



# **COURSE APPROVAL AND QUALITY MANUAL**

## **POLICY AND PROCEDURES**

**FINAL DRAFT:** 20 Sept 2018

**EFFECTIVE:** XXXXX

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# INTRODUCTION

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This manual is a compilation of policies and procedures relating to course approval and quality at Curtin University.

The full title of the manual is *Course Approval and Quality – Policies and Procedures*. It can be referred to and cited as *Courses Manual*.

Curtin University's policy and procedures on course matters are designed to be compliant with the Australian Qualification Framework (AQF) and the Higher Education Standards Framework and international higher education regulatory requirements in countries where Curtin offers award courses.

The aim of this *Courses Manual* is to provide a single, integrated, reference document for staff needing to ascertain any policy issue relating to courses. Supporting guidelines are available via the [Curtin Learning and Teaching website](#).

Upon approval, the *Course Approval and Quality Manual –Policies and Procedures* rescinds and replaces the *Course Approval and Quality Manual – Consolidated Policies and Procedures*.

The commencement date for the policy and procedures in the *Course Approval and Quality Manual – Policies and Procedures* will be **XXXXXX**. Any future amendments or revisions by the appropriate approval authorities will be effective from the date of such approval.

## **APPROVAL DETAILS**

**Endorsed:** Courses Committee

**Approved by:** Academic Board (Policy)  
Deputy Vice-Chancellor, Academic (Procedures)

# POLICY

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## COURSE DESIGN, APPROVAL AND REVIEW

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### 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Strategic Plan Theme: [Learning and Student Experience](#)

### 2. PURPOSE

To define and establish a course design, development and approval process that ensures Curtin offers high quality courses. To define the course life cycle that ensures agile and contemporary, high quality course design.

### 3. POLICY STATEMENT/S

3.1 Award Courses offered will be high quality and consistent with:

- 3.1.1 the Higher Education Standards Framework (Threshold Standards) (HESF); and
- 3.1.2 any other standards, qualifications frameworks and legislative requirements of the countries where the course is offered.

3.2 Non Award Learning Opportunities (NALOs) will be consistent with the AQF and HESF when attainment may lead to formal credit towards a Curtin award.

#### Course design and delivery

3.3 Award courses will:

- 3.1.1 Reflect the strategic objectives of the University;
- 3.1.2 Develop and facilitate student achievement of the Curtin Graduate Capabilities; and
- 3.1.3 Consist of coherent curriculum structures, informed by a philosophy of education, that facilitate the progressive and cumulative achievement of specified knowledge and skills, expressed as assessed learning outcomes.

3.4 The Deputy Vice-Chancellor Academic, upon recommendation by Courses Committee, will approve and may vary the annual Course Development and Approval Schedule (CDAS).

3.5 Award courses will have clearly specified academic requirements, identified inherent requirements and flexible pathways for entry into the course and exit to other qualifications.

3.6 Completion pathways and requirements will be clearly defined and communicated to students.

3.7 Course design is informed by professional accreditation competencies and/or standards as appropriate and is responsive to student and industry needs.

3.8 Learning resources will support achievement of the course learning outcomes and Curtin Graduate Capabilities, and will be current and accessible to all students, regardless of availability and locations.

3.9 Approaches to learning and teaching will consider the learning experiences, resources specified and cost to the student across the course and within individual units.

3.10 Course delivery will use contemporary learning and teaching strategies and technologies to facilitate and enhance learning opportunities for all students.

3.11 Staff qualifications and staffing levels will meet the requirements of the learning opportunity, professional accreditation requirements (where appropriate) and levels of support needed within the educative environment.

#### Course approval

3.12 Course (re)-approval and review processes will ensure effective curriculum planning, contemporary course design and sustainable program structures and resourcing.

- 3.13 New courses will be approved for offer in all locations, study and attendance modes.
- 3.14 Academic Board approves:
- (a.) new and significant changes to existing award courses for a specified period (typically five years);
  - (b.) all new courses and majors offered at all Curtin campus locations in all types of study and attendance modes;
  - (c.) any course or component to be conducted either wholly or partially in a language other than English (LOTE);
  - (d.) the setting or changing ATAR entry requirements or Field of Education (FOE) codes;
  - (e.) collaborative courses, courses or majors taught or badged with other institutions;
  - (f.) courses that vary from the Australian Qualifications Framework standards.
- 3.15 The Director Course and Teaching Quality (or nominee) approves changes to courses and components for administrative purposes.
- (a.) Corrections to Field of Education (FOE) codes for administrative purposes will be approved by the Deputy Vice-Chancellor, Academic upon recommendation by Courses Committee.
- 3.16 The Deputy Vice Chancellor Academic, upon recommendation of Faculty Courses Committee and/or Courses Committee, approves all other course changes;
- 3.17 Provided Course Analysis Review and Renewal (CARR) has been completed, the Deputy Vice Chancellor Academic, upon recommendation of Courses Committee, may re-approve existing courses for a further specified period, usually five years:
- 3.13.1 If a course is not reviewed through the CARR process in accordance with the agreed schedule it will be deactivated unless the Courses Committee approves an extension of the course approval period.
- 3.18 Per the Matters Reserved to Council, Council is the approval authority for the approval of major new educational activities or initiating major changes to the field of the University's educational activities.

### **Course review and renewal**

- 3.19 Academic Board will approve a five-year schedule of CARRs annually.
- (a.) The Deputy Vice-Chancellor Academic may, upon recommendation from Courses Committee, grant an extensions or variations to the schedule.
  - (b.) Only Academic Board may permit a CARR of any course to occur more than 7 years since its last review.
  - (c.) The Vice-Chancellor or Deputy Vice-Chancellor Academic may initiate a CARR at any time.
- 3.20 Course review and renewal processes will use a risk-based approach informed by:
- (a.) student, staff and industry/partner/stakeholder feedback and perspectives;
  - (b.) benchmarking against internal, national and international indicators;
  - (c.) assurance of academic standards; and
  - (d.) internal self-review and independent external academic review.

### **Disputes and Exemptions**

- 3.21 Where any doubt as to the owning area of any course arises, the Academic Board will determine ownership.
- 3.22 The Deputy Vice-Chancellor Academic may, upon recommendation from Courses Committee, grant an exemption to procedures in exceptional circumstances.

#### 4. SCOPE OF POLICY

All Staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses, components, unit and modules.

All courses offered by Curtin University.

#### 5. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document).

*NIL*

#### 6. SUPPORTING PROCEDURES

- *Course Design*
- *Component Design*
- *Collaborative Award Courses*
- *Intermediate (Exit) Awards*
- *Non Award Learning Opportunities (NALO)*
- *Australian Tertiary Admissions Rank (ATAR) Governance*
- *Course and Component Approval*
- *Professional Accreditation*
- *Unit Outlines*
- *Learning Resources*
- *Course Renewal*
- *Advisory Committees*
- *Language of Instruction*
- *English Language Proficiency*
- *Academic Integrity*
- *Work Integrated Learning (WIL)*
- *Learning Analytics*
- *Student Evaluation of Learning and Teaching*
- *Service Teaching*
- *Course and Unit Coordination*

#### 7. RELATED DOCUMENTS/LINKS

[Curtin University Act 1966](#)

[Competition and Consumer Act](#)

[Higher Education Support Act \(2003\)](#)

[Education Services for Overseas Students \(ESOS\) Act](#)

[Higher Education Standards Framework \(Threshold Standards\) 2015](#)

[Disability Standards for Education 2005](#)

[Western Australian University Sector Disposal Authority \(WAUSDA\)](#)

[Constitution of Academic Board](#)

[Matters Reserved to Council](#)

[Academic Calendar and Class Timetabling Manual](#)

[Admission and Enrolment Manual](#)

[Assessment and Student Progression Manual](#)

[Awards and Graduation Manual](#)

[Credit for Recognised Learning Manual](#)

[Graduate Capabilities Policy](#)

[Complaints Procedures](#)

*Curtin/Curtin-OUA Equivalence conventions*  
*Curtin's Disability Access and Inclusion Plan*  
*Schedule 1. Level of change guidelines*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Academic Board
<b>Review Date</b>	1 <sup>st</sup> April yyyy (5 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# GRADUATE CAPABILITIES

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

Strategic Plan Theme: Learning and Student Experience

## 2. PURPOSE

To outline the Graduate Capabilities that a student is expected to develop while studying at Curtin.

## 3. POLICY STATEMENT/S

- 3.1 Curtin is committed to producing graduates who demonstrate the Graduate Capabilities.
- 3.2 Students are made aware of the importance of development of the Curtin Graduate Capabilities early in their studies.

### **Curtin Graduate Capabilities**

- 3.3 Curtin graduates acquire discipline knowledge and professional capabilities that enable them to transform lives and communities for the better.

Curtin graduates are:

- **culturally competent to engage respectfully with local First Peoples and other diverse cultures:**

Graduates will demonstrate cross-cultural capability and have an applied understanding of local First Peoples' "katajiny warniny" (translated from the Noongar language as "ways of being, knowing and doing").

- **innovative, creative and entrepreneurial:**

Graduates will be able to apply their discipline knowledge with intellectual inquiry, be creative leaders in problem-solving and challenge traditional ideas.

- **globally engaged and responsive:**

Graduates will be able to engage with global perspectives in ethical and sustainable ways, and understand how to apply and adapt their knowledge and skills to a changing environment.

- **effective communicators with digital competence:**

Graduates will be able to effectively communicate, and confidently access, use and adapt information and technology to meet the needs of life, learning and future work.

- **Industry-connected and career-capable:**

Graduates will be capable of collaboration with industry and other stakeholders, enabling them to contribute skilled work that is valued by industry, government and community, and that reflects high ethical and moral standards.

### **Quality Assurance**

- 3.4 Learning, teaching, and assessment of the Curtin Graduate Capabilities will be assured through the normal course approval and review processes, and the monitoring of student learning experiences through student evaluation mechanisms.
- 3.5 A student's achievement of Curtin's Graduate Capabilities is an indicator of the University's achievement of its core learning and teaching function.

## 4. SCOPE OF POLICY

This policy applies to all students and staff involved in learning and teaching.

The Curtin Graduate Capabilities apply to all Curtin award courses of more than 200 credit points in length, to allow sufficient time for graduates to develop the capabilities.

## 5. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions

## 6. SUPPORTING PROCEDURES

*Nil*

**7. RELATED DOCUMENTS/LINKS**

Higher Education Standards Framework (Threshold Standards) 2015

Course Design, Approval and Review Policy

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice-Chancellor, Academic
<b>Approval Authority</b>	Academic Board
<b>Review Date</b>	1 <sup>st</sup> April yyyy (5 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# PROCEDURES

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## ACADEMIC INTEGRITY DEVELOPMENT

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### 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

### 2. PROCEDURAL DETAILS

- 2.1 Students will develop and demonstrate a philosophy of academic integrity throughout their studies, facilitated through curriculum design and the provision of professional learning for university staff.
- 2.2 Courses are approved only where it is demonstrated how the development of academic integrity has been embedded in a course through curriculum design, learning opportunities and assessment and feedback practices.
- 2.3 Units that have learning outcomes related to academic integrity will be designated in the curriculum management system as academic integrity units.
  - 2.3.1 Every course will have a core unit designated as an Academic Integrity unit, early in the course, with a learning outcome(s) that ensures that students develop academic integrity skills related to academic writing and referencing conventions relevant to their discipline.
- 2.4 To provide a foundation for the development of students' academic integrity skills in the course, all students will complete the Academic Integrity Program (AIP).
- 2.5 Students will be provided with Academic Integrity development support throughout their studies through:
  - (a.) access to further education support services approved by Curtin; and
  - (b.) detailed feedback from academic staff on assessment submissions.
- 2.6 The Director Course and Teaching Quality (or nominee) will monitor the embedding of academic integrity development within courses.

#### **Academic Integrity Program**

- 2.7 Undergraduate and postgraduate coursework students will complete the AIP within 14 days of the start of their first study period in their course.
- 2.8 Higher Degree by Research students will complete the AIP and/or Research Integrity Module, as determined by the Dean Graduate Research.
- 2.9 Students will have access to AIP regardless of location or mode of study.
- 2.10 Students who do not complete the AIP by the required timeframe or do not pass the requirements of AIP will receive a sanction on their student account which will prevent them from obtaining any results relating to their studies until the program has been successfully completed.
- 2.11 Students who subsequently successfully complete the AIP will have this sanction on their account removed within 48 hours of completion.
- 2.12 Students may be required to repeat and successfully complete the AIP as an outcome of the Student Misconduct process.
- 2.13 The Academic Registrar (or nominee) will monitor AIP completion and will ensure information contained in AIP is reviewed annually and is in line with current industry practice.

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards and courses.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

*Nil*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# ADVISORY COMMITTEES

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

### Faculty Advisory Committee

2.1 Each Faculty will have a Faculty Advisory Committee (FAC), inclusive of all disciplines or courses (or cognate groups of courses), in order to:

- (a.) provide strategic input on directions, emerging trends and educational needs of industries/professions nationally and internationally;
- (b.) advise on changing trends, needs and priorities relating to the discipline areas of the Faculty nationally and internationally;
- (c.) assist in developing and maintaining links between the Faculty and industry, government and the community; and
- (d.) contribute to the general promotion of the Faculty.

2.1.1 Faculties may choose to establish other advisory groups relevant to their academic activities to provide advice to the FAC.

