



## Curriculum, Programme and Unit Design Policy

**Policy Number:** *[Insert policy number here]*

**Policy Title:** Curriculum, Programme and Unit Design Policy

**Policy Owner:** PVC Academic

**Policy Contact Officer:** Manager, Standards and Quality Office

**Key words:** *curriculum design, unit, programme, award,*

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### 1. PURPOSE

This Policy describes the curriculum design principles and approaches for award and non-award offerings. It articulates the key elements which inform curriculum, programme and unit design.

### 2. POLICY STATEMENT

As the national University of Solomon Islands, SINU seeks to create a distinctive experience for students reflecting the University's unique context in the Pacific. The University is committed to designing transformative programmes and units that are not only recognised globally but also support a new generation of professionals and workers who serve their communities while addressing pressing global challenges. This Policy supports staff develop curriculum to address these goals.

### 3. SCOPE

This policy applies to coursework units, award programmes at levels 1-9 of the Solomon Islands Qualification Framework (SIQF), including TVET and higher education, as well as non-award pathway programmes.

### 4. DEFINITIONS

For this Policy the definitions are as follows:

TERM	DEFINITION
<b>Assurance of learning</b>	The quality assurance processes by which the University ensures that graduates of a Programme achieve stated learning outcomes.
<b>Award Programme</b>	A Programme recognised under the Solomon Islands Qualification Framework and approved as per the Curriculum Delegations as an award or degree offered at the Solomon Islands National University.
<b>Capstone experience</b>	An experience through which students can integrate existing knowledge, consolidate skills, apply existing knowledge and skills, reflect on and evaluate their actions and develop their graduate or professional identity in an authentic setting. It may involve work-experience, a research or creative project, work placement, internship or professional practice.

<b>Capstone unit</b>	A unit that is designed to provide students with a capstone experience.
<b>Career Development Learning</b>	Career development learning is concerned with helping students to acquire knowledge concepts skills and attitudes which will equip them to manage their careers i.e. their lifelong progression in learning and work.
<b>Constructive Alignment</b>	Constructive alignments an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved (Biggs, 2014).
<b>Core unit</b>	A core unit is a compulsory unit that must be completed to meet the requirements of a Programme, major study or minor study.
<b>Co-requisite unit</b>	A unit which must be passed previously or taken concurrently with the unit for which it is prescribed.
<b>Credit Pathways</b>	Pathways allow students to move through qualification levels with full or partial recognition for the qualifications and/or learning outcomes they can demonstrate.
<b>Credit points</b>	Credit points are defined as the number value attached to a unit that indicates the study load. At SINU, 1 credit point is equivalent to a nominal study load of 10 hours.
<b>Credit Point Profile</b>	The proportion of credit points/units at a designated level of the SIQF.
<b>Curriculum</b>	Curriculum is the content, assessment and delivery methods of the body of knowledge, skills and applications students engage with across the entire suite of learning activities and experiences to successfully complete a program.
<b>Curriculum Delegations</b>	Means the Senate approved authorities to make, change or discontinue curriculum, including changes to units and programmes.

<b>Curriculum design</b>	The designing and sequencing of learning activities, learning support, resources and assessment tasks that enable a student to attain the specified Programme Learning Outcomes.
<b>Delegated authority</b>	A person or body granted decision-making authority as detailed in the Curriculum Delegations.
<b>Delivery mode</b>	A description of the delivery means and format through which learning and teaching methods and activities are enacted.
<b>Discipline area</b>	An academic discipline area or field of educational study identifiable as a distinct branch of knowledge and research.
<b>Double-badged unit</b>	A duplicate version of a unit originally designed for delivery as part of Solomon Islands National University (typically a Bachelor degree) that is created for delivery as part of a different, usually higher, SIQF level qualification type.
<b>Elective unit</b>	An elective unit is a unit the selection of which is optional for students meeting programme, major study or minor study requirements.

