

Academic Transformation 2020

UNE Course Design Framework (Version 1.5)

Overview

The student, not the subject must remain the central feature of the University

-Robert Madgwick, 1955

The UNE Course Design Framework articulates design principles to guide the development of UNE courses. The intention is to target the way the curriculum supports student success (measured primarily through retention and completions), course sustainability, as well as staff and student satisfaction.

Drawing on an evidence-based approach to course design, these principles serve to create coherent structures, flexible pathways and purposefully designed learning experiences and assessment, whilst also increasing the sustainability of course offerings.

While UNE is committed to the application of all these design principles, it is recognised that there will need to be a certain lead-in time for their full implementation, and flexibility in the way they are interpreted and implemented. As such, current redevelopment activity will focus on either the implementation of these design principles or the creation of conditions to support their implementation at a later date.

The principles of the design framework are outlined under the following headings:

1. University-wide programs and student pathways
2. Course design and structure
3. Major design and structure
4. Unit design and structure

Related documents and policies include:

- Course Design Framework Teaching and Learning Rationale
- AT2020 implementation program management plans
- Teaching and Learning plan – forthcoming
- Teaching and Learning Policy Suite

1. University-wide programs, student support and pathways

UNE will:

1.1 Ensure each student has the opportunity to work directly with an academic success advisor (expected)

In addition to course and discipline-specific foundational study, students will work with an academic success advisor to orient the student to UNE, outline the expectations of study (including online study), ensure awareness of support available, engage in degree planning and to identify particular study and support needs for that student.

1.2 Adopt a statement of minimum standards for online learning (expected)

The statement will detail the university's quality expectations around consistency of student experience, assessment, engagement, communication, behaviours, learning materials, and other aspects of online learning.

1.3 Establish flexible entry pathways through a university-wide pre-degree enabling program (expected)

This program will form a flexible entry pathway for undergraduate study. This will replace the existing Foundations Studies programs.

Students will undertake a skills inventory to assist in guiding them towards combinations of two to eight threshold units, in disciplinary study and/or academic foundations, as suits their readiness and professional aspirations. A formal part of this program will guide students in evidencing prior learning achieved through VET, non-award courses or experientially. Relevant learning outcomes achieved in this pre-degree program may provide credit towards students' subsequent degree-level study.

This pre-degree program will be available using enabling load where available, CSP load where caps have not been met, and available as a full-fee-paying option through Open Universities Australia in other cases. UNE may wish to consider targeting government-funded places towards low-SES pre-degree students, and/or employing HEPPP funding to support these students in discounted FPP places.

1.4 Develop a consistent approach to horizontal integration (combined degrees) (selected courses)

There will be a consistent approach to horizontal integration (double or combined degrees). The 48cp of electives available in each single degree will be substituted for a major of the other degree.

1.5 Design accelerated vertical progression between undergrad and postgrad degrees (selected courses)

Accelerated vertical progression between undergraduate and postgraduate degrees will be designed into degree pathways. All postgraduate pathways will designate at least 4 units (24cp) which can be taken either at Graduate level or at Advanced undergraduate level. Undergraduates who complete the unit at Graduate level will be able to count those units as credit (Advanced Standing) towards the completion of a postgraduate coursework degree.

1.6 Invest in postgraduate course pathways which presume part-time, year-round study (selected courses)

Industry-focused micro-credentials will be available for each major and postgraduate coursework program. As a default, these can consist of six-week, 3cp "half units" that focus on the development and credentialing of specific industry-focused skills. While they contribute to the major, they are also available as stand-alone credentials, and as potential components of Bespoke programs.

1.7 Adopt a system of Foundation and Advanced level units (optional)

Undergraduate units will be at two levels: Foundation and Advanced. Foundation units correspond to the current AQF level 5, current UNE “level 100” units. Advanced units correspond to AQF levels 6-7, current UNE “level 200” and “level 300” units. Currently, it is not required for students to complete a quantum of level 200 units before enrolling in level 300, so there is little justification for the existence of the two separate advanced levels. Students must complete a minimum volume of study in Foundation units before progressing to Advanced level study.