2.2 Faculty Advisory Committees will meet at least twice per year.

2.3 A Faculty Advisory Committees will consist of:

- (a.) the Pro Vice-Chancellor (or nominee);
- (b.) Heads of School (or nominees);
- (c.) two staff representatives with course coordination experience, and expertise in learning and teaching and/or research appointed by the Chairperson;
- (d.) two student representatives appointed by the Chairperson;
- (e.) an alumnus appointed by the Chairperson; and
- (f.) between one and three external members representing a balance of domestic and international experience and perspectives from industry, government, the indigenous and broader community and/or relevant professional associations with an appropriate balance of skills, experience and disciplines appointed by the Chairperson.

2.4 The Chairperson will be appointed by the Pro Vice-Chancellor and will usually be an external member of the Faculty Advisory Committee.

2.5 Quorum will be 50% of the appointed members plus one. Vacant positions will not count towards the quorum.

2.6 The Chairperson may invite additional people to attend the Faculty Advisory Committee as deemed appropriate to present information or be standing observers.

2.7 Members, other than the Pro Vice-Chancellor and Heads of School, will be appointed for a maximum three-year term without renewal in the subsequent three-year period.

2.8 The Chairperson will provide a brief report on membership and activity of the committee biannually to the relevant Pro Vice-Chancellor who will provide the report to the Deputy Vice-Chancellor Academic.

### School Advisory Committee

2.9 Each school will have a School Advisory Committee (SAC) inclusive of all disciplines and courses (or cognate groups of courses) in order to:

- (a.) advise on changing trends, needs and priorities that may impact the content or emphasis of courses and components relating to the discipline;
- (b.) assist in developing and maintaining links with industry, government and the community;

- (c.) advise on future domestic and international trends in the relevant industries employing graduates;
- (d.) provide advice on request regarding changes to courses and the introduction of new courses;
- (e.) provide input into course development and review processes;
- (f.) consider and provide feedback on proposals or submissions for course accreditation; and
- (g.) contribute to the general promotion of the School/discipline.

2.9.1 Schools may choose to establish other advisory bodies relevant to their academic activities.

2.10 SACs will meet at least once per year.

2.11 A SAC will consist of:

- (a.) the Head of School (or nominee);
- (b.) two staff representatives with relevant course coordination, and expertise in learning and teaching and/or research appointed by the Head of School;
- (c.) a student representative appointed by the Head of School;
- (d.) a staff representative from other schools that offer double degrees appointed by the Head of School, if applicable; and
- (e.) between three and five external members representing a balance of domestic and international experience and perspectives from industry, government, the community and/or relevant professional association (where applicable) with an appropriate balance of skills, experience and disciplines appointed by the Head of School.

2.12 The Chairperson will be appointed by the Head of School and will usually be an external member of the School Advisory Committee but may be the Head of School.

2.13 Quorum will be 50% of the appointed members plus one. Vacant positions will not count towards the quorum.

2.14 The Chairperson may invite additional people to attend the SAC as deemed appropriate to present information or be standing observers.

2.15 Members, other than the Head of School (or nominee), will be appointed for a maximum three-year term without renewal in the subsequent three-year period.

2.16 The Chairperson will provide a brief report on membership and activity of the committee annually to the Faculty Advisory Committee.

### **Student Advisory Committee**

2.17 Each Faculty will have a Student Advisory Committee (STAC) inclusive of all disciplines or courses (or cognate groups of courses and components) in order to:

- (a.) support the use of student feedback in continuous improvement of course and unit quality and the students' experience;
- (b.) advise on changing student needs and priorities that impact the content and emphasis of courses and components;
- (c.) provide a student perspective on domestic and international experiences regarding relevant industries employing graduates;
- (d.) assist in developing and maintaining links with industry, government and the community;
- (e.) consider and provide feedback on changes to, the introduction of, and the review of courses at the very broad level; and
- (f.) contribute to the general promotion of the School/disciplines.

2.18 STACs will meet at least four times per year.

2.19 A STAC will consist of:

- (a.) the Guild President (appointed ex officio);
- (b.) the Director Student Engagement (or nominee); and

- (c.) between six and eight students representing a range of cohort demographics, courses and components offered by the School domestically and internationally, and with a balance of gender, skills and experience appointed by the Faculty Pro Vice-Chancellor.

- 2.20 The Guild President will act as the Chairperson.
- 2.21 Quorum will be 50% of the appointed members plus one. Vacant positions will not count towards the quorum.
- 2.22 The Chairperson may invite additional people to attend the Student Advisory Committee as deemed appropriate to present information or be standing observers.
- 2.23 Members, other than the Guild President and Director Student Engagement (or nominee), will be appointed for a maximum three-year term without renewal in the subsequent three-year period.
- 2.24 The Chairperson will provide a brief report on membership and activity of the committee quarterly to the Chairperson of the Faculty Advisory Committee.

**3. SCOPE OF PROCEDURES**

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

*Nil*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) GOVERNANCE

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 The following criteria will be considered when proposing and approving the setting of the minimum Australian Tertiary Admission Rank (ATAR) required for entry into new courses or changing ATARs for existing courses and majors at AQF level 8 and below:
- (a.) prerequisites required for course entry;
  - (b.) anticipated number of eligible applicants, available places and market demand;
  - (c.) sources of potential students and the range of entry pathways (e.g. Year 12 students, course switchers, alternative entry pathways);
  - (d.) success rates, including success rates for target inclusion areas of the University (e.g. non-school leavers, Indigenous and low SES);
  - (e.) prestige and quality perceptions as represented by the ATAR entry requirement; and
  - (f.) ATAR entry requirements set by competitor courses at Curtin and other institutions.
- 2.2 Where a combination of courses results in two possible ATAR entry requirements (e.g. a double degree), the minimum ATAR entry requirement will be the higher of the two entry requirements.
- 2.3 New courses or changes to existing courses that involve the setting or changing of an ATAR entry requirement will detail requirements in the concept proposal, business cases and/or approval documentation of the following elements as part of their rationale:
- (a.) the proposed minimum ATAR;
  - (b.) the alternative pathway entry requirements (ATAR equivalence); and
  - (c.) benchmarking against a range of ATARs and entry requirements within the faculty and other similar courses from other institutions.
- 2.3.1 Notwithstanding the requirements in clause 2.3, where a change to an ATAR entry requirement is required urgently and the approval timeframe does not align with the sitting of the Academic Board, the Provost may approve the change and will notify Academic Board of the approval and rationale.

## 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the approval, design, implementation and review of courses and majors at AQF level 8 and below at Curtin.

## 4. DEFINITIONS

(Note: Commonly defined terms are located in the *Curtin Common Definitions*. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## 5. RELATED DOCUMENTS/LINKS/FORMS

*TEQSA Advice on Admissions Transparency*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# COLLABORATIVE AWARD COURSES

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience; Global positioning

## 2. PROCEDURAL DETAILS

- 2.1 Collaborative award courses will be developed where there are clearly identified strategic benefits to be gained in offering a teaching program in collaboration with one or more external institutions.
  - 2.1.1 The collaborative award may involve co-development and/or reciprocal sharing of course components, or credit arrangements for entry.
  - 2.1.2 At least one-third of the collaborative award will be taught by Curtin.
- 2.2 When proposing an international partner for a collaborative award, information will be sent by the proposing area to the Deputy Vice-Chancellor International (or delegate) for review prior to advancing development of the course.
- 2.3 Collaborative award courses will only be approved where the other institution is approved and accredited in their own country for the award of the degree to be collaboratively conducted.
- 2.4 Proposed collaborative awards and subsequent cross institutional partnerships will follow the approval process within the *Course and Component Approval Procedure*.
- 2.5 Approval of a proposed collaborative award and subsequent cross institutional partnership will consider:
  - (a.) Alignment with the University's Strategic Plan and areas of strategic importance;
  - (b.) existing collaboration between staff at Curtin and the partner institution, or the collaboration's ability to build a sustainable research collaboration or course offering;
  - (c.) the collaborating institution's facilities, equipment and physical resources being of an appropriate standard for the delivery of their part of a collaborative award program;
  - (d.) advantages to students taking the proposed collaborative award course;
  - (e.) the discipline or specialisation's unavailability at Curtin, its interconnection with existing Curtin disciplines, and the expense of duplication at Curtin; and
  - (f.) the existing and potential modes of delivery at Curtin and, where relevant, the partner institution.
- 2.6 The name of the collaborative award will comply with Curtin's Coding and Naming Conventions.

### **Collaborative Award Agreements**

- 2.7 Collaborative award agreements will be negotiated by the Deputy Vice-Chancellor Academic and the Deputy Vice-Chancellor International and signed by the delegated officer in each university.
- 2.8 Collaborative agreements will detail:
  - (a.) the requirements of admission; enrolment, completion; supervision; submission; examination; and award;
  - (b.) the preferred method for complying with ethics; intellectual property; and the language of the thesis/ capstone/ professional experience;
  - (c.) processes for alignment of the course with policies of each institution;
  - (d.) access to learning resources, software and other campus systems and services;
  - (e.) financial arrangements including tuition fees, scholarship stipends, health cover and travel expenses;
  - (f.) processes for notification of course changes;
  - (g.) language of instruction and assessment;

- (h.) the process for complaints, misconduct and dispute resolution;
- (i.) conditions for extension, deactivation and teach-out processes, and
- (j.) the name of the collaborative award.

### Student Enrolment

- 2.9 Students will be made aware of the statutes, rules, policies and procedures of both institutions.
- 2.10 Students enrolling in a collaborative award course will abide by the statutes, rules, policies and procedures of both institutions.

### Academic Transcripts

- 2.11 Curtin's academic transcript will include a statement indicating that the program is being completed with a collaborating institution.
- 2.12 Academic transcripts will be provided by Curtin and the collaborating institution.
- 2.13 As a minimum an academic transcript will be provided by the conferring entity.

## 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

Does not apply to Higher Degrees by Research.

## 4. DEFINITIONS

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## 5. RELATED DOCUMENTS/LINKS/FORMS

Statute No. 12 – Enrolment and associated Rules

Collaborative Education Services (International) Policy and Procedures

Equivalence of Qualifications Procedures

Supervision of Higher Degree by Research (HDR) Student Policy and Procedures

University's contract management framework

Academic Transcript Procedures

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

### REVISION HISTORY (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# COURSE AND COMPONENT APPROVAL

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Changes to and the development, reactivation and deactivation of, all courses and components will be:
  - (a.) undertaken in a transparent, justified and planned manner in consultation with all relevant internal and external stakeholders; and
  - (b.) will be submitted through the Curriculum Management System.
- 2.2 Curtin courses and components will be approved by the University prior to their approval and delivery through Open Universities Australia (OUA) and third parties.
- 2.3 Courses and components will be developed, changed, reactivated and deactivated with reference to the Course Design Approval and Renewal Policy, and with due consideration to:
  - (a.) feasibility, viability and sustainability;
  - (b.) the market, industry and/or strategic relevance;
  - (c.) the replacement by another course or component and/or opportunity for service teaching;
  - (d.) the impact of changes on students' attainment of the course learning outcomes or academic progression through the course;
  - (e.) the recommendations of a Course Advisory Committee, CARR, an external professional accreditation panel or higher education regulatory agency as applicable;
  - (f.) the impact upon relevant marketing and business processes and government reporting; and
  - (g.) any other accreditation requirements and/or contractual arrangements involving other providers/students,
- 2.4 Curriculum Administration and Management will review, and remedy in consultation with the owing organisation where necessary, all courses and components that are new, changed or proposed for reactivation or deactivation to ensure:
  - (a.) correct course structure/s;
  - (b.) data integrity;
  - (c.) compliance to University and legislative requirements; and
  - (d.) submission to the correct approval authority.
  - 2.4.1 Curriculum Administration and Management will escalate significant non-compliance with clause 2.4 to the Director of Course and Teaching Quality for resolution with the relevant owner organisation.
- 2.5 All proposals for new, or changes to, courses and components will be categorised into one of three levels of change according to specified criteria (detailed in Schedule 2) and endorsed by the relevant Head of School (or delegate) or Director Course and Teaching Quality (or delegate) for non-faculty areas, prior to being submitted for approval:
  - (a.) School level changes involve changes to existing study package information, of a course or component, which require minimal central processing. These types of changes do not impact on learning and teaching quality or student experience. School level changes will be endorsed by the Head of School (or delegate) and approved by the Faculty Dean Learning and Teaching;
  - (b.) Faculty level changes are new or changes to, a course or component, where changes to the curriculum does not affect other courses or components. Proposed faculty level changes will be approved by the Dean Learning and Teaching upon recommendation of the Faculty Courses Committee. The University Graduate Studies Committee will be

consulted to provide advice to the Faculty Courses Committee in relation to proposed new, or changes to research courses & theses and; and

- (c.) Central level changes are new, or changes to existing courses or majors, that have, or may have significant impact on Curtin's educational profile and/or the University's compliance with policies and legislation. Proposed changes will be submitted to the Faculty Courses Committee and University Courses Committee for recommendation prior to approval. Central level changes will be approved by the Deputy Vice Chancellor Academic upon recommendation of Courses Committee or by the Academic Board upon recommendation of Courses Committee.

### **Creation of courses and components**

- 2.6 A unique study package code will be created when any course or component is approved for the first time or if an existing course or component is subject to significant change. A significant change is defined as a change to the:
  - (a.) Credit value;
  - (b.) Field of education (usually due to a change in direction of the unit);
  - (c.) Syllabus, where there is a major change in the content;
  - (d.) Owning area not in the same faculty; or
  - (e.) Category type (changing from undergraduate to postgraduate or vice versa).
- 2.7 A new version of the existing course or component will be created if the change is not significant enough to warrant a unique study package code.

