location, a Placement Agreement must be signed between the student, the entity in which the student is placed, and the STFE Coordinator of the College that is offering the STFE Unit in which the student is enrolled. This Agreement must identify the place of work and the Work Director, and include an overview of, and goals for, the work that is to be undertaken by the student. The Agreement will also set out the arrangements regarding safeguarding. It is understood that in some Colleges the term Covenant (or similar) may be used instead of Placement Agreement. This Covenant (or Agreement) may include other elements in addition to the minimum requirements set out in this Framework.		*Not required to be stated in Unit Record*	
12	As part of their Agreement each student must keep a record of their placement work: date, duration, type of event, where, and brief detail of student's role in work or event (without detailing the content of event/meeting or any information related to other people). This record of accountability may be viewed by any of the three appointed people (see 13.) and must be submitted to the STFE Coordinator by the end of the semester (date to be notified to students).		*Not required to be stated in Unit Record*	
13	Each STFE Unit student must work with three appointed people who oversee, guide and supervise the student's work: i. STFE Coordinator, ii. Workplace Director, iii. Pastoral Supervisor. These people must all be named within the Placement Agreement.		*Not required to be stated in Unit Record*	
14	STFE Coordinator: This is the Staff Member at each UD College offering STFE Unit/s who is accredited as Lecturer to facilitate and deliver STFE Units.		*Record this in URF 15* ☐	

15	Workplace Director: This is the person at the 'placement' location who directs the work of the student. This person will have the relevant authority, experience, time, and availability to do so. They may also guide and reflect with the student, and will also provide a written report to the College regarding the student's placement work.		*Not required to be stated in Unit Record*	
16	Pastoral Supervisor: This is the person accredited by the College to provide Pastoral Supervision, i.e., the process of engaging the student in reflection upon the experience of ministry. The Pastoral Supervisor has the skills and suitable experience to enable and support an individual student in the process of reflecting upon her/his experience of ministry. The Pastoral Supervisor must not be working closely with the student in the work placement. With regard to each student, the Pastoral Supervisor must not be the same person as the Workplace Director or the STFE Coordinator. It is understood that in some programs the term Mentor may be used rather than Pastoral Supervisor, however the role is the same.		*Record this in URF 15* *(if accredited by UD)* ☐	
Pastoral Supervision				
17	Each STFE Student will have an accredited Pastoral Supervisor with whom to undertake Theological Reflection on matters related to the student's work within the unit, for a minimum of 6 hours per unit. This is done through individual sessions. A report from this Supervisor must be submitted to the STFE Coordinator.		*Not required to be stated in Unit Record*	
Safeguarding				
18	The College and any other entity that governs the placement and the actual workplace will both have demonstrably operative Safeguarding Policies.		*Not required to be stated in Unit Record*	
19	All STFE students in the early part of the Unit will complete a Learning Module about the University's Code of Conduct as well as additional learning about Safeguarding. Additionally, Colleges will ensure that Safeguarding processes particular to their denomination are fully understood by their STFE students.		*Record in URF 7 Student does this for each Unit (once for double Unit).* ☐	
20	Issues regarding the care and safeguarding of children, young people, and vulnerable adults, and the exercise of professional ministry standards should also be incorporated in the teaching and discussions within each STFE Unit.		*State briefly in URF 8 e.g., "Professional ministry standards including safeguarding underpin this unit."*	

				☐	
21	All STFE students prior to commencing a Unit will hold a Victorian (or other Australian) Working With Children Check, or if the student has not been resident in Australia for three years, an appropriate Police Check.			*Not required to be stated in Unit Record*	
22	STFE students must be over 18 at the time of enrolment for the STFE Unit.			*Not required to be stated in Unit Record*	
Learning Outcomes					
23	This is a required Learning Outcome for all STFE Units. It must be recorded in the Learning Outcomes field of the Unit Record in this or similar wording: "Able to demonstrate an integrated understanding of Child Safeguarding and Professional Ministry Standards."			*Record in URF 9* ☐	
24	In developing new units or revising existing ones, some or all of the following Learning Outcomes may be used or adapted, but are not mandatory. That the student is able to: i) Demonstrate competencies in ministry practice in the field placement ministry context. ii) Demonstrate the ability to theologically reflect on ministry practice and ministry context. iii) Reflect critically on Christian commitment and denominational identity informed by the field placement. iv) Reflect critically on the contribution of the field placement to her/his spiritual and personal development, and vocational identity. v) Document evidence of learning about ministry and self-awareness that has resulted from the field placement. vi) Develop goals and demonstrate key ministry practice skills required within a Field Placement context. vii) Integrate her/his wider theological reading into theological reflection on the placement context.			*These are indicative*	

College Attestation: The College will continue to comply with the STFE Framework in the management and delivery of this Unit as indicated in the checklist responses above.

