

## **COURSE APPROVAL AND QUALITY MANUAL (CAQM)**

### **CONSULTATION | Major changes to policy and procedures**

The following table outlines the major changes to the Course and Approval Quality Manual.

#### **COURSE DESIGN APPROVAL AND REVIEW POLICY**

<b>Change to document</b>	<b>Rationale</b>
Consolidation of a range of sections of policies and procedures into a single Course Design Approval and Review policy.	Title more closely reflects the policy scope and related procedures.
Reference to Higher Education Standards Framework 2015 and international regulatory requirements.	Updated to reflect new standards and globalisation goals in the Curtin Strategic Plan 2017-2020.
Approvals by Academic Board, Deputy Vice-Chancellor Academic and Director Course and Teaching Quality.	Clarifies and streamlines approvals process based upon risk and Academic Board constitution. Consistent with recommendations of CARR Taskforce
Limitation of course approval period and re-approval	Consistent with recommendations of CARR Taskforce.
Risk-based approach to annual (ACR) and comprehensive (CARR) course reviews.	Consistent with recommendations of CARR Taskforce.

#### **GRADUATE CAPABILITIES POLICY**

<b>Change to document</b>	<b>Rationale</b>
The current procedure is elevated to an Academic Board approved policy. No other material changes have been made since it was approved by AB on 24 May 2018.	Academic Board approved the Graduate Capabilities policy in May 2018.

#### **ADVISORY COMMITTEES PROCEDURE**

<b>Change to document</b>	<b>Rationale</b>
Change in title and terminology from Faculty Advisory Councils and School Advisory Boards to relevant Committees.	Simplified and inclusive title. Change to committee addresses corporate concerns regarding role and responsibilities of membership.
Addition of student advisory committee.	Consistent with AB 2017 discussions regarding student engagement in academic governance.
Addition of reference to international representation.	Consistent with Curtin's international operations and international higher education regulatory environment.

Addition of reference to Indigenous representation and engagement on Faculty Advisory Committee.	Consistent with Universities Australia Indigenous Education strategy.
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### COURSE AND COMPONENT APPROVAL PROCEDURE

Change to document	Rationale
Consolidation of the Course and Component – Approval and Deactivation Policy and clarification of approval process – integration of re-activation and deactivations and OUA	Simplification and consolidation of processes and language in document, many sections now embedded in the AKARI.
Changes in terminology and clarification of roles	Reflects current practice, systems (e.g. AKARI) and structural change in the university.
Simplification of levels of change.	Streamlines processes, reflects stakeholder feedback.
Levels of change Conventions re-aligned from four to three levels, simplification of changes to levels based upon current Academic Board constitution.	Changes based upon feedback from stakeholders and identified pain point in business analysis.

### COURSE AND COMPONENT DESIGN PROCEDURE

Change to document	Rationale
Consolidation of Academic Awards and Course design (Associate Degree, Bachelor degree, Bachelor double degree, Bachelor Honours degree, Postgraduate coursework degree and Postgraduate Research and Doctoral degree ) procedures.	Update, simplification and consolidation of language in document.
Removal of streams	Feedback from stakeholders and identified pain point in business analysis; can be managed better in other ways.
Introduction of modules	Enables microcredentialling, based upon benchmarking and emerging higher education practice.
Majors and courses have same entry requirements	Feedback from stakeholders and identified pain point in business analysis. Will significantly improve student experience.
Field work will be included in credit bearing units	Reflecting changes in government policy and feedback from stakeholders.
Credit point value of units; Generally 25 credit point increments; Limit to 2 x 12.5 units in a course.	Improved consistency and quality of programs that will enhance management of courses and student experience.
Course and major structures: More flexibility in design of majors, but greater consistency in volume of majors (i.e. 200CP).	Improved consistency and quality of programs that will enhance management of courses and student experience.

Minors: Introduction of new minors to enable new course structures.	Improved consistency and quality of programs that will enhance management of courses and student experience.
Postgraduate courses; No undergraduate units, limits on equitable/co-taught units	Improved consistency and quality of programs that will enhance management of courses and student experience.
Inclusion of non-tertiary courses and postgraduate certificates/diplomas included.	Reflects international regulatory environment and current scope of operations at Curtin.
Vertical degrees and Master double degree and Stackable Master degrees	Enables contemporary course designs.
Lifting restrictions on courses offered through OUA.	Reflects contemporary course design and commercial opportunities.