### **Deactivation and reactivation of course and components**

- 2.8 Requests to deactivate a course or major must be accompanied by a teach out plan that addresses:
  - (a.) how the integrity of the course (and any related courses offered through OUA) will be maintained and its learning outcomes met during the teach-out;
  - (b.) the core and elective elements that will be offered over the period of teach-out;
  - (c.) the implications for international student enrolments and pathways programs;
  - (d.) the implications for student progress in the course; and
  - (e.) in the case of cross-faculty courses, a plan for each component developed by the owning organisational unit.

### **Submission of requests**

- 2.9 Course or component ownership determines the teaching area responsible for submitting requests for new/changes to courses and/or components, after consultation with all relevant stakeholders.
- 2.10 The Head of School (or delegate), or the Director Course and Teaching Quality (or delegate) for non-faculty areas, will be responsible for the accuracy and quality of all course approval documentation in the curriculum management system that may be used for the purpose of marketing and endorsing all requests prior to submission to the appropriate approval authority.
- 2.11 Curriculum Administration and Management will facilitate the preparation and presentation of documentation to the relevant approval authorities and committees in accordance with the Course Approval and Development Schedule and course lifecycle schedule.

### **Approvals**

- 2.12 Proposals for approval of new courses, and approval of reactivation of courses, will include:
  - (a.) a New Concept Proposal endorsed by the senior executive team,
  - (b.) a Faculty approved business case demonstrating the viability, feasibility and sustainability of the course, risk management assessment and mitigation strategies, and any ongoing commitments necessary to gain and maintain accreditation professional accreditation requirements;
  - (c.) an academic rationale for design and delivery; and
  - (d.) relevant course and unit structure information.

- 2.13 Proposals recommending the approval of changes to a Curtin course and/or component with an OUA equivalent will also include a recommendation that the OUA equivalent also be approved, subject to the OUA approval processes.
- 2.14 The Head of School/Area who owns the course or component is responsible for submitting/reporting approved changes and developments to any accreditation/professional authorities as required.
- 2.15 Curriculum Administration and Management will ensure courses are deactivated only when the last actively enrolled student has completed the course.
- 2.16 Course changes are reported on the following basis, individually or in combination, unless otherwise requested by the relevant approval authority::
- (a.) School level changes are reported monthly to Faculty Courses Committee by Dean Learning and Teaching and biannually to the University Courses Committee by the Director Course and Teaching Quality (or nominee);
  - (b.) Faculty level changes are reported twice yearly to the University Courses Committee by the Director Course and Teaching Quality (or nominee).
  - (c.) Central level changes are reported twice yearly to Courses Committee by the Director Course and Teaching Quality (or nominee); and
  - (d.) Administrative changes and approved changes to non-faculty owned courses will be reported annually to Courses Committee by the Director Course and Teaching Quality (or nominee).
- 2.17 New courses and components will only be advertised when approved by all the relevant University approval authorities and registered with Government (if offered under HESA), CRICOS registration (including pending registration) if offered to onshore international students, and registration and accreditation with international higher education regulatory agencies (if offered offshore).

### 3. SCOPE OF PROCEDURES

All Staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

### 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

### 5. RELATED DOCUMENTS/LINKS/FORMS

[Conflict of Interest Procedures](#)

[Courses Management 'Managing Courses at Curtin'](#)

[Courses Management 'Study Package Text Guide'](#)

[Courses Management 'Student One Process and Training Guide'](#)

[Courses Management Web page](#)

[Flexible Learning Support Web page](#)

[Curtin/Curtin-OUA Equivalence conventions](#)

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (filled out by Legal and Compliance Services)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# COURSE AND COMPONENT DESIGN

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

*Graduate Capabilities Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 In order to develop and achieve course learning outcomes and Curtin Graduate Capabilities, course and component design will:
- (a.) be based upon current knowledge, practice and research/scholarship;
  - (b.) reflect principles of contemporary curriculum design and universal design; and
  - (c.) provide a range of authentic and engaging learning activities and resources suitable for a diverse cohort of learners;
  - (d.) embed Work Integrated Learning and the development of English language proficiency, academic integrity and/or research integrity skills.
- 2.2 The design and structure of each course is the responsibility of the owning area and must be completed in consultation with all relevant stakeholders.
- 2.3 Each course, including those in double degrees, will be defined and offered as a single program, and each single degree will hold a distinct user defined code regardless of mode of delivery or location.
- 2.4 The nominal course duration will be the Australian Qualifications Framework (AQF) volume of learning appropriate to the AQF qualification type, expressed in terms of a full-time study load per year.
- 2.5 Course design includes organisation of the curriculum into components that consist of majors, minors, units, modules or theses.
- 2.5.1 Majors and minors will be unique in order to be a standalone component.
  - 2.5.2 Fieldwork will be conducted only in credit-bearing units.
- 2.6 Notwithstanding regulatory or professional accreditation requirements, a course offered through multiple locations and modes of delivery will have the same course learning outcomes, credit point values, admission requirements, award pathways, Credit for Recognised Learning (CRL), course title, award title and field of education, irrespective of major or specialisation.
- 2.6.1 All other requirements will be equivalent so as not to undermine the quality or integrity of either offering.
- 2.7 Award titles will be approved and consistent with Curtin's Coding and Naming Guidelines for courses and awards.

### Components of courses

- 2.8 Notwithstanding regulatory or professional accreditation requirements, individual component titles will be consistent across all modes of delivery and/or locations in which they are offered and will be reported to the relevant government agency as required.
- 2.9 Components will have a distinct title and User Defined Code (UDC) that complies with Curtin's Coding and Naming Conventions.
- 2.10 Individual majors, minors and will have identical learning outcomes, entry requirements, titles and fields of education when delivered across multiple locations. Other requirements will be equivalent so as not to undermine the integrity of any offering.
- 2.11 Majors, minors and within each course offered by the same owning organisation will have identical entry requirements to that of the course in which they are situated, and entry requirements will be equivalent for cross school and cross faculty courses.
- 2.12 The owning area will ensure that the structure and design of a major or minor is designed in consultation with all relevant stakeholders.

2.13 Curriculum design for a unit is the responsibility of the owning area, in consultation with all relevant stakeholders.

### **Units**

2.14 Units will consist of workloads of zero, 12.5, 25, 50 and 100, 150 and 200 credit points.

2.14.1 The credit value of a unit will be determined by the unit learning outcomes and workload associated with the unit. A 25 credit point unit will typically reflect 10 hours of engagement in learning per week (inclusive of scheduled teaching activities and personal study) over the standard study period, with the exception of zero credit point units.

2.14.2 A course will contain no more than two 12.5 credit units

2.15 Courses may consist of a selected combinations of core units, alternate core units, option units, and/or elective units.

2.16 Units may contain component sub-structures, typically of three to five modules.

2.16.1 Each module will consist of a coherent set of learning outcomes, learning activities and assessment.

2.17 Each unit will have a unique set of unit learning outcomes, mapped to the associated course learning outcomes and Curtin Graduate Capabilities.

2.18 Curriculum design for each unit will include assessment tasks that align and evidence the achievement of the unit learning outcomes.

2.19 Units will be equivalent when delivered across multiple modes of delivery and/or locations:

2.19.1 Units offered across different Curtin locations will have identical syllabi, titles, fields of education, credit values and unit learning outcomes.

2.19.2 Any prerequisites will be equivalent across unit offerings.

2.19.3 Assessments will be consistent in assessment type, weighting and criteria, but may be contextualised for specific requirements according to mode of delivery and/or Curtin location.

2.20 There will be no zero-credit point units in undergraduate or postgraduate courses.

2.21 Thesis units, which have zero credit point value, are only offered in Higher Degree by Research courses.

### **Co-taught Units**

2.22 Co-taught units will be used when:

- (a.) the undergraduate syllabus is an appropriate inclusion in a postgraduate course designed to cater for new-to-discipline students;
- (b.) the unit fills a knowledge gap of a postgraduate student who has an otherwise appropriate undergraduate education; and
- (c.) the assessment and content are appropriate for the skills of graduate students and will not undermine the integrity of the postgraduate degree course being delivered.

### **Minors**

2.23 In undergraduate courses a minor will typically consist of 100 credit points.

2.24 In undergraduate courses a minor is a prescribed set of discipline specific units that includes:

- (a.) at least 50 credit points at the 200 level;
- (b.) at least 50 credit points at 300 level; and
- (c.) up to 50 credit points in prerequisite units at first year level.

2.25 A maximum of two minors can be undertaken in a course, regardless of whether they are:

- (a.) a breadth minor;
- (b.) a complementary minor;
- (c.) an extension minor; or
- (d.) a pre-masters minor.

## Single Majors

- 2.26 In undergraduate courses a single undergraduate major, consists of 200 credit points, and is a prescribed set of discipline-specific units that:
- (a.) includes a minimum of 75 credit points at the 200 level;
  - (b.) includes a minimum of 75 credit points at 300 level;
  - (c.) may have up to 50 credit points in common with another major; and
  - (d.) may have up to 50 credit points in prerequisite units at first year level.

## Double Majors

- 2.27 Double and defined double majors within each undergraduate course will have identical entry requirements with that of the course in which they are situated.
- 2.28 A double major consists of a prescribed set of units with a minimum of 400 credit points and is a combination of two approved single majors. A double major requires a student to complete the full requirements of both single majors and the course.
- 2.29 A double major includes:
- (a.) at least 150 credit points at the 200 level;
  - (b.) at least 150 credit points at the 300 level;
  - (c.) up to 50 credit points in prerequisite units at first year level; and
  - (d.) a maximum of 50 credit points in common across both majors.
- 2.30 A defined double major consists of a prescribed set of units with a minimum of 400 credit points at 200 and 300 level including:
- (a.) a minimum of 150 credit points at the 200 level;
  - (b.) a minimum of 150 credit points at 300 level;
  - (c.) up to 50 credit points in prerequisite units at first year level; and
  - (d.) a maximum of 50 credit points in common across both majors.

## Non-award programs

- 2.18 The University may offer:
- 2.18.3 Non-award learning opportunities (NALOs) that will be designed in line with the *Non-award learning opportunities (NALOs) Procedure*.
  - 2.18.4 Non-award enabling programs that lead to admission to a course of study at the University.
  - 2.18.5 English Language Intensive Courses for Overseas Students (ELICOS) programs, which are designed in accordance with the Australian National standards for ELICOS providers and courses.
  - 2.18.6 Foundation Studies programs, which are designed in accordance with the Australian National Standards for Foundation Programs and standards set by the relevant international higher educational regulatory agency.

## Undergraduate course specifications

- 2.19 Associate degrees will:
- (a.) consist of 400 credit points of units which may be structured as majors or minors; and
  - (b.) contain 200 to 250 credit points at first year level; and
  - (c.) only include units at lower levels that do not undermine the integrity of the related bachelor degree course being delivered.
- 2.20 Bachelor degrees will:
- (a.) Consist of 200 credit points per year, of units which may be structured as majors and/or minors; and
  - (b.) Include one of the following structures:
    - i. three year degree or its equivalent in credit points;

- ii. four year degree or its equivalent based upon professional accreditation requirements; or
- iii. a double degree which allows students to graduate with two degrees in a shorter time than required to complete those degrees independently.

2.21 Bachelor Honours degrees will:

- (a.) provide the foundations of research training which develops the student's discipline-specific knowledge and skills to plan and execute a research project with some independence;
- (b.) include at least 100 credit points of research training and supervised individual research which may be embedded and explicitly evidenced across several units; and
- (c.) be structured as a one year End-on honours degrees or a four-year Embedded Honours degree:
  - i. A bachelor End-on honours degree will consist of 200 credit points of units that will not include any bachelor level units.
  - ii. A bachelor embedded honours degree will include 200 credit points embedded in a bachelor degree which is at least four years in duration.

### **Postgraduate courses**

2.22 Postgraduate courses will not include undergraduate units (AQF Level 7 equivalent) so as not to undermine the integrity of any related/nested courses.

2.23 An equitable postgraduate unit may be formed to support co-teaching with an undergraduate unit, but will be different from that unit in its unit learning outcomes and assessment profile.

2.23.3 There will be no more than 50 credit points of co-taught units in any postgraduate course.

### **Graduate Certificate and Graduate Diploma degrees**

2.24 Graduate certificate and graduate diploma courses will typically be nested in a Master program.

2.25 A graduate certificate will consist of 100 credit points, and will be designed for students who meet the course entry requirement of holding a bachelor degree or equivalent credit gained for recognised learning.

2.26 A graduate diploma will consist of 200 credit points, including at least 100 credit points of core units and will be designed for students who meet the course entry requirement of holding a bachelor degree, a graduate certificate, or equivalent credit gained for recognised learning.

### **Postgraduate certificate and postgraduate diploma degrees**

2.27 Postgraduate certificates and postgraduate diplomas are non-AQF courses that may be approved for offer and delivery leading to an award, only in countries where the award complies with the local higher education regulatory requirements.

2.28 The learning outcomes of a postgraduate certificate or postgraduate diploma must be comparable with AQF Level 8 criteria and meet the course design requirements applicable to a graduate certificate or graduate diploma of the AQF.

### **Master degrees (Coursework)**

2.29 Curtin offers four types of master degrees: a master degree (Coursework), graduate entry master degree (Coursework) and master degree (Extended).