Signed by the College's Academic Dean and STFE Coordinator:

Signature		Print Name	
Role		Date	
Signature		Print Name	
Role		Date	

To be completed by the STFE Panel Member:

I, the undersigned member of the University of Divinity Supervised Theological Field Education Panel, have reviewed the Unit Record named above and the responses by the College to this Checklist.
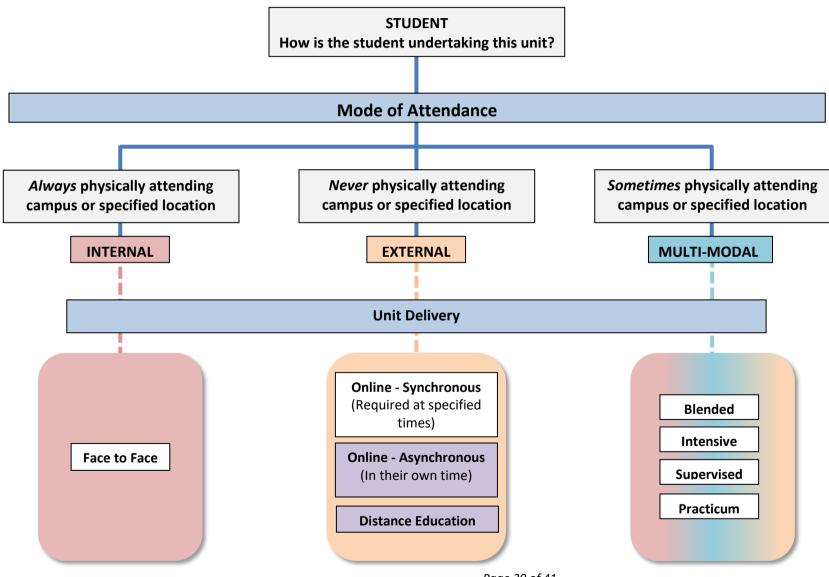*I endorse the approval of this Unit.*

Signature		Print Name	
Date			

UNIVERSITY
OF DIVINITY

Mode of Attendance

STUDENT
How is the student undertaking this unit?

Mode of Attendance

Always physically attending campus or specified location	*Never* physically attending campus or specified location	*Sometimes* physically attending campus or specified location
INTERNAL	**EXTERNAL**	**MULTI-MODAL**

Unit Delivery

Face to Face

Online - Synchronous (Required at specified times)

Online - Asynchronous (In their own time)

Distance Education

Blended

Intensive

Supervised

Practicum

Current version in effect from: 1 May 2023
Approved by Chair of Academic Board: 21 Apr 2023
Revised by Chair of Academic Board: None
Policy Steward: Dean of Academic Programs

1.   Rationale and Objectives

1.1   The Unit Sharing Protocol aims to support:

   a)   the University's strategic objective of growing collaboration in educational delivery

   b)   improvement to student pathways and to marketing of the University's educational offerings to potential students through reduction of complexity

   c)   improvement to the alignment of units and courses through sharing of Unit Records across Colleges and Schools that are delivering the same awards of the University

   d)   significant reduction of the number of approved Unit Records to reduce workload and stress on University, College and Schools systems.

2.   Principles

2.1   As established by the Collegiate Agreement between the University and each of its Colleges:

   a)   "the awards, courses of study and unit records approved by the Council, Academic Board or authorised officers of the University ("University IP") are the intellectual property of the University and that copyright and ownership of this University IP is vested in the University. The University grants to the College a royalty-free, non-exclusive licence to use the University IP for the term of this Agreement"; and

   b)   "ownership of materials created for the delivery of approved units or courses of the University that are developed by a College or its employees remain the intellectual property of the College or employee, as determined by the College's policies and employment agreements".

2.2   Ownership of materials created for the delivery of approved units or courses of the University that are developed by an employee of the University remain the intellectual property of the University as determined by the University's policies and employment agreements.

2.3   All Unit Records should be designed to be shareable either through the unit development or unit review process. This means Unit Records should be a general nature with learning outcomes that can apply to several perspectives and contexts.

3.   Protocol

3.1   If the Unit Record is designed for a very specific context and perspective that is not easily translated into other contexts, then the unit may be deemed by the Dean of Academic Programs not to be a sharable unit. Approval by the Dean of Academic Programs and the original author of the Unit Record is required if sharing is requested.

3.2   A staff member wishing to use a shareable Unit Record must inform the relevant Academic Dean and the Dean of Academic Programs or delegate, that they would like to use the Unit Record and to develop their own learning delivery strategy.

3.3   The staff member must consult the original author(s) of the Unit Record regarding the intention or purpose and goals of the unit.

3.4   The staff member does not have authority to make changes to the Unit Record. Adjustments may only be made at the content and delivery level.

3.5   Changes to a shareable Unit Record may only be made when a unit review is performed that includes feedback from all staff who have delivered the unit since it was last reviewed. The original author(s) and originating College or School is responsible for the formal proposal of changes to the Unit Record resulting from such a review, in the manner prescribed by the Unit Policy.

3.6   If the original author(s) of the Unit Record are no longer members of the University or no longer wish to claim ownership of the Unit and the original College or School agrees, the staff member may request the Dean of Academic Programs or delegate to transfer authorship of the Unit Record to that staff member and their College or School.