2. Course design and structure

The following design principles serve to create both coherent linear pathways for students and sufficient flexibility to accommodate the various patterns of part-time and full-time enrolment needed by UNE’s diverse cohorts, whilst also significantly reducing the “long tail” of small-enrolment units.

The design principles are that each UNE course will:

2.1. Articulate a clear design-narrative which identifies target student needs, supports student success and course sustainability (expected)

The provision of such a narrative promotes curriculum coherence. A ‘coherent’ curriculum is one that holds together, that makes sense as a whole; and its parts, whatever they are, are unified and connected by that sense of the whole (Beane, 1995).

2.2. Articulate high-level learning outcomes (expected)

Each course will articulate detailed high-level learning outcomes describing the capabilities of the graduates from the degree. **Course, major, minor and unit design will be aligned with course learning outcomes.** The function of the capstone unit (see 3.5 below) will be to explicitly assess how the students have achieved the course learning outcomes at the relevant AQF level.

2.3 Be organised with internal structures of majors and minors (or equivalent) (expected). See models in Figure 1 below.

- a. **Majors will comprise 48cp (equivalent to eight x 6cp units)**¹
- b. **Minors will comprise 24cp. *Minors can be formed through any selection of units identified as forming a coherent pathway.***

There are various kinds of minors that could be provided. For example:

- **Cognate minor:** most usually, a minor will comprise the first 24cp of a cognate major (a subset of the major).

¹ Note that this assumes that course design continues with the majority of units being trimester-long, 6cp units. We now have the option of smaller units, in particular 3cp, 6-week units, which can be used in major and minor design. The significant number is the total number of credit points.

- **Specialist minor:** a minor might be used to extend specialist offerings within a discipline area (an extension of the major). I.e. A “specialist minor” might comprise an additional 24cp of advanced material in a discipline and is taken only as a co-requisite with the corresponding major.
 - **Breadth minor:** a cross-disciplinary minor from within the School or Faculty which serves to broaden the learning and experience of the student in a way which complements their core studies in the discipline.
- c. Variations to these principles can be made if required to accommodate professional accreditation requirements.

Some models – undergraduate degrees

Core units will be organised in majors and minors, as suit the contours of the degree. For instance:

- An Arts degree might consist of two parallel 48cp majors (e.g. History and French)
- A Science degree might consist of a core block which must be completed independently of chosen major(s) and or minors
- A Business (Management) degree might consist of a core 48cp Business major, and a 48cp specialist major in Management.

Four-year degrees and those requiring professional accreditation would adapt this model, but adhere to the underlying design principles.