<b>English Language Proficiency</b>	The ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their programme of study.
<b>Entrepreneurial</b>	Acting on opportunities and mobilising resources to create social, cultural, or economic value for others (Bacigalupo <i>et al.</i> , 2016).
<b>Exit only Programme</b>	A Programme designed to allow a student who chooses to terminate their studies before completing the requirements of their original Programme to be awarded a formal degree. Exit only Programmes are not open for direct admission. An example would be an award for completion of all components in a programme except a work placement.
<b>External Accreditation</b>	A formal process of assessing a Programme against national or international standards, such as SITESA.
<b>Generic unit</b>	Units that provide fundamental skills for success in a Programme.
<b>External benchmarking</b>	Incorporates any process through which the University compares an aspect of its operations with an external comparator. This may include desktop comparison, peer review and moderation.
<b>Internal Accreditation</b>	Means a formal University process through which a programme of study is approved and accredited in accordance with the SINU Curriculum Delegations. This includes initial accreditation of programmes and the re-accreditation of programmes every five years as required by SITESA. SINU is authorised under the SINU Act 2012 to self- accredit each programme of study.
<b>Joint Award</b>	A Joint Award involves the awarding of a single qualification that is jointly conferred by the University and one or more higher education providers. Joint Awards typically involve close cooperation in curriculum development, design, organisation, Programme delivery, and assessment of learning outcomes as well as requirements necessary for awarding the qualification.
<b>Learning outcomes</b>	The expression of the set of knowledge skills and the application of the knowledge and skills a person has acquired and is able to demonstrate because of learning.
<b>Major</b>	An approved combination of units related to a particular area or discipline offered by one or more faculties or teaching areas that have a minimum value of one third of the total undergraduate degree credit point requirements or at least 50% of a level 9 qualification. The title of the major appears on the testamur.
<b>Minor</b>	An approved combination of units related to a particular area or discipline offered by one or more academic units one or more faculties or teaching areas of one sixth of the total undergraduate degree credit point requirements. The minor is recorded on the official academic transcript but not on the testamur.

<b>Nested Programme</b>	An undergraduate or postgraduate programme that is linked to a primary Programme that is also undergraduate or postgraduate and typically at a lower SIQF level to the primary Programme, through an articulation arrangement to enable multiple entry and/or exit points to and from the primary Programme.
<b>Non-award</b>	A programme of study not recognized under the Solomon Island Qualification Framework.
<b>Pre-requisite unit</b>	A unit which must be completed satisfactorily before a specified other unit or units may be attempted.
<b>Programme</b>	A programme is an approved set of prescribed academic requirements (units) that lead to a qualification that is registered by the University.

<b>Professional registration</b>	Means the formal registration of a programme by, or on behalf of, a Professional Body, based on an assessment of the programme that includes the attainment of profession-specific competence or practice by graduates.
<b>Programme Advisory Committee</b>	A Committee convened by the Programme Coordinator to provide expertise on the currency and future readiness of Programmes to ensure their alignment with directions of the profession, industry, research, and discipline. The Committee must meet twice per year.
<b>Programme structure</b>	Refers to the specific program of units which a student undertakes to meet the requirements of a Programme as specified in the Programme Handbook for the year the Programme was commenced.
<b>Program Coordinator</b>	A nominated academic staff member who leads the development, delivery and review of the Programme in consultation with stakeholders and students, and in alignment with University policies.
<b>Proposer</b>	Means a member of academic staff responsible for initiating a proposal for a new or amended Programme usually the Programme Coordinator.
<b>Qualification type descriptors</b>	The set of statements that describes the learning outcomes of each of the SIQF types in terms of knowledge, skills and the application of knowledge and skills.
<b>Reasonable Adjustments</b>	Alternative arrangements that are made for students with verified health conditions or disabilities to meet the learning outcomes of a programme or unit.
<b>SIQF</b>	Solomon Islands Qualification Framework
<b>SIQF learning outcomes</b>	Transferable, non-discipline specific skills a graduate may achieve through learning that have application in study, work and life contexts.

<b>SIQF Levels</b>	An indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. SIQF level criteria describe the relative complexity and/or depth of achievement, and the autonomy required to demonstrate that achievement for each SIQF Level.
<b>Study period</b>	The designated period in which a unit is offered, including but not limited to semester, trimester and blocks.
<b>Teaching Area</b>	Non-faculty areas where Programme, are developed and delivered, for example, SIMC, CIF etc
<b>Unit</b>	An individual component that contributes to the completion of an academic Programme.
<b>Unit Coordinator</b>	A nominated academic who is responsible for the design, delivery and monitoring of a unit.
<b>Work integrated learning (WIL)</b>	<p>There are two types of WIL.</p> <ol style="list-style-type: none"> <li>1. A placement that which enables students to demonstrate development towards meeting required professional standards of practice, in accordance with professional accreditation requirements.</li> <li>2. That which introduces students to practices of work relevant to their degree where workplace experience is not a prerequisite for entry into a vocation</li> </ol>

