

## ROLE OF COURSE UNIT COORDINATORS

### 2007 ACCREDITATION AND BEYOND

The way that the curriculum is developed and taught has been changed with the 2007 reaccreditation of the SCD awards. The responsibility for the curriculum within a Discipline including the development of individual course units has been shifted from the individual Member Institutions to the faculty in the Discipline itself. The result is that the College now teaches out of a unified curriculum. This new situation, reflected in the Curriculum Policy, has necessitated the establishment of a new role, that of Course Unit Coordinator.

### Role of Course Unit Coordinators

Course Unit Coordinators are an important partner in the ongoing quality assurance of the awards taught by the College, and take up a role in conjunction with the Discipline Coordinators and the College Director of Coursework. In particular the Course Unit Coordinators are responsible for monitoring that an individual unit, when offered by different Member Institutions during the one semester, is taught at an equivalent academic standard (outcomes, content, assessment, qualifications of lecturer) by each Member Institution within the requirements of the Course Unit Outline and other accreditation documents.

This is done initially through an analysis, in light of the course unit Outcomes and Content, of the handout to students at the beginning of the semester setting out the details of the unit as it is taught. Of particular importance are the:

- list of contents as taught and timetable/time allocation,
- assessment package
- reading lists
- teaching strategies

### Unit Coordination Process:

1. The **course unit coordinator** sends the coordination form out to each lecturer teaching the unit the following semester.
2. Each **lecturer** fills in first column and returns the document in Word format to the unit coordinator by the due date, accompanied by a copy of the student handout.
3. The **course unit coordinator** analyses the material (second column) and makes recommendations to each lecturer within a week.
4. The **course unit coordinator** compiles the forms and the recommendations and forwards them to the Director (Coursework).

5. The **Director (Coursework)**, in consultation with the Discipline Coordinator, addresses any issues and concerns around quality assurance across the teaching bodies, and makes directives to staff where necessary.
6. The Course Unit coordination process will be trialled in Semester 1, 2009 using a small number of units being taught in several MIs. Course Unit Coordinators would then prepare a report for Academic Board.

## COURSE UNIT COORDINATION FORM

SAMPLE

**BB400**

Course Unit Outline OUTCOMES	Course Unit Outline CONTENT
<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• display a thorough knowledge of the structure and contents of the books of the Old Testament and the New Testament</li> <li>• exhibit perceptive understanding of the historical, geographical, social, and religious background to the Bible and the biblical world</li> <li>• demonstrate well-developed skills in the selection and critical application of a range of methods of biblical interpretation</li> <li>• use significant secondary literature in the critical interpretation of the Bible</li> <li>• show a critical appreciation of the value of the Bible in the Christian tradition</li> </ul>	<ol style="list-style-type: none"> <li>1) Introduction to the Old Testament / Hebrew Bible Literature</li> <li>2) Key methodologies and approaches to Biblical interpretation</li> <li>3) Historical, cultural, political and religious contexts of the Biblical materials</li> <li>4) Introduction to the New Testament Literature</li> </ol>

Member Institution

Lecturer's Name

Semester

Year

INFORMATION FROM MEMBER INSTITUTION	AREAS FOR COMMENT BY UNIT COORDINATOR
CONTENT & TIMETABLE/ TIME ALLOCATION	How well does this information match the Course Unit Outline?

ASSESSMENT PACKAGE	<p>Do the assessment tasks match the unit Outcomes?</p> <p>Is the assessment package in line with the SCD package?</p>
TEACHING STRATEGIES	<p>Do the teaching strategies match the unit Outcomes?</p> <p>Do the assessment tasks sample the whole unit?</p> <p>Is there variety in the assessment methods used?</p> <p>Are the assessment tasks appropriate to the level of the unit and the word length and demand hours allocation?</p>
READING LISTS	<p>Do the reading lists match the unit Outcomes and Content?</p> <p>Are the reading lists up to date?</p> <p>Do they reflect a range of theological perspectives?</p> <p>Is the level of difficulty appropriate to the level of the unit?</p>

## **PROGRESSION REPORT**

1. Response from lecturer to course unit coordinator by:
2. Recommendations from course unit coordinator to lecturer by:
3. Compiled material sent to Director (Coursework) by:
4. Directives from the Director (Coursework) by

## **INTEGRATION**

The role of Course Unit Coordinator is taken up within a broader quality assurance context:

- a. The SCD Curriculum Policy
- b. The approved Course Unit Outlines
- c. The SCD Assessment Grid for the Weighting of Assessment Tasks (Handbook Chapter 3)
- d. The Monitoring of results each semester (Academic Standards Committee)
- e. The scheduled Moderation of the Discipline (Academic Standards Committee)
- f. Regular meetings of the academic faculty in the Discipline