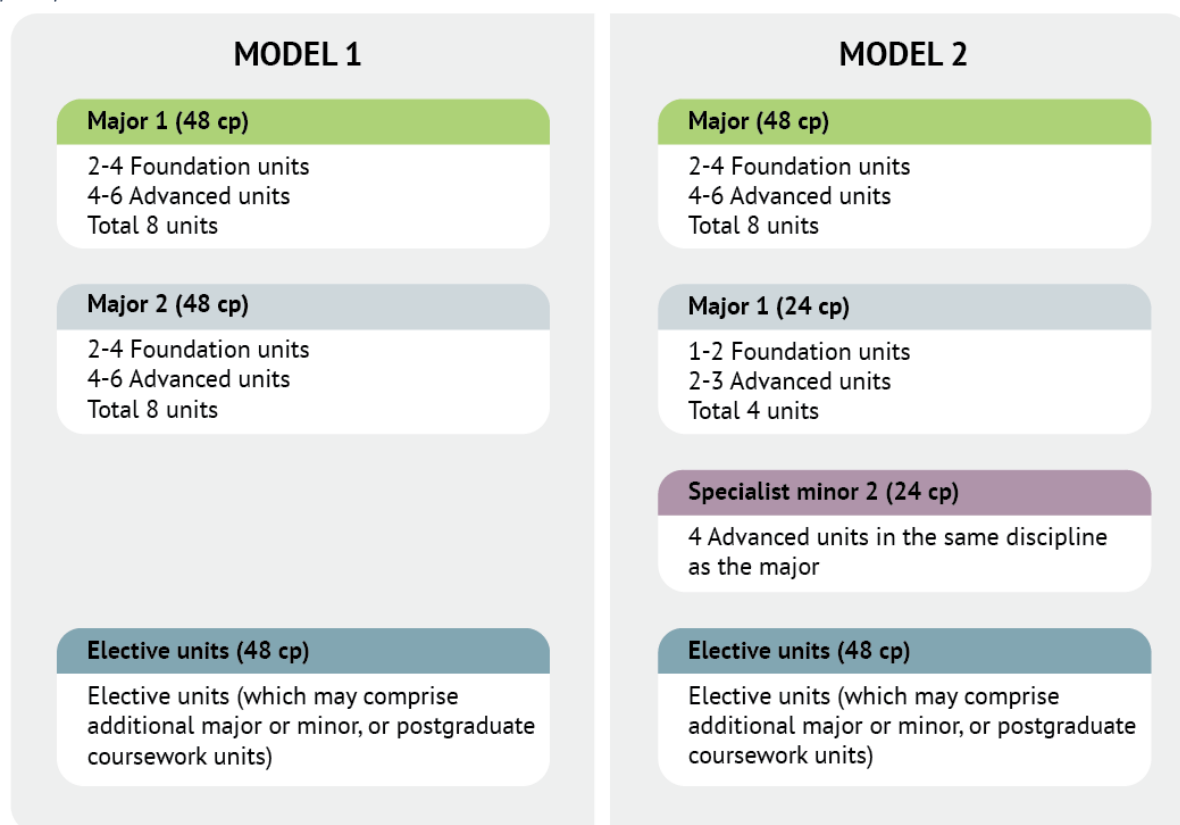


Figure 1 Some models – undergraduate degrees

Standard undergraduate double degree structure

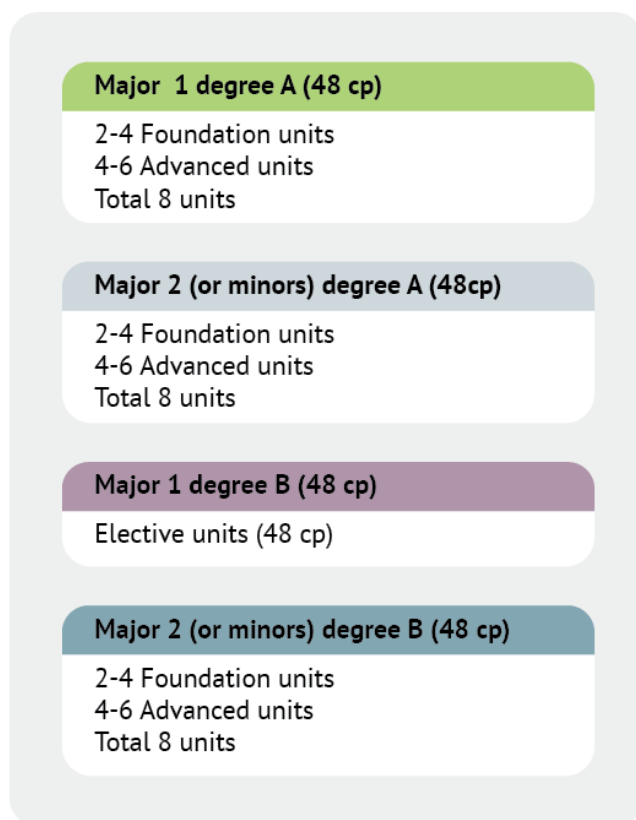


Figure 2 Standard undergraduate double degree structure

2.4 Consist of a standard volume of learning (expected)

In undergraduate courses, there will be 144cp in a 3-year degree or 192cp in a 4-year or double-degree.