## 5. POLICY PRINCIPLES

- 5.1. As the national university of the Solomon Islands, SINU strives to provide a distinctive curriculum while ensuring that programmes are globally relevant. As such, all programmes will:
- 5.1.1. Be demonstrably relevant and responsive to Solomon Islands long term human resource, workforce, community and industry needs.
  - 5.1.2. Engage with the lived realities of climate change and promote innovative, ethical and environmental responses to these realities across all disciplines.
  - 5.1.3. Embrace every opportunity to embed diverse Indigenous knowledges, languages, and traditions within the curriculum, to support a strong Solomon Islander identity.
  - 5.1.4. Design experiences that actively foster a new generation of ethical and entrepreneurial leaders who are committed to a transformed Solomon Islands.
- 5.2. While focused on serving the Solomon Island community, to ensure the portability of all qualifications, all programmes will also:
- 5.2.1. Be taught and assessed in English.
  - 5.2.2. Be designed with recognition of the diversity of students' language and education backgrounds, systematically developing and assessing English Language Proficiency and study skills.
  - 5.2.3. Recognise the reality of digital transformation in the world of work, and prepare students to use these tools effectively, responsibly and ethically.
  - 5.2.4. Focus on employability through the provision of career development learning opportunities to support the readiness of students to transition to employment or further study successfully.

- 5.2.5. Build the capabilities for entrepreneurship through the development of an entrepreneurial mindset, implementing innovations, finding solutions, sharing ideas and making change happen.
- 5.2.6. Adopt reasonable adjustments for students with verified health conditions or disabilities to ensure they have an opportunity to meet the learning outcomes.

## 6. POLICY INFORMATION

- 6.1. All Programmes will have learning outcomes that:
  - 6.1.1. Adhere to and align with the Solomon Islands Qualification Framework and any relevant professional accreditation requirements.
  - 6.1.2. That are informed by the distinctive aspects of SINU curriculum principles and any relevant professional bodies and use language that is comprehensible to Students and prospective Students.
  - 6.1.3. Be developed through external benchmarking, engagement with alumni, industry and professions.
  - 6.1.4. Show constructive alignment between programme learning outcomes, learning and teaching approaches, unit learning outcomes and assessments to enable learner progression towards achieving the Programme learning outcomes.
- 6.2. There will be a maximum of 8 learning outcomes for each Programme.
- 6.3. To be consistent with the SIQF framework, SINU has a standard approach to credit points as follows:
  - 6.3.1. The normal annual full-time load is 120 credit points.
  - 6.3.2. The expected volume of learning (undergraduate and postgraduate) is 10 hours per credit point, which will include directed instructional time, independent study and assessments. For example, the volume of learning for a 15-credit point unit will typically be 150 hours.
- 6.4. To be compliant with the SIQF, all programmes must strictly adhere to the volume of learning and credit point profile as outlined in Table 1.

Table 1: Volume of Learning for qualifications at SINU

SIQF Level	Qualification Type	Volume of Learning	Credit Point range
1	Cert I  TVET Only – see relevant training packages	0.5–1 year  Certificate I must have a minimum of 40 credits from Level I components.  The University grants the award of <i>Certificate I in [field of study]</i>	40-120
2	Cert II  TVET Only see relevant training packages	0.5–1 year  Certificate II must have a minimum of 40 credit points from level 2 components. Usually 80 Credit Points total. The University grants the award of <i>Certificate II in [field of study]</i>	40 – 120