2.30 Master degrees have a volume of learning that is typically 1-3 years;

2.31 The volume of learning will reflect course learning outcomes, characteristics of students entering the program and professional accreditation requirements. Courses will be designed for students who meet the course entry requirement of either:

- (a.) a bachelor degree in a related field of study, or equivalent credit gained for formal learning;
- (b.) a bachelor degree in a different field of study, or equivalent credit gained for formal or informal learning including work experience;
- (c.) a graduate certificate in a different field of study, or equivalent credit gained for formal learning; or

- (d.) an 800 credit point bachelor degree in a related field of study or equivalent credit gained for formal learning, or a graduate certificate, graduate diploma or bachelor honours degree in a related field of study.
- 2.32 Entry requirements for a master degree (Coursework), graduate entry master degree (Coursework) or master degree (Extended) will not include a set semester weighted average for previous studies, but can state that entry to the course is competitive and a strong academic achievement is required.
- 2.33 Master degrees (Coursework) and Master degrees (Extended) will consist of a combination of coursework and a research/ capstone/ professional practice/ scholarship component, typically of 100 credit points. The research training/research component will not exceed one third of the program.
- 2.34 Any major within a Master degree (Coursework) or Master degree (Extended) requires a minimum of 100 credit points which are unique to the major, or 75 credit points for each major in Master double degrees.
- 2.35 A Stackable Master degree (Coursework) will:
- (a.) develop a graduate's knowledge and skills to plan and execute a substantial research-based project, capstone experience or piece of scholarship;
  - (b.) contain at least 200 credit points per year; and a total volume of 300 credit points; and
  - (c.) comprise either:
    - i. two 100 credit point graduate certificates (or equivalent) and 100 credit points focused on research or research training, capstone experience or scholarship; or
    - ii. a 100 credit point graduate certificate (or equivalent) and a 200 credit point graduate diploma (or equivalent) that includes 100 credit points focused on research or research training, capstone experience or scholarship.
- 2.36 A Master degree (Coursework) will:
- (a.) develop a graduate's knowledge and skills to plan and execute a substantial research-based project, capstone experience or piece of scholarship;
  - (b.) contain at least 200 credit points per year, with a focus on scholarship or professional practice, of which 100 credit points will be core units; and
  - (c.) a 100 credit points focused on research training and research, capstone experience or scholarship.
- 2.37 A Master degree (Extended) will:
- (a.) develop a graduate's contemporary discipline knowledge and research skills to plan and execute a substantial, independent research- or practice- based project or capstone experience;
  - (b.) 100 credit points focused on research training and research- or practice- based project or capstone experience;
  - (c.) specifically focus on the discipline and its professional practice and will be typically 3-4 years in duration following a 3-year bachelor qualification; and
  - (d.) Notwithstanding any professional accreditation requirements, will contain 200 credit points per year, of which 300 credit points must be core units.
- 2.38 A graduate entry master degree (Coursework) will:
- (a.) prepare graduates for eligibility to practice in a regulated profession; and
  - (b.) Notwithstanding any professional accreditation requirements, contain at least 200 credit points per year, of which 100 credit points will be core units.

### **Master degrees (Research)**

- 2.39 A Master degree (Research) will:
- (a.) Have a volume of learning that is 1-2 years; and
  - (b.) Consist of a thesis, or a combination of research methods/coursework units and thesis in which the coursework component does not exceed one third of the program.

## **Doctoral degrees**

- 2.40 A Curtin Doctoral (Research) degree will:
- (a.) Have a volume of learning that is typically 3-4 years; and
  - (b.) Consist of a single doctoral thesis unit (0 credit points) with a degree structure that will consist of theoretical coursework, advanced professional practice and a coursework component, where the coursework component does not exceed one third of the total course duration.
- 2.41 A Curtin Doctoral (Professional) degree will:
- (a.) Have a volume of learning that is typically 3-4 years; and
  - (b.) Consist of a theoretical coursework, advanced professional practice and a research component, where the research component does not exceed one third of the total course duration.

## **Double Degrees**

- 2.42 Curtin offers two types of double degree courses: horizontal double degree courses and vertical double degree courses.
- 2.42.3 The establishment of a double degree in existing disciplines will be regarded as a new teaching development.
- 2.43 Both disciplines in a double degree will be integrated throughout the entire course structure, including level 200 and 300 units from each discipline.
- 2.44 The minimum completion requirements of a double degree course will be a combination of the minimum completion requirements for each individual award course in the double degree.
- 2.45 Double degree courses must be designed in a manner that enables students to complete the units of each discipline in an appropriate order and within the standard duration of the course.
- 2.46 Cross credit will be granted for specified units that are components of one of the partner courses which will result in the duration of any double degree being less than if the two degrees were studied separately.
- 2.47 The owning area for the double degree will nominate a Course Coordinator who will be responsible for the administration of the double degree course. Administration of the double degree includes the constitution of a School Advisory Committee, a Board of Examiners with members from each of the disciplines and managing CARR.
- 2.39.1 Where one of the individual degrees in a double degree structure is subject to professional accreditation, the owning area will be the school/area responsible for the accredited degree.

## **Bachelor Double Degrees**

- 2.48 Bachelor double degrees will:
- (a.) have a volume of learning at least one year of full time study beyond the length of the longest single degree, typically 4-6 years.
  - (b.) consist of 200 credit points per year of units which may be structured as majors and/or minors; and
  - (c.) contain 200-250 credit points of units at first year level.
- 2.49 A student may elect or be invited to undertake an honours year in one or both degrees but not concurrently if honours is to be undertaken for both degrees. Where an honours program is an additional year to the normal single pass degree, such students will enrol in the single honours program which will result in a total duration of study exceeding that of the double degree.

## **Master double degrees**

- 2.50 Master double degrees will:
- (a.) have a volume of learning that is typically 3-5 years;
  - (b.) consist of at least 200 credit points per year of units that may be structured as majors and/or minors; and
  - (c.) contain a minimum of 100 credit points at the 700 level of each Master degree.

- 2.51 The research/ capstone/ professional practice/ scholarship component of the combined degree will be a minimum of 100 credit points and will not comprise more than one third of the total credit points for each course.
- 2.52 The course design will decrease the volume of learning of undertaking both master degrees separately by a minimum of 100 credit points.

### **Vertical double degrees**

- 2.53 Vertical double degrees will consist of:
- (a.) A combination of a bachelor or bachelor embedded honours and a master (Coursework) degree, typically of 4-5 years total duration; or
  - (a.) A minimum of 200 credit points per year in units which may be structured as majors and/or minors; and
  - (b.) at least 200 credit points at first year level in the bachelor degree.
- 2.54 The course design will decrease the volume of learning of undertaking the courses individually by embedding a pre-master minor in the bachelor degree or by a minimum of 100 credit points.
- 2.55 Completion of the pre-masters minor and the bachelor (or bachelor honours) course will be the pre-requisite for entry to the Master degree.

### **Requirements to graduate**

- 2.56 The design of Curtin award courses will ensure that a student will be required to:
- 2.56.3 successfully pass the number of credit points required for the named course (which includes credit awarded under Credit for Recognised Learning); and
  - 2.56.4 complete any other course requirements stipulated for the course in which the student is enrolled.

## **3. SCOPE OF PROCEDURES**

All Staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

## **4. DEFINITIONS**

(Note: Commonly defined terms are located in the *Curtin Common Definitions*. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## **5. RELATED DOCUMENTS/LINKS/FORMS**

*Australian Qualifications Framework Second Edition January 2013*

*Australian National Standards for Foundation Programs*

*Malaysian Qualifications Framework*

*National Standards for ELICOS Programs*

*Admission and Enrolment Manual*

*Awards and Graduation Manual*

*Credit for Recognised Learning Manual*

*Higher Degree by Research Policy*

*Academic Transcript Procedure*

*Non Award Learning Opportunities (NALO) Procedure*

*Curtin University Courses Handbook*

*Curtin/Curtin-OUA Equivalence conventions*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

<b>Version</b>	<b>Approved/ Amended/ Rescinded</b>	<b>Date</b>	<b>Committee / Board / Executive Manager</b>	<b>Approval / Resolution Number</b>	<b>Key Changes &amp; Notes</b>

# COURSE AND UNIT COORDINATION

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Course and Unit Coordinator roles are academic leadership positions responsible for overall quality of the student learning experience.
- 2.2 Each course will have a Course Coordinator, who will lead, manage and coordinate the course of study and its components across all campuses.
  - 2.2.1 Major coordinators manage and coordinate the major in consultation with the Course Coordinator
- 2.3 Each unit of study available in a study period will have a single Unit Coordinator, who is responsible for leading, managing and coordinating the unit of study across all modes of delivery and locations.
  - 2.3.1 The Unit lead, in consultation with the unit coordinator, manages and coordinates the delivery of unit of study in a specific location.
- 2.4 The role and responsibilities of the Course Coordinator include:
  - (a.) academic leadership and oversight of design, development, approval, implementation, evaluation and direction setting for the course, and its component majors, across all campuses;
  - (b.) academic leadership and oversight informed by contemporary scholarly knowledge of learning and teaching practices in the relevant discipline;
  - (c.) oversight and management of course quality, course approval and continuous improvement processes, including course reviews, assurance of academic standards, external referencing and where relevant, professional accreditation;
  - (d.) support for students on matters that relate to their learning experience and progress in the course;
  - (e.) effective communication and support for the course teaching team/s on matters related to the design and delivery of the course, including with staff at relevant Curtin campuses and third parties;
  - (f.) effective communication across campuses with students, alumni, employers and relevant professional, industry and community bodies; and
  - (g.) support for promotion of the course and liaison with relevant professional, industry, and community bodies to promote the work of the School, Faculty and University.
- 2.5 The role and responsibilities of the Unit Coordinator include:
  - (a.) coordination of teaching staff, learning activities, materials and resources and operational delivery of the unit across all campuses, including handover between study periods to newly appointed unit coordinators where applicable;
  - (b.) designing learning experiences that influence, engage, motivate and inspire students;
  - (c.) developing and maintaining unit curricula and resources that reflect a contemporary command of the field;
  - (d.) designing assessment and feedback to support student learning and evaluating its effectiveness;
  - (e.) ensuring appropriate support for teaching staff to be accessible and meet the diverse learning needs of the student cohort;
  - (f.) maintaining knowledge of scholarship of learning and teaching in the discipline and employing scholarly teaching practices that influence, engage, motivate and inspire students to learn; and

- (g.) maintaining and continually improving unit quality through Annual Unit Reviews and Assessment Quality process.

**3. SCOPE OF PROCEDURES**

All Staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

*Nil*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (*filled out by Legal and Compliance Services*)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# COURSE RENEWAL

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Suites of related undergraduate and postgraduate coursework degrees, including nested degrees, may be reviewed together where appropriate.
- 2.2 The Head of School/Area of the owning area is responsible for:
  - (a.) ensuring Annual Unit Reviews (AURs), Annual Course Reviews (ACRs) and Course Analysis and Renewal Reviews (CARRs) are completed in accordance with the approved schedule; and
  - (b.) submitting completed CARR reports and updates on the progress of Quality Improvement Plans (QIPs) to the Faculty Dean Learning and Teaching for submission to Faculty and University Courses Committee.
- 2.3 The Faculty Courses Committee will appoint a Course Renewal Sub-committee to provide oversight of AUR, ACR and CARRs, and make recommendations to the Faculty Courses Committee regarding course renewal, quality and viability.
- 2.4 The Director, Course and Teaching Quality will report to Courses Committee on:
  - (a.) Themes arising in, and progress of completion of, AUR, ACR and CARRs against the approved schedule annually; and
  - (b.) The progress and implementation of QIPs bi-annually.
- 2.5 The Deputy Vice-Chancellor Academic, upon recommendation of Courses Committee, will approve the final CARR reports.

### Annual Unit Reviews

- 2.6 Annual unit reviews will be conducted in overview and breakdown by location against the following criteria:
  - (a.) student enrolment numbers;
  - (b.) assessment profile;
  - (c.) student, industry and stakeholder feedback;
  - (d.) costs of resources associated with delivery of the unit; and
  - (e.) the importance of offering the unit for reputational, industry or accreditation purposes.
- 2.7 Directors Learning and Teaching will aggregate AURs by School, with critical synthesis and interpretation of data, with a Quality Improvement Plan that details key actions, responsibilities and timelines to address recommendations/quality issues.

### Annual Course Reviews

- 2.8 The ACR process will provide a focused, evidence-based reflection on the quality of courses with reference to the University Strategic Plan and relevant internal benchmarks.
- 2.9 The ACR process will result in an ACR Report that consists of:
  - (a.) contextual information;
  - (b.) a reflective synthesis and interpretation of data;
  - (c.) a review of associated components, modes of delivery and locations;
  - (d.) interpretation of and response to student evaluation data; and
  - (e.) a Quality Improvement Plan that details key actions, responsibilities and timelines to address recommendations/quality issues.

- 2.10 An ACR is not required when:
- (a.) The course is delivered for the first time i.e. there is no delivery history or course data;
  - (b.) A course is scheduled for CARR in the same year;
  - (c.) Courses have been deactivated and are in teach out; or
  - (d.) An extension or waiver, submitted by email to the Deputy Vice-Chancellor Academic (or nominee) is approved.
- 2.11 The ACR process to be followed is dependent on the risk rating of the profile of trends in one or more of the following indicators:
- (a.) TISC demand (undergraduate courses only);
  - (b.) enrolments in a course (aggregated for nested courses) or major and international enrolments (postgraduate courses);
  - (c.) course aggregated overall satisfaction;
  - (d.) course assessment profile;
  - (e.) course retention rate; and
  - (f.) SES Teaching quality.
- 2.12 The ACR of courses rated lower risk will be completed by the Course Coordinator.
- 2.13 The ACR of courses rated higher risk, or in their third year of delivery, will be completed by a Course Review Team.
- 2.14 Upon recommendation from Courses Committee the Deputy Vice-Chancellor Academic (or delegate) will review and make a determination on the indicators and risk ratings on an annual basis, or as required in light of strategic priorities and national trends.