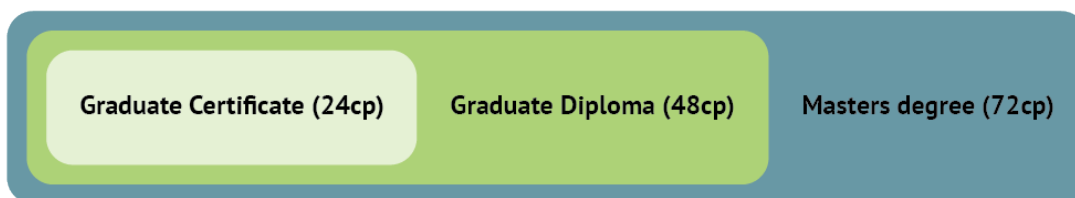
2.5 Offer only units which are part of a major or minor either within the course or elsewhere in the School or Faculty (expected)

No units will be offered that are not part of majors or minors. There will be no “orphan” or elective-only units. Electives chosen by students will need to be units which are available as part of majors and minors (specialist to the discipline or in other courses).

2.6 Provide nested exit pathways (expected)

a. At an undergraduate level, students completing 48cp of Foundation units including the required Foundation units from the core and specialist majors may exit with an undergraduate diploma. Students who complete a total of 96cp including all required Foundation units may exit with an associate degree. Note that **sub-degree courses are not equivalent to pre-degree courses** (see 1.3, above). Diploma and associate degree exit pathways assume students commence at AQF level 5 equivalent to bachelor students.

b. Postgraduate coursework degrees will be designed to allow explicit exit pathways at Graduate Certificate (24cp), Graduate Diploma (48cp) and Masters (72cp) level.



2.7 Consist of 96cp (sixteen 6cp units) of core material and 48cp (eight 6cp units) (for a typical 3-year undergraduate course) available for students to take as:

- **Further specialisation** – as in named or accredited degrees
- **Electives**
- **Combined degree packages** (including vertical combined degrees where units taken at Graduate level cross-count towards postgraduate coursework degrees).

2.8 Schedule Foundation-level units at least twice per year (number and availability subject to resourcing) (selected courses)

2.9 Embed indigenous ways of knowing and learning into the core curriculum (area to interpret).

2.10 Limit prerequisites (replacing them with statements about recommended prior knowledge or volume of prior learning) (area to interpret)

Prerequisites will be limited to cases in which completion of the prerequisite is essential for successful completion of the later unit. Current prerequisite pathways are often based around recommended or desirable unit sequences, often designed with full-time students in mind. The effect of these on UNE's largely part-time cohort, with unit scheduling practices that are often difficult to predict in advance, is that student pathways are often delayed, haphazard, and do not meet the needs for flexibility for our students. Instead of prerequisites, statements of recommended prior knowledge are preferred.

3. Major design and structure

Each major will:

3.1 Articulate high-level learning outcomes (expected)

3.2 Comprise 48cp (minors 24cp) (expected)

The 48cp will consist of two to four Foundation units (one of which should be a threshold unit) and four to six Advanced units (one of which should be a capstone unit, see 3.5, below). For example, see Figure 3.

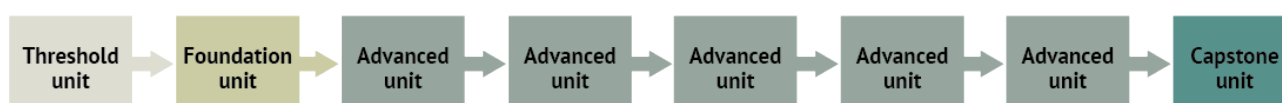


Figure 3 Sample structure of a major

3.3 List no more than 72cp as available in any one major (expected)

This will ensure a clear and consistent focus on the aims and objectives of the major by constraining the range of choice allowed (the number of listed units available) for students to choose as their Advanced units.

3.4 Commence with a threshold unit (expected)

The threshold unit should be an orientation to the major and/or to the course of which it is a part. A threshold unit initiating a core block (and which therefore provides an orientation to an entire course) should be available continually during the year-long flexible teaching period, allowing students to commence a UNE degree at any point in the calendar year.