### COURSE RENEWAL PROCEDURE

Change to document	Rationale
Change in name from Course review to Course renewal procedure	More inclusive and communicates intent of the review process.
Introduction of annual unit reviews	Consistent with recommendations of CARR Taskforce.
Revised ACR process	Consistent with recommendations of CARR Taskforce.
Revised CARR process, formalisation of assurance of academic standards and external review panel and process.	Consistent with recommendations of CARR Taskforce. Includes reference to international campus consultations/processes and indigenous representation.
Enhanced monitoring, reporting and closing of the loop	Consistent with recommendations of CARR Taskforce.

### LEARNING RESOURCES PROCEDURE

Change to document	Rationale
Consolidation and change in name from Textbooks and Flexible Learning Procedure to Learning Resources.	Reflects contemporary higher education learning and teaching practices.
Updated to reflect contemporary provision of learning resources and online learning materials.	This procedure has been redrafted in consultation with Library staff. The scope broadened to include the fundamental principles for the selection of learning resources including texts.

### NON-AWARD LEARNING OPPORTUNITY (NALO) PROCEDURE

Change to document	Rationale
Change in title from Non Award courses to Non Award Learning Opportunities.	Title reflects broader change in educational practices and CRL policy.
Separation into formal and informal NALO	Formal NALO originate from approved courses and units, informal NALO may afford some credit against units of study.
Award of microcredentials	Reflects emergent practices in higher education, consistent with benchmarking review and revisions to qualifications frameworks in other jurisdictions.

### STUDENT EVALUATION OF LEARNING AND TEACHING PROCEDURE

Change to document	Rationale
Changes to responsibilities for oversight of student evaluation of learning and teaching and other surveys of students and staff.	Organisational changes in 2017.
Teaching evaluation	Changes reflect the new Enterprise Bargaining Agreement and current practice.

### UNIT OUTLINE PROCEDURE

Change to document	Rationale
Changes in terminology to reflect new higher education and legislative changes (e.g. 2.4 (j)(k)) and policy environment (e.g. 2.3 (d), 2.4)	Reflects changes in Graduate Capabilities Policy and Student Assessment and Progression Manual.
Use of generic names for processes that may change in the short term (e.g. 2.3 (a)).	Makes procedure more flexible in longer term.

### NO SIGNIFICANT CHANGES TO PROCEDURES IN THE CAQM OR DOCUMENTS ASSOCIATED WITH THE CAQM

Procedure
Collaborative awards
Language of instruction
Coding and Naming conventions – clarified as Guidelines
Service teaching Procedure

### NEW PROCEDURES IN THE CAQM

Procedure	Rationale
Academic Integrity Development	Formalises the embedding of Academic Integrity in the curriculum and the use of Academic Integrity Program to support development of AI skills. Added here because of their link to course design.

ATAR Governance	This procedure is based upon the ATAR Governance framework approved by Academic Board in 2017.
Course and Unit Coordination	Establishes a framework for role of Course and Unit Coordinators drawn from other procedures and guidelines.
English Language Proficiency	Now includes the English Language Policy and Procedures, added here because of their link to course design.
Intermediate (Exit) Awards	Inclusion of Intermediate Awards policy in this document, with changes to improve clarity of decision making and broader rationale for approval.
Learning Analytics	Benchmarking indicated need for a Learning Analytics procedure to guide emerging practice.
Professional Accreditation	Formalises processes and monitoring of professional accreditation in accordance with Higher Education Standards Framework.
Work Integrated Learning	Formalises the WIL Guidelines and Fieldwork Policy, changes are consistent with recommendations of the 2018 Fieldwork Review.

### CAQM PROCEDURES PROPOSED FOR RESCISSION

Policy/Procedure	Rationale
Academic awards	Consolidated into the Policy and Course design procedure
Collaborative education services (domestic)	This section referred to a procedure that was never developed.
Collaborative education services (international)	This section referred to a <a href="#">policy</a> and <a href="#">procedure</a> external to the manual; they will continue to be referenced but do not require their own procedure.
Flexible Learning Procedure	No longer relevant, mainly embedded within Learning resources procedure of the CAQM.
Honours procedure	Details to be transferred to the Assessment and Student Progression Manual.

### RELATED POLICIES AND PROCEDURES PROPOSED FOR RESCISSION

Policy/Procedure	Rationale
English language and Learning Policy and Procedures	Consistent with outcomes of the English Language Proficiency Review 2017, there are no significant changes in the intent of the policy. The new procedure is upon the implementation of the post entry language task (PELT).
Fieldwork Policy	Key elements of the Fieldwork Policy are now included within the CAQM as the Work Integrated Learning procedure. The Fieldwork Procedures will stand alone and are scheduled for review in 2019.
Intermediate Awards Policy	The content of this policy has been reviewed, refined and incorporated in the proposed CAQM in appropriate locations.