#### **Course Analysis and Renewal Reviews (CARR)**

- 2.15 The CARR process will be an in-depth, detailed, evidence-based, five-yearly review of courses:
- (a.) CARR will align with professional accreditation and school review processes where possible;
  - (b.) End on Honours courses will be reviewed together across the institution in accordance with the schedule; and
  - (c.) HDR Programs will be reviewed together across the institution in accordance with the schedule.
- 2.16 The standard Terms of Reference for CARR are to consider and report upon:
- (a.) The alignment of the course(s) with the strategic priorities of the University and the academic profile of courses offered by the University;
  - (b.) Structure, content and pedagogies of the program, in relation to the contemporary needs of students, industry and external stakeholders, and with reference to national and international standards. Relevance and effectiveness of current majors, their contribution to the overall program and the effectiveness of program architecture;
  - (c.) The academic resources for the course(s) across teaching locations, including information technology; library programs, resources and services; learning spaces; and staffing to determine if they are adequate to allow the University to offer course(s) of high quality;
  - (d.) The academic standards of the course(s), in particular the appropriateness of entry criteria and levels and learning outcomes and career pathways for those who complete the program in relation to AQF levels (and MQF levels for Malaysia), and to the appropriateness and validity of external benchmarking;
  - (e.) The quality of the program in relation to perceptions of students, graduates, prospective employers and professional bodies, and peers in Australian and international scholarly communities;
  - (f.) Student outcomes from the course, such as academic success, student satisfaction, graduate employment, employer satisfaction and career pathways for those who complete the program, and with particular reference to equity and diversity in the student profile. Graduate learning outcomes;

- (g.) Place, form and effectiveness of the Embedded Honours programs and pathways of graduates into higher degree research programs;
  - (h.) Scope and strategic relevance of dual degree offerings with the program and of associated degrees such as Advanced or specialist programs;
  - (i.) Effectiveness of leadership and administration of the program as a whole and of discipline areas within the program; and
  - (j.) Future development and delivery of the program.
- 2.17 Upon recommendation from Courses Committee, the Deputy Vice-Chancellor Academic will review annually and approve changes to the Terms of Reference, or as required in light of strategic priorities and national trends.
- 2.18 The CARR process includes:
- 2.18.1 A Self-review completed by a Course Review Team that constitutes an evaluation of course quality informed by:
    - (a.) a review of associated components; modes of delivery and locations;
    - (b.) stakeholder perspectives of students, staff, industry, relevant professional bodies, indigenous community and broader community in all locations where the course is delivered;
    - (c.) benchmarking against internal, national and international comparators;
    - (d.) assurance of academic standards; and
    - (e.) evidence that the course meets the standards of relevant higher education regulatory authorities and professional accreditation bodies; and
  - 2.18.2 A External Academic Review (EAR) that may include an external review conducted by the relevant professional accreditation body, with additional review/reporting (if necessary) to meet the requirements of the CARR processes; and
  - 2.18.3 Preparation of a Final CARR Report that includes:
    - (a.) a report of findings by the EAR panel against the CARR Terms of Reference;
    - (b.) the recommendations of the EAR panel;
    - (c.) the Head of School/Area's response to the recommendations of the EAR panel; and
    - (d.) the QIP.

#### **External Academic Review Panel**

- 2.19 An EAR Panel will consist of:
- (a.) two or more senior academics who are external to Curtin with national or international standing; relevant experience and expertise in university management and quality assurance; one of whom is appointed Chair; and
  - (b.) one senior academic, external to the Faculty, nominated by the Deputy Vice-Chancellor Academic.
- 2.20 Courses subject to professional accreditation, where accreditation does not fully meet CARR requirements, will be required to undergo further review by one reviewer, a senior academic (Level D or E) with relevant expertise, without the need for a site visit and/or to interview a wide range of staff and students associated with the course.
- 2.21 The Pro Vice-Chancellor may seek approval from the Deputy Vice-Chancellor Academic for a variance to the composition of the EAR panel and/or the CARR Terms of Reference.
- 2.22 The EAR panel will not co-opt others to its membership or to modify the Terms of reference.
- 2.23 The EAR panel will consult with the faculty PVC and Deputy Vice-Chancellor Academic, before presenting an overview of recommendations to staff within the faculty.
- 2.24 The Pro Vice-Chancellor, after consultation with the Deputy Vice-Chancellor Academic, will endorse and submit the final CARR Report to the relevant Dean Learning and Teaching for submission to Courses Committee and recommendation for approval by the Deputy Vice-Chancellor Academic.

**3. SCOPE OF PROCEDURES**

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

Assessment and Student Progression Manual

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

**REVISION HISTORY** (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# ENGLISH LANGUAGE PROFICIENCY

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1. Students will develop English language proficiency throughout their studies through curriculum design (learning opportunities, assessment and feedback practices); the provision of support and professional learning for university staff.
- 2.2. Courses are approved only where it is demonstrated how the development of English language proficiency has been embedded through curriculum design.
- 2.3. Every course will have a core unit designated as an English Language Proficiency (ELP) unit, early in the course, with a learning outcome(s) that ensures that students develop English language proficiency and communication skills relevant to their discipline.
- 2.4. To provide a foundation for the development of students' English language proficiency in the designated ELP unit, all new to Curtin commencing students will complete the Post-Entry Language Task (PELT).
  - (a.) All students who have entered via alternative pathways, have interrupted their studies for more than two years or received credit for recognised learning, will complete a Post-Entry Language Task (PELT) on commencement of their course at Curtin.
- 2.5. Students will be provided with English language proficiency development support throughout their studies through:
  - (a.) access to further education support services approved by Curtin; and
  - (b.) detailed feedback from academic staff on assessment submissions.
- 2.6. Director, Course and Teaching Quality (or delegate) will monitor and report annually to University Learning and Teaching Committee on the currency, completion, outcomes and impact of English language proficiency programs.

### **Post-entry Language Assessment (PELA) and Interventions**

- 2.7. Faculty English Language Development Coordinators are responsible for overseeing and implementing EL support strategies for the development of English language proficiency, and supporting academic staff in the embedding of English language proficiency development in their curriculum.
- 2.8. Students who do not pass the requirements of PELT will be directed to undertake one or more of the following English language support options, relevant to their enrolment:
  - (a.) Further post-entry language assessment (PELA);
  - (b.) Undergraduate and postgraduate coursework students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments; or
  - (c.) Higher Degree by Research students: recommended or required attendance in an additional English-language support program that will be delivered in face-to-face and/or online environments.
- 2.9. The Faculty Director Student Engagement/Director of the Centre for Aboriginal Studies (CAS)/Dean Graduate Research School will determine the appropriate additional English-language support programs specified in clause 2.8 dependent on the result of the PELT, in consultation with the Dean Learning and Teaching and/or Faculty English Language Development Coordinator.
- 2.10. Undergraduate and postgraduate coursework students who do not attempt PELT will receive a sanction.
- 2.11. Higher Degree by Research students who do not complete the PELT and/or the appropriate additional English-language support options at the time of their candidacy decision and submission will be placed on conditional status until those requirements are met.

- 2.12. Undergraduate and postgraduate coursework students who pass all assessments in their PELA-designated communications unit but receive an F-IN grade in relation to non-completion of required appropriate additional English-language support options:
- (a.) must complete the PELA and/or the appropriate additional English-language support that they had not completed when required earlier in the study period before applying for a change of results; or
  - (b.) may appeal their F-IN grade within 10 working days of the publication of the final result to the Head of School.
- 2.13.1 The Head of School/Area will make a determination on the appeal. If the appeal is successful, the Final Grade/Mark will be applied only when the student completes the PELA and/or the appropriate additional English-language support that they had not completed when required earlier in the study period.
- 2.13. The Directors of Student Engagement /Director CAS/Dean Graduate Research School is responsible for:
- (a.) monitoring the completion of PELT, PELA-designated communications units and the appropriate additional English-language support options,
  - (b.) ensuring English-language support programs are reviewed annually and are in line with current industry practice;
  - (c.) biannual reporting to Faculty Learning and Teaching Committee/Graduate Research Studies Committee on the outcomes and impact of PELA and/or the appropriate additional English-language support programs.

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards and courses.

### 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

### 5. RELATED DOCUMENTS/LINKS/FORMS

[Faculty and school guideline documents relating to English Language Proficiency](#)

[Assessment and Student Progression Manual](#)

[Course Design Procedures](#)

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching.
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

### REVISION HISTORY (filled out by Legal and Compliance Services)

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# INTERMEDIATE (EXIT) AWARDS

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1. An Intermediate Award is a standalone award and a recognised approved exit point from a Principal Award. Intermediate Awards must not be at the same AQF level as the Principal Award.
- 2.2. Intermediate Awards will only be granted to students who have discontinued enrolment in the Principal Award.
- 2.3. Where a Principal Award provides for the granting of an approved intermediate award/s, details will be published in the University Courses Handbook.
- 2.4. Intermediate Awards will follow the approval process detailed in the *Course and Component Approval Procedure*.

### Application and decision

- 2.5. An application for an Intermediate Award will be submitted by the student to the Head of School/Area on the form prescribed by the Academic Registrar, no later than the end of the next academic study period in which the student would normally enrol if they had of remained enrolled in the primary award.
- 2.6. The Head of School/Area (or nominee) may approve applications for Intermediate Awards where the student:
  - 2.6.1. has completed all course requirements of the lesser Intermediate Award;
  - 2.6.2. has completed one third, or the final year (whichever is less) of the intermediate award course via Curtin-provided units, inclusive of any credit for recognised learning from units undertaken at Curtin. Any exception to the one-third requirement must follow the requirements of the *Credit Limitations Procedure*;
  - 2.6.3. has no sanction for misconduct or outstanding debt to the University;
  - 2.6.4. has not completed the requirements of the Principal award; and
  - 2.6.5. has withdrawn from the Principal award.
- 2.7. The Academic Registrar (or nominee), may determine the necessity to grant an intermediate award to a student where:
  - 2.7.1. the student has experienced extenuating circumstances that prevent them from continuing enrolment in the Principal award which have been verified by the Head of School/Area (or nominee);
  - 2.7.2. the student is in good academic standing but is terminated from the Principal award due to the student's inability to meet the professional practice requirements or is unable to maintain the required course weighted average (CWA); or
  - 2.7.3. it is determined that the granting of the Intermediate award is in the best interests of the student, the University Community or the student's family, with due regard to the academic and professional integrity of the program, duty of care, and the rights of the student.
- 2.8. Students will be notified of the outcome of their application to the Head of School (or nominee), or the determination of the Academic Registrar (or nominee), to grant an intermediate award within 20 working days of the decision via Official Curtin Communication Channel (OCC).
- 2.9. The Graduations Office will be responsible for processing approved requests and submitting awards for conferral by the University Council.

### Fees

- 2.10. A fee, as prescribed by the Council, may be payable for the conferral of all Intermediate Awards.

- 2.11. A student who has requested an Intermediate Award because of discontinuation of enrolment in the Principal Award due to extenuating circumstances may apply for a waiver of the prescribed fee.
- 2.12. Where a student requests a waiver of the prescribed fee, the Head of School/Area will verify the any extenuating circumstances and where substantiated, endorse the application.
- 2.12.1. The Academic Registrar (or nominee) will determine whether a fee waiver will be granted.
- 2.13. Students will be required to pay any waived fee if, within two years of completing the requirements of the Intermediate Award, they re-enrol in the principal award course or in a higher level award course than the Intermediate Award that is also an approved exit point from the Principal Award.

### Appeals

- 2.14. Where a student's request to be granted an intermediate award is declined by the Head of School/Area, the student may appeal the decision via email within 20 working days of the notification of the decision to the Academic Registrar (or nominee).
- 2.15. Where a student is withdrawn from their course and is granted an Intermediate award, by the Academic Registrar, they may appeal the decision via email within 20 working days of the notification of withdrawal from their course to the Deputy Vice-Chancellor Academic (or nominee).
- 2.16. Where the original determination to grant or refuse an intermediate award has been made by the Academic Registrar, the appeal will be determined by the Deputy Vice-Chancellor Academic (or nominee).
- 2.17. The Academic Registrar may approve extra time for the student to appeal.
- 2.18. Students will be notified of the outcome of their appeal within 20 working days of the decision via Official Curtin Communication Channel (OCC).

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

### 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

### 5. RELATED DOCUMENTS/LINKS/FORMS

[Statute No. 10 – Student Discipline](#)

[Admission and Enrolment Manual](#)

[Awards and Graduations Manual](#)

[Credit for Recognised Learning Manual](#)

<b>Policy Compliance Officer</b>	<u>Jon Yorke</u> , Academic Registrar
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

### REVISION HISTORY (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# LANGUAGE OF INSTRUCTION

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 The University's primary language of instruction is English.
- 2.2 Proposals for new components or changes to existing components involving languages other than English (LOTE) will follow the *Course and Component Approval Procedure* but will also require the following:
  - 2.2.1 a business case has been reviewed including a full costing, cost- benefit analysis, risk analysis, review mechanisms, and quality assurance mechanisms to ensure that the commercial viability of the course is established, and that appropriate support and infrastructure services are available for the course to be conducted in a LOTE;
  - 2.2.2 confirmation that all resources, appropriate support services, information, methods of evaluation, quality of teaching, moderation and review processes are equivalent to that which provided to a student undertaking the course or component conducted in English;
  - 2.2.3 evidence that all students will be provided with access to all relevant learning resources, instructions, policies, procedures and University information to successfully undertake their studies in both English and the relevant LOTE; and
  - 2.2.4 evidence that staff appointed by Curtin and the partner institution (where relevant) hold suitable disciplinary knowledge and qualifications and be suitably qualified in both English and the other language.
- 2.3 The outcomes of unit and course evaluations will be provided on request to students in the relevant LOTE. Results will be considered by Curtin, once they have been translated into English by suitably qualified and accredited professional translators who are fluent in both English and the other language. Where it is cost prohibitive it is acceptable for a staff member of suitable background to provide the translation.
- 2.4 If any part of the course of study or assessment leading to a Curtin award has been conducted in a language other than English, and is not delivered with the primary purpose of education in that language, this will be recorded on the testamur, transcript and Australian Higher Education Graduation Statement (AHEGS).