3.5 Conclude with a capstone experience (expected)

One or more capstone units taken at or near the end of the degree allow the student to demonstrate holistically what they have learnt and the skills that they have acquired throughout the study of the major. Up to 12cp could be designated as comprising this capstone experience. It might consist of a research project, an industry internship, an applied project or the completion of a portfolio of work commenced earlier in the major. The capstone unit will explicitly assess how the students have achieved the course learning outcomes at the relevant AQF level.

3.6 Be designed with a consistent pedagogical approach across the constituent units (expected)

Units in a major or minor will be designed by the course team with a consistent/coherent pedagogical approach. The defining pedagogy might be articulated at Faculty, School, Discipline or major level. The pedagogical philosophy (e.g. situated learning, PBL, inquiry-based learning, etc. – as appropriate to the discipline) will be articulated for the major, possibly nuanced for different cohorts (e.g. first-year students). Note that this will require *all* academics teaching into units which contribute to a major to come together to plan the design and structure of the major as part of a discipline team under the leadership of a Discipline Lead or Course Coordinator (see 4.6 and 4.7 below).

3.7 Adopt consistent expectations for students (expected)

Units in a major or minor will be designed by the course team with consistent expectations for students. A team-based approach to design will be taken for all units. Consistent expectations for students across the units which comprise the major will be set and communicated.

3.8 Schedule at least one Foundation-level and one Advanced-level unit every trimester (expected)

To enable this schedule:

- a. **Every undergraduate major should schedule at least one Foundation-level and one Advanced-level unit every trimester.**
- b. **Undergraduate breadth minors should ensure that Foundation-level units (if any) are scheduled twice per year.**
- c. **Postgraduate course pathways should presume a student will be studying year-round, part-time.** As a default, postgraduate pathways should be designed as a sequence of linked, 3cp units

to be studied in order but at a pace and intensity set by the student. Student-centred design will be critical to the eventual pathways designed.

4. Unit design and structure

In designing the majors for each course to fit the preceding course design framework, existing units can be re-used in their current form. In some cases, units will need to be redesigned to ensure that they genuinely provide a coherent, modern and engaging learning experience for students – and fit with the intention and structure of course and major.

The following design principles govern individual unit design. Units will

4.1 Be designed to maximise student retention (expected)

For instance, early, **formative assessment will be designed into every unit**. Research is clear that early, formative assessment with timely feedback significantly increases students' likelihood of success. Feedback before census date allows students to decide whether to withdraw without penalty. **Interactive learning will be an explicit feature of unit design**. Research demonstrates that "teacher presence" and peer engagement are strongly linked to student success in online learning (e.g. Stone, 2017).

4.2 Be designed specifically for online delivery if offered for online or blended delivery (expected)

Stone (2017) summarised extant research indicating that designed-for-online units markedly increase student success. In particular, **UNE will move from traditional lectures to engaging students in active learning**. The learning experience will be [flipped](#): learning activities that are purely transmission of information will be pre-recorded where essential, and face-to-face interaction (both on campus and online) will be interactive learning sessions.

4.3 Use assessment strategies which maximise student learning. (expected)

Assessment will be designed purposefully to maximise student learning. Students will have the opportunity to complete formative assessment tasks prior to Census Day. This will allow them to better gauge their progress early in the teaching period. Where possible, large, high stake assessment tasks should be broken up into several smaller tasks. Assessment should be adequately scaffolded, and clear instructions should be provided to help maximise student success. Assessment rubrics which clearly articulate the assessment criteria are provided.

4.4 Limit the default use of formal invigilated examinations (face-to-face or online). (expected)

Unless required by accrediting agencies, formal invigilated examinations should be replaced by alternative assessments. If a formal invigilated examination is to be used, it needs to be clearly justified and demonstrated to align with the pedagogical approach adopted by the course (see 3.6).