SIQF Level	Qualification Type	Volume of Learning	Credit Point range
3	Cert III  TVET Only see relevant training packages	1–2 years <b>But</b> Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to <b>four years</b> may be required to achieve the learning outcomes. Certificate III must have a minimum of 40 credit points from level 3 components. The University grants the award of <i>Certificate III in [field of study]</i>	40-240
4	Cert IV  TVET Only  see relevant training packages	0.5-2 years Certificate IV qualifications are often either: <ul style="list-style-type: none"> <li>• shorter-duration specialist qualifications that build on existing skills and knowledge.</li> <li>• longer-duration qualifications that are designed as entry-level requirements for specific work roles</li> </ul> Certificate IV must have a minimum of 40 credit points from level 4 components.  The University grants the award of <i>Certificate IV in [field of study]</i>	40- 240 CP
5	Diploma  TVET see relevant training packages  <i>or Higher education</i>	Usually equivalent to one to two years of full-time study for which the University grants the award of <i>Diploma of X</i> . • 1-2 years	120 - 240
6	Advanced Diploma  <i>Higher education</i>	Usually equivalent to one and a half to two years of full-time study for which the University grants the award of <i>Advanced Diploma of X</i> . • 1.5 - 2 years	120 - 240
7	Bachelor Degree  <i>Higher education</i>	Usually equivalent to three or four years of full-time study for which the University grants the award of <i>Bachelor of X</i> .  30% of credit points must be at level 7  3 years – 360 Credit Points 4 years (usually only for a professional degrees) – 480 Credit Points	360 - 480
7	Graduate Certificate	Usually equivalent to half a year of fulltime study for which the University grants the award of Graduate Certificate of X.	60

SIQF Level	Qualification Type	Volume of Learning	Credit Point range
	<i>Higher education</i>	70% of credit points must be at level 7	
7	Graduate Diploma	Usually equivalent to one year of fulltime study for which the University grants the award of Graduate Diploma of X.  60% of credit points at level 7	120
8	Bachelor Honours Degree  <i>Higher education</i>	Usually, one year following a Bachelor Degree. A Bachelor Honours Degree may also be embedded in a Bachelor Degree, typically as an additional year for which the University grants the award of <i>Bachelor of X Honours</i> .  1 year which follows a Level 7 Bachelor Degree in the same discipline – a total of 480 credit points where 120 Credit Points is the dedicated honours component.	120
8	Post Graduate Certificate  <i>Higher education</i>	Usually equivalent to one semester to one year of full-time study for which the University grants the award of Post Graduate Certificate in X.  100% of credit points must be at level 8  • 0.5 – 1 year	60 -120
8	Post Graduate Diploma  <i>Higher education</i>	Usually equivalent to one to two years of full-time study for which the University grants the award of Post Graduate Diploma of X.  60% of credit points must be at level 8  • 1 -2 years	120 - 240
9	Master degree  <i>Higher education</i>	A Master's degree will usually be the equivalent of two years full-time study for which the University grants the award of <i>Master of X</i> :  The volume of learning may vary depending on the discipline background and previous qualifications of the student as follows: <ul style="list-style-type: none"> <li>• Minimum of 120 credits (if programme is preceded by a Bachelor (Honours) Degree or an equivalent qualification or professional experience).</li> <li>• Minimum of 180 credits at level 9 (if programme is preceded by a 3-year Bachelor degree or an equivalent qualification, normally in the same field).</li> </ul>	120-480

SIQF Level	Qualification Type	Volume of Learning	Credit Point range
		<ul style="list-style-type: none"> <li>Minimum of 240 credits at level 9 (if preceded by an undergraduate degree and is achieved through coursework)</li> </ul>	

## 5. Unit Properties – higher education programmes

- 5.1. All programmes will design units so that Students meet the Programme Learning Outcomes.
- 5.2. Each unit in higher education Programme will be identified as Core, Elective or Generic.
- 5.3. Units in higher education programmes will have credit points with preferred values of 10, 15, 20 and 30. Any other value requires the approval of the PVC Academic.
- 6.5. The most prevalent unit credit profile in higher education undergraduate programmes will be 15 credit points.
- 6.6. The unit credit profile for post- graduate programmes will be 15 credit points (4 units each study period) or 20 credit points (3 units per semester) with cognitive demand/complexity determining this variation.
- 6.7. Generic units to support student preparation and success for study will have an agreed credit point profile across all faculties of 15 credit points.
- 6.8. An agreed set of generic units, approved by Senate, will be core to all undergraduate programs including Diploma and Bachelor.
- 6.9. Placements and internships should reflect the required time in the workplace including preparation and assessment time. In general, such units will be a minimum of 30 credit points.
- 6.10. Each unit has a distinct set of learning outcomes, the achievement of which is measured through appropriate assessment tasks and aligned to an appropriate SIQF level for the Programme.
- 6.11. Unit Learning Outcomes are statements of the intended learning outcomes students will achieve on successful completion of a unit. Unit Learning Outcomes are informed by:
  - 6.11.1. the relevant Programme Learning Outcomes; and
  - 6.11.2. the unit's level of application of knowledge and skills.
- 6.12. A unit will have between four and six learning outcomes as a maximum.
- 6.13. Methods of assessment must be consistent with the learning outcomes being assessed, capable of confirming that all specified learning outcomes are achieved and assure that grades awarded reflect the level of student attainment.