## 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

## 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## 5. RELATED DOCUMENTS/LINKS/FORMS

NIL

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

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# LEARNING ANALYTICS

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Learning analytics will be used to enhance the student learning experience, contribute to the quality of learning outcomes, research and scholarship of learning and teaching and institutional performance.
- 2.2 Users of the University's student digital systems will have access to clear explanations of their rights and obligations with respect to data collected from those systems.
- 2.3 The University will be transparent with students and staff regarding the purpose and process of collection, retention and use of various data that are captured from its student digital systems.
- 2.4 Learning analytics processes will respect the rights and dignity of those who are the subject of data collection.
- 2.5 Staff who use learning analytics data will exercise a duty of care in support of student safety and well-being. Staff will take measures to avoid unwarranted breaches of any individual's privacy.
- 2.6 The University will ensure that users:
  - (a.) provide consent prior to the collection of their data;
  - (b.) are allowed to update their own data at regular intervals; and
  - (c.) are afforded the opportunity to be active partners in the implementation of learning analytics.
- 2.7 Staff using learning analytics will limit bias through use of valid and reliable methods for the manipulation data and extraction of meaning.
- 2.8 Learning analytics data will be provided to students and teachers to give them greater agency and responsibility for their engagement in the learning and teaching environment.
- 2.9 Staff will not use data or interpretation of data associated to learning analytics in relation to student assessment, performance or progression.
- 2.10 The Director Course and Teaching Quality (or nominee) will monitor and report annually to Courses Committee on the use and effectiveness of Learning analytics to improve quality of learning and enhance the student learning experience.

## 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

## 4. DEFINITIONS

(Note: Commonly defined terms are located in the *Curtin Common Definitions*. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## 5. RELATED DOCUMENTS/LINKS/FORMS

*Curtin University Privacy Statement*

*Disclosure of Personal Information Procedure*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

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# LEARNING RESOURCES

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

### Learning Management System

- 2.1 Every unit will have an online presence in the Learning Management System, except where limited by legislative requirements or the external environment in which the unit is offered. The Faculty Dean, Learning and Teaching will be responsible for monitoring this.

### Prescribing learning resources

- 2.2 When selecting learning resources, course and unit coordinators will prioritise the use of existing open access resources, Massive Open Online Courses (MOOCs), and Open Educational Resources (OER) to support student learning with consideration of all modes of delivery and location.
- 2.3 When prescribing an essential learning resource, the Unit Coordinator will:
- (a.) consider the learning and teaching strategies to ensure that learning resources will be relevant to the core unit learning outcomes of the specific unit;
  - (b.) consider the international (political, social and cultural) context with which the learning resources will be used; and
  - (c.) ensure the resource is able to support an international curriculum wherever possible (i.e. it includes examples and case studies from countries and cultures which include but are not exclusive to Australia). Exceptions include disciplines that dictate the Australian version is the appropriate choice (e.g. Australian Taxation Law) or for specific accreditation requirements.
- 2.4 When prescribing an essential learning resource that may result in an additional cost to the student, the Unit Coordinator will:
- (a.) ensure learning resources are accessible to all students regardless of cost, format, location and adhere to the principles of Universal Design;
  - (b.) consider the financial impact of decisions on students including their ability to resell the resource on completion of the course and where possible, select the most cost-effective options; and
  - (c.) ensure the resource contains a large portion of content required for the unit (reading, for exercises and/or discussion of key concepts) or ensure that it is the primary resource for two or more units.
- 2.5 Learning resources that will broaden the knowledge of the student and encourage greater depth of understanding but are not deemed essential for successful completion of the unit will not be listed as essential learning resources.
- 2.6 Through the course and unit approval process, the Unit Co-ordinator (or nominee) will notify the library of essential learning resources prior to the commencement of teaching in the applicable study period to enable the timely acquisition of resources.
- 2.7 Where there are essential learning resources the University Librarian (or nominee) will ensure its availability at all campuses where the unit is offered prior to the commencement of teaching at the relevant location.
- 2.8 All essential learning resources will be listed in the Unit Outline and the Curtin (Bookshop) Booklist.
- 2.9 Individuals will disclose all actual, perceived or potential conflicts of interest that arise from the prescribing of learning resources (particularly self-authored resources or where the individual may receive royalties) per the Conflict of Interest Procedure.

### Changes to prescribed learning resources

2.10 If a staff member believes a change to the prescribed learning resources for a unit is unavoidable, the change may be approved by the Head of School/Area after consultation with the University Library and current University retailer to ensure arrangements can be made to source the alternative learning resource in a timely manner. Students will be notified as soon as possible via Curtin's Official Communication Channel (OCC).

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

### 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

### 5. RELATED DOCUMENTS/LINKS/FORMS

[Copyright Procedures](#)

[Conflict of Interest Procedures](#)

[Unit Outline Procedure](#)

Massive Open Online Courses (MOOCs) and Micro Masters Programs at Curtin University Guidance Note, 2018

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

### REVISION HISTORY (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# NON AWARD LEARNING OPPORTUNITIES (NALO)

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

*Graduate Capabilities Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

### Offering and design of NALOs

2.1 Curtin will offer a range of Non-award learning opportunities (NALOs), established by the University or a third party.

- (a.) Formal NALOs afford entry to, or potential formal credit towards, particular Curtin award qualifications;
- (b.) Informal NALOs do not require completion of assessment or afford the potential for formal credit towards particular Curtin award qualifications.

2.2 NALOs will be high quality and will enhance the Curtin brand.

2.3 Formal NALOs will:

- (a.) have a sound educational design and align with Graduate Capabilities;
- (b.) derive from existing course structures or be embedded in course structures;
- (c.) evidence achievement of specified learning outcomes; and
- (d.) be assigned notional credit point values in either 5 or 12.5 credit point increments and
- (e.) managed, conferred, recorded and archived in the same way as Curtin Award courses

2.4 Microcredentials may be:

- (a.) awarded to students for successful completion of formal NALOs,
- (b.) course requirement/s necessary for the successful completion of an award course.

### Approval of NALOs

2.5 Formal NALOs will be approved and managed through the curriculum management system and have a unit outline (or equivalent) that includes information on the nature of the certificate to be provided upon successful completion of the NALO, privacy, fees, associated costs, and details on cancellation and refunds.

2.6 The Dean Learning and Teaching, upon recommendation of Faculty Courses Committee, will approve informal NALOs that do not result in official enrolment at the University or for which only a Certificate of Completion is issued or both.

### Register of NALOs

2.7 The Director Course and Teaching Quality (or delegate) will maintain a register listing all NALOs offered by the University.

### Student requirements, completion and certificates

2.8 Students will fulfil the requirements of the NALO that are approved at the time of admission. Where a student has taken a break in studies for two or more study periods, the requirements that apply are those operating at the time of readmission or recommencement.

2.9 A student who:

- (a.) Satisfactorily completes an informal NALO will be issued with a printed Certificate of Participation;
- (b.) Satisfactorily completes and passes the required assessment tasks of a formal NALO, and has paid any associated fees, will be issued with a verified digital Certificate or printed Certificate of Completion;

2.10 Printed certificates will be consistent with the following standards:

- (a.) The standard size of a certificate will be A4 portrait dimensions.
- (b.) The name on the award certificate will be the recipient's formal name, will be in title case and printed in 36pt Garamond font.
- (c.) The NALO title will be printed in uppercase on the first line in 24pt Goudy Old Style font, centred, with the words 'Having fulfilled the requirement of' preceding the NALO title.
- (d.) The type of certificate as identified in clause 2.11, will be identified in 36pt Monotype Corsiva font.
- (e.) Certificates will be signed by the Head of School/Area responsible for that NALO. Where there is any doubt, the Academic Registrar is responsible for determining the owning school/area.
- (f.) The completion date will be in 9pt Times New Roman font at the bottom of the certificate.
- (g.) All certificates will contain the text 'This is not an Australian Qualifications Framework qualification' in 10pt Times New Roman font.
- (h.) Variation to format of a Certificate will require the approval of the Academic Registrar.



- 2.11 The School/Area will provide the Graduations Office with a list of students who have successfully completed the requirements of a NALO and the certificate details, where a Certificate of Completion is to be issued.
- 2.12 Certificates of Completion will be issued as verified digital certificates or printed by the Graduations Office on paper stock approved by the Academic Registrar.
- 2.13 Certificates of Participation will be printed by the School/Area that delivers the informal NALO in accordance with the specifications in clause 2.10 and 2.12.
- 2.14 School/Area who delivers the NALO will maintain records of issued certificates and assessment results (where appropriate) to facilitate verification, reissuance or credit transfer if required.

**3. SCOPE OF PROCEDURES**

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

Western Australia University Sector Disposal Authority (WAUSDA)

Admission and Enrolment Manual

Awards and Graduation Manual

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice Chancellor, Academic
<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

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# PROFESSIONAL ACCREDITATION

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

### Initial accreditation

- 2.1 New or existing courses for which associated professional accreditation is sought will be approved in accordance with the *Course and Component Approvals Procedures* before submission to a professional accreditation agency.
- 2.2 Equivalent courses, combined courses and courses that are part of a suite of nested courses will be re-accredited together whenever possible.
- 2.3 The Head of School/Area (or nominee) in consultation with the relevant Pro Vice-Chancellor and Deputy Vice-Chancellor Academic will submit to the Provost for endorsement any proposal for the initial accreditation of existing courses.
- 2.4 All course (re-)accreditation documentation will be approved by the Provost before submission to a professional accreditation agency.
- 2.5 The Head of School/Area, in consultation with the Faculty Pro Vice-Chancellor, will maintain a business continuity plan that includes financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to loss of accreditation, changes to accreditation or the discontinuation of the professionally accredited course.

### Ongoing activities in relation to accreditation

- 2.6 The Head of School/Area (or nominee) is responsible for the management of accreditation processes including all communications with the accreditation agency, monitoring, reporting, planning for (re)accreditation, resourcing and budget allocation for staffing.
- 2.7 The Head of School/Area will advise the Deputy Vice-Chancellor Academic (or delegate) on an annual basis, or as otherwise requested by Courses Committee, of:
  - (a.) the professional accreditation status of all courses in the school/area;
  - (b.) any changes in University policy or procedure that may impact upon the accreditation of courses;
  - (c.) reports of any ongoing accreditation monitoring and reporting outcomes;
  - (d.) progress against post-accreditation action plans for course development or improvement; and
  - (e.) the annual schedule for professional (re)accreditation of all courses offered by the school/area.

### Course accreditation register

- 2.8 The curriculum management system will hold data related to the professional accreditation of Curtin courses, including their relevant accrediting authority/professional organisation, accreditation status, date of initial accreditation and expiry of current accreditation.
  - 2.8.1 The curriculum management system data will be updated annually in accordance with clause 2.7

### Reaccreditation

- 2.9 The Head of School/Area (or nominee) is responsible for actioning any requirements provided by the relevant accrediting body for the purposes of reaccreditation. If the Head of School/ Area identifies a problem with the University's ability to meet any requirements of the accrediting body, they will escalate the matter to the Faculty Pro Vice-Chancellor.

## 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

**4. DEFINITIONS**

(Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

**5. RELATED DOCUMENTS/LINKS/FORMS**

*Nil*

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
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# SERVICE TEACHING

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1. Heads of School/Areas are responsible for initiating discussions and negotiating mutually beneficial Service Teaching arrangements for both the provider and the client, where engaging in a such an arrangement will:
  - (a.) prevent unnecessary duplication of units;
  - (b.) facilitate collaboration amongst academics from across disciplines where an existing unit can be modified or a new unit created to meet the needs of the students from another discipline to ensure the content is delivered by the discipline specific experts; or
  - (c.) ensure quality learning experiences by engaging discipline experts from the relevant faculty, school or discipline group to design and/or teach all or part of a unit.
- 2.2. Courses Committee will identify and recommend opportunities for service teaching when considering courses and components (see *Course and Component Approval Procedure*).
- 2.3. Areas requesting service teaching will do so using the Service Teaching Arrangement template which will be endorsed by the Head of the providing school/area. Service Teaching Agreements will be reviewed at least every two years as part of unit quality assurance and to monitor each party's satisfaction with the arrangement.
- 2.4. Where breaches of the agreement or unsatisfactory performance cannot be resolved between parties, the matter will be referred to the relevant Pro Vice-Chancellor(s) and escalated to the Deputy Vice-Chancellor Academic or Provost if required, for resolution.