4.5 Apply explicit engagement and interaction strategies for both online and face-to-face cohorts. (area to interpret)

This may involve the use of academic staff, teacher-clinicians, industry specialists or professional student support staff working with students in the online environment as part of the teaching team.

4.6 Be designed by a team. (area to interpret)

Team-based design brings together the required expertise necessary for quality course design. A design team will comprise core team members with access to specialists whose expertise can be drawn upon when required.

4.7 Be designed to be delivered by a team. (area to interpret)

Design for team-based delivery will be the default. Majors and minors will be delivered by teams of teachers who are able to rotate into and out of roles within large-enrolment units. Smaller, more specialised Advanced units will be the only units in which a single lecturer will be largely responsible for the student experience. Teams may include teaching/research academics, teaching-focused/clinical academics, subject-specialist professional student support staff (demonstrators, eLearning advisors) or transdisciplinary student support staff (academic skills, pastoral or administrative support).

4.8 Prioritise the use of Open-Education Resources (OER) wherever possible. (optional)

The current cost impost on both the University Library, and, most importantly, our students to purchase textbooks and e-textbooks is increasing unsustainably (c. 6-12% p.a.). The increasing availability of open resources can be leveraged and paid forward by UNE developing its own open learning resources and making these available to the international scholarly community.

Advanced unit: a unit which corresponds to either AQF level 6 or AQF level 7 (commonly referred to as 200- or 300-level units respectively); one of the three levels of unit within the CDF (the others being

Foundation and Graduate unit). Such units should provide students with broad and coherent knowledge and skills in the discipline area as well as opportunities to:

- analyse and evaluate information to complete a range of activities;
- analyse, generate and transmit solutions to unpredictable and sometimes complex problems; and
- transmit knowledge, skills and ideas to others.

Advanced units typically constitute 4-6 units of a major, and are not commenced until required Foundation units are complete. A **Capstone** unit is a kind of Advanced unit. See guidance note on [Unit Sequence](#) for more information. See 1.7 and 3.2.

Breadth minor: a cross-disciplinary minor which serves to broaden the learning and experience of the student in a way which complements their core studies in the discipline. Distinct from a **cognate minor** (a subset of a specialist major) and a **specialist minor** (an extension of a specialist major). The course's School (or Faculty) of ownership may develop and maintain a catalogue of breadth minors, from which the course team may identify listed minors suitable for the course. Breadth minors should ensure that Foundation-level units (if any) are scheduled twice per year. See 2.3b and 3.8.

Capstone unit: the final unit in a major. Taken at or near the end of the degree, a capstone unit allows the student to demonstrate holistically what they have learned and the skills that they have acquired throughout the study of the major. It might consist of a research or applied project, an industry internship, or the completion of a portfolio of work commenced earlier in the major, enabling students to demonstrate achievement of course learning outcomes. The unit should explicitly assess how the student has achieved such learning outcomes at the relevant AQF level. Up to 12 cp can be designated as comprising this capstone experience. Capstones are an **Advanced** level unit. See guidance note on [Unit Sequence](#) for more information. See 2.2, 3.2 and 3.5.

Cognate minor: the typical minor, which comprises the first 24cp of a cognate major. It will typically have only prescribed units, mostly Foundation-level. A subset of a **specialist major**. Distinct from a **breadth minor** (cross-disciplinary) and a **specialist minor** (an extension of a specialist major). A cognate minor can also be an exit point from a major. See 2.3b.

Core curriculum: see **core material**.

Core block: this is a core or foundation group of units prescribed by the course or discipline to be completed by the student before they move into a chosen focus area. This term is relevant only to those degrees which have such a core body of units. This is typical in the Sciences but may also be the case in degrees linked to professional or industry accreditation. In contrast, it is less likely to be applicable in (for example) a traditional Bachelor of Arts (BA) degree, whereby students make personal choices from the start of their studies and there is little or no prescribed core material. Units traditionally termed **core units** could become the core block (or core major) of the degree, typically including at least 8 prescribed units (48cp). There is flexibility for such a core block to be less than or greater in volume, as the course/discipline team determines is most appropriate, provided they have a coherent rationale for their design which emphasises curricular coherence and student success. In courses which require the

completion of a core block, there would be just one core block per course, unless the course was a double degree, in which case the course might require the completion of two core blocks. Sometimes referred to as a core major. See 2.3, *Some models – undergraduate degrees*.