## 7. Unit sets – Major and Minor Higher education

- 7.1. A major unit set within a Level 6 or 7 qualification, will be a designated combination of units related to a particular area or discipline offered by one or more academic units that have a minimum value of one third of the total undergraduate degree credit point requirements.
- 7.2. A major unit set within must consist of Introductory units, (level 5), Intermediate (Level 6) and Advanced (level 7) units.
- 7.3. A major unit set may include an elective from a designated list related to the discipline.
- 7.4. A minor unit set within a Level 6 or 7 qualification will be an approved designated set of 4 units of specified units and do not contain elective choice.

## **8. Other types of units – higher education**

- 8.1. All level 6 and 7 programmes must include units that intentionally develop English Language Proficiency.
- 8.2. All programmes should include units to develop digital and ICT skills relevant to the work context.
- 8.3. Work Integrated Learning (WIL) units will have a credit point value that reflects the commitment in hours – (1 credit point equivalent to 10 hours) and will normally be a minimum of 30 credit points.
  - 8.3.1. WIL must be embedded into the curriculum to support the integration of theoretical learning with its applications in the workplace or community environment, with preparatory and reflection activities designed to support students pre and post the WIL experience.
  - 8.3.2. Consideration should be made for inclusive, equitable and accessible WIL experiences design.
  - 8.3.3. All WIL units will have clearly articulated learning outcomes and assessments related to the WIL environment.
- 8.4. A Capstone Unit is an advanced level Unit that is designed in a way that allows the student to demonstrate they have mastery of the discipline of their programme including assuring the programme learning outcomes. Examples of Capstone Units include a final placements, industry-based projects, research-based projects or industry internships.

## **9. Unit designations - Higher education**

- 9.1. Pre-requisite units should be used only when it can be demonstrated that the pre-requisite is essential learning for the student to successfully participate in the specified unit.
- 9.2. Co-requisite units should be used only when it can be demonstrated that there is a sound pedagogical argument for concurrent study.
- 9.3. Dual-level unit types - Circumstances may require subject matter of a unit for a higher education programme at one SIQF level is required for a programme at another SIQF level. Such cases require two distinct units, each with its own properties – learning outcomes, unit description and assessment. Combined teaching of such units is permitted if steps are taken to ensure that the respective learning outcomes can be achieved

## 10. Unit Properties TVET

- 10.1. Each unit has a distinct set of performance criteria, the achievement of which is measured through appropriate assessment tasks and aligned to an appropriate SIQF level or unit of competency for the Programme.
- 10.2. All TVET units must have the following properties:
  - 10.2.1. Level.
  - 10.2.2. code.
  - 10.2.3. Title.
  - 10.2.4. Annual hours curriculum
  - 10.2.5. Offering.
  - 10.2.6. Learning outcomes, as elements and performance criteria.
  - 10.2.7. Assessment requirements (performance, evidence, knowledge evidence, assessment conditions).
  - 10.2.8. Foundation skills
  - 10.2.9. Unit mapping information; and
  - 10.2.10. Result type.

## 11. Unit designations - TVET units

- 11.1. Units in a technical and vocational education programmes may be designated in the following categories as specified in the training package or programme documentation:
  - 11.1.1. Core units.
  - 11.1.2. Named elective units.
  - 11.1.3. Pre-requisites.
  - 11.1.4. Licensing requirement.

## 12. Information for students.

- 12.1. Handbook entry requirements for all Programmes will include the following fields, that are confirmed by July 30 in the preceding year.
  - 12.1.1. Programme Title
  - 12.1.2. Programme Code
  - 12.1.3. SIQF level
  - 12.1.4. Entry requirements
  - 12.1.5. Total Credit Points
  - 12.1.6. Volume of learning in hours and years of full-time study
  - 12.1.7. Programme Learning Outcomes
  - 12.1.8. Campus
  - 12.1.9. Study period offered
  - 12.1.10. Programme structure
  - 12.1.11. Units – study plan – core and elective
  - 12.1.12. Professional registration outcomes
  - 12.1.13. Work Integrated Learning requirements
  - 12.1.14. Employment outcomes
  - 12.1.15. Articulation/credit arrangements
  - 12.1.16. Fees