## 3. SCOPE OF PROCEDURES

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## 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

## 5. RELATED DOCUMENTS/LINKS/FORMS

[Intellectual Property Policy](#)

[Contract Management website](#)

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
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# STUDENT EVALUATION OF LEARNING AND TEACHING

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

*Graduate Capabilities Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Student evaluation of all aspects of teaching, learning and assessment will be obtained through the administration of student surveys. The resulting data will contribute to analysis and interpretation informing continuous improvement in course and teaching quality.
- 2.2 The Associate Deputy Vice-Chancellor Learning and Teaching is responsible for a university-wide approach to the evaluation of learning and teaching and ensuring that approved student evaluation surveys:
  - (a.) align with the University Strategic Plan and priorities;
  - (b.) are valid, reliable and managed at a consistently high standard;
  - (c.) adhere to appropriate ethical standards;
  - (d.) minimise the impact on students and avoid survey fatigue; and
  - (e.) are analysed, reported and disseminated appropriately.
- 2.3 Data obtained through student evaluation processes may be used alone or in combination with other institutional data to:
  - (a.) Identify areas of quality and excellence in learning and teaching;
  - (b.) Identify areas for improvement of the student learning experience and learning and teaching practices;
  - (c.) Inform Annual unit and course reviews, course analysis and renewal reviews, school reviews; and
  - (d.) Identify areas for improvement in an individual's educational practice and when conducting Work Performance Plan Reviews (WPPRs).
- 2.4 Students will be provided the opportunity to provide feedback on their learning experience in courses and units at regular intervals.
- 2.5 All student feedback collected through evaluation surveys will be reported so as not to identify individuals.

### Teaching Evaluation Surveys and Reports

- 2.6 All staff in teaching roles who are on continuing, contract or sessional appointments will nominate to have feedback on their teaching using the Teaching Evaluation Survey (TES) at least once annually unless it is unavailable for the relevant campus or study period.
- 2.7 The Head of School/Area may request that a staff member undertake a TES.
- 2.8 Any decisions in relation to performance management processes will be informed by other sources of information.
- 2.9 Results from Teaching Evaluation Reports (TER) will only be made available to the teacher who requests the evaluation and the Head of School/Area (or nominee) that owns the unit.
- 2.10 The Head of School/Area (or nominee) will review all TERs to identify excellent practice and areas for improvement/concern identified by student comments, relating to teaching practices and the management of the learning and teaching environment, with the identifiable staff member only.
- 2.11 Staff will ensure, when publishing student feedback data in any form, including data from a TES/TER, that teaching staff members' privacy is preserved at all times.

2.12 The Director Integrity and Standards Unit, Director People and Culture and the Academic Registrar may access teaching evaluation surveys and survey data in support of investigations.

### **Unit and Course Evaluation Data and Reports**

2.13 Quantitative results from the unit evaluation reports are publicly available to all students and staff at Curtin.

2.14 Qualitative student comments will only be made available to the Unit Coordinator, Head of School/Area and relevant Faculty Dean of Learning and Teaching.

2.15 Changes implemented to units arising from student feedback will be communicated to students in Unit Outlines in the following unit availability.

2.16 The Chief Strategy Officer (or nominee) will be responsible for:

- (a.) ensuring that other surveys of staff or students conducted at Curtin do not adversely impact upon student evaluation surveys or over surveying of students;
- (b.) managing the survey data collection process;
- (c.) providing teaching areas with regular updates on response rates during the evaluation process; and
- (d.) reporting institutional response rates and data to all stakeholders including staff, students and the general public.

2.17 Staff who receive access to data and/or reports will be responsible for the secure storage of that data and will not permit any unauthorised access or distribution of any survey data.

2.18 The Director Course and Teaching Quality (or nominee) is responsible for:

- (a.) supporting the student evaluation processes through the provision of guidelines, professional learning and support for University staff;
- (b.) analysing and interpreting student evaluation outcomes by course, location and mode of delivery;
- (c.) communicating and monitoring student evaluation outcomes; and
- (d.) formulating recommendations, in consultation with Deans Learning and Teaching, to guide improvement in the quality of learning and teaching and the student experience.

### **3. SCOPE OF PROCEDURES**

All staff and University Associates involved in the design, implementation, monitoring and review of all Curtin awards, courses and components.

### **4. DEFINITIONS**

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

Refer to Schedule 1 of this manual for relevant definitions.

### **5. RELATED DOCUMENTS/LINKS/FORMS**

[Code of Conduct](#)

[Curtin University Academic, Professional and General Staff Agreement 2017-2021](#)

[Disclosure of Personal Information Procedures](#)

[Statute No.10 - Student Discipline and Associate Rules](#)

[Student Charter](#)

Teaching Excellence at Curtin Criteria

<b>Policy Compliance Officer</b>	<u>Craig Zimitat</u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
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<b>Review Date</b>	1 <sup>st</sup> April yyyy (3 years from date of approval)

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# UNIT OUTLINES

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 The Head of School/Area is responsible for ensuring that each unit availability offered by their owning area has a unit outline published using the University approved system, at least one week before the commencement of teaching of the study period in which the unit will be delivered.
- 2.3 To ensure accuracy and consistency unit outlines will include:
- (a.) approved unit details drawn directly from the relevant university system(s);
  - (b.) standardised text describing specific University statutes, rules, policies and procedures, and any specific actions or behaviours required of students. This text will be developed (in consultation with relevant stakeholders) and maintained by Curtin Learning and Teaching and approved by the Deputy Vice Chancellor Academic (or nominee);
  - (c.) an Acknowledgment of Country (or equivalent); and
  - (d.) explicit links between the unit's learning outcomes and Curtin Graduate Capabilities.
- 2.4 Unit Outlines provide specific information detailing the requirements for completion of the approved unit of study, including:
- (a.) any essential requirements necessary for successful completion of the unit (e.g. the attainment of a first aid certificate, ability to obtain a Working with Children Check or organisation and participation in a specific activity such as fieldwork);
  - (b.) details of each assessment task including the nature and extent of the work, the specified timeframe for the work (e.g. the assessment event date/time or the submission due date/time) and the process and criteria used to assess the work, including the duration of any examinations;
  - (c.) details of any hurdle requirements specific to the unit, the particular nature of the requirement and the consequences of failing to meet that requirement;
  - (d.) instructions on how to submit assessable work as appropriate to the type of submission;
  - (e.) legislative and procedural requirements, travel and costs related to Work Integrated Learning (WIL) activities;
  - (f.) any legislative requirements particular to transnational or professional accreditation;
  - (g.) the nature, location and total hours expected of students undertaking off-campus WIL learning activities or work placements;
  - (h.) any approved incidental student fees required to be paid by the student or details of where this information is available;
  - (i.) information the preparation of assessable work and the referencing style appropriate to the discipline;
  - (j.) any essential and recommended learning resources;
  - (k.) timeframes at the end of semester where eligible students will need to be available to undertake assessment extensions and further assessments if required;
  - (l.) information regarding expectations in relation to timelines for responses to interactions with teaching staff (e.g. queries, feedback on assessment etc.), and
  - (m.) any relevant Faculty/School-specific information (e.g. nominated contact for Assessment Extension Applications).
- 2.5 The Unit Outline will specify any assessment structures that have been approved as variations or exemptions to the requirements of the *Assessment and Student Progression Manual*.

- 2.6 Unit Outlines will describe any restrictions to assessment procedures and indicate whether:
  - 2.6.1 Late assessments are not permitted;
  - 2.6.2 Assessment extensions are not permitted; and
  - 2.6.3 Further assessments are not permitted.
- 2.7 Unit Outlines will provide students the following specific information about learning resources, where applicable:
  - 2.7.1 A statement regarding the use of learning analytics relating to a student's engagement in their unit of study;
  - 2.7.2 If a specific edition of a learning resource is required or if a prior edition will suffice;
  - 2.7.3 If library reading lists (subject to copyright legislation) are available as an alternate to purchasing the text; and
  - 2.7.4 If the learning resource is to be used in several units students should be advised which other units to enable maximum utilisation of the resource.
- 2.8 Unit Coordinators will ensure the accuracy and completeness of any unit-specific information and that any information provided in free text fields is consistent with approved unit information. Where any inconsistency is found, the approved information overrides that in the free text field.
- 2.9 After a unit outline has been published and teaching has commenced, the assessment details, criteria for successful completion of the unit, and due dates, may only be altered with the evidenced consent of the majority of the students enrolled in the unit.
- 2.10 The Head of School (or nominee) will approve any the un-publishing and changing of any unit outline.

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, delivery, monitoring and review of all Curtin awards, courses and components.

### 4. DEFINITIONS

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### 5. RELATED DOCUMENTS/LINKS/FORMS

[Assessment and Student Progression Manual](#)

[Management of Plagiarism Policy](#)

[Fieldwork Education Policy](#)

[Learning Resources Procedure](#)

<b>Policy Compliance Officer</b>	<u><a href="#">Craig Zimitat</a></u> , Director of Course and Teaching Quality, Curtin Learning and Teaching
<b>Policy Manager</b>	Deputy Vice Chancellor, Academic
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# WORK INTEGRATED LEARNING

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## 1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

*Course Design, Approval and Review Policy*

*Graduate Capabilities Policy*

Strategic Plan Theme: Learning and Student Experience

## 2. PROCEDURAL DETAILS

- 2.1 Work Integrated Learning (WIL) in Curtin courses will integrate theory with the practice of work through arranged curricular and co-curricular activities to enhance student learning, career development and work readiness/employability in support of students' demonstrated achievement of the Curtin Graduate Capabilities.
- 2.2 All undergraduate and postgraduate coursework courses will include WIL elements by:
  - (a.) Providing an industry relevant student experience that presents students with the opportunity to develop and demonstrate achievement of the Curtin Graduate Capabilities and is supported by effective, sustainable collaborations with industry/community;
  - (b.) Embedding WIL in authentic learning and assessment activities which evidence the acquisition of employability skills include 'real-world' industry relevance and are designed in consultation with relevant stakeholders including industry and community connected experts;
  - (c.) Ensuring assessment practices are equitable and inclusive of the diverse individual experiences that may occur through participation in external industry /community relevant activities;
  - (d.) Providing a learning environment where students are trained for safe engagement with WIL activities that are supervised by qualified staff;
  - (e.) Designing equivalent learning experiences for students enrolled in a variety of modes of delivery or locations to ensure equitable WIL opportunities for all students where possible; and
  - (f.) WIL practices and activities will be evaluated on a regular basis.
- 2.3 The Head of School/Area or Deputy Pro Vice-Chancellor (or nominee) who owns the course, in consultation with the relevant PVC International (where applicable), will ensure that:
  - (a.) WIL and fieldwork opportunities are compliant with relevant Australian and international legislation, University policies and procedures and professional accreditation requirements where appropriate;
  - (b.) Staff are aware of their roles and responsibilities in relation to fieldwork and provided with support and resources where appropriate;
  - (c.) Fieldwork partners are aware of their roles and responsibilities in relation to fieldwork and provided with support and resources where appropriate; and
  - (d.) Curtin International is consulted to ensure availability for in-country support and compliance with international legislation for offshore availabilities.
- 2.4 School fieldwork activities are reviewed and reported annually to Faculty Courses Committee, with reference to:
  - (a.) quality of student experience and learning outcomes;
  - (b.) quality of fieldwork site and supervision;
  - (c.) fieldwork management and compliance;
  - (d.) viability and sustainability of fieldwork placements and partner capacity.
  - (e.) value for staff, partner/s and university.
- 2.5 The Director Course and Teaching Quality (or nominee) will monitor and report to Courses Committee on the embedding, quality and effectiveness of WIL (including Fieldwork) in Curtin courses and components on an annual basis.

### 3. SCOPE OF PROCEDURES

All staff and University Associates involved in the design, implementation, monitoring and review of all undergraduate and postgraduate coursework courses and components.

This procedure does not apply where a student:

- (a.) is enrolled in a Higher Degree by Research;
- (b.) is placed in paid employment with a work placement provider; or
- (c.) undertakes workplace or community-based activities not coordinated or related to degree, course or unit requirements; or

### 4. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

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### 5. RELATED DOCUMENTS/LINKS/FORMS

Fieldwork Policy – will be rescinded.

Fieldwork Procedures

Health, Safety and Emergency Management - Risk Assessments

Curtin Extra Policy.

<b>Policy Compliance Officer</b>	<a href="#">Craig Zimitat</a> , Director of Course and Teaching Quality, Curtin Learning and Teaching
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### REVISION HISTORY (filled out by Legal and Compliance Services)

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes & Notes

# ADDITIONAL INFORMATION

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## Interpretation

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Where there is any doubt as to the interpretation or administration of any of the policies and procedures contained within the *Course Approval and Quality Manual*, the Director Course and Teaching Quality is responsible for determining the correct or intended interpretation.

# SCHEDULES

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## Schedule 1: Definitions

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Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this manual.

An **Adjunct Staff Member** is a person on whom the University has conferred the title of "Adjunct Professor", "Adjunct Associate Professor", "Adjunct Research Fellow", "Adjunct Teaching Fellow", "Adjunct Research Associate", or "Adjunct Teaching Associate".

**Academic integrity** is: 'the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner' (Monash University, 2013). The term 'ethical scholarship' has a similar meaning.

**Administrative purposes** refers to editorial changes to correct grammatical and typographical errors or minor changes to text that do not change the intent of the original text, in course or component approval documentation.

**Annual Course Review** Is the annual monitoring of a course in regard to the student profile, learning and teaching quality, resources and market responsiveness, to identify and implement initiatives for enhancement of the course.

An **Award** is the result of a complete program of learning that leads to a formal certification that a graduate has achieved the defined learning outcomes and includes a degree, associate degree, diploma or certificate.

An **Award Course** is a structured combination of units approved by the University Academic Board which when completed qualifies the student for an award from Curtin.

**Blended Learning** combines face-to-face teaching, online learning and other educational media.

A **Breadth Minor** consists of a maximum of 2 core units and optional units drawn from a specified list of units in a major from a different discipline/s to the Major in the course.