Core major: see **core block**. Ref. CDF v1.42 at 2.3, *Some models – undergraduate degrees*.

Core material: a collective term for the main body of the course (typically 96 of 144cp); studies deemed fundamental and essential for meeting the requirements of the degree and course learning outcomes; it encompasses the major(s) of the course (both core and specialised). The **core block** (if one is specified for the degree) would be uniformly undertaken by all students enrolled in the degree; a **specialised major** would be chosen by each respective student and would reflect their personal interest areas. Core material is distinct from electives, further specialisation (including **specialist** or **breadth minors**), or units which form part of the overlap within a combined degree. Sometimes referred to as (or broadly synonymous with) 'core studies', '**core units**' and 'core curriculum'. See 2.3, 2.7 and 2.9.

Core units: Within the CDF, this is a collective term synonymous with **core material**. See 2.3, *Some models – undergraduate degrees*. [Note also the existing definition of the specific, singular term, 'core unit': '... a unit that is compulsory for a Student to complete in order to satisfy the course rules. Core Units do not count towards a Major. Core Units would not normally be substituted for any other unit' (ref. [Unit Approval Procedures](#) at section 62). This use of the singular term refers to those prescribed units that would be grouped into a **core block** (or core major) under the CDF.]

Foundation unit: a unit which corresponds to AQF level 5 (commonly referred to as 100-level units); one of the three levels of unit within the CDF (the others being **Advanced** and Graduate unit). Foundation units provide students with specialised knowledge and skills (both disciplinary and academic) required for successful continued learning in the discipline area. Foundation units typically constitute 2-4 units in any **major** or **core block** and must be completed before progressing to Advanced units. There must be at least one Foundation-level unit from each major scheduled every trimester. A **Threshold** unit is a kind of Foundation unit. See guidance note on [Unit Sequence](#) for more information. See 1.7, 2.3, 2.6 and 3.2.

Listed unit: Within the CDF, a listed unit is one that a student can select from a short, fixed list to fulfil the requirements of a major, affording a degree of choice within a major. Listed units are typically **Advanced units**. The list is devised by the course team to meet the objectives and outcomes of the major. It will be constrained in proportions such that the major will list no more than 12 units (72cp) in total from which the student completes 8 units (48cp). Those 12 units will include both prescribed and listed units but no electives. Listed units would typically account for no more than four of the eight units counted towards the major, to ensure that the prescribed units encompass all threshold, foundation and capstone requirements. In effect this means that a major cannot normally have more than eight listed units from which students may choose. See 3.3. [Note also the existing definition of a 'listed unit' under UNE policy: 'Listed unit means a unit that contributes to a Major or where a course does not have a Major contributes to the course and supports the Core units' (ref. [Unit Approval Procedures](#) at section 62). This definition still applies.]

Major: a standard volume of learning comprising 48 credit points (eight 6cp units) which, along with the **minor**, is one of the two internal structures of degree courses under the CDF. Each major will articulate high-level learning outcomes aligned with course-level learning outcomes. Majors will typically include two to four **Foundation units** and four to six **Advanced units**, commencing with a **Threshold unit** and concluding with a **Capstone unit**. Each major will schedule at least one Foundation unit and one Advanced unit every trimester to facilitate continuous progression through the three trimesters of the year. It is anticipated that a major will sometimes have eight prescribed units (allowing no student

choice) but more commonly will have some **listed units** (from which students can select units to complete the major). Sometimes referred to as a **specialist major** to distinguish it from a core major (often referred to as a **core block**). See section 3, *Major design and structure*.