- 12.2. Handbook entry – higher education unit requirements for each Higher Education Unit will include the following fields, that are confirmed by July 30 in the preceding year.
- 12.2.1. Unit Title
  - 12.2.2. Unit Code
  - 12.2.3. Prerequisites
  - 12.2.4. Unit Credit Points
  - 12.2.5. Study period offered
  - 12.2.6. Unit description
  - 12.2.7. Unit Learning Outcomes
  - 12.2.8. Delivery method –lectures, tutorials, laboratories including details of how many
  - 12.2.9. Use of LMS
  - 12.2.10. Work Integrated Learning requirements
  - 12.2.11. Assessment tasks and weighting
  - 12.2.12. Grading schema used
  - 12.2.13. Texts or resources required
  - 12.2.14. Fees

- 12.3. In addition, in relation to unit ‘nominal hours’ the following information will be listed in each unit description as per the table below

*This unit is a [insert value] credit point unit and requires a typical workload of [insert credit point value x 10 hours] that includes attendance at scheduled classes, completion of assessment tasks and related study. Core activities for this unit are detailed in the following table.*

Unit Core Activities

Activity	Contact Hours
Lectures	
Tutorials	
Field work/placement	
Other – provide details	

13. Critical information about requirements to satisfactorily complete the units, will be incorporated into the unit’s LMS site and include as a minimum:
- 13.1.1. consultation and contact details for all teaching staff,
  - 13.1.2. Unit Description
  - 13.1.3. Unit Learning Outcomes/Performance Criteria.
  - 13.1.4. the unit learning resources,
  - 13.1.5. an overview of the semester schedule,
  - 13.1.6. assessment information,

#### 14. ACCOUNTABILITIES - ROLES AND RESPONSIBILITIES

The following roles and responsibilities are core to ensuring compliance with this Policy.

- 14.1. The *Senate* is responsible for:
  - 14.1.1. Reviewing documentation in relation to programmes and units for compliance.
  - 14.1.2. Only approving programmes and units that are compliance with the policy.
- 14.2. The *Curriculum, Learning and Teaching Committee* is responsible for:

- 14.2.1. Providing feedback to Faculties and Teaching Areas to guide compliance with the requirements of this policy.
- 14.2.2. Only recommending programmes and units to the Senate that meet the requirements of this policy.
- 14.3. The *Faculty Academic Board* or equivalent is responsible for:
  - 14.3.1. Active review of the documentation to guide compliance for all teaching programmes.
  - 14.3.2. Ensuring academic staff are inducted into policy requirements through guidance from the Associate Dean Teaching and Learning.
  - 14.3.3. Ensuring the accuracy of information in the University Handbook.
- 14.4. The *Quality and Standards Office* is responsible for:
  - 14.4.1. providing templates for units and programmes to guide compliance with this policy.
  - 14.4.2. Providing guidance for the university in relation to compliance with the policy.
- 14.5. The *Programme Coordinator* is responsible for:
  - 14.5.1. Designing Programmes that reflect the requirements of this Policy
  - 14.5.2. Providing guidance to Unit Coordinators in relation the design of units to ensure assurance of Programme Learning Outcomes.
  - 14.5.3. Ensuring the accurate and timely entry of information for the University handbook.
- 14.6. The *Unit Coordinator* is responsible for:
  - 14.6.1. Designing units that comply with the requirements of this Policy.
  - 14.6.2. Ensuring unit learning outcomes, teaching and assessment support the attainment of Programme Learning Outcomes.

## 15. RELATED DOCUMENTS

SITESA Solomon Islands Quality Standards  
 Solomon Islands Quality Framework  
 Programme Development and Review Policy  
 Admission and Enrolment Policy  
 Assessment and Examination Policy

## 16. MONITORING AND REVIEW

The Policy Owner is responsible for reviewing this policy annually and ensuring compliance through periodic audits and reporting.

## 17 APPROVAL AND AMENDED HISTORY

<b>Policy Approved by:</b>	<b>Executive Governance Committee ( EGC) acting with the full authority of the SINU Council</b>
<b>Date policy first approved:</b>	<b>13<sup>th</sup> August 2025</b>
<b>Date last modified:</b>	-
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