A **Bridging Unit** is a unit of study designed to provide students with the required level of skills and knowledge necessary to undertake further studies.

The **Client** is a recipient School or Course of the service teaching.

**Collaborative Awards** are Curtin degree programs that are delivered with the collaboration of other higher education institutions. Typically these lead to the award of a Curtin degree for which the testamur reflects the collaborative development and delivery of the education program.

A **Complementary Minor** consists of a minimum of 2 core units and no electives drawn from a major in a cognate discipline/area of study in an undergraduate course.

A **Component** of a course includes majors, minors, units, modules and/or theses.

**Comprehensive Course Reviews (aka Curriculum Analysis Review and Renewal, CARR)** are broad, in-depth review of a course, conducted at least every five years, to ensure continuing high quality, viability, and compatibility with Curtin's strategic direction and priorities. This review encompasses the currency of the curriculum, demand, teaching quality and outcomes; evaluation of student and external stakeholder feedback, compatibility with and differentiation from other course offerings.

**Course Review** is the systematic review of all award courses to ensure their relevance, quality, viability, and is undertaken through a process of integrated annual and comprehensive reviews.

**Course Review Team** will comprise of the Course Coordinator, three academic staff involved in teaching the course(s) and a representative external to the school.

**Course Renewal sub-committee** will comprise a minimum of 5 members, including the Dean Learning and Teaching (Chair), Deputy Pro Vice-Chancellor, Faculty Business Manager, Director Student Engagement, and the Director Course and Teaching Quality.

**Credit for Recognised Learning (CRL)** is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification.

A **defined double major** refers to a set study pathway in which a student undertakes a structured program in which two majors are specified leading to the award.

**Discipline** refers to a defined branch of study or learning, *for example Fine Art*.

A **Double Degree** is a combined study program leading to two awards.

An **Elective Unit** is a unit of study not specified in the course structure, and chosen by the student.

An **English Language Instruction Course for Overseas Students (ELICOS)** course is a course of education or training that is solely or predominantly of English language instruction that is provided, or intended to be provided, to an overseas onshore student.

**Enabling Program** is a course of instruction provided to a person for the purpose of enabling the person to undertake a course leading to a higher education award.

An **Extension Minor** is a maximum of two core units in an undergraduate comprehensive course from a discipline/s related to the major in the course.

**Foundation courses** help students who may not initially meet entry requirements to qualify for entry to undergraduate study at Australian universities. They provide foundational studies in specific disciplines, and also help students adapt to the Australian academic environment and life in Australia.

A **Foundation Unit** is part of the foundation studies program and is a unit designed to provide students with the required level of skills and knowledge necessary to qualify for admission to undergraduate courses.

**Graduate Attributes** are the qualities, skills and understandings the university committee agrees students should develop beyond disciplinary expertise or technical knowledge.

**Horizontal double degree courses** lead to a pair of degrees at an equivalent AQF level, for example a bachelor/bachelor honours degrees or a pair of master degrees.

**Inherent Requirements** are any essential requirements necessary for successful completion of a course or component (mental, physical and emotional) that are inherent in or essential to the achievement of its learning outcomes.

An **Intermediate award** is an approved exit point from a higher level award course. It recognises completion of units that make up the requirements of an approved course where the student has completed these units as part of a higher level course (referred to in this document as the "Principal Award").

**Learning analytics** are the measurement, collection, analysis and reporting of data about students and teachers and their learning contexts.

A **Minor** is a limited selection of units of a secondary discipline focus, typically undertaken simultaneously with an alternate or complimentary major field of study, which results in official recognition of a secondary field of discipline specific learning.

A **Module** is a standalone component of study that focuses on a coherent set of learning outcomes, learning activities and assessments, which is lesser in content and assessment to a unit of study.

A **Nested Suite of Graduate Courses** are an integrated set of courses, typically at different AQF levels, where the units in a graduate certificate are a subset of a graduate diploma, or the units in a graduate certificate or graduate diploma are a subset of a coursework master degree.

**Open Educational Resources (OER)** are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open licence that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

An **Option/al Unit** is a unit chosen by the student from a specified list within the course structure.

The **Owning Area** is the school or area which has been assigned ownership of a course or component in the University Secure Electronic Repository (e.g. Student One). Ownership does not necessarily align with teaching responsibility.

A **Postgraduate Course** is one which is undertaken following a bachelor degree or equivalent and may be in a new area of study or advancing an area which has been previously studied.

A **Pre-masters Minor** exists in a vertical bachelor master double degree, and consists of a minimum of 2 core units and 2 optional units at the AQF8 level in an undergraduate course. Only two units in the pre-masters minor can be drawn from the Graduate certificate nested within the master degree.

**Professional Accreditation** is the evaluation of a course or qualification undertaken by a body external to the University and aimed at gaining recognition in an industry or profession.

A **Provider** is an area providing input into a service unit, which may be a mixture of discipline expertise and teaching.

A **Reading List** is a list of additional reading materials that may provide different aspects of the syllabus that assist students in completing assignments.

**Regulatory Accreditation** is the evaluation of a course or qualification undertaken by a higher educational regulatory body.

**Research** is systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge.

**Research integrity** is a subset of academic integrity, which can be defined as 'the trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation' (Singapore Statement on Research Integrity, 2010).

A **School/Area** for the purpose of this document, means a faculty, school, department, enrolling area, centre or teaching area.

**Service Teaching** is any arrangement for the design and/or provision of part of a unit or units to students from a different faculty, school, department, or discipline group in order to achieve course learning outcomes. Service teaching occurs where a course or part of a course (other than an elective) is taught by a discipline area other than the area that is responsible for the program. Courses that are core to the disciplines that constitute a double degree are not service taught courses. Service teaching can occur among Faculties or among Schools.

**Vertical double degree courses** lead to a bachelor/bachelor honours degree and a master degree.

**Work Integrated Learning (WIL)** is an umbrella term used for a range of approaches and strategies that integrate theory with the practise of work within a purposefully designed curriculum; and co-curricular programs.

## Schedule 2: Levels of Change Guidelines

### Creation, Reactivation, Deactivation and Changes to Courses and Components (Major, Minor, Unit or Thesis Unit)

Workflow	Change Description	Recommended by	*Approved By	Deadline for commencement 1 <sup>st</sup> half of year	Deadline for commencement: 2 <sup>nd</sup> half of year
School Change	Creation of a standalone NALO (that does not lead to formal credit)		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Additional Requisite Information		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Additional Tuition Pattern Information		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Assessment Changes: - Description; - Assessment Type, Feedback, Assessor and/or Student Role; or - Week Due		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Attendance Mode		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Further Information		Faculty Dean, Learning and Teaching (or nominee)		
School Change	Unit: Requisites		Faculty Dean, Learning and Teaching (or nominee)	June FCC	
School Change	Unit: Work Integrated Learning		Faculty Dean, Learning and Teaching (or nominee)	Any time	Any time
School Change	Units: Change to study periods offerings		Faculty Dean, Learning and Teaching (or nominee)	June FCC	
School Change	Course Text: - Overview; - Career Opportunities;		Faculty Dean, Learning and Teaching (or nominee)		

	<ul style="list-style-type: none"> <li>- Additional Expenses;</li> <li>- Overview note;</li> <li>- Credit for Recognised Learning;</li> <li>- Completion Details;</li> <li>- Entry/Completion Note;</li> <li>- Organisation;</li> <li>- Organisation Note;</li> <li>- Further Information;</li> <li>- Duration and Availability; or</li> <li>- Award Features.</li> </ul>				
<b>School Change</b>	Course: Changes to attendance modes for courses where approval occurred prior to inception of this manual.		Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>School Change</b>	Changing elective filtering rules		Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>School Change</b>	Course: Add/Remove existing units in an option/alternate core list		Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>School Change</b>	Course: Structure Notes		Faculty Dean, Learning and Teaching (or nominee)	Sept FCC	
<b>School Change</b>	Informal NALO – creation or deactivation		Faculty Dean, Learning and Teaching (or nominee)		

## Faculty Level

Workflow	Change Description	Recommended by	*Approved By	Deadline for commencement 1 <sup>st</sup> half of year	Deadline for commencement: 2 <sup>nd</sup> half of year
<b>Faculty Change</b>	Unit: Assessment Change: - Percentage breakdown; - Result type; - Linked ULOs; or - Assessment classification levels.	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)		
<b>Faculty Change</b>	Unit: Syllabus	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	Oct FCC
<b>Faculty Change</b>	Unit: Tuition Pattern	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	Nov FCC
<b>Faculty Change</b>	Unit: Learning Outcomes	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	Oct FCC	Oct FCC
<b>Faculty Change</b>	Unit: Change Owing Organisation	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	Sept FCC
<b>Faculty Change</b>	Unit: Teaching Responsibility	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	Oct FCC
<b>Faculty Change</b>	Unit: Title	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	Sept FCC
<b>Faculty Change</b>	Course/Major/Minor: Structure change to add/remove new or existing Minor or unit	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)		
<b>Faculty Change</b>	Course/Major/Minor: Owing Organisation	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Course/Major/Minor: Teaching Responsibility	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	

<b>Faculty Change</b>	Service Teaching Arrangements	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Major/Minor: Title	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Minor: Creation of a new minor, includes creation of new for administrative purposes. If changes involve changes to FOE this is escalated to the Central Change.	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)		
<b>Faculty Change</b>	Course: Change in duration that does not affect total course credit points	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Course: Learning Outcomes	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Course: Structural change that is less than one third of the credit points	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Course Text: - Accreditation; - Accreditation Status; - Professional Recognition; or - Entry Requirements (except ATAR – see central changes).	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	
<b>Faculty Change</b>	Course: Title	Faculty Courses Committee	Faculty Dean, Learning and Teaching (or nominee)	June FCC	

\* All requests will be submitted through AKARI Curriculum Management and endorsed by the relevant Head of School/Area (or delegate) or Director Course and Teaching Quality (or delegate) for non-faculty areas prior to being submitted for approval.

## Central Level

Workflow	Change Description	Recommended by	*Approved By	Deadline for commencement 1 <sup>st</sup> half of year	Deadline for commencement: 2 <sup>nd</sup> half of year
Central Change	Unit/Major/Minor: Creation of new for administrative purposes only	Faculty Courses Committee; and the University Courses Committee	Director, Course and Teaching Quality	May FCC	
Central Change	Unit: Creation of new for administrative purposes which involves corrections to Field of Education (FOE) codes. For example, Change Owning Organisation – Interfaculty	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic	May FCC	
Central Change	Unit: Creation of for non-administrative purposes including any changes to Field of Education (FOE) codes.	Faculty Courses Committee; and the University Courses Committee	Academic Board		
Central Change	Unit: To be conducted either wholly or partially in a language other than English (LOTE)	Faculty Courses Committee; and the University Courses Committee	Academic Board		
Central Change	Unit: Deactivation (Phasing out period will depend on student transition arrangements)	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic		
Central Change	*Course/Major: All new both administrative and non-administrative purposes. *Business Case & Concept Proposal Required	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
Central Change	Creation of a new nested Graduate Certificate or Graduate Diploma (existing units, same units as the master)	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
Central Change	Change an existing exit only Graduate Diploma to allow entry	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor Academic	May FCC	
Central Change	Course/ Major: Change that would:	Faculty Courses Committee; and the	Academic Board	May FCC	

	<ul style="list-style-type: none"> <li>- Involve badging with another institution (collaboration);</li> <li>- be delivered wholly or partly in a language other than English; or</li> <li>- vary from the Australian Qualifications Framework standards.</li> </ul>	University Courses Committee			
<b>Central Change</b>	Course: Changes to ATAR entry requirements	University Courses Committee	Academic Board	May FCC	
<b>Central Change</b>	Course/All Components: Changes that require an exemption for variation to the requirements of the Course Design Approval and Review Policy or Graduate Attributes Policy	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
<b>Central Change</b>	Course/All Components: Changes that require an exemption for variation to the requirements of the procedures within the Course Approval and Quality Manual	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor Academic	May FCC	
<b>Central Change</b>	Course: Structure change to add/remove new or existing Major	Faculty Courses Committee; and the University Courses Committee	Academic Board		
<b>Central Change</b>	Course: Change to structure that involves change to more than one third of the credit points, which includes adding or removing study packages; Moving study period or year level of offerings; Changing from Core to Option or vice versa.	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
<b>Central Change</b>	Minor: Deactivation with or without a replacement	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor Academic		
<b>Central Change</b>	Course/Major: Deactivation without a replacement	Faculty Courses Committee; and the University Courses Committee	Academic Board		
<b>Central Change</b>	Minor: Reactivation	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic	May FCC	
<b>Central Change</b>	Course/Major: Reactivation *requires a business case	Faculty Courses Committee; and the	Academic Board	May FCC	

		University Courses Committee			
<b>Central Change</b>	Change requiring modification to the award	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
<b>Central Change</b>	Creation or Deactivation of a Collaborative Award	Faculty Courses Committee; and the University Courses Committee	Academic Board		
<b>Central Change</b>	Creation or Deactivation of an Intermediate Award/Exit Award	Faculty Courses Committee; and the University Courses Committee	Academic Board		
<b>Central Change</b>	Course: Changes to CRICOS code or removal of CRICOS code registration	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic	June FCC	
<b>Central Change</b>	Course: Change to comply with AQF award levels	Faculty Courses Committee; and the University Courses Committee	Academic Board	May FCC	
<b>Central change</b>	Course: Addition of formal NALO as course requirement	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic	May FCC	
<b>Central change</b>	Creation of new formal NALO	Faculty Courses Committee; and the University Courses Committee	Deputy Vice-Chancellor, Academic		

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