Minor: a standard volume of learning comprising 24 credit points (four 6cp units) which, along with the **major**, is one of the two internal structures of degree courses under the CDF. Each minor will be aligned with course-level learning outcomes. It is anticipated that a minor will typically have four prescribed units (allowing no student choice) but sometimes may have some **listed units** (from which students can select units to complete the major). There are various kinds of minors that may be offered as part of a degree course: **breadth minor**, **cognate minor** and **specialist minor**. See 2.3b.

Specialist major: a chosen major that reflects the personal choice of a student (distinct from any ‘core major’ that might be a part of the degree course); ‘specialist major’ is the typical **major** in the traditional sense of the word.

Specialist minor: used to extend specialist offerings within a discipline area – an extension of a **specialist major**. A specialist minor would typically comprise an additional 24cp of advanced material in a discipline and is generally taken as a co-requisite with the corresponding major. Distinct from **breadth minor** (cross-disciplinary) and **cognate minor** (a subset of a specialist minor). See 2.3b.

Threshold unit: the first unit in a **major**; a **Foundation unit**. Such a unit should be an orientation to the course and or major of which it is a part. It should introduce students to the field of study by exploring key concepts, defining key terminology and providing the key skill sets (both disciplinary and academic) required for successful completion of study. A threshold unit initiating a core block (and which therefore provides an orientation to an entire course) should be available continually during the year-long flexible teaching period, allowing students to commence their UNE degree at any point in the calendar year. See guidance note on [Unit Sequence](#) for more information. The term ‘threshold unit’ is also sometimes applied to units within pre-degree enabling programs which are designed to assist candidates in developing disciplinary study skills and or academic foundations. See 1.3, 3.2. 3.4.

Vertical combined degrees: two degrees (one undergraduate, the other postgraduate) wherein Graduate-level units completed as a part of the bachelor’s degree count towards subsequent accelerated completion of a cognate postgraduate coursework degree. Subject to UNE [Advanced Standing Policy](#), [Procedures](#) and [Application Guidelines](#). Contrasted with horizontal combined degrees which are two undergraduate degrees undertaken simultaneously. See 1.4, 1.5 and 2.7.

Version	Date	Author	Rationale
0.1	11/9/2019	PVCAI office	At the directive of the Vice-Chancellor following Budget Summit (23/8/19) PVCAI developed draft UNE Course Design Framework for consultation with PDVC and Deans
0.2	12/9/2019	PVCAI office	Meeting with PDVC and Deans on 12/9/19 added sections on Communications, governance, staff capability, timelines, technology and learning environments
0.3	24/9/2019	Curriculum Management, Student Success	Timeline updated to include Curriculum Management System implementation.
0.4	27/9/2019	PVCAI office	Updated to include further feedback from Deans, PDVC and VC, the outcomes of the enabling/sub-degree symposium of 17/9/2019
0.5	5/10/2019	LaTT	Create new version, add heading, changed file name. Incorporated feedback from MW & APEC
0.5.2	7/10/2019	LaTT	Significant structural changes, rewriting.
0.6	11/11/2019	PVCAI office	Incorporate further feedback from APEC, PDVC, PVCER, LaTT; documents released to UNE Academic Board and subcommittees. Accepted as Version 1.0 - Approved in Principle
1.2	18/6/2020	LaTT	Significant structural changes in response to feedback from APEC and Deans. Reordering for more logical flow. Removal of implementation section. Addition of principle 3.3 at APEC request. Rewriting to improve readability and clarity.
1.3	1/7/2020	LaTT	Accepted changes from feedback. Resolved comments, listed unresolved tasks.
1.41	8/7/2020	LaTT	Corrections. Fixed formatting errors.
1.42	9/7/2020	LaTT	Replaced 'compulsory' with 'expected'. Revised graphics added
1.43	15/7/2020	LaTT	Added draft glossary. Corrected textual errors and inconsistencies.
1.5	15/7/2020	LaTT	Resolved and removed comments. Glossary positioned as DRAFT for feedback.

			<p>CDF v1.5 Endorsed ABSC 21/07/20</p> <p>CDF v1.5 Approved VC 03/08/20 as per CAB Memo: D20/121512</p>
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